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## **Term Information**

Effective Term Spring 2026

## **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 2003  
Course Title Shattering the Glass Ceiling: An Introduction to the Field of WGSS  
Transcript Abbreviation Intro WGSS Field  
Course Description This course offers an introduction and general overview of the field known as women's, gender and sexuality studies (WGSS). The course is designed to provide students from diverse backgrounds and majors with a basic understanding of the debates and perspectives discussed in the field of WGSS.  
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? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
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. Define and analyze the concept of the glass ceiling and other gendered barriers in various fields.
- 2. Identify key concepts and theories from Women's, Gender, and Sexuality Studies (WGSS).
- 3. Apply feminist frameworks to critically analyze power, representation, and equity issues in your academic and professional pursuits.
- 4. Develop strategies for overcoming challenges and advocating for yourself and others in achieving leadership roles.
- 5. Cultivate a more inclusive and respectful approach to working within diverse environments.

### Content Topic List

- Intersectionality
- Self-advocacy
- Social Construction
- Heteronormativity
- Systems of Oppression

### Sought Concurrence

No

## Attachments

- WGSS Curriculum Map as of 2025.04.08.25.AA (1).xlsx: Updated Curriculum Map  
*(Other Supporting Documentation. Owner: Alkhalifa,Ali Mufeed)*
- Shattering the glass ceiling syllabus\_04.28.25.docx: Updated Syllabus  
*(Syllabus. Owner: Alkhalifa,Ali Mufeed)*
- Cover Letter for WGSST 2003\_04.28.25.pdf: Cover Letter  
*(Cover Letter. Owner: Alkhalifa,Ali Mufeed)*

## Comments

- Please see feedback email sent to department 11-20-2024 RLS *(by Steele,Rachel Lea on 11/20/2024 12:50 PM)*
- If this is indeed a fully in-person course (as indicated in the syllabus), then why are the DL boxes checked off on the form in curriculum.osu.edu? Please reconcile. *(by Vankeerbergen,Bernadette Chantal on 10/26/2024 09:44 AM)*

**COURSE REQUEST**  
2003 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/01/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	10/25/2024 11:09 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/25/2024 04:14 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2024 09:44 AM	College Approval
Submitted	Alkhalifa, Ali Mufeed	10/28/2024 09:40 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	10/28/2024 03:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/01/2024 12:03 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/20/2024 12:50 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	04/28/2025 02:29 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/28/2025 05:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/01/2025 01:17 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/01/2025 01:18 PM	ASCCAO Approval



Hello, thank you for your committee's feedback on our previous submission for WGSST 2003 - Shattering the Glass Ceiling: An Introduction to the Field of Women's, Gender and Sexuality Studies (WGSS). Below is a cover letter that details the committee's feedback below, along with our revisions to the syllabus. I have also highlighted the changes on the uploaded syllabus for the committee's convenience.

Ali Alkhalifa

Education Program Specialist

Department of Women's, Gender & Sexuality Studies

1. **Contingency:** The Subcommittee ask that the department remove from the syllabus any artifacts that imply distance learning, including the references to "synchronous" learning (as on p. 1) and synchronous lectures and weekly modules (as on pp. 2-3 and elsewhere). They note that referring to an in-person class with this type of terminology can be confusing for students, as they associate this type of vocabulary with the distance learning format.
  - a. The syllabus should no longer reference synchronous learning on the pages 1-9 where this incorrect language was used.
2. **Contingency:** The Subcommittee requests that the department correct the credit hours/work expectations statement on p. 3 of the syllabus. As a 1 credit hour, 7-week course, the statement should read as follows: This is a 1-credit-hour, 7-week course. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), one credit hour shall be assigned for every 6 hours of engagement with the class (including approx. 2 hours in class) required to earn the average grade of "C" in this course.
  - a. This information was added on page 3.
3. **Contingency:** The Subcommittee asks that the department include in the syllabus clear information about how often and for how long the course will meet.
  - a. Following guidelines for an in-person, 1 credit hour 7-week lecture, this class will be meeting once a week on Fridays for 110 minutes.
4. **Contingency:** As the submission included a curriculum map, the Subcommittee assumes that this course (as well as WGSS 2001 and 2002) will count toward the major and requests a cover letter that explains the function of these courses in the WGSS undergraduate curriculum. Given that all other major courses are 3 credit hours and the major requires 30 credit hours, will students be encouraged to take all three courses (in lieu of another 3 credit-hour course)? **Contingency:** If the courses are *not* to be included in the major, the Subcommittee requests that the department revise their curriculum map to exclude those courses. The Subcommittee offers a friendly reminder to the department that a curriculum map should only include courses that may count towards the unit's major(s). Note: Any future submissions for courses that are **not**



eligible to count toward the major need not include the department's curriculum map as a part of the submission. However, *in this case*, the committee asks that the curriculum map be re-submitted given the concerns above.

- a. A new Curriculum map without 2001, 2002, and 2003 included will be submitted alongside this cover letter and revised course syllabus. To further elaborate, the WGSS Department is experimenting with new 1 credit hour offerings and this was my first curriculum submission since starting at OSU last year. So, the curriculum map should not have been submitted as these 3 offerings will be non-required courses for the major that can be taken for elective credit by any undergraduate student.
5. **Recommendation:** The Subcommittee recommends that the department provide additional information for students on the syllabus (pp. 5-7) regarding assignments, with particular attention to the following: (1) The Subcommittee suggests that students be provided with additional guidance on the nature of the reflective papers, including whether there will be a prompt, how these should be organized, etc. (2) The Subcommittee recommends that the department provide additional information about the midterm and final project, including how the midterm presentation will serve as “scaffolding” for the final project and the expected length of the final project.
  - a. → On pages 6 & 7, additions have been made to include guidance on the reflection papers and scaffolded midterm/final projects.
6. *Recommendation:* The Subcommittee suggests that the department alter the title in the course catalog (curriculum.osu.edu under “General Information: Course Title”) to read “...Field of WGSS” instead of “...Field of WGSST” as the former may be more recognizable to students and is consistent with the Course Description.
  - a. → This change to the title is made on page 1 of the syllabus & in the re-submitted Course Title text box.
7. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Diversity Statement (syllabus, pg. 11), which was updated in August 2024 to include additional protected groups. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
  - a. This statement is now up to date on page 11.



# SYLLABUS

## WGSST 2003

### Shattering the Glass Ceiling: An Introduction to the Field of Women's, Gender and Sexuality Studies (WGSS)

Spring 202X

1 credit hour

In-person Course; meeting once a week, Fridays for 110 minutes

7-Week Course, First-Session

## Land Acknowledgement

We want 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 Greenville 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. Such contexts include the fact that OSU is a “land-grab” beneficiary of the Morrill Act of 1862. Through this law, the federal government provided Ohio 630,000 acres of “public domain” land—that is, ceded and unceded Native territory—in other states. Proceeds from the sale of those lands were used to establish OSU.

More information on OSU's land acknowledgment can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## COURSE OVERVIEW

### Instructor Information

Instructor: Mariana Meriqui Rodrigues

Pronouns: they/them – she/hers

Email address: meriqui Rodrigues.1@buckeyemail.osu.edu (preferred contact method)

Office hours: by appointment

Building & Classroom Number:

## Prerequisites

No prerequisites

## Course description

The phrase "glass ceiling" refers to an imperceptible barrier that keeps members of marginalized gender groups from ascending above a particular position in a hierarchy. Regardless of how imperceptible it may appear, the glass ceiling is a challenge that is very difficult to overcome. Feminists initially employed the metaphor to discuss obstacles faced by accomplished women in their jobs. Shattering the Glass Ceiling introduces you to Women's, Gender, and Sexuality Studies (WGSS) and its tools for analyzing power, identity, and inequality. We'll explore how feminist principles can help you break through barriers, navigate your career, and create a more equitable world.

This course offers an introduction and general overview of the field known as women's, gender and sexuality studies (WGSS). The course is designed to provide students from diverse backgrounds and majors with a basic understanding of the debates and perspectives discussed in the field of WGSS. Though the class will pay particular attention to the lives and experiences of women and gender others, we will also focus on the ways in which gender shapes the everyday lives of everyone, including cisgender men. We all live in a gendered social system! We will address key questions and ideas that come from WGSS: What is a feminist? What do we mean by gender? Why speak of a patriarchy? What are hierarchies? How can we define white supremacy? Moreover, we will delve into how gender, race, sexuality, class, ability/disability, and other markers of difference intersect, thereby profoundly impacting our lives and worldviews.

## Course learning outcomes

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

1. Define and analyze the concept of the glass ceiling and other gendered barriers in various fields.
2. Identify key concepts and theories from Women's, Gender, and Sexuality Studies (WGSS).
3. Apply feminist frameworks to critically analyze power, representation, and equity issues in your academic and professional pursuits.
4. Develop strategies for overcoming challenges and advocating for yourself and others in achieving leadership roles.
5. Cultivate a more inclusive and respectful approach to working within diverse environments.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is an in-person, 7-week session course. You will be expected to attend in person lectures on Fridays for 110 minutes for course content as well as complete quizzes, discussion boards, and readings all as they are posted on Carmen Canvas.

**Pace of class 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, 7-week course. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), one credit hour shall be assigned for every 6 hours of engagement with the class (including approx. 2 hours in class) required to earn the average grade of "C" in this course..

**Attendance and participation requirements:** Because this is an in-person course, your attendance is based on your 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 to access readings & assignments. (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*.
- **Attending in-person lecture sections: AT LEAST ONCE PER WEEK**  
Class meets once per week as scheduled in-person on Fridays at 3:00 PM.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

1. All readings and viewings will be posted on Carmen or accessible through the Secured Media Library. Students will be required to access these readings as indicated by the schedule below. Students are encouraged to read on computers, tablets, or by printing hard copies. Reading on a smart phone is not encouraged.

### Other fees or requirements

- No other fees or requirements



# Course technology

## Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- 1. Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- 2. Phone:** 614-688-4357(HELP)
- 3. Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- 4. TDD:** 614-688-8743

## Technology skills needed for this course

- 5.** Basic computer and web-browsing skills
- 6.** Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- 7.** CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- 8.** Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- 9.** Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## Required equipment

- 10.** Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- 11.** Webcam: built-in or external webcam, fully installed and tested
- 12.** Microphone: built-in laptop or tablet mic or external microphone
- 13.** Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

1. Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
2. 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.

3. Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<b>Class participation (Attendance, live &amp; online discussion, &amp; class activities)</b>	<b>20</b>
<b>Weekly Reflection papers</b>	<b>20</b>
<b>Midterm Project</b>	<b>30</b>
<b>Final Project</b>	<b>30</b>
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

### Descriptions of major course assignments

**Class Participation (20%)** - Active engagement in class discussions prompts, group activities, and presentations is crucial.

- Attendance is required for every meeting; please note that attendance is not optional! I will take attendance at the beginning of each class, and you should remain for the complete time period allotted. If you need to miss a class, please talk to me beforehand.
- This class requires active class participation and discussion by every student for each class. To participate well in class, you will need to keep up with the reading material. Your attendance/participation grade will be based on attendance, and regular informed contributions to class discussion. There are also pre-set in-class activities & guest speaker visits outlined below in the course schedule; so, keep in mind that showing up & actively participating in class includes completing the occasional additional action during live lectures.

## ○ ACADEMIC INTEGRITY AND COLLABORATION GUIDELINES

- To facilitate discussion within the seminar format, I will not record this class. Do not record the lectures or the discussions.
- Because this is a seminar, and although I suggest you remain muted unless speaking, please continue to leave your camera on during the class.
- Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to analyze and express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

**Weekly Reflection Papers (20%)** - Short (2-3 page, 500-750 words) weekly reflections will prompt you to connect course themes to your own experiences and future plans. These reflection papers will ALWAYS be due the Sunday after lecture before 11:59 PM, except for the two weeks the midterm & final projects are due. Each week, you will be assigned a guiding prompt with a few specific requirements. For weekly reflection papers, it is the expectation that you cite or paraphrase at least one of the readings assigned that week.

## ○ ACADEMIC INTEGRITY AND COLLABORATION GUIDELINES

- Papers: You must complete the weekly reflection paper without any external help or communication.
- Written assignments: Your written assignments should be your own original work. Make sure to cite your sources if referencing the ideas of any other individual when writing your reflection papers.
- 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.

**Midterm Project (30%)** – This will serve as the first draft of your “annotated playlist.” Through this assignment, you will have the opportunity to demonstrate knowledge and understanding surrounding issues related to our course topics through a creative lens: music. Your overall “theme” for the assignment is “feminism” broadly. You are encouraged to explore a topic we cover during the semester.

- a. Choose 3 songs that will eventually be a part of the 6 songs that make up your final project. The midterm project component entails a brief, 10-minute presentation during the middle of the semester where students defend their inclusion of a particular song on their feminist playlist. Accompanying the presentation, please submit to carmen a 200-250

word rationalization for each song's inclusion, connecting the song's message to at least 1 class reading. Read the instructions below for further guidance.

- b. Midterm Project Presentations are to be submitted in Carmen & presented in front of the class on January 29<sup>th</sup> (Presentation is worth 10 points, your written rationalizations constitute an additional 10 points)
- c. Peer Review and Feedback Worksheet (on Carmen) for Midterm Projects due before end of day Sunday, February 2<sup>nd</sup> (before 11:59 PM) (Peer Review worksheet worth 10 points; Midterm project is worth in total 30 points). **Guiding questions will be provided on Carmen but expect your response to be at least 2 pages (~500 words) long.**

**Final Project (30%)** Through this assignment, you will have the opportunity to demonstrate knowledge and understanding surrounding issues related to our course topics through a creative lens: music. Your overall "theme" for the assignment is "feminism" broadly. You are encouraged to explore a topic we cover during the semester.

Based on my comments and your peer's feedback, select 3 additional songs to complete your feminist playlist (including the first 3 songs selected for the midterm project). At the beginning of your annotated playlist, discuss how the feedback you received influenced your future choices in song selection in at least 200-250 words. You MUST directly reference at least one note of feedback in your reflection.

A total of six songs will comprise your annotated playlist (a music version of an annotated bibliography). Once more, each annotation will require a 200–250-word rationalization with at least one explicit reference to a course reading/viewing **(30 Points)**. *You may use MLA, APA, or Chicago style for your citations, but please keep it consistent.*

For each song:

1. **Decide** - Include the song name, artist, genre, and year
2. **Discuss** – why did you choose this specific song? How does it relate to the broader theme of "feminisms" and the subtheme you selected?
3. **Analyze** - Provide evidence – how do the lyrics, melodies, music videos, etc. (any aspect of the song) support your reasoning for choosing this song?
4. **Cite** - Be sure to cite from class material – this includes both the textbook material and in-class material (discussions, in-class workshops, insight activities, PowerPoint slides, etc.). The relevance and insightfulness of connections will be an important component of your grade. Be sure to cite class material when you are referring to it (even if you are just discussing an idea and not pulling a direct quote)

- While the purpose of this assignment encourages creativity, for each song you must include original thought/writing (your own thoughts expressed critically and clearly), quotes and/or discussion (from class readings and materials, and outside sources if you choose), and lyrics, music video scenes, or melodic expressions (evidence from the song itself).

## ○ ACADEMIC INTEGRITY AND COLLABORATION GUIDELINES

- Papers: You must complete the annotated playlist final project by yourself, without any external help or communication.
- Written assignments: Your written assignments should be your own original work. That said, this is an open-note, open-book assignment. Students are encouraged to refer back to the relevant reading and listening from the course. The written final annotated feminsit playlist must be the student's own original work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.
- 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.

## Late assignments

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

## Grading scale

100-93%: A  
 92.9-90%: A-  
 89.9-87%: B+  
 86.9-83%: B  
 82.9-80%: B-  
 79.9-77%: C+  
 76.9-73%: C  
 72.9-70%: C-  
 69.9-67%: D+  
 66.9-60%: D  
 59.9-0%: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online in discussion boards.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this 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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

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

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## 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](#))

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## Mandatory reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

## Commitment to a diverse and inclusive learning environment

*The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to*



*providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.*

## **Trigger warning**

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614--292--5766. 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**

## **Accessibility of course technology**

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

1. Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
2. Streaming audio and video
3. CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
4. Collaborative course tools

# COURSE SCHEDULE

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

Week	Weeks	Topics, Readings, Assignments, Deadlines
1	Jan 6th	<p>Introduction to the Glass Ceiling &amp; WGSS</p> <ul style="list-style-type: none"> <li>Defining the glass ceiling and its historical context. <ul style="list-style-type: none"> <li><b>Readings:</b> bell hooks “Feminist Politics: Where We Stand” (3 pages) Sara Ahmed – “Living a Feminist Life” (8 pages) before lecture on January 8th</li> </ul> </li> <li>1/8/24: Class Activity: Identifying personal and societal barriers in your field.</li> </ul> <p>Due: Weekly Reflection Paper about the glass ceiling due Jan 12<sup>th</sup> before 11:59 PM</p>
2	Jan 13th	<p><b>Feminist Frameworks for Understanding Power</b></p> <ul style="list-style-type: none"> <li>Introduction to key feminist concepts: power, patriarchy, and social justice.</li> <li>Analyzing power dynamics in the workplace.</li> <li>Strategies for identifying and challenging gender bias.</li> <li>Readings: Patricia Hill Collins - “Towards a New Vision” (8 pages) before lecture on January 15th</li> <li>Peggy McIntosh - “White Privilege: Unpacking the Invisible Knapsack” (3 pages) before lecture on January 15th</li> <li>1/15/24: Guest Speaker: A professional who has broken barriers in their field.</li> </ul> <p>Due: Weekly Reflection Paper about systems of oppression due Jan 19<sup>th</sup> before 11:59 PM</p>
3	Jan 20th	<p>Power, Privilege &amp; Intersectionality</p> <ul style="list-style-type: none"> <li>Considering the ways race, class, and sexual orientation interact with gender in the workplace.</li> <li><b>Watch:</b> Kimberlé Crenshaw: What is Intersectionality? (before lecture on January 22<sup>nd</sup>)</li> <li>The urgency of intersectionality   Kimberlé Crenshaw (before lecture on June 22nd)</li> <li>bell hooks on interlocking systems of domination (before lecture on June 22nd)</li> </ul>

Week	Weeks	Topics, Readings, Assignments, Deadlines
		Due: Weekly Reflection Paper about intersectionality due Jan 26 <sup>th</sup> before 11:59 PM
4	Jan 27 <sup>th</sup>	<p>NO READINGS, VIEWINGS, DISCUSSION BOARDS, or QUIZZES for week of January 27<sup>th</sup> to provide additional time on midterm presentations &amp; peer reviews</p> <p>Due:</p> <p>Midterm Project Presentations submitted in Carmen &amp; presented in front of the class on January 29<sup>th</sup></p> <p>Peer Review and Feedback on Midterm Projects due before end of day Sunday, February 2<sup>nd</sup> (before 11:59 PM)</p>
5	Feb 3 <sup>rd</sup>	<p><b>Building Your Network</b></p> <ul style="list-style-type: none"> <li>• The importance of networking for career advancement.</li> <li>• Strategies for building professional relationships with mentors, colleagues, and potential employers.</li> <li>• Identifying and utilizing resources available to you (e.g., professional organizations, alumni networks).</li> <li>• Guest Speaker: A career counselor or alumni network representative during February 5<sup>th</sup> lecture</li> <li>• Watch: WorkSmart negotiation session offered by The Women's Place (link available on Carmen) (watch before lecture on February 5<sup>th</sup>)</li> </ul> <p>Recommended Reading: <a href="#">Women's formal networking: the relationship between networking activities and power</a> (read before lecture on February 5<sup>th</sup>)</p> <p>Due: Weekly Reflection Paper about ethical professionalism due February 9<sup>th</sup> before 11:59 PM</p>
6	Feb 10 <sup>th</sup>	<p><b>Financial Literacy &amp; Feminist Economics</b></p> <ul style="list-style-type: none"> <li>• Defining Financial Literacy &amp; Feminist Economics</li> <li>• Why is Financial Literacy critical for Women? (e.g., gender pay gap, caregiving responsibilities)</li> <li>• Watch: <a href="#">Why Women Are Paid Less</a> (watch before February 12<sup>th</sup>)</li> </ul>

Week	Weeks	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Readings: Aarushee Shukla - “Feminism and Capitalism: The Ideological Dilemma of Coexistence” (read before February 12<sup>th</sup>)</li> <li>• Class Activity: Self-Assessment of Financial Knowledge in class on February 12<sup>th</sup></li> </ul> <p>Due: Weekly Reflection Paper about financial &amp; feminist literacies due February 16<sup>th</sup> before 11:59 PM</p>
7	Feb 17th	<p><b>The Future of Work</b></p> <ul style="list-style-type: none"> <li>• Feminist Visions of a More Equitable Workplace</li> <li>• Final Project Presentations &amp; Discussions due February 19<sup>th</sup> in class.</li> <li>• Course Wrap up</li> </ul> <p>Recommended podcast: <b><u><a href="#">TradWives, Pop Culture, and Feminism</a></u> (watch before February 19<sup>th</sup>)</b></p> <p>Recommended reading: <b><u><a href="#">Envisioning More Equitable and Just Futures: feminist organizational communication in Theory and praxis</a></u> (read before February 19<sup>th</sup>)</b></p> <p><b>Due:</b> Final Draft of Annotated Playlist Project Due February 23<sup>rd</sup> before 11:59 PM</p>