

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



Autumn Semester 2024

1 Credit

Day, Time, Place TBA

Professor: Leticia Wiggins, PhD

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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.

Grading Scale	
Letter Grade	Percent Grade
A	93 – 100
A-	90 – 92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	65 – 66
E	Below 65

Weekly Readings & Topics

Week 1: What's in a name? Reflections on who we are, why we are named what we are.

- Read – *Just Kids* Chapter 1: Monday's Children

Week 2: Scene setting: How does place play into our own understandings of self?

- Read – *Just Kids* Chapter 2: Just Kids
Just Kids Chapter 3: Hotel Chelsea

Week 3: Eras & the Pressures of Time: How does when you were born impact your understanding of self?

- Read – *The Fire Next Time*, James Baldwin

Week 4: Family, Friends, & Caregivers: How Oral History techniques can help us understand ourselves.

- Read – *Just Kids* Chapter 4: Separate Ways Together

Week 5: Genealogy Digging deeper into longer histories

- Read – *When the Slave Ships Came* from *Crafting autoethnography*

Week 6: Movement How does disruption or a lack of disruption shape our identities?

- Read – *Just Kids* Chapter 5: Holding Hands with God.
- Select – Graphic Novel

Week 7: Relationships: How do friendships & partnerships change our perspectives?

- Watch – *Smoke Signals (film)*
- Read – Selected Graphic Novel
- ***FINAL PROJECT PROPOSAL IDEAS DUE**

Week 8: On Reflection and Nostalgia:

- Read – Joan Didion's [Essay on Self Respect](#)
- Read – Selected Graphic Novel

Week 9: Dreams: How do aspirations shape our wants and desires?

- Read – Selected Graphic Novel

Week 10: Pause, then Press Play – Music Tells Stories:

- Listen – *Curated Audio Playlist*
- Read – Selected Graphic Novel

Week 11: Audiostories for Life: How podcasts and oral histories are told through words

- Listen – [Podcast Codeswitch](#): Naomi Jackson talks about 'losing and finding' her mind
- Read – Selected Graphic Novel

Week 12: Cinema for life: The power of movies to define us.

- Watch – *Adaptation (film)*
- Read – Selected Graphic Novel

Week 13: Fantasy Selves: An exploration of the selves we sometimes wish we were.

- For Consumption: TBD
- Finish Graphic Novel

Week 14: Final Presentations – Group 1

Week 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>

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](#)