

## Term Information

Effective Term Spring 2025  
[Previous Value](#) Spring 2014

## Course Change Information

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

Name change and add GE theme

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

Update name to better reflect content and emphasis of the course; add GE theme to increase GE theme offerings within Department

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 4403  
Course Title Gender, Race & Leadership  
[Previous Value](#) *Gender and Leadership*  
Transcript Abbreviation Gender Leadership  
Course Description This course explores citizenship and leadership by analyzing case studies of leadership from women and people of color throughout American history. Using both activist and scholarly perspectives, students will explore and challenge modes of leadership through the intersectional lens of race and gender, with an emphasis on the role of citizens and citizenship in what it means to be a leader.  
[Previous Value](#) *Focuses on how gender can influence who becomes a leader, the styles of leadership they employ, and how effective leaders can be.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
[Previous Value](#) *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

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* [Columbus](#)

## Prerequisites and Exclusions

**Prerequisites/Corequisites**  
**Exclusions**  
**Electronically Enforced** No

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code** 05.0207  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior  
*Previous Value* [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**

- To become informed about interdisciplinary research on the significance for leadership of gender and other salient dimensions of group identity
- Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.
- Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and their own fields
- 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.
- 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 abroad
- Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions
- Identify different methodologies used by scholars to study race, gender, citizenship, and leadership
- Evaluate the connections between core cultural assumptions and various forms of injustice.

**Previous Value**

- *To become informed about interdisciplinary research on the significance for leadership of gender and other salient dimensions of group identity*

**Content Topic List**

- Styles of Leadership in Organizations/Institutions
- Women in Organizations
- Masculinity and Leadership
- Intersections of Gender, Race, Class, Sexuality in Leadership
- Women in Political Institutions
- Women in Social/Economic Institutions

**Sought Concurrence**

No

**Attachments**

- WGSST 4403 - Gender, Race & Leadership Syllabus 7.28.23.docx: Syllabus 7.28.23  
*(Syllabus. Owner: Stotlar, Jackson Ryan)*
- WGSS 4403 Citizenship GE paperwork 7.28.23.pdf: 4403 Citizenship GE worksheet  
*(GEC Model Curriculum Compliance Stmt. Owner: Stotlar, Jackson Ryan)*
- WGSS 4403 Citizenship Responses 7.28.23.docx: 4403 Citizenship GE additional paperwork  
*(Other Supporting Documentation. Owner: Stotlar, Jackson Ryan)*
- WGSS 4403 Cover Letter AA.9.19.24.pdf: 4403 Citizenship GE Cover Letter  
*(Cover Letter. Owner: Alkhalifa, Ali M)*
- WGSST 4403 Citizenship Syllabus AA.8.19.24.pdf: 4403 Citizenship GE Syllabus  
*(Syllabus. Owner: Alkhalifa, Ali M)*

**Comments**

- Uploaded & Revised Syllabus & Cover Letter

SO Sorry! *(by Alkhalifa, Ali M on 08/20/2024 01:04 PM)*

- The file labeled as "4403 Citizenship GE Revised Syllabus" is actually a copy of the cover letter. Please submit a copy of the revised syllabus. Thanks! *(by Hilty, Michael on 08/20/2024 01:03 PM)*

**COURSE CHANGE REQUEST**  
4403 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/20/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jackson Ryan	07/28/2023 04:20 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/17/2024 06:38 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2024 07:59 AM	College Approval
Revision Requested	Hilty, Michael	05/20/2024 11:08 AM	ASCCAO Approval
Submitted	Alkhalifa, Ali M	08/19/2024 04:55 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	08/20/2024 09:21 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/20/2024 10:20 AM	College Approval
Revision Requested	Hilty, Michael	08/20/2024 01:03 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali M	08/20/2024 01:04 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	08/20/2024 03:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/20/2024 03:49 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/20/2024 03:49 PM	ASCCAO Approval

Hello,

Thank you for your helpful feedback on the GE Citizenship submission for WGSS 4403, "Gender, Race and Leadership." I have included the committee's feedback below, along with our revisions to the syllabus.

Thanks,

Jen Getson

Senior Academic Program Services Specialist

Department of History

Department of Women's, Gender & Sexuality Studies

At this time, the Subcommittee has declined to vote on the proposal and would like to see the following feedback items addressed in a revision:

- The reviewing faculty would like to see citizenship more thoroughly addressed as a course concept throughout the course (including within the readings, content, and assignments). They would like to see citizenship (and the concept of citizenship) more thoroughly defined and integrated into the course to help students engage with the Theme throughout their entire time with the course. To this end, they would like to see citizenship woven into the final capstone paper (which is described on page 6 of the syllabus). While the idea of a "citizenleader" is mentioned several times, they would like to see citizenship (as a theme) more thoroughly integrated within the assignment.
  - **Added more readings specifically around citizenship (4-5) and throughout course schedule (14-19).**
  - **Midterm essay includes a prompt centering on the intersection between citizenship, leadership, race, and/or gender (7).**
  - **The capstone assignment now includes two prompts that provides detailed direction on writing about ideas around citizenship and leadership developed in the course (7-8).**

- The reviewing faculty would like to see the justice aspect of the Theme more thoroughly woven within the course. While it is certainly implicitly being addressed, they would like to see explicit mentions to justice within the course syllabus as a way to highlight to students how they should expect to engage with this material.
  - **Justice is specifically addressed in weeks 3-7 and 12-15, highlighted in the addition of both weekly topic headings and summaries.**
  
- The reviewing faculty would like to recommend including weekly discussions within the course calendar (as found on pages 11-14) that highlight to students how they can expect to engage with citizenship, diversity, and justice during that week's topics.
  - **We have added weekly topics and summaries that demonstrate how students will engage with the theme.**
  
- The reviewing faculty ask that more information be provided within the course syllabus surrounding how the course will meet ELO 1.2 and engage students in advanced, scholarly, indepth discussion of the Theme. Based on the syllabus and documentation provided, they are unable to see how this course will be an advanced study of Citizenship for a Diverse and Just World.
  - **Added two required academic texts on citizenship (4).**
  - **Added academic articles about citizenship (4-5)**
  - **The capstone paper now includes a mandatory research component, with an annotated bibliography including 5 external sources.**
  
- The reviewing faculty ask that it be made clear to students (perhaps on pages 2-3 of the course syllabus) that this course will meet in-person one day a week and one day a week virtually via Zoom. While they recognize it does state that within the course calendar, the statement under "How This Hybrid Course Works" that a hybrid course "consists of a combination of in-person instruction (25-74% campus) and online instruction (25-73[sic]% online)" is confusing since it provides the generic definition of any hybrid course and not an explanation for the specific course at hand.
  - **We are shifting this course to fully in-person.**
  
- The reviewing faculty recommend that curriculum.osu.edu be updated to reflect that this course will now be taught in a hybrid format. Currently, underneath the

“Does any section of this course have a distance learning component” section of the form, it is marked as “No”.

- **The course is now a fully in-person course.**
- The reviewing faculty ask that- the GEN Theme Goals be added to the course syllabus. While they recognize that the ELOs and explanatory paragraph are on page 2 of the syllabus, it is a requirement to have the Goals of the GEN Theme. The GEN Goals can be found in an easy to copy-and-paste format on the ASC Curriculum and Assessment Services website.
  - **Added on page 2**
- The reviewing faculty ask that the Religious Accommodation statement be added within the course syllabus. On March 1st, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. Please note that the “Policy: Religious Holidays, Holy Days and Observances” link is a required part of the statement. The newly updated statement has been updated on the syllabus elements page of the ASC Curriculum and Assessment Services website.
  - **Added on page 11-12**
- The reviewing faculty recommend updating the Student Life – Disability Services (on page 11 of the syllabus) and Mental Health statements (on page 10 of the syllabus), as they were updated for the 2023-2024 academic year. You may find these statements on the ASC Curriculum and Assessment Services website.
  - **Updated**
- The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.
  - **Submitted**



# SYLLABUS

## WGSST 4403

### Gender, Race and Leadership

SP 2025

3 credit hours

In-person

## COURSE OVERVIEW

### Instructor Information

Instructor: Nicole Nieto

Pronouns: she/her

Email address (preferred): [nieto.12@osu.edu](mailto:nieto.12@osu.edu)

Phone number: 614-441-3303

Office hours: Wednesday, 9:00-10:00am and by appointment

### Prerequisites

No Prerequisites

### Course description

Groups, organizations, and institutions rely on leaders to exercise influence and responsibility in the execution of common tasks and projects. However, there are persistent identity dimensions to such phenomena as membership or citizenship in groups; access to positions of leadership; influence as leaders; and perceptions of leaders. Using diverse historical and scholarly literatures, we will explore modes of citizenship and leadership, beliefs about leadership, and significant dimensions of leadership, emphasizing the role of citizens and citizenship in underwriting conceptions of what it means to be a leader. Beginning with key nineteenth and early twentieth century debates, and moving through recent scholarly and activist perspectives, this course explores challenges associated with citizenship and leadership in the US.



## Course learning outcomes

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

- Identify the core argument of advanced texts that address race, gender, citizenship, and leadership.
- Articulate clear and cohesive thoughts through writing.
- Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions.
- Identify different methodologies used by scholars to study race, gender, citizenship, and leadership.
- Evaluate the connections between core cultural assumptions and various forms of injustice.

## General Education Theme: Citizenship for a Just and Diverse World

### Goals:

1. Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the 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 citizenship for a just and diverse world.
- 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. 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:

Historically, theorizing on the significance of race and gender for leadership has relied on diverse conceptions of membership and citizenship in institutions and a body politic. In this course, students will become acquainted with key debates and scholarship on leaders and leadership in the US; and they will identify and analyze the conceptions of citizenship that underwrite inclusion and exclusion of diverse leaders.

## HOW THIS IN-PERSON COURSE WORKS

**Mode of delivery:** This course is in-person. All class meetings are in person.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://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.

**Attendance and participation requirements:** The following is a summary of students' expected participation:

- **Carmen: REQUIRED**  
You are expected to log in to the course in Carmen every week.
- **In person class sessions: REQUIRED**

Attendance is required for classes.

- **Office hours: OPTIONAL**  
You are not required to attend office hours.
- **Participating in in-person and online discussions: REQUIRED**  
As part of your participation, you are expected to participate in class discussions and will be graded on this. At the beginning of the class, you will be assigned a class meeting to begin the class discussion by sharing some key points and proposing some key questions.

## COURSE MATERIALS AND TECHNOLOGIES

### Texts

#### Required Books

- Stacey Abrams, *Lead From the Outside: How to Build Your Future and Make Real Change*
- Rebecca DeWolf, *Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963*
- Nancy Isenberg, *Sex and Citizenship in Antebellum America*

#### Required Articles/Essays (linked on Carmen)

- Lee Hamilton, [\*Being a Good Citizen is a lot Harder Than It Used to Be\*](#)
- Mary Dietz, *Context is All: Feminism and Theories of Citizenship*
- Ruth Lister, *Citizenship: Towards a Feminist Synthesis*
- Rita Gardiner, *Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology*
- Kelly Anders, Et. al., *Demonstrating Citizen Leadership: A Case Study of Jane Addams*
- Sylvia Cheuy, *Deepening Community: Realizing the Potential of Citizen Leadership*
- Kathleen Knight Abowitz, Et. al., *Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader*
- Belinda Robnett, *African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization*
- Bernice McNair Barnett, *Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class*
- Ann Herda-Rapp, *The Power of Informal Leadership: Women Leaders in the Civil Rights Movement*
- Christina Bejarano and Wendy Smooth, *Moving Women of Color from Reliable Voters to Candidates for Public Office*

- Jonathon Knuckey, *“I Just Don’t Think She Has a Presidential Look”*: Sexism and Vote Choice in the 2016 Election
- Jasmine Sorrentino, Et. al., *“Deal Me In”*: Hillary Clinton and Gender in the 2016 US Presidential Election”
- Michelle Cottle, *Nikki Haley and the W-Word*
- Natalie Kitroeff and Emiliano Rodríguez Mega, *Why Mexico May Elect a Female President Before the United States*
- Tressie McMillan Cottom, *How Kamala Harris is Already Changing the Face of Presidential Power*

### Required Podcast

- *Leading with Love: Marianne Williamson’s Presidential Run- Embracing Miracles and Building a Better Future*

### Required Documentaries

- *Hillary*
- *Chisholm ’72: Unbought and Unbothered*
- *ReFramed: Fannie Lou Hamer’s America*

## 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### 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](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you can 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](https://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](https://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 FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation in online and in-person discussions	40
Midterm Essay	25
Capstone Paper	35

Total	100
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See course schedule below for due dates.

## Descriptions of major course assignments

### Participation and Attendance

**Description:** You are required to attend class. If you miss more than two classes, this could negatively impact your grade. You will be assigned a class meeting to begin the class discussion and propose key questions. This is not expected to be more than a 5-minute introduction to the readings. Additionally, you are required to contribute to in-person class discussions in meaningful ways.

There will also be graded online discussion posts on Carmen posted throughout the semester (no more than 8) that you are required to respond to in a meaningful way that demonstrates that you have read the readings.

### Midterm Essay

**Description:** In a paper of no fewer than 5, and no more than 6, typed pages, use the texts and discussions in Part 1 and/or Part 2 to respond to the following prompt:

Use the texts and class discussions to construct a model of citizen-leadership. Include in your model an explanation of how differences of race and/or gender have intersected with systems of power in US history and enabled or limited modes of advocacy for social and political change.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your model of citizen-leadership. Even though this is a short paper, make it the best example of your thinking and writing you can produce. Additional formatting instructions will be forthcoming.

### Capstone Paper

**Description:** For the capstone paper, you have several options. Please note that as a capstone paper, you must have a strong research component to this paper. You can certainly use class readings, but you must also identify external articles/texts to inform your paper. As part of your grade, you will submit an annotated bibliography with at least 5 external sources three weeks prior to the due date of your paper. Topics can include the following, however, if you have another research topic that you would like to explore, we can discuss this.

1. **Leader focused:** Identify a leader and write about how their social identities particularly gender and race have impacted their leadership path. Using concepts of citizen leadership identified in the course examine how this leader has or has not modeled this concept.
2. **Movement focused:** Identify a movement and write about how social identities particularly gender and race have informed this movement. Attention should be paid to leadership within the movement. Using concepts of citizen leadership identified in the course examine how this movement has or has not modeled this concept. You can choose to further explore the Civil Rights Movement or any other movement historical or current.

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your paper. Additional formatting instructions will be forthcoming.

## Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

## Grading scale

100-93%: A  
92.9-90%: A-  
89.9-87%: B+  
86.9-83%: B  
82.9-80%: B-  
79.9-77%: C+  
76.9-73%: C  
72.9-70%: C-  
69.9-67%: D+  
66.9-60%: D  
59.9-0%: 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 large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will usually read messages in the discussion boards within **24 hours**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in online class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. When responding to colleagues, please avoid sarcasm and accusations of bias.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in Word, where you can save your work, and then copying into the Carmen discussion.

### 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 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/com](http://go.osu.edu/com))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## 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/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Contact WGSS Graduate Program Coordinator, Rebekah Sims, for insight into how this how this course fits in with your MA, PhD, or Graduate Minor plan.

## 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](mailto:titleix@osu.edu).

## Mandatory reporting

As an instructor, I have a mandatory reporting responsibility. 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](#).

## **Commitment to a diverse and inclusive learning environment**

The 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.

## **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](#)

## 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>

## Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving 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). Expectations are that we all will be respectful of our classmates while consuming this media.

## 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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the **Suicide and Crisis Lifeline**.

## **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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Accessibility of course technology**

This online 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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

- Collaborative course tools

## COURSE SCHEDULE

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

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan. 7 and 9	<p><b>Part 1: Citizen Leadership</b></p> <p>This section provides foundational knowledge to ground the key concepts of this course including citizenship, leadership, diversity, and justice. Students will examine the concept of citizenship and leadership through a feminist lens. Part 1 concludes with an exploration of citizen leadership with specific case studies of women leaders who worked to create a just society.</p> <p><b>Week 1: Key Concepts of Citizenship</b></p> <p>This week introduces key concepts on citizenship. Students will explore the notion of citizenship through a feminist lens.</p> <p>Tuesday, Jan 7: Introduction to the course Read in class: <i><u>Being a Good Citizen is a lot Harder Than It Used to Be</u></i></p> <p>Thursday, Jan 9: Read: <i>Context Is All: Feminism and Theories of Citizenship</i></p>
2	Jan. 14 and 16	<p><b>Week 2: Key Concepts of Citizenship and Leadership</b></p> <p>This week continues to address citizenship while introducing key concepts in leadership through a feminist lens.</p> <p>Tuesday, Jan. 14: <i>Read: <u>Citizenship: Towards a Feminist Synthesis</u></i></p> <p>Thursday, Jan. 16: <i>Read: <u>Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology</u></i></p>
3	Jan. 21 and 23	<p><b>Week 3: Key Concepts of Citizen Leadership and Justice</b></p> <p>This week builds on the previous two weeks focused on citizenship and leadership by exploring the concept of citizen leadership</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>specifically through case studies focused on women leaders who worked to create just societies. Students will learn more about citizen leadership as a concept to create change and promote justice on the micro and macro levels.</p> <p>Tuesday, Jan. 21: Read: <i>Demonstrating Citizen Leadership: A Case Study of Jane Addams</i></p> <p><i>Deepening Community: Realizing the Potential of Citizen Leadership</i></p> <p>Thursday, Jan. 23: Read: <i>Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader</i></p>
4	Jan. 28 and 30	<p><b>Part 2: Historical Approaches to Leadership and Citizenship</b> This section examines gender, race, justice, citizenship, and leadership in the nineteenth century United States. Key questions are examined including who a citizen is and what rights they have. Additionally, students will examine how citizen leadership was key in advancing the rights of marginalized groups.</p> <p><b>Week 4: Gender, Citizenship, and Activism for Justice</b> This week explores sex/gender and citizenship in the United States through the text, <i>Sex and Citizenship in Antebellum America</i>. This text examines the role of women right's activists in the period of 1832-1860. Despite being citizens, American women were legally disenfranchised. This text explores issues of sex, citizenship, justice, and citizen leadership through activism.</p> <p>Tuesday, Jan. 28: Read: <i>Sex and Citizenship in Antebellum America</i>, chapters 1 and 2</p> <p>Thursday, Jan. 30: Read: Isenberg, chapters 3 and 4</p>
		<p><b>Week 5: Gender, Citizenship, and Activism for Justice</b> This week continues to explore sex/gender and citizenship.</p> <p>Tuesday, Feb. 5: Read: Isenberg, chapters 5 and 6</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
5	Feb. 4 and 6	Thursday, Feb. 6: Read: Isenberg, chapter 7
6	Feb. 11 and 13	<p><b>Week 6: Gender, Citizenship, and Justice</b></p> <p>This week we continue to explore gender and citizenship through the text on gendered citizenship and the Equal Rights Amendment. This text explores women's leadership and justice within the ERA movement while also examining the boundaries of what it means to be an American citizen.</p> <p>Tuesday, Feb. 11: Read: <i>Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963</i>, Introduction, chapters 1 and 2</p> <p>Thursday, Feb. 13 Read: DeWolf, chapters 3 and 4</p>
7	Feb. 18 and 20	<p><b>Week 7: Gender, Citizenship, and Justice</b></p> <p>This week we continue to explore gender and citizenship.</p> <p>Tuesday, Feb. 18: Read: DeWolf, chapters 5 and 6</p> <p>Thursday, Feb. 20 Read: DeWolf, epilogue</p>
8	Feb. 25 and 27	<p><b>Part 3: Women as Bridge Leaders (Citizen Leaders) in the Civil Rights Movement</b></p> <p>In this section we do a deep dive into the role of women in the Civil Rights Movement who worked to create a more just society. Women in the Civil Rights Movement were important leaders in the movement, though they were often overshadowed by more prominent male leaders. Scholars of the movement and of women's role in this movement have long recognized the role of women as informal or bridge leaders.</p> <p><b>Week 8: Citizen Leadership in the CRM for Justice</b></p> <p>This week we explore citizen leadership and bridge leadership in the Civil Rights Movement. Particular attention is paid to women as</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>bridge or citizen leaders in the movement and the important role that they played in mobilizing everyday citizens.</p> <p>Tuesday, Feb. 25: Read: African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization</p> <p>Thursday, Feb. 27: Watch: America ReFramed: Fannie Lou Hamer's America</p>
9	Mar. 4 and 6	<p><b>Week 9: Citizen Leadership in the CRM for Justice</b> This week we continue to explore citizen leadership and bridge leadership in the Civil Rights Movement.</p> <p>Tuesday, Feb. 18: Read: <i>Invisible Southern Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class</i></p> <p>Thursday, Feb. 20 Read: <i>The Power of Informal Leadership: Women Leaders in the Civil Rights Movement</i></p>
10	Mar. 11 and 13	Spring Break: no classes
11	Mar. 18 and 20	<p><b>Part 4: Gender, Race, Citizenship, and Leadership in Government</b> In this section we examine the role of citizenship and leadership in politics and government. Women and people of color often enter the political arena through citizen leadership and local activism.</p> <p><b>Week 11: Diverse Identities, Citizenship, and Leadership in Government</b> This week we explore citizenship and leadership through women in government. This includes learning more about Shirley Chisholm, the first black woman to be elected to Congress. We will also examine the role of women and other identities in elected office and the pursuit they often bring to further a more diverse and just world.</p>



Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Tuesday, Mar. 18: Watch: Chisholm '72: Unbought and Unbossed</p> <p>Thursday, Mar. 20: Read: <i>Moving Women of Color from Reliable Voters to Candidates for Public Office</i></p> <p><i>"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Presidential Election</i></p>
12	Mar. 25 and 27	<p><b>Week 12: Citizen Leadership for Justice</b></p> <p>This week we continue to explore citizenship and leadership in government by women and people of color through the text <i>Lead from the Outside</i>. This book addresses important considerations around citizenship, leadership, diversity, and justice.</p> <p>Tuesday, Mar. 25: Read: Abrams, <i>Lead from the Outside</i>, Preface – chapter 2</p> <p>Thursday, Mar. 27: Read: Abrams, chapters 3 and 4</p>
13	Apr. 1 and 3	<p><b>Week 13: Citizen Leadership for Justice</b></p> <p>This week we continue to explore citizenship and leadership in government by women and people of color. Special attention is paid to leading from diverse perspectives on the local level.</p> <p>Tuesday, Apr. 1: Read: Abrams, chapters 5 and 6</p> <p>Thursday, Apr. 3: Read: Abrams, chapters 7 and 8</p>
14	Apr. 8 and 10	<p><b>Week 14: Citizen Leadership for Justice</b></p> <p>This week we continue to explore citizenship and leadership in government by women and people of color. We examine the 2016 US election and look to our neighboring country of Mexico to examine gender and politics.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Tuesday, Apr. 8:            Watch: <i>Hillary</i>            Read: “<i>Deal Me In</i>”: <i>Hillary Clinton and Gender in the 2016 US Presidential Election</i>”</p> <p><i>Nikki Haley and the W-Word</i></p> <p>Thursday, Apr. 9:            Read: <i>Why Mexico May Elect a Female President Before the United States</i></p>
15	Apr. 15 and 17	<p><b>Week 15: Looking Towards the Future of Citizen Leadership and Justice</b></p> <p>This week we look towards the future imagining new models of citizen leadership and new pathways for marginalized groups.</p> <p>Tuesday, Apr. 15:            Read: <i>How Kamala Harris is Already Changing the Face of Presidential Power</i></p> <p>Explore <i>The Kamala Harris Project</i> curated by Ange-Marie Hancock</p> <p>Thursday, Apr. 17            Listen: Podcast- Episode 212: Leading with Love            Marianne Williamson’s Presidential Run – Embracing Miracles and Building a Better Future</p>
16	Apr. 22	Tuesday, Apr. 22: Last day of class reflections

## Citizenship for the Just and Diverse World: WGSS 4403

### **ELO 1.1** Engage in critical and logical thinking.

Students will strengthen existing skills in critical and logical thinking throughout the course. In the first 4 weeks, students will compare and contrast conceptions of citizenship and leadership, considering historical debates in the context of their own time and current critiques. Students will engage with these debates in reading, writing, and class discussions. During these weeks, students will be assigned to provide reasoned, evidence-based responses to historical conceptions of citizen-leadership. In the weeks that follow, class discussions and Weekly Discussion Post questions will provide students with guidelines to evaluate the claims of authors and speakers (in assigned videos) regarding identity, citizenship, and leadership.

### **ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

WGSS 4403, Race, Gender and Leadership, is constructed to provide an advanced examination of the promise and challenges to citizenship and leadership of diverse, and often underrepresented groups, in the history of US multiracial democracy. Over the course of the semester, students will consider different visions of leadership, identify a range of challenges to leadership, and analyze a variety of contexts for group membership and leadership, including social movements, business, and politics.

### **ELO 2.1** Identify, describe, and synthesize approaches or experiences.

A key goal of the course is to facilitate learning using a variety of literatures, media, and academic exercises. Each assigned text will be accompanied by a PowerPoint deck that provides the following: biographical information for historical figures, key information about the social and political context in which texts were produced, genres of literature, and research methods (as appropriate). Class discussions in weeks 4 and 5 will focus on how as learners we may integrate lived experience of the kind that we see in the work of Ida B. Wells, WEB Du Bois, and Booker T. Washington with recent critiques of these historical figures in the work of authors like Joy James and Martin Kilson. Key goals of these discussions include: demonstrating that theories and historical accounts of citizen-leadership vary in significant ways; that these theories and accounts continue to be reevaluated from different political and intellectual perspectives; and that having achieved a deep understanding of these theories and accounts, students may develop their own understanding of the best model for achieving equity in citizenship and leadership in the future.

### **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.

The course provides students a variety of scholarly and activist perspectives on citizenship and leadership intended to deepen their understanding and inform their personal perspectives. The

Weekly Carmen Discussion Posts provide a forum in which, in addition to analyzing texts and class discussions, students will be asked to develop their own conceptions of membership and leadership and respond to the accounts of other students.

In terms of the specific goals of Weekly Discussion Posts pegged to this ELO: WDP #4 will ask students to reflect on four conceptions of the citizen as leader offered by Wells, Du Bois, Washington, and James and develop a brief account of their own understanding based on these models. Later in the course, after we have read and discussed a number of studies and scholarly analyses of group membership and leadership, WDP #8 will require students to reflect on the conception of the citizen as leader with which they most identified in WDP #5 and explain how subsequent readings and/or class discussions (weeks 7-10) have reinforced or challenged their preferred conception. In the final WDP, #13, and in the last class, on December 3, students will be encouraged to reflect on the ways in which analyzing biographical, activist, and scholarly materials and approaches has transformed their understanding of the complexities of citizen-leadership in diverse social and political contexts.

**ELO 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.

WGSS 4403 places conceptions of citizenship and leadership in US historical contexts across social, political, legal, and cultural differences from the late nineteenth century to the present. The course opens in a context of systemic extralegal violence against African Americans that vitiated their citizenship and threatened those who assumed positions of leadership—in this case, Ida B. Wells. The course ends with a twenty-first century vision of Black female social movement and political leadership—the case of former Georgia State representative and activist Stacey Abrams. The comparison between these two socio-political contexts and the models of citizen-leadership associated with them is the focus of Weekly Discussion Post #12, which asks students to analyze the cases of Wells’ and Abrams’ social and historical contexts as a way to compare or contrast the skills and dispositions necessary to advance inclusive models of citizen-leadership in the present.

**ELO 3.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

In a Capstone Paper, students will construct a normative account of the skills and dispositions they have come to understand are essential to competence as a citizen and leader. This second of two major writing exercises requires that students rely on material from course texts (readings and videos) and class discussions as appropriate to support their account of citizen-leadership. But the exercise also encourages students to be thoughtful and creative in integrating their own conceptions of belonging and leadership in response to historical challenges specific to underrepresented groups in US history.

**ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

The course employs an intersectional perspective to examine the interactive effects of race, gender, and (in week 12) sexuality on citizenship and leadership across more than a century of US history. Taking race and gender into account, in Weekly Discussion Post #s 1 and 2, students are invited to consider whether visions of the citizen-leader that emerged from Black intellectuals of the late nineteenth and early twentieth centuries contained gendered dimensions. Week 11 readings and class discussions focus on the significance of masculine and feminine attributions in US politics and the ways in which these attributions can operate to present Black male candidates for public office with unique challenges. And Week 12 class discussions address particular challenges to equity and inclusion of minority sexuality and gender identity since the advent of the LGBTQ civil rights movement.

**ELO 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.

The course is organized to ground contemporary injustices of exclusion from belonging and leadership in historical inequities and injustices. The course begins with the historical trauma of the lynching of Black Americans in the South and the key role of author, speaker, and activist Ida B. Wells in documenting lynching and serving as a leader of the anti-lynching movement. Early Civil Rights leaders—Wells, WEB Du Bois, and Booker T. Washington—took different routes as leaders to securing citizenship for Black Americans and endorsed diverse models of inclusion and leadership.

The Midterm Essay assignment addresses ELO 4.2 by requiring students to rely on the texts and class discussions in weeks 1-7 to respond to the following prompt: Informed by course texts (readings and videos), construct a model of citizen-leadership. Include in your model an explanation of how differences of race and/or gender have intersected with systems of power in US history and enabled or limited modes of advocacy for social and political change.