San José State University
Department of Sociology and Interdisciplinary Social Sciences
Women, Gender, and Sexuality Studies Program
WOMS 102, Global Women, Spring 2016

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<tr>
<th>Instructor:</th>
<th>Angela Castillo</th>
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<tr>
<td>Office Location:</td>
<td>DMH 238A</td>
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<tr>
<td>Office Hours:</td>
<td>Mondays 10:30-11:30am, and by appointment</td>
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<tr>
<td>Class Days/Time:</td>
<td>M/W 9-10:15am</td>
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<td>Classroom:</td>
<td>DMH 162</td>
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SJSU Studies General Education Guidelines

This course meets the GE SJSU Studies requirement for Area V: Culture, Civilization, & Global Understanding. Note: Course to meet Areas R, S, and V must be taken from three different SJSU departments. For complete information, go to the Undergraduate Studies website at [http://www.sjsu.edu/ugs](http://www.sjsu.edu/ugs).

Area V. Student learning objectives

Students will be able to:

1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.

2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

3. Explain how a culture outside the U.S. has changed in response to internal and external pressures.
Area V. Writing Requirement

Students will meet the 3000-word writing requirement by writing two formal essays of 1000 words each and a final research paper of 2000 words. Students will receive substantive comments addressing the quality and form of your writing.

Course Description

Global Women will explore the interactions between development theory, globalization, and feminism. This course seeks to interrogate the question, what are development and globalization? What are their limitations and possibilities? What is the relationship for people in different parts of the world, from different class backgrounds, races, religions, abilities with development and globalization? Most importantly, what role has globalization played in defining gender and in what ways have feminists understood and responded to its impact on women’s lives?

The readings and subsequent discussion for this course are designed to cultivate a broad understanding of feminist perspectives on globalization and development and their far reaching effects on the lives of people all over the world. Because this course is text based, it is essential that you complete all assigned readings before coming to class and are prepared to participate in class discussion.

Course Goals and Student Learning Objectives

1. Identify basic economic and political processes of globalization and how they affect women and men differently in different local, regional, and global contexts.

2. Describe how the process of globalization affect women of different ethnicity, culture, and class in, often inequitable, ways based on such variable as religion, politics, tradition, and economic and social structure.

3. Identify how the development of women’s and feminist movements around the world is taking place within the context of globalization.

4. Locate examples of women’s resistance to globalization in various regions of the world.

Required Texts/Readings

Textbooks


*Articles on Canvas*

**Classroom Protocol**

1. You are expected to behave in a courteous manner to other students and the instructor at all times. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated.

2. You are expected to be on time for class and stay for the full class period.

3. You are welcome to use laptops to take class notes. However, surfing the web during class is often distracting to other students in the class and I reserve the right to ask you to turn off your computer if it becomes an issue. Cell phones and other electronic devises must be turned off and put away during class time.

4. You are expected to turn in work on time. **I have a no late work policy.** I also do not accept work by email. You may submit your work or take an exam early by prior arrangement.

5. You are expected to participate in class discussion. Participating as a good listener while your peers are speaking is also critical. 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.

**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.

**A Note about Women’s Studies Classes**

**This class will be a challenge because:**

**The Workload-** Each week you will be expected to read 30-50 pages and class assignments will require a substantial amount of work outside of class.
Topic Matter- There will be frequent instances throughout the semester in which sensitive and difficult issues will be discussed. Many of these issues will require an open mind. Feminist readings of topics may go against moral or religious teachings with which you have grown up. Frequently, students in this course find that they begin to see almost everything in a new light. This experience can be both exciting and disturbing.

R-rating- As you will come to find, we may be using several texts that involve “profane” language. Some of the films that we will use in class also contain nudity and/or violence. Please be forewarned.

Assignments and Grading Policy

Grade Distribution: I grade using a point system. Your final grade is an accumulation of points you have earned throughout the semester. The grading scale is as follows:

- A+ = 970-1000
- B+ = 870-899
- C+ = 770-799
- D+ = 670-699
- A  = 940-969
- B  = 840-869
- C  = 740-769
- D  = 640-669
- A- = 900-939
- B- = 800-839
- C- = 700-739
- D- = 600-639

In Class Activities (10x10 points = 100): Ten times throughout the course you will be required to do an in class writing response or group activity based on either the readings for that week, a film shown in class, or guest speaker. These responses are my way of assessing that you are completing the reading as well as coming to class. You cannot make up these responses. If you are not in class when they are assigned you will lose your points.

Class Facilitation (1x200 points = 200): All students will be responsible for leading at least one class session with several of your classmates. This will require you to: synthesize the readings, present the material for the week, discuss strengths and weaknesses of the readings, and lead a discussion. More details on class presentations will follow.

Take Home Exam (2x200 points = 400): Students are required to complete two essays throughout the course. Two times during the semester I will give you a set of questions based on the course readings. The response will be due about 1 week after I give you the prompt. You will be graded on your ability to fully answer the prompt, and draw connections to the assigned readings. Each short essay should be 4-6 pages, typed, double spaced, proof read and include a bibliography. Due dates for these assignments are in the syllabus.

Final (300 points): The final for this class will be a research paper the details of which will be explained when assigned.

Extra Credit: Throughout the semester I will give you several opportunities for extra credit. Details of these opportunities will be announced throughout the term. Extra credit assignments cannot be turned in late.
A Note About Contesting Your Grade

If you choose to contest a grade you received on an assignment you must first submit in writing an explanation of why you think your grade should be improved along with a copy of the assignment in question. Also, please bear in mind that when seeking a change in grade it is possible that your mark will be lowered just as well as increased.

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.

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.

- “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.”
- “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 own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s Academic Integrity Policy, require 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.
## Course Schedule

*This schedule is subject to change with fair notice.*

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Feb 1/3    | **Introduction**  
Introduction to the course, syllabus  
*Film: The Story of Stuff* |
| 2    | Feb 8/10   | **Putting Things Into Perspective**  
Rothenberg- Pgs. 7-43 |
| 3    | Feb 15/17  | **Colonialism and Its Legacy**  
Rothenberg- Pgs. 99-106; 142-163 |
| 4    | Feb 22/24  | **Constructing Difference: Creating “Other”**  
Rothenberg- Pgs. 173-179; 180-181; 190-191; 209-220; 224-245 |
| 5    | Feb 29/ March 2 | **Patriarchy and Domination**  
Rothenberg- Pgs. 253-255; 264-287; 307-315  
*Film: The Hottentot Venus* |
| 6    | March 7/9  | **Globalization, Institutions, and Everyday Life**  
Rothenberg- Pgs. 419-431; 437-440; 461-467  
*Film: Thirst*  
*Take Home Exam 1 Due* |
| 7    | March 14/16| **Health Care and Global Capitalism 1**  
Carrera and Petchesky- “Reproductive and Sexual Rights: A Feminist Perspective” *(Canvas)*  
Hochschild- “Outsourced Self” Chapters 4 and 5 *(Canvas)* |
| 8    | March 21/23| **Health Care and Global Capitalism 2**  
*SPring Break March 28-April 1* |
| 9    | April 4/6  | **Women, Work, and Migration 1**  
Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care  
*Film: Maid in America* |
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| 10   | April 11/13| **Women, Work, and Migration 2**  
Parrenas- Chapter 3. Gender and Communication in Transnational Migrant Families |
| 11   | April 18/20| **Women, Work, and Migration 3**  
Parrenas- Chapter 6. The U.S. War on Trafficking and the Moral Disciplining of Migrant Women |
| 12   | April 25/27| **Women, Ecology, and Development**  
Shiva- “Introduction”, “Development, Ecology, and Women” (Canvas)  
Roots and Routes 1  
Barndt- Introduction and Chapter 1  
*Take Home Exam 2 Due* |
| 13   | May 2/4    | **Roots and Routes 2**  
Barndt- Chapter 3 |
| 14   | May 9/11   | **Roots and Routes 3**  
Barndt- Chapter 4 |
| 15   | May 16     | **Roots and Routes 4**  
Barndt- Chapter 6 and 8  
*Review and Workshop Final Papers (Last Day of Class)*  
*Final is Wednesday, May 18th from 7:15-9:30am* |