San José State University
Department of Sociology and Interdisciplinary Social Sciences

Women, Gender, and Sexuality Studies Program
WOMS 102-2: The Global Study of Women-Fall 2016

Course and Contact Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Tanya Bakhru</th>
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<tr>
<td>Office Location:</td>
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<td>Office Hours:</td>
<td>12:30-1:30pm M/W and by appointment</td>
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<tr>
<td>Class Days/Time:</td>
<td>Th 6-8:45pm</td>
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<td>Classroom:</td>
<td>ENG 301</td>
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<td>GE/SJSU Studies Category:</td>
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Course Description

Global Women will explore globalization as a gendered process and a discourse on gender. This course seeks to interrogate the question what is globalization? What are its limitations and possibilities? What is the relationship for people in different parts of the world, from different class backgrounds, races, religions, abilities with 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? Utilizing and critiquing multiple theoretical frameworks, we take historical and social/cultural approaches to studying the role of women in the modern world system.

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.

GE Learning Outcomes (GELO)

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.

Course Learning Outcomes (CLO)

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

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 processes of globalization affect women of different ethnicity, culture, and class in, often inequitable, ways based on such variables 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.

Area V Writing Requirement:
This course meets the GE SJSU Studies requirement for Area V: Culture, Civilization, & Global Understanding. 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.

Required Texts/Readings

Textbook


Other Readings
Articles on Canvas

Course Requirements and Assignments

Grading Information
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+.
In Class Activities: 10x 10 = 100 points
Ten times throughout the course you will be asked 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 loose your points.

Class Facilitation: 200 points
One time during the course of the semester you will be asked to facilitate a class session with several of your classmates. This will require synthesizing the readings, creating discussion questions for the class, making a presentation on the material for the week, and leading a discussion. More details on this assignment will follow.

Take Home Exam Essays 3x 200 = 600 points
Three times in the semester I will give you a set of questions to respond to regarding readings assigned for the class. The response will be due about 1 week after I give out the prompt. You will be assessed on your ability answer the prompt fully, provide your own stance in relation to the reading response prompt, and draw connections to the assigned reading. Each short essay should be 1000 words, typed, double spaced, proof read and include a bibliography. Due dates for these assignments are in the syllabus.

Final Paper 100 points
More details on this assignment will be given later in the semester.

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.

Late Work
I do not accept late work.

Note:
Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol
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.

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. Anticipate a reading load of 30-50 pages per week. Also anticipate spending a total of three hours per week, in class and study time, for each unit of college work attempted.
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/](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**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
WOMS 102-2: Fall 2016 Course Schedule

Schedule is subject to change with fair notice. Notice will be made available in class and via Canvas.

Course Schedule

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<tr>
<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Aug 25 | Introduction  
Introduction to the course |
| 2    | Sep 1  | Putting Things Into Perspective  
Rothenberg- Pgs. 7-43 |
| 3    | Sep 8  | Colonialism and Its Legacy  
Rothenberg- Pgs. 99-106; 142-163 |
| 4    | Sep 15 | Constructing Difference: Creating “Other”  
Rothenberg- Pgs. 173-179; 180-181; 190-191; 209-220; 224-245 |
| 5    | Sep 22 | Patriarchy and Domination  
Rothenberg- Pgs. 253-255; 264-287; 307-315  
*Film: The Hottentot Venus*
| 6    | Sep 29 | Globalization, Institutions, and Everyday Life  
Rothenberg- Pgs. 419-431; 437-440; 461-467  
*Film: Thirst* |
| 7    | Oct 6  | Health Care and Global Capitalism 1  
Canvas:  
Correra and Petchesky- “Reproductive and Sexual Rights: A Feminist Perspective”  
Amnesty International- Deadly Delivery  
*Exam Essay 1 Due* |
| 8    | Oct 13 | Health Care and Global Capitalism 2  
Canvas:  
Twine- The Industrial Womb and  
Racism, Capitalism and Reproductive Labor  
Deomampo- Transnational Surrogacy in India  
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| 9    | Oct 20  | **Women, Work, and Migration 1**  
Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care  
*Film: Maid in America* |
| 10   | Oct 27  | **Women, Work, and Migration 2**  
Parrenas- Chapter 3. Gender and Communication in Transnational Migrant Families  
AND Chapter 6. The U.S. War on Trafficking and the Moral Disciplining of Migrant Women |
| 11   | Nov 3   | **Women, Ecology, and Development**  
Shiva- “Introduction”, “Development, Ecology, and Women” *(Canvas)*  
*Take Home Exam 2 Due*  
**Roots and Routes 1**  
Barndt- Introduction and Chapter 1  
*Exam Essay 2 Due* |
| 12   | Nov 10  | **Roots and Routes 2**  
Barndt- Chapter 3 |
| 13   | Nov 17  | **Roots and Routes 3**  
Barndt- Chapter 4 |
| 14   | Nov 24  | No Class- Thanksgiving Break |
| 15   | Dec 1   | **Roots and Routes 4**  
Barndt- Chapter 6 and 8 |
| 16   | Dec 8   | Review  
*Exam Essay 3 Due* |
| Final Exam | | Venue and Time TBA |