
Term Information

Effective Term Spring 2025

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 2002
Course Title Working 9 to 5: Becoming a Feminist Professional
Transcript Abbreviation Fem. Professional
Course Description This seven-week course introduces students to feminist perspectives on the workplace, professionalism, leadership, and labor. Throughout the course, we will explore and conceptualize what it means to be a feminist professional through history and theory. This will include investigating the ways that social categories like gender, race, ability, sexuality, gender identity, and class interconnect.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 7 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
Greater or equal to 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

Prerequisites and Exclusions

Prerequisites/Corequisites NO
Exclusions N/A
Electronically Enforced No

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

- 1. Students will familiarize themselves with professional skills like resumé building, salary negotiation, networking, and workplace communication.
- 2. Students will be able to recognize micro and microaggressions in the workplace and possible responses to workplace inequality.
- 3. Explore power dynamics in the workplace re: social categories such as gender, race, ability, sexuality, class

Content Topic List

- Feminist Professionalism
- Micro & Macroaggressions
- Resumé Building
- Intersectionality

Sought Concurrence

No

Attachments

- ASC-distance-approval-cover-sheet-WGSST2002_10.11.24 (002).pdf: DL Approval Cover Sheet
(Cover Letter. Owner: Alkhalifa, Ali M)
- WGSS Curriculum Map as of 2024.10.14.24.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Alkhalifa, Ali M)
- Working 9 to 5- Becoming a Feminist Professional_Syllabus_10.28.24.docx: 2002 Syllabus
(Syllabus. Owner: Alkhalifa, Ali M)

Comments

- The schedule in the syllabus cannot be fully read in several places. Please make sure that all parts of the document can be read. *(by Vankeerbergen, Bernadette Chantal on 10/26/2024 09:38 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali M	10/25/2024 11:07 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/25/2024 04:15 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2024 09:38 AM	College Approval
Submitted	Alkhalifa, Ali M	10/28/2024 09:39 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/28/2024 03:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2024 12:02 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/01/2024 12:02 PM	ASCCAO Approval



Syllabus

WGSST 2002

Working 9 to 5: Becoming a Feminist Professional

Spring 202x

1 Credit Hour

Online Synchronous Course

7-Week, First-Session Course

Course overview

Instructor

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
 - Zoom Link: [input Class Zoom link]

Note: My preferred method of contact is Email.

Course description

This seven-week course introduces students to feminist perspectives on the workplace, professionalism, leadership, and labor. Throughout the course, we will explore and conceptualize what it means to be a feminist



professional through history and theory. This will include investigating the ways that social categories like gender, race, ability, sexuality, gender identity, and class interact with workplace dynamics. The course will culminate in a final project that works toward creating a professional portfolio.

Course expected learning outcomes

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

1. Students will familiarize themselves with professional skills like resumé building, salary negotiation, networking, and workplace communication.
2. Students will be able to recognize micro and microaggressions in the workplace and possible responses to workplace inequality.
3. Explore power dynamics in the workplace re: social categories such as gender, race, ability, sexuality, class

How this online course works

Mode of delivery

This course is 100% online. Students are required to attend the once a week, 55-minute Zoom session on Fridays, but the rest of the course's content will be delivered asynchronously. You will be allowed to miss at most two of the synchronous sections this semester, but you are expected to review the recorded synchronous session's lecture material each week after communicating with the lecturer of your absence.



Pace of online activities

This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

The **Attendance and participation requirements**: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. *You are expected to keep up with the class, especially because lectures will be recorded for anyone unable to make our weekly synchronous Zoom sessions*
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.



Course materials and technologies

All readings are accessible through Carmen, no purchases necessary

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

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (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.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to 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
- 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 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 instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Weekly Checkpoint Quizzes	20%



Assignment Category	Points and/or Percentage
Weekly Discussion Board Reflections	20%
LinkedIn Profile Project	30%
Final CV/Resume Project	30%
Total	100%

Description of major course assignments

Weekly Checkpoint Quizzes

- **Description**

For every lecture, there will also be a very brief quiz assignment (usually 5 very short, factual questions) which you must take just to show that you have “attended” each one. Since there is one recorded lecture per week, there will typically be one quiz a week, unless noted otherwise on the course schedule. The checkpoint quiz will be available on Monday at noon when the module opens and will be due by Sunday at 11:59pm. There is no time limit for completing the quiz once started. Keep in mind: Some weeks we will be working on our LinkedIn Profile or Final CV projects, so on these weeks there will not be a weekly checkpoint quiz. Each quiz will be worth 4 points, for a total of 5 quizzes in the semester.

- **Academic integrity and collaboration guidelines**

- You must complete the quizzes by yourself, without any external help or communication. The quizzes are not timed and are open-



book and open-note, so you may consult your materials during the quiz.

Weekly Discussion Board Reflections

○ Description

Weekly discussion boards will be graded based on completion. Submitting a discussion post of appropriate length and content as described in the prompt will earn the student full points each week. Specific prompts can be found on Carmen, but reminders and topic overviews can be found in the syllabus. Students must also respond to at least one of their peer's discussion posts to earn full points on this assignment. Discussion boards will be worth a total of 4 points (out of 20 total points in the course), which will be divided evenly among the weeks that require discussion posts. The first post (2 points) should be in response to one of the instructor's prompts and is due on Tuesday at 11:59pm. The second post (2 points) must be in response to one of your classmates and is due Friday at 11:59pm. Posts should be about 150 words. There will be 5 weekly discussion board prompts.

○ Academic integrity and collaboration guidelines

- Written assignments: Your written assignments should be your own original work.
- Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

LinkedIn Profile Creation & Reflection

○ Description



In order to prepare students for their futures, this class will require them to create & update their LinkedIn profiles. This assignment will provide students with a resource that many young professionals credit as pathways to success. Successful students will be able to connect how WGSS aligns with their career goals. Adapted from LinkedIn's

Assignment Learning Goals:

1. Student will develop a professionally acceptable online presence.
2. Student will navigate the premier professional networking site.
3. Student will create the beginnings of an online feminist network on which to build.

Resources for Students:

- How to Build a Great Student LinkedIn Profile (pdf uploaded to Carmen): [LinkedIn Profile Guide](#)
- How Do I Create a Good LinkedIn Profile? | [LinkedIn Help](#)
[LinkedIn Help](#)

Points Guide:

LinkedIn Profile Creation: 25 points, **due on January 26th before 11:59 PM**

Instructions: (Assignment adapted from UMass Lowell Career & Co-op Center)

- Follow OSU on LinkedIn & Connect with at least 5 professional contacts (5 points)



- Join at least 3 professional feminist groups (5 points)
- Follow at least 3 companies that could be potential employers (5 points)
- Add required LinkedIn Profile Elements: (10 points)
 - Headline, Location, Industry, Photo (2 points)
 - Work Experience (2 points)
 - Skills & Expertise (2 points)
 - Volunteer Experience & Personal Interests (2 points)
 - Contact information (preferred business email, phone number, fax, etc.) (2 points)

Peer Review of LinkedIn Profile: 5 points

- Complete the detailed profile peer review guide posted on Carmen for a pre-assigned classmate **before the end of the day on February 2nd**
- **Academic integrity and collaboration guidelines**
 - Written assignments: Your written assignments should be your own original work. Even for your LinkedIn profile creation, you should be filling in the informational sections according to your genuine work & research experiences. Furthermore, your 2-3 page reflection paper should be written entirely by you. When representing others ideas, you must clearly cite who & where you discovered such knowledges, at least providing an author name & page numbers.

Final CV/Resume Project

- **Description**

This final CV/Resume project is tailored for WGSS students to be able to leave this course with a document that may serve them useful in the professional process while and beyond their time at



OSU. Whether that be a student's desires to go to graduate school (CV) or apply for jobs in their fields (resume), students will be able to create their application materials with a peer learning group. The goal is also to acclimate undergraduates to the resources they have at their disposal while at OSU to guide their futures.

Steps & Resources:

1. Locate a position or graduate program you would apply for in the next six months or an internship that is related to your major/career interests. You are encouraged to use LinkedIn or OSU's Workday to locate the position you will devise your resume/CV for.
2. Create a draft copy of your resume/CV and cover letter tailored to the position mentioned above.
3. Review [OSU's helpful resume guidelines & examples](#) to develop a resume draft that includes all the relevant information mentioned in the resume handbook and checklist.
4. Draft your cover letter & resume/CV and Schedule a visit to the undergraduate [Career Studios](#) during the The Center for Career and Professional Success's office hours
5. Obtain a signature (Resume Checklist in Carmen) from the The Center for Career and Professional Success staff member who reviewed your documents **before end of day February 7th (11:59 PM)**
6. Turn in your reviewed and signed final documents by the deadline, **which is February 17th before 11:59 PM**
7. Complete the peer feedback sheet posted to Carmen for one of your classmates by **end of day Feb. 21st at 11:59 PM**

Points Guide:

Final CV/Resume: 20 points, **due Feb 17th before 11:59 PM**

Visiting The Center for Career and Professional Success: 5 points, **due February 7th before 11:59 PM**

Peer feedback on CV/Resumes posted to Carmen Discussion Board: 5 points, **due Feb 21st before 11:59 PM**



- **Academic integrity and collaboration guidelines**
 - Written assignments: Your Final CV/Resume Project should be your own original work. You are encouraged to use the OSU Writing Center for help on your papers before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted project.
 - Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

Grading and feedback: For large weekly assignments, you can generally expect feedback within **10-14 days**.

Preferred contact method

Email: I will reply to emails within **24 hours on days when class is in session at the university**. Please expect a longer response time on weekends and holidays.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

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 misconduct 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/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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

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.

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>

Your mental health

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

Course Schedule



Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	Jan 6th	<p>Week 1: Workplace and Labor History in the U.S.</p> <p>Lecture Content:</p> <ul style="list-style-type: none"> ● Welcome and introductions ● Overview of Syllabus and Course ● Short lecture on the history of the workplace, professionalism ● Group activity-brainstorm what feminist professional values/workplaces look like-is a feminist workplace or feminist professional practice possible? 	<p>Due for next week:</p> <p>Assignments:</p> <p>100-word reflection on women/gender in the workplace due January 7th by 11:59pm.</p> <p>100-word response post is due January 10th by 11:59pm</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			Take syllabus quiz (checkpoint quiz #1) due by January 12 th by 11:59pm
		<p>Learning Objectives for Week 1:</p> <ul style="list-style-type: none"> • Explore history of labor/workplace hierarchies in the US along lines of gender and sexuality, race, class • Reflect on personal position and professional goals relating to the course 	<p>Key Concepts:</p> <p>Stratification of Labor</p> <p>Feminist praxis</p> <p>Intersectionality</p>
		Readings:	



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"> ● “Is Capitalism Gendered and Racialized?” Joan Acker (7 pages) ● Piece on history of the ERA (webpage) ● LGBT History: The Lavender Scare National LGBT Chamber of Commerce (Webpage) ● Selections from Sarah Ahmed’s <i>Living a Feminist Life</i> ● Workers with Disabilities is a Disgrace Kim Kelly, Teen Vogue (webpage) 	
2	Jan 13th	<p>Week 2: Focus on Theory</p> <p>Lecture Content:</p> <ul style="list-style-type: none"> ● Short lecture on intersectionality and DEI ● Identity wheel exercise 	<p>Due for next week:</p> <p>Assignments:</p> <p>Take workplace skills finder test and reflect in Checkpoint quiz #2 due January 19th by 11:59pm</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			<p>Write 100-word reflection on results of skills test (relate it to weekly readings) due January 14th by 11:59pm.</p> <ul style="list-style-type: none">• 100 - word response post is due January 17th



Week	Date	Topics/Readings/Assignments	Assessments Due
			by 11:59p m
		<p>Learning Objectives for Week 2:</p> <ul style="list-style-type: none"> ● Critically conceptualize professionalism ● Become familiar with anti-DEI efforts ● Explore intersectionality in relation to the workplace 	<p>Key Concepts:</p> <p>Intersectionality</p> <p>Professionalism</p> <p>DEI</p>
		<p>Readings:</p> <ul style="list-style-type: none"> ● “You Call it Professionalism; I Call it Oppression in a Three-Piece Suit” Carmen Rios in Everyday Feminism (webpage) ● Find talk or podcast on DEI (30 mins) -- many sources are from DEI consultants, could source from AAPF, Ms. Magazine <i>and/or</i> 	



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Kimberle Springer’s essays on The Diversity Industrial Complex</p> <ul style="list-style-type: none"> • “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics” Kimberlé Crenshaw (p.1-12) 	
3	Jan 20th	<p>Week 3: Identifying Skills and Communication Styles</p> <p>Lecture Content:</p> <ul style="list-style-type: none"> • Explore workplace discrimination in relation to controlling images/stereotypes • Understand history of workplace dynamics in relation to imposter syndrome/competency 	<p>Assignments:</p> <p>LinkedIn Profile Creation: 25 points, due on January 26th before 11:59 PM</p> <p>Checkpoint quiz #3 about imposter syndrome due</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			January 26 th by 11:59pm
		<p>Learning Objectives for Week 3:</p> <ul style="list-style-type: none">• Students will be able to recognize micro and microaggressions by applying controlling images to their everyday lives• Explore power dynamics in the workplace re: social categories such as gender, race, ability, sexuality, class that contribute to imposter syndrome	<p>Key Concepts:</p> <p>Imposter Syndrome</p> <p>Gendered and racialized hiring bias</p> <p>Gendered and racialized stereotypes in the workplace</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Readings:</p> <ul style="list-style-type: none"> ● “Getting Over” Imposter Syndrome as a WOC Kenyetta Johnson in Mezcla Media Productions (Webpage) <p>Discusses imposter syndrome in relation to history of labor</p> <ul style="list-style-type: none"> ● Are Emily and Greg more Employable than Lakisha and Jamal? A field experiment on Labor Market Discrimination Marianne Bertrand and Sendhil Mullianathan, National Bureau of Economic Research (webpage) ● The “Angry Black Woman” Stereotype at Work Daphna Motro, Jonathan B. Evans, Aleksander P.J. Ellis, and Lehman Benson III, Harvard Business Review (webpage) ● Speaking Up as a Woman of Color at Work Ruchika Tulshyan, Forbes (webpage) <p>Overviews different gendered and racialized stereotypes re: WOC in the workplace using narratives</p> <ul style="list-style-type: none"> ● Being Transgender at Work McKinsey Quarterly 	
4	Jan	Week 4: Responding to Inequality in the Workplace	Assignments:



Week	Date	Topics/Readings/Assignments	Assessments Due
	27th	<p>Lecture Content:</p> <ul style="list-style-type: none">● Short lecture on micro/macroaggressions and sexual harassment● Brainstorming ways to respond to different scenarios	<p>Bring in an article related to workplace dynamics</p> <p>Write 100-word reflection on the article you selected to prepare a summary to your peers in class due January 28th by 11:59pm.</p> <p>100-word response post is due January</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			31 st by 11:59pm Complete the detailed profile peer review guide posted on Carmen for a pre-assigned classmate before the end of the day on February 2nd
		Learning Objectives for Week 4: <ul style="list-style-type: none">Recognize distinct types of microaggressions	Key Concepts:



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none">Practice varying responses to microaggressions in the workplace	Microaggressions Macroaggressions Sexual harassment
		<p>Readings:</p> <ul style="list-style-type: none">Introduction to <i>Complaint!</i> (2021) Sarah Ahmed (26 pgs.)“Creating a Trans Inclusive Workplace” N. Thoroughgood, Katina Sawyer, and Jennica R. Webster, Harvard Business Review (21 pages though they are short, option to listen to article: 30 Mins)A Brief History of Sexual Harassment in America Before Anita Hill Sascha Cohen, Time Magazine (webpage)“Recognizing and Responding to Microaggressions at Work” Ella F. Washington, Harvard Business Review (12 pages)	



Week	Date	Topics/Readings/Assignments	Assessments Due
		Good overview of distinct types of microaggressions w/examples, suggestions on how to respond, what to do when you commit a microaggression	
5	Feb 3rd	Week 5: Feminist Leadership In Class Activities: <ul style="list-style-type: none">• Short lecture on normative, hierarchical leadership qualities• Discuss articles from last week in small groups	Assignments: Research a job listing in an industry of your choice, create notes/application plan Write 100-word reflection on your experiences browsing job listings in your



Week	Date	Topics/Readings/Assignments	Assessments Due
			<p>chosen industry due February 4th by 11:59pm.</p> <p>100-word response post is due February 7th by 11:59pm</p> <p>Checkpoint quiz #4 about neoliberalism due Feb. 11th by 11:59pm</p> <p>REMINDER: Visit The Center for</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			Career and Professional Success to have them provide feedback on your resume/CV before February 7th at 11:59 PM
		Due for next week: <ul style="list-style-type: none"> ● Watch: The Rise of Neoliberal Feminism w/Dr. Catherine Rottenburg (52 mins) Concern: might get too in the weeds–webpage article instead? <ul style="list-style-type: none"> ● “Fundi: The Enduring Leadership Legacy of Civil Rights Activist Ella Baker” Stephen Preskill (8 pgs.) 	Key Concepts: Neoliberalism Problematic leadership



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"> (?) Masculinity as Homophobia-Michael Kimmel or "Work as a Masculinity Contest" Jennifer Berdahl, et al. 	
6	Feb 10th	<p>Week 6: Building a Professional Portfolio</p> <p>In Class Activities:</p> <ul style="list-style-type: none"> Guest Speaker on networking, salary negotiation—speaker, TBD from ASC Career Success Center--request specific for salary negotiation 	<p>Assignments:</p> <p>Begin work on final project (draft resumé/CV/cover letter/portfolio)</p> <p>Write 100-word reflection on how imposter syndrome does/does not affect you due</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			<p>February 11th by 11:59pm.</p> <p>100-word response post is due February 14th by 11:59pm</p> <p>Checkpoint quiz #5 about neoliberalism due Feb. 16th by 11:59pm</p>
		<p>Learning Objectives for Week 6:</p> <ul style="list-style-type: none">• Explore barriers in hiring and negotiating process• Practice negotiation skills/tactics	<p>Key Concepts:</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
			Universal Basic Income Feminist Negotiations
		<p>Due for next week:</p> <ul style="list-style-type: none"> • The Feminist Case for Universal Basic Income Jessica Flannigan, Slate (Webpage) • “Bargaining While Black: The Role of Race in Salary Negotiation” Morela Hernandez, et al. (12 pgs.) • Research Shows Black Women Receive Better Deals When Negotiating Duke Fuqua School of Business (webpage) • Counteracting Negotiation Biases like Race and Gender in the Workplace Harvard Law School (Webpage) <p>Women of Color and the Wage Gap Robin Bleiweis</p>	
7 - Final W	Feb 17th	Week 7: Conclusion- future directions In Class Activities: <ul style="list-style-type: none"> • Share portion of final project 	Assignments: Final CV/Resume: 20 points,



Week	Date	Topics/Readings/Assignments	Assessments Due
week			<p>due Feb 17th before 11:59 PM</p> <p>Peer feedback on CV/Resumes posted to Carmen Discussion Board: 5 points, due Feb 21st before 11:59 PM</p>
		<p>Potential Reading Materials:</p> <p>Millennial Feminism at Work: https://web-p-ebshost-com.libproxy.albany.edu/ehost/ebookviewer/ebook/ZTA5MXN3d19fMjc1NjAzOV9fQU41?sid=7f49eb4e-33fc-4664-9be4-ed380655f1f5@redis&vid=0&format=EK&lpid=navPoint-2&rid=0</p>	



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>“Gender and the Workplace” NYU Wagner Course Syllabi</p> <p>DEI After 5 with Sacha podcast by DEI consultant</p> <p>Executive Order 14035-Diversity, Equity, Inclusion and Accessibility in the Federal Workforce</p>	

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Bob Mick* on *10/18/24*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.