

**San José State University**

**Environmental and Global Studies Department**

**Global Studies 143, Spring 2024**

**COURSE AND CONTACT INFORMATION**

Instructor:	Jesi Faust
Office Location:	DMH 237A
Telephone:	N/A
Email:	jesi.faust@sjsu.edu
Office Hours:	Mondays from 12:00-1:00 PM and by appointment via zoom
Class Days/Time:	Mondays and Wednesdays 10:30 am - 11:45 am
Classroom:	DMH 164

**COURSE DESCRIPTION**

(Catalog): Explore issues of poverty, gender, economic transformations, inequality while examining the history of development. Consider various meanings given to development by women and men, primarily as residents of particular regions, but also as aid workers, policy makers, and government officials. Explore the underlying political, economic, social, and gender dynamics that make “development” an ongoing problem world-wide.

This course takes an explicitly gendered, critical, and decolonial perspective on development. We will question what “development” means and examine the history, ideology, and context behind various perspectives on development. Using theoretical texts and case studies, we will examine gender and social (in)equality in terms of globalization and development discourses. In addition students will develop tools to think about issues of gender, race, class, nationality, etc. in a transnational context.

**COURSE FORMAT**

This class meets in person in DMH 164.

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication systems as indicated by the instructor). To log onto Canvas, go to <https://one.sjsu.edu/>

**COURSE LEARNING OUTCOMES (CLO)**

CLO	Measurement
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Critically interrogate theories of development and globalization from gendered and intersectional perspectives	<ul style="list-style-type: none"> <li>• Midterm and final exam</li> <li>• Reading Quick Notes</li> <li>• In-class exercises</li> </ul>
Analyze gender and social inequality from a transnational perspective	<ul style="list-style-type: none"> <li>• In-class discussions</li> <li>• In-class group analysis</li> <li>• Film notes/discussions</li> <li>• Reading Quick Notes</li> </ul>
Describe examples of the ways in which women, as a social minority, challenge economic and social injustice in a global context.	<ul style="list-style-type: none"> <li>• Final presentation</li> <li>• Reading Quick Notes</li> </ul>

### GE Learning Outcomes (GELO)

GLST 143 is an Area V course: Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better, and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, and V shall be required of all students. See university Policy S14-5 at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

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

- GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.
- GELO 2: Identify the historical context of ideas and cultural traditions outside the US and how they have influenced American culture.
- GELO 3: Explain how a culture outside the US has changed in response to internal and external pressures.

### REQUIRED TEXTS / READING

- All readings are available on Canvas

### COURSE REQUIREMENTS AND ASSIGNMENTS

“Success in this course is based on the expectation that students 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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**\*\*If you are struggling or think you may fail the class, please come and see me during office hours. The earlier you talk with me, the more I can assist you. Please do not come to discuss passing the class in the last three weeks of the semester.**

## **Exams**

### **Midterm Exam (20%)**

### **Final Exam (20%)**

There will be two exams for this course, one midterm and one final. The exams will consist of multiple choice, true/false, and short answers based on the readings, classroom presentations, and discussions. A makeup of a missed exam requires an official notice from a doctor, court officer, or other official. Exams will take place in class.

### **Reading Quick Notes/Summary (25%)**

To include in your Quick Notes/Summary :

- In your own words, write at least three statistics, facts, or points the author makes from the reading (not quotes).
- Come up with at least 2 discussion questions for each reading
- Write at least one paragraph on something you found interesting from the reading.
- Turn in your assignment by the due date. These will be turned in on Canvas.
- You will turn in 10 Quick Notes/Summaries over the semester.
- Your lowest score will be dropped.
- Do not turn in a page of quotes.
- Make sure the writing is in your own words.
- Your Turnitin Score must be under 10% for credit for this assignment.

### **Participation/Discussion/Films (25 %)**

You receive points for showing up to class and doing the in-assignment on days we do in-class assignments. Points are not assigned based on how many times you raise your hand or talk in class. Some students do not enjoy talking in front of the class, and other students enjoy it. I would like every person to participate as much as they are able. See classroom protocol for use of devices, which is a different issue. Participation will be measured through graded participation assignments which will take place in class 1-2 times per week. There are no make ups for these assignments unless by specific arrangement from the instructor due to an excused absence. Your lowest 2 participation grades will be dropped to account for absences due to illness, mental health, family issues or other reasons. Sometimes these will be group assignments completed in class, other times they will be submitted via discussion board during class. You may only submit participation assignments via discussion board if you are physically present in class or by prior arrangement due to an excused absence. There will also be several opportunities to make up missed participation points through extra credit. In addition, there will be a couple of times this semester where you will not come to campus for class. For those dates, I will assign something, and you will turn in your notes and/or post to a discussion board. For specifics, please see Canvas.

### **Women's Social Movements (10%)**

During the first week of class, you will choose a group project for the course. You will research and present on a gendered social movement one country (Not the US). Your group can pick a specific focus such as women's rights, education, violence against women etc. You will analyze how this social movement impacted women and economic development. You will be presenting this as a group during the semester. Your group will be presenting a short 10-minute presentation on the issue and country of your group. Each group member will be graded separately, but you need to coordinate and work as a group on your project. Each person will have three to four minutes to present.

### **LATE POLICY**

I will accept assignments turned in to me before class up until one week past the due date (it will be set up on Canvas to accept the assignment up to one week past the due date). I will not accept assignments through email. If you turn in the assignment late, you will receive partial credit, up to one half of the full credit for the

assignment.

## **CLASSROOM PROTOCOL**

You are expected to arrive on time, participate in class discussions, and to be attentive during lectures and discussions. It is important to be courteous and respectful to your peers as well as to the instructor. Please refrain from using computers (unless typing notes from lecture for class), cell phones, earphones or other devices during class. When someone is using their phone or browsing the web on their computer, it is difficult to lecture, and makes discussions impossible. It is also distracting to other students. We do activities in class, so if you cannot participate in class without your technology, you should find another class.

If you are using your phone or computer while in class (unless cleared ahead of time), you may be asked to leave for the rest of the class period. If you are talking while the professor is lecturing or other students are presenting, you may be asked to leave for the remainder of the class period. This is not meant as a punishment; it is meant to ensure the wellbeing of the class as a whole. If you come to class, I expect you will give the class your full attention.

**PHONE:** I do not check the phone assigned to me, so please see me in class or during office hours for any important issues.

**EMAIL:** 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, GLST 143), and the subject of your email.

Be aware I will not answer questions via email that can be found in the syllabus. I will refer you to the syllabus. I also 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.

## **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>). Make sure to visit this page to review and be aware of these university policies and resources.

## **SJSU COUNSELING SERVICES**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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](#).

## GRADING

Percentage	Grade Assigned
100 or higher	A+
93-99	A
90-92	A
88-89	B+
83-87	B
80-82	B

78-79	C+
73-77	C
70-72	C
68-69	D+
63-67	D
60-62	D
59-	F

Assignment	Percentage of Final Grade
Reading Quick Notes	25
Discussions and participation	25
Social Movements Presentation	10
Midterm	20
Final Exam	20
TOTAL	100

# GLST 143 Instructor Course Guide

<b>Week 1</b>	
Wednesday 1/24	
<b>Week 2 Introduction</b>	
Readings: Under Western Eyes from “Feminism Without Borders: Decolonizing Theory, Practicing Solidarity” Chandra Talpade Mohanty	
Monday 1/29	
Wednesday 1/31	
<b>Week 3 What is development?</b>	
Readings: Development as an Ideology for Empire from “Global Development: A Cold War History” by Sara Lorenzi What is development? From "How Europe Underdeveloped Africa" by Walter Rodney	
Monday 2/5	No in person class. You will be watching a documentary and posting a response on a discussion board.
Wednesday 2/7	
Assignments due: Reading notes 2/4	
<b>Week 4 Encountering Development</b>	
Readings: Power and Visibility: Tales of Peasants, Women, and the Environment from “Encountering Development: The Making and Unmaking of the Third World” By Arturo Escobar Introduction from “The Open Veins of Latin America” by Eduardo Galeano	
Monday 2/12	
Wednesday 2/14	
Assignments due: Reading notes 2/11	
<b>Week 5 Development Models</b>	
Readings: International Organizations and Development as a Global Mission from “Global Development: A Cold War History” by Sara Lorenzi Women, Globalization, and the International Women’s Movement from "Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle" by Silvia Federici	

Monday 2/19	
Wednesday 2/21	
Assignments due: Reading notes 2/18	
<b>Week 6 Modernities and Alternatives</b>	
Readings: Multiple Modernities and Socialist Alternatives in the 1970s from "Global Development: A Cold War History" by Sara Lorenzi War, Globalization, and Reproduction from "Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle" by Silvia Federici	
Monday 2/26	
Wednesday 2/28	
Assignments due: Reading notes 2/25	
<b>Week 7 Critiques and Conclusions</b>	
Readings: Foreword and Introduction from "The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex" edited by Incite! Women of Color Against Violence Conclusions from "Global Development: A Cold War History"	
Monday 3/4	
Wednesday 3/6	
Assignments due: Reading notes 3/3	
<b>Week 8 Midterm</b>	
Readings: None	
Monday 3/11	In class review
Wednesday 3/13	In class exam
<b>Week 9 Case Study: Indonesia</b>	
Readings: "The Will to Improve: Governmentality, Development, and the Practice of Politics" by Tania Murray Li	
Monday 3/18	
Wednesday	

3/20	
Assignments due: Reading notes 3/17	
<b>Week 10 Case Study: Philippines</b>	
Readings: "Development Debacle: The World Bank in the Philippines" by Walden Bello "Pinay Power: Peminist Critical Theory" edited by Melinda L. de Jesús	
Monday 3/25	
Wednesday 3/27	
Assignments due: Reading notes 3/24	
<b>SPRING BREAK 4/1-4/5</b>	
<b>Week 11 Case Study: Morocco</b>	
Readings: "Women and Gender in the Middle East and North Africa: Agents of Change" edited by Suad Joseph "Do Muslim Women Really Need Saving?" By Lila Abu-Lughod	
Monday 4/8	
Wednesday 4/10	
Assignments due: 4/7	
<b>Week 12 Case Study: Mexico</b>	
Readings: "We were never meant to survive" by Ana Clarissa Rojas Durazo from "The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex" "Decolonizing Development: Colonial Power and the Maya" Joel Wainwright	
Monday 4/15	
Wednesday 4/17	
Assignments due: 4/14	
<b>Week 13 Case Study: China</b>	
Readings: "Revolution, Resistance, and Reform in Village China" by Edward Friedman, Paul G. Pickowicz, and Mark Selden "The Birth of Chinese Feminism: Essential Texts in Transnational Theory" edited by Lydia H. Liu, Rebecca E. Karl, and Dorothy Ko	
Monday 4/22	



Wednesday 4/24	
Assignments due: Reading notes 4/21	
<b>Week 14 Presentations</b>	
Readings: None	
Monday 4/29	
Wednesday 5/1	
Assignments due: Presentation due 4/28	
<b>Week 15 Presentations</b>	
Readings: None	
Monday 5/6	
Wednesday 5/8	
Assignments due: Post presentation report 5/10	
<b>Week 16 Final exam</b>	
Readings: None	
Monday 5/13	