

The Global Study of Women Section 80

WGSS 102

Spring 2025 Fully Online 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

Contact Information

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- **Office Hours:** Monday and Wednesday from 12 - 1pm, and by appointment
- **Class Days/Time:** Asynchronous
- **Classroom:** Online via Canvas
- **GE/SJSU Studies Category:** Area V

Course Description and Requisites

Survey of literature on the interaction of gender and forces of globalism.

GE Area(s): V. Cultures and Global Understanding

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

Classroom Protocols

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](#).

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. 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.
3. 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. Maintaining timely communication is key to success in this course.

Late Policy

On-time submission is strongly encouraged. Students are expected to submit all assignments by the designated due date. Late work will be accepted up to two weeks after the original due date. However, a penalty of 50% of the total points will be applied to any late assignment. Please note that this policy is in place to encourage timely completion of assignments and to ensure fairness to all students.

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. This is a form of plagiarism.** 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. **Failure to do so constitutes an academic integrity violation, and I will follow the institution's policy and report those instances.** See this article for proper APA formatting of such citations: [How to cite ChatGPT](#).

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.

Program Information

Welcome to this General Education course.

SJSU’s General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students’ core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university’s commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area V: Cultures and Global Understanding

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. Courses in Area V: Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies.

GE Area V Learning Outcomes

Upon successful completion of an Area V course, students should 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;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences; 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.

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.

Course Materials

Women Worldwide Transnational Feminist Perspectives

Author: Butts, Tracy, Patti Duncan, Janet Lockhart, and Susan M. Shaw

Publisher: Oregon State University

Edition: 2nd

E-book available at zero cost here: <https://open.oregonstate.edu/womenworldwide/>

The Force of Domesticity

Author: Parrenas, R. (2008)

Publisher: New York: NYU Press

- E-book available at zero cost via [SJSU library \(https://library.sjsu.edu/\)](https://library.sjsu.edu/)

Other Readings

*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

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

This schedule is subject to change with fair notice.

When	Topic	Notes
Week 1 Jan 23 & Jan 27	Introduction	Introduction to the course, syllabus
Week 2 Feb 3	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)
Week 3 Feb 10	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)
Week 4 Feb 17	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)
Week 5 Feb 24	Transnational Feminisms	Butts, Duncan, Lockhart, and Shaw- Pgs. 1-19

When	Topic	Notes
Week 6 March 3	World Media	Butts, Duncan, Lockhart, and Shaw- Pgs. 21-50
Week 7 March 10	Global Politics of the Body	Butts, Duncan, Lockhart, and Shaw- Pgs. 51-78 <i><u>Essay 1 Due</u></i>
Week 8 March 17	Sexualities Worldwide	Butts, Duncan, Lockhart, and Shaw- Pgs. 79-104
Week 9 March 24	Gender-Based Violence Worldwide	Butts, Duncan, Lockhart, and Shaw- Pgs. 197-235
Week 10 April 7	Health Care and Global Capitalism 1	Correra and Petchesky- "Reproductive and Sexual Rights: A Feminist Perspective" (<u>Canvas</u>) Amnesty International- Deadly Delivery (<u>Canvas</u>).
Week 11 April 14	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" (<u>Canvas</u>).
Week 12 April 21	Women, Work, and Migration 1	Butts, Duncan, Lockhart, and Shaw- Pgs. 237-275 Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care
Week 13 April 28	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><u>Essay 2 Due</u></i>
Week 14 May 5	Women, Ecology, and Development 1	Shiva- "Introduction", "Development, Ecology, and Women" (<u>Canvas</u>) Butts, Duncan, Lockhart, and Shaw- Pgs. 277-306
Week 15 May 12	Women's Activism Worldwide	Butts, Duncan, Lockhart, and Shaw- Pgs. 419-445
Week 16 May 12		<u>Review/Work on Final Papers</u>