***Transnational Feminisms***

Gender, Sexuality, and Women’s Studies 1150 (CRN 30862)

We 12:10PM – 2:35 402 CL/HYBRID CLASS

**OFFICE HOURS**:

Instructor - Dr. Frayda Cohen, frcst5@pitt.edu. Wed 9:00-11AM and Tu/Th 4:00-5:00PM

 and by appointment via ZOOM

**Course Materials:**

Required

Course Reading Packet. Available online through Canvas.

**E-journals and e-books are available through Pittcat**.

McCann, Carole R; Kim, Seung-Kyung

 2017 *Feminist Theory Reader: local and global perspectives.* NY: Routledge (**FTR)** (e-book).

Strapi, Marjane

 2003 *Persepolis: A Story of Childhood*. NY: Pantheon Press.

**Course Description**

This class will look at the situation of women, girls, and families in global perspective. We will examine how feminist organizations operate in difficult national and local contexts and how women's rights have been addressed through international organizations such as the United Nations. Through case studies, we will consider a number of contentious issues in transnational feminism including sexual assault, sex tourism, and the global assembly line, and the role of feminism in national liberation movements. We question: What theoretical approaches feminism provides to enhance our understanding of gendered global conditions? Are women’s rights human rights? What special conditions face women experiencing global development? How do race, ethnicity, gender and sexuality intersect as women organize across borders? Is “global feminism” a possibility?

**Learning Objectives:** At the end of the course, you should achieve the following:

* Understand how “globalization” and “transnationalism” may embody different characteristics.
* Identify feminist approaches to activism and theory.
* Develop a skillset to think critically and thoughtfully about the theoretical concepts for discussing cross-cultural feminist practices.
* Enhance a critical understanding of the intersectionality of gender and sexuality, with concepts including: power relations, environmentalism, politics, global health, class, race, religion, social movements, colonialism, economic development, and peace and justice movements.
* Think critically and thoughtfully about the self and others through a deepened understanding of how social, cultural, and biological categories shape our lives and our understandings of the world.

COVID POLICY

I've been working hard to address the challenges of this semester and want to ensure that this class is a meaningful and productive experience for everyone.  My goal is to be kind, patient, and pragmatic about what we can (learn a lot, create a terrific sense of community) and can't do (party like it’s 1999). I also realize that resources may be limited, and/or unpredictable and I am open to any/all manageable accommodations. That said, this course is organized around synchronous (either in-person or on Zoom) participation with supporting materials and assignments conducted asynchronously.

Flex@Pitt

1. This class will follow a version of Flex @ Pitt that is appropriate to the course’s structure and goals. All of course materials are available in Canvas and all assignments may be submitted via Canvas. **REMINDER: Our first week of classes will be entirely online.**
2. The class will have a combination of synchronous (real-time) and asynchronous elements but **should not be confused with an online class** in which the learning is independent, self-paced, and completely asynchronous.
3. The synchronous portions of the class will .include in-person classroom time and virtual, real-time interaction (via Zoom)
4. The asynchronous elements of the course will include: pre-recorded Powerpoints, discussion boards, group chats, and online assignments, as well as the reading and writing assignments that are more typical of a college course.
5. While students may opt to take this class entirely remotely, **all** students are nevertheless expected to participate in the course's synchronous portions in real time (either in the classroom or through Zoom). Circumstances related to the COVID-19 pandemic that prevent students from participating in *all* of the synchronous portions of the class will be taken into consideration on a case by case basis.

When the university’s postures (see: **[https://www.coronavirus.pitt.edu/operational-postures](https://www.coronavirus.pitt.edu/operational-postures%22%20%5Ct%20%22_blank)) permit,** I will *most likely* be present in the classroom.

1. When the university's Operating Postures **do not permit** us to be in the classroom, when I do not deem it safe for us to be in the classroom, or when our activities are better suited to remote synchronous or remote, asynchronous activities, I will make other plans and share them with you in advance and through email or Zoom meetings.
2. Our Class:
Our classroom has been arranged to ensure that each student can maintain the recommended safe distance from others in the class. However, it does not allow for everyone to be present on one day. We will decide attendance options as a class so that everyone may attend in person or remotely as they choose.



WITH STUDENT CONSENT ONLY, I will record our Zoom sessions for those who missed.

UNIVERSITY AND PROGRAM POLICIES

**Student Code of Conduct**: [http://www.studentaffairs.pitt.edu/usjs/code.html]

**Academic Integrity**: [http://www.pitt.edu/~provost/ai1.html]

Plagiarism is using someone else’s ideas as your own. If you use someone else’s ideas, you are expected to cite them. If you use someone else’s exact words, even if it is part of a sentence, you should put quotation marks around them and cite them. Plagiarism is a serious academic offense and can result in failure of the assignment, the course, and other serious sanctions. If you have any questions about plagiarism, please see me.

As a professor at the University of Pittsburgh, I value equality of opportunity, human dignity, and racial/ethnic/cultural diversity. Be assured that I will promote a safe and conducive environment for learning. In accordance with University policy, I will not tolerate discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era.

**E-mail policy:**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their [pitt.edu](http://pitt.edu/) address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

**Nondiscrimination Statement**

In addition to the University’s policy, and within the bounds of the course, I do not discriminate on the basis of political creed. This means that you do not have to agree with me in order to do well in this course. So long as you demonstrate an understanding of the course material, you are under no obligation to agree with it. I also make every effort to avoid discrimination on the basis of class or income. If there is something I can do to make the class more hospitable, please let me know.

**Accommodations**

If you require special testing accommodations or other classroom modifications, please notify both the professor and Disability Resources and Services by the end of the first week of the term. If you have a disability, please let me know as early as you can so that I can accommodate you. *Disability Resources and Services, 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY).  DRS will verify your disability and determine reasonable accommodations for this course.*

**Gender-Inclusive language guidelines:**

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women’s Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language (gsws.pitt.edu/node/1432). Following these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

These guidelines fulfill the best intentions of the University of Pittsburgh’s Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>.

## ****Content warning and class climate**:**

## Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women’s Studies Program, course topics are often political andpersonal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you’d like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

## Sexual misconduct, required reporting, and Title IX:

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

* Title IX Office: 412-648-7860
* SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

COURSE POLICIES

**Attendance:** VERY IMPORTANT

You are paying for an opportunity to learn. Absences hurt your ability to learn and they hurt your grade.Signing up for this class indicates that you are committed to being here (virtually or face to face) for the full class period each class meeting. If you have concerns about synchronous attendance, please see me in advance so that we can work together to find a meaningful work-around.

Unexcused absences in excess of two will be excused only under exceptional and unavoidable circumstances. Requests for excused absences must be submitted in advance. Students who enroll late are not exempt from this policy.

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**Assignments and Extensions**

Assignments (except for in-class work, and the like) will be announced well in advance of due dates. If you know in advance that you can’t make a due date, please discuss it with me beforehand. In all other cases, late assignments will not be accepted.

**Cell phone and laptop policy:**

All cell phones and other electronic communication devices are to be turned to the off setting during class unless we are online.

**Turnitin – final assignments must be submitted via TURNITIN which is available through CANVAS.**

**Grades**

**I am eager to help you do well on assignments BEFORE they are due**. Please visit me during office hours to ask me questions when you are working on an assignment or reviewing material. Grades are final. I grade assignments and quizzes on performance, not effort. Final grades will be based on the standard university percentage scale

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| **Grading Scale**  |
| **Letter Grade**  | **Points Earned (100 total possible)**  |
| A  | 100-94  |
| A-  | 93-90  |
| B+  | 89-87  |
| B  | 86-84  |
| B-  | 83-80  |
| C+  | 79-77  |
| C  | 76-74  |
| C-  | 73-70  |
| D+  | 69-67  |
| D  | 66-64  |
| D-  | 63-60  |
| F  | 59 or Below  |

**The professor reserves the right to adjust students’ semester grades based upon her evaluation of their overall performance.**

COURSE REQUIREMENTS: Total 275 Points

**I. Class Attendance & Participation (50 points ):**

It is very important that you attend all sessions to benefit fully from the readings, lectures, and class discussion. In order to participate actively in discussion, you should prepare the assigned readings before class begins.

Participation will be measured by your participation in discussion, quizzes, and the completion of in-class worksheets and group assignments.

**II. “Contemporary Issues” Group Presentation (25 Points)**

Each week (7 weeks to choose from), one group of 3 students will present a critical analysis of a contemporary issue related to transnational feminisms. The analysis should be constructed using the readings assigned for the week ***PRIOR*** to the presentation.

Presentations (including discussion and Q/A) should be 10 minutes and should be in “Pecha Kucha” (pronounced “p-chach-k-cha, a Powerpoint presentation of 20 slides each displayed for 20 seconds….total 6 mins and 40 secs) format. Details on this will be available in Canvas.

For tips and an example see: <https://www.youtube.com/watch?v=9NZOt6BkhUg>

**III. Collaborative Reading Responses (7 Assignments @ 10 points: Total 70 Points)**

To ensure you have read and understood the readings, you will submit “talking points” in Canvas every Wednesday before class. These are not exhaustive summations of the readings. Think: key points + important issues, concerns, critiques, key terms, quotes, etc.. Posts should be a page or so in length (feel free to bullet, etc.) and should ***synthesize***(not just summarize) all of the readings for that day. Groups of 3-4 students will work together on this and submit a joint “google docs.”

**IV. “Feminisms” Report (130 Points):**

Develop a research project on a topic of your choosing that addresses an aspect of transnational feminisms There are three (3) graded Milestones that comprise this project that are due throughout the semester: the Research Topic and Summary, Research Project Proposal, Rough Draft and Peer Review, Final Research Paper, and the Reflection Summary Paper. These are described below, and a more detailed assignment sheet will be distributed in class.

**Milestone 1**: Research Topic and Summary (10 points) - **Due: October 14, 2020.**
Identify your research topic and write a one-page summary of your topic. This overview will also include a list of 3 readings on your destination, and 3 course readings that you plan to use to help inform your research, and an outline of your thinking for this project.

**Milestone 2**: Rough Draft and Peer Review (20 points) – **Due: November 4, 2020.**
Bring your draft of at least 7 pages to class for in-class peer review. You are expected to write notes on your partners’ paper, as well as fill out a peer review form provided in class. You will each comment on two papers, and receive comments from two reviewers. This may change depending on our operational posture.

**Milestone 3**: Final Research Paper (100 points) – **Due: December 2, 2020.**

This is the final draft of your 8-10 page research paper. You must include a work cited page that and parenthetical citations within your text. Additional information on this assignment will be provided later in the semester.

**Final Papers are due using TURNITIN on Canvas on Wednesday, December 2, 2020 by 11:59PM.**

**Please note: I am typically under a quick turn-around time to submit final grades which means I can’t offer the kinds of detailed comments that I offer on other assignments. Please feel free to follow-up with questions!!**

**DEADLINES AT A GLANCE**

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| **Due Date** | **Assignment** |
| October 14 | Milestone 1 – Research Proposal |
| November 4 | Milestone 2 – Rough draft of paper (6-7pages) |
| December 2  | Milestone 3 – Final Paper |
| Nov 12 | Deadline: Reaction Paper 3 via Turnitin on Canvas |

This schedule is subject to change. In the event of any changes you will receive advance notice. You are expected to have completed the readings listed on the syllabus *BEFOR*E you come to class each week. Preparation is critical to successful discussion and your participation grade in this course.

**http://www.nfb.ca/film/whos\_counting/**

**COURSE SCHEDULE - DRAFT IN PROGRESS**

**Week 1: Wednesday, August 18, 2020 - Class Introduction (WEB Based)**

*Why study feminism in a global context? What is transnationalism and why should I care?*

**View:**

**Read**: Morgan: “Planetary Feminism: The Politics of the 21st Century” (Canvas)

**Week 2: Wednesday, August 26, 2020 – Approaching “Sisterhood”**

*How does a global feminism emerge? What is the notion of “sisterhood” and how is it useful?*

Discuss: Morgan: “Planetary Feminism: The Politics of the 21st

 Century” (CW)

 Mohanty: “Under Western Eyes” (CW)

 Stoler: “Carnal Knowledge and Imperial Power” (CW)

**Week 3: Wednesday, September 2, 2020 – Getting Started**

*What are the limitations and how do we set an agenda for feminist work?*

 Mohanty: “Sisterhood” (CW)

 Ong (CW)

 Enloe (CW)

**Week 4: Wednesday, September 9, 2020 – Global Institutional Practices**

*How is feminism rooted in global practices? What institutional frameworks (especially the United Nations) are positioned to set an agenda and mobilize activists?*

Discuss: Ferree: “Globalization and Feminism” (GF)

 Snyder: “Unlikely Godmother” (GF)

 Dutt: “Some Reflections on US Women” (CW)

 GTW: 469-478 (SAPs in Zambia) (CW)

 Film: *Who’s Counting*

**Present: Week 3 Readings Contemporary Issues**

**Week 5: Wednesday, September 16, 2020 – Economies and Trade**

Lang: “The NGO-ization of Feminism” CW)

 Waring (CW)

**Present: Week 4 Readings Contemporary Issues**

**Week 6: Wednesday, September 23, 2020 – Global Feminists at Work**

Brooks: Unraveling the Garment Industry (CW)

Wright - “Maquiladora Mestizas and a Feminist Border Politics” (CW)

 GTW: 363-368 (CW)

**Present: Week 5 Readings Contemporary Issues**

**Week 7: Wednesday, September 30, 2020 – Sex Work and Trafficking**

**Present: Week 6 Readings Contemporary Issues**

**Week 8: Wednesday, October 7, 2020 – Class Cancelled:**

 **Work on Proposals & Individual Meetings**

**Week 9: Wednesday, October 14, 2020 –**

**Present: Week 7 Readings Contemporary Issues**

**Submit:** Final Project Milestone 1: Research Project Proposal

**Week 10: Wednesday, October 21, 2020 –**

**Present: Week 9 Readings Contemporary Issues**

**Week 11: Wednesday, October 28, 2020 -**

**Present: Week 10 Readings Contemporary Issues**

**Submit:** Final Project Milestone 2: Research Paper Draft and Peer Review

**Week 12: Wednesday, November 4, 2020 –**

**Present: Week 11 Readings Contemporary Issues**

**Submit:** Final Project Milestone 2: Research Paper Draft and Peer Review

**Week 13: Wednesday, November 11, 2020 –**

**Present: Week 12 Readings Contemporary Issues**

**Week 14: Wednesday, November 18, 2020**

**Present: Week 12 Readings Contemporary Issues**

**Week 15: Wednesday, November 25, 2020 – NO CLASS THANKSGIVING**

**Week 15: Wednesday, December 2, 2020 - Final Papers Due via Turnitin**