

## Term Information

Effective Term Summer 2021  
*Previous Value* Spring 2019

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

The Department of African American and African Studies (AAAS) and the Department of Women's, Gender, and Sexuality Studies would like to add a Distance Learning offering for AFAMAST/WGSS 2367.04.

### What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offering in AAAS.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

As a cross-listed course, WGSS will also have to teach this course DL.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2367.04
Course Title	Black Women Writers: Text and Context
Transcript Abbreviation	Blk Women Writers
Course Description	Writing and analysis of black women's literary representations of issues in United States social history.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
<i>Previous Value</i>	<i>14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week</i>
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Newark

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## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq: English 1110, and Soph standing.
<b>Exclusions</b>	Not open to students with credit for WGSSt 2367.04.
<b>Electronically Enforced</b>	No

## **Cross-Listings**

<b>Cross-Listings</b>	Cross-listed in WGSSt
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## **Subject/CIP Code**

<b>Subject/CIP Code</b>	05.0201
<b>Subsidy Level</b>	General Studies Course
<b>Intended Rank</b>	Freshman, Sophomore
<b><i>Previous Value</i></b>	<i>Freshman, Sophomore, Junior, Senior</i>

## **Requirement/Elective Designation**

General Education course:  
Level 2 (2367); Literature; Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• This course aims at engaging students in critical discussions about black women's writings and their intersectional role as well as developing solid critical thinking skills and interdisciplinary approaches to literary analysis.</li><li>• Through critical analysis and discussion as well as writing, students will develop their academic research and communication skills, and their critical thinking regarding social, political, cultural, and literary aspects of black women's narratives.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Historical background: first Africans to colonies &amp; evolution of slavery in America</li><li>• Intro to Slave Narrative as literary genre. Influence of gender; discuss 1st narrative : "Life of Slave Girl" Harriet Jacobs</li><li>• Discussion of text; assign 2nd narrative Writing Workshop</li><li>• Discussion of 2nd narrative; abolitionist strategies; peer editing</li><li>• Influence of Southern migration</li><li>• Harlem Renaissance - Hurston's "Their Eyes Were Watching God"</li><li>• Folk Culture vs Assimilation</li><li>• Poetry vs. Narrative</li><li>• Gender &amp; Naturalism</li><li>• Black Arts Movement</li><li>• Black Arts Movement: Narrative/novel</li><li>• Transition to 21st Century</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
2367.04 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/28/2021

**Attachments**

- WGSST 2367.04 ASC Tech Review.docx: DL Technical Review List  
*(Other Supporting Documentation. Owner: Beckham, Jerrell)*
- 2367.04 Beamon Syllabus (SP17).docx: In-Person Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*
- 2367.04 Kolenz Syllabus (AU20, DL).docx: DL Syllabus  
*(Syllabus. Owner: Beckham, Jerrell)*

**Comments**

- See 2-12-21 email to M. Thomas, J. Stotlar, R. Skinner, and J. Beckham *(by Oldroyd, Shelby Quinn on 02/12/2021 05:21 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beckham, Jerrell	01/15/2021 11:56 AM	Submitted for Approval
Approved	Skinner, Ryan Thomas	01/15/2021 11:58 AM	Unit Approval
Approved	Haddad, Deborah Moore	01/15/2021 01:05 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	02/12/2021 05:21 PM	ASCCAO Approval
Submitted	Beckham, Jerrell	04/27/2021 03:03 PM	Submitted for Approval
Approved	Adeeko, Adeleke	04/27/2021 11:44 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/28/2021 03:02 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/28/2021 03:02 PM	ASCCAO Approval



# **SYLLABUS: WGSST 2367.04 BLACK WOMEN WRITERS: TEXT AND CONTEXT**

**AUTUMN 2020**

## **Course overview**

This course examines the ways that Black women produce and transmit knowledge about their lives lived in a world defined by slavery and evolving forms of racism. We will read novels, scholarship, and performance texts to learn from the perspectives of Black women about our contemporary world and our place in it.

## **University Documented Disabilities Statement:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

Additionally, I understand that we all come to educational environments with different needs and I strive to do what I can to make this class accommodating for a variety of needs and learning styles. Contact me as soon as possible if you need accommodations for documented disabilities or other reasons. While I will do my best to accommodate everyone, please note that the only way to guarantee accommodations for disabilities is to work through Student Life Disability Services.

## Classroom information

This course is online only. All content will be delivered and may be completed asynchronously. Synchronous virtual meetings are optional.

## Instructor

Instructor: Kristen A. Kolenz, PhD

Email address: kolenz.1@osu.edu

Office hours: Tu/Th 11:00a - 12:30p and by appointment.

Virtual Office Hours: You may drop into the office hours via Carmen Chat. Please note that anyone enrolled in the Carmen course may access the chat transcript at any time. We will use Carmen Chat for general questions that apply to everyone or to request a private meeting space. You may also request a private meeting over email. I will send a link to a Zoom or Carmen Conference space.

Please do not hesitate to schedule a private meeting. This is a great way to check in about your progress, discuss course material, resolve issues, or just introduce ourselves. Any student who schedules a meeting (unprompted by me) will receive one extra credit point (1% added to final grade).

## Course description

Using the tools of Black feminism, we will read literature and performances created by Black women and enhance our writing skills. The course combines interdisciplinary perspectives and tools to study a selected body of work produced by Black women about the conditions of their own lives. We will combine writing, discussion, and peer review to engage the literature and performance texts to build our knowledge of Black feminism and Black women's perspectives and write about ourselves in our social world.

This section of Black Women Writers focuses on Black lives lived in social worlds shaped by slavery and its foundational violence in our hemisphere. As we read, we will consider the extraordinary and everyday ways that Black women survive, thrive, and build transformative worlds as they fight against racialization, marginalization, and ongoing violence.

Please note that this is a reading and writing intensive course. According to the credit hour formula, each 3-credit hour course requires 126 hours of dedicated (in-class/study) time per term. This means that in order to achieve an average grade of "C" in this course, prepare to devote approximately 9 hours per week to reading, research and writing.

## Course learning goals and outcomes

Goals	Outcomes
1. Students understand the racialized, gendered, and sexual dynamics that arose through enslavement and define contemporary life.	a. Use feminist tools to critically analyze and explain the
	b. Identify and interpret Black women's everyday and extraordinary practices of survival, resistance, and transformation.
2. Students are able to read and write through a Black feminist lens and apply Black feminist analysis.	a. Explain and interpret issues from course readings with critical attention to race, gender, and sexuality as they manifest in Black lives.
	b. Develop original critique of contemporary racialized and gendered marginalization and violence.
3. Students are confident engaging practices of collective critique and imagination of resistance and belonging.	a. Communicate and collaborate with peers to successfully complete writing assignments.
	b. Through a Black feminist lens, collectively imagine alternative ways to build communities.

## General Education

### Writing and Communication, Level Two

**Goals:** Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

### Expected Learning Outcomes

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

The course will satisfy these outcomes by working individually and in small groups to analyze, synthesize, and produce new information through the lens of Black feminism and Black women's creative expression.

## Literature

**Goals:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

### Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The course will satisfy these outcomes by reading and viewing texts authored by Black women alongside critical Black feminist scholarship. Through discussion, journaling, and writing critical essays, students will explore and examine themes of racialized and gendered oppression and transformative possibilities.

### Diversity: Social Diversity in the U.S.

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### Expected Learning Outcomes

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The course will satisfy these outcomes by reading and viewing the work of Black women from the US as they encounter racialized, gendered oppression and liberatory possibilities within institutions, communities, and themselves.

## Course materials

Students should acquire copies (print or digital) of the following texts:

- *Homegoing* by Yaa Gyasi
- *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and asha bandele
- *Freshwater* by Akwaeke Emezi

During week 10, we will watch *Rafiki* by Wanuri Kahiu, available for rental on Amazon Prime for \$1.99.

Throughout the semester, we will watch the series *I May Destroy You* (Michaela Coel) on HBO. (If you do not have access to HBO and maintaining access is a burden, please let me know.)

All other assigned readings and viewings are available on Carmen or for free through the library. For viewings, I am able to offer synchronous viewings if students are unable to acquire access to the streaming platforms. (Consider sharing access among each other.)

## Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24 hours a day and 7 days a week. Self-service and chat support are available at: <http://ocio.osu.edu/selfservice>.

The contact information for technology support is:

Phone: 614-688-HELP (4357)

Email: [8help@osu.edu](mailto:8help@osu.edu)

TDD: 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen (primary tool of delivery of instruction)
- Microsoft Office (Word, Sway, PowerPoint)
  - Sway: Each week, one digital lecture will be posted on a Page linked in the Modules section of the course Carmen site. These lectures will be Sway presentations accessible for free through the Microsoft Office 365 suite. You must be signed into Microsoft Office 365 with your OSU credentials to access the content. Sway presentations may include links to supplemental media (readings and/or viewings) accessible for free online. Students must have a high-speed internet connection, computer or tablet, and audio. Microsoft Office is free to OSU students, [click here for more information](#). You should not expect to complete the course assignments on a phone.

## Technology skills necessary for this specific course

- Carmen Conferences (text, audio, video)
- Carmen Zoom meetings (audio, video, screensharing)
- Creating a Sway presentation with audio and video components
- Recording, editing, and uploading video



## Necessary equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
  - PLEASE NOTE: You should not use a smart phone for completing ANY course work.

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# Grading and instructor response

## Course Structure

Students will receive an email every Monday that describes the weeks activities. Each week, students will complete the following activities:

1. Open the Objectives and Assignments Page on Carmen (which will walk students through requirements for the week). Students can find this page linked on the Modules area of Carmen.
2. View a digital lecture (Microsoft Sway).
  - a. Link available on Carmen by Friday of the preceding week.
  - b. The lectures will walk you through the week's activities including assigned readings, viewings, and activities. The Sways will offer questions to help guide you through the materials and complete them in the order that best equips you to get the most out of the assignments. You may also find

additional, required media like short news articles, blog posts, and/or videos; supplemental information like definitions or questions to help guide the reading and assignment; short videos from me in which I introduce the new week's material and wrap up the previous week's lesson.

3. Complete weekly reading and writing assignments.

## Grades

For a complete description of each assignment and instructions, please see the course Carmen. See the course schedule below for due dates.

Assignment or category	Points
Student survey (Week 1)	5
Quizzes (self-checks)	15
Discussion	45
Journal	40
Original essay	100
Peer Review	45
Final revised essay	50
Total	300

## Assignments:

### Student Survey (5pts)

As a way to get to know you and what brings you to the course, students will fill out a brief survey on Carmen quizzes.

### Self-check quizzes (15pts)

Each week, you will complete a quiz that evaluates comprehension of the assigned readings. These quizzes will only be graded for completion, so students should use them as a way to check in with their understanding of the course content.

### Discussion (45 pts)

For the first week and each of the four modules, students will participate in an asynchronous, online discussion on Carmen Discussion. Prompts will vary from week to week, but may include synthesizing readings and viewing assignments, analyzing assigned viewing or your own media consumption in terms of new materials, and envisioning alternatives. I will randomly divide students into groups to work together throughout the semester.

A discussion assignment includes three parts:

1. *Create a new thread that responds to a prompt.* I will give you the prompt within the week's Sway presentation. Due Wednesday at 11:59 pm\* of the corresponding week.
2. *Respond to a classmate's thread.* I will give you instructions to guide this response. Due Friday at 11:59 pm\* of the corresponding week.
3. *Post one more response.* I will give you instructions to guide this response. Due Monday at 11:59 pm of the following week.

\*Note that Carmen automatically generates the deadline for discussion board assignments as the deadline for the last post in the weekly series. **You must keep track of the deadlines for the first two posts on your own.**

All postings are expected to reflect engagement with course readings and lectures. If you post but do not reference these materials, you will receive half or no credit for your work. Many of the topics this semester will engage with our personal opinions about social issues. While these opinions are important and welcome in discussion, they do not take the place of understanding the scholarly material in the course. This does not mean that you must embrace all the viewpoints represented, but it does mean that you must read the assigned material, think critically, and participate in discussions about it. With this in mind, respect for ourselves and each other is crucial. Disagreement and discussion are important for learning, but we must do so with respect. I reserve the right to remove posts and/or address students individually if I determine such action is necessary.

Keep in mind that active participation is essential to your learning experience in this course. We will explore controversial, complicated, and polarizing topics through the semester. It is important that we respect each other's needs, values, and views. The class is only successful when we all take time to thoughtfully prepare, participate in discussion, and create conditions for other to participate. Every time you write an assignment, I expect that you have completed all assigned readings, viewings, and presentations until that point.

Alternatively, students may opt into a synchronous Zoom discussion to take the place of the Carmen discussion board (except during week 1). I will offer two 45-60 minute sessions during the week that each asynchronous discussion takes place. On Monday of the designated week, students will respond to a mandatory, ungraded Carmen quiz to choose a session or the asynchronous option. To participate in the Zoom session, you must have a video AND audio connection and I will grade your preparedness and participation.

### **Journal (40 pts)**

Students will be assigned four journal entries (including a prompt) throughout the course. Journal prompts are intended to be free writing exercises to prepare you to write your essays and revise your work. I will include the prompts within the Sways and copy them into the assignments instructions on Carmen. You will complete the journals in a Word document and submit them to the designated Carmen dropbox. See the course schedule for deadlines.

### **Original essay (100 pts)**

You will write two original 2,500-word essays this semester. Both essays will engage the course readings to respond to a loosely structured prompt. You will complete the essays in a Word document and submit them to the designated Carmen dropbox. See the course schedule for deadlines.

### **Peer Review (45 pts)**

Students will participate in three rounds of asynchronous peer review. On Monday morning of the designated week, you will post your draft to a randomly assigned small group discussion on Carmen. Group members will read and comment on all drafts according to a peer review template that I will provide. You will be graded on your complete draft posted on time and your engagement with your group members' drafts.

\*Extra credit opportunity: In addition to the discussion, at least two group members may meet on Zoom to discuss each other's work. The Zoom session should last ten minutes times the number of participants. I will provide more information on Carmen.

### **Final Revised Essay (55 pts)**

In place of a final exam, you will revise and expand one of the two original essays you turned in earlier in the semester. This revised essay must be 4,000 words and reflect your learning throughout the course. You will write on the same topic as in the original essay, but develop a longer and more in-depth analysis with the help of the peer review sessions and my feedback.

## Flexible Learning and Grading

While this class is designed to provide opportunities to for dynamic and collective learning, maintaining our health and wellness will be our priority. If you become ill, become a caregiver, or have to deal with another unexpected event brought on by Covid-19, I will work with you to make up assignments. Please do your best to communicate with me if you encounter any of these situations. I will grant and determine deadline extensions on a case-by-case basis to best accommodate each student. If you are unable to complete an assignment on time, please contact me by email as soon as possible.

## Late assignments

You are expected to turn in all assignments on time. I will only consider deadline extensions if we have a conversation BEFORE the assignment is due (unless there are extenuating circumstances). If we do not discuss the assignment in advance, I will not accept late assignments.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70 –72.9: C-  
67 –69.9: D+  
60 –66.9: D  
Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

## Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Participation and Discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**  
Be sure you are logging in to the course in Carmen each week. (During most weeks you will probably log in many times.)
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
There are no live, required events for the course. The only synchronous offering, my office hours, are optional. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 3+ TIMES PER WEEK**  
As participation, each week you can expect to post at least three times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

Most of the content that we will discuss in class is politically charged and may touch us in personal and unexpected ways. While these conversations may be uncomfortable or challenging at times, students are expected to remain respectful of others and use discussions as a learning tool. The in-person and online classrooms are designed to be encouraging, respectful, and welcoming environments for all students in order to facilitate collective, productive learning. I welcome feedback and encourage students to speak with me privately about course materials or discussions that do not facilitate the environment I describe. We will strive collectively to create safe spaces for intellectual dialogue while recognizing that we can never guarantee such a space. Participation in this course requires a mutual commitment to respect on the part of the instructor and students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using professional grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For online sources apparat from those in the Sway, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
Module 1: Reading Black Women Writers		
1	8/25-8/28	<p>Read:            "The Social Construction of Black Feminist Thought" Patricia Hill Collins            "We Remember You, Me and Us: Transgender Day of Remembrance" and "How to Stop Thinking All Trans People are the Same" by Kai M. Green</p> <p>Watch: <i>I May Destroy You</i>, Episode 1-2 Michaela Coel (HBO)</p> <p>Assignments:            Student survey            Introduction discussion</p>
2	8/31-9/4	<p>Read:            The Combahee River Collective Statement            In Search of Our Mothers' Gardens Alice Walker            "Poetry is not a Luxury" Audre Lorde</p> <p>Watch: <i>I May Destroy You</i>, Episode 3-4 Michaela Coel (HBO)</p> <p>Assignment:            Discussion (optional synchronous sessions on Wed 9/2 at 10am and Thurs 9/3 at 3pm)</p>
Module 2: <i>Homegoing</i>		
3	9/8-9/11	<p>Read:  <i>Homegoing</i> Yaa Gyasi (3-110)            "The Wake" Christina Sharpe</p> <p>Assignment:            Journal</p>

4	9/14-9/18	<p>Read: <i>Homegoing</i> Yaa Gyasi (111-200) “I May Destroy You’ shows dark-skinned Black women reclaiming the Me Too movement” Faridah Abíké-iyímídé</p> <p>Watch: <i>I May Destroy You</i>, Episode 5 Michaela Coel (HBO)</p> <p>Assignment: Discussion (optional synchronous sessions on Tues 9/15 at 4pm and Wed 9/16 at 12pm)</p>
5	9/21-9/25	<p>Read: <i>Homegoing</i> Yaa Gyasi (201-303) “The Black Shoals” Tiffany Lethabo King</p> <p>Assignment: Journal</p>
6	9/28-10/2	<p>Read: Introduction to <i>Wandering: Philosophical Performances of Racial and Sexual Freedom</i> Sarah Jane Cervenak</p> <p>Watch: <i>I May Destroy You</i>, Episode 6-7 Michaela Coel (HBO)</p> <p>Assignment: Essay 1 due Fri 10/2</p>
Module 3: <i>When They Call You a Terrorist</i>		
7	10/5-10/9	<p>Read: When They Call You a Terrorist Patrisse Khan-Cullors and asha bandele (Part One) Introduction to <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i></p> <p>Assignment: Peer Review</p>
8	10/12-10/16	<p>Read: When They Call You a Terrorist Patrisse Khan-Cullors and asha bandele (Chapters 8-11) “A Herstory of the #BlackLivesMatter Movement” Alicia Garza “Black Awakening in Obama’s America” Keeanga-Yamahtta Taylor</p> <p>Assignment: Journal</p>



9	10/19-10/23	<p>Read: When They Call You a Terrorist Patrisse Khan-Cullors and asha bandele (Chapter 12-end) "Voter Suppression is Warping Democracy" Vann R. Newkirk II "A Black Lives Matter Co-founder Explains why this Time is Different" An interview with Opal Tometi, Isaac Chotiner</p> <p>Watch: <i>I May Destroy You</i>, Episode 8 Michaela Coel (HBO)</p> <p>Assignment: Discussion (optional synchronous sessions Tues 10/20 at 10am and Thurs 10/22 at 6pm)</p>
10	10/26-10/30	<p>Watch: <i>Rafiki</i> Wanuri Kahiu (Amazon Prime) <i>I May Destroy You</i>, Episode 9-10 Michaela Coel (HBO)</p> <p>Assignment: Journal/Essay 2 prep week</p>
Module 4: <i>Freshwater</i>		
11	11/2-11/6	<p>Read: <i>Freshwater</i> Akwaeke Emezi (1-72) "Writing into the Unknown" Akwaeke Emezi</p> <p>Watch: <i>I May Destroy You</i>, Episode 11 Michaela Coel (HBO)</p> <p>Assignment: Peer Review</p>
12	11/9-11/13	<p>Read: <i>Freshwater</i> Akwaeke Emezi (73-145) "Pedagogies of the Sacred" (1-4) M. Jacqui Alexander</p> <p>Assignment: Essay 2 due Fri 11/13</p>
13	11/16-11/20	<p>Read: <i>Freshwater</i> Akwaeke Emezi (146-end) "Pedagogies of the Sacred" (5-end) M. Jacqui Alexander</p> <p>Assignment: Discussion (optional synchronous sessions Tues 11/17 at 4pm and Thurs 11/9 at 10am)</p>
Thanksgiving (Writing Week)		

14	11/30-12/4	Reading: TBD Watch: <i>I May Destroy You</i> , Episode 12 Michaela Coel (HBO) Assignment: Peer Review
Final revised essay due on Carmen Wednesday, December 9 by 11:59pm		

## Other course policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Student Support Policies and Resources

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of

Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

**Women's, Gender and Sexuality Studies 2367.04  
Black Women Writers: Text and Context  
Wednesdays/Fridays 9:35AM – 10:55AM  
Scott Lab N056**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.**

**Instructor:** Deja Beamon

**Email:** beamon.10@osu.edu

**Office:** Dulles Hall 030 (in the basement)

**Office Hours:** Thursdays from 1PM – 3PM or by appointment

**Course Description:**

This course is designed to introduce students to literary works by black women authors. In encountering these texts, they will be encouraged to not only perform traditional literary analysis but to also historicize both the settings of the novels as well as the lives of the writers. Utilizing black feminist theory, students will develop an analytic lens for reading both texts and current events.

**General Education Requirements**

This course fulfills three General Education (GE) requirements as detailed below:

**Writing and Communication, Level Two**

**Goals:** Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

**Expected Learning Outcomes**

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

*This course fulfills these goals by requiring students to respond to the texts in various ways and to employ a critical lens in their responses.*

## **Literature**

**Goals:** Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

### **Expected Learning Outcomes**

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

*This course fulfills these goals by exposing students to literature and common literary techniques to aid with understanding and interpretation of texts.*

## **Diversity: Social Diversity in the U.S.**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*This course fulfills these goals by exposing students to feminist theory as a way to make race, gender, sexuality, etc. a center point in all analysis.*

## **Required Texts:**

- The Bluest Eye by Toni Morrison – ISBN: 978-0307278449
- Assata by Assata Shakur – ISBN: 978-1556520747
- Americanah by Chimamanda Ngozi Adichie – ISBN: 978-0307455925

I have not ordered these texts through the Student Book Exchange (SBX). However, they should all be available on Amazon and in the library. The ISBNs provided above are for the same version of the text that I have. While you are encouraged to use what you can, using the same ISBN as me will allow for the reading experience (referencing pages, quotes) to be easier.

*Additional Readings:* I will post any additional readings to our Carmen page. See the course schedule for more information.

### **Course Requirements and Grading:**

- **Attendance/Participation 10%**
- **Writing Skills Assessments 20%**
- **Discussion Boards 20%**
- **Short Paper 20%**
- **Final Paper 30%**

#### **Attendance/Participation:**

You will all start off with 100 participation points. If I feel you are not following the below guidelines, I will begin to deduct points.

- **In-Class Participation:** I expect everyone to come to class prepared – this means having read the text and *bringing a copy of the text* with you to class. Discussion is a core aspect of our course. Good discussion requires the text in front of you and fulfillment of out of class reading assignments before class meets. I expect you all to participate in discussion in one way or another.
- **Attendance:** You each will receive **2** free absences. After that, I will mark you down 5 participation points for each additional absence. If you miss more than 10 classes, you will fail the course.
- **Syllabus Quiz:** Towards the middle of the semester, I begin to field a large number of e-mails asking questions that can be answered by reviewing the syllabus. You must complete the syllabus quiz by the **end of week 2**.
- **Reading Quizzes:** If I feel the class is not reading as you should, I reserve the right to give you pop quizzes to gauge reading comprehension.

#### **Writing Skills Assessments:**

- Throughout the semester, you will be asked to engage with both a text about good writing practices as well as a text to put in conversation with topics covered in class. You will then perform a writing exercise using both texts. The assessment will take place in class and will be graded as a pass/fail. These are an opportunity for you to do some informal



writing and receive feedback from me. As of now, there are **two** on the syllabus but this may be expanded at any time.

### **Discussion Boards:**

- You are required to post **five** discussion boards on Carmen. Discussions boards are due before class starts and must deal with the reading for that class. You may not post two discussion boards in one week **unless** we have started a new novel. While these posts are mainly to check that you're doing the reading, your post should not simply summarize the text. You should try to engage with the themes in a larger way.

### **Short Paper:**

- In a 3-4-page paper, I will ask you to engage with the foundational texts from this class and make an argument about what is gained from studying black women writers. A more formal prompt will be posted on Carmen. I'm asking that you **print this paper out and hand it in to me on February 1<sup>st</sup>**.

### **Final Paper:**

- The final paper will be on a topic of your choosing. You must engage with one of the core novels and two supplementary texts in some way. I have broken the paper into parts in order for you to receive as much constructive feedback as possible. Components and due dates are:
  - Proposal and bibliography **due April 7<sup>th</sup>**
  - Peer Reviews will occur **on April 19<sup>th</sup>** – a draft will be due the night before this review so that the instructor can make copies. A page number and other specifics will be given closer to this date.
  - **Final Paper is due by 11:59pm on May 2<sup>nd</sup> to Carmen Dropbox**

### **Late Work**

Assignments are due at the date and time stated on the syllabus. Late assignments will not be accepted unless confirmed by me **prior** to due date. Since due dates are made explicit on the syllabus, please plan accordingly.

### **Technology**

Cell phones should be put away and silenced during class time. Laptops are allowed in order to pull up texts. I know printing is expensive on campus but if I feel laptop use is excessive and off topic, I will ban them from the class and require readings be printed out.

### **Academic Integrity/Plagiarism**

Students are expected to maintain complete academic integrity. Please become familiar with the departmental statement on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic

community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

### **Writing Center**

Your professor and TAs are available to assist you with assignments and help you improve your work. The university also provides an incredible writing resource with the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors! To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/writingCenter/default.cfm>

### **Course Schedule**

- **Readings:** All readings are due on the days that they are listed on the syllabus. Novels are referred to by title and additional readings on Carmen are labeled (CAR).

\*I reserve the right to make changes to the class reading schedule and syllabus overall. Students will be made aware of such changes in class or via electronic communication and the changes will automatically become part of the course syllabus.

#### **Week 1 – Feminist Foundations**

##### **W – January 11<sup>th</sup>**

- Introductions
- In-class Reading: “In Search of Our Mothers’ Gardens” by Alice Walker

##### **F – January 13<sup>th</sup>**

- “Feminist Politics” by bell hooks (CAR)
- Excerpts from *Bad Feminist* by Roxane Gay (CAR)
- “A Black Feminist Statement” by The Combahee River Collective (CAR)

#### **Week 2 – Oppression in Operation**

##### **W – January 18<sup>th</sup>**

- “Black Feminist Thought” by Patricia Hill Collins (CAR)
- “Toward a New Vision” by Patricia Hill Collins (CAR)

**F – January 20<sup>th</sup>**

- “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” by Kimberle Crenshaw (CAR)
- “Age, Race, Class and Sex: Women Redefining Difference” by Audre Lorde (CAR)

**Week 3 – Power and Poetics**

**W – January 25<sup>th</sup>**

- “Poetry Is Not a Luxury” by Audre Lorde (CAR)
- Excerpt from *Citizen* by Claudia Rankine (CAR)
- Poem by Nikki Giovanni (CAR)
- Poem by Audre Lorde (CAR)

**F – January 27<sup>th</sup>**

- Excerpt from *Negras: Stories of Puerto Rican Slave Women* by Yolanda Arroyo Pizarro (CAR)
- “Uses of the Erotic” by Audre Lorde (CAR)

**Week 4**

**W – February 1<sup>st</sup>**

- The Bluest Eye: Beginning to beginning of Winter  
*Short Paper due at the beginning of class.*

**F – February 3<sup>rd</sup>**

- The Bluest Eye: pg. 61-93

**Week 5**

**W – February 8<sup>th</sup>**

- The Bluest Eye: pg. 97-131
- “Oppositional Gaze” by bell hooks (CAR)

**F – February 10<sup>th</sup>**

- The Bluest Eye: pg. 132-183

**Week 6**

**W – February 15<sup>th</sup>**

- The Bluest Eye: pg. Summer – End

**F – February 17<sup>th</sup>**

- Writing Assessment  
Reading **TBD**

**Week 7**

**W – February 22<sup>nd</sup>**

- Assata: Forewords by Angela Davis and Lennox S. Hinds  
Chapters 1-3

**F – February 24<sup>th</sup>**

- Assata: Chapters 4-6

**Week 8**

**W – March 1<sup>st</sup>**

- Assata: Chapters 7-9

**F – March 3<sup>rd</sup>**

- Assata: Chapters 9-11

**Week 9**

**W – March 8<sup>th</sup>**

- Assata: Chapters 12-15

**F – March 10<sup>th</sup>**

- Assata: Chapters 16 – end

***Week 10 – Spring Break***

**Week 11**

**W – March 22<sup>nd</sup>**

- Writing Assessment  
Reading **TBD**

**F – March 24<sup>th</sup>**

- Americanah: Chapters 1-16

**Week 12**

**W – March 29<sup>th</sup>**

- Americanah: Chapters 17-23

**F – March 31<sup>st</sup>**

*Class Canceled*

**Week 13**

**W – April 5<sup>th</sup>**

- Americanah: Chapters 24-35

**F – April 7<sup>th</sup>**

- Americanah: Chapters 36-40  
*Paper Proposal due by 11:59PM*

**Week 14**

**W – April 12<sup>th</sup>**

- Americanah: Chapters 41- 47

**F – April 14<sup>th</sup>**

- Americanah: Chapters 48 - 55

**Week 15**

**W – April 19<sup>th</sup>**

*Peer Review*

**F – April 21<sup>st</sup>**

Course Conclusions

*Final Papers due May 2<sup>nd</sup> to the Carmen Dropbox*

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: WGGST 2367.04**

**Instructor: Deja Beamon MA**

**Summary: Black Women Writers: Text and Context**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Carmen discussion board postings</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge or for a nominal charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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**Reviewer Information**

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

**Notes: Add statements b&c. Consider using the 2021 ASC Distance Learning Syllabus Template.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>