WMNST 103
Women and Global Justice

This is an introductory course on globalization and gender justice issues. In this course students will be exposed to intersectional and transnational issues that impact their lives. In this course students gain greater insights into global issues and its impacts on local communities. Topics covered in this course include gendered violence, health, militarization, impacts of colonization, migration, environment justice, travel and tourism, poverty, structural inequalities in labor, and food production and consumption. The approach to the material in this course is interdisciplinary. Students in this course will learn about various institutions in society and how they are influenced by global politics, economics and socio-cultural relationships. Through a cross-cultural feminist lens students will also learn about global and local activism and social movements based on resistance and justice.

This course will use films, guest speakers and other and media news sources to better understand ones gendered location in the world.

General Education
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

Student Learning Outcomes
Students will be able to
- Define and describe issues concerning women and gender in relation to race, class, sexuality, colonialism and globalization.
- Explore and recognize basic theories of feminism, globalization and social justice.
- Students will be able to compare and distinguish among historical understandings of gender in relation to structural inequality, social movements, and labor struggles.
- Identify patterns of gendered power relationships across space and time and discuss their interrelatedness and distinctiveness.
- Enhance understanding of the social world through applying academic ideas to the study of contemporary issues of globalization and violence.
**Assignments**

All assignments have to be **typed**, **edited**, **stapled** and handed in **on time**.
Feel free to contact me during my office hours or by appointment for help with the course, readings, or assignments **prior** to the deadlines. You should see me at least a week before the final submission of all your term papers.

**Weekly reading response:** Answer the questions for the week making sure you understand them and bring out the main points the authors discuss. These will be used to discuss the readings in class and should by printed out for submission after class. These are due at the beginning of class. You must complete at least 10.

**Essays:** **Write an essay on one of the following topics. 5-7 pages. Due week 12**
Topic 1: In the context of your readings and extra research, compare policies and debates on women’s reproductive health and rights between the US and one other country. Engage in an intersectional analysis by bringing in race, social class and other issues to elaborate on the topic.

Topic 2: Interview a woman who has migrated to USA. The interview should be geared towards her gendered experiences of either forced (refugee) fleeing or voluntary migration. Frame your interview through your readings and give a historical and political context to the migration story.

Topic 3: Using research on “the border,” and your readings choose a topic that interests you and elaborate on the gendered impact and consequences of “globalization” on Mexican and/or Chicana/o women in Tijuana and/or the USA.

**Assignments and Grading**
Weekly reading response (complete 10 @ 3 points each)         30%
Midterm Exam                          25%
Essay                                  20%
Final Exam                            25%

**Required Readings:**

**Week 1 Social and Historical Constructions of Gender**

G & C, Section 1, pp. 6-32
Nelly Oudshoorn, “Sex and the Body”
Emily Martin, “The Egg and the Sperm”
Kathryn M. Ringrose, “Gender and Byzantine Culture”
BOX: Joan Wallach Scott, “Gender the Politics of History”
Charlotte Furth, “Androgynous Males and Deficient Females: Biology and Gender Boundaries in Sixteenth- and Seventeenth-Century China”
Week 2: The Making of Race, Sex and Empire
G & C, Section 1, pp. 52-75
Linda Gordon, “Malthusianism”
Anna Davin, “Imperialism and Motherhood”
Frank Dikkoter, “Race Culture: Recent Perspectives on the History of Eugenics”
Evelynn M. Hammonds, “New Technologies of Race”

(Blackboard) Lila Abu-Lughod, “Do Muslim Women Really Need Saving?”

Week 3 Population Control and Reproductive Rights: Technology and Power
G & C Section 5, pp. 99-119
Susan Davis, “Contested Terrain: The Historical Struggle for Fertility Control”
Angela Davis, “Reproductive Rights”
Betsy Hartmann, “Family Matters”
Committee on Women, Population and the Environment, “Call for a New Approach”
Debra Harry, “The Human Genome Diversity Project: Implications for Indigenous Peoples”

(Blackboard) Xuefeng Chen, “The Social Impact of China’s One-Child Policy” (Harvard Asia Pacific Review)

Week 4 Citizenship and Equality: The Private/Public Divide
G&C Section 7: 155-172
Geoffrey Ponton and Peter Gill, “Paradigms, models and Ideologies”
Carole Pateman, “Feminist Critiques of the Public/Private Dichotomy”
Amy Kaplan, “Manifest Domesticity”
Mary Wollstonecraft, Excerpt from a Vindication of the Rights of Woman
Jan Jindy Pettman, “Women and Citizenship”

(Blackboard) Marquardt, Steigenza, Willimas and Vasquez. “Living “Illegal”: The Human Face of Unauthorized Immigration.”

Week 5 Gender and the Rise of the Modern State
G & C Section 8, pp 174-190
Jan Jindy Pettman, “Women, Gender, and the State”
Jeffrey Weeks, “Power and the State”
Gail Bederman, “Remaking Manhood through Race and ‘Civilization”

(Blackboard) Lilian Rubin. “Is This a White Country, or What.”
Week 6 New Social Movements and Identity Politics
G & C Section 9, p. 195-215
Kathryn Woodward, “Concepts of Identity and Difference”
Alexandra Kollontai, “Feminism and the Question of Class”
Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color”
Alma Garcia, “The Development of Chicana Feminist Discourse”
Lisa Duggan, “Making it Perfectly Queer”

(Blackboard) Dean Spade, “Trans Politics on a Neoliberal Landscape”

Week 7: Feminist Organizing across Borders
G & C Section 11, pp. 240-262
Leila J. Rupp, “The International First Wave”
Farida Shaheed, “Controlled or Autonomous Identity and the Experience of the Network, Women Living Under Muslim Laws”
Winnie Woodhull, “Global Feminists, Transnational Political Economies, Third World Cultural Production”
Laura Hershey, “Disabled Women Organize Worldwide”

(Blackboard) Ellie Hernández and Gloria Anzaldúa, “Re-Thinking Margins and Borders: An Interview with Gloria Anzaldúa”

Week 8: Midterm Exam

Week 9: Representing Women in Colonial Contexts
G & C, Section 15, pp 314-325
Judith Williamson, “‘Woman is an Island’ Femininity and Colonization”
Catherine A. Lutz and Jane L. Collins, Excerpt from Reading National Geographic
Marnia Lazreg, “Feminism and Difference”
Sara Graham-Brown, Excerpt from Images of Women: The Portrayal of Women in Photography of the Middle East

(Blackboard) Ana Maria Alonso, “Thread of Blood: Colonialism, Revolution, and Gender on Mexico's Northern Frontier”
**Week 10: Forced Relocations and Removals**  
*G & C, Section 20, pp 411-421*

Lydia Potts, Excerpt from *The World Labor Market: A History of Migration*  
Wilma Mankiller and Michael Wallis, Excerpt from *Mankiller: A Chief and Her People*  
Phil Marfleet, “The Refugee”  
Ayesha Khan, “Afghan Refugee Women’s Experience of Conflict and Disintegration”

(Blackboard) Damien Sutton. Chaldean Women and Dating Patterns in San Diego. (MA Thesis)

**Week 11: Diasporas**  
*G & C Section 21, pp 427-442*

Stuart Hall, “From ‘Routes’ to Roots”  
Claudette Williams, “Gal…You Come from Foreign”  
Mimi Nguyen, “Viet Nam Journal/ Journey”  
Ella Shohat, “Dislocated Identities: Reflections of an Arab Jew”

(Blackboard) Huma Ahmed-Ghosh. “Dilemmas of Afghan Mothering in Southern California”

**Week 12: Women, Work, and Immigration**

**Section 22 in G & C, pp 444-458**

Evelyn Nakano Glenn, “Women and Labor Migration”  
Leslie Salzinger, “A Maid by Any Other Name: The Transformation of ‘Dirty Work’ by Central American Immigrants”  
Rigoberta Menchú, “A Maid in the Capital”  
Photo: “What They Were Thinking”  
Satoko Watenabe, “From Thailand to Japan: Migrant Sex Workers as Autonomous Subjects”

(Blackboard) Boehm, "Now I Am a Man and a Woman!": Gendered Moves and Migrations in a Transnational Mexican Community.”

**Week 13: The Gender Politics of Economic Globalization**  
*G & C, Section 23, pp. 463-477*

Augusta Dwyer, “Welcome to the Border”  
Human Rights Watch, “Sex Discrimination in the Maquiladoras”  
Faye V. Harrison, “The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica”

(Blackboard) Jessica Ringrose, “Successful girls? Complicating post-feminist, neoliberal discourses
of educational achievement and gender equality”

Week 14: Global Food Production and Consumption
Essay Due
G & C, Section 24, 479-494
Ecumenical Coalition for Economic Justice, “Tomasito’s Guide to Economic Integration: A Whirlwind Tour with Your Guide Tomasito, the Tomato”
Martha McMahon, “Resisting Globalization: Women Organic Farmers and Local Food Systems”
Helen Zweifel, “The Gendered Nature of Biodiversity Conservation”
Nancy Worcester, “The Obesity of the Food Industry”

(Blackboard) Rebekah Burroway (2016), Empowering Women, Strengthening Children: A Multi-Level Analysis of Gender Inequality and Child Malnutrition in Developing Countries.

Week 15: Travel and Tourism
G & C, Section 19, pp 388-410
Cynthia Enloe, “On the Beach: Sexism and Tourism”
Mary Seacole, “Wonderful Adventures of Mrs. Seacole in Many Lands”
Sylvia M. Jacobs, “Give a Thought to Africa: Black Women Missionaries in Southern Africa”
Sylvia Chant, “Female Employment in Puerto Vallarta: A Case Study”

(Blackboard) Feminists, Queers and Critics: Debating the Cuban Sex Trade: Nov. 1
https://www.cambridge.org/core/services/aop-cambridge-core/.../S0022216X08004732

Week 16: Final Exam
Class Etiquette

- Arrive on time. Coming to class late and leaving early will count for an absence.
- Much of our learning, interacting, and critical growth will occur during class, which requires that you be present.
- Food and beverages are okay, but please try not to be distracting and confine the activity to the break!
- No late work. Under exceptional circumstances, extensions may be given, but only with prior permission.
- Be respectful of class time and others.
- Before entering the classroom, please turn off ALL electronic devices. The use of cell phones for any reason will not be tolerated. You will be asked to leave the class for the day. No laptops use allowed in class.
- We will often be covering topics that may be personally or politically controversial, so respect for the opinions of all in the classroom is tremendously important. Even, and especially, while disagreeing with an assigned text, the professor or a classmate, remember to listen with openness and be courteous.
- We are operating from a class standpoint that social and individual inequality, biases and injustices do exist in our society.

**Do not e-mail me** about the syllabus or assignments if they are detailed already. I will repeatedly discuss the assignments in class. If you need clarification on any issue please come to office hours.

**Disability**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated." To learn more, visit http://newscenter.sdsu.edu/student_affairs/sds/faculty-role.aspx

**Student Medical Accommodations and Absence Excuses:** Student Health Services no longer provides medical excuses for short-term absences due to illness or injury. When a medical-related absence persists beyond five days, SHS will work with students to provide appropriate documentation. When a student is hospitalized or has a serious, ongoing illness or injury, Student Health Services will, at the student's request and with the student’s consent, communicate with the student’s academic adviser and/or Student Disability Services. Students should contact their professor/instructor/coach in the event that they need to miss class, etc. due to an illness, injury or an emergency. All decisions about the impact of an absence, as well as any arrangements for making up work, rest with the instructor.
**Faculty Relationships:** The SDSU University Senate Policy file states that faculty should “avoid academic supervisory, teaching, or evaluative relationships with students, staff, or other faculty that pose significant conflicts of interest from the standpoint of personal or professional connections. . . [including] affectional liaisons” and not “engage in sexual relationships with students currently enrolled in their courses or under their supervision.” Faculty members are responsible for fostering learning environments free from sexual harassment or discrimination and conducive to student success. Please contact your department chair if you have any questions.

**Diversity:** Diversity is an essential value at San Diego State University. Faculty should strive to demonstrate competency in creating an environment welcoming to and supportive of diverse student populations, including disabled students, LGBT students, people of faith, veterans, and members of underrepresented ethnic and racial groups. The campus diversity and inclusion pledge is available here: http://newscenter.sdsu.edu/lead/pledge_diversity.aspx

**Discrimination, Harassment and Retaliation:** California State University system Executive Orders 1096 (https://www.calstate.edu/EO-1096.html) and 1097 (https://www.calstate.edu/EO-1097.html) prohibit discrimination, harassment, and retaliation against students, faculty, or staff. Faculty members who believe they have experienced or witnessed discrimination, harassment, or retaliation should contact the Office of Employee Relations and Compliance: 619-594-6464; oerc.sdsu.edu. All contact is confidential.

**Title IX:** Title IX of the Education Amendments of 1972 requires the University to protect all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment, sexual violence, and domestic or dating violence. **Faculty are mandated reporters of sexual violence.** If a student reports sexual violence, please contact Campus Police (619-594-1991) or Dr. Lee Mintz, Director, Center for Student Rights and Responsibilities (619-594-3069; http://go.sdsu.edu/student_affairs/srr/sexual-assault.aspx).

**Gender neutral restrooms:** Gender neutral restrooms are available on each floor of the Conrad Prebys Aztec Student Center and in several other locations around campus.

**Religious Observance Accommodations:** SDSU affirms its commitment to accommodating students, faculty, and staff in their observance of religious holidays. Instructors shall reasonably accommodate students who notify them by the end of the second week of classes of planned absences for religious observances.

**Thinking about a Major or Minor in Women's Studies?**

The program offers exciting courses, is committed to women's issues and social justice, and is adaptable to your interests and concerns. Contact: Irene Lara at: ilara@mail.sdsu.edu
Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

An instructor may apply grade reductions for academic dishonesty. Additionally, CSU Executive Order 1098 requires that instructors report academic dishonesty to the Center for Student Rights and Responsibilities (CSRR). For more information, visit the CSRR Academic Dishonesty website: http://csrr.sdsu.edu/student_affairs/srr/academic-dishonesty.aspx

- 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 or 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

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have too many references it might make your professor smile; if you don’t have enough you might be suspected of plagiarism.

When you borrow an idea or paraphrase, put the reference at the end of the paragraph. When you use a direct quote, make sure to put it in quotes and reference the author and page number.

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

If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.