In this course you will read a range of relatively new texts by feminist scholars. Thus, this class is less an introduction to, or historical overview of, feminist theory (an impossible task for a semester course), as it is an exercise in learning to evaluate the methods and theories that various feminist scholars utilize to make their arguments.

The department's core courses in its four fields of specialization typically present foundational theoretical texts, so if you are looking for courses that cover key texts over time, then you might also take one of those courses (for examples of past syllabi, see http://wgss.osu.edu/courses-and-syllabi).

I hope that the course's design will help you shape the tools you need to read well and go on to do your own feminist inquiry and authorship. We will spend the bulk of our time trying to decipher the strategies, rhetoric, theoretical genealogies, and empirical contributions of feminist authors. This is a demanding class with a considerable workload, and it will thus require considerable effort on your part. It will not be enough to merely do the required reading listed below and come to class with questions about the text. Instead, you will have to do significant work figuring out the terminologies and methods authors use to create an argument.

A note on classroom etiquette
For the next two to four years (or perhaps 30), your job is to be a professional scholar. Please also consider this course part of your career and work life. Being a graduate student means you now must begin to figure out how to create your professional identity. Hopefully this course and our work in it will help you in some small way to begin to do that, both in terms of engagement with other scholars, and in terms of identifying scholarship that speaks to you and your interests, talents, and passions.

You must approach the work required in this class with a dedication to learn the skills you will need to build your career as a scholar of whatever specialty or profession. This includes not merely learning a variety of theoretical approaches, but also striving to be a thoughtful, curious reader and a practiced, clear writer. Your effort in all of these tasks is what will make this class succeed for you and for all of us.

Engage in rigorous, courteous conversation. Treat your colleagues with respect and consideration. That means being in class on time, with prepared notes, with questions,
and with interest. Set aside sufficient time to struggle with words as you write and to work on well-crafted and thought-provoking essays. Enjoy a close engagement with texts and ideas.

Disability Services
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

General classroom rules
Please do not eat meals during class discussions. If your mouth is full, you cannot participate. I will give you a 15 minute break each week, and you can eat then.

You must participate in class discussion. While speaking in class is sometimes difficult for students, discussion is a central component of your professional development. I will ensure that you have a supportive atmosphere in class in which to develop your ideas, and in return I expect all of you to come prepared to talk. If you do not actively engage in class discussions, your grade will be seriously affected. I expect everyone to speak every week.

No texting, no email, no Facebook, no online browsing. Please don’t make me call you out on this. If I do have to ask you to stop, you will lose all of your participation grade for the entire semester. That means you will not pass the course.

I teach an undergraduate course 20 minutes after our seminar concludes. Please do not assume that we can discuss anything after class! You are very welcome to come to my office to talk to me about readings, your program of study, research, etc.

Assignments
Each week beginning week three you will be required to design a ‘roadmap’ for the texts we read. (Do not do the outline or abstract for the edited books of weeks 2 and 14.) This will entail the following steps:

1. Construct a skeletal outline of each book that we read (max one page double spaced). In this, identify key theorists/scholars and concepts that the author uses to construct her arguments. Be sure you identify the core conceptual priorities of the author, rather than focusing on the minute details of the argument. What is the author’s inquiry and what does it offer to a body of scholarship?
2. Write a 200 word abstract describing the author’s main theoretical argument. In contrast to the outline, the abstract should be full sentences.
3. Prepare 2-4 questions about the text for class discussion and bring me a printed copy of these questions. The questions should be engaging, productive to group conversation, and considered, rather than speculative (e.g., “how did the author feel talking to prisoners?”) or empirical (e.g., “how many women were incarcerated in 2010?”). Your question list could include ones about
methodology (how the author constructs her argument), rhetoric (how the author uses language to make her points), ontology (her theory of how the world exists), or epistemology (her understanding of what knowledge is). Have at least two but no more than four questions each week. You will turn these in to me at the beginning of class on paper, so always be sure to have a copy for yourself for discussion. Do not give me handwritten questions that you fill in five minutes before or into class; I will not accept them.

You will also write four 1500 word response papers this semester. Each 1500 word response paper should cover one book only. The response papers will be due on Friday of the week we read the book; in other words, turn the response paper for your chosen book the last day of the week during which we have discussed the book. I want you to be able to utilize class discussion for the writing of the response paper. Each response paper should communicate the book’s arguments, its major findings, and your engagements or critiques of these. Please do not describe your own research – stick to the conceptual engagements you find useful and then detail those in the paper. We will talk more about these papers the first week of class.

I encourage you to work together, talk about the texts, and help each other. However, each of you is responsible for turning in your own written work. Plagiarism (“the representation of another’s works or ideas as one’s own” – see University Rule 3335-31-02) will be reported, so make sure you cite appropriately, even with your outlines and in your questions.

**Grades**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Outlines, abstracts, and questions</td>
<td>30%</td>
</tr>
<tr>
<td>Response papers (15% x 4)</td>
<td>60%</td>
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</tbody>
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If you miss any class meeting, you are still responsible for an outline and questions. You may not miss more than one class meeting during the semester. No exceptions.

**Readings and Class Schedule**

I have not ordered books for you – please order them through the library system or your chosen bookstore immediately to be sure you have them when required. The articles for week one are on Carmen. The books listed in red are available as online resources at the OSU library. You do not need to purchase or check out these books.

**Week one: September 2**

Melissa Wright

- (2012) Wars of interpretations Antipode 44(3): 564-580

**Week two: September 9**
Jin Haritaworn, Adi Kuntsman and Silvia Posocco, eds. (2014) *Queer necropolitics.* Routledge

**Week three: September 16**

**Week four: September 23**
Mishuana Goeman (2013) *Mark my words: native women (re)mapping our nations.* University of Minnesota Press

**Week five: September 30**
Miranda Joseph (2014) *Debt to society.* Minnesota University Press

**Week six: October 7**
Beth Richie (2012) *Arrested justice: black women, violence, and America’s prison nation.* NYU Press

**Week seven: October 14**

**Week eight: October 21**
Ashwini Tambe (2009) *Codes of misconduct: regulating prostitution in late colonial Bombay.* University of Minnesota Press

**Week nine: October 28**

**Week ten: November 4**

**Week eleven: November 11: NO CLASS, Veteran’s Day**

**Week twelve: November 18**

**Week thirteen: November 25**
**Week fourteen: December 2**
Catriona Mortimer-Sandilands and Bruce Erickson, eds. (2010) *Queer ecologies: sex, nature, politics, desire*. Indiana University Press

**Week fifteen: December 9**