

Term Information

Effective Term Summer 2024

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4558
Course Title Caribbean Narratives Now
Transcript Abbreviation CaribeNarrativeNow
Course Description Critical analysis of narratives and cultural productions from Cuba, Puerto Rico, & Dominican Republic. Students will work to rethink race, class, and gender in the islands-nations-regions through examination of representations of nations and space of the Caribbean diaspora in the United States, and the (dis)connections with the Caribbean archipelago.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Pre-req: Spanish 3450 or 3450H or permission of instructor
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students become familiar with the different Caribbean geographies within Latin American studies.
- Students develop an analytical approach to Caribbean literature, film, graphic narratives, along with the Spanish linguistic variations
- Students engage in discussions about the Caribbean imaginaries and the Latin American nation-state-geographies.
- Students demonstrate understanding of historical processes related to the 21st century literary and cultural products of the Caribbean
- Students analyze how Caribbean cultural products make new perceptions, thoughts, and feelings toward Latinxs and diasporic Caribbean communities in the US.

Content Topic List

- Caribbean literature, film and graphic narratives
- Caribbean geographies and Latin American nation-state-geographies
- Latinxs and diasporic Caribbean communities in the US
- Race, class and gender

Sought Concurrence

Yes

Attachments

- Caribbean Narratives Now. 11.8.23 FINAL.pdf: syllabus
(Syllabus. Owner: Sanabria, Rachel A.)
- Fwd: Concurrence for course in SPPO.pdf: concurrence
(Concurrence. Owner: Sanabria, Rachel A.)
- 12-4-23 Spanish Major Curriculum Map.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Sanabria, Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	12/04/2023 02:27 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	12/04/2023 02:28 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/22/2023 10:35 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/22/2023 10:35 AM	ASCCAO Approval



Instructor: Dr. Fernanda Díaz-Basteris

Contact Information Office: Hagerty Hall 258; diaz-basteris.1@osu.edu

Office Hours: Tuesday and Thursday 2.10 pm – 3.10 pm

Course location: XXX.

Course Days / Time: Tuesday and Thursday 12:45-2:05pm, In-Person Lecture

Course Number and Title: SPAN 4558 – Caribbean Narratives Now

Course Description

This course seeks to question whether we can speak about an indigenous and a queer continental Caribbean. We will consider how to rethink race, class, and gender in the islands-nations-regions and if Puerto Rico is part of Latin America despite being a North American colony. Particularly, this course will examine representations of nations and space through female and queer Caribbean narratives (literature, film, and comics) to dive in non-heteronormative approaches to questions of nation formation. We will focus on digital and printed cultural productions from Cuba, Puerto Rico, and Dominican Republic, and will also discuss and analyze representations of the Caribbean diaspora in the United States and the connections or disconnections with the Caribbean archipelago. Finally, this course will offer a foundation on feminist 21st-century Caribbean thought and will ask students to think critically about the region and the complexities of the island-mainland dynamics.

Class Materials

The materials for this course comprehend border and nation spaces, trauma spaces, texts of memory, and personal storytelling of different struggles related to the Caribbean. Scholarship included in the syllabus is also a female and queer academic proposal, professors and writers explore the issues they have faced when fitting into the Latin American literary and historical canon in white predominant academic spaces. Students taking this class are expected to acquire at least three books. To keep the cost for course materials low, selected readings will be accessed via Canvas, files will be added in folders by the weekly dates they are assigned. Most digital materials – artists' websites, Instagram, and FB accounts, films, and videos- are directly accessible by hyperlinks in the syllabus. As part of the course assignments writers and scholars will visit our classes via Zoom. Students will read at least one book by one guest speaker and bring elaborated questions to the guest's speaker event. All books are available to check out through the OSU library, and to buy in Amazon Prime, Abebooks.com, and IndieBound.org.

Books

- *Poet X*, Elizabeth Acevedo (ISBN 9783060362387)
- *Nombres y animales*, Rita Indiana (ISBN 9788492865802)
- *Lesbianas en clave caribeña: Cuentos de marimacha, buchas y camioneras. Femmes, patas y chaperas*, Yolanda Arroyo Pizarro (ISBN 9788415574897)
- *Juliet Takes a Breath. The Graphic Novel*, Gabby Rivera (ISBN 9781684156115)
- *Dominicanish*, Josefina Báez (ISBN 9789945903065)
- *Cuba My Revolution*, Inverna Lopez (ISBN 9780857680297)

- *Our Caribbean: a Gathering of Lesbian and Gay Writing from the Antilles* edited by Thomas Glave (ISBN 978-0-8223-4226-7).

Expected Learning Outcomes:

- Students become familiar with the different Caribbean geographies within Latin American studies.
- Students develop an analytical approach to Caribbean literature, film, graphic narratives, along with the Spanish linguistic variations.
- Students engage in discussions about the Caribbean imaginaries and the Latin American nation-state geographies.
- Students demonstrate understanding of historical processes related to the 21st century literary and cultural products of the Caribbean.
- Students analyze how Caribbean cultural products make new perceptions, thoughts, and feelings toward Latinxs and diasporic Caribbean communities in the US.

Grade distribution

- Attendance and participation 15% (Active learning)
- Voice Diary 20% (4 submissions)
- Quizzes 20% (2 quizzes)
- Writing assignments: 30% (1 book review, 1 take home exam).
- Individual presentation: 15%

Attendance and Participation Policy

Physical presence in the classroom is fundamental to the active learning process.

- Complete respective reading assignments in advance of the specified day of lecture. Articles are available for download via Canvas/Carmen. Evaluation of student's attendance and participation is based on several elements: addressing the assignment without digression; the quality of argument and development of ideas; demonstration of knowledge of material and level of academic analysis; use of course materials and empirical information. Due to the importance of participation, consistent student attendance in class is expected. If a student misses more than 2 classes, please talk to the professor to ensure they are not falling behind. Also, if students are not sure if their participation in class is considered active, they must ask the professor.

Grade: 15%

- Voice Diary.

“Lo que nos enseña el Caribe”. Students will record 3 min long home-made-short-podcast every three weeks (Week 3, Week 8, Week 11 and Week 13). This is a journaling practice; no previous experience is required. See the calendar for specific due dates for each Voice Diary. Journal entries offer students the opportunity to explore academic research and to record important takeaways.

Before recording: think critically on relevant issues regarding the films and readings of the week; write down main ideas, practice and time the recording before submitting the final take, follow a podcast structure. These recordings are academic reactions to class readings and discussions, and thoughts on how students might become a social and racial change agent through daily practices, civic engagement, and professional trajectory.

Grade: 20%

- Quizzes:

There will be 2 quizzes during the semester. All questions will be based on the course critical readings. First quiz will take place around week 6 and second quiz around week 12.

Grade: 20%

- Writing assignments (30%):

During week 10, students will write a 5 pages long book review focusing on one of the following texts, *Nombres y animales*, by Rita Indiana; *Lesbianas en clave caribeña*, by Yolanda Arroyo Pizarro; *Dominicanish*, by Josefina Báez; *Cuba My Revolution* by Inverna Lopez.

Grade: 10%

There will be a take home exam during week 14. Students will submit an long essay answering four different questions based on the books listed under this course. Questions will be shared with students a week in advance. Students will connect creative works with other texts from the syllabus (Research articles, podcasts, essays, music videos etc.). Papers should be 10-12 pages; each answer should be 3 pages long and double-spaced with 1"left/right margins and Times font.
Grade: 20%

- Individual presentation:

To democratize the classroom's dynamic and encourage students to take a more active role in their learning process, one student will present a text and lead class discussions for 20 minutes of each session. How discussion unfolds will be up to students, but will generally involve crafting multi-tiered discussion questions, or group conversations. Each student will select one literary text and lead a discussion on a certain topic of such work. Students are expected to present the connections between the framework (article or book chapter) and the selected literary work. Rubric and guidelines will be provided. The rest of the class will have questions ready for the presenter.

Follow these instructions when building your presentation file:

-An introduction to the writer; who are they, what is their background? 1 min.

-What is the main argument of the reading you are discussing? 2 min.

-What kind of intervention is it making? 1 min.

-How is it related to other concepts, topics or readings of the course? 2 min.

-How does this work inspire and inform your participation in this class? 2 min.

-Include a list of key concepts, and at least two discussion questions you would like to engage with the class at the end of your presentation. 5 min.

Grade 20%

E-mail Communications, Feedback and Response Time

- I use the university email between 9 a.m. and 5 p.m., M-F. If you e-mail me after 5:00 pm expect to receive my response the following day. If you email me on Friday after 5: 00 pm expect a response the following Monday. Plan accordingly. Please be attentive to Carmen and to your institutional email, announcements, assignments, readings, and other communications will be posted there, and you will be responsible for retrieving them.

- Grading and feedback: For written assignments you can generally expect feedback within 7-10 school days. All other assignments will receive feedback within 5-7 days.

Grading Scale

Students will not receive credit in the class if they are not accessing materials on Moodle daily and are not interacting in the conversations with the professor, the guest speakers, or other students in the class. Grading Scale:

A (93-100)	C (73-77)
A- (90-93)	C- (70-73)
B+ (87-90)	D+ (67-70)
B (83-87)	D (60-67)
B- (80-83)	E (below 60)
C+ (77-80)	

Guest Lectures

During the four weeks of this course, we will hear from the experts in the field: writers, poets, and professors. Therefore, we will incorporate four guest lecturers. Times and days will have to be adjusted depending on the upcoming schedules of each person. Students should make sure to prove they read the materials by bringing questions or comments for the guest speaker's session.

Academic Misconduct

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/>.

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution or subvert the educational process. Such instances include but are not limited to: cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class and plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the Internet is not only dishonest; it's also liable to be caught. Paraphrase your information and **do not** "cut and paste" whole paragraphs from the web. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct, visit <http://oaa.osu.edu/coam.html>.

Copyright Disclaimer

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.

Your Mental Health!

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

Disability Services

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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further 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 Carmen (Ohio State's learning management system) to access the course materials. If you need additional services to use these technologies, please request accommodations with your instructor.

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 Interim Title IX Coordinator, Melissa Mayhan at titleIX@osu.edu or 614-247-5838 or 614-688-8605 TTY.

PROGRAM

Week 1 – Caribbean studies: estado de la cuestión

Martes

- ¡BIENVENIDXS! Presentaciones, introducción al curso y repaso del syllabus.
- “The Idea of Hispanophone Caribbean Studies. On the Hispanophone Caribbean Question”- Vanessa Pérez-Rosario pp. 21 – 31.

Jueves

- “Spanish Caribbean Literature: A Heuristic for Colonial Caribbean Studies” – Yolanda Martinez San Miguel p. 65 – 79.
- “Introduction: Critical Currents in Dominican Gender and Sexuality Studies in the United States” - Maja Horn pp. 64 – 71.

Week 2 – Diaspora, AfroLatinx, insularidad y negritud

Martes

- “Insularidad”; “Los contextos: lenguas, etnias y geografía” en *El Caribe en su discurso literario* – Margarita Mateo Palmer y Luis Alvares Alvares pp. 89 – 112.

Jueves

- “Transnational Renderings of Negro / a / x / * : Re-centering Blackness in AfroLatinidad” by Omaris Z. Zamora, pp. 93 – 99.
- Elizabeth Acevedo – Afrolatina <https://getlitanthology.org/poemdetail/16/>
- - Spoken word – Mariposa Teres Fernandez
- <https://www.youtube.com/watch?v=2pqXttKEukI>
- <https://www.youtube.com/watch?v=k3MVGqRm9mI>

Week 3 - Caribe continental: México

- “Archipiélagos coloniales y mexicanos: reimaginando los estudios del Caribe colonial” – Yolanda Martínez- San Miguel, pp. 22 - 41.

Jueves

- “Islas de tierra firme: ¿un modelo para el Caribe continental? El caso de Yucatán” – Margaret Shrimpton, pp. 178 - 208
- “Agujas en vez de lápices” – Viví Eek pp. 64 – 66.
- “Crónica alien para un caribe porvenir” – Olivier Lozano pp. 224 - 226

Submit – Voice Diary #1

Week 4. Caribe continental: Colombia y Nicaragua

Martes

- “Bailando el Caribe: Corporalidad, identidad y ciudadanía en las plazas de Cartagena de Indias” by Nadia V. Celis, pp. 27 – 61.
- Entrevista con Nadie Celis
<https://repeatingislands.com/2023/04/06/nadia-celis-a-brief-interview-with-repeating-islands/>

Jueves

- “Poetas Afrodescendientes de la Costa Caribe nicaragüense” – Consuelo Meza Márquez, pp. 211 – 230.
- Gioconda Belli: “There’s a Vengeful Madness” in Nicaragua
<https://havanatimes.org/interviews/gioconda-belli-theres-a-vengeful-madness-in-nicaragua/>

Week 5 – Memoria familiar: Puerto Rico y Cuba

Martes

Podcast La Brega www.wnycstudios.org

- Alana Casanova-Burgess – “¿Qué es la brega?” - Episodio 1 (19 min)
- Yarimar Bonilla – “Se acabaron las promesas” (Estado Libre Asociado) - Episodio 7 (53 min)

Jueves

- “Los cerebros que se van y el corazón que se queda” <http://corchado.org/cerebros.htm>
- “La manteca que nos une” pp. 351 – 356.
- Graphic Novel: *Cuba my Revolution*, Inverna Lopez

Week 6 – Mujer negra: cuerpo y pertenencia

Martes

- “Mujer negra” Nancy Morejón <http://faculty.cord.edu/gargurev/morejon.htm>
- “Translating Blackness. Dominicans Negotiation Race and Belonging” Lorgia García- Peña pp.10 – 20.
- Autonomy in Lesbian-Feminist Politics – Ochy Curiel, pp. 142

Jueves

- “Being Half and Half: One” – Breena Nuñez <https://www.breenache.com/#/half-n-half/>
- “¿Ser una negra pública?”– Mayra Santos, pp. 72 – 75
- “Uneasy Talk about Race: Critique of Puerto Rican. Race Relations in Mayra Santos-Febres’ Sobre piel y papel” – Diana Gumbar pp. 55 – 65.

TAKE QUIZ 1

Week 8 - Primer mapeo. La mujer y la negritud en el Caribe: cuerpo, tiempo y son femenino

Martes

- Book: *Poet X*, Elizabeth Acevedo

Jueves

- Book: *Dominicanish*, Josefina Báez
- “Chewing English and Spitting Spanish: Josefina Báez Homing Dominican New York” by Emilia María Durán- Almarza, pp. 73 – 94.

Submit Voice Diary #2

Week 9 – Periodismo independiente

Martes

- Sandra Álvarez Blog- Cuba <https://negracubanateniaqueser.com/tag/sandra-alvarez/>
- 14 y medio blog – Cuba, Yoani Sanchez https://www.14ymedio.com/etiqueta/yoani_sanchez/
- TODAS – PR periodismo independiente www.todaspr.com

Jueves - Lesbian and Gay Writing

- Book: *Lesbianas en clave caribeña: Cuentos de marimacha, buchas y camioneras. Femmes, patas y chaperas*, Yolanda Arroyo Pizarro.

Week 10- Lesbian and Gay Writing

Martes

- “Other Islanders on Lesbos: A Retrospective Look at the History of Lesbians in Cuba (2004)” – Mabel Cuesta, *Our Caribbean: a Gathering of Lesbian and Gay Writing from the Antilles* edited pp. 136
- “Zenzizencic. Chinatown” – Achy Obejas pp. 3 – 34.

Jueves

- Graphic Novel: *Juliet Takes a Breath* — Gabby Rivera

Submit Book Review

Week 11 – Caribbean Teens: animales, crimen y muñecas

Martes

- “Mounstruosa sororidad” en *Crímenes domésticos* - Vanessa Vilches Norat, pp. 11 – 26.
- “La deconstrucción de dos figuras maternas: la loca de la casa y Medea en Crímenes domésticos de Vanessa Vilches Norat” – Ada G. Fuentes Rivera, pp. 1 – 14.

Jueves

- Book: *Nombres y animales*, Rita Indiana.
- Rita Indiana’s Fluid Temporalities and the Queering of Bodies, Time, and Place – Paul Humphrey, pp. 325 – 347.

Submit Voice Diary #3

Week 12– Diáspora: conexiones, intersecciones y migraciones entre islas

Martes

- Chapter 4. “Sacred” in *Decolonizing Diasporas* – Yomaria Figueroa Vasquez pp. 150 – 163
- Ibeyi – River <https://www.youtube.com/watch?v=lHRAPiwsS5I>
- “Your Lips: Mapping Afro-Boricua Feminist Becomings” – Yomaira Figueroa, pp. 1 – 11.

Jueves

- Rita Indiana – “Da Pa Lo Do” <https://www.youtube.com/watch?v=Y72XAYbPTnU>
- “Rayano Consciousness. Remapping the Haiti- DR Border after the Earthquake of 2010” in *The Borders of Dominicanidad. Race, Nation and Archives of Contradiction* by Lorgia García-Peña.

TAKE QUIZ 2

Week 13 - Caribe travestido, producción cultural

Martes

- “Caribe y travestismo” – Mayra Santos – Febres
- “Poliamorías en el Caribe”; “Despues de martillar”; en *Lesbianas en clave caribeñas. Cuentos de marimachas, buchás y camioneras, fêmmes, patas y cachaperas* de Yolanda Arroyo Pizarro.

Jueves

- Ana Macho, Macha Colón y Villano Antillano

Submit Voice Diary #4

Week 14 - El Caribe travestido, producción cultural de lesbianas, trans, queer y caribeño.

Martes

- Teatro: *Beautiful Señoritas* (Botánica) – Dolores Prida, pp. 145 – 179.

Jueves – Diasporican que va y vuelve

- “Pollito Chicken” – Ana Lydia Vega <https://www.omni-bus.com/n4/pollito.html>
- “Cap. VI - Caribe Two Ways: Nueva York o el otro enclave caribeño” in *Caribe Two Ways. Cultura de la migración en el Caribe insular hispánico* by Yolanda Martínez-San Miguel. Pp. 323 – 330.

Submit Take Home Essay

Friday, December 1, 2023 at 10:31:35 Eastern Standard Time

Subject: Fwd: Concurrence for course in SPPO
Date: Tuesday, November 28, 2023 at 9:43:58 PM Eastern Standard Time
From: Romero, Eugenia
To: Sanabria, Rachel
Attachments: image003.jpg, image004.png, image005.png
Hy Rachel,

Can You add this to the Caribbean course file and send it through curriculum?

Thank you,

Eugenia

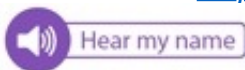
Get [Outlook for Android](#)

From: Sreenivas, Mytheli <sreenivas.2@osu.edu>
Sent: Tuesday, November 28, 2023 4:21:59 PM
To: Romero, Eugenia <romero.25@osu.edu>; Stotlar, Jackson <stotlar.1@osu.edu>; Lindsey, Treva <lindsey.268@osu.edu>
Subject: RE: Concurrence for course in SPPO

Dear Eugenia,
Apologies for the delay here. WGSS approves concurrence for this course!

Best,
Mytheli

Mytheli Sreenivas, PhD
Professor and Chair, Department of Women's, Gender and Sexuality Studies
Professor, Department of History
The Ohio State University
Pronouns: she/her/hers
Recent book: [Reproductive Politics and the Making of Modern India](#)



From: Romero, Eugenia <romero.25@osu.edu>
Sent: Tuesday, November 28, 2023 9:48 AM
To: Sreenivas, Mytheli <sreenivas.2@osu.edu>; Stotlar, Jackson <stotlar.1@osu.edu>; Lindsey, Treva <lindsey.268@osu.edu>
Subject: Re: Concurrence for course in SPPO

Dear all,

I'm just writing a keep follow up message about this. I appreciate your help on this matter.

Best,

Eugenia



Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

Department of Spanish and Portuguese

244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

614-247-6179 Office / 614 292-7726 Fax

romero.25@osu.edu

Website: <https://u.osu.edu/romero.25/>

Pronouns: she/her/hers

PRIDE LIVES HERE



From: Sreenivas, Mytheli <sreenivas.2@osu.edu>

Date: Thursday, November 16, 2023 at 3:51 PM

To: Romero, Eugenia <romero.25@osu.edu>, Stotlar, Jackson <stotlar.1@osu.edu>, Lindsey, Treva <lindsey.268@osu.edu>

Subject: FW: Concurrence for course in SPPO

Dear Eugenia,

Thanks for the email. I'm forwarding along your request to Jackson Stotlar and Treva Lindsey, who can respond on behalf of the WGSS Undergraduate Studies committee.

Best,
Mytheli

Mytheli Sreenivas, PhD

Professor and Chair, Department of Women's, Gender and Sexuality Studies

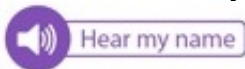
Professor, Department of History

The Ohio State University

Pronouns: she/her/hers

Recent book: [Reproductive Politics and the Making of Modern India](#)

Twitter: @ProfMytheli



From: Romero, Eugenia <romero.25@osu.edu>

Sent: Thursday, November 16, 2023 1:48 PM

To: Sreenivas, Mytheli <sreenivas.2@osu.edu>

Subject: Concurrence for course in SPPO

Dear Mytheli,

I'm the Director of Undergraduate Studies in the Department of Spanish and Portuguese, and we are seeking concurrence for a new course about Caribbean Narratives that has some focus on gender and sexuality studies. I'm forwarding the ASC concurrence form as well as the course syllabus.

Thank you so much for your time and consideration.

Eugenia



THE OHIO STATE UNIVERSITY

Dr. Eugenia R. Romero, PhD

Vice-Chair & Director of Undergraduate Studies

Associate Professor of Iberian Studies

Department of Spanish and Portuguese

244 Hagerty Hall, 1775 College Rd., Columbus, OH 43210

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Pronouns: she/her/hers

PRIDE LIVES HERE

