

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 Women & Gender Studies, SST

Prefix: Wst Number: 270 Title: Global Perspectives on Women Units: 3

Course description: **Through lectures, creative class activities and discussions, presents a comprehensive overview of gender and globalization with special emphasis on lived realities of women worldwide. Understands women's lives and gendered experiences through the issues of work, identities (nationality, race, class, age, ability), bodies and embodiment, belief systems, political economy and difference.**

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

Is this a shared course? Yes If so, list all academic units offering this course: Languages and Cultures, CISA downtown

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? Yes

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. Chair/Director Initials _____ (Required)

Requested designation: Global Awareness-G **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

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 (SQ/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 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 Frank Pina E-mail fpina@asu.edu Phone 480.965.7682

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Lisa M. Anderson, PhD Date: 5/10/19

Chair/Director (Signature):

Frank Pina

From: Lisa M. Anderson
Sent: Monday, May 13, 2019 9:55 AM
To: Frank Pina
Subject: Re: G designation for WST 270
Attachments: WST 270 CISA approval.pdf; WST270 coversheet.docx

Good morning, Frank,
Attached are the cover sheet and CISA support for the G for WST 270.

Thanks,
Lisa

--
Lisa M. Anderson, Ph.D.
Associate Professor and Faculty Head, Women and Gender Studies
School of Social Transformation
Arizona State University
Tempe, AZ 85287-6403

Office: Wilson Hall 315
Office phone: 480-965-2356

Spring 2019 office hours: Tuesday 12-2pm, Wednesday 12-2pm, Thursday 12-3pm and by appointment

From: Frank Pina <fpina@asu.edu>
Date: Tuesday, May 7, 2019 at 9:42 AM
To: "Lisa M. Anderson" <lmanderson@asu.edu>
Subject: RE: G designation for WST 270

Hi Lisa.

I need the Course Proposal Cover form and a letter so support from the College of Integrative Sciences to go along with the forms you sent me.

Thank you.

Frank

From: Lisa M. Anderson <lmanderson@asu.edu>
Sent: Thursday, May 02, 2019 1:02 PM
To: Frank Pina <fpina@asu.edu>
Subject: G designation for WST 270

Hi, Frank,

I've attached the GS Global designation paperwork for WST 270 Global Perspectives on Women. We didn't get it in time for the last meeting but perhaps we can get it on the docket for the first meeting of the Fall semester.

Thanks,
Lisa

--
Lisa M. Anderson, Ph. D.
Associate Professor, Women and Gender Studies Program
Faculty Head, Women and Gender Studies
Interim Graduate Director
Honors Faculty
School of Social Transformation
Wilson Hall 315
Office Hours Fall 2018: Thursday 12-3pm and by appointment

PO Box 876403
Women and Gender Studies Program
Arizona State University, Tempe Campus
Tempe, AZ 85287-6403
480-965-2356
email: Lmanderson@asu.edu

Subject: Re: WST 270 General Studies

Date: Thursday, May 9, 2019 at 10:45:55 AM Mountain Standard Time

From: Jacqueline Martinez

To: Lisa M. Anderson

Dear Dr. Anderson,

Yes, of course.

As the Faculty Head for the Faculty of Languages and Cultures in the College of Integrative Sciences and Arts, I very much support the attachment of General Studies Global Awareness credit to WST 270. We teach this course and believe that is very much in the interests of our students.

Best,

Jacqueline M Martinez, PhD
Associate Professor of Communication
Faculty Head, Languages and Cultures Faculty
Affiliate Faculty, Center for the Study of Race and Democracy
College of Integrative Sciences and Arts
Arizona State University
455 N. 3rd Street, Suite 380
Phoenix, AZ 85004
Mail Code 0520
Phone: (602) 496-0614

From: "lmanderson@asu.edu" <lmanderson@asu.edu>

Date: Thursday, May 9, 2019 at 9:47 AM

To: Jacqueline Martinez <jmartinez@asu.edu>

Subject: WST 270 General Studies

Dear Dr. Martinez,

We are hoping to finally attach General Studies credit (Global Awareness) to WST 270, which you also teach in CISA. Would you be willing to write a statement that we can include with our application for General Studies that you approve this classification?

Warmly,

Lisa Anderson

—
Lisa M. Anderson, Ph.D.
Associate Professor and Faculty Head, Women and Gender Studies
School of Social Transformation
Arizona State University
Tempe, AZ 85287-6403

Office: Wilson Hall 315

Office phone: 480-965-2356

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 must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus p. 2, 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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<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 Mohantym Malalai Joya,
<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	270	Global Perspective on Women	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 (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	The course material highlights the theories and experiences of women outside of the US primarily, and course focuses on issues such as globalization's effect on women.	Syllabus areas highlighted in blue; this includes both the required tests, which are comparative and from several different regions, and the goals, which include students understanding the effects of globalization on women.
2c, comparative, with most material being from outside the US	The course is sufficiently broad to address the issues of women in multiple locations, comparatively	The course looks at women from different areas of the developing world - the Caribbean, South Asia, and women from developing countries who currently live in the US or other developed countries. The scope of the course allows students to see how their experiences are both similar and different depending on their country of origin. The syllabus areas highlighted in yellow, as well as the tables of contents from the three required texts support.
	Assignment will involve a commodity chain analysis that will involve analysing the gendered impact of producing that product.	

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WST 270
Global Perspectives on Women
Fall 2019
90734
Tuesdays & Thursdays 12:00-1:15 pm (Tempe CDS 234)

Professor: Indulata Prasad (iprasad@asu.edu)



Photo by DailyHunt

This inter-disciplinary course explores globalization as a gendered process and draws attention to the lived realities of women's lives across the world.

Through the use of films, popular media, and lectures, we explore women's lived realities, the politics of representation, and social movements from different parts of the world. Apart from examining the impact of Western colonization and globalization throughout the world, we will develop an understanding of feminist efforts to undercut colonial legacies as well resist inequities that stems from globalization. We will therefore examine contemporary issues of immigration/migration, labor, global economies, sexual politics, identities, reproductive health, sustainability, nationalisms, wars and crises among others. Through this engagement, we will seek to understand what it means to develop a critical "decolonized" gendered perspective while remaining in conversation with the intersecting nature of identity markers such as, race, class, caste, gender, nation, religion among others that informs and shapes women's experiences across the globe.

Readings:

Excerpts from Chandra Talpade Mohanty & Linda Carty (Ed), *Feminist Freedom Warriors: Genealogies, Justice, Politics and Hope of feminist struggles from both the global North and south* & Malalai Joya's *A Woman Among Warlords: An extraordinary story of an Afghan who dared to raise her voice*. The book is a story of a woman who dared to question the status quo in an incredibly misunderstood part of the world. Both the books are good reads and are highly recommended. Other readings will be posted on canvas. **You are strongly urged to purchase a writing manual, such as one of Diane Hacker's and must consult the course writing guidelines on Canvas.**

Course Content and Goals:

This course explores globalization as a gendered process and examines the impact it has had on women across the globe. Apart from examining the works of academic theorists, we will also use art, films and poetry among others to understand the impact of globalization on women. Upon completion of this course, students will:

- Become familiar with the key terms and the wide ranges of issues that impact women across the globe due to globalization.
- Understand how globalization is a gendered process
- Articulate how globalization has impacted women across the world.
- Begin to develop a critical decolonized feminist perspective to analyze women's experiences that stem from the processes of globalization.

Format and Ground Rules:

This is a 200-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 **XX** and **XX**. Suggestions for topics are on Canvas. 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. In addition, essays must be submitted on canvas e (in doc, docx, pdf, 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 percent!!

WELCOME!!!

COURSE SCHEDULE (works in progress)

Week 1: Introduction to Global Perspective on Women

Introduction from Anne McClintock's *Imperial Leather*, The lay of the land.

Week 2: When and Where We Enter: Globalization, Power, and Activism Reading

Tuesday 27th August & Thursday 29th August

June Jordan, "Report from the Bahamas," *Meridians: feminism, race, transnationalism*, Volume 3, Number 2, 2003, pp. 6-16

<http://muse.jhu.edu.ezproxy1.lib.asu.edu/journals/meridians/v003/3.2.jordan.pdf>

Jessica Neuwirth, "Globalization: A Secret Weapon for Feminists," in Robin Morgan, ed. *Sisterhood is Forever: A Women's Studies Anthology for a New Millenium* (2003).

<http://www.feminist.com/resources/artspeech/inter/globaliz.html>

Discussion board question: available on Canvas under week 2 (Due Monday)

Week 3: Capitalism & Neoliberalism: Defining & Understanding the Gendered Impacts

Tuesday 3rd September & Thursday 5th September

Alison M. Jaggar. Is Globalization Good for Women? *Comparative Literature*, Vol. 53, No. 4 (Autumn, 2001), pp. 298-314. Duke University Press. Article DOI: 10.2307/3593521 Article Stable

<http://www.jstor.org.ezproxy1.lib.asu.edu/stable/10.2307/3593521?origin=api>

Neşe Öztimur. Women as Strategic agents of Global Capitalism. *International Review of Modern Sociology*, Vol. 33, No. 1 (Spring 2007), pp. 117-128

<http://www.jstor.org.ezproxy1.lib.asu.edu/stable/41421257?seq=1&uid=3739552&uid=2134&uid=2&uid=70&uid=4&uid=3739256&sid=21104541347047>

Video:

Let's make money: <https://www.youtube.com/watch?v=NETxzILPokw> (52 minutes) (available on Canvas)

Discussion board question: available on Canvas week 3 (**Due Monday**)

Week 4: Genealogies of Women's Activism

Tuesday 10th September & Thursday 12th September

Iris Berger, "Decolonizing Women's Activism: Africa in the Transformation of International Women's Movements." *Women and Social Movements, International* at http://wasi.alexanderstreet.com/help/view/decolonizing_womens_activism_africa_in_the_transformation_of_international_womens_movements

Aili Marie Tripp, "How African Feminism is Changing the World." 8 Mar 2013. <http://thinkafricapress.com/gender/how-african-feminism-changed-world>

Obioma Nnaemeka, "Forward: Locating Feminisms/Feminists" in Susan Arndt, *The Dynamics of African Feminism: Defining and Classifying African Feminist Literatures* (Africa World Press, 2002) 9-15.

The Combahee River Collective, "A Black Feminist Movement", at <http://circuitous.org/scraps/combahee.html>

Discussion board question: available under week 4

Week 5: Gendered Models of Activism

Tuesday 17th September & Thursday 19th September

Mary Pardo, "Mexican American Grassroots Community Activists: "Mothers of East Los Angeles" *Fronteras: A Journal of Women's Studies* 11 (199) 1, 1-7. At <http://www.jstor.org.ezproxy1.lib.asu.edu/stable/3346696>

Arpillera movement in Chile: Idea of Militant Motherhood, women's socialized roles as sources of political voice, and collective women's empowerment against dictatorship.

Jadwiga E. Piper Mooney, "Militant Motherhood Re-Visited: Women's Participation and Political Power in Argentina and Chile," *History Compass* 5 (2007) 3: 975-994 at <http://onlinelibrary.wiley.com.ezproxy1.lib.asu.edu/doi/10.1111/j.1478-0542.2007.00435.x/pdfView>

Video

Watch Threads of Hope documentary <https://www.youtube.com/watch?v=O1YWE2UBin0> – View on YouTube: Sting, They Dance Alone

First in English to pay attention to the lyrics: https://www.youtube.com/watch?v=MS_bN5ECJTI

Then the one in Spanish with the mothers of the disappeared performed in Argentina <https://www.youtube.com/watch?v=-P9m-3mrflo&index=1&list=RD-P9m-3mrflo>

Discussion board question: available under week 5

Week 6: Global Movements of Labor via Immigration and Economies

Tuesday 24th September & Thursday 26th September

Impact of IMF World Bank Policies on Women. Women and Development. (1999). *Women's International Network News*, 25(2), 51. URL:

<http://web.b.ebscohost.com.ezproxy1.lib.asu.edu/ehost/detail/detail?sid=e53db289-81f2-4ce0-81c8-c2b1fe19e300%40sessionmgr111&vid=0&hid=112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=aph&AN=1816545>

Lourdes Beneria "Globalization and Gender: Women's Labor in the Global Economy" in *Globalization in the 21st Century: Labor, Capital and the State on a World Scale*. Eds Berch Berberoglu. <http://lib.myilibrary.com.ezproxy1.lib.asu.edu/Open.aspx?id=290937> (Chapter 8) pp. 155-77

Brenda S. A. Yeoh, Shirlena Huang and Joaquin Gonzalez III. Migrant Female Domestic Workers: Debating the Economic, Social and Political Impacts in Singapore.. *International Migration Review*, Vol. 33, No. 1 (Spring, 1999), pp. 114-136. The Center for Migration Studies of New York, Inc. Article DOI: 10.2307/2547324. URL:

<http://www.jstor.org.ezproxy1.lib.asu.edu/stable/2547324?seq=1&uid=3739552&uid=2134&uid=2&uid=70&uid=4&uid=3739256&sid=21104541347047>.

Globalization 101: Women's participation in the economy

<http://www.globalization101.org/participation-in-the-economy/>

Video: Triangle Returns : <https://www.youtube.com/watch?v=noL8nFSzsDc>

The hidden face of Globalization <https://www.youtube.com/watch?v=8Bhodyt4fmU>

Discussion board question: available on Canvas under week 6

Week 7: Gender, NGOs, and Development Narratives

Tuesday 1st October & Thursday 3rd October

Kamat, Sangeeta. "NGOs and the New Democracy: The False Saviors of International Development." *Harvard International Review* 25-1 (2003): 65-69.

<http://search.proquest.com.ezproxy1.lib.asu.edu/docview/230986926/fulltextPDF?accountid=4485>

Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, 2012. Chapter 6- "Conclusion: Imagining a Post development Era" (pp. 212-226)

Fort, Meredith, Mary Anne Mercer, and Oscar Gish, eds. *Sickness and Wealth: The Corporate Assault on Global Health*. Cambridge, MA: South End Press, 2004.

Gloyd, Steve. Chapter 4-"Sapping the Poor: The Impact of Structural Adjustment Programs" (pp. 43-54)

"Why the Peace Corps is an Affront to the Poor." (David Kortava, *The Morningside Post*)

<http://www.themorningsidepost.com/2011/10/04/why-the-peace-corps-is-an-affront-to-the-poor/>

Discussion board question : available via Canvas week 7

Videos

"The Girl Effect (Original)" (2:22) https://www.youtube.com/watch?v=WlvmE4_KMNw

"The Girl Effect: The Clock is Ticking." (3:04) <https://www.youtube.com/watch?v=1e8xgF0JtVg>

"The Girl Effect: I Dare You to See I am the Answer" (2:31) <https://www.youtube.com/watch?v=-Vq2mff8puE>

"David Damberger: What Happens When an NGO Admits Failure" TED Talk (13:00)

http://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure

"BBC Newsnight: World Bank Creating Poverty" (7:32)

<https://www.youtube.com/watch?v=DrynBzUpYag>

"How do the WTO, World Bank, and IMF Work?" (7:02)

<https://www.youtube.com/watch?v=NQ952ba75Yk>

"World Bank: Money Laundering Criminals | Interview with Whistleblower Karen Hudes" (8:37)

<https://www.youtube.com/watch?v=c7E9SUwlooE>

Week 8: Review and Mid-terms

Tuesday 8th October & Thursday 10th October

Week 9: International Organizing for Women's Rights

Tuesday 15th October (Fall Break) & Thursday 18th October

Yosano Akiko, "The Day the Mountains Move" quoted in Moghadham below:

Valentine M. Moghadham, Chapter 1, Transnational Feminisms, in <http://ewhighered.mcgraw-hill.com/sites/dl/free/007351229x/837358/SampleChapter01.pdf>

Amrita Basu, "Globalization of the Local, Localization of the Global: Mapping Transnational Women's Movements" *Meridians* 1 (2000) 1: 68-84. Available at: <http://www.jstor.org.ezproxy1.lib.asu.edu/stable/40338428>

Online case study activity: Beijing Conference on Women 1995

Read EITHER

Jo Freeman, "The Real Story of Beijing," in *off our backs*, Vol. 26, No. 3, March 1996, pp. 1, 8-11, 22-27. Available at: <http://www.jofreeman.com/womenyear/beijingreport.htm>

OR

Sonia Alvarez, "Translating the Global: Effects of Transnational Organizing on Local Feminist Discourses and Practices in Latin America," <http://www.antenna.nl/~waterman/alvarez.html>

Discussion board question: available online under week 9

Week 10: Gender and Nationalism(s)

Tuesday 22nd October & Thursday 24th October

"Introduction: Between Women and Nation" in *Between Woman and Nation: Nationalisms, Transnational Feminisms, and the State*, ed. Caren Kaplan, Norma Alarcón, and Minoo Moallem. Durham: Duke University Press, 1999.

McClintock, Anne. "'No Longer a Future in Heaven': Women and Nationalism in South Africa." *Transition* 51 (1991): 104-123. <http://www.jstor.org.ezproxy1.lib.asu.edu/stable/2935081?seq=1>

Timmerman, Christiane. "Muslim Women and Nationalism: The Power of the Image." *Current Sociology* 48.15 (2000): 15-27.

<http://csi.sagepub.com.ezproxy1.lib.asu.edu/content/48/4/15.full.pdf+html>

Video(s): *Pray the Devil Back to Hell* (53 minute version)

Film website (with film description): <http://praythediabacktohell.com/>

Film link (PBS): <http://video.pbs.org/video/2155873888/>

Discussion board question: available under week 10

Week 11: Women and Armed Conflict

Tuesday 29th October & Thursday 31th October

Petchesky, R. P. "Rights of the Body and Perversions of War: Sexual Rights and Wrongs Ten

Years Past Beijing.” *International Social Science Journal* 57.2 (2005): 301-318.
<http://onlinelibrary.wiley.com.ezproxy1.lib.asu.edu/doi/10.1111/j.1468-2451.2005.552.x/pdf>
Brittain, Victoria. “The Impact of War on Women.” *Race and Class* 44.4 (2003): 41-51. (10 pages)
<http://rac.sagepub.com.ezproxy1.lib.asu.edu/content/44/4/41>
Baaz, Maria Eriksson, and Maria Stern. “Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC).” *International Studies Quarterly* 53.2 (2009): 495-518.
<http://web.a.ebscohost.com.ezproxy1.lib.asu.edu/ehost/pdfviewer/pdfviewer?sid=14e0473d-1c45-4743-9a5e-36eae91cb392%40sessionmgr4003&vid=1&hid=4109>

Video(s): *The Women Outside: Korean Women and the U.S. Military* (60 minutes)
Film

website (with film description):

http://www.pbs.org/pov/thewomenoutside/film_description.php

Film Links (YouTube):

Part I: <https://www.youtube.com/watch?v=BtlaRjFhJII>

Part II: <https://www.youtube.com/watch?v=tjnhJ9UyAbU>

Part III: <https://www.youtube.com/watch?v=02C00vzYXQg>

Part IV: <https://www.youtube.com/watch?v=jGt6xbqXi8Y>

God Sleeps in Rwanda (28 minutes) **Film Link (Vimeo):**

<http://vimeo.com/48711552>

Discussion board question: available on Canvas week 11

Week 12: “When Sharing Female Identity is not Enough:” The limits and opportunities for coalition building across difference

Tuesday 5th November & Thursday 7th November

Kris Hunt, “Getting Connected? The politics of mobilizing a transnational feminist response to the war on terror” *Wagadu* 2 (2005): 1-20. 19 pages.

<http://journals.cortland.edu/wordpress/wagadu/files/2014/02/hunt.pdf>

Everjoice J. Win, “When Sharing Female Identity is not enough: Coalition Building in the midst of Political Polarization in Zimbabwe,” *Gender and Development*, 12:1 (2004) 19-27. 8 pp

<http://www.jstor.org.ezproxy1.lib.asu.edu/stable/4030598>

Mari Matsuda, “Beside my sister, Facing the enemy: Legal Theory out of Coalition” *Stanford Law Review* 43 (1991) 6: 1183-1192. <http://www.jstor.org.ezproxy1.lib.asu.edu/stable/1229035?seq=3>

Discussion board question: available on Canvas under week 12

Week 13: Women and Religious Fundamentalism(s)

Tuesday 12th November & Thursday 14th November

Essays from *Nothing Sacred: Women Respond to Religious Fundamentalism and Terror*. (ed. Betsy Reed) New York: Thunder's Mouth Press/Nation Books, 2002.

"Fundamentalism" | Karen Armstrong | pgs. 11-22 |

"The Burden of Eve: Religious Fundamentalism and Women in Israel" | Alice Shalvi | pgs. 31-44 |

"Whose Fundamentalism?" | Minoo Moallem | pgs. 393-396 |

Mir-Hosseini, Ziba. "Muslim Women's Quest for Equality: Between Islamic Law and Feminism." *Critical Inquiry* 32 (2006): 629-645.

<http://www.jstor.org.ezproxy1.lib.asu.edu/stable/pdfplus/10.1086/508085.pdf?&acceptTC=true&jpdConfirm=true>

Videos: Documentary: *Saving Face* (2012) | 40 minutes

Discussion board question: available under week 13

Week 14: Feminization of poverty and labor

Tuesday 19th November & Thursday 21st November

Gemelli, M.(2008). *Feminization of poverty*. In *Battleground: Women, gender, and sexuality*.

Retrieved from

https://login.ezproxy1.lib.asu.edu/login?url=http://literati.credoreference.com.ezproxy1.lib.asu.edu/content/entry/abcbwgs/feminization_of_poverty/0

Sakiko Fukuda-Parr (1999) What Does Feminization of Poverty Mean? It Isn't Just Lack of Income, *Feminist Economics*, 5:2, 99-103, DOI: 10.1080/135457099337996 . URL:

<http://web.a.ebscohost.com.ezproxy1.lib.asu.edu/ehost/pdfviewer/pdfviewer?sid=4f5b670e-ae75-4ba9-8047-d7043f434aa0%40sessionmgr4001&vid=1&hid=4106>

Pande Rekha. (2007). Gender, Poverty and Globalization in India. *Development* 50(2), 134-140. Society for International Development 1011-6370/07. doi:10.1057/palgrave.development.1100367

URL: <http://search.proquest.com.ezproxy1.lib.asu.edu/docview/216912133?pq-origsite=summon>

Wangari, E. ,Kamau, W, Kinyau A, M. Globalization in the Third World: Impact on Women's Land Rights and Education in Kenya. Forum on Public Policy. Women Studies Department, Towson University, MD (Optional). URL:

<http://www.forumonpublicpolicy.com.ezproxy1.lib.asu.edu/vol1.no3.gender/wangari.pdf>

Video: Take it from me: Life After Welfare

<https://www.academicvideostore.com/video/take-it-me-life-after-welfare>

Solar Mamas:

Discussion board question: online under week 15

Week 15: Agriculture and industrial labor markets; Environmental and Health impacts

Tuesday 26th November & Thursday 28st November (Happy Thanksgiving No class)

Enloe, Cynthia. (1989). "Carmen Miranda on my mind: International Politics of the Banana" In Making Feminist Sense of International Politics: Bananas Beaches & Bases. LA: University of California Berkley. (Scanned chapter made available on Canvas)

Ferm, Nora. (2008). Non-Traditional Agricultural Export Industries: Conditions for Women Workers in Colombia and Peru. Gender and Development, Vol. 16, No. 1, Rural Livelihoods and Agriculture. pp. 13-26. Taylor & Francis, Ltd. on behalf of Oxfam GB. URL:
<http://www.jstor.org.ezproxy1.lib.asu.edu/stable/20461246?seq=1&uid=3739552&uid=2134&uid=2&uid=70&uid=4&uid=3739256&sid=21104541347047>

Desai, Manisha. (2004). Gender, Health and Globalization: A critical social movement perspective. Development (2004) 47(2), 36-42. doi:10.1057/palgrave.development.1100028 URL:
<http://search.proquest.com.ezproxy1.lib.asu.edu/docview/216912847?pq-origsite=summon>

Video: Women feed the world: Latin America and Africa (2 videos each 13 minutes)

Ecuador: Flower Power: This is a very short (10:39 minutes)

<http://www.pbs.org/frontlineworld/watch/player.html?pkg=entrepreneur&seg=7&mod=0>

Discussion board question: available online under week 15

Week 16: Feminist Freedom Warriors

Tuesday 3rd December & Thursday 5th December

Excerpts from Feminist Freedom Warriors

PLEASE NOTE: I reserve the right to modify this syllabus at any time should it be deemed necessary.

