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.

**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 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.

Area V. Writing Requirement

This course meets the GE SJSU Studies requirement for Area V: Culture, Civilization, and 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

Textbooks


Other Readings

*Articles on Canvas*
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
- A  = 940-969
- A- = 900-939
- B+ = 870-899
- B  = 840-869
- B- = 800-839
- C+ = 770-799
- C  = 740-769
- C- = 700-739
- D+ = 670-699
- D  = 640-669
- 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 Essay Exams (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.

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.
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 do all of the assigned readings before class. You are expected to bring the assigned readings to class, arrive on time, and participate in class discussion by asking and answering questions. Anticipate a reading load of about 30-50 pages per week. You can anticipate spending a total of three hours per week, in class and study time, for each unit of college work attempted.

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

6. 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.
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 at http://www.sjsu.edu/gup/syllabusinfo/
# Course Schedule

This schedule is subject to change with fair notice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 24</td>
<td><strong>Introduction</strong>&lt;br&gt;Introduction to the course, syllabus</td>
</tr>
<tr>
<td>2</td>
<td>Jan 29/31</td>
<td><strong>Putting Things Into Perspective</strong>&lt;br&gt;Rothenberg- Pgs. 7-43</td>
</tr>
<tr>
<td>3</td>
<td>Feb 5/7</td>
<td><strong>Colonialism and Its Legacy</strong>&lt;br&gt;Rothenberg- Pgs. 99-106; 142-163</td>
</tr>
<tr>
<td>4</td>
<td>Feb 12/14</td>
<td><strong>Constructing Difference: Creating “Other”</strong>&lt;br&gt;Rothenberg- Pgs. 173-179; 180-181; 190-191; 209-220; 224-245</td>
</tr>
<tr>
<td>5</td>
<td>Feb 19/21</td>
<td><strong>Patriarchy and Domination</strong>&lt;br&gt;Rothenberg- Pgs. 253-255; 264-287; 307-315</td>
</tr>
<tr>
<td>6</td>
<td>Feb 26/28</td>
<td><strong>Globalization, Institutions, and Everyday Life</strong>&lt;br&gt;Rothenberg- Pgs. 419-431; 437-440; 461-467</td>
</tr>
<tr>
<td>7</td>
<td>March 5/7</td>
<td><strong>Health Care and Global Capitalism 1</strong>&lt;br&gt;Correra and Petchesky- “Reproductive and Sexual Rights: A Feminist Perspective” (<a href="#">Canvas</a>)&lt;br&gt;Amnesty International- Deadly Delivery (<a href="#">Canvas</a>)&lt;br&gt;<em>Essay 1 Due</em></td>
</tr>
<tr>
<td>8</td>
<td>March 12/14</td>
<td><strong>Health Care and Global Capitalism 2</strong>&lt;br&gt;Murray- “Prologue: Darkness and Light”, “Women’s Health, Poverty, and Rights”, “The Female Face of HIV/AIDS”, “The Maternity Death Road: Reproductive and Sexual Health” (<a href="#">Canvas</a>)</td>
</tr>
<tr>
<td>9</td>
<td>March 19/21</td>
<td><strong>Women, Work, and Migration 1</strong>&lt;br&gt;Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care</td>
</tr>
</tbody>
</table>
| 10 | March 26/28 | 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  
Spring Recess- No Classes (April 1-5) |
|---|---|---|
| 11 | April 9/11 | Women, Ecology, and Development  
(Canvas) |
| 12 | April 16/18 | Roots and Routes 1  
Barndt- Introduction and Chapter 1  
Essay 2 Due |
| 13 | April 23/25 | Roots and Routes 2  
Barndt- Chapter 3 |
| 14 | April 30/ May 2 | Roots and Routes 3  
Barndt- Chapter 4 |
| 15 | May 7/9 | Roots and Routes 4  
Barndt- Chapter 6 and 8  
Final is Monday, May 20th 9:45am- 12pm |