

:: Women's Studies 280: Global Women ::

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NSH 109: MWF 9:00-9:50
Office + hours: SSH 111
Monday 2:00, Thursday 9:00

Course Description

This course uses an intersectional lens to introduce a cultural examination of women around the world. Rather than the dominant, mainstream mode of feminism, we explore different feminisms in the context of the local culture in which they thrive. Additionally, we will focus on the lived experiences of the broad gender spectrum of women globally and situate them in the historical context of the present.

Required textbooks

- 1) Brettell, Caroline B., and Carolyn F. Sargent. *Gender in cross-cultural perspective*. Pearson Higher Ed, 7th edition: 2017.
- 2) Hooks, B. (2000) *Feminism is for everybody: Passionate Politics*. Pluto Press.
 - Available as a free E-Book through LBCC's library:
<https://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=1813118>

Student Learning Outcomes

- Define feminism
- Identify women's social, economic, and legal positions throughout the globe
- Compare experiences of contemporary women across cultures
- Evaluate underlying causes for women's social, economic, and legal inequalities, taking into consideration the intersections of gender, race, sexuality, ability, and global location
- Identify organizations, tactics, and movements that attempt to address social, economic, and legal inequalities.
- Use concepts basic to feminist thought in order to develop new understandings of historical, current, and personally experienced events

Overview of Course Assignments

Group Teaching Project (20 points)

Each person will teach one of the assigned readings listed below. We will brainstorm ideas in a group; however, you teach individually. Do not think of this assignment as a presentation, approach it from the

perspective of a teacher. Some of the central questions teachers need to ask themselves before preparing their classes are as follows:

- What are the goals of the class session going to be?
- What do I already know about this topic?
- How can I best prepare for the class session?
- What questions do I already have about this topic that I want to find out more about?
- What is the significance of this?
- How can we apply this knowledge directly to our own lives?

Readings: One of the following articles will be assigned to your group **but will be taught individually to another group.** A rubric will be provided to you before the assignment.

Topics:

- 1) Chapter 1, p. 9. Animal models and gender
- 2) Chapter 18, p. 244. Surgical transformations in the pursuit of gender
- 3) Chapter 19, p. 255. "Now I gotta watch what I say": shifting constructions of masculinity in discourse
- 4) Chapter 20, p. 271. "One of the guys": military women, paradoxical individuality and the transformations of the Argentine army

Written Assignments (30)

Written assignments represent a large portion of your grade in this class. These are in-class and take home writings that will pop up during the term. I often call these, "What did this make you think about?" writings. In other words, they are often reactions to the material we are learning in class and a time for you to expand your learning and relate it to your own life. For example, if we discuss the role of misogyny in the workplace, you are asked to relate to this material by telling a story of yourself, a friend, or if you have no overt experience, you will have a space to provide your opinion. The content of these written assignments are not graded; however, they should be approached with both deep thought and college professionalism (minimum of 250 words).

Discussion Questions (15)

There are a handful of readings in which we will be answering the discussion questions that your text provides. The Gender reader has some thought-provoking discussion questions that you will respond to after you complete the readings for that day. These are not assigned on the Group Teaching Project day nor the Research Teaching Project.

Research Teaching Project (20 points)

We will develop a topic together that intersects with one of the modular themes from our class and a more specific region of the world you are interested in learning more about. For example, let's say that you enjoyed learning about Muslim women's experience wearing the hijab in France and you were further interested in learning more. You could develop a research question that expanded this topic to Muslim women's experience wearing the hijab in your hometown in Idaho or Indonesia. This project is open in terms of expanding your learning on something that sparked your interest.

Similar to the Group Teaching Project, you will research and then present your topic to another group in class. Do not think of this assignment as a presentation, approach it from the perspective of a teacher. You will be peer-evaluated and a rubric will be provided to you prior to the assignment. The total teaching time for this project is 10 minutes. This may sound like a long time, but it is incredibly short to cover a large topic, so try to narrow your topic as much as possible.

Final exam (15 points)

Your final exam in this class is an essay that is based off the research you conducted for your Research Teaching Project. This should be one of the easier final exams you have taken due to the hard part being completed already (the Research Teaching Project). We will discuss this final in detail in class. Additionally, you can expect to answer some reflective questions about the course in general during the final exam time.

Course Rules and Classroom Culture:

Student Conduct: Social Sciences, particularly Women's Studies, requires us to explore the lives of others as well as our own. This means that certain topics can be sensitive at times and we have to act with the utmost respect for one another. The classroom at all times must remain a safe space for us to explore our thoughts and learn. You are expected to conduct yourself in an honest, professional, and ethical manner at all times and will be held to this standard.

Technology statement:

*Laptops have been consistently proven to be a distraction in class for the students using them, other students, and the instructor. Use of a laptop or other technological device are not permitted in class without the prior consent of the instructor.

However, our course is on Canvas! It is mandatory that you enroll and sign on here the first week. We will submit our assignments here and even have two classes online this term. If you would like to have our class Canvas page on your screen in class, this is permitted of course.

<https://canvas.instructure.com/enroll/K8LECF>. Alternatively, you can sign up at **<https://canvas.instructure.com/register>** and use the following join code: **K8LECF**

If you experience any access issues, please contact me as soon as possible to get the help you need.

Late work policy

- Late work is accepted. However, please note that late assignments are marked down a letter grade for each time the class meets. For example, if you have an assignment that is due on Monday and

hand it in on Wednesday, it will be marked down one letter grade. If this same assignment is handed in on Friday, it will be marked down two letter grades.

- The absolute last day to hand in work in this course is Friday, November 30th. Only the final exam will be accepted after this date.
- In-class writings can not be made up and this represents a significant portion of your grade. These are handwritten and completed in the classroom. On Canvas, you will see an assignment for these. You do not submit in-class writings online though. The assignment online is only for me to provide you feedback and submit credit.

If you are going to miss class or something comes up unexpectedly, always communicate with me. I am here to support you and when we keep an honest, open line of communication, everyone benefits.

Request for Special Needs or Accommodations

Direct questions about or requests for special needs or accommodations to the LBCC Disability Coordinator, RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone 541-917-4789 or via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232. Make sign language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplicity.com/public_report

Basic Needs Statement: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Single Stop Office for support (SinglestopatLBCC@linnbenton.edu , 541-917- 4877, or visit us on the web www.linnbenton.edu under Student Support for Current Students). Our office can help students get connected to resources to help.

- *Gender in a Cross-Cultural Perspective = Gender Reader (GR)
- *Feminism is for Everybody: Passionate Politics = bell hooks (BH)
- * Canvas (CA)

Course Assignments

| | Monday | Wednesday | Friday |
|--------------------------|--|--|--|
| Week 1: Sept 24th | Introductions | (BH) p. Vii-12 Watch TED talk at home: We should all be feminists | First Written Assignment due Be prepared to discuss The Danger of a Single Story TED talk |
| Week 2: Oct 1st | (BH) 13-24 + 55-60 Patriarchy reading (CA) | (BH) p. 37-43 (GR) Ch. 4 due + discussion questions p. 51 | TBD |
| Week 3: Oct 8th | (GR) p. 215-220 + Ch. 23, p. 323-331 due with 4 discussion questions | | In-class writing assignment |
| Week 4: Oct 15th | Prepare for group teaching project on Friday | prepare | Group Teaching Project due |
| Week 5: Oct 22nd | Arab Feminism reading (CA) | Performing laïcité reading (CA) | In-class writing assignment |
| Week 6: Oct 29th | (GR) Ch 25 p. 357-370 due with 4 discussion questions | (BH) p. 44-47 | In-class writing assignment |
| Week 7: Nov 5th | (GR) p.139-152 | (GR) p .419-430 | Online class Podcast Assignment due + online discussion |
| Week 8: Nov 12th | LBCC closed for holiday | (BH) Ch. 13, p. 72-77 + Ch. 15, p. 85-92 (GR) p. 661-676 + discussion questions | Prepare for research teaching project due next week All-American Queer Pakistani Girl (CA) |
| Week 9: Nov 19th | LBCC closed for holiday | (BH) p. 25-36 (GR) 291-297 | Research Teaching Project due |
| Week 10: Nov 26th | (GR) p. 541-546 + Ch. 22, p. 310-322 Sandra Cisneros reading (CA) | (BH) Ch. 19, p. 110-118 | Final exam review + last in-class writing reflection |

- Final Exam = Monday, December 3rd: 10:00-11:50 a.m.

| <u>Assignment</u> | <u>Keep track of your grade</u> |
|--------------------------------|---------------------------------|
| Discussion Questions (15) | |
| Group Teaching Project (20) | |
| Written Assignments (30) | |
| Research Teaching Project (20) | |
| Final Exam (15) | |
| <u>Possible Points (100)</u> | <u>Your grade</u> |