



ARIZONA STATE UNIVERSITY

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

## Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

|                |                                      |            |                                 |
|----------------|--------------------------------------|------------|---------------------------------|
| College/School | College of Liberal Arts and Sciences | Department | School of Social Transformation |
| Prefix         | WST                                  | Number     | 378                             |
| Title          | Global Feminist Theory               | Units:     | 3                               |

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (Required)

Course description: **In-depth studies of global feminist theories and exploration of the intersections of gender, race, ethnicity, class, and nation through critical analysis.**

Requested designation: Global Awareness-G

Note- a **separate** proposal is required for each designation requested

## Eligibility:

Permanent numbered courses must have completed the university's review and approval process.

For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

## Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

## Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

## A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation(s) being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

## Contact information:

|      |               |        |                    |       |              |
|------|---------------|--------|--------------------|-------|--------------|
| Name | Lisa Anderson | E-mail | lmanderson@asu.edu | Phone | 480-965-2356 |
|------|---------------|--------|--------------------|-------|--------------|

## Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Margaret Fonow Date: 9/8/15

Chair/Director (Signature):

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### **Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

**Proposer: Please complete the following section and attach appropriate documentation.**

| ASU--[G] CRITERIA                   |                          |  |   |
|-------------------------------------|--------------------------|--|---|
| GLOBAL AWARENESS [G]                |                          |  |   |
| YES                                 | NO                       |  | Identify Documentation Submitted                        |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.  | Syllabus p. 1, blue highlight                           |
|                                     |                          | 2. The course must match at least one of the following descriptions: (check all which may apply):  |   |
| <input type="checkbox"/>            | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>  |   |
| <input type="checkbox"/>            | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component.  |   |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.   | Syllabus yellow highlighted areas; TOC Mohanty, Narayan |
| <input type="checkbox"/>            | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." |   |

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| Course Prefix | Number | Title                  | Designation          |
|---------------|--------|------------------------|----------------------|
| WST           | 378    | Global Feminist Theory | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria<br>(from checksheet)   | How course meets spirit<br>(contextualize specific examples<br>in next column)   | Please provide detailed evidence of how<br>course meets criteria (i.e., where in<br>syllabus)   |
|---|--|---|
| <b>SAMPLE:</b><br>2d: study the cultural<br>significance of a non-U.S.<br>centered global issue | <b>SAMPLE:</b><br>The course examines the<br>cultural significance of<br>financial markets Japan, Korea,<br>and the UK.  | <b>SAMPLE:</b><br>Module 2 shows how Japanese literature<br>has shaped how Japanese people<br>understand world markets. Module 3<br>shows how Japanese popular culture has<br>been changed by the world financial<br>market system. Modules 4 & 5 do the<br>same for Korea and modules 6 & 7 do the<br>same for the UK.   |
| 1   | The course material highlights<br>the theories and experiences of<br>women outside of the US<br>primarily, and course focuses<br>on issues such as globalization's<br>effect on women. | Syllabus areas highlighted in blue; this<br>includes both the required tests, which are<br>comparative and from several different<br>regions, and the goals, which include<br>students understanding the effects of<br>globalization on women, and comparative<br>feminist theories (feminist theory does<br>not only exist in the West).   |
| 2c, comparative, with most<br>material being from outside<br>the US                             | The course is sufficiently broad<br>to address the issues of women<br>in multiple locations,<br>comparatively  | The course looks at women from different<br>areas of the developing world - the<br>Caribbean, South Asia, and women from<br>developing countries who currently live<br>in the US or other developed countries.<br>The scope of the course allows students to<br>see how their experiences are both similar<br>and different depending on their country<br>of origin. The syllabus areas highlighted<br>in yellow, as well as the tables of contents<br>from the three required texts support. |
|   |  |   |

**WOMEN AND GENDER STUDIES PROGRAM  
ARIZONA STATE UNIVERSITY  
WST 378— Global Feminist Theory**

Instructor: Ann Hibner Koblitz  
Office: Wilson Hall 312  
E-mail: koblitz@asu.edu  
Phone: 480-965-8483  
Office Hours: Tuesdays 2:40-4:15PM, Wednesdays 2:40-4:15PM, and by appointment (NOTE: I tend to spend a lot of time in my office. If the door is open, feel free to come in.)

**Readings Available in Bookstore:**

Chandra Talpade Mohanty, Feminism Without Borders [engagement with issues of women from the developing world broadly, highlighting South Asia, but also comparative with the US]  
Uma Narayan, Dislocating Cultures [in-depth engagement with issues for women in South Asia]  
M. J. Fenwick, ed. Sisters of Caliban [Poetry by women from the Caribbean]

**Other Readings:**

A feminist science fiction story and an article of mine are on Blackboard. Also, you will be expected to familiarize yourselves with feminist theory websites and other resources of the Internet. And from time to time I shall post links on Blackboard. **You are strongly urged to purchase a writing manual, such as one of Diane Hacker's or [www.mhhe.com/bmh](http://www.mhhe.com/bmh), and you must consult the course writing guidelines on Blackboard.**

**Course Content and Goals:**

This course explores some of the ways in which contemporary feminist theory has been enriched but also challenged by Third World feminists. We shall examine the work of academic theorists, of course. But also, we shall study feminist perspectives on the production of knowledge outside of a university setting by looking at the creations of poets, science fiction writers, film makers, and others. Upon completion of this course, students will:

- Understand how feminist theories have changed over the past few decades
- Understand how globalization has impacted feminism
- Articulate how human rights discourses relate to Third World feminisms
- Understand how contemporary feminist theories relate to post-colonial theory, critical race theory, post-structural theory, queer theory, and neo-liberalism, among others
- Articulate the extent to which the contributions and criticisms of feminists of color in the U.S. and around the world transformed feminist theories

**Format and Ground Rules:**

This is a 300-level class that is run in a discussion format. In the beginning I shall lecture some, but as time goes on and we get more into the readings, I shall expect you to become actively involved. Such classes can in some ways be more difficult than large lecture classes: it is more difficult to melt into the crowd, your peers immediately notice your absence or failure to do the readings, etc. The class can be immensely satisfying, however, provided that: 1) we all do the readings; 2) we all participate in class; 3) we come to class promptly and attend regularly; 4) we are all courteous and respectful to one another, even in cases of disagreement; 5) we keep our sense of humor.

*NOTE: Please refrain from coming late, leaving early, and wandering in and out of the classroom at will. Also, please switch off all electronic communication devices while in class. If you text, email, facebook, twitter, etc. in class, points will be deducted. No recording of any classroom interactions is permitted without express written permission of the instructor; any recordings permitted may only be used for class purposes.*

**Academic Honesty:**

Academic dishonesty in any form will not be tolerated—this includes submitting the same paper for more than one class. You are expected to conduct yourself ethically during all activities associated with this class. Any attempt to represent the work of someone else as one's own or any other form of academic dishonesty will result in

a grade of E (0 points) on the assignment. Please read the program's detailed policy on academic honesty posted on Blackboard. And please see <http://provost.asu.edu/academicintegrity>

**NOTE WELL: The appropriation of information without proper citation from the Internet, the World Wide Web, and/or other electronic media constitutes a violation of our policy on academic honesty. If you are in doubt about the correctness of your methodology, please ask me in advance. Note also that you are responsible for everything on the syllabus and the course website, and for any changes to the syllabus that might be announced in class.**

### Course Requirements:

— Class participation is worth a total of 30 points. Since class only meets once a week, and participation is very important, you **must** attend regularly, and join discussion frequently. You are allowed **ONE** free absence. After that, I shall deduct five points from your participation grade for each unexcused absence. If you are absent four times or more, your participation grade will be an automatic E. **NOTE:** Attendance is not enough to guarantee a good participation grade. You **must** be actively engaged in the class, or at least coming to see me in office hours or engaging with the reading materials over e-mail or in the Blackboard Discussion Boards. Also, excellent class participation can erase an absence, BUT: *two late appearances in class equal one absence, as does leaving early.*

—You will be asked to help take responsibility for reading facilitation once during the course of the semester. Each presentation will be worth up to 40 points. The criteria for a good presentation are: 1) you must involve the class as a whole in *substantive* discussion; 2) you must *critically analyze* as well as describe (i.e., you should assume that the class as a whole has read the assignment, and go on from there); 3) you must tie in your presentation to other readings, lectures, and course materials. *Mindless summary of the reading or an internet source will earn a maximum of 5/10 points, and I shall cut you off after 5 minutes.* Normal presentation length should be 10-15 minutes, but this will vary depending upon the amount of discussion generated. *PowerPoint presentations are somewhat discouraged, so think carefully before you take this route.*

— Two short (5-7 pp.) papers, each worth a maximum of 50 points are due on **19 February** and **9 April**. Suggestions for topics are on Blackboard. If you have a different idea, please consult me first. Essays **must** be run through Safe Assignment, and I would like a paper copy submitted in class. If necessary, essays may be emailed to me (in doc, docx, pdf, or wpd formats only). However you submit them, **they must be run through Safe Assignment**. Please make sure to consult the writing guidelines!

— Each week I shall give a short quiz covering lecture and discussion of the previous week and/or the reading due since the last quiz. The quizzes will be graded on at least a 6 point scale, and there will be at least 12 quizzes in the semester. *Please come on time— if you are more than five minutes late you will not be permitted to take the quiz.*

— Final project: at the end of the semester, you may do a final group or individual project. Guidelines are on Blackboard. The final project is worth a maximum of 20 points. **NOTE:** If you are satisfied with your grade at the end of term, you do not need to do this project.

### Grading Scale:

|                   |              |              |               |
|-------------------|--------------|--------------|---------------|
| 270 or above = A+ | 229-220 = B+ | 189-180 = C  |               |
| 240 - 274 = A     | 219-210 = B  | 199-190 = C+ | Below 160 = E |
| 239-230 = A-      | 209-200 = B- | 179-160 = D  |               |

### Criteria for Grading:

A: Outstanding. Written work is careful and nuanced, conforms to standard *written* English, and displays consistency of usage and style. Student demonstrates near total familiarity with the readings. Student shows wide-ranging ability to make connections across readings and understand subtlety of argument. In addition, in classroom discussions s/he participates enthusiastically and with due attention to the readings.

B: Very good. Written work is clearly above average, with consistency of style and usage and only minor flaws. Participation is pertinent and thoughtful. The student demonstrates an ability to make linkages across disciplines and kinds of experience, and has clearly read all or nearly all of the assigned material.

C: Average. Directions followed. Student met minimal expectations, but missed several projects and did not always appear to keep up with the readings. Written work has many flaws. Student shows reasonable grasp of most concepts and demonstrates some ability to integrate experiences inside and outside of the classroom. There is at least some class participation.

D: Below expectations. Below what one would normally expect from a student at the 300-level. Writing has major problems that impede understanding. Student fails to participate appropriately in the classroom, fails to turn in work, has excessive absences.

E: Well below expectations. Written work consistently falls below the college level, directions are ignored or misunderstood, help is not sought, absences and missed assignments are frequent, participation is inappropriate or nonexistent. Shows little or no grasp of concepts, and is unable to relate material from inside and outside of the classroom.

**Appeals:** It is a good idea to hold onto all graded work in case there is a question about your grade. *Grades are **NOT** negotiable, and no extra credit (other than that built into the point scale above) will be given.* If you dispute a grade given to you, **written** complaints can be submitted within **one week** of receiving the grade. Be forewarned, however, that a disputed grade is just as likely to be **lowered** as anything else.

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

\*\*\*\*\*

***PLEASE NOTE: Because of the way I grade (as an accumulation of points rather than as a percent or a translation into letter grades), you do NOT want to be converting your grades into percents or letters as you go along. The number of points available in the class is greater than you need for an A. The ONLY things you need to keep track of are how many POINTS you already have, and how many points are still left to be had. PLEASE do not bend yourself out of shape for no reason. Count points, not percents!!***

**CALENDAR AND SCHEDULE OF REQUIRED READINGS\*\*** The numbers given for Fenwick are the pages on which each poem begins. Most are short, and they are all incredibly moving. Please pay special attention to: alternate approaches to knowledge and culture, intersections of gender/race/class, links of the poems to the writings of our academic theorists. \*\**Warning: some of the poems in Fenwick are sexually explicit. Also, some contain graphic descriptions of violence.*

|   |   |
|---|---|
| <b>8 January</b><br>Introductions, discussion of feminist theories and epistemologies, review of syllabus, conversation about expectations  | <b>5 March</b><br>colonialist stances and discussions of Third World “tradition”<br>Narayan, 41-80; Fenwick 161, 165, 175, 181, 187, 189, 196, 197 (both), 213                              |
| <b>15 January</b><br>Culture, stereotypes, dangers of a single story<br><br>Ted talks are in external links on Blackboard. Come prepared to share your thoughts on gendered aspects of globalization, neoliberalism, and structural adjustment.       | <b>12 March</b><br><br><b>NO CLASS— SPRING BREAK!!</b>  |
| <b>22 January</b><br>consumerist feminism, cultural hegemony, globalization<br>Mohanty, 1-13; intro to Fenwick; Fenwick** (see above) 4, 15, 19, 37, 52, 55, 93   | <b>19 March</b><br><br>“death by culture”<br>Narayan, 81-117; Mohanty, 221-251; Fenwick 340, 350  |
| <b>29 January</b><br>feminist scholarship and colonialist discourse<br>Mohanty, 17-42<br>Fenwick, 328, 329, 332   | <b>26 March</b><br><br>labor, workplace and solidarity<br>Mohanty, 139-189; Fenwick 8, 154, 200, 202, 218, 274, 276   |
| <b>5 February</b><br>Third World women and the politics of feminism<br>Mohanty, 43-84; Fenwick 85, 87, 88, 106, 109, 135, 137, 139, 341   | <b>2 April</b><br>emissaries, mirrors, authentic insiders<br>Narayan, 119-157; Mohanty, 190-217<br>Fenwick 229, 271, 297, 299, 327, 368 (both)  |
| <b>12 February</b><br><br>nation, culture, tradition<br>Narayan, 3-39; Mohanty, 124-136; Fenwick 111, 129   | <b>9 April</b><br>food, identity, and Cinco de Mayo tacos<br>Narayan, 159-188; Fenwick 283, 294, 355, 371; Duchamp, “Transcendence” (on Blackboard)<br><br><b>SECOND ESSAY DUE IN CLASS</b> |
| <b>19 February</b><br>knowledge, satire and transgression<br>Koblitiz, “Male Bonding Around the Campfire” (on Blackboard);<br>screening and discussion of <i>Cannibal Women in the Avocado Jungle of Death</i><br><br><b>FIRST ESSAY DUE IN CLASS</b> | <b>16 April</b><br><br>NO CLASS (term is 16 weeks otherwise)  |
| <b>26 February</b><br>sisterhood and “home”<br>Mohanty, 85-123; Fenwick 204, 251  | <b>23 April and 30 April</b><br><br>final projects  |





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by Chandra Talpade  
Mohanty

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# SISTERS OF CALIBAN

Contemporary Women Poets of  
the Caribbean

A Multilingual Anthology

Edited by  
MJ Fenwick

PK  
9205.6  
-557x  
1996

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—MJ Fenwick