

# The Global Study of Women

## WGSS 102

Fall 2025 Section 80 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/15/2025

### Contact Information

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Instructor: Angela Castillo

Email: [angela.castillo@sjsu.edu](mailto:angela.castillo@sjsu.edu)

Office: DMH 238A

Office Hours: Monday and Wednesday from 2–3 p.m., and by appointment

Class Days/Time: Asynchronous

Classroom: Online via Canvas

GE/SJSU Studies Category: Area V – Cultures and Global Understanding

### Course Description and Requisites

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Survey of literature on the interaction of gender and forces of globalism.

GE Area(s): V. Cultures and Global Understanding

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

### Classroom Protocols

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#### Faculty/Class Web Page and Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For help with using Canvas see the [Canvas Student Resources page](#).

# Classroom Protocol

This fully online, asynchronous course requires self-direction and consistent engagement. You are expected to:

- Log into Canvas regularly (at least 3 times per week)
- Complete assigned readings and lectures before weekly assignments
- Submit work on time
- Maintain respectful communication in all interactions
- **Reach out to me as soon as possible if you are struggling.** Whether it's with the course content, deadlines, technology, or personal circumstances. I can only help you if I know what's going on, so please keep me informed in a timely way.

## Late Policy

**On-time submission is strongly encouraged.** Late work will be accepted up to two weeks after the original due date with a 50% point deduction.

## AI Generative Tools Policy

You may use generative AI programs (e.g., ChatGPT) in this class only in ways that we will discuss and agree on during the first two weeks of the semester. I will provide guidance in our early course modules on:

- When and where AI tools may be helpful (e.g., brainstorming ideas, clarifying concepts)
- When AI use is **not** appropriate (e.g., replacing your own writing or analysis)
- How to properly cite AI-generated content if it is used

AI tools can be useful for generating ideas, summarizing complex information, or helping you think through a problem. However, you should note that material generated by these programs may be inaccurate, incomplete, biased, or otherwise problematic. Heavy reliance on AI may also limit your own independent thinking and creativity.

Generative AI derives its output from previously created texts from other sources but does not cite those sources. You may **not** submit any work generated by an AI program as your own, doing so is plagiarism.

If you use AI tools in your work for this course, you must:

1. Clearly indicate where in your process you used AI and which platform(s) you used.
2. Properly cite the AI output using an accepted citation format (APA or MLA). See: [How to cite ChatGPT. \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Failure to disclose AI use will be considered an academic integrity violation and will be reported according to SJSU policy.

## A Climate of Mutual Respect

A climate of mutual respect requires free expression, critical investigation, and open discussion of ideas. All of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. This means opening ourselves to the lived experiences of others, which may not be our own, and treating those experiences as valid. No one is entitled to harass, discriminate, or belittle another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. On the other hand, we cannot permit ourselves to be silenced because we feel awkward discussing politically sensitive issues.

Participating as a good listener while your peers are speaking is also critical. This is your role as a member of the audience. Good listening requires effort and energy; “audience member” is not a passive role. Good listening entails offering attentive, supportive nonverbal feedback, and asking questions or offering comments.

When you are involved in a class discussion reflect on the following: Do you lead? Do you follow? Do you dominate the conversation? Are you hesitant to speak up? Are you aware of other people’s desire to join in the conversation? Do you make sure everyone has a chance to contribute? When you have an emotional reaction to something someone says, how do you handle it?

## A Note about Women’s Studies Classes

This class will be a challenge because:

- **The Workload** - Officially, a three-unit course entails six hours of work outside the classroom. Each week you will be expected to read between 30-60 pages and class assignments will require a substantial amount of work outside of class (discussions, peer reviews, etc.). You are also expected to watch around 75 minutes of recorded lecture videos while taking notes.
- **Topic Matter** - There will be frequent instances throughout the semester in which sensitive and difficult issues will be discussed. Many of these issues will require an open mind. Feminist readings of topics may go against moral or religious teachings with which you have grown up. Frequently, students in this course find that they begin to see almost everything in a new light. This experience can be both exciting and disturbing.
- **R-rating** - As you will come to find, we may be using several texts that involve “profane” language. Some of the films that we will use in class also contain nudity and/or violence. Please be forewarned.

## Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Learning Outcomes (CLOs)

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### GE Area V: Cultures and Global Understanding

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. Courses in Area V: Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies.

### GE Area V Learning Outcomes

Upon successful completion of an Area V course, students should be able to:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, and designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

### Area V. Writing Requirement:

This course meets the GE SJSU Studies requirement for Area V: Culture, Civilization, and Global Understanding. Students will meet the 3000-word writing requirement by writing two formal essays of 1000 words each and a final research paper of 2000 words. Students will receive substantive comments addressing the quality and form of your writing.

## Course Materials

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### Women Worldwide Transnational Feminist Perspectives

**Author:** Butts, Tracy, Patti Duncan, Janet Lockhart, and Susan M. Shaw

**Publisher:** Oregon State University

**Edition:** 2nd

E-book available at zero cost here: <https://open.oregonstate.education/womenworldwide/>

### The Force of Domesticity

**Author:** Parrenas, R. (2008)

**Publisher:** New York: NYU Press

- E-book available at zero cost via [SJSU library \(https://library.sjsu.edu/\)](https://library.sjsu.edu/)

### Other Readings

\*Additional required readings will be available on Canvas

## Course Requirements and Assignments

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### Weekly Discussions: 15 x 20 = 300 points

15 times during the semester, post a **150–200 word original response** to a weekly question and a **50–75 word reply** to a peer. Your original post must:

- Directly reference at least one assigned reading (with page number or chapter reference)
- Connect course concepts to real-world examples or current events
- Follow netiquette guidelines posted in Canvas

### Essays: 2 x 200 = 400 points

Two 1000-word essays responding to a prompt. Requirements:

- Reference assigned readings from the course
- Complete a Canvas peer review of one classmate's essay draft using the provided rubric before submitting your final draft
- Use APA, ASA, or MLA format consistently

# Final: 1 x 300 = 300 points

The final for the class is a 2000-word research paper. I will provide more detail later in the semester. Here are the general requirements:

- Integrate course readings and two outside scholarly/credible sources
- Apply course concepts and material
- Submit proposal, annotated bibliography, and final draft

## ✓ Grading Information

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I grade using a point system. Your final grade is an accumulation of points you have earned throughout the semester. The grading scale is as follows:

A+ = 970-1000	A = 940-969	A- = 900-939
B+ = 870-899	B = 840-869	B- = 800-839
C+ = 770-799	C = 740-769	C- = 700-739
D+ = 660-669	D = 630-659	D- = 600-629

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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*This schedule is subject to change with fair notice.*

When	Topic	Notes
Week 1 August 20	Introduction	Introduction to the course, syllabus overview

When	Topic	Notes
Week 2 August 25	Putting Things into Perspective	Turnball- "The Function of Maps" (Canvas)  Monk- "Are Things What They Seem to Be? Reading Maps and Statistics" (Canvas)  Greenwood- "Gender Issues in Labour Statistics" (Canvas)  Bullbeck- "Fracturing Binarisms: First and Third Worlds" (Canvas)  Mohanty- "One-Third/Two-Thirds Worlds" (Canvas)
Week 3 Sept 1	Colonialism and Its Legacy	Kloby- "The Legacy of Colonialism" (Canvas)  Pettman- "Women, Colonisation, and Racism" (Canvas)  Mies- "The Myth of Catching-Up Development" (Canvas)  Shiva- "The Second Coming of Columbus" (Canvas)
Week 4 Sept 8	Globalization, Institutions, and Everyday Life	Stiglitz- "Globalization and Its Discontents: The Promise of Global Institutions" (Canvas)  Pettman- "On the Backs of Women and Children" (Canvas)  Roy- "Shall We Leave It to the Experts?" (Canvas)
Week 5 Sept 15	Transnational Feminisms	Butts, Duncan, Lockhart, and Shaw- Pgs. 1-19
Week 6 Sept 22	World Media	Butts, Duncan, Lockhart, and Shaw- Pgs. 21-50
Week 7 Sept 29	Global Politics of the Body	Butts, Duncan, Lockhart, and Shaw- Pgs. 51-78  <i>Essay 1 Draft Due for Peer Review</i>
Week 8 Oct 6	Sexualities Worldwide	Butts, Duncan, Lockhart, and Shaw- Pgs. 79-104  <i>Essay 1 Final Due</i>
Week 9 Oct 13	Gender-Based Violence Worldwide	Butts, Duncan, Lockhart, and Shaw- Pgs. 197-235
Week 10 Oct 20	Health Care and Global Capitalism 1	Correra and Petchesky- "Reproductive and Sexual Rights: A Feminist Perspective" (Canvas)  Amnesty International- Deadly Delivery (Canvas)

When	Topic	Notes
Week 11 Oct 27	Health Care and Global Capitalism 2	Murray- "Prologue: Darkness and Light", "Women's Health, Poverty, and Rights", "The Female Face of HIV/AIDS", "The Maternity Death Road: Reproductive and Sexual Health" ( <a href="#">Canvas</a> ).
Week 12 Nov 3	Women, Work, and Migration 1	Butts, Duncan, Lockhart, and Shaw- Pgs. 237-275 Parrenas- Chapter 2. Patriarchy and Neoliberalism in the Globalization of Care
Week 13 Nov 10	Women, Work, and Migration 2	Parrenas- Chapter 3. Gender and Communication in Transnational Migrant Families and Chapter 6. The U.S. War on Trafficking and the Moral Disciplining of Migrant Women  <i>Essay 2 Draft Due for Peer Review</i>
Week 14 Nov 17	Women, Ecology, and Development 1	Shiva- "Introduction", "Development, Ecology, and Women" ( <a href="#">Canvas</a> ).  Butts, Duncan, Lockhart, and Shaw- Pgs. 277-306  <i>Essay 2 Final Due</i>
Week 15 Nov 24	Women's Activism Worldwide	Butts, Duncan, Lockhart, and Shaw- Pgs. 419-445  <i>Final Paper Proposal &amp; Annotated Bibliography Due</i>
Week 16 Dec 1		Review & Final Paper Work Week  <i>Final Paper Due Dec 8</i>