

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

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**MWF 9:00-9:50: IA 231**  
**Office: SSH 111**  
**Hours: Friday 2:00 + by appt**

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### **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) Seager, Joni. (2018). *The Women's Atlas*. Penguin Press
- 3) 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**

We will go over all assignments in detail in class. Here is an overview below.

### **2 Teaching Projects (10 each, total 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?

### **In-class writings & attendance (20 points)**

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).

*\*In-class writings can not be made up.*

### **Discussion Questions (17.5 points total)**

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 (15 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.

### **Online podcast discussion assignment (5 points)**

Although this is a face to face course, we will have the chance to engage in an online discussion to mix up the medium of learning for one class. We will listen to a podcast online, post a writing response, and then engage in a respectful course discussion together. You will receive full points for this assignment only after engaging with a classmate.

### **Atlas Project & Reflection (5 points)**

Using Joni Seager's The Women's Atlas, you facilitate a discussion in a small group based on what you found interesting in the text and submit a one page reflection paper.

### **Final exam (12.5 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.

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### **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 and will be held to this standard.

\*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.

### **Requirements for success in this course**

- 1) Access required texts

- 2) Complete your work on time
- 3) Participate and engage respectfully with your classmates
- 4) Access and use CANVAS course online

\*All assignments must be submitted to our CANVAS site to receive credit. Assignments not uploaded to CANVAS will not be counted towards your grade.

### **Late work policy**

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

Reminder: *\*In-class writings can not be made up.*

Additionally, the last day to submit any late assignments is the last day of class **June 7th**.  
*No assignments will be accepted after this date.*

### **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.symplcity.com/public\\_report](http://linnbenton-advocate.symplcity.com/public_report)

### **LBCC Basic Needs Statement**

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, [stanlea@linnbenton.edu](mailto:stanlea@linnbenton.edu), 541-917-4877.

### **Policy on Children in Class:**

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the college does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom.

6) Lastly, a lot of the course material we talk about in class is only for adults and can be too difficult for children to process. The instructor is more than willing to accommodate children in the classroom, but can

not make any changes to the content of the course based on what might be appropriate/inappropriate for children.

Keep track of your grade here and on Canvas

Danger of a Single Story (5)	
Atlas Project (5)	
Discussion Questions (17.5)	
Teaching Project # 1 (10)	
Teaching Project # 2 (10)	
Research Teaching Project (15)	
Podcast Online Assignment (5)	
In-class writings (20)	
Final Exam (12.5)	

Total possible points = 100

- \*Gender in a Cross-Cultural Perspective = Gender Reader (GR)
- \*Feminism is for Everybody: Passionate Politics = bell hooks (BH)
- \*Atlas = The Women's Atlas by Joni Seager
- \*Canvas (CA). "Files"... "Readings"...

### Course Assignments

	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>Week 1: Apr 1st</b>  Feminisms & Intersectionalities	Introductions	<a href="#">Watch TED talk at home</a>  (BH) p. vii-12	First Written Assignment due. Be prepared to discuss.  (BH) p. Vii-12  <a href="#">Watch TED talk at home</a>
<b>Week 2: Apr 8th</b>  Feminisms & Intersectionalities	(BH) 13-24 + 55-60  (GR + CA) Ch. 4 due + discussion questions p. 51	(BH) p. 37-43 Patriarchy reading (CA)	Atlas p. 7-17
<b>Week 3: Apr 15th</b>  Cultural Constructions of Gender, Personhood, & Identity	(GR) p. 215-220 + Ch. 23, p. 323-331 + discussion questions	(BH) Ch. 11 + 12	Read Intersex Article (CA)  Atlas p. 19
<b>Week 4: Apr 22nd</b>  Cultural Constructions of Gender, Personhood, & Identity	(GR) Ch. 8 + discussion questions due  Atlas p. 81-90	Read Tangled Lives (CA)  The Body Politic (CA)  Killing us Softly Film	Teaching Project # 1 due
<b>Week 5: Apr 29th</b>  The Intersections of Gender, Politics, & the State	Atlas p. 36-47  Arab Feminism reading (on Canvas)  Do Muslim Women Really Need Saving? (CA)	Performing laïcité reading (on CA)	Class held online! Podcast Assignment due on Canvas
<b>Week 6: May 6th</b>  The Intersections of Gender, Politics, & the State	(BH) p. 44-47  (BH) 100-104	(GR) p. Ch. 25 (Chile) + discussion questions	Atlas Project

<p><b>Week 7: May 13th</b></p> <p>Globalization, Kinship, Marriage, &amp; the Family</p>	<p>Arranging a Marriage in India (CA)</p> <p>(GR). Ch. 29: 419-430</p> <p>Atlas p. 77-80</p>	<p>Research Topic Proposal due</p> <p>(GR) Ch. 11 p.139-152 + discussion questions</p>	<p>Teaching Project # 2 due</p>
<p><b>Week 8: May 20th</b></p> <p>Globalization, Kinship, Marriage, &amp; the Family</p>	<p>(BH) Ch. 13, p. 72-77 + Ch. 15, p. 85-92</p> <p>Atlas p. 60-75</p>	<p>(GR) Ch. 44 p. 661-676 + discussion questions</p>	<p>All American Queer Pakistani Girl (CA)</p> <p>What's a Leg Got to Do with it? (CA)</p>
<p><b>Week 9: May 27th</b></p> <p>Culture, Sexuality, &amp; the Body</p>	<p>Holiday LBCC closed</p>	<p>(GR) 291-297</p> <p>(BH) 25-36</p> <p>Sandra Cisneros reading (CA)</p>	<p>Research Teaching Project due</p>
<p><b>Week 10: June 3rd</b></p> <p>Culture, Sexuality, &amp; the Body</p>	<p>(GR) p. 541-546 + Ch. 22, p. 310-322 + discussion questions</p> <p>Atlas p. 116-117</p>	<p>(BH) Ch. 19 p. 110-118</p> <p>Sister Outsider reading (CA)</p>	<p>Final review + reflection</p> <p><i>*Last possible day assignments are accepted</i></p>