

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):

- the course goals
- a brief description of the content
- the distribution of meeting times
- a weekly topical outline
- a listing of assignments
- grade assessment information (A-E or S/U)
- required textbooks and/or reading list
- the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>)

Instructor Information

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

Leticia Rose Wiggins, University Libraries

Proposer's Name and Primary Academic Unit (please print)

Ethnic Studies Librarian

Proposer's Title

Wiggins.65@osu.edu

Proposer's e-mail Address

February 29, 2024

Submission Date

Hilary Bussell (Humanities and Social Sciences Cohort Leader)

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to Todd Bitters, bitters.4@osu.edu, no later than MARCH 1.

Hi, Who Are You? *An Exploration in Autoethnography*



Autumn Semester 2024

1 Credit

Day, Time, Place TBA

Professor: Leticia Wiggins, PhD

Wiggins.65@osu.edu

Office Hours: Thompson Library 222F or ZOOM – By Appointment

Description:

There are so many factors that make a person, right? The places we're born, the interests we hold, the many lenses in which we see the world (to name just a few). This course explores the artifacts, experiences, and things that make us *US*. By using the tools of autoethnography, intersectionality, and oral history we will position ourselves in the world. We will challenge ourselves to start documenting our own histories. Each of us will be challenged to ask questions of our friends, family, caregivers, and folks we grew up around to get a sense of our own journey to belonging. The result will be a final project that will express and celebrate our journeys to "today" with the hopes that we can think about what we may want to pursue tomorrow.

Course Objectives:

1. Learn to use the tools of autoethnography to consider your own history and place in the world.
2. Understand the meaning and power of intersectionality and the ways in which multiple facets make up each person's unique identity.
3. Through assessing oneself, gain greater empathy for others and promote an openness and understanding to other's experiences.

Objects of Consumption:

Choose one of the following Graphic Novels

- Bechdel, Alison. *Fun Home*. Boston, MA: Mariner Books, 2007.
- Burns, Charles. *Black Hole*. New York: Pantheon Books, 1999.
- Marinaomi. *Turning Japanese*. (Oni Press, 2023).
- Ferris, Emil. *My Favorite Thing is Monsters*. (Fantagraphics, 2017)

Music Playlist

- Florist – [Red Bird](#)
- Kendrick Lamar – [Alright](#)
- Loretta Lynn – [Coal Miner's Daughter](#)
- Everclear – [Father of Mine](#)
- The Beatles – [The Ballad of John and Yoko](#)
- Sly & The Family Stone – [Family Affair](#)
- Carly Simon – [You're So Vain](#)
- Olivia Rodrigo – [Driver's License](#)
- Social Distortion – [Story of My Life](#)
- Daniel Johnston – [Devil Town](#)

Movies in Common

- Kaufmann, Charlie. *Adaptation*
- Eyre, Chris. *Smoke Signals*

Book in Common

- Patti Smith. *Just Kids*. (Ecco, 2010).

Excerpts from eBook in Common

- [Goode, Jackie, Karen Lumsden, and Jan Bradford. *Crafting autoethnography: processes and practices of making self and culture*. \(Abingdon, Oxon: Routledge, 2023\).](#)

Required Activities:

1. **Participation:** Students are expected to attend the course and participate in seminar discussions. Each student will bring to class two to three questions or comments to share in what is predominantly intended to be a discussion-based class experience.
2. **Weekly Reflection:** Following the class, each student is expected to write a short response which ties their own experience to “materials consumed” – these short weekly reflections will be used in the final project. The responses may center around specific topics and prompts depending on each class.
3. **Final Project:** The final project will combine each class's activities into a project that can take the form of podcast, art project, video, essay, blog, zine, or other pre-discussed format of interest. There will be a 5-minute presentation where the student will share their project during finals week.

Grades will be based on the completion of the above materials:

- Class participation: 30%
- Weekly Reflection: 30%
- Final Project Presentation: 40%

Grade Assessment will be A-E Letter Grades.

Weekly Readings & Topics

1. **What's in a name?** Reflections on who we are, why we are named what we are.
 - For Consumption: *Just Kids* Chapter 1: Monday's Children
2. **Scene setting:** How does place play into our own understandings of self?
 - For Consumption: *Just Kids* Chapter 2: Just Kids
Just Kids Chapter 3: Hotel Chelsea
3. **Eras & the Pressures of Time:** How does when you were born impact your understanding of self?
 - For Consumption: *The Fire Next Time*, James Baldwin
4. **Family, Friends, & Caregivers:** How Oral History techniques can help us understand ourselves.
 - For Consumption: *Just Kids* Chapter 4: Separate Ways Together
5. **Genealogy:** Digging deeper into longer histories
 - For Consumption: *When the Slave Ships Came* from *Crafting autoethnography*
6. **Movement:** How does disruption or a lack of disruption shape our identities?
 - For Consumption: *Just Kids* Chapter 5: Holding Hands with God.
 - Select Graphic Novel
7. **Relationships:** How do friendships & partnerships change our perspectives?
 - For Consumption: *Smoke Signals* (film)
 - Make progress on Graphic Novel
 - ***FINAL PROJECT PROPOSAL IDEAS DUE**
8. **On Reflection and Nostalgia:**
 - For Consumption: Joan Didion's [Essay on Self Respect](#)
 - Make Progress on Graphic Novel
9. **Dreams:** How do aspirations shape our wants and desires?
 - Make Progress on Graphic Novel
10. **Pause, then Press Play – Music Tells Stories:**
 - For Consumption: *Curated Audio Playlist*
 - Make Progress on Graphic Novel
11. **Audiostories for Life:** How podcasts and oral histories are told through words
 - For Consumption: [Podcast Codeswitch](#): Naomi Jackson talks about 'losing and finding' her mind
 - Make Progress on Graphic Novel
12. **Cinema for life:** The power of movies to define us.
 - For Consumption: *Adaptation* (film)
 - Make Progress on Graphic Novel
13. **Fantasy Selves:** An exploration of the selves we sometimes wish we were.
 - For Consumption: TBD
 - Finish Graphic Novel
14. **Final Presentations – Group 1**
15. **Final Presentations – Group 2**

Counseling and Consultation Services

There are a 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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Students with Disabilities

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.

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://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf>

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among

all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

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

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>

<https://cbasc.osu.edu>

Leticia Wiggins serves as the liaison librarian to the Center for Ethnic Studies. Leticia establishes programmatic approaches to building partnerships within the Ohio State academic community and beyond and collaborates with other Libraries faculty and staff to provide research and instruction support for students and faculty in the Center for Ethnic Studies.

Leticia received her Bachelor of Arts in American Ethnic Studies and her Master's of U.S. History from The Ohio State University. She earned her Ph.D. in U.S. History and Latin American History from Ohio State before embarking on a career that includes winning three Ohio Valley Emmy Awards for her film work. Leticia has served as a consultant for the Ohio Humanities Council's Mellon and Pulitzer-funded "Democracy and the Informed Citizen" initiative and as a lecturer for Ohio State's Department of History. She most recently worked as a multimedia producer for WOSU Public Media, where she researched, produced and edited content for award-winning programs like *Broad & High*, *QED with Dr. B.* and *StoryCorps Columbus*.

Leticia has taught classes to all ages, including courses at Columbus Public Library related to oral history conduct to podcast courses for teens. Additionally, she has taught undergraduate courses in the History Department at Ohio State after graduation as an adjunct. Her course on U.S. Social Movements was taught both online and in-person.