

Women in the Global Economy Section 01

WGSS 112

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/23/2024

Contact Information

Instructor:	Dr. Tanya Bakhru
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Office Hours:	Mon 11:00am-1:00pm and by appointment
Class Days/Time:	M/W 1:30-2:45
Classroom:	Clark 234

Course Description and Requisites

Women's participation in the economy, US and internationally: paid employment, consumption, subsistence labor, reproduction, volunteerism. It connects daily life activities with international economic trends, with particular attention to race, class, implications for families and strategies for equity.

Prerequisite(s): WGSS 10, WGSS 20, and WGSS 101; or instructor consent.

Letter Graded

* Classroom Protocols

Email Etiquette

When contacting me via email, please remember that email is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions. In the subject line include your name, course information (Jane Doe, WGSS 10), and the subject of your email. Begin

emails with appropriate formality (Dear/Hi Dr. Bakhru) and conclude your email with a salutation and your name.

Be aware I will not answer questions via email that can be found in the syllabus. I will refer you to the syllabus. I will not answer questions via email about missed classes – you are required to come to class and fully participate. If you miss class, ask a classmate to share information about what you missed. Substantial questions and questions about assignments should be addressed during my office hours. I do not answer these via email.

Classroom Protocol

You are expected to do all of the assigned reading for the week before coming to 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.

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.

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/>

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.

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 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?

Program Information

Women, Gender & Sexuality Studies Program Learning Outcomes (PLO):

1. Identify and analyze the intersections of gender, sexuality, race, class, and nation social and institutional contexts.
2. Identify and describe major theories and political movements central to Women, Gender, and Sexuality Studies, placing contemporary developments in cultural, historical, environmental, and embodied contexts.
3. Describe the global span of feminist movements and the connection among gender and sexual minorities around the world.
4. Demonstrate critical thinking and research skills through written, oral and creative means.

Course Learning Outcomes (CLOs)

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

- Identify feminist theories of economic development and globalization. (In Class Activities)
- Identify and describe transnational feminist movements that have emerged in response to global social and economic inequality. (Final Paper)
- Describe examples of the ways in which gender minorities challenge economic and social injustice in a global context. (Essay 2)

Course Materials

TBD

☰ Course Requirements and Assignments

In Class Discussion: 10x20 points = 200

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 lose your points.

Class Facilitation: 1x200 = 200

Twice 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.

Exam Essay 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 pages, typed, double spaced, proof read and include a bibliography. Due dates for these assignments are in the syllabus.

Final: 200 points

The final for this class will be a short reflection based paper, the details of which will be explained when assigned.

✓ Grading Information

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:

<i>Grade</i>	<i>Points</i>
<i>A plus</i>	<i>960 to 1000</i>
<i>A</i>	<i>930 to 959</i>

<i>Grade</i>	<i>Points</i>
<i>A minus</i>	<i>900 to 929</i>
<i>B plus</i>	<i>860 to 899</i>
<i>B</i>	<i>830 to 829</i>
<i>B minus</i>	<i>800 to 829</i>
<i>C plus</i>	<i>760 to 799</i>
<i>C</i>	<i>730 to 759</i>
<i>C minus</i>	<i>700 to 729</i>
<i>D plus</i>	<i>660 to 699</i>
<i>D</i>	<i>630 to 659</i>
<i>D minus</i>	<i>600 to 629</i>

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
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1	Aug 21	UNIT 1: Transnational Feminist Frameworks Introduction to the Course
2	Aug 26/28	Introduction to Women, Gender, and Sexuality Studies
3	Sep 2/4	Transnational Feminism 1 1. Mohanty, C. <i>Feminism without Borders</i> - Introduction and Chapter 1 2. Mohanty, C. "Under Western Eyes: Revisited" <i>Campus Closed September 2 for Labor Day</i>
4	Sep 9/11	Transnational Feminism 2 3. Mies, M. "The Myth of Catching Up Development" 4. Jones-Rogers, S. <i>They Were Her Property: White Women as Slave Owners in the American South</i> - Introduction and Chapter 1 5. Haebich, A. "Neoliberalism, Settler Colonialism, and the History of Indigenous Child Removal in Australia"
5	Sep 16/18	The State of Women in the World 6. United Nations <i>Progress on the Sustainable Development Goals: The Gender Snapshot 2023</i> 7. Federici, S. "Women, Globalization, and the International Women's Movement" Essay 1 Due
6	Sep 23/25	UNIT 2: Gendered Labor Domestic Labor and Care Work 1 8. Browne, I. and Misra, J. "The Intersection of Gender and Race in the Labor Market" 9. Federici, S. "Wages Against Housework"

7	Sep 30/Oct 2	<p>Domestic Labor and Care Work 2</p> <p>10. Hochschild, A. <i>The Second Shift</i>- Chapter 1, 2, and 3</p> <p>11. Chang, G. <i>Disposable Domestics</i>- Chapter 2</p>
8	Oct 7/9	<p>Sex Work</p> <p>12. Soderlund, G. "Running From The Rescuers"</p> <p>13. Federici, S. "Why Sexuality is Work"</p> <p>14. Bernstein, E. <i>Brokered Subjects: Sex, Trafficking, and the Politics of Freedom</i>- Chapter 1 "Tracing the Traffic in Women"</p>
9	Oct 14/16	<p>UNIT 3: Reproductive Politics in the Global Economy</p> <p>Reproductive Justice and Sexual Rights</p> <p>15. UNFPA State of the World Population 2022</p> <p>16. Denyer, S. and Gowen, A. "Too Many Men"</p>
10	Oct 21/23	<p>Family Separation</p> <p>17. Bakhru, T. and Benson, K. <i>Reproductive Justice, Adoption, and Foster Care</i>- pages 1-15 and 42-90</p>
11	Oct 28/30	<p>Surrogacy</p> <p>18. Pande, A. <i>Wombs in Labor</i>- Chapter 1 "Introduction" and Chapter 4 "Manufacturing the Perfect Mother-Worker"</p> <p>Essay 2 Due</p>
12	Nov 4/6	<p>UNIT 4: Gender and Agricultural Labor</p> <p>Seed Sovereignty and Food Security</p> <p>19. Shiva, V. <i>Seed Sovereignty and Food Security</i>- "Fields of Hope and Power" and "Sowing Seeds of Freedom"</p>

13	Nov 11/13	<p>Gendered Fields</p> <p>20. Sachs, C. <i>Gendered Fields: Rural Women, Agriculture and Environment</i>- pages 1-10, 29-66, and 141-157</p> <p>Campus Closed November 11 for Veteran's Day</p>
14	Nov 18/20	<p>UNIT 5: Feminist Organizing and Resistance</p> <p>21. Gutierrez-Rodriguez, E., "Decolonial Ethics and the Politics of Affects: Talking Rights"</p> <p>22. Mohanty, C. <i>Feminism without Borders</i>- "Women Workers and the Politics of Solidarity"</p> <p>23. INCITE, <i>The Revolution Will Not Be Funded</i>-pages 184-234</p>
15	Nov 25/27	<p>Semester Review</p> <p>No Class November 27 for Thanksgiving Holiday</p>
16/17	Dec 2/4/9	<p>Semester Review</p> <p>Last Day of Classes December 9</p> <p>Final Due</p>