

Term Information

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

Course Change Information

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

Proposal for Migration, Mobility, & Immobility approval

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

This course seems a good fit for the new theme

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)?

N/A

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 3505
Course Title Transnational Feminisms
Transcript Abbreviation Transnational Fems
Course Description This course centers on the following questions: How have feminists analyzed, represented, and responded to cross-border migration and mobility in the contemporary world? How have gender and sexuality shaped mobilities and immobilities of various kinds, and how have the possibilities of movement been shaped--or constrained--by gendered identities and oppressions?
[Previous Value](#) [Examines how feminist activists and scholars understand and interrogate contemporary globalization.](#)
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
[Previous Value](#) 14 Week, 12 Week, 8 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No

| | |
|------------------------------|--|
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |
| <i>Previous Value</i> | <i>Columbus</i> |

Prerequisites and Exclusions

| | |
|-----------------------------------|----|
| Prerequisites/Corequisites | |
| Exclusions | |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------------------|---------------------------|
| Subject/CIP Code | 05.0207 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Sophomore, Junior, Senior |
| <i>Previous Value</i> | <i>Junior</i> |

Requirement/Elective Designation

Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

Previous Value

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Course Details

Course goals or learning objectives/outcomes

- Critical Thinking: Students improve their critical thinking skills by conducting cross-cultural feminist analyses of the impacts of globalization and the movements seeking to create more just global systems
- Critical Reading Skills: Students understand different dimensions of globalization and its effects in specific local contexts and the specific feminisms that address these effects;
- Writing: Students demonstrate knowledge of how globalization can be analyzed from a variety of transnational feminist perspectives;
- Oral Expression: Students articulate how economic globalization is gendered, racialized, and classed, and how transnational feminisms strive toward more just futures, through group discussion.
- You will develop skills in critical and logical thinking through the analysis of course texts and through writing two response essays. You will engage in advanced, in-depth analysis of the theme by examining texts from multiple disciplines and genres
- You will identify, describe, and synthesize differing—sometimes competing—scholarly and activist approaches to the study of migration and mobility, and reflect on your own learning and perspectives through the final project.
- You will learn about diverse experiences of individuals and wider social impacts through engagement with a variety of genres of texts including ethnography, memoir, documentary film.
- You will describe how a variety of people perceive or represent migration, mobility, or immobility through reading diverse representations taken from a range of scholarly and primary sources.

Previous Value

- *Critical Thinking: Students improve their critical thinking skills by conducting cross-cultural feminist analyses of the impacts of globalization and the movements seeking to create more just global systems*
- *Critical Reading Skills: Students understand different dimensions of globalization and its effects in specific local contexts and the specific feminisms that address these effects;*
- *Writing: Students demonstrate knowledge of how globalization can be analyzed from a variety of transnational feminist perspectives;*
- *Oral Expression: Students articulate how economic globalization is gendered, racialized, and classed, and how transnational feminisms strive toward more just futures, through group discussion.*

Content Topic List

- Rights in a transnational perspective
 - Economic development
 - Factory labor and rural-urban migration
 - Maquiladoras and disposable labor
- Nationalism and militarism
 - Colonialism and decolonial thought
 - Sovereignty and indigeneity

Sought Concurrence

No

Attachments

- WGSS_3505_Syllabus_GE_MMI_8.15.24.AA.pdf: Course Syllabus
(Syllabus. Owner: Alkhalifa, Ali M)
- WGSS_3505_GE_MMI_Form.8.15.24.AA.pdf: GE THEME: MMI Submission Worksheet
(Other Supporting Documentation. Owner: Alkhalifa, Ali M)

COURSE CHANGE REQUEST
3505 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/19/2024

Comments

- Hopefully, WGSST 3505 can qualify for the MMI GE! Thank you. *(by Alkhalifa, Ali M on 08/15/2024 04:38 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Alkhalifa, Ali M | 08/15/2024 04:38 PM | Submitted for Approval |
| Approved | Sreenivas, Mytheli | 08/15/2024 05:25 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 09/19/2024 09:27 AM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/19/2024 09:27 AM | ASCCAO Approval |

WGSST 3505: Transnational Feminisms

SEMESTER

MEETING TIMES AND DAYS

CLASSROOM LOCATION

Format of Instruction: In person

3 Credit Hours

Instructor: Dr. Mytheli Sreenivas (she/her)

Office: University Hall 286

Office Hours: Days and Times

Course Description

This course centers on two big questions. (1) How have feminist ideas and social movements traveled across borders? (2) How have feminists analyzed, represented, and responded to cross-border migration and mobility in the contemporary world?

Feminists have often imagined a worldwide solidarity among women, including cis and transgender women, proclaiming that “sisterhood is global.” At the same time, they have grappled with differences among women across various national, racial, cultural, or geographic borders. These questions become especially important in the context of migration, mobility, and immobility globally. Why and how have some people crossed borders, and why have others been unable, or unwilling to? How have these migrations challenged existing ideas about feminism, and provoked new theories of transnational feminism? How have gender and sexuality shaped mobilities and immobilities of various kinds, and how have the possibilities of movement been shaped, or constrained, by gendered identities and oppressions?

GE Goals and Outcomes

This course fulfills the GE Theme of Migration, Mobility, and Immobility

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.
4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
- 3.2. Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
- 4.1. Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2. Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

How the course will meet the goals of the Migration, Mobilities, and Immobilities Theme

GOAL 1: You will develop skills in critical and logical thinking through the analysis of course texts and through writing two response essays (ELO 1.1). You will engage in advanced, in-depth analysis of the theme by examining texts from multiple disciplines, perspectives, and genres (ELO 1.2).

GOAL 2: You will identify, describe, and synthesize differing—sometimes competing—scholarly and activist approaches to the study of migration and mobility (ELO 2.1), and reflect on your own learning and perspectives through the final project (ELO 2.2).

GOAL 3: You will investigate the causes of migration, mobility, and immobility through analysis of course texts and in course discussions (ELO 3.1). You will learn about diverse experiences of individuals and wider social impacts through engagement with a variety of genres of texts including ethnography, memoir, documentary film (ELO 3.2).

GOAL 4: You will describe how a variety of people perceive or represent migration, mobility, or immobility through reading diverse representations taken from a range of scholarly and primary sources (ELO 4.1). You will consider the theories and ideologies that influence these representations through writing response essays on specific texts and crafting your final project (ELO 4.2).

Course Materials

Most of the materials for this course are available through the course carmen site or online. In addition, I have ordered two books from the University bookstore. The books are also available through the library.

1. Jamaica Kincaid, *A Small Place* (2000). This book is also available on reserve at Thompson Library.
2. Melissa Wright, *Disposable Women and other Myths of Global Capitalism* (2006). This book is also available for free as a library e-book. **

Course Requirements and Grades

Your grade for the course will be based on the following:

1. Participation (25%): This is a seminar-style course and is based on discussion. Effective participation requires that you complete the readings and are prepared to discuss your questions and comments with your fellow students. In order to participate effectively, you will need to attend each class, and this is my expectation. However, I recognize that students may need to be absent at times. As soon as feasible, please keep me informed about the reason for any absence.
2. Two response essays (20% each): These two essays, of 4-6 pages each, will discuss themes and topics from the course readings. No outside research is required. See assignment details below.
3. Final project (35%): What is something you've learned in this course that you think others should know about? Your final project should take a concept, topic, theme, idea, or question relevant to this course and translate it for a wider audience. There are many possible formats for your final presentation, such as an op-ed, a series of social media posts and videos, a podcast, a webpage, etc. See assignment details below.

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

Topical Outline

Unit 1: Situating Ourselves

Discussion topics and questions: In this unit, we begin our study of migration, mobility, and immobility by situating ourselves. We focus especially on how feminist theorists have understood their own positions, and ask how they aimed to understand others who may occupy different geographies and identities. How have Western feminists, according to Mohanty and Narayan, developed their own identities as

“feminist” through reference to women elsewhere? How might our understanding of our positions and identities help us to forge solidarities with others, according to Ahmed? Based on your reading of Abu-Lughod, is cultural relativism the only model for such border-crossing, or are there alternatives?

Week 1

- Chandra Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” in *Third World Women and the Politics of Feminism*, pp. 17-42.
- Uma Narayan, “Cross-Cultural Connections, Border Crossings, and “Death by Culture:” Thinking about Dowry Murders in India and Domestic Violence Murders in the United States,” in *Dislocating Cultures: Identities, Traditions and Third-World Feminisms*, pp. 81-118.

Week 2

- Sara Ahmed, “A Killjoy Manifesto,” *Living a Feminist Life*, pp. 251-268.
- Lila Abu-Lughod, “Do Muslim Women Need saving? Anthropological Reflections on Cultural Relativism and its Others,” *American Anthropologist* (2002): 783-790.

Unit 2: Women, Feminism, Transnationalism

Discussion Topics and Questions: In this unit, we consider feminism as a set of ideas, and as a social movement, that has aimed to cross borders. In what ways have feminists aimed to forge connections across difference, and what have been the limitations of these efforts? According to Nagar and Swarr, what is transnational feminism? How might feminists and activists think transnationally, according to Peake and de Souza? Following from Tuck and Yang, how should scholars understand transnationalism in relation to historical and ongoing forms of settler colonialism?

Week 3

- Richa Nagar and Amanda Lock Swarr, “Introduction: Theorizing Transnational Feminist Praxis,” *Critical Transnational Feminist Praxis*, pp. 1-9.
- Linda Peake and Karen de Souza, “Feminist Academic and Activist Praxis in Service of the Transnational,” *Critical Transnational Feminist Praxis* (2010), pp. 105-123.
- Eve Tuck and K. Wayne Yang, “Decolonization is not a metaphor,” *Decolonization: Indigeneity, Education and Society* 1, no. 1 (2012): 1-40.

Unit 3: Gender, Sexuality, and Migration

Discussion Topics and Questions: How and why do people migrate, and how is this migration shaped by global inequalities? What role does gender play in who migrates, and with what consequences for themselves, their families, the societies they leave, and those they enter? We begin with Yoon’s documentary film, which examines the experiences of women in the Philippines as they train for domestic work abroad. Research by Ehrenreich and Hochschild, and by Parrenas, provides a wider context for the transnational migration of care laborers. We then turn to how sexual identities shape migration processes, asking how competing notions of the “family” shape who can (and cannot) migrate across national borders. Research by Chávez and Luibhéid provides historical and ethnographic context.

Soto and Villeda offer evidence from experience. Finally, we consider mobility and immobility in the context of settler colonialism. Following from Denetdale, how did heterosexuality shape the making of Navajo nation under conditions of settler colonial rule?

Week 4

- *Overseas*, dir. Sung A. Yoon (2019).
- Barbara Ehrenreich and Arlie Russell Hochschild, "Introduction," in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, pp. 1-14.
- Rachel Salazar Parrenas, "The Care Crisis in the Philippines in the New Global Economy," in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*, pp. 39-54.

Week 5

- Karma R. Chávez and Eithne Luibhéid, "Introduction," *Queer and Trans Migrations* (2020), pp. 1-8
- Eithne Luibhéid, "'Treated neither with respect nor with dignity': Contextualizing Queer and Trans Migrant 'Illegalization,' Detention, and Deportation," *Queer and Trans Migrations* (2020), pp. 19-40.
- Jose Guadalupe Herrera Soto, "The Price of Survival: Family Separation, Coercion, and Help," in *Queer and Trans Migrations*, pp. 200-208.

Week 6

- Suyapa G. Portillo Villeda, "Central American Migrants: LGBTI Asylum Cases Seeking Justice and Making History," *Queer and Trans Migrations* (2020), pp. 67-73
- Nov 16, Jennifer Nez Denetdale, "Return to the Uprising at Beautiful Mountain in 1913: Marriage and Sexuality in the Making of the Modern Navajo Nation," in *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*, pp. 69-98
- Response Paper #1 Due this Week

Unit 4: Neoliberalism, Globalization, and (Im)Mobilities

Discussion Topics and Questions: How do contemporary systems of neoliberalism and globalization depend upon specific mobilities and immobilities, that is, the movement of some people, things, and ideas, and the lack of movement of others? We consider this question in relation to Kincaid's analysis of Global North tourism in the Caribbean, and Wright and Siddiqui's analysis of women's factory labor in Mexico, China, and Bangladesh. Black's documentary film provides a case study of Jamaica, where the global mobility of capital stands in contrast to the immobility of laboring women. Portillo's documentary film looks at the experiences of communities at the U.S. Mexico border, asking how gendered violence is the product of (im)mobilities of various kinds.

Week 7

- Jamaica Kincaid, *A Small Place*

Week 8

- Melissa Wright, *Disposable Women and Other Myths of Global Capitalism*, introduction, chapters 2, 4, 5, 7.

Week 9

- Stephanie Black, dir., *Life and Debt* (2001).

Week 10

- Dina M. Siddiqi, "Do Bangladeshi factor workers need saving? Sisterhood in the post-sweatshop era," *Feminist Review* 91 (2009): 154-174.
- Lourdes Portillo, dir., *Senorita Extraviata*

Week 11

- Individual and group discussions with me about your final project
- Friday of this week: Submit one-page explanation of your concept, your audience, why you chose this format, and your goals
- No reading

Unit 5: Mobilizing Reproductive Labor across Borders

Discussion Topics and Questions: This unit centers on how lives are made and re-made in relation to borders; we focus on transnational surrogacy arrangements. According to Fixmer-Oraiz, how can speaking of solidarity between commissioning and surrogate mothers offer, or foreclose, possibilities of reproductive justice? What can we learn about the experiences of surrogacy explored by Deomampo's ethnography and Haimowitz and Sinha's interviews? For Lewis, how do the mobilizations of global capitalism impact intimate reproductive labor?

Week 12

- Rebecca Haimowitz and Vaishali Sinha, dir., *Made in India: A Film about Surrogacy* (2010).
- Daisy Deomampo, "Transnational Surrogacy in India: Interrogating Power and Women's Agency," *Frontiers* 34, no. 3 (2013).

Week 13

- Natalie Fixmer-Oraiz, "Speaking of Solidarity: Transnational Gestational Surrogacy and the Rhetorics of Reproductive (In)Justice," *Frontiers* 34, no. 3 (2013).
- Sophie Lewis, "Surrogacy as Feminism: The Philanthrocapitalist Framing of Contract Pregnancy," *Frontiers* 40, no. 1 (2019): 1-38.
- *Response Paper #2 Due this Week*

Week 14

- Presentations of final projects; no reading

Assignment Details

Prompt: Response Paper #1

Due DATE by midnight on carmen

The prompts for this essay all ask how feminist theorists have understood their own positions, and how they aim to understand others who may occupy different geographies and identities. Through analyzing this scholarship, you will also need to consider how you situate yourself as a scholar, and how this might impact your intervention in transnational feminisms.

These prompts address ELOs 1.1, 1.2, 2.1, and 2.2.

Regardless of which prompt you choose, your essay must analyze relevant course texts.

Please select one of the following prompts:

1. Uma Narayan challenges our understanding of dowry murder in India by comparing it with domestic violence murder in the US. Using her analysis as a model, select an example of a “feminist issue” and reframe it via a comparison across national borders. Given the page limit, you may not be able to go into detail with your comparison, but you can suggest what you would compare, how you would do it, and why that would be useful.
2. We know that “saving” is not a good model for feminist connections across borders. But if “Muslim women” do not need saving, then what is a better model for transnational solidarities that combat exploitation? This essay should address the arguments made by Abu Lughod; use whichever additional texts are most useful for your analysis.
3. According to Tuck and Yang, if “decolonization is not a metaphor,” then how should we understand, and perhaps act on, decolonizing principles? What is the relationship between decolonization and transnationalism, according to Tuck and Yang, and/or the readings for Week 2 and 3?
4. You may develop your own topic, but please check it with me by DATE.

Guidelines

1. Your essay should be 4-6 pages in length, double-spaced.
2. Please cite sources appropriately. You may use any format (MLA, APA, etc.) for citation, but please be consistent. For help with citation, see the [library's guide](#).
3. In fairness to all students, please turn in your essay on time. Late papers will be penalized 3 points per day late. If there are extenuating circumstances, please contact me.

Grading

All papers will be graded based on the following criteria:

- Topic: Does the paper respond to the prompt? Does it fulfill all components of the prompt? Does it utilize course materials effectively?
- Argument: Does the paper develop a clear and compelling argument?
- Evidence: Does the paper provide evidence and analysis in support of the argument? Note that the type of evidence/analysis may vary depending on your choice of prompt, but you must engage with course texts.

- Style: Is the paper well written and free from errors of style, grammar, proofreading, etc.?

Prompt: Paper #2

Due DATE by midnight on carmen

All of these prompts ask you to consider the relationship between migration and labor in contemporary contexts of globalization.

These prompts address ELOs 1.1, 1.2, 3.1, 3.2, 4.1, and 4.2

Regardless of which prompt you choose, your essay must analyze relevant course texts.

Please select one of the following prompts:

1. Melissa Wright argues that a myth about the disposability of women workers in the Global South/ Third World structures labor in the factories she studies. Write an essay that analyzes how this myth functions (or does not function) in some other sites we have studied: garment factories in Bangladesh that produce for a global market; the transnational surrogacy industry that sends babies to the Global North; or industries based on migrant care labor. Is disposability a useful framework for analyzing labor processes in these examples? Why or why not?
2. Is the labor of transnational commercial surrogacy, and/or migrating to perform care labor for payment, comparable to work in a factory? Why or why not? Be sure your essay draws upon specific texts and examples to make your argument.
3. In *A Small Place*, Jamaica Kincaid writes: "Every native would like to find a way out, every native would like a rest, every native would like a tour. But some natives—most natives in the world—cannot go anywhere." Write an essay that investigates Kincaid's analysis of the native's immobility. What is the relationship between this immobility and the situation of Antigua in Kincaid's work? How does this focus on immobility shape her analysis of "small places"? You may bring in additional readings to support your analysis.
4. You may develop your own topic, but please discuss it with me by DATE.

Guidelines

4. Your essay should be 4-6 pages in length, double-spaced.
5. Please cite sources appropriately. You may use any format (MLA, APA, etc.) for citation, but please be consistent. For help with citation, see the [library's guide](#).
6. In fairness to all students, please turn in your essay on time. Late papers will be penalized 3 points per day late. If there are extenuating circumstances, please contact me.

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- Topic: Does the paper respond to the prompt? Does it fulfill all components of the prompt? Does it utilize course materials effectively?
- Argument: Does the paper develop a clear and compelling argument?
- Evidence: Does the paper provide evidence and analysis in support of the argument? Note that the type of evidence/analysis may vary depending on your choice of prompt, but you must engage with course texts.
- Style: Is the paper well written and free from errors of style, grammar, proofreading, etc.?

FINAL PROJECT PROMPT

Your final project should take a concept, topic, theme, idea, or question relevant to this course and translate it for a wider audience.

In other words, what is something you've learned in this course that you think others in your community should know about? Why is it important for them to know?

Concept: Your concept, theme, idea, or question can be anything that we have considered in class that is relevant to transnational feminisms.

- In some cases, you may bring together specific content with a concept; for example, how can a queer perspective on migration illuminate the situation of Haitian migrants at the US-Mexico border?
- In some cases, you might explore a concept without focusing on specific content; for example, why is it important to bring a queer perspective to migration studies?
- You must focus your assignment on a specific concept or concepts. You cannot, for example, write a report on the situation of Haitian migrants that does not focus on concepts from the course.

Audience: Be explicit about your audience

- Your audience can be a specific group, such as the students in WGSS 1110, a high school class, your roommates, members of a student organization, your study abroad cohort, etc.
- Your audience can also be the general public, such as people who read blogs, watch a TikTok, read newspaper op-ed columns, etc.

Format: I am open to a wide variety of formats. If you can convince me that your format does analytic work and would reach your target audience, I will almost definitely approve.

- Your format should link to your audience. For example, if your target audience is a high school class, then you could write a lesson plan.
- Your format should show me that you are doing the necessary analytic work.

Guidelines and requirements

- Length requirements will vary based on format, but expect to do the amount of work you would for a 10 page paper. This would mean a 15-20 minute well-edited podcast; a series of blog posts that are 2500-3000 words in total; an op-ed that is about 1500 words; a lesson plan for an 80 minute class, etc. We can discuss this individually.
- You may work individually or in a group of up to 3 students. Length requirements will be adjusted accordingly. All group members will receive the same grade.

What to turn in

- A one-page explanation of your concept, your audience, why you chose this format, and your goals.
- Your project

Due dates

- DATE: Everyone will meet with me in small groups. Be prepared to discuss your concept and your format; at the end of that week, submit one paragraph about your topic, audience, and format.
- DATE: You will present your final project to the class; expect to speak for 5-7 minutes
- DATE: Project due by midnight on carmen

Grades

- Given the anticipated variety of formats and concepts, there is no single grading rubric.
- I will ask the following questions when grading:
 - Does the project show a deep understanding and develop a persuasive analysis of the concept?
 - How effectively does the project explain and/or demonstrate the concept to a wider audience?
 - Does the project reference appropriate course materials, and if necessary, other sources?
 - Is the format appropriate to the goals of the project and its audience?
 - Does the project use its format effectively? If the project is textual, is the writing clear, effective, and free from error? If images are used, are they appropriate and effective? For podcasts, videos, etc. is the editing done carefully and effectively?

Course Statements

- **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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).
- **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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

- **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](#))

- **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](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.**
- **Sexual Misconduct/Relationship Violence:** 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.
- **Diversity:** 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.

GE Theme course submission worksheet: Migration, Mobility, & Immobility

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Migration, Mobility, & Immobility)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course on transnational feminisms investigates how feminist scholars, theorists, and activists have analyzed, represented, and responded to cross-border migration and mobility in the contemporary world. Students examine how gender and sexuality have shaped mobilities and immobilities of various kinds and ask how the possibilities of movement have been shaped, or constrained, by gendered identities and oppressions.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the

panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Course activities and assignments to meet these ELOs

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| <p>ELO 1.1 Engage in critical and logical thinking.</p> | <p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p> <p>Students will engage in critical and logical thinking through: reading and discussion of course materials; analyzing course materials in writing in two response papers; researching and presenting on key concepts from the course in the final project.</p> |
| <p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p> | <p>This course requires advanced, in-depth scholarly exploration through: including course materials from multiple disciplinary perspectives; asking students to compare and evaluate texts in relation to each other in response papers #1 and #2; asking students to create a final project that synthesizes course materials and outside research to develop an argument.</p> |
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Each class discussion requires that students identify, describe, and synthesize varied approaches in the readings and other course materials assigned for that day. The response papers ask students to synthesize approaches across different weeks. The final project requires that students synthesize theories and apply them to new contexts.</p> |
| <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to</p> | <p>The course materials in Unit 1 (Situating Ourselves) investigate how feminist scholars have understood their own positions as part of their analysis of others who may occupy different geographies and identities. Response paper #1 asks students to use this scholarship as a foundation for an analysis of their own positionality. The final</p> |

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| <p>respond to new and challenging contexts.</p> | <p>project asks students to consider what they have learned, and to demonstrate its importance or relevance to specific audiences.</p> |
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Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

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| | <p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i></p> <p><i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p> |
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ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.

Lecture

Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.

Reading

The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.

Discussions

Students do weekly discussions and are given flexibility in their topic choices to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they can explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.

Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.

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.

Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester, they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.

Some examples of events and sites:
The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

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| | <p><i>Jazz-Age Montmartre, where a small community of African Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p> |
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Goals and ELOs unique to Migration, Mobility, & Immobility

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

| | Course activities and assignments to meet these ELOs |
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| <p>ELO 3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p> | <p>Course material and class discussion in Unit 3 (Gender, Sexuality, and Migration) examines how and why people migrate, and asks how this migration is shaped by global inequalities. We also examine (Weeks 5 and 6) queer theorists of migration, to consider how gender and sexuality shape migration processes.</p> <p>Course material and class discussion in Unit 4 (Neoliberalism, Globalization, and (Im)mobilities) asks how contemporary systems of neoliberalism and globalization depend upon specific mobilities and immobilities.</p> <p>Response Paper #2 asks students to analyze these materials.</p> |
| <p>ELO 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p> | <p>Course materials provide examples of diverse experiences of migration (e.g. Soto, Villeda, Deomampo, Parrenas).</p> <p>Students will analyze how diverse texts portray migration, mobility, and immobility (e.g. Soon, Kincaid, Haimowitz and Sinha).</p> |

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| | <p>Course materials examine the effects of these phenomena on individuals, societies, and places (e.g. Black, Ehrenreich and Hochschild, Wright, Portillo).</p> <p>Response paper #2 requires that students analyze these experiences and portrayals.</p> |
| <p>ELO 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p> | <p>Unit 5 (Mobilizing Reproductive Labor across Borders) focuses on one case study of simultaneous mobility and immobility: transnational gestational surrogacy. In asking what/who moves (financial capital, egg and sperm, commissioning parents, babies) and who does not (gestational surrogates), students will consider how specific mobilities and immobilities have shaped attitudes, beliefs, behaviors (Haimowitz and Sinha; Deomampo) and institutions (Fixmer-Oraiz, Lewis).</p> <p>In Unit 3 (Gender, Sexuality, and Migration), weeks 5 and 6 on queer migration offer a different case study, exploring how attitudes about sexuality shape attitudes and policies about who migrates, legal status, and citizenship.</p> |
| <p>ELO 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations</p> | <p>Students will examine multiple documentary films that offer diverse representations of migration, mobility, and/or immobility: Soon on domestic workers from the Philippines; Portillo on violence at the US-Mexico border; Black on neoliberal globalization in Jamaica; Haimowitz and Sinha on transnational gestational surrogacy in India. Through course discussion, students will learn how to identify and analyze the theories and frameworks that shape the films' varying representations of migrants and migration.</p> <p>Several readings explicitly address questions of rhetoric and representation in shaping our understanding of mobility and immobility: Lewis on the philanthrocapitalist framing of surrogacy; Fixmer-Oraiz on the pitfalls of representations of sisterhood in surrogacy; Siddiqui and Abu-Lughod on rhetorics of saviorism of workers and Muslim women, respectively; Narayan and Mohanty on cross-cultural border crossings. These texts offer examples and methods of analysis that we will discuss in class and that students will employ in Response Papers #1 and #2.</p> <p>The final project builds upon this work by asking students to take a core concept in transnational feminist analysis and translate it for a wider audience. To complete this assignment successfully, students will need to interrogate their own perceptions and framings of migration, mobility, and/or immobility, and to experiment with the best ways to</p> |

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| | translate and represent their concept and research for a specific audience. |
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