

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

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COVID-19 Adjustments. I will miss you in the classroom this term. The good news is that I have a lot of experience teaching online. Here are some reminders as we move forward together.

1. Nobody signed up for this.
 - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
 - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly
 - We all have so much to learn so stay curious and get started

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

Teaching Project with the Gender reader (GR)

You will be assigned an article out of our Gender text and create a creative project to teach this to three other students who have read different articles than you. Do not think of this assignment as a presentation, approach it from the perspective of a teacher. Some people make powerpoints, some use audio, some people use a simple Word document with images. The medium is up to you since you are the teacher. We will discuss this in depth to prepare you. It is good to keep in mind that this project replaces what would be a more traditional midterm.

Research Teaching Project

This is similar to your Teaching Project - though you will develop your own interests into a topic that will lead to the creation of a research question/proposal that is due before this larger project. 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. This is an assignment for students to explore their own interests related to our topic of women worldwide and/or gender. If you have taken an interest in the culture of veiling in Tripoli or Jakarta, do it. If you want to know more about the gendered dynamics of skate parks, research it. You have the chance to submit a research proposal for approval and run with it.

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.

Written Assignments & Discussions

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).

Review Questions

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.

Online podcast discussion assignment

Students love this podcast and it generates great discussion.

Atlas Project & Reflection

For this project, you skim the Atlas book and find a topic that sparks your interest. Using the Atlas book and a minimum of two additional resources, we create an educational pamphlet. What do you want people to know about this topic? There are no requirements for this pamphlet outside of using a Google Doc or Microsoft Word, but any other resources are welcome. In other words, we are focused on content over presentation.

Final exam

We will have a review at the end of our course. Your exam is not about memorizing, but rather reflecting on your learning. You can prepare for this throughout the whole course. The final exam has one question: *what did you learn?* For each module, we answer this question providing evidence using three sources from our course (module, video, lecture, podcast, classmates projects, etc.). We will go over this in detail, but it pays off to take notes!

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.

The discipline of Women and Gender Studies is full of intimate topics as the cornerstone of the field is the *lived experiences* of women. The diversity of people's experiences on the planet are astounding. Women and Gender Studies captures these stories and shares them and this helps us understand the planet, other cultures, our neighbors, and ultimately ourselves. It is an intimate exposé of the human condition and with that comes joy, harshness, intimacy, suffering, and reflection. In other words, the topics in this course, as in all Women's Studies courses, are *sensitive*. When interacting with classmates, a level of professionalism is required of you. You will notice a three star symbol highlighted in blue *** before certain readings, videos, and lectures that are assigned in this course. If you scroll to the bottom of the module, you will see a *** check-ins section that will help you navigate and succeed in this course if there are topics that you need to be warned about before viewing. In other words, before a video that mentions gun violence, you will see our symbol *** and at the bottom of the page there will be a warning of the topic, an accommodation of a transcript if available for you to read and prepare yourself. If you see our course's check-in symbol *** and a topic that is highlighted that you simply can not interact with at this given stage in your life, you will need to communicate with me by emailing me and letting me know so I can send you alternative material and assignments. All students are required to engage with the material in this course, but I want you all to know that I am always open to communicating and helping you safely navigate your way through your learning.

The instructor can not control the content that other students choose for their research projects. Peer-reviewing projects are a part of our grade for this course. If you are assigned to peer-review a topic that is hard for you, please contact your instructor and I can accommodate by assigning you to another person's work.

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

Late work policy

- ❖ Communication is key.
- ❖ No assignments will be counted towards your grade after the last day of class (Friday of Week 10)

Contact with your Instructor

I will always respond to your emails within 24 hours of you sending them. Please write professional emails. Address the person you are talking to and treat them more formally. Emails are different from text messages in many workplace cultures and it is good to get in the habit of this being a more formal medium.

Canvas

Our course is on Canvas. Check your LBCC email regularly throughout the term. Here is the log into our course. I am your point of contact for all things related to this course, including Canvas questions. If you ever have any issues, contact me immediately.

<https://canvas.instructure.com/enroll/PNG4DE>

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.symlicity.com/public_report

LBCC 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 Roadrunner Resource Center for support (resources@linnbenton.edu), or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Course Readings

- *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”...

- *NOTE: This is an online course so the days on the calendar are arbitrary and do not reflect the actual due dates. This is one vision of how one might want to organize themselves for this course.*
- *Also, this does not reflect the full course content. Work through each module on Canvas diligently. This is solely to organize your time to read.*

	Monday	Wednesday	Friday
Week 1: Feminisms & Intersectionalities	Introductions	<u>Watch TED talk at home</u> (BH) p. Vii-12 A day without feminism (CA) Feminist men (CA)	Atlas p. 7-17 (GR + CA) Ch. 4 due + discussion questions p. 51
Week 2: Feminisms & Intersectionalities	(BH) 13-24 + 55-60	(BH) p. 37-43 Patriarchy reading (CA)	Thirty-Eight (CA)
Week 3: Cultural Constructions of Gender, Personhood, & Identity	Atlas p. 19 (GR) p. 215-220 + Ch. 23, p. 323-331 + discussion questions	(BH) Ch. 11 + 12	Read Intersex Article (CA) Atlas p. 19
Week 4: Cultural Constructions of Gender, Personhood, & Identity	(GR) p. 91-96 (GR) Ch. 8 + discussion questions due Atlas p. 81-90	Atlas p. 81-90	Read Tangled Lives (CA)

<p>Week 5:</p> <p>The Intersections of Gender, Politics, & the State</p>	<p>Atlas p. 36-47</p> <p>Arab Feminism reading (on Canvas)</p> <p>Do Muslim Women Really Need Saving? (CA)</p>	<p>Performing laïcité reading (on CA)</p>	<p>Sayeed article (CA)</p>
<p>Week 6:</p> <p>The Intersections of Gender, Politics, & the State</p>	<p>(BH) p. 44-47</p> <p>(BH) 100-104</p>	<p>(GR) p. Ch. 25 (Chile) + discussion questions</p>	<p>Atlas Project</p>
<p>Week 7:</p> <p>Globalization, Kinship, Marriage, & 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>Week 8:</p> <p>Globalization, Kinship, Marriage, & the Family</p>	<p>(BH) Ch. 13, p. 72-77 + Ch. 15, p. 85-92</p> <p>Atlas 60-75</p>	<p>(GR) Ch. 44 p. 661-676 + discussion questions</p>	<p>Podcast</p>
<p>Week 9:</p> <p>Culture, Sexuality, & the Body</p>	<p>All American Queer Pakistani Girl (CA)</p> <p>What's a Leg Got to Do with it? (CA)</p>	<p>(GR) 291-297 + (BH) 25-36</p>	<p>Sandra Cisneros reading (CA)</p>
<p>Week 10:</p> <p>Culture, Sexuality, & 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>

