

San José State University
Sociology and Interdisciplinary Social Science
Women, Gender and Sexuality Studies Program
WGSS 102: Global Women (26850), Spring '24

Course and Contact Information

Instructor: Angela Castillo

Office Location: DMH 238A

Email: angela.castillo@sjsu.edu

Office Hours: Monday & Wednesday from 1 - 2pm, and by appointment

Class Days/Time: Monday & Wednesday, 3 – 4:15pm

Classroom: Clark Building 234

GE/SJSU Studies Category: Area V

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 between people in different parts of the world, from different class backgrounds, races, religions, and 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 Format

This is an in-person course that meets twice a week. Some course materials and assignments will be accessed on the “Modules” section of Canvas, the college's Learning Management System.

Faculty/Class Web Page and Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [Canvas](#) to learn of any updates. For help with using Canvas see the [Canvas Student Resources page](#).

GE Learning Outcomes (GELO Area V: Culture, Civilization, & Global Understanding)

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

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, and designs), from at least one cultural tradition outside the United States [in-class activities, essays, class facilitation];
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States cultures [in-class activities, essays, class facilitation];
3. Explain how a culture outside the U.S. has changed in response to internal and external influences [in-class-activities, essays, class facilitation]; and
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices [in-class activities, class facilitation, essays, final essay].

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 Textbook/Readings

Butts, Tracy, Patti Duncan, Janet Lockhart, and Susan M. Shaw. (2022). *Women Worldwide Transnational Feminist Perspectives, 2nd Edition*. Oregon State University. (E-book available at zero cost here: <https://open.oregonstate.education/womenworldwide/>)

Parrenas, R. (2008). *The Force of Domesticity*. New York: NYU Press. (E-book available at zero cost via SJSU library)

*Additional required readings will be available on Canvas

Course Requirements and Assignments

1. 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 a 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.
2. 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 the strengths and weaknesses of the readings, and lead a discussion. More details on class presentations will follow.

3. **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, proofread and include a bibliography. The due dates for these assignments are in the syllabus.
4. **Final (300 points):** The final for this class will be a research paper the details of which will be explained when assigned.

Grading Information

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+ = 660-669	D = 630-659	D- = 600-629

Classroom Protocol

1. You are expected to do all of the assigned readings for the week before class meets on Monday. You are expected to bring that day's reading to class, arrive on time, and participate in class activities by asking and answering questions. Anticipate a reading load of about 50-100 pages per class. Success in this course is based on the expectation that you will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities.
2. Cell phones and other electronic devices must be turned off and put away during class time.
3. 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.
4. You are expected to turn in work on time. Please reach out to me if you are struggling or having problems. You can send me an email on Canvas or come by my office hours.

AI Generative Tools Policy

You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should note, however, that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

Generative AI also derives its output from previously created texts from other sources that the models were trained on, yet doesn't cite sources. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited

like any other reference material (with due consideration for the quality of the reference, which may be poor). When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI and which platform(s) you used. See this article for proper APA formatting of such citations: [How to cite ChatGPT](#)

Late Policy

Please notify me as soon as possible if an emergency interferes with your class performance and ability to turn in an assignment on time. I will accept assignments turned in within two weeks past the due date. If you turn in the assignment within two weeks, you will receive up to half of the full credit for the assignment.

A Climate of Mutual Respect

A climate of mutual respect requires free expression, critical investigation, and 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 a member 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- Officially, a three-unit course entails six hours of work outside the classroom. Each week you will be expected to read between 30-60 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.

University Policies

Per relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

This schedule is subject to change with fair notice.

Module/Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24	Introduction Introduction to the course, syllabus
2	Jan 29/31	Putting Things into Perspective Turnball- “The Function of Maps” (Canvas) Monk- “Are Things What They Seem to Be? Reading Maps and Statistics” (Canvas) Greenwood- “Gender Issues in Labour Statistics” (Canvas) Bullbeck- “Fracturing Binarisms: First and Third Worlds” (Canvas) Mohanty- “One-Third/Two-Thirds Worlds” (Canvas)
3	Feb 5/7	Colonialism and Its Legacy Kloby- “The Legacy of Colonialism” (Canvas) Pettman- “Women, Colonisation, and Racism” (Canvas) Mies- “The Myth of Catching-Up Development” (Canvas) Shiva- “The Second Coming of Columbus” (Canvas)
4	Feb 12/14	Globalization, Institutions, and Everyday Life Stiglitz- “Globalization and Its Discontents: The Promise of Global Institutions” (Canvas) Pettman- “On the Backs of Women and Children” (Canvas) Roy- “Shall We Leave It to the Experts?” (Canvas)
5	Feb 19/21	Transnational Feminisms Butts, Duncan, Lockhart, and Shaw- Pgs. 1-19
6	Feb 26/28	World Media Butts, Duncan, Lockhart, and Shaw- Pgs. 21-50
7	Mar 4/6	Global Politics of the Body Butts, Duncan, Lockhart, and Shaw- Pgs. 51-78
8	Mar 11/13	Sexualities Worldwide Butts, Duncan, Lockhart, and Shaw- Pgs. 79-104 <i>Essay 1 Due</i>
9	Mar 18/20	Gender-Based Violence Worldwide Butts, Duncan, Lockhart, and Shaw- Pgs. 197-235
10	Mar 25/27	Health Care and Global Capitalism 1 Carrera and Petchesky- “Reproductive and Sexual Rights: A Feminist Perspective” (Canvas) Amnesty International- Deadly Delivery (Canvas) <i>Spring Break is April 1st- 5th</i>
11	Apr 8/10	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)

12	Apr 15/17	Women, Work, and Migration 1 Butts, Duncan, Lockhart, and Shaw- Pgs. 237-275 Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care
13	Apr 22/24	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 <i>Essay 2 Due</i>
14	Apr 29/May 1	Women, Ecology, and Development Shiva- "Introduction", "Development, Ecology, and Women" (<u>Canvas</u>) Butts, Duncan, Lockhart, and Shaw- Pgs. 277-306
15	May 6/8	Women's Activism Worldwide Butts, Duncan, Lockhart, and Shaw- Pgs. 419-445
16	May 13	<i>Review/Work on Final Papers</i>