WGSS 280 Global Women
Credits 3

Instructor: Cathleen Osborne-Gowey, M.A.  Email: cathleenosbornegowey@gmail.com
Phone: (541) 602-0616  Virtual office hours: Friday, 10-12 pm PST

“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”
- Anonymous peasant woman, in the conflict zone of southern Chiapas, Mexico

Course Description
Focuses on women's experiences throughout the world and examines women's issues and status cross-culturally. (Bacc Core Course)

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Women’s Issues in Global Perspective
In this course we will work together to employ a nuanced analysis that situates women's lives within a contemporary context of globalization, where the local and the global are integrally linked. Beginning from the local, we will think about the ways in which our own perspectives are informed by ideologies of gender, race, class, sexuality and nationality and how in turn, we view the world. We will examine how gender is shaped by, and in turn shapes the political, economic and social structures in which we live. We will ask how do constructions of gender interact with constructions of racial, ethnic, cultural, geographical and national borders? Our efforts will be to avoid simplistic analyses that understand women’s lives through “us” vs. “them” frameworks that flatten out the diverse experiences and perspectives of women in global perspective. As such, the goal of this course will be to understand the frameworks that shape our own perspectives just as much as it is to understand the workings of gender globally.

Course Objectives
As a result of having taken and participated actively in this course, students will be able to:
- Comprehend the category “global woman” as a complex and dissonant category of analysis.
- Discuss general concepts and themes in women studies, particularly in terms of women's issues in global perspective including the U.S.
- Analyze the intersections of gender, race, class, nationality, and sexual identity in the lived experiences of women throughout the world and understand the ways in which
these socially constructed categories intersect in the representations, lives, and experiences of women.

- Understand how these intersections are related to patterns of privilege and discrimination in your own life.
- Explain general concepts of transnational and global feminisms, and feminist organizing throughout the world.
- Think critically and more deeply about American exceptionalism, Orientalism, and the Western gaze.
- Develop a theoretical framework for critical analysis of the multiple forms of oppression against women worldwide, as well as ways to counter injustice.
- Improve critical analysis, writing, and presentation skills

**Course Readings**

- There may also be an occasional reading posted in BB and/or a reading online to which a link will be provided.

### Textbook Information

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

Students can also click the OSU Beaver Store link associated with the WGSS 280 course information in the Ecampus schedule of classes for course textbook information and ordering.

### Communicating with Me

If you have any questions about the syllabus or other aspects of the course, please ask. You can contact me via email at **cathleenosbornegowey@gmail.com** or **osbornca@onid.orst.edu**. I respond to emails within 24-48 hours M-F. Note that I am not online Saturday-Sunday. So don’t email me with a burning question Friday night and wonder why you don’t get a response until Monday morning. The subject line of your email must include our course number and your name. All emails must begin with a greeting that includes my name; mention what course you are enrolled in; and end with a sign-off that includes your name. For instance: “Instructor Osborne-Gowey, I am enrolled in your online 280 class. Can you please tell me if we need a Works Cited page on the Feminist Interview paper? Thanks, Student X.” One-line emails without greeting and sign-off will not receive a reply from me, because professional communication is vital to a civil and productive online classroom (in other words…I’ll have no idea who you are or what you want).

### Course Expectations

Women Studies is a serious academic discipline and one of the most dynamic new fields of research and scholarship. Women Studies recognizes that the experiences and potential of over half the world's population should have real consequences for academic study. By
taking women seriously - both as subjects of inquiry and as inquiring subjects - we
discover new ways of thinking about gender, sexuality, race, ethnicity and their
intersections in political, economic and social life. We expect that you will take your
learning in this class seriously and will commit to encounter and engage course
readings, course goals, and each other with openness, careful and attentive listening,
honesty, and mutual respect. Your participation will involve group projects. Even
though you may not always agree with us or the authors of the readings, your obligation
is to engage with the material of the course and be able to demonstrate your
understanding. Whether you like or agree with this (often controversial!) material will not
affect your grade in this class; the extent of your understanding and integration of class
material will.

Keep in mind that dynamic learning, critical thinking, and the feminist classroom will
bring both pleasure and discomfort to the learner as we pursue together an examination of
the complexity of society, power, oppression, privilege and the world in which we live.
Students should be willing and able to explore new perspectives openly, tolerantly, and
curiously.

Knowledge, understanding, and appreciation of diverse cultures are essential parts of a
liberal education. Not only is the world a multicultural one, but most of its cultures
contrast sharply with traditional cultures of the global north. The U.S. is itself a
multicultural society. Awareness of the contrasts and similarities between cultures
enables students to develop global competencies.

WS 280 meets the requirement for Cultural Diversity in the baccalaureate core.
Baccalaureate Core /Cultural Diversity Learning Outcomes:
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.

Incompletes will be given only under extreme circumstances such as a family or medical
emergency (usually only for a death in the family, major illness or injury, or birth of your
child) and if the student has turned in 80% of the points possible (in other words, usually
everything but the final paper). If you are having any difficulty that might prevent you
completing the coursework, please don’t wait until the end of the term; let me know right
away. A request for an Incomplete should be made to the instructor as soon as possible
following the circumstances necessitating the request. Incompletes are neither automatic nor
guaranteed.

Late work is not accepted except under extreme circumstances such as a family or medical
emergency (usually only for a death in the family, major illness or injury, or birth of your
child). Contact the instructor immediately in such cases.
Statement Regarding Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS 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 DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations.

Statement on Academic Dishonesty
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 (ORS 165.114).
- **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.
Coursework:

Class Participation 30 points

This class is an online feminist classroom. In a feminist classroom everyone co-constructs knowledge and everyone learns from each other, as well as does joint projects. So, the success of your learning in this class is dependent upon your level of participation, commitment and preparedness. You are responsible to your classmates and yourself for the success of our joint teaching and learning. Therefore, you are expected to be prepared for the class assignments and to bring your experiences, conversation abilities, and leadership capacities, perspectives to the class discussions, group project and the critical essays.

You need to bring in not only your abilities, but also your questions, your uncertainties, especially as to where it comes to the questions about the logistics and structure of the class. Use the General Discussion board to clarify the requirements, ensure the due dates and feel free to answer your classmate’s question if you think you know the answer from the syllabus or another place in the Blackboard.

I will not be a member of your small groups and I will not be watching over the conversation that you have on group discussion boards. If you would like me to be included, please copy me or forward a message to me, and I will gladly respond and step in if necessary.

Your class participation grade is based not only on your discussion participation, but also on the overall responsibility you take for your learning, which includes interaction with your classmates and me, the instructor. You are expected to be proactive responsible learners. Your participation score will reflect the quality of your dialogue on weekly discussion board, group presentation involvement (by self and peer evaluation), your activity on General Discussion board (asking questions counts, but even more so does answering them if and when you can), and other interactions with your classmates and instructor.

Course Readings

For each chapter listed, students should read the introductory section at the beginning. This is usually about 20 pages and ends with a conclusion. These chapters will provide students with vocabulary, concepts and context for the course and may be used (and are encouraged to be used!) as sources for the news critical responses, the annotated bibliography, and the group final project. The midterm and final exam will draw primarily from these chapters. Pay special attention to the Learning Activities; each week, students will complete one of these activities for a discussion board prompt.

In addition to this part of the chapter, each student will select one of the readings in the week’s chapter/s (essays and articles by scholars in the field) and respond to the discussion board prompt about the reading s/he chose. (You may read the poems for fun and enlightenment, but they do not count as a reading for the purposes of the Discussion Board assignment.

Weekly Discussion Board 10 points each of 7 weeks = 60 points total, one lowest score dropped
Each week, students will respond to 3 discussion board prompts. Full points will be earned for following the directions and demonstration of an increasing critical analysis throughout the term. Students will post a substantial response to each prompt and respond to a classmate’s post as well. Students maintain at least one active dialogue during the week (at least 2 posts from each side). You will find more detailed discussion board instructions in each week’s folder.

**Critical News Responses  25 points each = 50 points total**
For each of the 2 critical news responses, students will find a news report that relates to the topics at hand and create a 4-5 slide ZoHo presentation which delivers critical analysis of the issue. You may and are encouraged to use pictures, video, graphics, statistics, files and notes as well as your own voice or video discussing the issue. You need to be appropriately citing the textbook readings at least twice. Each presentation should contain an introduction, a clear, specific thesis statement, a body (an argument which supports the thesis statement using the citations from the news item and from the readings), and a succinct conclusion.
You can find a description and examples of Thesis Statements at this link: [http://owl.english.purdue.edu/owl/resource/545/1/](http://owl.english.purdue.edu/owl/resource/545/1/). For this assignment, you should follow the directions to the Analytical and/or Argumentative papers as one or both may be appropriate.
After you created your presentation, publish it, post the link, and let other classmates provide feedback to expand your analysis and clarify your thesis statement. (guidelines available on the Blackboard).

Critical News Responses will be due in the end of Week 3 and Week 5.
The discussion feedback will be due in the end of Week 4 and Week 6

**Annotated Bibliography  35 points**
Each student will conduct individual research on the topic of their choice in preparation for a final presentation. The Annotated Bibliography should contain 4 entries, 2 from the textbook and 2 from academic, peer-reviewed journal articles published within the last 10 years about the topic. The annotation will be a full paragraph following the guidelines found at the following link and specifically stating how this article will enhance the final presentation. [http://www.library.cornell.edu/olinuris/ref/research/skill28.htm](http://www.library.cornell.edu/olinuris/ref/research/skill28.htm)
Annotated bibliography is due in the end of Week 6.

**Group Presentation  100 points (60 points your individual grade, 40 points group grade)**
Each students will work in a small group to create a multimedia presentation with notes and/or voice narration plus supplementary documents (including but not limited to annotated bibliographies). Your small group will consist of minimum three and maximum 6 people. I will divide you into groups based on your interests, which you will tell me at midterm. You will communicate to me your top three choices for a topic of interest and I will group you with people with similar interests.

The group project will be completed in the following phases:
**Phase I** – Weeks 1-2 – identifying strengths, group roles  
**Phase II** – Weeks 3-4 – formulating a topic for a group project  
**Phase III** – Week 5-6 – creating a first draft (outline)  
**Phase IV** – Weeks 7-9 – creating and submitting a final project  

During Week 10 the projects will be available for viewing of all students in class.

Out of 100 points possible for the group project you can receive 40 points for your group presentation as a whole (the slides, the notes, the content) and 60 points for your individual input. Out of these 60 points you’ll be getting 40 for your individual slides and 20 for your participation as a group member. All members of the group will know their group grade, but only you will know your individual grade.  

If you are anxious about a group project, here’s how the grading works. Let me outline a scenario for you.  

For example, you are a very conscientious student who did an excellent job on the slides (40 points for individual work) and got stuck with a very poor group. The other group members’ slides were passable, but not as excellent as yours taken alone, and a group received a 30 points as a whole. At this point your grade, not counting participation, is 70 points. You already passed. If you weren’t participating in a group project, not communicating with your group members (and if they were not open to communication, did not let me know and step in), and not submitting your group members evaluation sheet, you will still pass with a low C for a group project. But if you are indeed a very conscientious student, you were trying your best to participate in a group, you submitted the evals, I knew from you what was going on, etc. And your participation grade can bring you back to an A level. So, even if you are not great with group projects, your individual work will still count the heaviest. (You may ask, then why should we do a group project at all? Please visit a tab called “Group Project” to find out all my whys, as long as all the whats, whens, wheres, hows of the group project for this class).

**Midterm and Final**  
**50 points each = 100 points**  
**NOT PROCTORED**  

The Midterm covers all material from the Introduction through Chapter 6. The Final covers all material from Chapters 7 through the Conclusion chapter. Questions will be drawn from the chapters themselves and any presentations that the instructor makes through power points, lecture notes, and/or clarifying remarks in the discussion board or announcement emails. The essay/article readings may be used to support a student’s main points in response to an essay question but no objective (M/C, T/F, or Matching) questions will be taken out of these readings.

**Grades will be issued as follows:**  
A = 93%+; A- = 90-92; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; Below 60% = F. OSU does not offer the A+ grade.

**Course Schedule:**  
For each chapter listed, students should read the introductory section at the beginning. This is usually about 20 pages. These chapters will provide students with vocabulary,
concepts and context for the course and may be used as sources for the critical essays and the annotated bibliography. The midterm and final exam will draw primarily from these chapters. Pay special attention to the Learning Activities; each week, students will complete one of these activities for a discussion board prompt.

In addition to this part of the chapter, each student will select one of the readings in the week’s chapter/s (essays and articles by scholars in the field) and respond to the discussion board prompt about the reading s/he chose. (You may read the poems for fun and enlightenment, but they do not count as a reading for the purposes of the Discussion Board assignment.

**Week 1 Transnational Feminisms**
Introduction (p 1-14) and Chapter 1

**Week 2 World Media**
Chapter 2
Critical News Response Essay 1 due
Group Project Phase I Report due

**Week 3 Body Politics**
Chapter 3
Topic for Group Presentation due

**Week 4 Sexualities**
Chapter 4
Critical News Response Essay 2 due
Group Project Phase II Report due

**Week 5 Women’s Health and Reproductive Freedoms**
Chapters 5 and 6
Group Presentation Outline due
Midterm Exam

**Week 6 Families**
Chapter 7
Critical News Response Essay 3 due
Group Project Phase III Report due

**Week 7 Violence Against Women**
Chapter 8
Annotated Bibliography due

**Week 8 Women and Work**
Chapter 9
Critical News Response Essay 4 due
Week 9 Environmental Politics
Chapter 10
Group Project Phase VI is over and Group Presentation is due

Week 10 Political Systems and War/Peace
Chapters 11 and 12
Optional Critical News Response Essay 5 due
Group Presentations are available for student viewing

Finals Week/Week 11
Conclusion
Final Exam

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.

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.