GWST 2113: Transnational Women’s Studies
Spring 2015 / Section 001
Morrill Room 306: T/R 9:00 – 10:15 AM

Instructor: Jessica Glover
Office: Morrill Hall 402, OSU-Stillwater Campus
Office Hours: T/R 10:15 – 11:30 AM
I am available to meet either in person or online via Skype/Google Hangouts. It is always best to send an email to the okstate address to make an appointment to meet with me.

Email: Jessica.Glover@okstate.edu
Skype: Jess.Glover@live.com (Email the okstate address to arrange a conference.)
G. Hangouts: shakespearessister1929@gmail.com (Please do not send emails to this address. Email the okstate email address to arrange a specific time to conference.)
Mailbox: Morrill Hall, English Office 205

Course Texts and Required Materials

- **Required Texts:**

- **OSU email and Online Classroom (OC):**
  This class will have an accompanying Online Classroom. You can access our course homepage by visiting [oc.okstate.edu](http://oc.okstate.edu) and searching for the specific course: GWST 2113.001.152. It is essential that you have continual access to computer equipment, the Internet, and the course textbooks by the first week of class. *

- **Weekly Readings and Videos:**
  As part of the class requirements, readings and/or viewings beyond the textbook will be posted each week. In order to complete these required readings and/or viewings, students will need to download multiple forms of texts. Thus, all students will need to be able to open PDFs using Adobe Reader. Students will also need to be able to routinely stream Windows Media Video files (.wmv), TED Talks, Vimeo and YouTube videos. *

* If you have technical/mechanical complications, contact ITLE (itle.okstate.edu) or call 405-744-1000.
Course Overview

This course is an interdisciplinary introduction to the field of women’s studies and to key issues, theories, and methods related to the study of gender and women in transnational contexts. This course also introduces students to the modern period’s history of key ideas related to sexual difference, gender, race, class, and sexuality. This course shows how colonialism and imperialism, as they spread across the world, shaped ideas about gender as much as other modern phenomena. We will address issues of power and inequality by focusing on historical connections rather than solely on commonalties.

This course looks at women in diverse locations around the world and encourages students to think about gender in a transnational rather than a purely U.S. context. The transnational approach to understanding gender brings Women's Studies into an era of globalization by connecting women’s issues in the United States to women’s issues elsewhere. This course provides a way to understand points of view from other locations and cultures beyond a U.S. perspective, especially crucial in the post-9-11 geopolitical situation. We will explore the connections and disconnections of women’s lived experiences across national, economic, political and cultural borders and boundaries. Throughout the semester we will engage the ways in which global policies, material desires, and powers effect and connect people locally and globally.

This is a reading and writing intensive course that fulfills a (S) social and behavioral sciences requirement. We will read and discuss our textbook as well as current national and campus newspaper articles, contemporary poems, controversial essays, and selections from professional books and literary journals. Some of the reading is analytically challenging; other reading can be personally challenging. The goal is to invite all perspectives to join the conversation by raising difficult questions, prompting lively class discussions, and broadening concepts based upon critical inquiry.

This class promotes the view that knowledge or the truth value of a statement—two overlapping but different things—cannot be judged by how attractive it is, how much it feels right according to one’s personal experience, or whether it has been asserted by a respected person. A critical understanding of the methods used to make a claim about how the social world (or some piece of it) works is essential for evaluating the validity of that claim.

There are a variety of research and discipline positions in the field of Gender and Women’s Studies. It is an intellectual tradition that has been around for decades. Part of the purpose of this class is to engage with the analytic material on a scholarly level while simultaneously making personal connections. Contributions that broaden our perspectives and deepen our understanding of course materials are essential for intellectual exchange. Keep in mind, however, that you will be required to establish credibility for certain ideologies (i.e. beliefs, thoughts, ideas, philosophies) in an effort to develop your own critical ethos. Thus, you must be willing to examine various controversial topics from multiple perspectives in an effort to hone your capacities to think critically about an increasingly complex world.
Course Goals and Objectives

Throughout the semester, we will examine four units and address the following questions:

Unit One: Social and Historical Construction of Gender
- How is gender performed, lived, embodied, and experienced?
- In what ways does sex, gender, and race change their meaning and significance over time?
- How is the spread of these ideas and explanations about sex, gender, and race influenced by economic, political, and cultural changes on a global scale?
- How do “gendered scripts” for dress, appearance, and behavior emerge among different social groups and in different societies and historical periods?
- What privileges exist for those who “appropriately do” gender? What consequences for those who don’t?
- What can we learn from analyzing the rise of Western science and the emergence of modern notions of sexual and racial difference?

Unit Two: Gendered Identities in Nations and States
- How is gender connected to our identity or personhood?
- Who enforces gender and sexual identities?
- What possible identities can women hold in the world that may influence power and agency?
- How do gendered structures of power and authority operate?
- How do we explain the sexual division of labor and the unequal status of women and girls and those activities and roles deemed “feminine” or “masculine” in society?
- In what way did the emergence of democratic nation states in Europe and its former colonies prompt new roles and identities for people, such as the citizen and the individual?
- What can we learn from examining the ways that the modern state requires national, ethnic, and gendered identities in order to operate?

Unit Three: Representations, Cultures, Media and Markets
- How do popular representations construct or reinforce gendered identity or experience?
- What stereotypes—linked not only to gender but also to race, religion, nationality, sexuality, and class—have emerged since the power to produce and disseminate information in the context of modern European colonization has enabled the proliferation of mass media and markets?
- Why must we examine femininity and masculinity through the ways that culture conveys dominate notions of gender, race, class, and sexuality?
- What role has industrialization and the expansion of capitalism through communication technologies and media such as print, cinema, and the Internet had on the global economy?
- What are some of the newly gendered meanings of the body, beauty, family and culture that the globalization of advertising and media brings with it?
- Who benefits from the production and consumption of these images and ideas?
- Why is it necessary to seek out and recover points of view and the work of many women who have been marginalized or oppressed?

Unit Four: Gendering Globalization and Displacement
- From the fifteenth century, how has colonization and conquest changed the ways in which people everywhere lived and worked, along with their sense of identity and belonging?
- How did the forced displacement of people through slavery and indentured labor contribute to the profits of the industrialized nations?
- How have the movements of goods, services, finance, people, and ideas changed in the modern period?
- What can be gleaned from examining both economic and cultural aspects of the emergence of this modern global world?
- What are some examples of the ways in which the ideas of a common world for women remains in tension with the continuing inequalities that globalization generates?
- What factors contribute to the formation and success of movements for and against gender equality and fluidity?
- How can we act to create a more expansive or egalitarian world?
Upon successful completion of this course, students should be able to:

- Understand and engage with central debates in the field of Gender and Women’s Studies
- Define and utilize basic terms and concepts central to this field
- Critically engage differing ideas and call into question the stability of gender and sexuality as performance and as social construction
- Think critically about global forms of oppression and privilege while making links between sexism and other inequalities
- Communicate effectively about gender issues in both writing and speech, drawing upon Gender and Women’s Studies scholarship and critical thinking skills

### Course Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Introduction (1 x 25 points)</td>
<td>25 points (2.5%)</td>
</tr>
<tr>
<td>Short Essay Writing Assignments (6 x 25 points)</td>
<td>150 points (15%)</td>
</tr>
<tr>
<td>Intellectual Exchange (in-class and online) (16 x 25 points)</td>
<td>400 points (40%)</td>
</tr>
<tr>
<td>Conference with Instructor (1 x 25 points)</td>
<td>25 points (2.5%)</td>
</tr>
<tr>
<td>Concept Reviews (midterm and final) (2 x 100)</td>
<td>200 points (20%)</td>
</tr>
<tr>
<td>Creative Power Point Group Project (1 x 100)</td>
<td>100 points (10%)</td>
</tr>
<tr>
<td>Out of Class GWST-sponsored Activity &amp; Essay (1 x 100)</td>
<td>100 points (10%)</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

Final grades for students will be awarded based on total number of points earned as follows:

Standard Scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F

Points Scales: A=900-1000 pts; B=800-899 pts; C=700-799 pts; D=600-699 pts; F=0-599 pts

Once an assignment is graded, your grade will be posted to GRADES on OC. Please check your grade periodically. In order to respect your privacy, I will not discuss specific issues regarding your writing or grades in class. Please keep in mind that I may not always be aware of individual issues or problems. Please feel free to talk with me at any time.

If you think an error has occurred, review the syllabus guidelines, rubric, and specific homework instructions to ensure that all requirements were met. After doing so, if you still think an error has occurred, please feel free to contact your instructor via okstate email. Please do not post grade-related questions to discussion board; these will be removed.

### Course Expectations and Etiquette

This class is reading and writing intensive. Each week students will be assigned multiple readings and videos on topics that correspond with the chapters in the course textbook. Plan accordingly each week: allocating several hours to critically analyze the readings, videos, discussion board conversations, and course writing assignments.

**Intellectual Exchange:** In this course students are expected to actively participate in intellectual exchange with other students and on all assignments both in-class and online throughout the entire semester. Good thinking, like good writing and good reading, is an intensely social activity. Thinking, reading, and writing are all forms of relationships — when you read, you
enter into dialogue with an author about the subject at hand; when you write, you address an imaginary reader, testing your ideas against probable responses, reservations, and arguments. Thus, you can’t become an accomplished writer simply by declaring your right to speak or by criticizing as an act of principle: real authority comes when you enter into the discipline of an active, intellectual exchange of opinions and interpretations. Critical thinking, then, is always a matter of dialogue and debate — discovering relationships between apparently unrelated ideas, finding parallels between your own experiences and the ideas you read about, exploring points of agreement and conflict between yourself and other people.

**Class Discussions:** Class discussions require students to read all assigned materials and all posts uploaded by classmates. Each week the instructor will provide initial prompts for Discussion Board questions, but students are expected to generate additional topics based on the week’s readings, lectures, screenings, and discussion threads, building on previous and current course materials. Discussions should demonstrate student’s comprehension of the assigned concepts and develop their understanding of the course goals and objectives.

Keep in mind: discussion board posts are academic work. This is not a chat room or a personal blog. Merely completing the minimum or basic requirements does *not* guarantee total points. Posting superficial comments, posting purely personal anecdotes, failing to address assigned materials, ignoring responses to your thread, or posting within the last few hours each week are not conducive to intellectual exchange.

It may be beneficial to make margin notes or even jot down questions or comments about the concepts while completing the homework and then pose them to online discussion. This will help prepare for our in-class discussions as well as the reflective worksheets and concept reviews. On discussion board all students should help the class to better understand the concepts and synthesize the goals of the course.

**Classroom & Online Etiquette:** Certain things are expected and required of students in this course: that they treat each other courteously and respectfully; that they make an honest effort to engage with course material and fellow classmates; that they be prepared for all class discussions by always reading the assigned material before commenting or posting; that when others share their thoughts and opinions, they critically think about comments before responding while always striving to understand differing viewpoints.

You probably will not agree with all of the statements in our readings or from fellow classmates. This diversity in perspective should be welcomed as an enlightening aspect of our learning experience, rather than an irritant or obstacle. Students should feel free to disagree in the spirit of vibrant, academic discourse, and remember that we can disagree with an idea without being disagreeable.

Given the content and size of the class, it is extremely likely that you (and fellow classmates) may find some of the topics uncomfortable, emotional, triggering, or inappropriate. Please respect the fact that the subjects we discuss are deeply personal to people in our learning community and should be approached in an adult, scholarly manner. Some may have personal experiences similar to those addressed in weekly course material. Students are never required to
share personal experiences, but some may at their own level of comfort.

Additionally, as a participant in the discussion, if you judge a classmate’s comments or posts to discussion board to be inappropriate, criminal, or threatening, please paraphrase or paste the comment into an email and contact your instructor immediately (Jessica.Glover@okstate.edu).

**Role of Instructor:** It can be said that women’s studies instructors see themselves as resources and guides in this interactive learning process, not as authorities who are handing down knowledge to passive recipients. Rather than trying to figure out what responses the instructor or classmates want to hear, students are encouraged to bring their own experiences and perspectives to the conversation, ask critical questions using a “feminist curiosity,” and introduce complementary topics from other disciplines.

In order to contribute to the learning environment, the instructor will be present on discussion board routinely throughout the week. The instructor will offer input on various topics, push students to think deeper, and help guide the discussion toward intellectual exchange.

*Note from Instructor Jessica Glover:* 
Students often state that this course is stimulating and challenging while providing invaluable “real-life” knowledge. Enjoy! If at any time you would like more resources on a particular class topic or would like to schedule a conference to chat, please feel free to contact me. I may not always be aware of individual issues, so please also contact me if you become overly uncomfortable, upset, or even overwhelmed throughout the semester. I look forward to learning alongside you this semester!

**Course Procedures and Policies**

**Online Classroom (OC):** Though OC often works smoothly, contact the instructor if OC is inoperable for an extended period of time, or if you cannot open a document, upload an assignment, etc. The University will sometimes alert us when OC is inoperable. If this occurs for an extended period of time, an email will be sent with specific instructions. It is in your best interest to post early in case issues with OC occur.

**Mechanical/Technical Details:** When uploading homework to Dropbox all files should be attached as Word files (doc or docx). All Discussion Board posts should be typed directly (or cut and pasted) into the textbox; students should not attach discussion board posts as files that must be opened to view comments. However, feel free to post pictures that stimulate discussion and links to additional resources.

If you have difficulty viewing postings or student responses on OC, try logging on through a different web browser, i.e. Chrome vs. Mozilla vs. Internet Explorer, or using a different electronic device, i.e. PC vs. tablet vs. laptop vs. cellphone. If you have additional technical/mechanical complications, contact ITLE (itle.okstate.edu) or call 405-744-1000.
Weekly Procedure Guidelines:

Each week you will receive homework to complete before the following week. This homework will be announced in class and posted to the NEWS page on OC.

1. Complete the week’s reading and/or watch the assigned videos in the order presented. All links will be provided in the NEWS posts. All course materials beyond the textbook (including assignment prompts, PDF readings, and helpful documents) will be posted under the CONTENT page.

2. Then engage with classmates in an online discussion over questions related to the reading continually throughout week. Weekly posts are worth 25 points, for a total of 400 points for the semester. Though students are not required to respond to every discussion thread, they should meet the following criteria each week:

   ✓ **Post at least 3 times per week** (though students may post as much as they like).
   ✓ **One initial response** to Discussion Board of **at least 300 words** (That means you begin a new thread under one of the prompts).
   ✓ Read all discussion board threads throughout the week and **avoid repetitively posting** quotes and connections that fellow classmates provided.
   ✓ The remaining responses can be completed anytime throughout the week and should move the discussion beyond the initial subject matter, deepening Intellectual Exchange.
   ✓ **Follow-up to any responses** to initial posts, answering posed questions, clarifying initial thoughts—again, deepening Intellectual Exchange.
   ✓ **Discussion Boards will close promptly at 10:00 PM on Monday** each week and will reopen between Tuesday and Thursday – depending on in-class discussions.

3. Students will also need to complete the additional course assignments (group projects and individual writing assignments). The specific assignment prompts will be made available throughout the semester for students to download from the CONTENTS page.

4. Submit all final work to the appropriate Discussion Board thread or DROPBOX file (specific due dates will be provided on the NEWS post). No late work will be accepted; the DROPBOX folders “close” by Noon on Sunday, unless otherwise specified.

Grading Scale for Discussion Board Participation:

“**A**” **Posts** – Demonstrates excellent work (or above the basic or minimum requirements) consisting of at least 3 posts or more throughout the week. The initial post of at least 300 words and at least two response posts. Comments are well developed, conceptual, and address all aspects of the task. The work is analytical and makes connections to assigned course materials. Student reads all discussion board threads and demonstrates knowledge of all assigned material. Comments enrich and expand intellectual exchange, using quotes and engaging other students in an on-going conversation. Proper grammar and spelling.
“B” Posts – Demonstrates good work. Participates at least 3 times and initial post is at least 300 words but postings are not distributed throughout the week. Posts well-developed comments but lacks full development of work. Posts factually correct information that lacks full development of concept or thought. Incorporates some references to readings and research, but could be deepened. Student reads the majority of discussion board threads. Posts may include quotes from reading material, but only on a few aspects of assigned material. Contributes valuable information to discussion with minor clarity or mechanical errors.

“C” Posts – Demonstrates fair/adequate work. Posts less than 3 times and initial post may not meet the 300 word minimum or does not post throughout the week. Comments engage with assigned material but does not address all aspects of questions or does not move discussion beyond basic connections. Posts occasional superficial comments that do not enrich discussion. * Posts could be developed further and clarity needed to fully understand points being made. Posts personal experience without referencing readings, research, and course content. Does not read all discussion board threads. Posts do not include quotes and mechanical errors present.

“D” Posts – Work is borderline acceptable. Participates less than three times and does not meet the 300 word minimum and does not post throughout the week. Comments do not engage with assigned material and does not address all aspects of questions. Comments are not fully developed and require clarification. Student reads less than half of the discussion board threads. Some misinformation present and posts occasional superficial comments that do not enrich discussion.* Posts do not include quotes and many mechanical errors present.

“F” Posts – Work is unacceptable. No posts are completed or posts are merely superficial comments. * No responses are posted to other students’ threads. Very few discussion board posts read. Posts include information that is irrelevant or off topic. Guidelines are clearly not followed and no supporting evidence is provided for comments. Posts are impolite, disorganized, erroneous, offensive, or inappropriate. *

* Superficial comments include (but are not limited to) the following examples. Students may make these comments, but discussions must go beyond these glib statements in order to receive credit for engaging in Intellectual Exchange.

“Great post! Thanks for sharing.”
“I agree/disagree with that statement.”
“That reminds me of this one episode . . .”
“I really enjoyed/disliked this reading.”

Superficial and inappropriate comments that should be avoided include (but are not limited to) the following examples:

“It’s beyond me how anyone could think that way.”
“You don’t know what you are talking about.”
Course Assignments & Policies

Students will be given specific guidelines for each writing assignment as the course progresses. Each assignment will require students to engage with course materials in a different manner. These should be enjoyable assignments that deepen student’s understanding of the course and allow for personal connection and reflection. It is always best to use direct quotes from assignments and make connections between readings each week.

**Creative Introduction:** Due the second week of the semester. This is an individual creative project that allows students to introduce themselves to the class. Specific guidelines will be provided during the first week of the semester.

**Short Essay Writing Assignments:** Short essay writing assignments allow students to display their knowledge and synthesize course material while preparing for concept reviews. Typically, short writing assignments will be given after a guest speaker or a class screening (three in the first half of semester and three in the latter half). Specific guidelines will be provided for each writing assignment.

**Concept Reviews (midterm and final):** These are individual reviews, consisting of twenty questions over the material addressed during the first half of the semester and then again during latter half of the semester. Students should take notes and ask questions over concepts each week to prepare in advance for these reviews. They will be completed at home and turned in online.

**Conferences:** All students are required to conference with the instructor at least once during the semester. A sign-up sheet will be passed around (typically prior to midterm concept review). Otherwise, students are free to conference as many or as few times as they would like throughout the semester. Please email to make an appointment if office hours are not convenient.

**Creative Power Point Group Project:** Students will be assigned groups and given specific guidelines for appropriate group projects. Each group will be required to choose one project from the list provided by the instructor to complete by the end of the semester. Students will need to set time aside to meet (in person or online) periodically with their group members to delegate tasks and organize their Power Point (or Prezi) presentation. Students will need to meet with or update instructor on work completed and student engagement as the semester progresses. Final group projects will be uploaded to OC and presented for the class to view during the final weeks of the semester. To ensure that all group members actively participate in the producing a polished presentation, group members will also be required to detail the work contributed by each member in a review sheet sent directly to instructor.

**Out of Class GWST-sponsored Activity:** Students are required to attend one GWST-sponsored activity and write a 500 word reflective essay about the experience. The essay will need to describe the experience of attending, underscore the key points learned, and make direct connections to course readings and videos.

**Mechanics & Grammar:** On all assignments, including discussion board posts, students should spellcheck, use proper grammar, follow up to all inquiries on discussion threads, and routinely
reference specific quotes from assigned materials, including citations when necessary. If citing an author from the course textbook, the author’s last name and page number are sufficient. If citing one of the videos, the name of the video is sufficient, though a time-mark would be appreciated. If citing an outside source, students should provide a full citation (MLA or APA style) or the URL for Internet references.

**Late Work/ Missed Assignments:** Late work will *not* be graded. All discussion board threads and dropbox files will close at scheduled times. Students are responsible for completing and uploading documents before the scheduled deadline.

**Formatting:** All writing assignments should be typed/word processed and double spaced with 12 point Times New Roman font and follow all standard conventions of grammar, punctuation, and spelling. Margins should be one inch on top, bottom, and sides. For the final critical reflective essay, papers should follow APA or MLA guidelines.

It is the student’s responsibility to keep a personal copy of all major writing assignments submitted in case they are needed. When assignments are graded do *not* delete them. Occasionally, situations arise with OC where students will need to provide assignments again. Thus, it is in student’s best interest to be organized and retain all copies of assignments.

**Grading Scale:**

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to employ multiple course concepts and language effectively and construct sentences distinguished by syntactic complexity and variety. Essay will meet all of the requirements (length, due date, required research, etc.). Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, lack of understanding of course concepts, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

**Plagiarism:** Plagiarism means representing someone else’s work as your own, and includes quoting or paraphrasing a secondary source without citing that source; and/or copying, buying, or stealing writing from another person or another source. It also includes presenting a paper as one written solely for this class, when the paper actually originated as an assignment for another class. Both print and Internet sources are governed by this policy. A radical difference in style from the student’s other writing or a failure on the student’s part to supply credible notes and a rough draft should the instructor ask to see them, are both widely acknowledged as evidence of plagiarism. If you have any questions as to whether a particular usage would be considered plagiarism, you are strongly encouraged to consult your instructor prior to submitting work.

**Attendance:** Students are expected to be present for class. Class participation is calculated weekly based upon physical presence in the classroom and virtual presence in our online classroom. If you have more than four class absences you cannot get an A in the class. If you have more than six, you cannot get a B. Appearing after seven missed class periods will result in failure of the course – regardless of the circumstance.

If an extreme personal issue (illness, loss of loved one, etc.) arises throughout the semester, please contact me to make arrangements before missing class periods.

**Use of cell phones in class:** While Oklahoma State University has strict policies on cell phone usage, mine are far stricter. Students are not allowed to use a cell phone during class for any reason. *That includes texting!* Do not disrespect the time of your fellow students. Please keep your cell phone turned off and out of sight during class. These communication devices are unduly disruptive and are completely unnecessary and unacceptable in my classroom. If you believe that you have an extreme emergency, please arrive early to class and we will discuss it and I may approve it before class begins. **Points will be deducted from your participation grade every time I must instruct you to turn off or put away your cell phone.**

Please review OSU’s Syllabus Attachment for additional policies and procedures.

Thank you for the academic collaboration provided by Drs. Lucy Bailey, Lin Distel, and John Foubert

*Your continued enrollment in this class implies your acceptance of these policies.*