

Term Information

Effective Term Autumn 2023
Previous Value Summer 2021

Course Change Information

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

Citizenship for a Just and Diverse World GE theme approval

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

In keeping with the mission of WGSS, the department aims to offer a number of highly qualified and well designed GE courses to benefit all students seeking feminist studies perspectives within the GE curriculum.

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 3200
Course Title Breaking the Law: An Introduction to Gender Justice
Transcript Abbreviation Gender Justice
Course Description Sexual harassment. Revenge porn. Getting married. Becoming a parent. Who we are and how society responds to us in legal contexts can have profound impacts on our lives. This course introduces you to the ways in the law grapples with gender, sexuality and race and the ways that human diversity informs claims to justice.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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
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

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

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

- Analyze texts using a feminist lens and compare distinct interpretive frameworks.
- Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).
- Evaluate the relationships between feminist theory and praxis.
- Analyze different disciplinary assumptions and impacts.
- Realize their power to participate in feminist social change through a variety of mediums.
- All goals and ELOs from the Citizenship for a Just and Diverse World GE theme.
- *Analyze texts using a feminist lens and compare distinct interpretive frameworks.*
- *Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).*
- *Evaluate the relationships between feminist theory and praxis.*
- *Analyze different disciplinary assumptions and impacts.*
- *Realize their power to participate in feminist social change through a variety of mediums.*

Previous Value

Content Topic List

- Justice
 - Sexual Harassment
 - Rape - Consent
 - Revenge Porn
 - Sexting and Porn
 - Sex Work
 - Abortion
 - Reproductive Justice
 - Same Sex Marriage
 - Lesbian Parenthood
 - Surrogacy
 - Transgender Rights
 - Sports: Difference and Segregation
 - Employment and Affirmative Action
 - Care and Racial Structure of Women's Work
 - Maternal Walls & Gender Bias
 - #SayHerName
 - What (not) to Wear?: Appearance Regulation, Burka and Burkini Bans
- No

Sought Concurrence

Attachments

- GE-theme citizenship-submission-wgss3200_v051023.pdf: 3200 GE theme revised submission form
(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)
- Cover Letter amendments GE Submission WGSS 3200.docx: 3200 Cover Letter
(Cover Letter. Owner: Stotlar, Jackson Ryan)
- 3200 Syllabus - TSL (AU23)-Draft.docx: WGSST 3200 GE Theme Revised Syllabus
(Syllabus. Owner: Stotlar, Jackson Ryan)

Comments

- WGSS curriculum and curriculum mapping tags can be viewed here: <https://airtable.com/shrDYSv00kXlqCsfe>

Updated documents for re-submission. *(by Stotlar, Jackson Ryan on 06/06/2023 03:34 PM)*
- Please see Panel feedback email sent 05/17/2022. *(by Hilty, Michael on 05/17/2022 04:33 PM)*

COURSE CHANGE REQUEST
3200 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/06/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	03/04/2022 04:52 PM	Submitted for Approval
Approved	Winnubst, Shannon	03/04/2022 05:25 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2022 10:53 AM	College Approval
Revision Requested	Hilty, Michael	05/17/2022 04:33 PM	ASCCAO Approval
Submitted	Stotlar, Jackson Ryan	06/06/2023 03:34 PM	Submitted for Approval
Approved	Winnubst, Shannon	06/06/2023 03:36 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/06/2023 03:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/06/2023 03:56 PM	ASCCAO Approval

10 May 2023

Dear Members of the Themes Panel of the ASC Curriculum Committee,

Please find below details of the amendments made in response to the feedback of the panel on the submission of course WGSS 3200 for the Theme: Citizenship for a Diverse and Just World.

Feedback items:

1. The reviewing faculty ask that further clarification be added in the course syllabus surrounding how the idea of Citizenship is articulated and how the course will satisfy the Theme-specific GE Theme: Citizenship for a Diverse and Just World ELOs, especially paying attention to Theme-specific ELO 1.2. They are unable to see how the course, in its current form, is connecting to the idea of Citizenship in a way that connects it to the GE category.

Response

The following course description is updated in the Syllabus:

“This course examines how law grapples with and constructs gender, sexuality, and race through various feminist perspectives on justice. We explore how social categories interrelate with different experiences of citizenship through legal rights, privileges, and responsibilities. We engage in an advanced exploration of diverse feminist perspectives on the law’s relationship to justice, enabling students to critically assess if, when, and how law may both hinder and serve pursuits of a more just world. The course goals include 1) analyzing dominant assumptions about the law’s relationship to gender, sexuality, and race; 2) evaluating various feminist pursuits of justice and social change through legal means; and 3) recognizing our potential to participate in social change enacted through legal structures/systems.”

2. The reviewing faculty ask the GE Goals, ELOs and a brief rationale be provided within the course syllabus, per a requirement of all General Education courses. The GE Goals and ELOs can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ohio-state-ge-program>.

Response

The course syllabus is updated to include the following GE Goals, ELOs and rationale:

“GEN Requirements:

This course is designed to prepare students to be able to do the following:

Course goals	Learning outcomes
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<p><i>1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.</i></p>	<p><i>1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.</i></p>
	<p><i>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.</i></p>
<p><i>2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</i></p>	<p><i>2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.</i></p>
	<p><i>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>
<p><i>3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.</i></p>	<p><i>3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.</i></p>
	<p><i>3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>
<p><i>4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.</i></p>	<p><i>4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.</i></p>
	<p><i>4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>

This course fulfills the requirements for the Citizenship for a Diverse and Just World category of the General Education curriculum (GEN) by exploring how law constructs mutually constituted social categories such as gender, sexuality, and race and different experiences of citizenship through legal rights, privileges, and responsibilities. By engaging diverse feminist perspectives on the law's relationship to justice, students are enabled to critically explore if, when, and how law may hinder and serve pursuits of a more just world and are encouraged to consider their own potential to participate in social change for a more just world as responsible citizens."

3. The reviewing faculty recommend clarifying how exams will ensure academic integrity, as they currently are stated to be closed book but not officially proctored.

Response

The syllabus is updated to clarify how exams will ensure academic integrity as follows:

"Academic integrity and collaboration:

- **Getting help on this assignment** is **not** permitted.
- **Collaborating, or completing the assignment with others** is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.
- **Open-book research** for the assignment is **not** permitted and encouraged.
- **The honor system** governs student academic integrity for this assignment."

I trust that these amendments meet the questions raised in review. I am grateful for your time in considering these materials and remain available to answer any further questions or concerns.

Yours sincerely,

Lyn Tjon Soei Len

Assistant Professor
Department of Women's, Gender and Sexuality Studies
The Ohio State University



SYLLABUS

WGSST/3200

“Breaking the Law”: An introduction to Gender Justice

AU 2023

3 credit hours

In person

COURSE OVERVIEW

Instructor

Instructor: Dr. Lyn Tjon Soei Len

First name: Lyn

Last Name: Tjon Soei Len

Pronouns: *She/Her/Hers*

Email address: tjonsoeilen.1@osu.edu (preferred contact method)

Phone number: (614) 688-3078

Office hours: Office hours are virtual or in person. Appointments can be made through calendly.com/ltjonsoeilen and can be scheduled for a Carmen Zoom meeting or an office visit (University Hall 113B).

Course description

This course examines how law grapples with and constructs gender, sexuality, and race through various feminist perspectives on justice. We explore how social categories interrelate with different experiences of citizenship through legal rights, privileges, and responsibilities. We engage in an advanced exploration of diverse feminist perspectives on the law’s relationship to justice, enabling students to critically assess if, when, and how law may both hinder and serve pursuits of a more just world. The course goals include 1) analyzing dominant assumptions

about the law's relationship to gender, sexuality, and race; 2) evaluating various feminist pursuits of justice and social change through legal means; and 3) recognizing our potential to participate in social change enacted through legal structures/systems.

Course learning outcomes

By the end of this course, students should successfully be able to:

Course goals	Learning outcomes
<p>The successful student will be able to question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.</p>	<p>Analyze texts using a feminist lens and compare distinct interpretive frameworks.</p>
	<p>Articulate clear and cohesive thoughts through writing and practice appropriate writing styles for different audiences (e.g., op-ed and dissent).</p>
<p>The successful student will be able to understand “feminisms” as interdisciplinary, creative, theoretical and social movements.</p>	<p>Evaluate the relationships between feminist theory and praxis by evaluating the relationships between feminist theory and praxis.</p>
	<p>Differentiate various disciplinary methodologies and interdisciplinary connections by analyzing different disciplinary assumptions and impacts.</p>
<p>The successful student will be able to 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.</p>	<p>Realize one's power to participate in feminist social change reflecting on one's interests and capacities to participate in feminist social change and designing feminist interventions that create a more just and equitable world.</p>

General education goals and expected learning outcomes

GEN Requirements:

This course is designed to prepare students to be able to do the following:

Course goals	Learning outcomes
1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.	1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
3. Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.	3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
	3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

<p>4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.</p>	<p>4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.</p>
	<p>4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>

This course fulfills the requirements for the Citizenship for a Diverse and Just World category of the General Education curriculum (GEN) by exploring how law constructs mutually constituted social categories such as gender, sexuality, and race and different experiences of citizenship through legal rights, privileges, and responsibilities. By engaging diverse feminist perspectives on the law's relationship to justice, students are enabled to critically explore if, when, and how law may hinder and serve pursuits of a more just world and are encouraged to consider their own potential to participate in social change for a more just world as responsible citizens.

GEL Requirements:

HOW THIS IN-PERSON COURSE WORKS

Mode of delivery: This course is in person and will meet twice a week. Attendance and participation is required.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Course Materials

Required

- Katharine T. Bartlett, Deborah L. Rhode, Joanna L. Grossman, and Deborah L. Brake, *Gender Law & Policy* (Wolters Kluwer, 2021 3rd Edition). ISBN: 978-1-4548-4128-9

This book will be available in the OSU Bookstore.

Access to the digital version of the 3rd edition can also be purchased. For instance, here:

<https://www.vitalsource.com/products/gender-law-and-policy-katharine-t-bartlett-deborah-v9781543823400?term=9781543823400>

It is important to note that our course schedule is ***not identical*** to the structure of this book. We will skip sections regularly and read alternative readings (e.g. scholarly articles, op-eds, blog posts) that are central to our course work. Please pay attention to the specific sections and accompanying page numbers that are assigned for this course.

Recommended/optional

- Additional required readings will be made available electronically on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

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.

Carmen access

You will need to use BuckeyePass (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).
- 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) 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

Grades

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation	20
Debate Assignment	30
Midterm Exam	20
Dissent pieces: Writing for Tomorrow	30
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

1. Attendance and Participation 20%

Students are required to attend and participate in our class discussions. Critical participation and dialogue are essential to the collaborative learning space we create in this course. All students are expected to have completed the readings, reflected on the readings, and come thoughtfully prepared for discussion. This includes bringing organized notes, formulated questions, and insights/takeaways. All students are expected to engage in thoughtful and respectful discussion every meeting. Students who attend, but do not participate will only earn partial credit for that class meeting.

Students are allowed two unexcused absences during the semester without affecting your course grade.

Academic integrity and collaboration:

- **Getting help on this assignment** is permitted.
- **Collaborating, or completing the assignment with others** is permitted.
- **Copying or reusing previous work** N/A.
- **Open-book research** for the assignment is permitted and encouraged.

2. Debate Assignment 30%

Over the course of the semester students will prepare and participate in a debate assignment. Students will collaborate in teams. A guidance document and grading rubric will be available on CarmenCanvas.

Academic integrity and collaboration:

- **Getting help on this assignment** is permitted.
- **Collaborating, or completing the assignment with others** is permitted.
- **Copying or reusing previous work** is permitted.
- **Open-book research** for the assignment is permitted and encouraged.

3. Midterm Exam 20%

The midterm exam will be posted on @DATE, at 8:00am in the Quizzes area of the course Carmen site. Once students open the exam, they will have ninety minutes and one attempt to complete all questions. The exam will ask students to demonstrate their understanding of and ability to apply the key concepts and central arguments from our course materials. The exam will include multiple choice questions and an essay question. The exam will be due on @DATE, by 11:59pm.

Academic integrity and collaboration:

- **Getting help on this assignment** is **not** permitted.
- **Collaborating, or completing the assignment with others** is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.
- **Open-book research** for the assignment is **not** permitted and encouraged.
- **The honor system** governs student academic integrity on this assignment.

4. Final Writing Assignment: Dissent 30%

In place of a final exam, students will participate in a dissent assignment, which engages dominant narratives, common positions, or majority views within the legal and social contexts studied in this course. The dissent assignment must not exceed 1500 words. A guidance document and a grading rubric will be made available on CarmenCanvas. Final writing assignments are due by DATE by 11:59pm.

Academic integrity and collaboration:

- **Getting help on this assignment** is **not** permitted.
- **Collaborating, or completing the assignment with others** is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.

- **Open-book research** for the assignment is permitted and encouraged.
- **The honor system** governs student academic integrity on this assignment.

Late assignments

Unless you have communicated with me well in advance of the due date and I have approved an alternative timeline, late work will not be accepted. Please reach out to me to discuss and agree upon alternative timelines.

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 **614-688-4357(HELP)** at any time if you have a technical problem.)

Grading and feedback: For formal writing assignments and exams you can generally expect feedback within 7 days.

E-mail: The best way to reach me is through email. I will reply to e-mails within 24 hours on school days. If you send an email on Friday after 2pm, a response will reach you by Monday.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class.

Be informed and respectful with engaging in difficult dialogues.

An important part of this course is that it offers students an opportunity to develop a community, but this can only exist if you are brave in your willingness to contribute to our class discussions. This class depends entirely on your input, your analysis, your open-mindedness to see new perspectives, and your eagerness to engage with one another. In this way, it is very different from a class that is driven by the attainment of ‘facts’ – this course is meant to affect how you understand and live in the world.

Be respectful and mindful of your classmates and their experiences.

In this forum, intimidating remarks, particularly of racist, xenophobic, sexist, homophobic or transphobic natures, will not be tolerated. You must treat each other with respect. Failure to do so will result in a failure to complete this course successfully. Make a commitment to agree or disagree respectfully with the material and each other. Your peer discussions are a good place to enact positive participation. *Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, you are required to learn the material and the perspectives of the authors and each other through diligence, cordial exchange, and academic rigor.*

Always remember:

- **Writing style:** Write using good grammar, spelling, and punctuation. A more conversational tone is fine for the weekly discussion activities but be more formal on the final writing assignment. You may use “I” when you write!
- **Citing your sources:** When we have academic assignments please cite your sources to back up what you say. For the books or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Compose your assignments in a word processor, where you can save your work, and then upload the file to Carmen. SAVE TO THE CLOUD.

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 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)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Additional policies on academic integrity

- **Written assignments:** Your written assignments, including any discussion activities, should be your own original work. In the written assignments, you should follow a consistent style (you may choose MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one should rewrite your work but you.
- **Reusing past work:** You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your GTA.
- **Collaboration and informal peer-review:** The course may offer opportunities for formal collaboration with your classmates. While study groups and peer review of projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Student Services and Advising

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/>.

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>

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.

Statement on 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.

Mandatory reporting

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](#). I am also required to report any experience of sexual or gender harassment, assault, or abuse that any student divulges in class discussion or in office hours. Please be aware of your rights to privacy and the instructional team's obligations as employees of OSU. Because our class covers topics of gender and sexual violence, it is especially important for you to understand the rules of mandatory reporting.

Commitment to a diverse and inclusive learning environment

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. 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>.

You may also be interested to [read this article](#) from High Country News on "Land-grab universities," where you can also see information about what lands were sold/stolen to found OSU.

Content warning

Some contents of this course may involve media or information that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or racial, ethnic, sexual and gender violence and its aftermath. If needed, please take care of yourself while reading and discussing this material (leaving the digital classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766. You can call or text the new **988 Suicide and Crisis Lifeline 24/7**. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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.

Accessibility of course technology

This course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics and Readings	Graded Assignments
1.	Aug 24-27	<p>Course Introduction and (Not) Thinking Like a Lawyer</p> <p>Patricia Williams, Chapter 1: The Brass Ring and the Deep Blue Sea, pp. 3-14 (in <i>The Alchemy of Race and Rights</i>, 1991)</p>	
2.	Aug 30- Sep 3	<p>Intersectionality in and outside law Feminist lens: Intersectional Feminism</p> <p>Crenshaw (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics", pp. 139-150</p> <p>https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination</p> <p>https://www.thecut.com/2018/03/a-brief-convoluted-history-of-the-word-intersectionality.html</p> <p>Optional reading: AAPF, Say Her Name (pp.1-32)</p>	
3.	Sep 6-10	<p>Employment and Affirmative Action Feminist lens: Liberal Feminisms (I) Formal and Substantive Equality</p>	

		<p>Bartlett, <i>GLP</i>, Chapter 1, pp.35-37 and 91-149 and 202-215</p> <p><i>2nd Edition: pp. 1-3 and 50-88 and 132-135 (note that the 2nd edition does not include a discussion on Masterpiece Cakeshop (2018))</i></p> <p>Bartlett, <i>GLP</i>, Chapter 2, pp. 233-248</p> <p><i>2nd Edition: pp. 151-167</i></p>	
4.	Sep 13-17	<p>Rape</p> <p>Feminist lens: Liberal Feminism (II) Autonomy/Choice/Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5, pp. 617-660</p> <p><i>2nd Edition: pp. 521-554 (note that the 2nd edition does not include a discussion on Campus Rape)</i></p> <p>Halley (2016) “The Move to Affirmative Consent”, pp.1-19</p>	
5.	Sep 20-24	<p>Sex work</p> <p>Feminist lens: Liberal Feminism (II) Autonomy/Choice/Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5, pp.664-678</p> <p><i>2nd Edition: pp.564-577</i></p> <p>George, “Sex Trafficking and Sex Work: Definitions, Debates and Dynamics”, pp.64-68</p> <p>Mullin, “The Difference Between Decriminalization and Legalization of Sex Work”, pp.2-4</p> <p>Nussbaum, “Whether from Love or Prejudice: Taking Money for Bodily</p>	

		Services”, pp. 700-723 (sections III, IV and V)	
6.	Sep 27- Oct 1	<p>Sexual Harassment and #MeToo Feminist lens: Power/Nonsubordination Feminism</p> <p>Bartlett, <i>GLP</i>, Chapter 3, pp.413-454</p> <p><i>2nd Edition: pp.291-321 (note that the 2nd edition does not include a discussion of the #MeToo movement)</i></p> <p>TedTalk Burke “Me Too is a movement not a moment”</p>	Debate Post
7.	Oct 4-8	<p>Review Review materials weeks 1-6 for exam. No new readings.</p>	
8.	Oct 11-15	Midterm Exam/Break	Midterm Exam
9.	Oct 18-22	<p>Abortion & Dissent Workshop Feminist lens: Compare and contrast liberal vs power/nonsubordination feminisms</p> <p>Bartlett, <i>GLP</i>, Chapter 5, 706-738</p> <p><i>2nd Edition: pp.595-625 (note that the 2nd edition does not include a discussion of <i>WWH v Hellerstedt</i> (2018))</i></p> <p>MacKinnon, <i>Privacy v. Equality: Beyond Roe v. Wade</i></p>	
10.	Oct 25-29	<p>Reproductive Justice & Family Comparison Feminist lenses</p> <p>Roberts, ‘Reproductive Justice, Not Just Rights’,</p> <p>https://www.dissentmagazine.org/article/reproductive-justice-not-just-rights</p>	

		<p>Bartlett, <i>GLP</i>, Chapter 2, pp. 339-357 and p. 393-394 no.4</p> <p><i>2nd Edition: Chapter 3, pp.385-413 (note that the 2nd edition does not include a discussion of marriage equality as established by Obergefell v. Hodges (2015))</i></p> <p>Bartlett, <i>GLP</i>, Chapter 5, 739-752</p> <p><i>2nd Edition: pp.626-642</i></p>	
11.	Nov 1-5	<p>Gender Identity</p> <p>Bartlett, Chapter 1, pp. 11-20 and revisit 137-141 no.9</p> <p><i>2nd Edition: Chapter 6, pp. 700-717 (note that the 2nd edition does not include a discussion of Bostock v. Clayton County (2020) regarding transgender discrimination)</i></p>	
12.	Nov 8-12	<p>Review/Break</p> <p>Review materials weeks 9-11. No new readings. Post and discuss Dissent ideas.</p>	
13.	Nov 15-19	<p>Care labor - Covid 19</p> <p>Feminist lens: Cultural/Difference Feminism</p> <p>Bartlett, <i>GLP</i>, Chapter 4, pp. 545-576</p> <p><i>2nd Edition: pp. 449-475</i></p> <p>Review Cultural/Difference Feminism</p>	
14.	Nov 22-26	<p>Dissent Pieces: Writing for Tomorrow</p>	

15.	Nov 29- Dec 3	Dissent Pieces: Writing for Tomorrow	Submit Final Paper by Dec 3 midnight
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GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)