

Term Information

Effective Term Autumn 2025
[Previous Value](#) Summer 2021

Course Change Information

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

WGSS is planning to submit for the Citizenship for a Just and Diverse World GE theme and a course NAME CHANGE for the title of this course. We want the course to more accurately reflect the contents & theoretical foundations of the course to undergraduate students.

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 Gender & Law
[Previous Value](#) *Breaking the Law: An Introduction to Gender Justice*
Transcript Abbreviation Gender & Law
[Previous Value](#) *Gender Justice*
Course Description This course explores the intersection of law, citizenship, and the construction of gender, sexuality, and race, framed through diverse feminist perspectives on justice. By investigating the ways in which law influences experiences of belonging, we critically assess relationships between legal systems and justice.
[Previous Value](#) *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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

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

- Evaluate feminist approaches to justice and social change through legal avenues
- Articulate how legal structures influence gender, sexuality, and race in relation to citizenship
- 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.
- 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.
- The successful student will be able to understand “feminisms” as interdisciplinary, creative, theoretical and social movements.
- Realize one’s power to participate in feminist social change reflecting on one’s interests and capacities to shape social change through legal systems and designing feminist interventions that create a more just and equitable world.

Previous Value

- *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.*

Content Topic List

- Legal Justice
- Feminist & Legal Citizenship
- Intersectionality
- Gender & Law
- Reproductive Justice
- Sexual Assault on Campuses
- Affirmative Action
- Abolition

Previous Value

- *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*

Sought Concurrence

No

COURSE CHANGE REQUEST
3200 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/24/2025

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)
- 3200 GE Citizenship 04.15.25.docx: REVISED Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)
- 3200 GE Citizenship Theme Form 04.15.25.pdf: GE Theme Worksheet
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- Cover Letter for WGSST 3200.pdf: 04.15.25_Cover Letter
(Cover Letter. Owner: Alkhalifa, Ali Mufeed)

Comments

- Hello, WGSS is officially resubmitting WGSST 3200: Gender & Law for the Citizenship for a Diverse + Just World Theme. I cannot remove Jackson's former attachments, so please refer to the documents uploaded on 04.15.25 *(by Alkhalifa, Ali Mufeed on 04/15/2025 03:55 PM)*
- Please see Subcommittee feedback email sent 09/12/2023. *(by Hilty, Michael on 09/12/2023 02:33 PM)*
- 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)*

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
Revision Requested	Hilty, Michael	09/12/2023 02:33 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	04/15/2025 03:56 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/15/2025 05:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/24/2025 01:54 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/24/2025 01:54 PM	ASCCAO Approval



Hello, thank you for your committee's feedback on our previous submission for WGSST 3200 – Gender & Law. Below is a cover letter that details the committee's feedback below, along with our revisions to the syllabus. I have also highlighted the changes on the uploaded syllabus for the committee's convenience.

1. The reviewing faculty thank the course proposer for their work in revising the materials to better fit within the Citizenship category. However, at this time, they are unable to approve this revision and ask that it be made more explicit where this course will examine and engage with the ideas of Citizenship. They ask that the course, in both the syllabus and GE submission form, engage more thoroughly with GEN Goals 3 and 4, and their corresponding ELOs, to more holistically incorporate Citizenship within the course.
 - a. As a friendly recommendation, the reviewing faculty would like to mention that they believe this course could be an excellent fit for the Race, Ethnicity, and Gender Diversity category with a few minor tweaks to make the course content more foundational and would like to encourage the course proposer to consider submitting to that Foundations category instead.
 - i. In response to the committee's feedback in 2023, we have completely re-imagined the WGSST 3200 syllabus.
2. The reviewing faculty ask that a cover letter be submitted that details any changes made as a result of the provided feedback.
 - i. Changes include: Assigned readings have changed, there is a revised GE rationale statement, a new course description, new assignments, and GE connections, as well as a CDJW's integration into the course schedule.



SYLLABUS

WGSST/3200

Gender and Law

AU 2024

3 credit hours

In person: Tuesday and Thursday 11:10-12:30 University Hall 082

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 explores the intersection of law, citizenship, and the construction of gender, sexuality, and race, framed through diverse feminist perspectives on justice. We examine how legal frameworks shape and define citizenship, focusing on the rights, privileges, and responsibilities that individuals hold within society. By investigating the ways in which law influences experiences of belonging and participation, we critically assess relationships between legal systems and justice. The course encourages students to engage deeply with feminist theories to understand the law's role in constructing or dismantling barriers to full citizenship. Key goals include: 1) analyzing how legal structures influence gender, sexuality, and race in relation to citizenship; 2) evaluating feminist

approaches to justice and social change through legal avenues; and 3) recognizing our potential to actively engage in shaping social change through legal systems.

Course learning outcomes

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 Theme: Citizenship for a Just and Diverse World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
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.
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.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. 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.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 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.

General Education Rationale:

Citizenship is demarcated and defined by legal rights, privileges and responsibilities. This course helps students examine how law grapples with gender, race and sexuality shaping different experiences of civic belonging, participation and citizenship.

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, Frank Rudy Cooper, *Gender Law & Policy* (Wolters Kluwer, 2021 4th Edition).
ISBN: 9798886142198

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 and complementary 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.

Other readings available on Carmen:

- Margot Young, "Gender and Terrain: Feminist Theorize Citizenship"
- Hirschmann and Thomas, *Citizenship on the Edge: Sex/Gender/Race (Introduction)*
- *Patricia Williams, The Alchemy of Race and Rights (Chapter 1)*
- *Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex"*
- *Dorothy Roberts, "Reproductive Justice not Just Rights"*
- *Dorothy Roberts, "Abolition Constitutionalism"*
- *Angela Davis, Abolition Democracy (Chapter: Politics and Prisons)*

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
Reflection Essay	20
Debate Assignment	30
Final Writing Assignment	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. Reflection Essay 20%

The essay prompt will be posted in week 5 and asks students to use course materials to critically reflect on how legal rights, privileges and responsibilities shape and define citizenship in relation to difference. Students must draw on course materials and can include personal experience to explore to citizenship. The essay should be double spaced and 1000 words and is due in week 6.

Rationale: This assignment supports the Citizenship ELOs by encouraging students explore how law structures and impacts experiences of (in)equality and (in)justice. Students are invited to consider: What does it mean to be a citizen? How are rights, privileges and responsibilities of citizenship differentially bestowed on diverse groups? How does law relate to structural inequalities that shape civic belonging and participation?

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.

3. Citizenship Debate Assignment 30%

Over the course of the semester students will prepare and participate in a debate assignment. Students will collaborate in teams to debate a case that engages questions of civic belonging and participation in class. Each team will critically argue the case from an assigned perspective working through different notions of citizenship and its prerequisites. Each team prepares a brief opening statement (approximately 300 words/2-3 minutes), questions for other teams 3-5 minutes in class, offers a rebuttal (2 minutes), and a final statement (2 minutes). After the in-class debate, each student submits individually on CarmenCanvas, a reasoned vote for which team provided the most compelling argument (200 words).

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.

4. Final Writing Assignment 30%

In place of a final exam, students will rewrite a judgment or a piece of legislation that envisions a transformative intervention in how law shapes citizenship. Drawing on course materials, students are asked to imagine legal changes that promote justice. This writing project asks students to explore how law can both sustain and challenge dominant power structures. The written assignment should be double spaced and 1200 words (with a margin of 100 words under or over).

A guidance document and a grading rubric will be made available on CarmenCanvas. Final writing assignments are due by December 11, by 11:59pm.

Rationale: This assignment supports the Citizenship ELOs by asking students to move from critical analysis to imaginative reconstruction. In rewriting the law, students consider: What would a more just legal framework for citizenship look like? (How) Can legal language and reasoning be reimaged to affirm civic belonging and participation across difference?

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

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.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. (Policy: Religious Holidays, Holy Days and Observances)

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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
<p>Part I: The first part of this course will explore how law interacts with structures of power, and notions of justice and citizenship. Students will reflect on their own preexisting ideas of citizenship and justice and explore in the course materials the relations between experiences of citizenship and difference which helps students build intercultural competences.</p>			
1.	Aug 26	<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). Carmen file.</p>	
2.	Sep 1	<p>Intersectionality in and outside law</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>Watch: Kimberlé Crenshaw, The Urgency of Intersectionality (watch from 4:55-10:55)</p> <p>Context reading:</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>	

3.	Sep 8	<p>Gender, Law and Citizenship</p> <p>Margot Young, "Gender and Terrain: Feminist Theorize Citizenship", pp.177-192</p> <p>Hirschmann and Thomas, "Introduction" in <i>Citizenship on the Edge: Sex/Gender/Race</i>, pp. 1-14</p>	
<p>Part II: In the second part of the course students will explore how legal frameworks give shape to ideas of equality, justice, and lived experiences of citizenship in light of difference through critical analyses of the meaning of, for instance, discrimination, sexual consent, and sexual violence.</p>			
4.	Sep 15	<p>Equality & Difference: Equality of What?</p> <p>Bartlett, <i>GLP</i>, Chapter 1:</p> <ul style="list-style-type: none"> - Introduction pp.33-35 - Notes 1-5 pp. 104-112 <p>Section 2.a (What is discrimination "because of sex") pp.114-117</p> <p>Bartlett, <i>GLP</i>, Chapter 2:</p> <ul style="list-style-type: none"> - Introduction pp. 231-232 - Section 2 (Affirmative Action): pp. 237-252 - https://www.npr.org/2023/06/29/118138066/affirmative-action-supreme-court-decision <p>https://www.npr.org/2023/07/02/1183981097/affirmative-action-asian-americans-poc</p>	
5.	Sep 22	<p>Sexual Violence: Autonomy, Choice and Consent</p> <p>Bartlett, <i>GLP</i>, Chapter 5</p>	<p>Prompt for Reflection Essay</p>

		<ul style="list-style-type: none"> - Sections A.1 (Sex and Consent) and A.2 (Rape and Criminal Law) pp. 633-670 <p>Bartlett, GLP, Chapter 5:</p> <ul style="list-style-type: none"> - Section A.3 (Campus Rape and Title IX) pp. 671-685 - 2016_Halley (2016)_The Move to Affirmative Consent.pdf <p>Context reading:</p> <p>Madison Pauly, "The Largest-Ever Survey of Campus Sexual Assault Shows How Outrageously Common It Is" <i>Mother Jones</i>, October 16, 2019.</p> <p>Sarah Szilagy and Maeve Walsh, "(un)silenced: Journeys through Ohio State's Title IX process." <i>The Lantern</i>. 2020.</p>	
6.	Sep 29	<p>Sex Work and Human Trafficking</p> <p>Bartlett, GLP, Chapter 5:</p> <ul style="list-style-type: none"> - Section A.5 (Sex Work and Human Trafficking) pp. 693-709 <p>Context reading:</p> <p>Human Rights Watch, Europe: Pivotal Moment for Sex Worker Rights (Sep 7, 2023): https://www.hrw.org/news/2023/09/07/europe-pivotal-moment-sex-worker-rights</p> <p>https://www.euronews.com/2024/07/25/european-rights-court-upholds-french-law-penalising-clients-of-sex-workers</p>	Reflection Essay Due

		<p>Sexual Harassment</p> <p>Bartlett, <i>GLP</i>, Chapter 3</p> <ul style="list-style-type: none"> - Sections A (Nonsubordination) pp.427-433 - Section B (Sexual Harassment) pp. 433-437 and notes 1-9 pp. 448-464 	
<p>Part III: In part III of this course, students will reflect on the law’s interaction with structures of power, and notions of justice and citizenship. This part of the course will invite students to reflect on different perspectives on civic belonging and participation in light of critical analyses of legal rights, privileges and responsibilities.</p>			
7.	Oct 6	<p>Review & Debate Preparations</p> <p>No new readings.</p> <p>Review materials weeks 1-6 and start debate prep on civic belonging and participation</p>	
8.	Oct 13	Autumn Break	
9.	Oct 15	In class Debate	Citizenship Debate
<p>Part IV: This final part of the course is dedicated to analyzing law as a tool for social change and inviting students to critically engage their own understandings and commitments to justice. We explore various visions for, and recent applications of, social change. This works prepares students for their final assignment to apply course materials and formulate their own transformative vision for law’s relation to justice and citizenship.</p>			
10.	Oct 22	<p>Abolition</p> <p>Dorothy Roberts, “Abolition Constitutionalism”, pp. TBD</p> <p>Angela Davis, <i>Abolition Democracy</i> (Chapter: Politics and Prisons), pp. 19-48</p> <p><i>Optional Reading:</i> Mariam Kaba, <i>We do this ‘til we free us: abolitionist organizing and transforming justice</i> (Haymarket Books 2021) TBD</p>	

11.	Oct 29	<p>Gender Expansiveness and the Law</p> <p>Bartlett, Chapter 1:</p> <p>Section B.1 (Deconstructing sex, gender, and sexual orientation) pp. 11-20 and revisit note 9 (Transgender and Sexual Orientation Bias as “Sex”</p> <ul style="list-style-type: none"> - Discrimination) pp. 147-148 <p>https://www.aclu.org/legislative-attacks-on-lgbtq-rights</p> <p>Final Writing Workshop: How to Write a Dissent and transform the law?</p>	
12.	Nov 5	<p>Reproductive Justice: The Family and Abortion</p> <p>Bartlett, <i>GLP</i>, Chapter 2:</p> <ul style="list-style-type: none"> - Section (The right to marry for same-sex couples) pp. 367-371, notes 1-4 pp. 376-379 <p>Bartlett, <i>GLP</i>, Chapter 5:</p> <ul style="list-style-type: none"> - Section B.2 (Abortion) pp. 741-742 and 751-757 and notes 1-13 pp. 781-794 <p>Dorothy Roberts, ‘Reproductive Justice, Not Just Rights’, Fall 2015</p> <p>Context/optional reading:</p> <p>https://intersectionalrewrites.org/intersectionality-and-the-failures-of-the-european-court-of-human-rights-a-critical-analysis-of-hamalainen-v-finland/</p>	

		https://reproductiverights.org/maps/worlds-abortion-laws/	
13.	Nov 17	Final assignment: 3 minute presentations	
14.	Nov 24	BREAK	
15.	Dec 1	Final assignment: 3 minute presentations	Submit Final Paper by Dec 9 by midnight

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)