Women's, Gender and Sexuality Studies 215
Reading Women Writers: Women and Travel
Fall 2011
Mon/Wed 1:30pm-3:18pm
Jennings Hall 0140

Instructor: (Brena) Yu-Chen Tai  戴宇呈
Office Hours: Tue 11:30 am-1:30 pm and by appointment
Office: 037 University Hall
E-mail: tai.38@osu.edu (If you don't get reply the next day, please contact me again.)

Accommodation of Students with Disabilities
If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Service for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. The Office for Disability Services is located in room 150 Pomerene Hall, 1760 Neil Avenue (614-292-3307; 614-292-0901). The website: http://www.ods.ohio-state.edu

Course Goals
As a course that fulfills the Arts and Humanities: Analysis of texts and works of art GEC requirement, the goals of Reading Women Writers are to help students:

1. To develop an aesthetic appreciation of the works of women writers in various historical and cultural contexts.
2. To learn how to analyze, interpret, and evaluate literature by improving critical reading and writing skills.

Course Description
This course is designed to provide an introduction to travel narratives written by contemporary women across cultures and historical moments. The scope of travel includes cultural encounter, immigration, life journey, road trip and solo travel. It covers a variety of topics and examines ways women writers address cultural and social issues at the intersection of race, gender, class, sexuality, culture, ethnicity, and/or nationality. This course aims to provide a learning environment to practice more responsible and ethical ways of knowing differences. Much of the learning in this course will be through written assignments, critical discussions, oral presentations, analysis on the basis of individual and collective efforts and reflection on personal experiences.
Learning Objectives
Upon completion of this course, students will have gained:
1. A basic understanding of travel narratives as one of the ways of knowing women across cultural, racial, sexual and class differences.
2. Analytical skills for reading travel narratives and their implications in a context that extends beyond one specific location through shifting between microscopic and macroscopic perspectives.
3. An understanding of how themes and theories of travel narratives are related to the study of gender, race, class, culture, identity construction, history and change.
4. A more ethical and responsible approach of knowing differences by recognizing one’s and others’ privilege, oppression, resistance and agency.
5. Sensitivity toward daily surroundings.
6. Teamwork and presentation skills.

Questions of Consideration
1. What constitutes travel and home in women’s travel narratives?
2. What motivates women to travel?
3. What are the primary features of women’s travel narratives?
4. How do women position themselves in their journeys and narratives?
5. How do women’s travel experiences and their cultural, gender and racial baggage affect their identity construction?
6. What are the roles of gender, race, ethnicity, and culture in women’s travel narratives?
7. How do we negotiate issues of truth, knowledge and reality when reading women’s travel narratives?
8. How do women writers represent other people and cultures in literature?
9. What cultural, gender, sexual and racial bias do we have when we try to understand other women’s experiences represented in women’s travel narratives? What causes our baggage of knowing?
10. What is a more responsible and ethical way of knowing other people and cultures?

Policies
1. **Plagiarism**
   As defined by University Rule 3335-31-02, plagiarism is the representation of another’s work 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/her own and plagiarism search engines make documenting the offence very simple.

- Always cite your sources.
- Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.
- Always see your instructor 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!**

2. **General Rules**
   - No cell phones and texting are allowed in class. If you need to receive any urgent calls, please inform me before class starts. Cell phone and texting used in class without informing me beforehand will be counted as absence for that day. No computers are allowed, except for reading our supplementary texts.
   - Do NOT pack your stuff before 3:15 p.m. unless you inform me that you need to leave earlier.
   - Always remember to bring the texts for which we’re going to discuss for that day to class. Or I will count that day as one of your no in-class participation dates.
   - I am NOT responsible for what you miss in class during your absence. Please ask your cohorts.
   - It is your responsibility to keep tracking whether your attendance record and grades are correct.

3. **Ground Rules for Discussion**
   It is important that we recognize that we will have different opinions, backgrounds and experiences. In order for us all to gain the most from our time together in class, sharing our own perspectives and experiences as they relate to the readings will definitely come up and is encouraged.

   - **Respectful listening:** We may not always agree with one another, but we each deserve to be heard.
   - **Compassion:** Never forget there is a human being behind an opinion, and that we are all at different levels of growth, awareness and life experiences.
   - **Confidentiality:** When we share personal stories in the context of larger concepts, they become part of the classroom and should stay within the context.
   - **No “Pokes”:** While sometimes funny, teasing one classmate can function by silencing many others, and unfairly put pressure on just one student.
   - **Mistakes:** We learn through sharing what doesn’t work and where things fall apart. We learn from mistakes to know what can work well.
Don’t deny your emotions: We will explore the issues of privileges, oppressions and probably some controversial issues in order to learn and practice a more ethical and responsible ways of knowing differences. During the learning process, it is very normal to feel resistant, angry and uneasy at some point. Don’t deny the emotions but try to understand where they come from and how they can help us learn and transform.

Course Reading Materials

Primary Texts:

Supplementary Texts on Carmen
“Asian Is Not Oriental.” (RWL)
Gunning, Isabelle R. “Arrogant Perception, World Traveling, and Multicultural Feminism: The Case of Female Genital Surgeries.” (RWL)
Lii, Jane H. “Week in Sweatshop Reveals Grim Conspiracy of the Poor.” (RWL)
Lorde, Audre. “Age, Race, Class, and Sex: Women Redefining Difference.” (RWL)
McIntosh, Peggy. “White Privilege: Unpacking the Invisible Knapsack.” (RWL)
Narayan Uma. “Undoing the ‘Package Picture’ of Cultures.” (RWL)

Videos to be Screened in Class
Knowing her Place
Course Requirements

1. Class Attendance 10%
2. Participation 20%
3. One Analytical Essay (Choose 1 out of the 4 primary texts) 20%
4. Group Travel Project Presentation 1 10%
5. Group Travel Project Final Presentation 15%
6. Individual Final Paper 25%

Total 100%

Course Schedule

The instructor reserves the right to change this schedule. If changes become necessary, they will be announced in class and will automatically become part of the course syllabus.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/21 (Wed)</td>
<td>Introduction: Course Information&lt;br&gt;*M  Mapping out travel history</td>
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<tr>
<td>9/26 (Mon)</td>
<td>“Defining Travel: An Introduction” on Carmen&lt;br&gt;“Body Ritual among the Nacirema” on Carmen</td>
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<td>9/28 (Wed)</td>
<td><em>“Undoing the ‘Package Picture’ of Cultures” on Carmen&lt;br&gt;“Arrogant Perception, World Traveling, and Multicultural Feminism” on Carmen&lt;br&gt;“Asian Is Not Oriental” on Carmen&lt;br&gt;</em> Open Space (Finding your Group)</td>
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<td>10/3 (Mon)</td>
<td><em>“Age, Race, Class, and Sex: Women Redefining Difference” On Carmen&lt;br&gt;“White Privilege: Unpacking the Invisible Knapsack” On Carmen&lt;br&gt;</em> Post questions(East Wind: West Wind) on Carmen by midnight</td>
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<td>10/5 (Wed)</td>
<td>East Wind: West Wind</td>
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<td>10/10 (Mon)</td>
<td>East Wind: West Wind&lt;br&gt;* Analytical essay of East Wind: West Wind due by 1:30 pm (Carmen dropbox)</td>
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<tr>
<td>10/12 (Wed)</td>
<td>East Wind: West Wind&lt;br&gt;* “The Body Politic” on Carmen</td>
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Women at the Intersection of Cultures

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>10/17 (Mon)</td>
<td>Group Project Presentation 1: Proposal and Literature Review&lt;br&gt;* Post questions (Riding in Cars with Boys) on Carmen by midnight</td>
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<tr>
<td>10/19 (Wed)</td>
<td>Group Project Presentation 1: Proposal and Literature Review</td>
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<td>10/24 (Mon)</td>
<td><strong>Riding in Cars with Boys</strong></td>
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<tr>
<td>10/26 (Wed)</td>
<td><strong>Riding in Cars with Boys</strong></td>
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<tr>
<td>10/31 (Mon)</td>
<td><strong>Selection from Playing with Fires</strong> on Carmen</td>
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<td>11/2 (Wed)</td>
<td><strong>Jasmine</strong></td>
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<td>11/7 (Mon)</td>
<td><strong>Jasmine</strong></td>
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<td>11/9 (Wed)</td>
<td>Video: Made in L.A.</td>
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<td>11/14 (Mon)</td>
<td><strong>Group Project Final Presentation</strong></td>
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<td>11/16 (Wed)</td>
<td><strong>Group Project Final Presentation</strong></td>
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<td>11/15 (Fri)</td>
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<td>11/21(Mon)</td>
<td><strong>Flaming Iguanas</strong></td>
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<tr>
<td>11/23 (Wed)</td>
<td><strong>One Day before Thanksgiving (No Class)</strong></td>
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<td>11/28 (Mon)</td>
<td><strong>Flaming Iguanas</strong></td>
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<tr>
<td>11/30 (Wed)</td>
<td><strong>Flaming Iguanas</strong></td>
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<tr>
<td>12/5 (Mon)</td>
<td><strong>Final Paper Due in Carmen dropbox by 1:30 pm</strong></td>
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Description and Rubrics of Each Course Requirement

1. Class Attendance (10%)

* If you miss more than half the classes throughout the quarter, namely, 11 absences and more, you will directly fail this class.

At the beginning of each class, you would be given a piece of paper. You should answer at least one of the following questions: what you have learned in this class, which part of the class you enjoy, questions related to the lecture or discussion in the class that you’re interested in but remain unanswered, which part of lecture or discussion that you need further clarification or what could have been improved in this class to enhance your learning. You should turn in the piece of paper with your feedback at the end of each class as the proof of class attendance. Class attendance will be counted from the second class (9/26 Mon). There are 19 classes in this quarter. 2 free absences are allowed no matter what reason throughout the quarter. The final percentage calculated on Carmen “Attendance” will be your final attendance grade.

* Grading Rubrics:

<table>
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<tr>
<th>100%</th>
<th>50%</th>
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<tr>
<td>1. Presence</td>
<td>If you have more than 2 absences because of illness, then from the 3rd excused absences (Need doctor’s notes)</td>
<td>From the 3rd absence.</td>
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<td>2. 1st absence</td>
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<td>3. 2nd absence</td>
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2. Participation (20%)

Your participation grades will be graded in two parts.

(1) Carmen Posting (6%)

You are required to post one substantive question (approximately 150-200 words) on our primary texts of your choice on Carmen. Choose 3 out of 4 primary texts (3 posts in total). You should post your question under the correct discussion forum of the primary text title.

* Please read our syllabus for the deadline. (Midnight means before 11:59pm. For example, before 10/3 (Mon) midnight means before 10/3 (Mon) 11:59pm)

   East Wind: West Wind: 10/3 (Mon) midnight
   Jasmine: 10/31 (Mon) midnight
   Riding in Cars with Boys: 10/17 (Mon) midnight
   Flaming Iguanas: 11/15 (Fri)

* Your questions will be graded according to whether you draw examples or evidence from the text and whether the questions are related to the major themes.

* If you find any videos, news or articles related to our primary texts, you could also provide links or upload the articles to share and explain how the materials are related to our primary texts as your question.
(2) **In class participation (14%)**

* In-Class Participation Rubrics: Percentage out of 100 (Letter grade): Times of participation

<table>
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<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Participation Times</th>
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<tbody>
<tr>
<td>103 (A)</td>
<td>91 (A-)</td>
<td>15-18</td>
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<td>78 (C+)</td>
<td>71 (C-)</td>
<td>6-14</td>
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<tr>
<td>59 (E)</td>
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Actively participation in class discussion is expected, including small group discussion, whole-class discussion and in-class group essay/work. Please finish reading required texts of the day prior to class. You should come to class prepared to engage in both class and small group discussions. You should show your attentiveness, reflection, integration of readings into class discussions, and willingness to share issues or questions from the readings as well as your own experiences. **If you feel uncomfortable to speak up in class, you may post your reflection or comments related to the texts or discussion topics in class in the discussion forum “Feedback” on Carmen on the same day before midnight (around 150-200 words). Please specify the date in the title of your posting. For those classes you don't attend, no compensational feedback will be counted as your in-class participation. I will evaluate your participation both in class and on Carmen as your overall participation grade. But I still encourage everyone participate in class as much as possible.**

3. **Analytical Essay 20% in Carmen Dropbox**

* Submit your paper to Carmen dropbox under the title of the primary text that you write about by 1:30pm on due day (See our course schedule).

* If you turn your analytical essay in after 1:30 pm but before midnight 12:00 am on the due day, your paper will still be read. But 15 points will be taken off from your grade. No late paper AFTER the due date will be accepted!

During the quarter, you are required to write a total of 1 analytical essay with the length between 4 and 5 double-spaced pages exclusive of your bibliography page. You will have an opportunity to discuss and analyze some issues that come from the course materials. Select one out of the 4 required primary texts and critically discuss how it addresses issues of gender, race, class, family, education, culture, or identity construction. Base your analysis on a close reading of the text of your choice and use quotations from selected texts to support your arguments (remember to provide a full analysis of the quotation). **Use concepts in at least one article we have discussed in class as your reference when you write your analytical essay. Additional scholarly references are encouraged. Be specific and focused. If you are not satisfied with your analytical essay grade, you could write a second one. (You can only turn in up to two analytical essays.)** And I will choose the best grade as your final analytical essay grade. Each analytical essay will be graded according to the same rubrics.

* **Analytical essay is a critical paper** rather than a summary or personal journal. You must have specific argument. I highly suggest that you discuss ideas or outline with me prior to submission.
Underline your thesis statement in each of your analytical essays. Or 2 points will be deducted.

Please see the “Writing Guideline” section for essay grading rubrics.

4. Group Travel Project (50 % in total)
This group travel project is an opportunity for you to explore and observe everyday journey in your life or other people’s lives in a both creative and critical fashion. The project involves both collective and individual efforts. You need to choose one specific group of women and one location (e.g. Immigrant women in North Market; single-mom students at OSU). In this project, your group should take into consideration some concepts of gender, race, sexuality, privilege, agency, identity, culture and/or travel that we’ve explored in this quarter in your group presentation and in your own individual final paper. In your group project, I hope you can try to understand and analyze the constraints the group of women of your choice encounter in both microscopic and macroscopic contexts and how these women assert their agency to resist, challenge and overcome the constraints or oppression.

Some issues you may want to consider include, but not limited to:
1. How do race, gender, sexuality, class, nationality and/or politics (e.g. feminism, environmentalism, and human rights) shape the distinctive travel experiences of those people you observe?
2. What gender, racial, sexual or class baggage you/they carry during your/their daily travel?
3. How is your/their identities constructed through your/their specific type of travel? (Identity here could refer to gender/sexual/racial/class/national identity.)
4. What privilege or discrimination embedded in the travel that you didn’t realize or notice before?
5. What is the possible power relation embedded in the travel?
6. How is your/their travel related to globalization, consumer culture or capitalism?
7. How do media portrayals or daily stereotypes contradict or reinforce the real experiences of the group of women of your choice based on your first-hand interviews?

(1) Group Project Presentation 1: Proposal and Literature Review (10/17 & 10/19) 10%:
Each group will have around 25 minutes (depending on how many groups we have) to present your group travel project proposal and literature review. During your presentation, you need to include the following segments:

1. Group Travel Project Topic
2. Definition of Travel
   a. Specify the group of women and the location of your choice.
   b. How do you define travel in your project?
3. What is the significance of this project?
   a. Why do you choose this specific group of women and this location?
   b. What do you think your travel project can contribute to this topic?
4. Literature review: Please provide the background information that your group and your audience
need to know before you start your travel. Each group need to have at least 2x members scholarly references in your presentation (That is, each member should find 2 scholarly references). As a group, turn in a list of references categorized by members. Please follow MLA citation style.

a. Are there any specific stereotypes related to the group of women of your choice that you want to further investigate and analyze?
b. What research related to your topic have previous scholars done? What aspects do they focus on?
c. In what aspects do you think your group project could possibly add onto/challenge/test the previous research?

5. Research questions: Please raise at least 3 main research questions your group want to investigate.

6. Methods: How are you going to gather data to answer your research questions? (e.g. interview, collecting news coverage in the media related to your topic, survey, observation, photos, etc.)

6. FAQ (Optional): If you need any help from other classmates, you may ask questions to ask the whole class to brainstorm with you together.

**Grading Rubrics:**

Your individual final grade for group presentation 1 could be different from your team members’ because you may have different “literature review” and “collaboration” grades.

(1) Topic (5%)
(2) Definition of travel (5%)
(3) The significance of the project (5%)
(4) Literature review (35%): It may vary according to the correctness of your citation of references.
(5) Research Questions and Methods (10%)
(6) Collaboration (20 %): It varies according to your self- and group member-evaluation.
(7) Peer evaluation (Not your group members) (20%)

(2) Group Project Final Presentation (11/14 and 11/16) 15 %

Each group will have around 30 minutes (depending on how many groups we have) to present your group travel project finding. During your presentation, you need to include the following segments:

1. Results: The data your group have gathered.
2. Critical aspects of your travel project based on your finding: Possible topics/aspects related to your topic worth further exploring in your individual final papers.
3. Discussion Questions: Raise at least 2 discussion questions related to your group project for the whole class to participate.

**Grading Rubrics:**

Your individual final grade for group project final presentation could be different from your team members’ because you may have different “collaboration” grade.
(1) Content of finding and critical aspects of your project (depth, relevance, originality, efforts) (50 %):
(2) Discussion question and discussion facilitation (8%)
(3) Coherence and creativity (7%)
(4) Collaboration (20 %): It varies according to your self- and group member-evaluation.
(5) Peer evaluation (Not your group members) (15%)

(3) Individual Final Paper 25% (Due by 12/5 (Mon) 1:30 pm in Carmen Dropbox)
* Please see the “Writing Guideline” section for essay grading rubrics.
In your final individual paper, you should analyze your group travel project in a critical way.
(1) Cite at least 4 scholarly references to support your argument. Preferably at least 1 reference is from articles we have discussed.
(2) The length should be 5 and half to 6 and half double-spaced pages, excluding the work cited page.
(5) If you cite any interviewees’ words directly in your final paper, please use quotation mark and indicate that it is from your group interview.
(6) Submit your final paper to Carmen dropbox “Individual Final Paper” by 12/5 (Mon) 1:30 pm

6. Writing Guidelines
Your paper or project should conform to the following:
(1) Underline your thesis statement in every paper you turn in.
(2) It must meet with length requirement (transcripts or works cited page excluded). Those pages exceeding required length may not be read.
(3) It must be double-spaced.
(4) It should use Time New Roman and standard fonts (12 point) with margin NOT exceeding 1 inch on each side.
(5) It should have numbered pages.
(6) It should be attached with a page of works cited or bibliography if you cite any work in your paper/presentation.
(7) It should be written with this format:
   a. Introduction: stating the purpose/thesis of the paper. One or two paragraphs only (with paragraphs not longer than half a typed page).
   c. Conclusion: Summing up what your paper has proven. Again, one or two paragraphs only.

* Essay Grading Rubrics (Applied to both your analytical essay and individual final paper):
(If you turn in your paper after the due time but before 11:59 pm on due day, your paper will still be read. But 15 points will be taken off from your grade. No late paper AFTER the due date will be
accepted! 5 points will be deducted from your paper grade for the assignment you turn in if you fail to meet the minimum length.

(1) **Response to topic (20 %):** 2 points will be taken off if you don’t underline your thesis statement.

Based on whether your thesis is specific, focused and well-organized. You should keep asking yourself whether your body paragraphs support your thesis statement.

(2) **Knowledge of subject (25%):** 3 points will be taken off if you fail to cite minimum references.

Your use of course materials (e.g. theories or concepts) or other relevant materials via quotation or paraphrase. You should draw examples from the text you analyze and other references to support your argument.

(3) **Analysis and Interpretation (30 %):**

Based on how deep and thorough you analyze the texts.

(4) **Organization of ideas (15 %):**

Your organization of paper, language, grammar.

(5) **MLA style (10 %):** 2 points will be taken off if you don’t include a work cited page.

Correctness of using MLA format.

I encourage you to go to the writing center if you have difficulty writing papers, and/ or have questions regarding plagiarism and MLA style. **If you go to the writing center and report your visit to me, I will add extra 1 point to your analytical essay grade and/or final paper grade for which you go to the writing center.**

The Writing Center is an excellent resource. You can make an appointment online:

The Center for the Study and Teaching of Writing (CSTW, “The Writing Center”) 485 Mendenhall Lab 125 South Oval Mall www.cstw.ohio-state.edu

I also encourage you to discuss your papers or presentation with me before you submit them if you are unsure whether you are on the right track.