

Term Information

Effective Term Summer 2021
[Previous Value](#) [Autumn 2015](#)

Course Change Information

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

Adding a Distance Learning offering for this course

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 offerings of WGSST courses.

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)?

None

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	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4520
Course Title	Women of Color and Social Activism
Transcript Abbreviation	Social Activism
Course Description	Examination of multiple forms of social activism among women of color from various parts of the world concerning local, national, and international issues.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
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, Lima

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

<i>Previous Value</i>	520
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Senior

Requirement/Elective Designation

General Education course:

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

Course goals or learning objectives/outcomes

- Examine feminist women of color activism in the US and the connections these activists make to transnational mobilizations
- Engage in lectures, class discussions, group activities, and writing assignments to develop an understanding of how feminist women of color articulate their identities and frame their activism
- Critically examine and reflect insightfully on strategies used by women of color for social transformation that challenge local and global institutionalized frameworks of oppression

Content Topic List

- Immigration
- "Femicide"
- Domestic violence
- Women's rights
- Reproduction
- Liberalism
- Selected topics that vary based on professor/instructor

Sought Concurrence

No

COURSE CHANGE REQUEST
4520 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/07/2021

Attachments

- WGSST 4520 AU20 DL.docx: DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- 4520_SMOOTH_SP15.docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 4520 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 05:04 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 05:32 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 06:26 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 06:26 PM	ASCCAO Approval



SYLLABUS: WGSST 4520 WOMEN OF COLOR AND SOCIAL ACTIVISM

AUTUMN 2020

Course overview

This course examines the feminist theories and practices generated by women of color activists and scholars of activism. Through reading and collaborative, discussion-based, and dynamic assignments, we will explore the histories and contemporary struggles of women of color activists. Together, we will explore the possibilities for transformation generated by women of color activists in coalition.

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W.

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

Distance Learning with OPTIONAL (but highly encouraged) virtual meetings

Meeting Days/Times: Tu/Th 9:35-10:55 on Zoom

Instructor

Instructor: Kristen A. Kolenz

Email address: kolenz.1@osu.edu

Office hours: Tu/Th 11:00a - 12:00p 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

Through the lens of feminist theory and performance studies, this course studies the knowledges produced and transmitted by women of color activists in the United States. Reading foundational texts and contemporary scholarship on queer, anti-racist, and decolonial struggle, we will build vocabulary and tools to understand the roots of multiple forms of oppression and the visions and strategies that women of color enact as alternative. Building on our reading, we will participate in flexible, collaborative activities to reinforce our learning and become imaginative knowledge producers ourselves. This class aims to establish a broad base knowledge of women of color organizing in the U.S. and to participate in envisioning and strategizing alternative futures from our positions within systems of power.

Course learning goals and outcomes

Through the individual and collaborative assignments, students will gain the knowledge and tools to:

1. (Goal) Work and learn compassionately and collaboratively by
 - a. (Outcome) Collaborating with people across difference.
 - b. (Outcome) Engaging with texts in an open and critical manner.

- c. (Outcome) Interact productively and openly across difference.
- 2. (Goal) Understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power by
 - a. (Outcome) Articulating how lived experiences and material realities of marginalized people have shaped knowledge production.
 - b. (Outcome) Articulating how categories of social difference, including, but not limited to, gender and sexuality, are created and upheld by differentials of power.
 - c. (Outcome) Interrogating the category “women of color.”
- 3. (Goal) Recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.
 - a. (Outcome) Engage feminist ways of thinking and acting.
 - b. (Outcome) Realize one’s power to participate in feminist social change.

General Education

Diversity: Social Diversity in the US

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 critically engaging scholarship produced by women and queer people of color that analyzes how power and resistance shape lived experience. Students will deepen their awareness of themselves within systems of power and their capacity to imagine and enact alternatives to existing oppression.

Course materials

Required

Dub: Finding Ceremony by Alexis Pauline Gumbs

All other materials are available on Carmen or for free through the library.

(I have already submitted a request to the library to acquire an e-book that would be free for student use. I can't promise that the request will be granted or that it will be processed in time for the course. With that in mind, students may choose to wait a few weeks before purchasing the book.)

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

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: During most weeks, 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. 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 (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- PLEASE NOTE: You should not use a smart phone for ANY course work.

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. Complete a mandatory, ungraded Carmen quiz to opt into assignment modality (see Assignment Guide).
3. View a short digital lecture (Microsoft Sway).
 - a. Link available on Carmen by Friday of the preceding week.
 - b. The lectures may include links to short news articles, blog posts, and/or videos; supplemental information like definitions or questions to help guide the reading and assignment; two short videos in which I introduce the new week's material and wrap up the previous week's lesson.
4. Complete assigned readings.
5. Complete the week's assignment.

Grades

For a complete description of each assignment and instructions, please see the Assignment Guide on Carmen (attached to the end of the document).

Assignment or category		Points	
Student survey (Week 1)		5	
Discussions (Weeks 1, 3, 11, 13)		55	
Symposia (Weeks 2, 14)		50	
Reading activities (Weeks 4, 6, 7)		40	
Online activities (Weeks 5, 8, 10)		35	
Final Project		95	
	Project Proposal	10	
	Writing Workshop	25	
	Creating Week	10	
	Final Draft	50	

Total	280
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See course schedule (below) for due dates.

Flexible Learning and Grading

Especially because of the precarity and unpredictability of life during a pandemic, you may opt out of a group assignment and complete an alternative individual assignment. While this class is designed to provide opportunities to practice feminist coalition, maintaining our health and wellness will be our collective priority. You should use this option if you become ill, become a caregiver, or have to deal with another unexpected event brought on by Covid-19.

I will grant and determine deadline extensions on a case-by-case basis. If you are unable to complete an assignment on time or need to shift to an alternative individual assignment, 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. 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**
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later upon request. 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
1	8/25-8/28	(Introduction to Women of Color Activisms) Color of Violence: INCITE! Anthology Edited by INCITE! Women of Color Against Violence (assigned chapters) Assignment: Carmen Discussion
2	8/31-9/4	<i>This Bridge Called My Back</i> Edited by Cherrié Moraga and Gloria Anzaldúa (assigned chapters) Assignment: Symposium
3	9/8-9/11	Color of Violence: INCITE! Anthology Edited by INCITE! Women of Color Against Violence (assigned chapters) Assignment: Multi-modal Discussion
4	9/14-9/18	(Women of Color and Epistemology) "The Social Construction of Black Feminist Thought" Patricia Hill Collins

		<p>“Being Lovingly, Knowingly Ignorant: White Feminism and Women of Color” Mariana Ortega</p> <p>Methodology of the Oppressed Chela Sandoval (excerpt)</p> <p>Assignment: Feminist Epistemology Concept Map</p>
5	9/21-9/25	<p>(Performances of Activism)</p> <p>¡Presente! The Politics of Presence (Preface and Chapter 1)</p> <p>Assignment: Ecologies of Migrant Care Activity</p> <p>Assignment: Project Proposal</p>
6	9/28-10/2	<p>(Theorizing Activisms in the U.S.)</p> <p>“We Will Not Rest in Peace: AIDS Activism, Black Radicalism, Queer, and/or Trans Resistance” Che Gossett</p> <p>“Queer Politics and Anti-Blackness” Morgan Bassichis and Dean Spade</p> <p>“A Herstory of the #BlackLivesMatter Movement” by Alicia Garza</p> <p>Assignment: Concepts and Terms Workbook</p>
7	10/5-10/9	<p>(Women of Color Activisms in the U.S.)</p> <p>As We Have Always Done: Indigenous Freedom through Radical Resistance Leanne Betasamosake Simpson (assigned chapters)</p> <p>Assignment: Teaching indigeneity in the University Lesson Plan</p>
8	10/12-10/16	<p>Readings from the Bay Area Transformative Justice Collective</p> <p>Resource Website: https://batjc.wordpress.com/readings-media/</p> <p>Assignment: Pod mapping Activity</p>
9	10/19-10/23	<p>Writing workshops</p>
10	10/26-10/30	<p>Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities Karma Chávez (assigned chapters)</p> <p>Assignment: Mapping Queer Activisms Activity</p>

11	11/2-11/6	<i>Chicana Movidas: New Narratives of Activism and Feminism in the Movement Era</i> Dionne Espinoza, María Eugenia Coterá, and Maylei Blackwell (assigned chapters) Assignment: Chicana Por Mi Raza Project Activity
12	11/9-11/13	(Imagining Feminist Praxis) <i>Dub: Finding Ceremony</i> Alexis Pauline Gumbs Assignment: Creating Week
13	11/16-11/20	<i>Dub: Finding Ceremony</i> Alexis Pauline Gumbs “A Black Lives Matter Co-founder Explains Why This Time is Different” Isaac Chotiner Assignment: Multi-modal Discussion
Thanksgiving Week		
14	11/30-12/4	Final Project Symposium
Final Project due on Carmen Wednesday, December 9 by 11:59pm		

Other course policies

Academic integrity policy

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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in 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.” 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 sanctions range 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 work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. 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!**

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)
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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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

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 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.

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, Kellie Brennan, at 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 or email 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/>.

ASSIGNMENT GUIDE

AU 2020 WGSST 4520 Women of Color and Social Activism

As a way to create a dynamic online class, we will have a flexible participation and assignment structure for the semester. This guide explains each assignment and the options available to students.

General Guidelines

1. At the beginning of each week, students will OPT IN to a modality for the week's assignment (except for weeks in which only one modality is available). This will be in the form of a mandatory Carmen quiz due by Monday at 11pm. Each assignment lists the available modalities.
 - a. If you opt into a group modality, I will organize the groups and post their members on Carmen by Tuesday morning.
2. All synchronous Zoom meetings are optional, and students are under no obligation to attend. However, there may be required, asynchronous viewing. Zoom sessions will have options for synchronous participation, synchronous viewing, and asynchronous viewing after the meetings conclude. With that in mind, students are HIGHLY encouraged to attend at least half of the synchronous meetings.
 - a. Please note: Students should complete assigned reading BEFORE engaging the week's assignment.
3. Synchronous Zoom meetings require at least three participants and may last between 30-80 minutes (depending on attendees).
 - a. I may divide Zoom participants into groups if more than 12 students opt in for synchronous participation.
 - b. Participants will attend with audio and video; Observers will listen, mute themselves, and engage in the chat.
 - c. All Zoom meetings will be recorded and made available to students who request to see them.

Assignment: Student Survey (5pts)

(Week 1)

On the Carmen Quizzes platform, students will fill out a short survey to help me to get to know you and your expectations for the course.

Assignment: Discussion (55 pts)

Carmen Discussion (Week 1) | 10 pts

Modality: Online only

- Students will post one new thread and one reply on the Carmen discussion board. Prompts and length requirements are available in the Week 1 Sway.
- A rubric for grading is available on Carmen.
- Due Dates:
 - New Thread | Thursday, August 27 11:59pm
 - Reply | Friday, August 28 11:59 pm

Multi-modal Discussion (Weeks 3, 11, 13) | 15 pts each

Modalities: (1) Participate in synchronous Zoom meeting, (2) Observe (muted, chat access) synchronous Zoom meeting and post replies on Carmen discussion, or (3) Post three times on Carmen discussion

- Prompts will be available for all discussion modalities in the week's Sway. The discussion will focus on the following topics:
 - Week 3: Color of Violence reading
 - Week 11: The Chicana Por Mi Raza Project <https://chicanapormiraza.org/>
 - Week 13: Transforming Justice and Black Lives Matter
- A rubric for grading is available on Carmen.
- Participants: Attend a Zoom meeting with audio and video. Thursday at 9:35 am
- Observers: Listen and chat on Zoom meeting. Post two replies on Carmen discussion.
 - Reply 1 due Friday 11:59 pm
 - Reply 2 due Monday 10:00 am (following week)
- Carmen Discussion: Post three times on Carmen
 - New Thread due Wednesday 11:59 pm
 - Reply 1 due Friday 11:59 pm
 - Reply 2 due Monday 10:00 am (following week)

Assignment: Symposium (50 pts)

(Weeks 2, 14) | 25 pts each

Modalities: (1) Participate (video/audio) in synchronous Zoom meeting, (2) Upload presentation before the Zoom meeting begins. (Students are welcome to observe but will not receive credit).

- Participants: Attend a Zoom meeting with audio and video.
 - All participants must stay for ALL presentations.
- Uploaders: Post your presentation on Carmen Discussions.
 - All uploaders must watch and comment on at least five presentations by Monday at 10 am. Guidelines for comments can be found on the rubric.

Week 2 Symposium Instructions: Students will be randomly assigned a section of *This Bridge Called My Back* to read. Individually, students will prepare a 5-6 minute presentation on their

assigned pages, including a visual component (PDF, PowerPoint, Sway, etc). The presentation should very briefly summarize the assigned reading, explain the authors' critique of their society, describe the authors' vision of a transformed future, and present an original strategy for change inspired by the reading.

- Reading assignments and a rubric for grading will be posted on Carmen during Week 1.
- Depending on the modalities that students choose, I may adjust the required length.
- Zoom Symposium: Thursday 9:35 am
- Uploaders must submit before Thursday at 9:35 am

Week 14 Symposium Instructions: Students will prepare a 5-6 minute presentation on their final project, including a visual component (PDF, PowerPoint, Sway, etc). Presentations may vary depending on the project, but students should be sure to clearly articulate the critique and vision of their work.

- A rubric for grading will be available on Carmen.
- Zoom Symposium: Sign-ups for Tuesday and Thursday at 9:35 am
- Uploaders must submit before Thursday at 9:35 am

Assignment: Reading Activities (40 pts)

Modalities: (1) Individual, (2) Synchronous small group, (3) Asynchronous small group

- Synchronous groups will meet on Zoom and work on the map together. (I recommend meeting during one of our scheduled class times).
- Asynchronous groups should collaborate on a cloud platform. Each group member should keep a time sheet that tracks their work.
- A rubric for grading individual and group work is available on Carmen.
- Individual and group work is due Friday by 11:59 pm

Feminist Epistemology Concept Map (Week 4) | 15pts

Using a concept mapping tool of your choice (PowerPoint, [suggestion from this website](#), or any other tool you like), create a concept map of the principles of feminist epistemology we have learned through the first four weeks of the course. The map should include the theoretical origin, definition, examples of how to use each concept. The map should also show how the concepts are connected to each other. The week 4 Sway should will include examples.

Concepts and Terms Workbook (Week 6) | 15pts

Using a cloud text editing platform (like Google Docs), create a "workbook" that collects key terms and concepts from the first six weeks of the course. The workbook should build significantly on your epistemology concept map. Each entry should include a definition, references to authors who discuss the term or concept, an example of how to use the term or

concept, and a discussion question or short activity that might help someone learn to use the term or concept. The week 6 Sway will include examples and a very short list of terms to help start your work.

Teaching Indigeneity in the University Lesson Plan (Week 7) | 10 pts

Individually, students will explore these lesson plans on the Indian Country Today website: <https://indiancountrytoday.com/news/pop-culture-artists-team-with-educators-for-native-lessons-c7Cu6lBotUuEJUvZaKDIhQ>. Then adapt one lesson plan (or a combination of multiple) for a university level course that could be taught in a feminist department like this one. The lesson plan should be cover one virtual class meeting and reflect the learning we have done so far in the course. The week 7 Sway will include a series of questions to consider as you explore the lesson plans and create your own.

Assignment: Online Activities (35 pts)

Ecologies of Migrant Care (Week 5) | 10 pts

Modality: Individual reflection

Students will explore the <https://ecologiesofmigrantcare.org/> project. Spend 1 hour watching activist interviews from the five different areas (Expulsion/Resistance, In transit/Refuge, Disappearance/Search, Deportation/Return, Rendering Accounts) and viewing the artistic interventions. After an hour, set a timer for twenty minutes and reflect on your experience encountering the Ecologies of Migrant Care project. You should use the prompts on the week's Sway to help you write for the full twenty minutes.

- A rubric for grading is available on Carmen.
- Due Friday by 11:59 pm

Pod Mapping (Week 8) | 10 pts

Modality: (1) Individual, (2) Synchronous small group, (3) Asynchronous small group

Read about Pods and Pod Mapping on the Bay Area Transformative Justice Collective website: <https://batjc.wordpress.com/pods-and-pod-mapping-worksheet/>. Then download the pod mapping worksheet at the bottom of the page. Follow the instructions to complete the activity.

For those working in synchronous or asynchronous groups, use your time together to help brainstorm your individual answers for instructions 1-3. I will expect your answers for number 4 to be the same for everyone in the group.

- A rubric for grading will be available on Carmen.
- Due Friday by 11:59 pm

Mapping Queer Activisms (Week 10) | 15 pts

Modality: (1) Individual

Using what we've learned about queer activism, students will choose either (1) a region of the U.S. or (2) an issue across the U.S. and search for queer organizations. On a map (a tool like Google My Maps or something similar), students will mark where activists are organizing and write a short description of their work (critique, vision, needs). Students will write a short reflection on what we may gain by mapping activism.

- A rubric for grading will be available on Carmen.
- Due Friday by 11:59 pm

Assignment: Final Project

Project Proposal (Week 5) | 10 pts

Modality: Word document submitted on Carmen

During week 4, I will upload a template for the project proposals. Students will fill in the template to propose a topic and medium for their final project. Questions to help brainstorm ideas will be included in the week 5 Sway. I will individually approve each student's proposal before week 7 begins.

- A rubric for grading is available on Carmen.
- Due Monday by 10:00 am

Writing Workshop (Week 9) | 25 pts

Modalities: (1) Synchronous workshop (2) Asynchronous workshop

The writing workshop is an opportunity to receive feedback on students' final projects-in-progress and generate ideas for continuing their work. Whether synchronously or asynchronously, all students will work with a template (available on Carmen) to guide their conversations or their written feedback.

- Tuesday: Exchange drafts of the final project with group members.
- Thursday: Synchronous groups meet on Zoom at 9:35 am after reading and preparing comments for all members' drafts
- Friday: Asynchronous groups exchange feedback

Creating Week (Week 12) | 10 pts

Modality: Individual Word document submitted on Carmen

During this week, students should dedicate their time to advancing their final projects and integrating field from their writing workshop. I will not grade the content of the drafts. Instead, the creating week is meant to keep students on track toward preparing their presentations.

- Friday: Submit the final project draft on Carmen

Final Draft | 50 pts

Modality: Individual Word document submitted on Carmen

- A rubric for grading will be available on Carmen
- Due Wednesday, December 9 by 11:59 pm

Extra Credit Opportunities

Each opportunity is worth an additional 1% added to the final grade. Students may earn up to 3% extra credit.

Weeks 5, 10: Zoom Discussion

Since no “in-class” time is scheduled these weeks, I will hold an extra credit class for students who want to discuss the week’s new material on Thursday at 9:35 am. Please opt into this opportunity on the week’s Carmen Quiz.

Between weeks 12-14: Partnered Peer Review

Students may exchange drafts with a partner after the creating week and before they turn in the final draft. Feedback for this peer review may follow the workshop template or take another form. Each partner should turn in a short summary of what they gained from the peer review to the Extra Credit dropbox on Carmen.

Supplemental Readings, Viewings, Activities

Throughout the semester, I will add extra credit opportunities to the Sway presentations.

Women's Gender & Sexuality Studies
4520 Women of Color in Social Activism
T/TH 12:45-2:05
207 Denney Hall
Spring 2015

Professor: Dr. Wendy G. Smooth
Office Location: 286E University Hall
Email: smooth.1@osu.edu
Office Phone: (614) 247-8449
Office Hours: Thursdays 1-2, or by appointment

University Documented Disabilities

Students with a university- documented disability certified by the Office of Disability Services should discuss with me any special accommodations needed for the course. Please make me aware of your needs as soon as possible. I will work with you as best I can to make this course accessible. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Description: This course examines the experiences of women of color using a women of color feminist perspective grounded in a long tradition of theorizing. We will focus on the activism and mobilizations of women of color on behalf of themselves and their communities. We will center our analyses on what women of color are doing in their communities rather than what has been done to women of color.

We will focus our attention on two types of strategies women of color activists use in their work. At one end, we will examine formal organizations of various sizes and levels of formalization, and we will explore the range of contemporary social media based mobilizations including hashtags and blogging. Understanding these strategies will aid us in analyzing ways women of color activists articulate their needs and interests and attend to communities in crisis.

General Education Credit (GEC): This course meets the requirements for the **Diversity: Social Diversity in the U.S. General Education** requirement. The course has the following goals and learning outcomes

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 meet the above GE goals through examining feminist women of color activism in the US and the connections these activists make to transnational mobilizations. We will engage in lectures, class discussions, group activities, and writing assignments to develop an understanding of how feminist women of color articulate their identities and frame their activism. A central goal of this course is to critically examine and reflect insightfully on strategies used by women of color for social transformation that challenge local and global institutionalized frameworks of oppression.

Required Text: *Color of Violence the Incite! Anthology* edited by INCITE! Women of Color Against Violence

Additional course readings are posted on Carmen. Students are required to bring in actual hard copies of all course readings. The use of laptops in class is prohibited without special permission from the instructor. You are strongly encouraged to budget for the costs of printing materials.

Course Requirements and Grading

Take Home Midterm Exam	25%	Exam Distributed 3/10; Due 3/12
Group Concept Presentation Project	15%	See class schedule & Sign Up
Discussion Questions & Class Participation	15%	Sign up first class meeting
Take Home Final Exam	25%	Exam Distributed 4/23; Due 4/30
Final Group Project	20%	In class presentation 4-5 page individual paper Due 4/23

Take Home Midterm & Final Exams (25%each)

There will be a take home short answer and essay format exam at the mid-term point and at the conclusion of the course, which will cover the readings, lectures, class discussions and other course materials. Each exam will count towards 25% of your final grade. Late exams will be reduced by one letter grade for each day it is late. The Midterm exam will be distributed on March 10th and submitted both in my box (286 University Hall) and on Carmen by 5pm March 12th. The Final exam will be distributed on the last day of class April 23rd and must be submitted both in my box (286 University Hall) and on Carmen by 5pm April 30th (the university exam day for this course).

Group Concept Presentation (15%)

In groups of three, you will offer a 15-minute presentation on a designated course concept. This assignment is aimed at strengthening your understanding of core concepts through a collaborative learning process. The presentation can take a variety of forms, and your creativity

is encouraged. You might consider a skit, panel discussion, musical interpretation, video, mock interview, etc. It must be aimed at helping the class better understand the concept, in relationship to the lived experiences and theorizing of women of color. The presentations should involve all group members. You will be required to evaluate your group members which will constitute part of the grade each member receives.

Concepts

Colonialism/Anti-colonialism

Sovereignty

Coalitional Politics

Theory in the flesh

Emancipatory politics

White Supremacy

Social Justice

Class Participation & Discussion Questions (15%)

The success of this course is dependent upon all members actively participating. Occasionally, I will lecture in this class, but this class is primarily based on discussion and will evolve based upon the ideas you bring to the course. You are expected to complete the assigned readings **before** coming to class. You are also required to review your fellow students' postings on the Carmen website prior to attending class. These postings will help guide our classroom conversation. You are also expected to attend **all classes**. Throughout the course we will engage in small group activities that are related to the course materials and you will be evaluated based on your participation. Given the nature of these activities, there is no way to 'make-up' missed class activities.

Reading a daily news outlet will keep you apprised of current events, which will often be used as examples in class discussions. To enhance classroom discussions, students are encouraged to bring related news to class to share.

Discussion Questions

While you have the responsibility of actively participating in class discussions every week, **two** times during the semester you will take greater responsibility for class discussions by posting 2-3 thoughtful questions to help guide our deliberations.

You will sign up for discussion question postings during the first week of class.

Remember, good discussion questions:

1. are open-ended (that is, do not ask a question that can be answered yes or no)
2. refer to major themes/questions/concerns of the reading (not minor points, dates, facts)
3. highlight constructive critiques of the readings
4. relate the readings to other sources or course materials
5. generate class discussion and debate

You must post your discussion questions by 12noon the day prior to your discussion.

Final Group Project (20%)

Final Group Project Research & Presentations (10%): In groups of 5, you will be assigned to research a type of organizing common to women of color activists. Groups will be assigned to either research a set of formal organizations focused on an issue of concern to women of color feminists or research social media campaigns and mobilizations. The groups will focus on the history, impact and sustainability of the strategy you researched and share your findings with the class during the final week of the semester. A separate handout describing the final project will be distributed in class.

Final Group Project Individual Critical Essays (10%): You will submit a 4-5 page essay discussing your independent analyses of women of color feminist activism strategies. In this paper you will reflect on what you learned from activist strategies your group researched. In particular, you will assess how these strategies add to women of color feminists' social justice work. You will also discuss the question of sustainability in relation to the work you researched. Your essay should also connect the strategies you researched to at least two concepts/themes we discussed across the semester.

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!**

Attendance Policy

Students are expected to attend all class meetings and class presentations arriving on time. You should be aware that unexcused absences and excessive tardiness will be reflected in your final grade. With more than two absences, you automatically forfeit the possibility of earning an "A" for the course.

Late Papers

Students are encouraged to submit their assignments on time. Papers will be reduced by one letter grade for everyday that the paper is late. Papers originally graded as an “A” will be reduced to a “B,” for example.

Laptops/Electronic Devices

No laptops, Ipads, Kindles or other electronic devices are allowed during class time. You are also asked to mute all cell phones.

Class Schedule

Week I

Understanding Women of Color as a Political Term

January 20th

Introduction/Syllabus Review

January 22nd

Morega, Anzuldua, Bambara, Foreword(s) from This Bridge Called My Back Writings by Radical Women of Color (Carmen)

Rushkin The Bridge Poem (Carmen)

Week II

Who are women/wom’n/feminist of color? What does it mean to identify under this politicized term?

January 27th

Combahee River Collective “A Black Feminist Manifesto” (Carmen)

Gloria Anzuldua “(Un)natural Bridges and (Un) Safe Spaces” (Carmen)

January 29th

Shireen M. Roshanraran “Passing as if; Model Minority Subjectivity and Women of Color Identification” Meridians (Carmen)

Week III

What is at Stake? Framing the Issues

February 3rd

Chela Sandoval “U.S. Third World Feminism: The Theory and Method of Oppositional Consciousness in the Postmodern World” (Carmen)

“Introduction” INCITE! Anthology

Andrea Smith “Heteropatriarchy and the Three Pillars of White Supremacy” INCITE!Anthology

February 5th

Kimberle Crenshaw Mapping the Margins

Jennifer Jihye Chun, George Lipsitz, and Young Shin “Intersectionality as a Movement Strategy: Asian Immigrant Women Activists” (Carmen)

Week IV

The Making of Revolutionary Activists

February 10th

Tracey Matthews “Nobody Ever Asks a Man His Role in the Revolution” (Carmen)

February 12th

Dionne Espinoza "Revolutionary Sisters: Women's Solidarity and Collective Identification Among Chicana Brown Berets" from *AZTLAN: Journal of Chicano Studies* Spring 2001. (Carmen)

Week V

Principled Strategizing "Love- Praxis"

February 17th

June Jordan, "Where is the Love?"

Chela Sandavol "AfterBridge: Technologies of Crossing." (Carmen)

Darnell Moore & Monica Casper. (2014) "Love in the time of racism." *Ada: A Journal of Gender, New Media, and Technology*, No.5.

Available from: <http://adanewmedia.org/2014/07/issue5-moorecasper/>

February 19th

Religion & Spirituality as Organizing Foundations

Marla Fredricks Excerpts from, *Between Sundays Black Women and Everyday Struggles of Faith* (Carmen)

Sylvia Marcos "Mesoamerican Women's Indigenous Spirituality Decolonizing Religious Beliefs" (Carmen)

Traci C. West "An Antiracist Christian Ethical Approach to Violence Resistance" INCITE!

Anthology

El Mundo Zurdo The Vision in This Bridge Called My Back (Carmen)

Week VI

Defining Reproductive Rights as Freedom & Justice

February 24th

February 26th

Week VII

Transnational Labor Organizing and Politics

March 3rd

Flores-González, Nilda and Ruth Gomberg-Muñoz "FLOResiste Transnational Labor, Motherhood, and Activism"

Maura Toro-Morn "Elvira Arellano and the Struggles of Low Wage Undocumented Latina Immigrant Women"

March 5th

Renee Saucedo "INS Raids and How Immigrant Women are Fighting Back" INCITE! Anthology

Week VIII

March 10th

Film TBA

Take Home Midterm Exam Distributed In Class

March 12th

NO CLASS Midterm Exam Due by 5pm

Week IX

March 16th-20th Spring Break No Classes

Week X

Organizational Strategies

March 24th

Kimberly Springer "The Interstitial Politics of Black Feminist Organizations" *Meridians* Vol. 1, No. 2 (Spring, 2001), pp. 155-191 (Carmen)

March 26th

Excerpts The Revolution Will not be Funded...

Week XI

Social Media Activism

March 31st

Daniela Latina & Stevie Docherty (2014) "Trending Participation, Trending Exclusion?" *Feminist Media Studies*, 14:6, 1103-1105 (Carmen)

Susana Loza. 2014. "Hashtag Feminism, #SolidarityIsForWhiteWomen, and the Other #FemFuture." *Ada: A Journal of Gender, New Media and Technology* no. 5.

Available from: <http://bit.ly/1u0W5k0>

Jessica Marie Johnson . 2013. "#FemFuture, history & loving each other harder." *Diaspora Hypertext*. Weblog. [Online]

Available from: <http://diasporahypertext.com/2013/04/12/femfuture-history-loving-each-other-harder/>

April 2nd

Read/Explore the following hashtag activist threads.

#blacklivesmatter

#girlslikeus

#365feministselfie

[#survivorprivilege](#)

#saveourgirls

Week XII

Violence, Community Repression, & Solution Seeking

April 7th

Haunani-Kay Trask "The Color of Violence" INCITE! Anthology

Andrea J. Ritchie "Law Enforcement Violence Against Women of Color" INCITE Anthology

April 9th

Puneet Kaur Chawla Sahota "The Personal is the Private is the Cultural: South Asian Women Organizing Against Domestic Violence" INCITE! Anthology

Identity Organizing Mothers & Wives Against State Violence From Trayvon Martin to Michael Brown,

Week XII

Women & Girls of Color & My Brother's Keeper

April 14th

Explore #WhyWeCan'tWait
Additional Readings TBA

April 16th

Group Project Day

Week XIV

Group Presentation Week

April 21st

Groups 1 & 3

April 23rd

Groups 2 & 4
Course Wrap Up
Take Home Final Exam Distributed In Class

*****Final Exam Due Thursday, April 30th by 5pm*****

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 4520

Instructor: Kristen A. Kolenz

Summary: Women of Color and Social Activism

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"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen discussion board postings
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 and this is good to go. Consider using the 2021 ASC Distance Learning Template.

^aThe 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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd 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>

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