

WS 471/WS 571: Global Feminisms
Tuesdays and Thursdays 4:40-6:30pm in Neuberger Hall 366
WS 471 CRN: 44157 or WS 571 CRN: 44160

Professor Gina Velasco

Email: gina.k.velasco@pdx.edu I prefer that you contact me at this email address, rather than using the mail function on Blackboard. I check this email address the most frequently. *Email is the best way to reach me. In general, I will respond to email within 24 hrs, except on the weekends (I may not respond until Monday morning).*

Office Hours: **Thursdays 11:45am-12:45pm (by appointment only) and 12:45pm-1:45pm (drop in hours)** in **Extended Studies Building 223**. The Extended Studies Building (XSB) is located across the park blocks from Lincoln Hall. My office is on the 2nd floor of the building. There is no elevator in the building. Please email me if you need to meet with me in a first floor room. Please email me if you would like to meet me during my office hours by appointment.

COURSE DESCRIPTION AND LEARNING OBJECTIVES

The first part of this course will focus on the figure of the “exploited Filipina body” as a locus for examining the politics of gendered transnational labor in the contemporary moment of capitalist globalization. I use the term “exploited Filipina body” to refer to representations of Filipina women who provide commodified sexual and domestic labor within a global capitalist economy, including Filipina “mail order brides,” domestic helpers/overseas contract workers, and sex workers. Throughout the course, we will study transnational feminist theory, women of color feminisms, gendered transnational labor, the international sex trade, the “traffic in women” discourse, transnational feminist/women’s movements, the “War on Terror,” and the relationship between sexuality and citizenship. We will examine theoretical texts, films/videos, performing and visual art, and the Internet. We will focus on developing an analysis of the politics of representation, particularly in relation to the representation of Third World women.

In this course, you will develop your ability to articulate a critical analysis of a range of cultural production, particularly in relation to the analytical lenses of gender, sexuality, and transnationalism. Further, you will attain fluency in a range of theoretical and conceptual frameworks, which you will utilize in your development of a coherent argument. Finally, you will gain experience in both textual and visual analyses, which you will use to support your broader argument in your final paper.

This course aims to cultivate collaboration in the learning process. Our goal is to create a space in which students will take an active role in the learning/teaching process. This course is an exercise in both critical pedagogy and democratic education. By inviting students to take responsibility for both the learning and teaching process, we are enacting a model of education in which students are more than passive consumers of knowledge, but rather active, critical and engaged participants in a collective learning process.

Attendance/Participation

You are expected to attend all class meetings. You are expected to be in class on time, and to stay for the duration of the class period. Attendance will be noted each class session and students will get a lower attendance grade with any unexcused absence. You should come to each class with carefully thought out

critical observations, comments, and/or questions about the reading materials. You are expected to participate as an individual as well as in small group and large group discussions and activities. Participation means active listening and encouraging others to speak. Class participation is as much about sharing your voice and ideas as it is about learning to listen and cooperate with others – your grade will reflect both these skills. **Students who have more than three unexcused absences will not receive a passing grade for the course.**

All students should be familiar with the PSU's Code of Student Conduct and Responsibility at www.ess.pdx.edu/osa/osa. This code spells out the legal parameters, which all students are expected to follow, particularly within the space of the classroom

Students are expected to be critically engaged and respectful of varying opinions in the classroom. We will follow seminar guidelines to ensure that our discussion is **respectful** and **productive**, including no interrupting when someone is talking, no name-calling or insulting commentaries, and asking clarifying questions as opposed to arguing. In the interest of openness, students are encouraged to write and speak freely. However, ultimately, the creation and maintenance of a respectful learning environment is more important than any student's perceived right to free speech.

ASSIGNMENTS

****You are required to complete ALL assignments in order to pass the course.****

ALL ASSIGNMENTS SHOULD BE SUBMITTED VIA BLACKBOARD BEFORE CLASS ON THE DEADLINE. PLEASE SUBMIT YOUR ASSIGNMENTS VIA ATTACHMENT AS A MICROSOFT WORD DOCUMENT. PLEASE USE 12 POINT FONT, 1 INCH MARGINS, AND DOUBLE SPACING.

YOU SHOULD MAKE CERTAIN THAT YOU SEE A CONFIRMATION OF YOUR SUBMISSION ON BLACKBOARD TO VERIFY THAT YOUR ASSIGNMENT HAS BEEN SUBMITTED. IF YOUR ASSIGNMENT IS NOT ON BLACKBOARD, THEN IT HAS NOT BEEN SUBMITTED.

Participation	10%
Discussion questions (8 total)	30% (3.75% each)
Student-lead Discussion (in groups)	15%
Social Location Assignment (undergrad)	20%
Critical Essay (undergraduates)	25%
Research Paper (graduate)	45%

1) Discussion Question Assignment: You will write discussion questions for **8** out of 18 possible discussion questions. You are required to submit one discussion question assignment per week, with the exception of the first week of class and finals week, for a **total of 8**. *You must submit all 8 discussion question assignments in order to pass the course.*

Format of the discussion question: For each assignment, present one discussion question per reading, then write a paragraph in which you begin to answer your own question. You should ground your discussion in the text, citing specific passages to support your discussion. You should demonstrate both a critical engagement with the text, as well as your understanding of the broader argument of the text. *For each reading, you will present at least one question and one paragraph a discussion.* For example, if there are 3 readings for that day of class, you should present 3 questions and 3 different paragraphs of discussion.

You are required to read your classmates' posts before class, regardless of whether you have submitted discussion questions for that day. Your questions will serve as the basis for our class discussion.

Discussion questions are due via Blackboard on by midnight the day before class. You need to do TWO things in order to receive credit for your discussion question:

Please post your discussion question to the correct **discussion folder** (labeled by date) on Blackboard by **midnight** on the day before class. *You are required to read 10 of your classmates' posts before class, regardless of whether you have submitted a discussion question for that day.* You should attach your discussion question as a Word document. I encourage you to respond to themes or questions that your classmates pose in previous posts. You are also encouraged to post related links or comments on current events related to course materials/discussions.

In addition, you must submit your discussion question as an **assignment** via Blackboard. You will also attach your assignment as a Word document.

****Please make sure that you submit your discussion question BOTH as a discussion post AND an assignment, or you will not receive credit.****

2) With 3-4 partners, you will co-lead **one class discussion** (approximately 30 minutes), based on that day's readings. Your group will have a choice of which date/theme you would like to address. You will form groups and choose dates during the second week of class. I will give you a prompt to guide you.

3) **Social Location Assignment (undergraduate)** (5-6 pages) is due on **February 1st**. This paper gives you the opportunity to explore and explain who you are in terms of the larger forms of difference we will study, such as gender, race/ethnicity, class, sexuality, religion and nationality. You may add others that you find important.

This paper requires that you do some research. First, you will research the place (town, city, rural area) that most formed you growing up. If you moved around, explore the causes and effects of your migration. To answer the following questions, you will need to look at government documents such as the census and other sources such as the Chamber of Commerce for your hometown, if there is one. You should answer the following questions:

What are the demographics of your hometown in terms of race and class?

What are the major sources of jobs?

How has this changed over your lifetime?

How did these forces shape your family?

How do gender and sexuality inform the experiences of you and your family?

The second part of your research will include interviewing at least one family member to explore questions of culture, race/ethnicity, citizenship and nationality. What citizenship do you carry? What citizenship do your family members carry? What does your relative/interview subject see as the chief external factors shaping your family's history? If you are a U.S. citizen or your family lives in the U.S., the interview will help you determine where your family immigrated from and when that took place. If you are a citizen of another country and/or your family lives in another country, how long have they been in that country? How does your family fit into class and race/ethnic frameworks in that country?

In writing this paper, you are encouraged to express yourself in a personal voice. Nevertheless, you are also expected to have a clear thesis and sound structure and organization.

4) **Critical Essay (undergraduate)** (5-6 pages) is due on **March 1st**. You will be given a prompt with more details about my expectations for this assignment. **I encourage you to use the services of the Writing Center (Cramer Hall) for assistance with this assignment.**

5) **Research Paper (graduate)** (10-12 pages) is due on **March 15 at 5:30pm** via Blackboard. You will be given a prompt with more details about my expectations for this assignment. I encourage you to start thinking about how you can link your individual research interests to the course themes to shape your final research paper. For example, you may use research for your master's thesis for this assignment. **You will be required to meet with me by Feb. 10th to discuss your plans for this assignment.**

You are responsible for meeting the above deadlines, for information given in class and on Blackboard, and above all, for contacting me with any problems you may encounter. **Read the syllabus carefully so that you are aware of class policies.** If you have any questions or are struggling with the material, it is essential that you come to see me as soon as possible. Additionally, if you are experiencing any personal issues that make it difficult or impossible for you to complete assignments or come to class, it is your responsibility to let me know in a timely manner so that we can work together to make sure that you successfully complete the course.

A strong essay includes:

- A clear introduction with a strong thesis statement
- Clearly written and focused paragraphs that have adequate development and purpose, with ideas that are fully developed and refined
- Similar ideas are grouped together
- Transitions in between changing ideas and points
- A strong conclusion that ties the paper together
- An introduction and a conclusion that tie together
- Correct formatting
- Adequate number of citations (see prompt)
- Works Cited Page/Bibliography
- Proofreading!

Thesis statement: “A thesis statement is just a fancy phrase for the main point of your paper. Nearly all types of academic writing need a central direction or point. Even if you plan on using many different kinds of examples, anecdotes, or pieces of evidence, you will want to make sure to bring them together under a clearly stated thesis statement somewhere in the beginning of your paper.” PSU Writing Center

Topics: I will provide questions and areas to initiate topics. Students should create a thesis within those parameters to frame their entire paper.

Instructions for All Assignments:

Formatting: All papers will be double spaced, 12 point font like Times New Roman, with one inch margins. Minimum page # means FULL pages.

Citations: You should use an accepted academic citation style such as MLA, Chicago, or APA format to receive full points. You must make sure to include at the very least the author's name and the page number in any quote you use! If you do not cite sources properly, that can be considered plagiarism and intellectual theft.

Plagiarism: “Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or

phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm." PSU Library Citation Guide Plagiarism will result in a 0 for the assignment, and can result in a 0 for the course, and/or expulsion from school.

Please check the course Blackboard page frequently for announcements, links, and assignment prompts.

Electronics policy: During class, please refrain from using your cell phones (including texting), checking your email, or surfing the internet. You may use your laptop computers to access PDFs of readings or to take notes, but please limit your computer use to course-related activity.

COURSE SCHEDULE

***All readings will be available on Blackboard**

Unit One: Introduction

- Jan 4 Introduction to course
- Jan 6 Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

Unit Two: Politics of Representation, Politics of Location

- Jan 11 Ella Shohat "Area Studies, Gender Studies, and the Cartographies of Knowledge" and Stuart Hall. "The Spectacle of the Other"
- Jan 13 Mohanty, Chandra Talpade. "Cartographies of Struggle: Third World Women and the Politics of Feminism"

Unit Three: Locating Women of Color

- Jan 18 Soto, Sandra. "Where in the Transnational World Are U.S. Women of Color?;" Foreward, Preface, Introduction, and "The Bridge Poem" from *This Bridge Called My Back: Writings By Radical Women of Color*; and Norma Alarcón "The Theoretical Subjects of *This Bridge Called My Back*"
- Jan 20 Anzaldúa, Gloria. "La Consciencia de la Mestiza;" and Chela Sandoval "U.S. Third World Feminism: The Theory and Method of Differential Oppositional Consciousness"

Unit Four: Gendered Transnational Labor

***Please screen the film *Maquilapolis* before class on Jan 25**

- Jan 25 Parreñas, Rhacel. "Migrant Filipina Workers in Rome and Los Angeles" and "The Philippines and the Outflow of Labor"
In class discussion of *Maquilapolis*

Jan 27 Chang, Grace. "Introduction" and "Global Exchange: The World Bank, 'Welfare Reform,' and the Trade in Migrant Women;" and Martin Manalansan "Queering the Chain of Care Paradigm"

Unit Five: "Mail Order Brides"

Feb 1 Constable, Nicole. "Introduction" and "Fairy Tales, Family Values, and the Global Politics of Romance"

Feb 3 Gonzalvez, Vernadette V. and Robyn Magalit Rodriguez. "Filipina.com: Wives, Workers, and Whores on the Cyberfrontier"
In class screening of *From Asia With Love* and www.NewFilipina.com

Unit Six: International Sex Trade and the "Traffic in Women" Discourse

Feb 8 Barry, Kathleen. "The Prostitution of Sexuality;" and Kamala Kempadoo "Women of Color and the Global Sex Trade: Transnational Perspectives"
In class discussion of www.catwinternational.org

Feb 10 Kempadoo, Kamala and Jo Doezma. "Introduction: Globalizing Sex Workers' Rights;" "The Association of Autonomous Women Workers, Ecuador, '22nd June;" "Japanese Sex Workers: Encourage, Empower, Trust, and Love Yourself!"; and "The Exotic Dancers Alliance: An Interview with Dawn Passar and Johanna Breyer" in *Global Sex Workers: Rights, Resistance, and Redefinition*

Feb 15 Doezma, Jo. "Ouch! Western Feminists' 'Wounded Attachment' to the 'Third World Prostitute;" and Sex Workers in Europe Manifesto
In class screening of *Sin City Diary*

Feb 17 Chapkis, Wendy. "The Emotional Labor of Sex" and Teresa Marrero "Scripting Sexual Tourism: Fusco and Bustamante's *STUFF*, Prostitution and Cuba's Special Period"

Unit Seven: Transnational Feminist and Women's Organizing and the Discourse of Human Rights

Feb 22 Mohanty, Chandra Talpade. "Women Workers and Capitalist Scripts: Ideologies of Domination, Common Interests, and the Politics of Solidarity;" and Amrita Basu "Globalizing Local Women's Movements"

Feb 24 Fregoso, Rose-Linda. "'We Want Them Alive!': The Politics and Culture of Human Rights;" and Inderpal Grewal "On the New Global Feminism and the Family of Nations: Dilemmas of Transnational Feminist Practice"

Unit Eight: Gender, Sexuality, and the War on Terror

March 1 Norton, Anne. "Gender, Sexuality, and the Iraq of Our Imagination;" and Charles Hirschkind and Saba Mahmood "Feminism, the Taliban, and the Politics of Counter-Insurgency"

March 3 Enloe, Cynthia. "Updating the Gendered Empire;" and AWSA "An Arab-American Woman's Perspective on Zionism"

Unit Nine: Sexuality and Citizenship

March 8 Haritaworn, Jin. "Loyal Repetitions of the Nation: Gay Assimilation and the 'War on Terror;'" and M. Jacqui Alexander "Not Just (Any)body Can Be a Patriot: 'Homeland' Security and Empire Building"