Women’s Studies 310: Gender in Cross-Cultural Perspective
Tuesdays 7:00-9:40pm
Spring, 2013
Arts and Letters 102

Instructor: Jessica Nare
Office: Arts and Letters 330
Hours: Tuesday evenings by appointment
Email: jlnare@gmail.com

Required Texts


****Texts books available in the SDSU bookstore, KB books, and many online bookstores

Select articles available on Blackboard

Course Content:

Gender in Cross Cultural Perspective is an introduction to studying women’s lives and the gender systems that shape them across cultures and countries. In this course we will examine a variety of global processes and approaches, including colonialism, nationalism, migration and globalization. We will examine issues of gender and sexuality by looking at the ways in which we are connected in a network of global flows of capital, ideas, and activism. We will develop a framework for thinking at the intersections of identity, politics, culture, and knowledge in order to explore the complex and contested ways in which multiple economic, political, and cultural institutions affect women’s lives globally.

Learning Objectives:

• To be able to identify relations between the “first world” and the “third world”
• To be better prepared to evaluate information about the non-western world
• To understand how colonialism, “westernization” and corporate globalization affect women and men differently in different geographical and political contexts
• To start to see the connections between humans, nature, culture and capital through a framework that highlights differences of gender, race, class, ability and nationality
• To learn examples of women’s resistance to globalization in different regions of the world and how we (students, citizens of the “first world”) are related to these concerns and to start thinking about the modes of our resistance.

General Education:

This course is one of nine courses that you will take in General Education Foundations. Foundations courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They introduce you to basic concepts, theories and
approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major area of study into a broader world picture. This course is one of two Foundations courses that you will take in the area of Social and Behavioral Sciences. Upon completing this area of Foundations, you will be able to: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

Plagiarism:

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture table
- Recycle a paper you wrote for another class
- Turn in the same (or a very similar paper) for two classes
- Purchase or otherwise obtain a paper and turn it in as your own work
- Copy off of a classmate
- Use technology or smuggle in documents to obtain or check information in an exam situation

If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

For more detailed information, read the chapter on plagiarism in the MLA Handbook for Writers of Research Papers (6th edition, 2003); visit the following website http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and talk to your professors before turning in your paper or doing your oral presentation if anything remains unclear.

The University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit http://www.indiana.edu/~wts/pamphlets.shtml for more information.

Regarding Students with a Disability

Students who need accommodation of disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Third Floor, Suite 3101), please do so before making an appointment to see me. I recognize that people learn in different ways. Therefore, I am willing to adjust and modify assignments to suit your needs. Please see me ASAP if you need to explore this option.
***Warning Graphic Material***

Some of the assigned films in this course contain graphic violence and/or sexual content, which may be perceived as offensive or disturbing to some viewers. Any students with concerns about this should meet with the instructor at least one week prior to our scheduled viewing of a film to discuss those concerns. You may leave at any time if you feel uncomfortable.

**Seeking Healing Resources**

Throughout the class we may have emotionally intense readings and discussions that may personally impact you. In addition to offering to be a non-judgmental listener for those of you who are interested in speaking with me via email or office hours, I've gathered some additional resources which you can turn to as part of a process of healing. I encourage you to consult trained counselors at:
- SDSU's Counseling and Psychological Services: 619-594-5220
- Family Justice Center: 619-533-6000
- San Diego Domestic Violence/Sexual Assault 24-hour Hotline: 1-888-DVLINKS or 1- 888-385-4657

**Instructor Policies**

1. By the end of the second week of classes, students should notify me regarding planned absences for religious observances, athletic competitions, and or academic conferences or meetings.

2. All assignments must be submitted in hard copy.

3. **Late papers will be marked down 1 letter grade per day. Under exceptional circumstances, extensions may be given, but only with prior permission.**

4. Please bring the assigned readings with you so that you can refer to them during discussions. If you do not have printed material, you must have notes on each reading with your insights, questions and the author’s main points.

5. Food and beverages are welcome, but please try not to be distracting.

6. Due to the often sensitive and controversial nature of topics within Women’s Studies, classroom respect is extremely important. Disruptions will not be tolerated! We will most likely disagree at times during the course of the semester. Each of us brings unique cultural and personal experiences to this material. Diversity of opinions is always encouraged. In order to be successful as a class we must accept and respect our differences.

**Assignments**

- Participation and Attendance 10 %
- Multiculturalism Assignment 30 %
- Exam 30 %
- Final Research Paper 30 %

100%
Participation and Attendance: 10%

Regular attendance and participation is required for this course. Lecture notes and power points will not be provided in the case of absences. It is your responsibility to contact classmates regarding missed notes.

Assignment 1: 30%

Select a topical issue that impacts women outside of the U.S. Explore the theoretical aspects of the issue. Situate your topic in regards to colonization, migration and globalization. How do our understandings of cultural practices relate to this particular topic? Your paper should be 5-7 pages and reference at least three course texts (see prompt for more details).

Exam: 30%

An in-class exam will include short answer, definition and essay questions. All material will come from assigned readings. A study guide will be provided one week prior to the exam.

Final Project: 30%

1) In the first part you will briefly summarize the history of some major feminist movements in that country. You will identify some of the main issues facing women and how the women of that country have addressed/ are addressing them. Alternately, you may also select a single, dominant issue or a set of related issues (e.g. sexual violence) in a country. Some of the questions you can examine are: what are the main issues taken up by the women’s movements in the country that you have selected for research? What is the history of the movements’ involvement with these particular issues? Can you identify some other issues that adversely affect women in this country based on your own experiences within the United States? Have women been able to organize around these issues? Why or why not? You may also choose to examine some major concerns of the contemporary women’s movements in the US and compare these issues with the issues affecting women in the selected country.

2) In a related second part, you will situate these issues within the historical context of the country. That is to say, how do the issues taken up by the women’s movements relate to histories of colonialism, nationalism, decolonization, neocolonialism, globalization, and postcolonialism? Why did women in this country choose to organize around/challenge these particular issues (as examined in part 1)? How do the contemporary processes of globalization and the accompanying neocolonialism hinder or foster the feminist movements in this country? How do the histories of colonialism and/or neocolonialism shape the movements’ discourses around these issues?

3) In a final, short reflective part you will extrapolate your observations in part 1) and 2) to examine how the experience of women in this country will contribute to the larger discourse on transnational feminist solidarity. For example, what would the women of this country emphasize in a roundtable on feminist movements around the world? What might they expect/demand from women in other countries? Why? You will share your findings in the form of formal presentation to the class during the last week. The presentation will account for 10% of your total grade. (See prompt for more details).

Grading Distribution:

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Reading Schedule:

**Week 1: Introduction and Welcome! (January 22nd)**
- Schwalbe, “Cost of American Privilege” (BB)

**Week 2: Transnational Feminist Perspectives (January 29th)**
- Johnson-Odim, *Common Themes, Different Contexts: Third World Women and Feminism* (BB)
- Mohanty, *Under Western Eyes* (BB)

**Week 3: Case Study: Iran (February 5th)**
- Satrapi, *Persepolis*
- Abu-Lughold, *Do Muslim Women Need Saving?* (BB)

Film: *Peace Unveiled*

**Week 4: Case Study: Genital Cutting (February 12th)**
- Goldberg, *Rites vs. Rights* (BB)
- Gunning, *Female Genital Surgeries* (BB)
- Case, *Cultural Practice or Reconstructive Surgery* (BB)

Film: *Half the Sky: Genital Cutting*

**Week 5: Contemporary Global Economies (February 19th)**

*Multiculturalism Assignment due in class*

- *Introduction to the Global Woman* (Global Woman)
- *Love and Gold* (Global Woman)
- Kincaid, *A Small Place* (BB)

Film: *Life in Debt*

**Week 6: Globalized Work: Care Crisis (February 26th)**

- Nanny Dilemma (Global Woman)
- The Care Crisis (Global Woman)
- Blowups and other Unhappy Endings (Global Woman)
- Invisible Labors (Global Woman)

Film: *Half the Sky: Economic Development*

**Week 7: Globalized Work: Maid to Order (March 5th)**
- Maid to Order (Global Woman)
- Just Another Job (Global Woman)
- Filipina Workers in Hong Kong (Global Woman)

Film: *Maquilapolis*

*Receive exam study guide*

**Week 8: In Class Exam! (March 12th)**
- No readings today!
Week 9: Gender Based Violence: Case Study - India (March 19th)

- Abdulali, The Unspeakable Truth About Rape in India
  http://www.nytimes.com/2013/01/08/opinion/after-being-raped-i-was-wounded-my-honor-wasnt.html?src=me&ref=general&_r=0
- Graff, Purity Culture is Rape Culture, http://prospect.org/article/purity-culture-rape-culture
- Valenti, Asking for It http://www.thenation.com/blog/172156/asking-it#
- Samitha, http://feministing.com/2013/01/14/delhi-is-different-from-steubenville/
- Kristoff, http://www.nytimes.com/2013/01/13/opinion/sunday/is-delhi-so-different-from-steubenville.html?_r=2&

Half the Sky: Gender Based Violence

Week 10: Globalization and Sex Work (March 26th)

- Sex Work, Choice vs. Forced (BB)
- Because She Looks like a Child, (Global Woman)
- Selling Sex for Visas (Global Woman)
- Clashing Dreams: Highly Educated Oversees Brides (Global Woman)

Week 11: Spring Break (April 2nd)

- No reading

Week 12: Transnational Desires Part I (April 9th)

- Brennan, What’s Love Got to Do With It (1-87)

Week 13: Transnational Desires Part II (April 16th)

- Brennan, What’s Love Got to Do With It (88-219)

Week 14: No Class (April 23rd)

Celebrate my birthday by taking the day off from class! 😊

Week 15: Topic TBD (April 30th)

- Readings, TBD

Week 16: Conclusion Wrap up (May 7th)

- Readings TBD

Final Papers Due