WGSS 235: GLOBAL WOMEN IN THE MOVIES
Women Studies Program
Oregon State University
Ecampus (3 credits)

A complete sample syllabus had not been submitted by the instructor; please contact her for more information about this course.

Instructor: Mehra Shirazi Email: shirazim@onid.orst.edu

A note on Blackboard - This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with the instructor. Within the course Blackboard site you will access the learning materials and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm/

Bacc Core - This course qualifies as an Oregon State University Bacc Core course in the Perspectives category of Cultural Diversity. As such, the university expects students to demonstrate particular learning outcomes as a result of having taken this course. Students will:

1. Identify and analyze characteristics of a cultural tradition outside of European/American culture.
2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
3. Describe aspects of non-Western culture that influence or contribute to global cultural, scientific, or social processes.

COURSE DESCRIPTION

Through viewing films about women in cultures outside that of the mainstream United States, this course will examine constructions and practices of gender in a transnational, multireligious, and multiethnic global framework. This course is not about film per se, but rather, employs film to explore the social and cultural diversity found among women through an examination of the ways in which gender, race, ethnicity, class, sexual identity and nation intersect to influence the status of women globally.

Further, this course focuses on the knowledge, understanding, and appreciation of diverse cultures and communities outside of and within the U.S. context. It highlights the diversity of women's experiences from a global/transnational perspective and it is intended to promote cross-cultural understanding and respect for differences. You will develop critical skills that will allow you to understand, analyze, and synthesize readings, ideas, processes, and events related to difference in film with a global perspective. Additionally, the course will help you examine your own values related to diversity. The goal is not for you to come to one certain perspective but rather for you to develop and articulate perspectives from your social location through engagement with the course materials mindfully and thoughtfully.

This course is offered through Oregon State University Extended Campus. For more information, contact:

Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
COURSE OBJECTIVES

As a result of having taken this course, students will be able to:
- analyze how race, gender, class, sexuality, ethnicity and nation are strategically represented in/on film;
- explain how difference is socially constructed in the movies and how the cinema as a social institution helps maintain systems of power and privilege;
- understand the diversity of gendered cultural norms and ways filmmakers choose to illustrate them;
- identify and explain the complex construction of the “other” as racial other in the context of the “white gaze” and as female/exotic other in the context of the “male gaze”;
- explain the historical framework that encompasses the effects of colonialism/post-colonialism and globalization in today's world;
- critique and comparatively analyze the politics of gender in a global context;
- show familiarity with important aspects of transnational feminist film critique; and
- identify and interrogate the category of “global women” through finding our commonalities, as well as understanding and respecting differences.

TEXTS

Textbook Information: NOTE: For textbook accuracy, please check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/). Sample syllabi may not have the most up to date textbook information!

GRADING

A    Excellent work. An example for all to follow. Exhibits openness and unusually sharp insight into many sides of an issue. Shows considerable critical thought. Written work is virtually flawless in terms of grammar, spelling, cogency, and content. Performs far above minimum requirements. Exceptionally articulate.

B    Above average. Speaks and writes well. Performs above the minimum requirements. Demonstrates very good understanding of ideas.

C    Speaks and writes in an acceptable manner. Work is satisfactory, average. Meets minimum requirements.

D    Below average work. Minimally acceptable, but unacceptable if this course is required.

F    Unacceptable work. Does not meet minimum requirements.

Grading Scale

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Statement Regarding Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with

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accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at (541) 737-4098.

**Ground Rules for Online Communication & Participation:** Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it by email, and be sure to identify yourself and the class. Posting of personal contact information is discouraged (e.g. telephone numbers, address).

- **Observation of "Netiquette"** All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism.


- **Online Instructor Response Policy:** I will check email frequently and will respond to course related questions as soon as possible. Please check the Announcements area and the course syllabus before you ask general course “housekeeping” questions (i.e. how do I submit assignment 3?). If you don't see your answer there, then contact the instructor.

- **Guidelines for a Productive Online Classroom:** The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each learner will participate in a mature and respectful fashion. Participate actively in the discussions, having completed the readings and thought about the issues. Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments. Think through and reread your comments before you post them. Assume the best of others in the class and expect the best from them. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class. Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all. Be open to be challenged or confronted on your ideas or prejudices.

**Statement on Academic Dishonesty:** Online classes have come under increased scrutiny for maintaining academic honesty in the online classroom. Many students do not understand what academic dishonesty is. It is important to become familiar with its different forms and the University’s definitions. At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576- 015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* Academic dishonesty includes:

**CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

**FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.

**ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a
test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS165.114).

TAMPERING - altering or interfering with evaluation instruments and documents.

PLAGIARISM - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own. Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules. For more information on expectations for student conduct, see http://oregonstate.edu/admin/stucon/achon.htm.

**Student Evaluation of Teaching:** We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

**Final Thoughts:** Students are under no obligation to agree with the authors or instructor. Rather, the student’s obligation is to demonstrate comprehension and thoughtful consideration. This course is intended to help students articulate and effectively argue passionate life positions. The instructor values the differences of interpretations of various feminist and gendered experiences. Students in this class are asked to agree on a commitment to encounter and engage course readings, course goals, and each other with openness, honesty, and mutual respect.