San José State University
Department of Sociology and Interdisciplinary Social Science
Women’s Studies Program
WOMS 102, Global Women, Spring 2014

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<tr>
<th>Instructor:</th>
<th>Dr. Tanya Bakhru</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 12:00-1:00pm, Thursdays 11:00am-12:00pm, and by appointment</td>
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<tr>
<td>Class Days/Time:</td>
<td>M 4:30-7:15pm; Tu/Th 1:30-2:45pm and 4:30-5:45pm</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: Courses 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

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 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.
**Required Texts/Readings**

**Textbooks**


**Articles on Canvas**

**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.*

You are also 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.

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/)

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

*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.*

**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?

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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-
Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Assignments and 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+.

**In Class Activities: 10x10 points = 100**

Ten times throughout the course you will be asked to do an in class writing response based on the readings, a film shown in class or guest speaker for that week. This is my way of assessing if you are doing your readings as well as coming to class. You cannot make up these writing responses. If you are not in class when they are assigned you will loose your points.

**Class Facilitation: 1x200 = 200**

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 2x200 points = 400**

Two 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 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 several you 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

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.

- “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 commitment as a student to learning is evidenced by your enrollment at San Jose State University. 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.
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.
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.
# 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    | 23 Jan   | **Introduction**  
Introduction to the course  
*Film: The Story of Stuff* |
| 2    | 28/30 Jan| **Putting Things Into Perspective**  
Rothenberg- Pgs. 7-43 |
| 3    | 4/6 Feb  | **Colonialism and Its Legacy**  
Rothenberg- Pgs. 99-106; 142-163 |
| 4    | 11/13 Feb| **Constructing Difference: Creating “Other”**  
Rothenberg- Pgs. 173-179; 180-181; 190-191; 209-220; 224-245 |
| 5    | 18/20 Feb| **Patriarchy and Domination**  
Rothenberg- Pgs. 253-255; 264-287; 307-315  
*Film: The Hottentot Venus* |
| 6    | 25/27 Feb| **Globalization, Institutions, and Everyday Life**  
Rothenberg- Pgs. 419-431; 437-440; 461-467  
*Film: Thirst*  
*Take Home Exam 1 Due* |
| 7    | 4/6 March| **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 11/13| **Health Care and Global Capitalism 2**  
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” (Canvas) |
| 9    | 18/20 March| **Women, Work, and Migration 1**  
Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care  
*Film: Maid in America*  
*SPRING BREAK March 24-28* |
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<th>Week</th>
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<tr>
<td>10</td>
<td>1/3 April</td>
<td><strong>Women, Work, and Migration 2</strong>&lt;br&gt;Parrenas- Chapter 3. Gender and Communication in Transnational Migrant Families</td>
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<td>11</td>
<td>8/10 April</td>
<td><strong>Women, Work, and Migration 2</strong>&lt;br&gt;Parrenas- Chapter 6. The U.S. War on Trafficking and the Moral Disciplining of Migrant Women</td>
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<td>12</td>
<td>15/17 April</td>
<td><strong>Women, Ecology, and Development</strong>&lt;br&gt;Shiva- “Introduction”, “Development, Ecology, and Women” (Canvas)&lt;br&gt;Take Home Exam 2 Due&lt;br&gt;<strong>Roots and Routes 1</strong>&lt;br&gt;Barndt- Introduction and Chapter 1&lt;br&gt;Take Home Exam 2 Due</td>
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<td>13</td>
<td>22/24 April</td>
<td><strong>Roots and Routes 2</strong>&lt;br&gt;Barndt- Chapter 3</td>
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<td>14</td>
<td>29 April/1 May</td>
<td><strong>Roots and Routes 3</strong>&lt;br&gt;Barndt- Chapter 4</td>
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<td>15</td>
<td>6/8 May</td>
<td><strong>Roots and Routes 4</strong>&lt;br&gt;Barndt- Chapter 6 and 8</td>
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<tr>
<td>16</td>
<td>13 May</td>
<td><strong>Review and Workshop Final Papers</strong>&lt;br&gt;Last Day of Class December 9</td>
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<td>Final Exam</td>
<td>TBA</td>
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