

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2022
Discipline:	Women's Studies
Course Number and Title:	WS 200 Introduction to Women's Studies
Division:	Lower
Faculty Name:	Dr. Brenda Weber
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

Let's start this course description with a period: specifically *Period. End of Sentence* (2018), a documentary airing on Netflix that won the 2019 Academy Award. *Period* tells the story of a collective of women in Hapur, India who make sanitary pads from recycled materials, thus working to alleviate the silence and stigma around menstruation and in so doing to increase their own possibilities for education, mobility, and social engagement. The documentary shows not only how women might make their voices heard but also how even small changes might produce massive differences, what many term the "butterfly effect."

Using this idea of how micro-practices might produce massive change in behavior, thought, and the organization of cultures, this course introduces students from all backgrounds and academic majors to the field of women's and gender studies, thinking specifically about the workings of gender both in the US context and in the cultures we'll encounter port by port. Differences of identity—ethnicity, race, class, sexuality, religion, gender expression, and age—will be central to the curriculum, and our readings will draw attention to social conditions that both divide and unite people today, with an eye to the tiny butterfly wings that are working to create change for the future.

LEARNING OBJECTIVES

1. Understand the history of the contemporary feminist movement and its relationship to other social movements in a transnational context
2. Explore gender as a social institution that is intersectional and varies across cultures
3. Understand the relationship between gender and other forms of inequality
4. Explore global and transnational perspectives on feminism and women's rights

REQUIRED TEXTBOOKS

Course reader (compiled by professor)

AUTHOR: Melissa J. Gillis and Andrew T. Jacobs
TITLE: Introduction to Women's and Gender Studies
PUBLISHER: Oxford University Press
ISBN: 978-0-19-006423-5
DATE/EDITION: 2nd edition, 2017

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

- 1: Introduction and Learning the Lingo of Gender Studies
Community Norms
- 2: **Gender, Sex, and Sexuality**
Nelly Oudshoorn, "Sex and the Body"
- 3: **Transnational Feminisms**
Nira Yuval-Davis, "Gender and Nation"
Cynthia Enloe, "On the Beach: Sexism and Tourism"
- 4: **Intersectionality**
Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and
Violence against Women of Color"
- 5: **Gender in the Middle East**
Kathryn M. Ringrose, "Gender and Byzantine Culture"
- 6: **Gender as Metaphor**
Joan Wallach Scott, "Gender and the Politics of History"
Catherine King, "Making Things Mean: Cultural Representation in Objects"
- 7: **Social Constructionism**
Carole S. Vance, "Social Construction Theory: Problems in the History of Sexuality"
- 8: **Biology as Social Construction?**
Anne Fausto-Sterling, "The Biological Connection"

9: **Biology and Gender**

Stephen Jay Gould, "Women's Brains"

Emily Martin, "The Egg and the Sperm"

10: **Race and its Meanings**

Ian F. Haney López, "The Social Construction of Race"

Sylvia M. Jacobs, "Give a Thought to Africa: Black Women Missionaries in Southern Africa"

11: **Race and Religion**

Evelynn M. Hammonds, "New Technologies of Race"

12: **Race and its Meanings**

Nongenile Masithathu Zenani, "And So I Grew Up"

Farida Shaheed, "Controlled or Autonomous Identity and the Experience of the Network,
Women Living Under Muslim Laws"

13: **National Belonging**

Athalia Molokomme, Lelobe Molema, Opha Dube, Motsei Madisa, Ruth Motsete, and Onalenna Selowane, "Citizenship: An Open Letter to the Attorney-General"

Cynthia Enloe, "Nationalism and Masculinity"

14: **History as Destiny?**

Rogaia Abusharaf, "Unmasking Tradition"

Anna Davin, "Imperialism and Motherhood"

15: **Transnational Transgender**

Jessica Berman, "Is the Trans in Transnational the Trans in Transgender?"
Modernism/Modernity 24:2, 2017: 217-244. Course Reader

Aren Aizura, "Transnational Transgender Rights and Immigration Law." In
Transfeminist Perspectives in and beyond Transgender and Gender Studies. Temple
University Press: 133-150. Course Reader.

16: **Gender and the Environment**

Committee on Women, Population and the Environment, "Call for a New Approach".
Course Reader

17: **Indigeneity and Ethics**

Debra Harry, "The Human Genome Diversity Project: Implications for Indigenous Peoples"

18: **Global Concerns**

Maureen Larkin, "Global Aspects of Health and Health Policy in Third World Countries"

Winnie Woodhull, "Global Feminists, Transnational Political Economies, Third World Cultural Production"

19: **Morphologies of Body and Mind**

Ben Barker-Benfield, "Sexual Surgery in Late-Nineteenth-Century America"

Lisa Duggan, "Making it Perfectly Queer"

20: **Women, Gender, and the State**

Jan Jindy Pettman, "Women, Gender, and the State"

Excerpt from Kristen Ghodsee, *Red Riveria: Gender, Tourism, and Postsocialism on the Black Sea*. Duke University Press, 2005. Course Reader.

21: **Local Foodways**

Martha McMahon, "Resisting Globalization: Women Organic Farmers and Local Food Systems"

Big Themes in Women, Gender, and Sexuality Studies

22: "Human Rights and Global Activism," Chapter 10, Gillis and Jacobs

23: "Work, Inequality, and Neoliberalism," Chapter 8, Gillis and Jacobs

24: "Embodiment, Beauty, and the Viewer," Chapter 7, Gillis and Jacobs

25—FINAL CLASS: reflections and final thoughts

Disembarkation Day — April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 22 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for each course.

Outcomes: Connection to local LGBTQ culture; sense of gender awareness/issues in port cities and countries; sense of change over time and what is yet to be accomplished; awareness of the broader issues and challenges that face change agents in these cultures.

Types of Activities:

Students may meet with small women-run businesses, girls schools, and other organizations that are dedicated to gender progressivism. Because LGBTQ identities also fall under the banner of Women's Studies, we will expand our thinking about orientation and sexual identity.

Field Class Assessment: Position statement, with rationale and research.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Keep an observational journal for recording thoughts and impressions while in ports and while doing in-country travel.

For your comparative project, consider one of the following across four different countries:

- How do women appear in popular culture (magazine covers, billboards, movies, television, etc.). What can we argue, then, is the representational gender politics of these places?
- How are LGBTQ+ peoples and identities noted, regarded, and referenced in these countries? Provide examples from each country that evidence your claims.
- How can we see the practices of neoliberalism and globalization at play in these countries?
- What are the grassroots or indigenous forms of cultural production, industry, or representation? How do they differ from country to country?

- Submit an analytic to me for possible consideration. Requires pre-approval.

Project expectations: A reflection paper of 4-5 pages in which you discuss one of the above questions across at least four countries.

Project due: As student prefers, with the last day of class as the final submission option.

METHODS OF EVALUATION

Exams	40%
2 exams, each worth 20%	
Field Visit	20%
Comparative Experiential Project	20%
Participation	20%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the academic partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward

equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- Well-Being: We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- Interconnectedness: We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- Respect: We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- Inclusion: We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- Integrity: We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- Excellence: We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A

pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Inderpal Grewal and Caren Kaplan
TITLE: An Introduction to Women's Studies
PUBLISHER: McGraw-Hill
ISBN: 978-0-07-288718-1
DATE/EDITION: 2006, 2nd edition

ADDITIONAL RESOURCES

None