



Department of Women's Studies

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<http://womens-studies.osu.edu>

TO: The Humanities Curricular Committee
FROM: Linda Bernhard, Chair of The Department of Women's Studies
RE: Women's Studies 320 Proposal
DATE: December 14, 2007

A handwritten signature in dark ink, appearing to be "LB", written over the name "Linda Bernhard" in the "FROM:" line.

We are resubmitting the second/Schrock sample syllabus. To address the concerns:

1. Question about level of course related to workload. Undergraduate Studies Committee has reviewed the course, and although we believe that the workload is similar in the two sample courses, we have cut down on the more complex readings, to reduce the workload for students.
2. Final exam day and time is on the syllabus
3. Course was changed to allow for two class days for presentations, to assure sufficient time.
4. Films will be screened in class. Made clear in the syllabus, along with running time.

We believe the concerns have been addressed.

OHIO STATE NEW COURSE REQUEST

College: Humanities

Academic unit: Women's Studies

Book 3 Listing: Women's Studies

(e.g., Portuguese)

Proposed

Course No: 320 Full Title of Course: Topics in Women's Studies

Proposed Effective Qtr/Yr: SU AU WI SP YEAR: 2008 (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: Topics in Wms Stds

Level U G P Credit Hours: 05

Description (*not to exceed 25 words*): This course will provide in-depth analysis of specific topics in the areas of difference and diversity, culture and representation, and political contexts and social change.

Quarter offered (*check*): Will Vary

Distribution of class time/contact hours: 2 2-hr cl.

Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): None

Exclusion or limiting clause:

Repeatable to a maximum of 10 credit hours.

Cross-listed with: N/A

Grade Option (Please check): Letter S/U Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	GEC: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	EM: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Embedded Honors Statement:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Service Learning Course*:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

*To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 050207 Subsidy Level (V, G, T, B, M, D, or P) B
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No

B. General Information:

- Provide the rationale for proposing this course:
This course is designed to expand students' knowledge about women's lives and relationships to culture and society by providing in-depth examinations of the experiences and contributions of women in a vast range of historical and social locations. By focusing on specialized topics, the course will enhance both the depth and breadth of students' understanding of intersections between gender and other social categories in diverse cultural contexts.

The course is designed as a topics course, specifically for beginning undergraduate students. It will allow faculty and advanced graduate students to teach courses on a wide variety of subjects related to women's lives and relationships at a lower level than our existing WS 620. WS 620 is taken primarily by graduate students and has been used by faculty as a way to "try out" a course

for a graduate seminar. We see WS 320 as a way of "trying out" a course for beginning Women's Studies students before making it a permanent course offering.

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.
This course is (check one) Required Elective Other (Explain) :

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
New faculty hires and establishment of PhD Program.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____


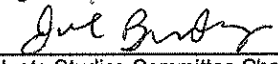
6. Expected section size: 25 Proposed number of sections per year: 1-2

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook.

APPROVAL SIGNATURES (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

	Linda Bernhard	12/14/07
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course)	Printed Name	Date
	Jill Bystydzienski	12/14/07
Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course)	Printed Name	Date
School /College Undergrad Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
School /College Graduate Curriculum Committee (Undergraduate/Graduate course)	Printed Name	Date
ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR	Printed Name	Date
COLLEGE DEAN	Printed Name	Date
Graduate School (If Appropriate)	Printed Name	Date
ASC Curriculum Committee Chair (If Appropriate))	Printed Name	Date
University Honors Center (If Appropriate)	Printed Name	Date
Office of International Education (study tour only)	Printed Name	Date

**Women's Studies 320: Immigrant and Refugee Women in the US
Spring 2008
Mon/Wed 9:30-11:18 Baker Systems Engineering 188**

**Instructor: Richelle Schrock
Office: 37 University Hall
Office Hours: 11:30-12:30 on M/W or by appointment
Phone: 292-1031
E-mail: schrock.21@osu.edu**

Accommodation of Students with Disabilities: Students who wish to have an accommodation for disability are responsible for contacting the professor and/or TA as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Course Description: The United States is currently experiencing the third largest wave of immigration in its history. This wave of immigration is unique because it includes the trend termed 'the feminization of immigration', which signals a dramatic shift in gender dynamics compared with earlier waves of immigration. This interdisciplinary course examines the experiences of women immigrants and refugees in the United States, primarily focusing on women who have arrived in the US post-1965. The course will begin with an introduction about the waves of immigration to the US, and then move on to consider questions about how immigrant and refugee women face the challenges of living in a new culture. We will also consider the current debates about immigration in the US, paying special attention to how these debates are gendered. We will consider these questions: 1) What are the concerns of refugee and immigrant women as they enter and live in US culture, and how are the concerns of refugees distinct from immigrants and vice versa?; 2) What are the most common tensions that arise between American culture and a woman's 'homeland' culture and between different generations in immigrant/refugee communities?; 3) How have immigration laws affected women in the past, how do they affect women today and how might they affect women in the future? We will be reading a variety of texts from different perspectives including: texts that consider migration theory; current debates on immigration in the US; refugees' personal narratives of migration; and feminist discussions of racial and ethnic relations in the US. As part of this course, you will have the opportunity to interact with local refugee and immigrant communities, and we will be joined by guest speakers from a local refugee community.

Course Goals:

This course is designed to expand the student’s knowledge about women's lives and relationships to culture and society by providing in-depth examinations of the experiences and contributions of women in a vast range of historical and social locations. By focusing on specialized topics, the course will enhance both the depth and breadth of the student’s understanding of intersections between gender and other social categories in diverse cultural contexts.

Learning Objectives:

Upon successful completion of this course, students will:

- 1) Develop practice and proficiency in critical thinking, writing, and reading through written assignments, presentations, and class lectures and discussions
- 2) Increase their understanding of feminist research and theory
- 3) Enhance their competence in utilizing methods of interdisciplinary feminist analysis that emphasize the intersectionality of race, gender, class, ability, ethnicity, and sexuality

Required Texts: The course packet is available at SBX Bookstore.

Attendance: Students will be permitted two unexcused absences. More than two absences will lower the participation grade of the student. If a personal emergency or illness demands an extended absence, please speak with me to make any necessary arrangements. It is not necessary to email me regarding an absence unless it will be an extended time due to an emergency.

Grading System

Students will earn their grade based on the following grading system and break-down of assignments and percentages:

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69
A 93-96%	B 83-86%	C 73-76%	D 63-66
A- 90-92%	B- 80-82%	C- 70-72%	

Course Requirements

Attendance/Class Participation	10%=40 points
Two Analytical Papers (80 points each)	40%=160 points
Research Paper/Presentation	25%=95 points
Final Exam	25% =105 points
Total Points Possible.....	400 points

Class Discussion: Class discussion is a very important component of this course. It is imperative that all students come prepared to thoughtfully discuss class material. You should prepare for class by reading each article and coming to class with comments or questions about the readings that you would like to share with the class.

Analytical Papers (3 pages each; typewritten; double-spaced; 12-pt. font):

In each of these papers, I want to see that you understand the arguments made in the class articles and that you understand the lecture material and how it relates to the readings. Taking at least 2 course articles, explain in your own words, the arguments made by each author, and then compare the arguments with one another and with class notes/discussion. Do the authors disagree with each other or are their views complementary? How are their views similar to one another and how are they different? How do they compare to ideas discussed in class notes and in class discussion? Your paper must contain a clear thesis in your own words that synthesizes your understanding of the articles and your paper must include your understanding of how the articles relate to course notes and discussion.

Research Paper (8 pages; typewritten; double-spaced; 12-pt. font):

You may research a topic of interest to you concerning immigration and women. For example, you could research a certain country and why its citizens immigrate to the US, and then research women's experiences in the US from that country post-immigration. Or if you are interested in women's experiences of immigration during the first wave of immigration to the US, this paper provides you an opportunity to explore this topic in an in-depth way. If you are interested in exploring the topic of refugee women in the US, you could either focus on 'refugee women' in general or you could narrow your focus to consider the specific experiences of Iranian refugees, for example. At different points during the quarter, I will be asking you to turn in a paragraph about the topic you are interested in pursuing, and a general outline of your paper with a bibliography. You will have a 10 minute presentation to the class about your research topic at the end of the quarter.

Final Examination: A comprehensive exam will be given at 9:30am in Baker Systems Engineering 188 on June 6th.

ACADEMIC MISCONDUCT

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

Plagiarism: As defined by University Rule 3335-31-02, plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word

use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

- Always cite your sources (your TA and/or professor can help with this).
- Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism.
- Always see your TA or professor if you are having difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

WEEK ONE

Monday 3/26: Introduction to the syllabus and course requirements

Wednesday 3/28: "The Global, the Local, and the Return of Ethnicity", Stuart Hall in
Social Theory
"My Story: An Immigrant Daughter of an Immigrant Mother", Roni
Berger in *Immigrant Women Tell Their Stories*

WEEK TWO

Monday 4/2: *From the Other Side, Women, Gender and Immigrant Life in the US 1820-1990* Donna Gabaccia, Intro and pgs. 1-40
The Boundaries of Her Body, Debran Rowland pgs. 15-25
“Immigrants to the United States”, Roni Berger in *Immigrant Women Tell Their Stories*

Wednesday 4/4: “Ethnic Networks in Women’s Migration: A Comparative Study of Jewish and Italian Women in New York, 1870-1924, Kathie Friedman Kasaba in *Women and Migration*
“Strategic Narratives: Latin American Women as Social Actors of Their Biographies”, Sandra Gruner-Domic in *Women and Migration*
Viewing *Number Our Days* in class (28 minutes)

WEEK THREE

Monday 4/9: *How Jews Became White Folks*, Karen Brodtkin, 1-52
“Religious Concepts in the Process of Migration: Puerto Rican Female Spiritists in the United States”, Bettina E. Schmidt in *Women and Migration*
“The Human Rights of Refugees with Special Reference to Muslim Refugee Women”, Khadija Elmadmad in *Engendering Forced Migration*

Wednesday 4/11: “Women and Migration: Anthropological Perspectives”, Jacqueline Knorr and Barbara Meier in *Women and Migration*
“Upsetting the Cart: Forced Migration and Gender Issues, the African Experience”, Patrick Matlou in *Engendering Forced Migration*
“Negotiating Masculinity in the Reconstruction of Social Place: Eritrean and Ethiopian Refugees in the United States and Sweden”, Lucia Ann McSpadden in *Engendering Forced Migration*

First Paper Due

WEEK FOUR

Monday 4/16: "America Must Take Stronger Measures to Halt Illegal Immigration",
Michael Scott

"America Must Cooperate with Other Nations in Regulating
Immigration", Saskia Sassen

Undocumented in L.A.: An Immigrant's Story, Dianne Hart pgs. 1-25

Wednesday 4/18: "Whose Culture?", Katha Pollitt in *Is Multiculturalism Bad for
Women?*

"Promises We Should All Keep in Common Cause", Abdullahi An-
Naim in *Is Multiculturalism Bad for Women?*

Paragraph about Research Topic Due

WEEK FIVE

Monday 4/23: Introduction to *Global Woman* by Barbara Ehrenreich and Arlie Russell
Hochschild

"Love and Gold" in Arlie Russell Hochschild in *Global Woman*
Viewing the film *Maid in America* in class (58 minutes)

Wednesday 4/25: "Maid to Order" Barbara Ehrenreich in *Global Woman*

"To Become an American Woman: Education and Sex Role
Socialization of the Vietnamese Immigrant Women", Gail
Paradise Kelly in *Unequal Sisters*

"Between Norms and Choices", Robert Post in *Is Multiculturalism
Bad for Women?*

WEEK SIX

Monday 4/30: "Group", Dorry Noyes in *The Journal of American Folklore*, Vol. 108,
No. 430

"A Different Mirror", Ronald Takaki in *A Different Mirror*

"Dismantling Local Culture", Amy Shuman in *Western Folklore* Vol. 52,
No. 2/4

Wednesday 5/2: “Beyond the Search for Sisterhood: American Women’s History in the 1980s”, Nancy Hewitt in *Unequal Sisters*
“Japanese American Women During WWII”, Valerie Matsumoto
in *Unequal Sisters*

Second Paper Due

WEEK SEVEN

Monday 5/7: *The Spirit Catches You and You Fall Down*, pgs. 1-75

Wednesday 5/9: Viewing *The Letter: An American Town and the ‘Somali Invasion’* in class (76 minutes)

Outline of Research Paper with Bibliography Due

WEEK EIGHT

Monday 5/14: Excerpts from *The Face Behind the Veil*

“Zainab: A Pioneering Muslimah Feminist”, Donna Gehrke-White

“Luby Teaches Americans About Islam”, Donna Gehrke-White

“Farida’s Journey Back to Freedom”, Donna Gehrke-White

“Hawa: The Queen Takes a Walk”, Donna Gehrke-White

“Sarwat: Spreading the Word”, Donna Gehrke-White

“Perceptions of the Hijab in Canada”, Sheila McDonough in

The Muslim Veil in North America

Wednesday 5/16: “Motherhood and Work in Cultural Context”, Devon Carbado in
Global Critical Race Feminism

“Gender Based Asylum”, Julie Hessler in *Arguing Immigration*

“Protectors and Victims in the Gender Regime of Asylum” Connie
Oxford in *Arguing Immigration*

WEEK NINE

Monday 5/21: Class Presentations on Research Topic

Wednesday 5/23: Class Presentations on Research Topic

Research Paper Due

WEEK TEN

Monday 5/28: Memorial Day No Classes

Wednesday 5/30: Guest Speaker from the Somali Community in Columbus
Bring a list of at least three questions for the speaker (will be collected)

FINALS WEEK

Wednesday 6/6: Final Exam at 9:30am in Baker Systems Engineering 188