

Term Information

Effective Term Spring 2026
[Previous Value](#) [Spring 2025](#)

Course Change Information

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

Course re-numbering this class to the 3000-level.

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

Based on feedback from our major students, this course was not rigorous enough for a 4000-level course. Due to the more general audience, discussion complexity was limited as well. As a result, it is being lowered to 3303. This is also following the department's hope to restructure our class numbering scale with Themes fitting into our 3000-level offerings.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None as this course is a GE offering and upper level elective option, but not a requirement for our majors and minors. Students who took the course at the 4000-level should still be able to fulfill 4000-level elective requirements, but going forward the course will be classified differently.

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	3303
Previous Value	4403
Course Title	Gender, Race & Leadership
Transcript Abbreviation	Gender Leadership
Course Description	This course explores citizenship and leadership by analyzing case studies of leadership from women and people of color throughout American history. Using both activist and scholarly perspectives, students will explore and challenge modes of leadership through the intersectional lens of race and gender, with an emphasis on the role of citizens and citizenship in what it means to be a leader.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
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	
Exclusions	Not open to students with credit for 4403
Previous Value	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

Course Details

Course goals or learning objectives/outcomes	• To become informed about interdisciplinary research on the significance for leadership of gender and other salient dimensions of group identity • Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component. • Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and their own fields • Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship. • Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and abroad • Recognize texts about race, gender, citizenship, and leadership as rooted in specific intellectual, ideological and cultural traditions • Identify different methodologies used by scholars to study race, gender, citizenship, and leadership • Evaluate the connections between core cultural assumptions and various forms of injustice.
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COURSE CHANGE REQUEST
3303 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/08/2025

Content Topic List

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

Sought Concurrence

No

Attachments

- 3303 - Gender, Race & Leadership.SP26.docx: Course Syllabus
(Syllabus. Owner: Alkhalifa,Ali Mufeed)
- 3303 - Gender, Race & Leadership.SP26 09.08.25.docx: Revised Syllabus
(Syllabus. Owner: Alkhalifa,Ali Mufeed)

Comments

- Please see Subcommittee feedback email sent 9/8/25. *(by Neff,Jennifer on 09/08/2025 11:32 AM)*
- Per a conversation with A. Alkhalifa 08-26-2025, the syllabus and GEN Submission Form from the original review of the course will be used for comparison purposes during course review. As such, no comparison syllabus is provided here. RLS *(by Steele,Rachel Lea on 08/26/2025 10:29 AM)*
- Thank you for your consideration! The course's syllabus is going to be relatively unchanged as the department believes the class already better aligns with the difficulty and rigor of a 3000-level class. *(by Alkhalifa,Ali Mufeed on 08/05/2025 01:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa,Ali Mufeed	08/05/2025 01:20 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	08/06/2025 10:39 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:08 PM	College Approval
Revision Requested	Neff,Jennifer	09/08/2025 11:32 AM	ASCCAO Approval
Submitted	Alkhalifa,Ali Mufeed	09/08/2025 02:59 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	09/08/2025 03:11 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/08/2025 04:32 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/08/2025 04:32 PM	ASCCAO Approval



SYLLABUS

WGSST 3303

Gender, Race and Leadership

SP 2026

3 credit hours

In-person

COURSE OVERVIEW

Instructor Information

Instructor: Nicole Nieto

Pronouns: she/her

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

Phone number: 614-441-3303

Office hours: By appointment

Prerequisites

No Prerequisites

Course description

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

Course learning outcomes

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

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

General Education Theme: Citizenship for a Just and Diverse World

Goals:

1. Successful students will analyze concepts of citizenship, justice, and diversity at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

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

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

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

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

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

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

HOW THIS IN-PERSON COURSE WORKS

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

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

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

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

- **Office hours: OPTIONAL**
You are not required to attend office hours.
- **Participating in in-person and online discussions: REQUIRED**
As part of your participation, you are expected to participate in weekly class discussions and will be graded on this.

COURSE MATERIALS AND TECHNOLOGIES

Texts

Required Books

- Ruth Bader Ginsburg, *My Own Words*
- Rebecca DeWolf, *Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963*
- Nancy Isenberg, *Sex and Citizenship in Antebellum America*

Required Articles/Essays (linked on Carmen)

- Lee Hamilton, [*Being a Good Citizen is a lot Harder Than It Used to Be*](#)
- Mary Dietz, *Context is All: Feminism and Theories of Citizenship*
- Ruth Lister, *Citizenship: Towards a Feminist Synthesis*
- Rita Gardiner, *Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology*
- Kelly Anders, Et. al., *Demonstrating Citizen Leadership: A Case Study of Jane Addams*
- Sylvia Cheuy, *Deepening Community: Realizing the Potential of Citizen Leadership*
- Kathleen Knight Abowitz, Et. al., *Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader*
- Belinda Robnett, *African American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization*
- Bernice McNair Barnett, *Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class*
- Ann Herda-Rapp, *The Power of Informal Leadership: Women Leaders in the Civil Rights Movement*
- Christina Bejarano and Wendy Smooth, *Moving Women of Color from Reliable Voters to Candidates for Public Office*
- Jonathan Knuckey, *"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Election*

- Jasmine Sorrentino, Et. al., *“Deal Me In”: Hillary Clinton and Gender in the 2016 US Presidential Election*”
- Michelle Cottle, *Nikki Haley and the W-Word*
- Natalie Kitroeff and Emiliano Rodríguez Mega, *Why Mexico May Elect a Female President Before the United States*
- Tressie McMillan Cottom, *How Kamala Harris is Already Changing the Face of Presidential Power*
- Rogers, Katie, *Will a Woman Ever Be President*

Required Podcast

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

Required Documentaries (viewed in class)

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

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, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- 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 can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

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

Total	100
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See course schedule below for due dates.

Descriptions of major course assignments

Participation and Attendance

Description: You are required to attend class and contribute to in-person class discussions in meaningful ways.

Your participation grade will be evaluated through weekly online discussion posts on Carmen. You are required to respond in a meaningful way that demonstrates you have read the readings. **Weekly Carmen posts must be submitted by Fridays at 5:00pm.**

Midterm Essay

Description: In a paper of no fewer than 3, and no more than 4, typed pages, use the texts and discussions in Part 1 and/or Part 2 to respond to the following prompt:

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

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your model of citizen-leadership. Even though this is a short paper, make it the best example of your thinking and writing you can produce. Additional formatting instructions will be forthcoming. **Your paper is due March 7 at 11:59pm.**

Capstone Paper

Description: For the capstone paper, you have several options. Please note that as a capstone paper, you must have a strong research component to this paper. You can certainly use class readings, but you must also identify external articles/texts to inform your paper. As part of your grade, you will submit an annotated bibliography with at least 5 external sources three weeks prior to the due date of your paper. Topics can include the following, however, if you have another research topic that you would like to explore, we can discuss this. Papers must be no fewer than 6 pages and no more than 8 pages.

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

Papers should be clearly written with attention to content, organization, style, and mechanics. Be sure to use a thesis paragraph to provide an overview of your argument and write a brief conclusion that summarizes the most significant elements of your paper. Additional formatting instructions will be forthcoming. **Your annotated bibliography is due Friday, April 4 by noon. Your paper is due Friday, April 25 by noon.**

Late assignments

If your submission will be late, please notify the instructor. Extensions may be granted for extenuating circumstances. 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 assignments:** You can generally expect evaluation in **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university.**
- **Weekly Carmen posts:** You can generally expect evaluation in **5-7 days.**

OTHER COURSE POLICIES

Discussion and communication guidelines

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

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

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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 [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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.

Trigger warning

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

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

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

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Jan. 7 and 9	Part 1: Citizen Leadership <i>This section provides foundational knowledge to ground the key concepts of this course including citizenship, leadership, diversity, and justice. Students will examine the concept of citizenship and leadership through a feminist lens. Part 1 concludes with an exploration of citizen leadership with specific case studies of women leaders who worked to create a just society.</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Week 1: Key Concepts of Citizenship This week introduces key concepts on citizenship. Students will explore the notion of citizenship through a feminist lens. Tuesday, Jan 7: Introduction to the course Read in class: <u>Being a Good Citizen is a lot Harder Than It Used to Be</u> Thursday, Jan 9: Read: Context Is All: Feminism and Theories of Citizenship
2	Jan. 14 and 16	Week 2: Key Concepts of Citizenship and Leadership This week continues to address citizenship while introducing key concepts in leadership through a feminist lens. Tuesday, Jan. 14: <u>Read: Citizenship: Towards a Feminist Synthesis</u> Thursday, Jan. 16: <u>Read: Hannah and Her Sisters: Theorizing Gender and Leadership Through the Lens of Feminist Phenomenology</u>
3	Jan. 21 and 23	Week 3: Key Concepts of Citizen Leadership and Justice This week builds on the previous two weeks focused on citizenship and leadership by exploring the concept of citizen leadership specifically through case studies focused on women leaders who worked to create just societies. Students will learn more about citizen leadership as a concept to create change and promote justice on the micro and macro levels. Tuesday, Jan. 21: Read: Demonstrating Citizen Leadership: A Case Study of Jane Addams Deepening Community: Realizing the Potential of Citizen Leadership Thursday, Jan. 23: Read: Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader
4	Jan. 28 and 30	Part 2: Historical Approaches to Leadership and Citizenship

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		<i>This section examines gender, race, justice, citizenship, and leadership in the nineteenth century United States. Key questions are examined including who a citizen is and what rights they have. Additionally, students will examine how citizen leadership was key in advancing the rights of marginalized groups.</i> Week 4: Gender, Citizenship, and Activism for Justice <i>This week explores sex/gender and citizenship in the United States through the text, <i>Sex and Citizenship in Antebellum America</i>. This text examines the role of women right's activists in the period of 1832-1860. Despite being citizens, American women were legally disenfranchised. This text explores issues of sex, citizenship, justice, and citizen leadership through activism.</i> <i>Tuesday, Jan. 28:</i> <i>Read: Sex and Citizenship in Antebellum America, chapters 1 and 2</i> <i>Thursday, Jan. 30:</i> <i>Read: Isenberg, chapters 3 and 4</i>
5	Feb. 4 and 6	Week 5: Gender, Citizenship, and Activism for Justice <i>This week continues to explore sex/gender and citizenship.</i> <i>Tuesday, Feb. 5:</i> <i>Read: Isenberg, chapters 5 and 6</i> <i>Thursday, Feb. 6:</i> <i>Read: Isenberg, chapter 7</i>
6	Feb. 11 and 13	Week 6: Gender, Citizenship, and Justice <i>This week we continue to explore gender and citizenship through the text on gendered citizenship and the Equal Rights Amendment. This text explores women's leadership and justice within the ERA movement while also examining the boundaries of what it means to be an American citizen.</i> <i>Tuesday, Feb. 11:</i> <i>Read: Gendered Citizenship: The Original Conflict over the Equal Rights Amendment, 1920-1963, Introduction, chapters 1 and 2</i> <i>Thursday, Feb. 13</i>

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		Read: DeWolf, chapters 3 and 4
7	Feb. 18 and 20	Week 7: Gender, Citizenship, and Justice This week we continue to explore gender and citizenship. Tuesday, Feb. 18: Read: DeWolf, chapters 5 and 6 Thursday, Feb. 20 Read: DeWolf, epilogue
8	Feb. 25 and 27	Part 3: Women as Bridge Leaders (Citizen Leaders) in the Civil Rights Movement <i>In this section we do a deep dive into the role of women in the Civil Rights Movement who worked to create a more just society. Women in the Civil Rights Movement were important leaders in the movement, though they were often overshadowed by more prominent male leaders. Scholars of the movement and of women's role in this movement have long recognized the role of women as informal or bridge leaders.</i> Week 8: Citizen Leadership in the CRM for Justice <i>This week we explore citizen leadership and bridge leadership in the Civil Rights Movement. Particular attention is paid to women as bridge or citizen leaders in the movement and the important role that they played in mobilizing everyday citizens.</i> Tuesday, Feb. 25: Read: <i>African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization</i> Thursday, Feb. 27: Watch: <i>America ReFramed: Fannie Lou Hamer's America</i>
9	Mar. 4 and 6	Week 9: Citizen Leadership in the CRM for Justice <i>This week we continue to explore citizen leadership and bridge leadership in the Civil Rights Movement.</i> Tuesday, Feb. 18:

Week	Dates	Topics, Readings, Assignments, Deadlines
		<i>Read: Invisible Southern Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class</i> <i>Thursday, Feb. 20</i> <i>Read: The Power of Informal Leadership: Women Leaders in the Civil Rights Movement</i>
10	Mar. 11 and 13	Spring Break: no classes
11	Mar. 18 and 20	Part 4: Gender, Race, Citizenship, and Leadership in Government In this section we examine the role of citizenship and leadership in politics and government. Women and people of color often enter the political arena through citizen leadership and local activism. Week 11: Diverse Identities, Citizenship, and Leadership in Government This week we explore citizenship and leadership through women in government. This includes learning more about Shirley Chisholm, the first black woman to be elected to Congress. We will also examine the role of women and other identities in elected office and the pursuit they often bring to further a more diverse and just world. Tuesday, Mar. 18: Watch: Chisholm '72: Unbought and Unbossed Thursday, Mar. 20: Read: <i>Moving Women of Color from Reliable Voters to Candidates for Public Office</i> <i>"I Just Don't Think She Has a Presidential Look": Sexism and Vote Choice in the 2016 Presidential Election</i>
12	Mar. 25 and 27	Week 12: Citizen Leadership for Justice <i>This week we continue to explore citizenship and leadership in government by women and people of color through the text Lead</i>

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		<i>from the Outside. This book addresses important considerations around citizenship, leadership, diversity, and justice.</i> <i>Tuesday, Mar. 25:</i> <i>Read: Abrams, Lead from the Outside, Preface – chapter 2</i> <i>Thursday, Mar. 27:</i> <i>Read: Abrams, chapters 3 and 4</i>
13	Apr. 1 and 3	Week 13: Citizen Leadership for Justice <i>This week we continue to explore citizenship and leadership in government. Special attention is paid to leading from diverse perspectives.</i> <i>Tuesday, Apr. 1:</i> <i>Read: Preface, Sandra Day O'Connor, Rose Garden Acceptance Speech, Senate Confirmation Opening Hearing Statement</i> <i>Thursday, Apr. 3:</i> <i>Read: Workways of the Supreme Court, Human Dignity and Equal Justice Under Law</i>
14	Apr. 8 and 10	Week 14: Citizen Leadership for Justice <i>This week we continue to explore citizenship and leadership in government by women and people of color. We examine the 2016 US election and look to our neighboring country of Mexico to examine gender and politics.</i> <i>Tuesday, Apr. 8:</i> <i>Watch: Hillary</i> <i>Read: "Deal Me In": Hillary Clinton and Gender in the 2016 US Presidential Election"</i> <i>Nikki Haley and the W-Word</i> <i>Thursday, Apr. 9:</i> <i>Read: Why Mexico May Elect a Female President Before the United States</i>
15	Apr. 15 and 17	

Week	Dates	Topics, Readings, Assignments, Deadlines
		Week 15: Looking Towards the Future of Citizen Leadership and Justice <i>This week we look towards the future imagining new models of citizen leadership and new pathways for marginalized groups.</i> <i>Tuesday, Apr. 15:</i> <i>Read: Will a Woman Ever Be President?</i> <i>How Kamala Harris is Already Changing the Face of Presidential Power</i> <u><i>Women and the Presidency: History and Facts</i></u> <i>Rutgers Center for American Women and Politics</i> <i>Thursday, Apr. 17</i> <i>Listen: Podcast- Episode 212: Leading with Love</i> <i>Marianne Williamson's Presidential Run – Embracing Miracles and Building a Better Future</i>
16	Apr. 22	<i>Tuesday, Apr. 22: Last day of class reflections</i>