

SOCIO/WOST 3450
Women's Issues from Global Perspectives
Tuesday/Thursday 9:55-11:35
Mendel Hall 305

Instructor: Aisha A. Upton
Office Hours: Tuesday 11:35-1:00 and by appointment
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Course Description:

In this course we will examine gender and social movements from a transnational perspective. We will begin the course by taking an in-depth examination of the construction of gender the cultural meanings of gender, and the ways that gender intersects with other power relations. Next, we will apply the concepts and ideas that we have learned about gender to global and local women's movements to explore different conceptions of feminism and women's agency.

Course Goals: CORE Liberal Arts, CRST and Sociology

- 1) *Completion of this course fulfills the liberal arts core requirement in CRST/WOST. The requirement supports the following liberal arts goal:*

Diversity and Global Perspectives: The ability to understand and analyze the impact of diversity and systems of power and privilege on the individual and society; the ability to decipher and honor multiple and global perspectives in creating mutual understanding; the ability to imagine and take action toward justice.

- 2) *The course is also a requirement for a major and minor in CRST. As a cross-listed course in this field,:* at least half of its material is focused on racial/ethnic issues/perspectives on racial/ethnic issues/perspectives; the syllabus or reading list includes recognized and recent scholarship and/or writings by persons of color in the U.S., including African American, Asian American, Latino/Latina, and Native American perspectives); and it includes at least two of the following criteria:

- Course critically/analytically evaluates diverse situations of persons of color through course readings and analytical paper
- Racism and ethnocentrism are analyzed as oppressive systems on racial ethnic groups; sexism, ageism, and body image are analyzed as oppressive systems within society through readings and class discussion.
- Discussion of individual's role and strategies for personal and/or social change for improvements of the situations or status of people of color is embedded in at least half of the course discussions.
- Student participation and collaborative learning is emphasized heavily through class discussions, team discussions, and collaborative research. Students are encouraged to share their experiences and stories to enrich the discussion.

3) This course is also an elective in/a requirement for a major and minor in WOST. As a cross-listed course in this field, at least half of the course material is women centered and the course includes the following characteristics: [list at least two of the following five characteristics]:

- The syllabus or reading list uses recognized and recent writing/scholarship by women, including feminist perspectives;
- The course critically/analytically evaluates the diverse situations of women, nationally or globally;
- The course includes a critical examination of social forces changing or having shaped the situation of women;
- There is analysis of the effects on women from oppressive systems, e.g., imperialism, racism, sexism;
- The course includes a discussion of strategies for personal and/or social change for the improvement of women's situations and status.

4) This course also meets the Department of Sociology's Goals for student learning:

1) Understanding Sociological Content

- Demonstrate familiarity with the three major paradigms in sociological thought
- Use any of the competing methods of making knowledge claims in sociology
- Identify and describe the major contributions of the leading theorists in the discipline
- Converse at some level about the most central concepts in the discipline:
 - community and alienation
 - deviance, conformity, and social control
 - social stratification by class, race, gender, and other social categories
 - identity and the self
 - social institutions and social change
- Converse in considerable depth about two or more of the above ideas

2) Development of Intellectual And Academic Skills

- effectively read, interpret, and apply concepts from complex theoretical texts
- effectively derive sociological knowledge from non-sociological texts
- use appropriate empirical methods to collect, analyze, and interpret data
- appropriately use and cite research and other published knowledge sources
- acquire habits and methods of study appropriate to the first year of graduate school

3) Development of Transferable Professional Skills

- use information technology effectively
- use appropriate statistical methods and software
- write clearly in both technical and persuasive modes
- use empirical or analytical methods to illuminate a real-world question

4) Self-Awareness And Community Participation

- view social and political activism as an appropriate means of social change
- develop strategies for impacting social change through personal action, social movements, community organizations, the law and public policy

- adopt a skeptical posture toward the status quo
- use sociological concepts and knowledge in understanding her own circumstances (the “sociological imagination”)
- articulate a coherent concept of social justice

Required Texts:

Basu, Amrita. 2010 (or 2016). *Women’s Movements in the Global Era: The Power of Local Feminisms*. New York: Routledge.

Grewal, Inderpal and Kaplan Caren. 2005. *An Introduction to Women’s Studies: Gender in a Transnational World*. New York, New York: McGraw Hill.

Additional readings on D2L.

How you will be graded:

Participation (20 points)

Two Page Weekly Response Papers (20 points)

Five Page Response Paper 1 (10 points)

Five Page Response Paper 2 (10 points)

Exam 1 (20 points)

Exam 2 (20 points)

Final Paper (20 points)

Total points possible: 120

A: Clearly superior work; obviously beyond a “good job” in some combination of the following respects: creativity, originality, depth, clarity, and critical, independent thinking

B: A good job, meeting all the expectations of the assignment. “B” work goes beyond minimum competence by showing insight, creativity, clarity

C: Adequate work, generally meeting expectations but lacking in some areas

D: Inadequate work, but not failing

F: Incomplete, dishonest, or simply not a serious effort

93%+	A
90%+	A-
87%+	B+
83%+	B
80%+	B-
77%+	C+
73%+	C
70%+	C-
67%+	D+
60%	D
<60%	

Participation and Attendance:

Because this is a discussion-based class, your participation in class is crucial!

Participation includes, (1) *coming to class*¹. At no point will I take formal attendance. You are adults and the decision to participate in this course is yours. However, if you are not here to participate, your grade will suffer. In my experience, students who regularly attend classes have a better experience in courses, get the most out of those experiences, and tend to get better grades. I guarantee that you will get out of this course what you put into it. (2) *Reading the required texts*. Again, you will get out of this course what you put into it. It would behoove you to not get behind on the reading. (3) *Regularly contributing to class discussions* (talking in class). Please note that your ability to contribute to class discussions is directly correlated with your class attendance and your complete reading of the assigned texts. Not every comment/question must be brilliant and insightful; questions and “thinking aloud” are important to the learning process. I cannot stress enough how important contributing to class discussions will be to you, other students, and me as the instructor. Speak up!

Weekly Two Page Informal Writing Responses:

Each Thursday meeting (with the exception of the weeks that 5 page papers are due) you will turn in a two-page informal response paper (on D2L). These writing responses are not formal papers. The purpose of the weekly two page responses is for you to reflect on the readings/discussions. Do you still have any burning questions? Is there anything that you adamantly disagree with? Is there something that you really like? Do you see a connection to something we’ve covered in class to your own life or a cultural artifact? This is the place for you to write about these things. On Thursdays when these are due, bring some of your thoughts to class to add to our discussion. These are due on D2L on Thursday morning before class. I will not accept them after the deadline.

Five Page Writing Responses:

On two Thursdays of the semester there will be a five-page paper response due. In the five page papers I expect you to connect your ideas directly to the readings that we have covered thus far. What separates the five-page response from the two-page response is that they are formal. This means that in these papers you should have a clearly articulated focus for your writing and that you should use citations for both readings from class and any additional readings (if you choose to use them).

Exams:

You will have two exams for this course. The exam format will be take-home and short answer/essay. The exams will not be cumulative and are designed to help you wrap your mind around concepts for the final paper. Because the exams are take-home, barring any unforeseen emergencies, there will be no make-up exams. Your exams must be turned in on D2L before class on the Thursday that they are due.

¹ Please contact me if you experience a personal or family emergency. I am strict about late assignments, but not inflexible.

Final Paper:

You are expected to write an 8-10 page paper on a women's movement of your choice. You will apply concepts from the course to analyze the movement that you choose. The details/rubric for this paper will be discussed in class.

OTHER COURSE POLICIES

Writing Assistance at the O'Neill Center

If necessary, we will refer students to the O'Neill Center for writing assistance. Please do not get offended if you are referred. Instead, please view it as an opportunity to improve your writing skills. The center offers a service designed to meet the needs of students, and the staff members are competent, friendly, and non-threatening. We, at St. Kate's, attempt to do our best to accommodate students to help them achieve a successful outcome. When the instructor and the student work together, a successful outcome is usually met.

Academic Dishonestly

Absolutely no incidents of academic dishonestly or academic misconduct will be tolerated. The best way to avoid being academically dishonest is to properly cite any ideas/words that are not originally your own.

Special Accommodations

Saint Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at **651-690-6563** to discuss academic adjustments or accommodations. If you need accommodations for a disability, please inform us immediately at the beginning of the semester to work out appropriate arrangements. We cannot grant any accommodations without notice from Disability Services. This information will be kept confidential. Please note that notifying us at the end of the semester or thereafter will not be useful to your situation.

Incompletes

There will be no incompletes given for this course unless you have performed satisfactorily (at least 70%) in most of the requirements, and you have an emergency [i.e., sudden illness/hospitalization of self or immediate family member (medical documentation required), death of immediate family, etc.]. You will be required to write a formal contract for completion of the project. An "I" grade automatically converts to an "F" grade one year after the final exam of the term in which the "I" was given.

Technology policy:

I do not mind if you use technology in the classroom with the exception of cell phones. Again, I will not permit the use of cell phones. Texting, GroupMe, WhatsApp, Snapchat, Facebook, Tumblr, Instagram, and any other app/site that exist to talk to people outside of the classroom have no place in the classroom unless specifically directed. Other technology such as laptops and tablets for note-taking are allowed. Please refrain from using your technology for social media, as this is a distraction for you and for other students. In class discussions we need to be respectful of other people while they are talking. To that end, it's important that we pay attention to each other rather than our screens.

S/N Grades:

Students who are taking this course S/N must get a grade of C or better to pass the course.

Schedule**Part I: An Introduction to Women's Studies**

Thursday 09/06: Introductions and syllabus.

Tuesday 09/11: An Introduction to Women's Studies sections 1 and 2.

Thursday 09//13: An Introduction to Women's studies sections 3 and 4.

Tuesday 09/18: An Introduction to Women's Studies sections 5 and 6.

Thursday 09/20: An Introduction to Women's Studies sections 7 and 8.

Tuesday 09/25: An Introduction to Women's Studies sections 9 and 10.

Thursday 09/27: An Introduction to Women's Studies section 11.

Tuesday 10/2: An Introduction to Women's Studies sections 13 and 14.

Thursday 10/4: An Introduction to Women's Studies sections 15 and 16.

First 5 page paper due

Tuesday 10/9: An Introduction to Women's Studies sections 17 and 18.

Thursday 10/11: An Introduction to Women's Studies sections 19 and 20.

Tuesday 10/16: An Introduction to Women's Studies sections 20 and 21.

Thursday 10/18: An Introduction to Women's Studies sections 22, 23, and 24.

Take-home Exam 1 due.

Part II: Women's Movements in the Global Era

Tuesday 10/23: John D. McCarthy and Mayer N. Zald "Resource Mobilization and Social Movements: A Partial Theory" Robert D. Benford and David A. Snow "Framing Processes and Social Movements: An Overview and Assessment" and Francesca Polleta and James M. Jasper "Collective Identity and Social Movements"

Thursday 10/25: Elaine Salo "South African Feminisms – A Coming of Age?" (WMGE) and Elaine Salo "A History of Feminist Movements: The South African Women's Movement, 1950-2014" (D2L)

Tuesday 10/30: Aili Mari Tripp "Women's Movements in Africa" (D2L), and Shereen Essof "Ramagwana Rakajeka: Opportunities and Challenges of the Zimbabwean Women's Movement (WMGE).

Thursday 11/01: Farida Shaheed "The Women's Movement in Pakistan: Challenges and Achievements (WMGE), and Farida Shaheed "Pakistan's Women's Movement: Protests, Programming, and Revitalization" (D2L)

Second 5 page paper due.

Tuesday 11/06: Kalpana Kannabiran "Feminist Deliberative Politics in India" (WMGE), and Poulomi Pal "The Indian Women's Movement Today: The Challenges of Addressing Gender-Based Violence (D2L)

Thursday 11/8: Naihua Zhang and Ping-Chun Hsiung "The Chinese Women's Movement in the Context of Globalization (WMGE) and Wang Zheng "Feminist Struggles in a Changing China"

Tuesday 11/13: Song-Woo Hur "Mapping South Korean Women's Movement During and After Democratization: Shifting Identities" Aie-Rie Lee and Hyun-Chool Lee "The Women's Movement in South Korea Revisited" Laura Bicker "#MeToo Movement Takes Hold in South Korea" "South Koreans Dedicate a Day to Single Mothers" and "The Stigma of Being a Single Mother in Korea" (D2L)

Thursday 11/15: Elzbieta Matynia "Polish Feminism Between the Local and the Global: A Task of Translation (WMGE) and Silke Roth "Varieties of European Women's

Movements” (D2L

Take-home Exam 2 due.

Tuesday 11/20: Lisa McIntosh Sundstrom “Russian Women’s Activism: Two Steps Forward and One Step Back”(WMGE) and Russian Women’s Activism: Grassroots Persistence in the Face of Challenges”

Thursday 11/22: No class (Thanksgiving break)

Tuesday 11/27: Cecilia M.B. Sardenberg and Ana Alice Alcantara Costa “Contemporary Feminisms in Brazil: Achievements, Shortcomings, and Challenges” (WMGE) and Elisabeth Jay Freidman “Seeking Rights from the Left: Gender and Sexuality in Latin America”(WMGE) and Rosalva Aida Hernandez Castillo “Toward a Culturally Situated Women’s Rights Agenda: Reflections from Mexico.

Thursday 11/29:

Islah Jad “The Demobilization of a Palestinian Women’s Movement: From Empowered Active Militants to Powerless and Stateless “Citizens” (WMGE) Valentine M. Moghadam “Feminist Movements in the Maghreb” (WMGE) and Nayereh Tohidi “The Women’s Movement and Feminism in Iran: A Global Perspective”(SMGE)

Tuesday 12/04: Julie Ajinkya “Intersecting Oppressions: Rethinking Women’s Movements in the United States” (WMGE) and

Thursday 12/06: Benita Roth “Women’s and Feminist Movements in the United States: The Contradictory Effects of Class-Based Success.

Tuesday 12/11: #Metoo, the Women’s March, and a need for Intersectionality - Articles on D2L

Thursday 12/13: Last Day of Class. Final paper due on D2L.