San José State University
Sociology and Interdisciplinary Social Science
SOCI 275: Seminar in Gender Issues - Spring 2016

Course and Contact Information

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<tr>
<th>Instructor:</th>
<th>Dr. Tanya Bakhru</th>
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<tr>
<td>Office Location:</td>
<td>DMH 213</td>
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<tr>
<td>Telephone:</td>
<td>408-924-5744</td>
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<td>Email:</td>
<td><a href="mailto:Tanya.Bakhru@sjsu.edu">Tanya.Bakhru@sjsu.edu</a></td>
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<tr>
<td>Office Hours:</td>
<td>Tuesday 2-3pm, Wednesday from 10-11am, and by appointment</td>
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<tr>
<td>Class Days/Time:</td>
<td>Mondays 6:00-8:45pm</td>
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<td>Classroom:</td>
<td>DMH 226A</td>
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Faculty Web Page/Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system to learn of any updates.

Course Description

This course investigates the major theoretical, empirical, and methodological contributions of feminist scholars to the topic of gender, development, and globalization. Using theoretical texts and case studies, we will examine gender and social (in)equality in terms of globalization and development discourses. In addition students will develop tools to think about issues of gender, race, class, nationality, etc. in a transnational context.

Learning Outcomes and Course Goals

Upon successful completion of this course, students will be able to:

- Identify feminist responses to mainstream theories of development and globalization
- Analyze gender and social inequality from a transnational perspective
- Describe examples of the ways in which women, as a social minority, challenge economic and social injustice in a global context

Required Texts/Readings


Various reports available as PDFs on Canvas
Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Map Assignment 2 x 25 points (50 points) Each student will write about one of the maps in The Penguin Atlas of Women in the World. On the day the map is presented, you will make a brief (5 minute) presentation.

Class Facilitation 2x50 points (100 points) All students will be responsible for leading two class discussions. Class facilitators (two to three persons per week) are expected to: organize class discussion by summarizing the readings of the week, present 6-8 questions to the class for discussion that consider the readings’ contributions, strengths and weaknesses, and relate the readings to other course materials. Class discussion questions should be posted to Canvas by 9am the day of the class you are facilitating. Class facilitators should consider pedagogical strategy in preparing for the discussion. Feel free to use tools like PowerPoint, handouts, video clips, or current events, etc. as part of your presentations.

Mid Term Exams 2x100 points (200 points) The mid terms for this class will be a series of short essay questions. More information on the mid terms will follow.

Reading Responses 9x50 points (450 points) Nine times during the semester, you will write a 3 page (double-spaced) response to the readings posted in the syllabus. In the papers, I want you to address two or more of the assigned readings for that week. While the form and content of the papers can vary, it is imperative that you:

1) Identify the central argument of the authors of the readings you discuss;
2) Synthesize the articles
   Synthesizing ≠ Summarizing
   How are the articles related to each other?
   What are the common themes, issues, ideas, that link them together?
3) State your response to the articles (do you agree, disagree, why, etc.);
4) Use evidence from the texts to support your own ideas.

Remember it is up to you when and on which articles you will respond. It is your responsibility to turn in nine responses throughout the course of the semester. The responses are due at the beginning of the class of the week of the readings to which you choose to respond.

Also, I never accept late reading responses. Never.

Final Paper 200 points

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

I grade using a point system. My grading system is very straight forward and simple. Your final grade is an accumulation of points you have earned throughout the semester.
The grading scale is as follows: 900-939 = A-; 940-969 = A; 970-1000 = A+; 800-839 = B-; 840-869 = B; 870-899 = B+; 700-739 = C-; 740-769 = C; 770-799 = C+; 600-639 = D-; 640-669 = D; 670-699 = D+.
Classroom Protocol

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectation as described in the syllabus.

You are expected to do all of the assigned reading for the week before class. You are expected to bring that day’s reading to class, arrive on time, and participate in class discussion by asking and answering questions.

I expect you to attend class regularly and participate in class discussions. Class will be a combination of lecture, discussion, guest speakers, and films. All activities during class time, including guest speakers, films, and discussions, are part of the class and may be part of your exams or assignments.

I have a no late work policy. Also, I do not accept any work by email. You may submit your work or take an exam early by prior arrangement.

Furthermore, students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.

Plagiarism will not be tolerated and is a serious offense. All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see http://tutorials.sjlibrary.org/plagiarism/

Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated. Respect your classmates and instructor. Always use civil discourse in class.

And lastly, please turn off all phones during class sessions. I REALLY don’t like it when students text during class!!

Guidelines for Civil Discourse

“Democracy is a means of living together despite our differences. Democratic deliberation is an alternative to physical violence. It is predicated on the assumption that it’s possible to disagree agreeably, that it’s better to laugh than cry, that one can vigorously contest the positions of one’s adversary without questioning his or her personal integrity or motivation, and that parties to a debate are entitled to the presumption that their views are legitimate if not correct.” –Thomas Mann

A Climate of Mutual Respect

A climate of mutual respect requires free expression, critical investigation, and the open discussion of ideas. All of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment or personal attack. This means opening ourselves to the lived experiences of others, which may not be our own, and treating those experiences as valid. No one is entitled to harass, discriminate, or belittle another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. On the other hand, we cannot permit ourselves to be silenced because we feel awkward discussing politically sensitive issues.

Participating as a good listener while your peers are speaking is also critical. This is your role as members of the audience. Good listening requires effort and energy; “audience member” is not a passive role. Good listening entails offering attentive, supportive nonverbal feedback, and asking questions or offering comments.

When you are involved in a class discussion reflect on the following:
Do you lead? Do you follow? Do you dominate the conversation? Are you hesitant to speak up? Are you aware of other people’s desire to join in the conversation? Do you make sure everyone has a chance to contribute? When you have an emotional reaction to something someone says, how do you handle it?
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the
responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>Feb 1</td>
<td>Introduction to The Course and Class Planning</td>
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| 2    | Feb 8   | Gender and Development: An Overview  
GDG- Chapter 1  
WGD- Part 1 Introduction and No. 1  
Canvas- Progress of the World’s Women: Executive Summary and Section 1 |
| 3    | Feb 15  | The Study of Women and Gender in Economics  
GDG- Chapter 2  
WGD- No. 2, No. 3, No. 4  
Canvas- Progress of the World’s Women: Section 2  
PAW- Maps 1, 2, 3 |
| 4    | Feb 22  | The Study of Women and Gender in Economics  
WGD- Nos. 5-15 inclusive  
Canvas- Progress of the World’s Women: Section 3 and Section 4  
PAW- Maps 9, 10, 11 |
| 5    | Feb 29  | Markets, Globalization, and Gender  
GDG- Chapter 3 and Chapter 4 up to page 163  
PAW- Maps 27, 32, 33, and 34 |
| 6    | March 7 | Mid Term Exam 1 in Class  
No Reading |
| 7    | March 14| Labor Markets under Globalization  
GDG- Chapter 4 (page 164 to end) and Chapter 5  
PAW- Maps 28, 28, 31, and 31 |
| 8    | March 21| Households, Families, and Work  
WGD- Part Two Introduction and Nos. 18-21 (inclusive)  
Canvas- UNFPA 2014 Annual Report and Transformation by 2030: Engaging Men and Boys  
PAW- Maps 4, 5, 6, and 7  
Spring Break: March 28-April 1 |
| 9    | April 4 | Women in the Global Economy  
WGD- Part Three Introduction and Nos. 22-24 (inclusive)  
Canvas- Economic Crises and Women’s Work pgs. 1-32  
PAW- Maps 21, 22, and 23 |
| 10   | April 11| Women in the Global Economy  
WGD- Nos. 25-27 (inclusive)  
Canvas- Economic Crises and Women’s Work pgs. 33-end  
PAW- Maps 24, 25, and 26 |
<p>| 11   | April 18| Mid Term Exam 2 in Class |</p>
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<td>12</td>
<td>April 25</td>
<td><strong>International Women in Social Transformation</strong></td>
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<td>WGD- Part Four Introduction and Nos. 28-32 (inclusive)</td>
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<td>Canvas- Women and Climate Change</td>
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<td>13</td>
<td>May 2</td>
<td><strong>International Women in Social Transformation</strong></td>
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<td>WGD- Nos. 33-36 (inclusive)</td>
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<td>Canvas- Training for Women</td>
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<td>PAW- Maps 38 and 39</td>
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<td>14</td>
<td>May 9</td>
<td><strong>Development as if All People Mattered</strong></td>
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<td>GDG- Chapter 6</td>
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<td>PAW- Maps 35, 36, and 37</td>
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<td>15</td>
<td>May 16</td>
<td><strong>Women Organizing Themselves for Change</strong></td>
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<td>WGD- Part Five Introduction and Nos. 37-44 (inclusive)</td>
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