

Term Information

Effective Term Spring 2018
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding a Distance Learning offering for this course.

What is the rationale for the proposed change(s)?

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3505
Course Title	Feminist Perspectives on Globalization
Transcript Abbreviation	Feminist Globalztn
Course Description	Examines how feminist activists and scholars understand and interrogate contemporary globalization.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 Week, 4 Week

[Previous Value](#) 14 Week, 12 Week

Flexibly Scheduled Course Never

Does any section of this course have a distance education component? Yes

Is any section of the course offered 100% at a distance
Less than 50% at a distance

[Previous Value](#) No

Grading Basis Letter Grade

Repeatable No

Course Components Lecture

Grade Roster Component Lecture

Credit Available by Exam No

Admission Condition Course No

Off Campus Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	505
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- By the end of this course, students should successfully be able to:
 - Understand globalization, its different dimensions, and its effects in specific local contexts
- Explain how Western bias is manifested in cross-cultural studies of globalization
- Understand how globalization is gendered, racialized, and classed
- Demonstrate knowledge of how globalization can be analyzed from a variety of feminist perspectives
- Improve their critical thinking skills by conducting cross-cultural analysis from feminist perspectives

Previous Value

Content Topic List

- Approaches to feminist analysis
- Global feminism
- Global women's rights
- Feminist responses to globalization
- Other topics vary based on professor/instructor

Sought Concurrence

No

Attachments

- WGSST 3505 Bystydzienski.pdf: Technical Feasibility Review from ASCTech
(Other Supporting Documentation. Owner: Stottlar, Jacqueline Nicole)
- WGSST 3505 Distance Learning Syllabus.docx: WGSST 3505 DL Syllabus
(Syllabus. Owner: Stottlar, Jacqueline Nicole)
- Bystydzienski 3505 Syllabus (AU16).doc: WGSST 3505 In Person Syllabus
(Syllabus. Owner: Stottlar, Jacqueline Nicole)

Comments

- This is not a GE course. In person syllabus added for comparison. *(by Stotlar, Jacqueline Nicole on 09/08/2017 09:48 AM)*
- Having heard and reviewed rationale for the departments' request for an exception, I'm leaning towards not supporting a request to grant an exception for granting distance delivery post-facto and ge category pre-facto and I share that on the recommendation of my colleagues in the College. It seems to set a precedent that is hard to justify and essentially is a work around to due diligence to existing process and a work ahead for the undetermined. For that reason, and in consultation, I will request revision to this and other courses in my queue seeking the same resolution. Don't shoot the messenger please.

Garett *(by Heysel, Garrett Robert on 09/07/2017 09:51 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	08/22/2017 11:55 AM	Submitted for Approval
Approved	Winnubst, Shannon	08/22/2017 12:35 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	09/07/2017 09:51 PM	College Approval
Submitted	Stotlar, Jacqueline Nicole	09/08/2017 09:48 AM	Submitted for Approval
Approved	Winnubst, Shannon	09/08/2017 10:07 AM	Unit Approval
Approved	Heysel, Garrett Robert	09/11/2017 09:52 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	09/11/2017 09:52 PM	ASCCAO Approval



Syllabus: WGSST 3505
Feminist perspectives on Globalization
Autumn 2017

Course overview

Instructor

Instructor: Jill Bystydzienski

Email address: Bystydzienski.1@osu.edu

Phone number: (614)688-9700

Office hours: I will be available each Wednesday 10am-12pm on Skype. (address: jill.bystydzienski) and on e-mail. I also can be available on other days and times by appointment. Please e-mail me to schedule an appointment.

Course description

This course focuses on the various ways that women's agency and gender resistance take shape in different social, economic, cultural, and political contexts. We will apply feminist perspectives on globalization (a complex, gendered set of transnational economic, political, and cultural processes that involve the flow of people, ideas, information, capital and commodities, as well as networks of power and resistance) to the topics of neocolonialism and neoliberalism, factory labor in China and Mexico, Filipino migration, post-socialist East European transformation, human trafficking, gender in Islamic societies, and global feminist organizing. We will conduct feminist analysis—foregrounding gender and its intersection with race, ethnicity, class, sexuality and nationality—in the specific contexts of women and men in an increasingly globalized world. We will attempt to understand the lives and experiences of diverse women in cultural and national contexts other than our own as well as to examine the bases of global feminist alliances.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand globalization, its different dimensions, and its effects in specific local contexts
- Explain how Western bias is manifested in cross-cultural studies of globalization
- Understand how globalization is gendered, racialized, and classed

- Demonstrate knowledge of how globalization can be analyzed from a variety of feminist perspectives
- Improve their critical thinking skills by conducting cross-cultural analysis from feminist perspectives

Course materials

Most of the reading materials for this course are posted on Carmen under the course modules, while others, specifically journal articles, are available through the library's online journals.

To access online journals go to the library homepage and click on Online Journals List. In the first box menu, go to "Title equals" and type the full title of the journal in the second box. Click search. This will take you to several ways that you can access the journal you want. Choose the link that includes the date of publication of the article you're searching. This will bring you to the journal page where you will need to find the correct volume and number of the article.

I will provide guiding questions for each set of readings.

Course lectures will be delivered as PPTx with audio and I will post a short video each week containing an introduction to the week's topic.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Skype

- You will need to establish a Skype account if you wish to communicate with me that way during office hours. To establish an account: <https://login.skype.com/>
- Here is a link to the Skype privacy policy: <https://support.skype.com/en/faq/FA34649/protecting-your-online-safety-security-and-privacy>
- For Skype technical support see: <https://support.skype.com/en/faq/FA1170/how-do-i-contact-skype-customer-service>

Grading and faculty response

Grades

Assignments	Points
<p>Journaling</p> <p>Journaling will involve your syntheses of and critical responses to the material covered in a given week. You will be required to submit one journal entry almost every week. I will provide weekly prompts that will help you organize your writing. A journal entry should be at least 2 typed pages, double-spaced, 12 pt. font, 1" margins. Journal entries should be uploaded into Carmen by the due dates indicated in the weekly schedule.</p>	20
<p>Online discussion</p> <p>Each week, you will post a reflection on that week's topic to the class discussion board. I will provide a few guiding questions each week that may help generate your reflection. The reflection should be at least 250 words in the form of a comment on some</p>	20

<p>aspect of the topic that you found interesting, stimulating, disturbing and/or engaging. You also will be required to comment on at least one other student's post on each week's topic and to respond to at least one comment someone else made in response to your post. You will use the discussion board in Carmen to post your reflections and responses to those of others.</p>	
<p>Short research paper</p> <p>For this assignment, you will pick a topic/question from among several I will provide, locate at least 5 sources (books, articles, book chapters, reports, newspaper articles), and write a 4-page paper, typed, double-spaced, 12 pt. font, 1" margins. The paper should be uploaded into Carmen by the due date.</p>	15
<p>Article analysis</p> <p>You will need to locate an article on a topic relevant to the class, and in 1-2 typed, double-spaced, 12 pt. font pages, summarize and critically evaluate the article. The article analysis should be uploaded into Carmen by the due date.</p>	15
<p>Research paper proposal</p> <p>You will choose a research topic relevant to the themes of this course, find at least 5 sources, do preliminary reading, and prepare a 1-2 page research paper proposal (typed, double-spaced, 12 pt. font, 1" margins) that includes: an introductory paragraph, an outline of the sections (with headings) around which you plan to organize your material, and a list of references. The proposal should be uploaded into Carmen by the due date.</p>	10
<p>Final research paper</p> <p>For the final paper, you will need to find and read 3-5 additional references and write your paper following the outline in your research proposal. The paper should be 9-10 pages long, double-spaced, 12 pt. font, 1" margins and uploaded into Carmen by the due date. We will be sharing these papers and you will need to comment on at least one other person's paper.</p>	20

Total	100
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Detailed instructions for each of these assignments are provided under course modules in Carmen.

See course schedule, below, for assignment due dates.

Late assignments

I will deduct 2 points per day from any assignment that is submitted after the deadline.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For weekly journaling and discussion posting assignments you can generally expect feedback within **3 days**. For larger assignments, such as research papers and article analysis, feedback will be given within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion board every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
My office hours are optional. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating on discussion boards: 2+ TIMES PER WEEK**
As participation, almost every week you can expect to post at least two times as part of our substantive class discussion on the week's topic.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When you post on discussion boards, please cite your sources to back up what you say. (For course readings, list at least the author and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your posts in a word processor, where you can save your work, and then copying into the Carmen discussion board.

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA or APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your library research look more successful than it was.

Ohio State's academic misconduct policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Trigger warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting me if needed).

Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic services

For an overview and contact information for the student academic services offered on the OSU main campus please see <http://advising.osu.edu/welcome.shtml>.

Student services

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.osu.edu>

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools
- Skype accessibility <https://support.skype.com/en/skype/windows-desktop/everythingelse/accessibility/>

Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	August 22- 25	<p>Topics: Introduction to the course. Understanding feminist perspectives; What is globalization? How is globalization gendered?</p> <p>Readings:</p> <p>Globalization: Key Concepts</p> <p>Valentine Moghadam, "Gender and Globalization: Female Labor and Women's Mobilization." <i>Journal of World-Systems Research</i> Vol. V, No.2, Summer 1999, pp. 367-388.</p> <p>Film: Life and Debt</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, Aug. 25</p> <p>Post a reflection on discussion board by Friday, Aug. 25 and respond to at least one person's post and to one person who commented on your post by Sunday, Aug. 27.</p>

2	Aug. 28-Sept.1	<p>Topic: Globalization; how the local and global intersect</p> <p>Readings:</p> <p>Yvonne A. Braun and Assitan Sylla Traore, "Plastic Bags, Pollution and Identity: Women and the Gendering of Globalization and Environmental Responsibility in Mali." <i>Gender & Society</i> Vol.29, No.6, December 2015, pp. 863-887.</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, Sept. 1</p> <p>Post a reflection on discussion board by Friday, Sept. 1 and respond to at least one person's post and to one person who commented on your post by Sunday, Sept. 3.</p>
3	September 4-8	<p>Topic: Critiques of western feminist analyses of non-western women's realities</p> <p>Readings:</p> <p>Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses."</p> <p>Deniz Kandiyoti, "Bargaining with Patriarchy."</p> <p>Aihwa Ong, "Colonialism and Modernity: Feminist Representations of Women in Non-western Societies."</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, Sept. 8</p> <p>Post a reflection on discussion board by Friday, Sept. 8 and respond to at least one person's post and to one person who commented on your post by Sunday, Sept. 10.</p>
4	Sept. 11-15	<p>Topic: Globalization of factory work</p> <p>Readings:</p> <p>Melissa Wright, "Disposable Daughters and Factory Fathers"; "Manufacturing Bodies."</p> <p>Film: Maquilapolis</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, Sept. 15.</p> <p>Article analysis is due Sunday, Sept. 17.</p>
5	Sept. 18-22	<p>Topic: Global migrations</p>

		<p>Readings:</p> <p>Julia Chuang, "Factory Girls After the Factory: Female Return Migrations in Rural China." Gender & Society Vol.30, No.3, June 2016, pp. 467-489.</p> <p>Rhacel Salazar Parrenas, "The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy."</p> <p>Film: Chain of Love</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, Sept. 22.</p> <p>Post a reflection on discussion board by Friday, Sept. 22 and respond to at least one person's post and to one person who commented on your post by Sunday, Sept. 24.</p>
6	Sept. 25-29	<p>Topic: Global migrations</p> <p>Readings: Deirdre McKay, Global Filipinos: Migrants' Lives in the Virtual Village, Chapters 2, 4 and 5</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, September 29.</p> <p>Short research papers due Sunday, Oct. 1.</p>
7	Oct. 2-6	<p>Topic: Globalization, gender, and post-socialist East Central Europe</p> <p>Readings:</p> <p>Elzbieta Matynia, "Polish Feminism Between the Local and the Global: A Task of Translation."</p> <p>TBD</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, October 6.</p> <p>Post a reflection on the discussion board by Friday, October 6 and respond to at least one person's post and to one person who commented on your post by Sunday, October 8.</p>
8	Oct. 9-13	<p>Topic: Globalization, gender, and post-socialist East Central Europe</p> <p>Readings:</p> <p>Leyla Keough, "Worker-Mothers on the Margins of Europe"</p> <p>Leyla Gulcur and Pinar Ilkcaracan, "The 'Natasha' Experience:</p>

		<p>Migrant Sex workers from Former Soviet Union and Eastern Europe in Turkey.” Women’s Studies International Forum Vol 23, No.4, 2002, pp. 411-421.</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, October 13.</p> <p>Research paper proposals are due Sunday, October 15.</p>
9	Oct. 16-20	<p>Topic: Globalization and human/sex trafficking</p> <p>Readings:</p> <p>Farhan Navid Yousaf and Bandana Purkayastha, “Human Trafficking: An Overview.”</p> <p>Emily Bazelon, “Oppression or Profession?” New York Times Magazine, May 8, 2016, pp. 34-43, 55-57.</p> <p>Donna M. Hughes, Legalizing Prostitution Wil Not Stop the Harm.”</p> <p>Film: Sex Slaves</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, October 6.</p> <p>Post a reflection on the discussion board by Friday, October 20 and respond to at least one person’s post and to one person who commented on your post by Sunday, October 22.</p>
10	Oct. 23-27	<p>Topic: Globalization and gender in Muslim societies</p> <p>Readings:</p> <p>Emma Fulu and Stephanie Miedema, “Globalization and Changing Family Relations: Family Violence and Women’s Resistance in Asian Muslim Societies.” Sex Roles Vol. 74, Issue 11-12, may 2016, pp. 480-494.</p> <p>TBD</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, October 27.</p> <p>Post a reflection on the discussion board by Friday, October 27 and respond to at least one person’s post and to one person who commented on your post by Sunday, October 29.</p>
11	Oct. 30-Nov.3	<p>Topic: Gender, veiling and Islam</p> <p>Readings:</p> <p>Homa Hoodfar, “Return to the Veil: Personal Strategy and Public</p>

		<p>Participation in Egypt.”</p> <p>Leila Ahmed, “The Veil Debate—Again.”</p> <p>Online Video: PBS video on women and Islam</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, November 3.</p> <p>Post a reflection on the discussion board by Friday, November 3 and respond to at least one person’s post and to one person who commented on your post by Sunday, November 5.</p>
12	Nov.6-10	<p>Topic: Globalization and LGBTQI communities and movements</p> <p>Readings:</p> <p>Barry Adam, “Globalization and the Mobilization of Gay and Lesbian Communities.”</p> <p>Irina V. Soboleva and Yaroslav A. Bakhmetjev, “Political Awareness and Self-Blame in the Exploratory Narratives of LGBT People Amid Anti-LBGT Campaign in Russia.” Sexuality & Culture Vol. 19, No. 2, 2014, pp. 275-296.</p> <p>J.D. Kidd, “Transgender and Transsexual Identities: The Next Strange Fruit—Hate Crimes, Violence and Genocide Against the Global Trans Communities.” Journal of Hate Studies Vol.6, No.1, 2007/2008, pp. 31-63.</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, November 10.</p> <p>Post a reflection on the discussion board by Friday, November 10 and respond to at least one person’s post and to one person who commented on your post by Sunday, November 12.</p>
13	Nov.13-21	<p>Topic: Global feminist organizing</p> <p>Readings:</p> <p>Ligaya Lindio-McGovern, “Transnational Feminisms and Globalization: Bringing Third World Women’s Voices from the Margin to the Center.”</p> <p>Chandra Talpade Mohanty, “‘Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles.”</p> <p>Assignments:</p> <p>Submit a journal entry by Friday, November 17.</p> <p>Post a reflection on the discussion board by Friday, November 17</p>

		and respond to at least one person's post and to one person who commented on your post by Tuesday, November 21.
14	Nov. 27-Dec.11	Topic: Sharing and commenting on research papers Final papers are due Monday, Dec. 4. Post a reflection on someone's paper to the discussion board by Friday, December 8 and respond to at least one person's post and to one person who commented on your paper by Monday, December 11.

WGSST 3505 Feminist Perspectives on Globalization

Autumn 2016

W/F 9:35-10:55

Baker Systems 128

Dr. Jill Bystydzienski

Bystydzienski.1@osu.edu

614-688-9700

Office: 308A Dulles Hall

Office hours: W 11-12; TR 1-2

or by appointment

Disability accommodation

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course description

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The objectives of the course are: (1) to introduce students to some of the problems and issues diverse women face and respond to in an era of globalization largely in non-

western contexts; (2) to learn or improve the application of feminist analysis to local and global issues; and (3) to improve capacity for critical thinking by conducting cross-cultural analysis.

Required books:

Deirdre McKay, *Global Filipinos: Migrants' Lives in the Virtual Village*.
Bloomington: Indiana University Press, 2012.

Melissa W. Wright, *Disposable Women and Other Myths of Global Capitalism*.
New York: Routledge, 2006.

Other readings are posted on Carmen under the course designation, while a few are available online through the library's ejournals.

Course requirements/expectations

1. Attendance and participation

Class attendance is required. The course is designed to promote class participation. Questions and comments are always welcome and class discussions will be conducted regularly. Attendance and in-class participation will comprise **20%** of the overall grade. Students may miss one class without penalty; I will take 2% points off the attendance total for every subsequent class missed.

2. Response papers

There will be **two** written out-of-class response papers in the form of short essays (typed, 4-5 pages, double-spaced, 12 pt. font) on questions and issues generated by the readings and class discussions. These assignments will require the use of additional readings and/or web-based sources. Instructions for each of the assignments will be given in class. Each response paper will be worth **15%** of the total grade.

3. Student critical summaries of readings

Each student will be responsible for summarizing and critically evaluating one of the scheduled course readings. This will include an oral presentation in class and involve providing the class with a detailed overview of the reading, how it addresses issue(s) related to a general topic, and generating a question or two for discussion, as well as writing and turning in an overview of the assigned reading. This assignment will be worth **15%** of the total grade.

4. Research paper

The paper (9-10 pages, double-spaced, 12 point font) will require that students research topics of choice relevant to the themes of the course. In preparation for writing the paper, each student will prepare a one page research proposal and draft an introductory paragraph, and present the paper in class at the end of the semester. Students are welcome to meet with me individually to discuss their ideas and work on the paper. The proposal and introductory paragraph will be **10%** of the total grade, in-class presentation of the paper **10%**, and the final completed paper **15%**, for a total of **35%**.

Course policies

Classroom Conduct

The classroom should be an intellectual space governed by mutual respect and constructive criticism. Civility is essential to our collective education project. Many different opinions may be expressed in our discussions. While disagreement is acceptable and scholarly engagement is encouraged, personal attacks based on differing opinions are not acceptable.

Plagiarism

Students are expected to maintain complete academic integrity. Please become familiar with the departmental statement on plagiarism:

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible consequences range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Class cancellation

In the unlikely event that class will be cancelled due to emergency, you will be contacted via email and a note will be placed on the classroom door. The class schedule will then be adjusted to reflect the cancellation.

Writing Center

I am available to assist you with writing assignments and help you improve your work. Ohio State also provides an invaluable writing resource: the University Writing Center. The Writing Center allows you to make appointments to get assistance from trained writing tutors. To utilize this university sponsored service, contact the Writing Center at (614) 680-4291 or visit their website at <http://cstw.osu.edu/writingCenter/default.cfm>

Course Schedule

<u>Date</u>	<u>Topic</u>
August 24	Introduction to the course. Understanding feminist perspectives; What is globalization? How is globalization gendered? How the local and global intersect
August 26	Feminist Perspectives on Globalization
<u>Readings:</u>	Valentine Moghadam, "Gender and Globalization: Female Labor and Women's Mobilization." <i>Journal of World-Systems Research</i> Vol.V, No.2, Summer 1999, pp. 367-388. Yvonne A. Braun and Assitan Sylla Traore, "Plastic Bags, Pollution and Identity: Women and the Gendering of Globalization and Environmental Responsibility in Mali." <i>Gender & Society</i> Vol.29, No.6, December 2015, pp. 863-887.
August 31	<u>Film:</u> Life and Debt (screened in class)
September 2	Approaches to cross-cultural feminist analysis; critiques of western feminist analyses of non-western women's realities
<u>Reading:</u>	Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses." <i>Feminist Review</i> No. 30, Autumn 1988, pp. 61-88
September 7	Critiques of western feminist analyses
<u>Readings:</u>	Deniz Kandiyoti, "Bargaining with Patriarchy"; Aiwa Ong, "Colonialism and Modernity: Feminist Re-presentations of Women in Non-Western Societies." On Carmen
September 9	Globalization of Factory Work
<u>Reading:</u>	Linda Y.C. Lim, "Capitalism, Imperialism and Patriarchy: The Dilemma of Third World Women Workers in Multinational Factories." On Carmen
September 14	Globalization of Factory Work
<u>Readings:</u>	<i>Disposable Women</i> , Chapters 2 and 3
September 16	No class.
September 21	Resistance to "Disposable Women" Myth
<u>Readings:</u>	<i>Disposable Women</i> , Chapters, 5 and 6 and 7
September 23	"Disposable Women" in Ciudad Juarez
<u>Readings:</u>	<i>Disposable Women</i> , Chapters 4 and 7
<u>Film:</u>	Senorita Extraviada (screened in class)
September 28	Global Migrations
<u>Reading:</u>	Julia Chuang, "Factory Girls After the Factory: Female Return Migrations in Rural China." <i>Gender & Society</i> Vol 30, No. 3, June 2016, pp. 467-489.

- September 30 Global Migrations
Readings: Rhacel Salazar Parrenas, “The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy.” On Carmen
Film: Chain of Love (screened in class)
- October 5 Global Migrations
Readings: *Global Filipinos*, Introduction, Chapter 1 and 2
- October 7 Global Migrations
Readings: *Global Filipinos*, Chapters 3 and 4
- October 12 Global Filipinos
Readings: Chapters 6 and 7
First response paper due
- October 14 No class. Autumn break.
- October 19 Globalization, Gender, and Post-socialist East Central Europe
Readings: Leyla Keough, Worker-Mothers on the Margins of Europe (Moldova), Chapter 1; On Carmen
“Despite Shrinking Population Eastern Europe Resists Accepting Migrants” http://www.nytimes.com/2015/10/02/world/europe/despite-shrinking-populations-eastern-europe-resists-accepting-migrants.html?_r=0
- October 21 No class
- October 26 East Central Europe: Poland
Reading: Elzbieta Matynia, “Polish Feminism Between the Local and the Global: A Task of Translation.” On Carmen
Research paper outline and introductory paragraph due
- October 28 Globalization and Human Trafficking
Readings: Farhan Navid Yousaf and Bandana Purkayastha, “Human Trafficking: An Overview.” On Carmen
Leyla Gulcur and Pinar Ilkkaracan, “The ‘Natasha’ Experience: Migrant Sex Workers from the Former Soviet Union and Eastern Europe in Turkey.” *Women’s Studies International Forum*, Vol.23, No.4, 2002, pp. 411-421.
- November 2 Sex Work and Sex Trafficking in a Globalized World
Readings: Donna M. Hughes, “Legalizing Prostitution Will Not Stop the Harm.” <https://cardboardrobot3000.wordpress.com/2015/08/11/legalising-prostitution-will-not-stop-the-harm/>

Emily Bazelon, "Oppression or Profession?" *New York Times Magazine*,
May 8, 2016, pp. 34-43, 55-57.

Guest speaker—Jennifer Lang

November 4 Globalization and Gender in Muslim Societies

Readings: Emma Fulu and Stephanie Miedema, "Globalization and Changing Family Relations: Family Violence and Women's Resistance in Asian Muslim Societies." *Sex Roles* Vol.74, Issue 11-12, May 2016, pp. 480-494.

November 9 No class. National Women's Studies Association Conference.

November 11 No class. Veterans' Day.

November 16 Gender, Veiling and Islam

Readings: Homa Hoodfar, "Return to the Veil: Personal Strategy and Public Participation in Egypt." Leila Ahmed, "The Veil Debate—Again." On Carmen

November 18 Global Feminist Organizing

Readings: Barry Adam, "Globalization and the Mobilization of Gay and Lesbian Communities." On Carmen

Second response paper due

November 23 & 25 No classes. Thanksgiving Break.

November 30 Global Feminist Organizing

Readings: Ligaya Lindio-McGovern, "Transnational Feminisms and Globalization: Bringing Third World Women's Voices from the Margin to Center"; Chandra Talpade Mohanty, "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." On Carmen

December 2 Student research paper presentations

December 7 Student research paper presentations

December 9 **Final research papers due**

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Feminist Perspectives on Globalization (WGSST 3505)

Instructor: Jill Bystydzienski

Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.		✓		<p>The tools used in this course support the learning objectives and competencies in the following ways.</p> <ul style="list-style-type: none"> • Weekly readings • Guided weekly journaling • Video/film viewing • Guided discussion board posts • Article analysis • Research papers • Online Audio Lectures • Online video lectures • Online office hours
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen LMS • OSU secure media library • Microsoft Office 365 • Skype
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a web browser. The "Course Technology" section of the syllabus provides the students the needed information to obtain all technologies required for this course.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Skype is the only external tool being used in this course. A link to the privacy policy for Skype is included in the "Course technology" section of the syllabus.</p>

Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A Link has been provided in the "Course technology section" of the syllabus for the technical support available for the Carmen LMS and Skype.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Accessibility of course technology" section of the syllabus for the Skype accessibility statement. A link has also been provided for the Carmen LMS.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 4/25/2107
- Reviewed by: Mike Kaylor

Notes:

- Please be sure to include a PDF version of your PPTx audio lectures within the module the lecture will be accessed by the students. This will provide students with another way to access and consume the course content if they use a screen reader.

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.