

San José State University
Sociology and Interdisciplinary Social Science
Women, Gender and Sexuality Studies Program
WGSS 102: Global Women (27996), Spring '24

Course and Contact Information

Instructor: Angela Castillo

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

Class Days/Time: Asynchronous

Classroom: Online

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 discussions.

Course Format

This class will only meet online and will be facilitated through Canvas, the colleges Learning Management System. You will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials in the "Modules" section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities.

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 [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

Discussion questions: 15 x 20 = 300 points

15 times throughout the course you will be asked post a response to a discussion question based on either the readings for that week, a short film, or current event. You must post an original response and respond to a classmate's comment. Each response should be about 50 words in length. Guidelines for online discussion as well as the rubric that will be used for grading are posted on Canvas. These online discussions are my way of assessing that you are completing the reading as well as participating in the class.

Essays: 2 x 200 = 400 points

Two times in the term I will give you a set of questions to respond to regarding readings assigned for the class. 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 write essay should be about 1000 words (3-4 pages). Due dates for these assignments are on Canvas under “Syllabus.”

Final: 1 x 300 = 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. Understand that a web-based course such as this requires a fair amount of self-direction and independence. You are responsible for accessing and understanding the course materials and completing the assignments.
2. Discussion assignments may be informally worded, similar to how you would speak in class. While I will not grade you on spelling and grammar, your posts must be intelligible. Discussions are not the same things as texting; you must use the complete spelling of words. Proofread what you write prior to clicking the ‘submit’ button.
3. You are expected to turn in work on time. Having computer problems is NOT a valid excuse for not completing your work. Make sure that you do not wait until the last minute to access materials, complete online assignments, etc. in case you encounter any technological issues. You can enter and work on the class Canvas page anytime during the day or night that you would like but please know that the discussions, essays, and assignments have certain due dates and times. It is your responsibility to keep track of assignment due dates.
4. Please reach out to me if you are struggling or having problems at any point in the semester. 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 one-half of the full credit for the assignment.

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- 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 [University Policy S16-9](#), 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	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 Binaries: First and Third Worlds” (Canvas) Mohanty- “One-Third/Two-Thirds Worlds” (Canvas)
3	Feb 5	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	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	Transnational Feminisms Butts, Duncan, Lockhart, and Shaw- Pgs. 1-19
6	Feb 26	World Media Butts, Duncan, Lockhart, and Shaw- Pgs. 21-50
7	Mar 4	Global Politics of the Body Butts, Duncan, Lockhart, and Shaw- Pgs. 51-78 <i>Essay 1 Due</i>
8	Mar 11	Sexualities Worldwide Butts, Duncan, Lockhart, and Shaw- Pgs. 79-104
9	Mar 18	Gender-Based Violence Worldwide Butts, Duncan, Lockhart, and Shaw- Pgs. 197-235
10	Mar 25	Health Care and Global Capitalism 1 Correra 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	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	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	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	Women, Ecology, and Development 1 Shiva- “Introduction”, “Development, Ecology, and Women” (Canvas) Butts, Duncan, Lockhart, and Shaw- Pgs. 277-306
15	May 6	Women’s Activism Worldwide Butts, Duncan, Lockhart, and Shaw- Pgs. 419-445
16	May 13	<i>Review/Work on Final Papers</i>