

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3/27/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair _____ College Curriculum Chair <u>Eric Hanne</u> College Dean _____ UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ <u>3/23/23</u> <u>3/23/23</u> <u>03/23/23</u> <u>3/27/23</u> <u>3/27/23</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

WST 2101-001

Women, Gender, and Power in the Global South

Online
3 credits

Fall 2023
Prof. Luisa Torres
Office hours: Wednesdays 2-4pm
Email: lturbinotorres@fau.edu

Course Description

This course studies gender from a global perspective, including the impacts of global capitalism, colonialism and globalization. Special attention is given to healing and health justice using a decolonial feminist lens. Key locations explored include Africa, Latin America and the Caribbean, Asia, the Arab world and the United States.

Instructional Method

This course is 100% Asynchronous online.

Course Objectives/Student Learning Outcomes

Students will:

- Identify the unique views on gender in the Global South
- Develop projects that reflect an understanding of gender and women in the Global South
- Assess the impact of global processes on gender and women

Course Grades and Grading Scale

- Discussion Board Participation 20%
- First Response Paper 15%
- Second Response Paper 15%
- Proposal for final project 10%
- Final Project 40%

Grade Scale:

93-100% A
90-92.9 A
87.5-89.9 B+
82.5-87.4 B
80-82.4 B
77.5-79.9 C+
72.5-77.4 C
70-72.4 C
67.5-69.9 D+
62.5-67.4 D
60-62.4 D-
≤59.9% F

Discussion Board

Discussion Board posts comprise your participation grade. They should be substantive and at least a paragraph long (5 sentences) in order to receive full credit. They should demonstrate that you have captured the key concepts of the reading and have reflected on them. It will be an opportunity to work on your ideas that interest you for your response paper and final project in conversation with your classmates. If you post past the due date, you can receive partial credit if your post follows the guidelines above.

Response Papers

Each response paper should be 2-3 pages long, double-spaced, 12-point font. It should include a thesis statement that relates to the key topics covered on any week of your choice. You are welcome to read ahead to complete this assignment. Make sure to provide evidence to support your thesis statement. A thesis statement should be clear and straight-forward. It does not have to be complicated. The assignment should help you practice how to formulate a clear thesis statement, provide supporting evidence, and summarize an author's key points. You can also include your views on the reading. This assignment can be used to draft parts of the final project but it can also be unrelated.

Proposal of Final Project

The final project proposal should be 1-2 pages long, double spaced, 12-point font. It should sketch out the final project, including the topic, the ideas and authors you will draw from, and your own ideas on the topic. If you choose to do a creative project, the proposal should describe your medium, including why you chose it, and its relationship to the course and the readings.

Final Project

For your final project, you can either write a 7-10 page academic research paper including a thesis statement and supporting evidence including outside sources. The exercise can help you prepare for graduate school writing and even writing for publication. You can also choose to do a creative project that involves other mediums such as film, video, visual art, photography, dance, music, etc. If you decide to do a creative project to reflect on and synthesize what you have learned in the course, you will need to submit a 2-page paper on your topic, including why you chose that medium.

Late Assignment Policy

Late assignments are not penalized, but you need to notify the professor in advance for permission and provide a new date of completion, otherwise the assignment will receive a grade of zero.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable

amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Texts/Readings

Students are not required to purchase any texts. All readings are available in pdf format and accessible in Canvas under the Files Folder.

Class Schedule

Introduction

Week 1

Welcome!

Gender + Global Colonialism

Week 2

Lugones, Maria. "The Coloniality of Gender." *Worlds & Knowledges Otherwise*, Vol. 2, April 2008, pp. 1-17.

Morgan, Jennifer. " 'Some Could Suckle over Their Shoulder:' Male Travelers, Female Bodies, and the Gendering of Racial Ideology." *Laboring Women: Reproduction and Gender in New World Slavery*, 2004, pp. 13-39.

Horswell, Michael. "Transculturating Tropes of Sexuality, Tinkuy, and Third Gender in the Andes." *Decolonizing the Sodomite: Queer Tropes of Sexuality in Colonial Andean Culture*, 2005, pp. 1-28.

Optional:

Lugones, María. "Toward a Decolonial Feminism." *Hypatia*, Vol. 25, No. 4, Fall 2010, pp. 742-759.

Discussion Board Due

Gender + Global Health

Week 3

Antoniello, Patricia. Introduction and Chapter 2. *For the Public Good: Women, Health and Equity in Rural India*, 2020, pp. 1-21 and 39-56.

Discussion Board Due

Gender + Global Health

Week 4

Gideon, Jasmine. Chapter 1. "Latin American Social Policy: Challenging Gender Inequalities?" *Gender, Globalization and Health in Latin America*, 2014, pp. 1-23.

Erevelles, Nirmala. Chapter 4. "Embodied Antinomies: Feminist Disability Studies meets Third World Feminism." *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic*, 2011, pp. 121-147.

Hawai'i State Commission on the Status of Women. "Building Bridges, Not Walking on Backs: A Feminist Economic Recovery Plan for COVID-19," 2020.

Optional:

Nicolas, Guerda. "Psychotherapy with Caribbean Women: Examples from USVI, Haiti, and Guyana," *Women & Therapy*, Vol. 44, Issue 1-2, 2021, pp. 136-155.

Discussion Board Due

Global Indigenous Feminism

Week 5

Silva Santisteban, Rocío (ed.). *Indigenous Women and Climate Change*,

2020. Introduction, pp. 7-15.

Boesten, Jelke. "Gendered Violence, Destruction and Feminist Struggles," pp. 64-77.

Rodríguez Acha, Majandra. "Climate Justice Must be Anti-Patriarchal or It Will Not be Systemic," pp. 105-113.

Silva Santsteban, Rocío. "Sumaq kawsay, rights of nature and territorial defenders," pp. 113-

125. **First Response Paper Due (2-3pages)**

Gender + Global Justice

Week 6

Jaggar, Alison M. Chapter 2. *Gender and Global Justice*, 2014, pp. 40-62.

Steckley, Marylynn and Joshua Steckley. "Post-Earthquake Land Appropriations and the Dispossession of Rural Women in Haiti," *Feminist Economics*, 2019, Vol. 25, No. 4, pp. 45-67.

Optional:

Padgett, Andrew and Tonia Warnecke. "Diamonds in the Rubble: The Women of Haiti," *Journal of Economic Issues*, 2011, Vol. 45, No. 3, pp. 527-558.

Discussion Board Due

Global Masculinities

Week 7

Kulkarni, Mangesh. Introduction. *Global Masculinities*, 2019, pp. 1-23.

Nyaga, Dionisio . Introduction. *Praxis of Paid Filipino Male Live-In Caregivers in Toronto*, 2014, pp. 1-13.

Barker, Gary, Stephen Burrell, and Sandy Ruxton. "COVID-19 and Masculinities in Global Perspective: Reflections from Promundo's Research and Activism." *Men and Masculinities* 24.1, 2021, pp. 168–174.

Discussion Board Due

Global Gender Identities

Week 8

Heidenreich, Linda. Introduction. *Nepantla Squared: Transgender Mestiz@ Histories in Times of Global Shift*, 2020, pp. 18-33.

Ryan, J. Michael. Chapter 1. *Trans Lives in a Globalizing World*, 2020, pp. 1-14.

Hossain, Adnan. "De-Indianizing Hijra: Intra-regional Effacements and Inequalities in South Asian Queer Space." *Asia-in Trans, Trans-in Asia, An Issue of: TSQ: Transgender Studies Quarterly*, 2018, pp. 321-331.

Discussion Board Due

Global and Transnational Feminisms

Week 9

Bozzetto, Renata Rodrigues. Introduction, *Tracing Feminisms in Brazil*, 2013, pp. 1-9.

Sirri, Lana. Introduction. *Islamic Feminism: Discourses on Gender and Sexuality in Contemporary Islam*, 2020, pp. 1-14.

Butnor, Ashby. Chapter 10: "Dogen, Feminism and the Embodied Practice of Care." *Asian and Feminist Philosophy: Liberating Traditions*, 2014, pp. 223-242.

Second Response Paper Due (2-3pages)

Global Gender, Sexuality + Religion

Week 10

Dorsey, Lilith. Introduction and Chapter 1 "Ochun the River of Beauty and Love." *Orishas, Goddesses and Voodoo Queens: The Divine Feminine in the African Religious Traditions*, 2020, pp. 1-32.

Sunder Rajan, Rajeswari. "Is the Hindu Goddess a Feminist?" *Economic and Political Weekly*, Vol. 33, No. 44, 1998, pp. 34-38.

Optional:

Smears, Ali. "Mobilizing Shakti: Hindu Goddesses and Campaigns Against Gender-Based Violence," *School of Religious Studies*, 2019, pp. 1-22.

Beliso-De Jesús, Aisha. "Gender, Sexuality, and Feminism in Afro-Cuban Religions." Notes from WATERtalks: Feminist Conversations in Religion Series, 2015. <https://www.waterwomensalliance.org/watertalk-notes-feminism-and-religion-in-the-21st-century/>

Eastwood, Emma. "Santeria Religion, Gender and Sexuality." *Minority Rights*, 2016. <https://stories.minorityrights.org/afrocuba-lgbtqi/chapter/introduction/>

Final Project Proposal

Global Decolonial Feminism

Week 11

Tamale, Sylvia. Chapter 1. *Decolonization and Afro-Feminism*, 2020, pp. 1-10.

Hurtado, Roberta. Introduction. *Decolonial Puerto Rican Women's Writings: Subversion of the Flesh*. 2019, pp. 1-29.

Optional:

Castro, Laura Rodriguez. Chapter 1. *Decolonization, Power and Place: Sentipensando with Rural Women in Colombia*, 2021, pp. 1-33.

Discussion Board Due

Global Feminist Activism + Social Media

Week 12

Noel, Ann M. and David B. Oppenheimer (eds). Chapters 1, 20-27, and 33-35. *The Global #MeToo Movement*, 2020, p. 255-331 and 409-435.

Chandra, Giti and Irma Erlingsdóttir (eds.). Chapters 9 and 11. *The Routledge Handbook of the Politics of the #MeToo Movement*, 2021, pp. 123-138 and 154-169.

Discussion Board Due

Global Performance against Femicide

Week 13

Femicide in Puerto Rico

Canción sin miedo: Los barriles del 8M, Puerto Rico

https://www.youtube.com/watch?v=XpIHH_jShcl&t=5s

Acevedo, Nicole. "Puerto Rico's new tipping point: Horrific femicides reignite fight against gender violence," *NBC Latino*, May 16, 2021.

<https://www.nbcnews.com/news/latino/puerto-rico-s-new-tipping-point-horrific-femicides-reignite-fight-n1267354>

Guzmán, Sandra. "Meet the Women Leading Puerto Rico's Feminist Revolution," Aug 9, 2019.

<https://www.shondaland.com/change-makers/a28653844/puerto-rico-protests-feminist-revolution/>

Figueroa, Yomaira. "After the Hurricane: Afro-Latina Decolonial Feminisms and Destierro." *Indigenizing and Decolonizing Feminist Philosophy*, April 2019.

Canción sin miedo, Colombia

<https://www.youtube.com/watch?v=dTzx6gV5LdQ>

Chile

<https://www.youtube.com/watch?v=s5AAscy7qbl>

Optional:

Roberts, Madeleine. "HRC Mourns Michelle Michellyn Ramos Vargas, Transgender Woman Killed in Puerto Rico," October 2, 2020.

<https://www.hrc.org/news/hrc-mourns-michelle-michellyn-ramos-vargas-transgender-woman-killed-in-puerto-rico>

Lhant, Violet. "HRC Mourns Natalia Smut, a Black and Puerto Rican Transgender woman, Killed in Milpitas, California," April 28,

2021. <https://www.hrc.org/news/hrc-mourns-natalia-smut-a-black-and-puerto-rican->

[transgende r-woman-killed-in-milpitas-california](#)

Discussion Board Due

Global Gender + Performance

Week 14

Las Crudas Krudas Cubensi. "Mi cuerpo es mio." Official Video. Odaymara/ Olivia/ La Real. Aiwey Tv. <https://www.youtube.com/watch?v=x-Pgwldfx8U>

<https://krudascubensi.com/bio-press-krudas-cubensi/>

Roth, Julia. "Queer Diaspora Hip Hop as 'Nu Caribbean Feminism:' Tracing the Intersectional Politics of Las Krudas Cubensi." EnterText, Special Issue on "Crossing Thresholds: Gender and Decoloniality in Caribbean Knowledge," Vol. 12, 2018, pp. 123-145.

The Rise of Female bata drummers

<https://folklife.si.edu/magazine/gender-taboos-cuban-bata-drumming>

Afro-Colombian Performance by Women

<https://aldianews.com/articles/culture/music/ancestras-new-release-afro-colombian-legend-pe-trona-martinez/66183>

Discussion Board Due

Global Gender + Performance

Week 15

Gina Yashere, Nigerian Comedian

On coming out

<https://fb.watch/8QbVs0vNa3/>

On the British family and racism

<https://stillwerise.uk/2021/03/14/gina-yashere-shola-mos-shogbamimu-kelechi-okafor-on-sky-n-ews-04-03-2021/>

On moving to U.S. and racism

https://www.hollywoodreporter.com/lifestyle/arts/bob-hearts-abishola-gina-yashere-memoir-1_234964690/

On the show she produces - Bob Hearts Abishola - Can be watched for Free on CBS TV or App. <https://g.co/kgs/cx6Nwp>

On her new book

<https://mashable.com/video/trevor-noah-gina-yashere-daily-show>

Discussion Board Due

Last week of class

Week 16

Final Project Due