

# Women Around the World

WS201A: Tuesdays, 1:10 – 4 pm, FAC 102 (#5516)  
WS201TA: Tuesdays, 5 – 7:50 pm, Hawkins 103 (#5517)

*Winter Quarter 2003, Clark College*

## Instructor Information

Dian Ulner [dulner@clark.edu](mailto:dulner@clark.edu) (email)  
Foster 221 [http://www.csci.clark.edu/%7Elibrary/Cannell/PDF/ws201\\_ulner.pdf](http://www.csci.clark.edu/%7Elibrary/Cannell/PDF/ws201_ulner.pdf) (syllabus)  
992.2170

## Office Hours

9:15 – 10:00 am, Tuesday, Wednesday, Thursday, & Friday  
1:00 – 2:00 pm, Monday  
4:00 – 5:00 pm, Tuesday; or by appointment

## Texts

*Women Across Cultures: A Global Perspective*, by Shawn Meghan Burn  
*Other Voices, Other Vistas: Short Stories from Africa, China, India, Japan, and Latin America*, edited by Barbara Solomon

## Course Description

Women Around the World is centered upon a feminist analysis of the economic, reproductive, political, and religious factors that contribute to women's lower status and power in major world areas today. Through the lens of gender and its intersection with race, class, and sexual orientation, students will have the opportunity to: 1) recognize the diversity and similarity of women's experiences, 2) investigate the many meanings of feminism based on the needs, goals, issues, and cultures of diverse women, and 3) explore women's resistance to gender injustice and the efforts to create gender-just societies.

Methods include: short lecture, small and large group discussion, quizzes, videos, homework assignments, and student presentations.

Homework assignments include: weekly readings, quizzes, journals, and short story guides, and a project.

This course satisfies the distribution requirements for the Associate Degree in either Humanities or Social Sciences and transfers to most four-year institutions.

## Student Code of Conduct

Academic dishonesty includes 1) dishonest conduct during quizzes or any other evaluative measures, and 2) plagiarism which is using someone else's work as your own. Students are expected to commit themselves to academic honesty and the Student Code of Conduct. Any student found to be dishonest in academic work will receive an "F" for the course. Please see the Clark College Catalog for the Student Code of Conduct.

## Clark College-Wide Abilities

Clark College has identified six college-wide abilities that help students apply what they have learned. The abilities, which are in addition to specific discipline content, are: critical thinking/problem solving, global/multicultural awareness, communication, life-long learning, effective citizenship and information technology. Women Around the World includes the following abilities: critical thinking/problem solving, global/multicultural awareness and information technology.

## Accommodations for Disabilities

Students who wish to receive accommodations for a disability must contact the Disability Support Services office at 992.2580, 992.2835 (TTY), or stop by Gaiser Hall 141. If you have emergency medical information that should be shared, or if you require assistance in case the building should be evacuated, please talk with me as soon as possible.

## Learning Objectives

By the end of the quarter, the successful student will be able to:

1. Discuss the role of women as change agents in their lives and in the development of their cultures and societies.  
*College-wide Ability: Critical Thinking. Assessment: journals, quizzes, short story guides, and project.*
2. Define feminism, ethnocentrism, gender injustice, gender justice, racism, sexism, classism, heterosexism, homophobia, oppression, internalized oppression, privilege, prejudice, and institutional power.  
*College-wide Ability: Critical Thinking. Assessment: journals, quizzes, short story guides, and project.*
3. Demonstrate an awareness of the diversity and similarity of women's experiences around the world.  
*College-wide Ability: Global/Multicultural Perspectives. Assessment: journals, quizzes, short story guides, and project.*
4. Discuss the development of women's movements and global feminism, recognizing the many meanings of feminism based on the needs, goals, issues, and cultures of diverse women.  
*College-wide Ability: Global/Multicultural Awareness. Assessment: journals, quizzes, project.*
5. Evaluate Internet information on global feminism and women's issues around the world.  
*College-wide Ability: Information Technology. Assessment: project.*
6. Analyze the economic, reproductive, political and religious factors that contribute to women's lower status and power around the world.  
*College-wide Ability: Global/Multicultural Awareness. Assessment: journals, quizzes, and project.*

## Assessment of Written Assignments

Deadlines, professional looks, writing mechanics and content are important aspects of papers assigned in this course.

**Deadlines**—All written assignments are due at the beginning of class; all others will be considered late. *Assignments completed during class time will be given a failing grade.*

**Professional Looks**—All papers must be clean, typed, and double-spaced with the student's name and the section letter on *each* page. Use an 11 or 12-point font (no script or italic fonts). When turning in papers, do not use paper clips, staples, or plastic covers or fold the top corners.

**Writing Mechanics**—Proof for spelling, punctuation, capitalization, grammar, sentence structure problems and informal use of English.

**Content**—Address each of the requirements for the particular assignment. In general, a good to excellent paper:

- uses all assigned headings;
- establishes a clear, well-developed and organized response to the particular assignment;
- showcases the student's understanding of and ability to analyze the topic, making statements separate from opinion;
- reflects the student's understanding of the readings by backing-up statements with examples from the readings; &
- cites all sources and includes references for all works cited or summarized.

## Writing Help Is Available

The Writing Center offers free, one-on-one tutoring and group sessions for all types of writing, whether students need help getting started, doing revision or improving editorial skills. Always bring the instructions for the assignment and plan to work with the tutor well in advance of the assignment due date. Students can drop by for assistance. However, appointments are recommended for those who prefer a guaranteed session as drop by assistance is provided on a first-come, first-served basis. Call 992.2712 to make an appointment.

# Completion Requirements

## Attendance

Because the textbook is supplemented in class by a multitude of activities, attendance is critical for a full understanding of the course. Students are allowed one unexcused absence. Each unexcused absence over one will lower a student's final grade by ten percentage points. Students may request an excused absence—excused absences equal  $\frac{1}{2}$  of an unexcused absence (*two excused absences = one unexcused absence*). For an absence to become excused, students must:

1. receive permission from the instructor *before* the absence (*in the case of an extreme emergency, before the beginning of the following class*);
2. *ask* for extra work to make up the missed class before the beginning of the following class; and
3. complete make-up work and turn it in to the instructor in the prescribed time.

Students who miss class are responsible for finding out what was missed. Leaving class early counts as an absence.

## Class Participation

All students are expected to participate respectfully. Those who read, do homework, or rifle through notebooks during class, or otherwise fail to participate in a respectful manner will be told to leave class and will be counted as absent. Phones, beepers and pagers must be turned off before entering class.

Participation means not only thoughtful speaking but active listening as well. Sometimes two to four students dominate a class while the majority listens. This is not acceptable behavior in this class—each student is equally important. So that each student's voice may be heard, expect you will speak no more than once or twice per class period. Students who usually talk often during classes will practice honing their listening skills. Quiet students will practice speaking at least once per class.

Respect is necessary for a positive learning environment. All students will maintain a respectful attitude toward classmates, guest speakers, the instructor, and opinions that differ from their own. Hostility will not be tolerated. Many of the issues we discuss may involve personal and political philosophies. In this class, there is no reward and no penalty for having a particular set of beliefs. What is important is a willingness to study, learn and understand feminist points of view, many of which are different from societal norms and beliefs. The ground rules below will guide our participation.

## Ground Rules

1. We will listen. Listening requires that we be quiet mentally as well as vocally, paying attention to not only what the person is saying but also trying to understand the reasoning behind and validity of what the person is saying.
2. We will practice critical thinking skills.
3. We will respect confidentiality—tell stories not names.
4. We will resist the temptation to interrupt and apologize when we do.
5. We will have consideration and respect for each other's point of view.
6. We will resist criticizing, judging and putting each other down.
7. We will not assume that comments are directed at us personally.
8. We will consider twice before sharing personal information. We will ask ourselves: a) Does the sharing of this personal information help illustrate a point and fit into the current topic? b) How will I feel afterward about having shared this information?
9. We will realize that personal experience is useful for illustration but does not constitute sufficient evidence for generalization.
10. We will keep in mind that this is a survey course. Just like at Ben and Jerry's, when we ask for a taste of a new ice cream flavor and it is given to us on a tiny spoon, we're getting tiny spoonfuls of different topics in this course.
11. We will remember that often there won't be enough time to say everything we want to say from our personal perspective.

## Reading Assignments

There are reading assignments for every class. During discussions, you will need to back up your statements with examples from the readings so use a highlighter and take notes as you read. Bring your text, written notes, and syllabus to class each week.

## Quizzes (12 points each)

Each class that has a reading assignment will have a 20-minute quiz covering the readings for that day. Quizzes will contain fifteen questions; twelve correct answers will earn a perfect score. Questions will be multiple choice, fill-in-the-blank, true/false, matching and short (one sentence) answer. Students may use their written notes during quizzes. Students who arrive late to class will not be given extra time to complete their quizzes. The lowest quiz score will be dropped. There are no make-up quizzes.

## Short Story Guide (10 points each)

For each short story, students will turn in a typed short story guide (answers to the six questions below). At the top of the paper, be sure to put your name and the number and name of the short story. Short story guides will be accepted late one class period only and will then be worth up to a maximum of 5 points.

1. Who are the three main characters? Write a brief description of each. (3 points)
2. Write a brief summary of the short story. (2 points)
3. What do you think the story has to do with women around the world? What similarities and differences are there between the women in the story and women in the U.S.? (2 points)
4. How does this story affect or challenge you and the way you view society? (1 point)
5. What point do you think the author was trying to make? (1 point)
6. Write one question you have about the story. (1 point)

## Journals (10 points each)

A journal is due each week. The purpose of the journal is to develop your thoughts about the readings and class activities, and to record your reactions to what you are learning. To receive 10 points:

- 1) Answer one or two questions for the specific journal (*see Course Schedule*). You may also include your thoughts about the previous week's readings and class activities, how they relate to visual, audio or written media you have been exposed to during the week, or about anything else that is relevant to the class.
- 2) Make sure your journal is at least one double-spaced, typewritten page (*no notebooks*) with one inch margins, 11 or 12 point font, and at least 20 lines of text.

Confidentiality of journals will be kept. They will be accepted late one class period only and will then be worth up to a maximum of 5 points.

## Points

Journals (8)	80 points
Short Story Guides (6)	60 points
Quizzes (8)	96 points
Project	<u>130 points</u>
<b>Total</b>	366 points

## Letter Grades

Grades will be determined according to the following scale:

<b>A</b>	344 – 366 points (94 – 100%)	<b>C+</b>	285 – 291 points (78 – 79%)
<b>A–</b>	329 – 343 points (90 – 93%)	<b>C</b>	270 – 284 points (74 – 77%)
<b>B+</b>	322 – 328 points (88 – 89%)	<b>C–</b>	256 – 269 points (70 – 73%)
<b>B</b>	307 – 321 points (84 – 87%)	<b>D</b>	219 – 255 points (60 – 69%)
<b>B–</b>	292 – 306 points (80 – 83%)	<b>F</b>	0 – 218 points (< 60%)

# Course Schedule

WAC *Women Across Cultures: A Global Perspective*  
OVOV *Other Voices, Other Vistas: Short Stories from Africa, China, India, Japan, and Latin America*

WRR Weekly Research Report  
SSG Short Story Guide

- Week #1**     **January 7**  
Activities    Introductions and Pick a country
- Week #2**     **January 14**  
WAC          Introduction (pg. 1) and Chapter 1—Women’s Low Status and Power (pg. 11)  
Due          Journal #1 (answer 1 or 2 of the discussion questions on pg. 31) & WRR #1
- Week #3**     **January 21**  
WAC          Chapter 3—Reproductive Freedom (pg. 51)  
OVOV         Chinese Story—*Sketches from the Cattle Shed* (pg. 141)  
Due          Journal #2 (answer 1 or 2 of the discussion questions on pg. 77), SSG #1 and WRR #2)
- Week #4**     **January 28**  
WAC          Chapter 4—Lesbianism (pg. 79)  
OVOV         Indian Story—*Dhowli* (pg. 229)  
Due          Journal #3 (answer 1 or 2 of the discussion questions on pg. 95), SSG #2 and WRR #3
- Week #5**     **February 4**  
WAC          Chapter 5—Women’s Work (pg. 97)  
OVOV         Indian Story—*Pigeons at Daybreak* (pg. 219)  
Due          Journal #4 (answer 1 or 2 of the discussion questions on pg. 131), SSG #3 and WRR #4
- Week #6**     **February 11**  
WAC          Chapter 6—Women in Development (pg. 133)  
OVOV         African Story—*The Collector of Treasures* (pg. 52)  
Due          Journal #5 (answer 1 or 2 of the discussion questions on pg. 157), SSG #4 and WRR #5
- Week #7**     **February 18**  
WAC          Chapter 7—Women and Religion (pg. 159)  
OVOV         Latin American Story—*Clarisa* (pg. 429)  
Due          Journal #6 (answer 1 or 2 of the discussion questions on pg. 185), SSG #5 and WRR #6
- Week #8**     **February 25**  
WAC          Chapter 8—Women in Politics (pg. 187)  
OVOV         Japanese Story—*The Silent Traders* (pg. 413)  
Due          Journal #7 (answer 1 or 2 of the discussion questions on pg. 219), SSG #6 and WRR #7
- Week #9**     **March 4**  
WAC          Chapter 9—Gender Equality Movements (pg. 221)  
WAC          Chapter 10—Women’s Rights as Human Rights (pg. 251)  
Due          Journal #8 (answer one discussion question on each of pgs. 249 & 269), WRR #8
- Week #10**    **March 11**  
Activity      Student Presentations  
Due          Project Paper
- Finals Week** **March 18** (Section TA meets 5 – 6:50 pm)  
**March 20** (Section A meets 12:10 – 2 pm)  
Activity      Student Presentations

## **Project (130 points)**

*This project will help students synthesize their understanding of each of the learning objectives for the course.*

**January 7**—Students will choose a country that they will research throughout the term (see Appendix A on pg. 270).

### **Part One—Weekly Research Report (WWR) (1 point each—8 total points)** (Due each week, January 14 – March 4)

Each week we will read about and discuss a new topic with regard to women around the world. Students will use the Internet (and other sources) to research their countries for information related to those topics. For help, check out the library page for this course and Appendix B (pg. 298) for an annotated web bibliography. WWRs will not be accepted late.

Each WWR should have the following:

1. Student's Name and the WWR #
2. Using the questions asked under "Evaluation of Written Report" (see below) for the particular chapter, answer at least one of the questions through your research.
3. Cite your Internet source (or other source) using MLA format
4. Does your Internet source pass the 5W test?

### **Part Two—Presentation (22 points)** (Section A—March 11 and 20) (Section TA—March 11 and 18)

- 1) Give a 5 – 10 minute presentation to the class sharing highlights of written report. Students are encouraged to use PowerPoint for their presentations.
- 2) Use at least 6 audio/visual aids such as pictures, overheads, music, food, clothing, and/or maps that help illustrate the role that women play in that country.

### **Part Three—Written Report (100 points)** (Due March 11)

The report will include the following.

- 1) Using headings and answering questions given below, write at least one or two paragraphs giving an overview of that topic with regard to your country.
- 2) Conduct further research on two additional topics (music, art, film, clothing, sports, pictures, food, and any other aspects of the culture) that help illustrate the role that women play in their country. Use headings and write at least one or two paragraphs for each topic.
- 3) References (at least 10 resources are required, of which at least six must be from the Internet) using MLA format.
- 4) A minimum of six typed, double-spaced pages, with one inch margins.
- 5) Use citations. In the body of your report, cite *any* ideas and quotes from your references.

Papers will not be accepted without headings or the presentation. Late papers and presentations will not be accepted.

## Project Evaluation

### Part One—WWR (1 point per week)

- \_\_\_ Student's Name and the WWR #
- \_\_\_ Using the questions asked below for each particular chapter, answer at least one of the questions through your research.
- \_\_\_ Cite your Internet source using MLA format
- \_\_\_ Does your Internet source pass the 5W test?
- \_\_\_ **Total (0 – 8 points)**

### Part Two—Presentation

- \_\_\_ Present highlights from written report (0 – 10 points)
- \_\_\_ Six audio/visual aids such as pictures, maps, overheads, music, food, clothing, etc. (0 – 12 points)
- \_\_\_ **Total (0 – 22 points)**

### Part Three—Written Report

*Use the questions below as a guide while you research and write an overview of each topic. Points will be awarded based upon quality, quantity & clarity of information provided.*

#### \_\_\_ **Women's low status and power (0 – 8 points)**

Write an overview of the ways in which women have low status and power in your country.

1. In what ways are women subordinate to men? In what ways are women trained to believe that their value is attached to the men in their lives? In what ways are women tied socioeconomically to men? In what ways do women need men for social status? Do women have the right to divorce? If so, what impact does divorce have upon women?
2. How many women and children live in poverty? What are the data on the number of women sold into sexual slavery? Are there laws against the trafficking of women? Has military exploitation of women occurred?
3. What is the mortality rate for female infants vs. male infants? In what ways does son preference take place? Does femicide take place?
4. Is the dowry used? Are there bride burnings or their equivalent? Do honor killings take place?
5. What percentage of women report domestic violence? What types of services and shelters are available to women? Are there laws to protect them? Do the government and the police work to enforce the laws?
6. What are the data on women and sexual harassment? What kinds of services and support are available for women who have been sexually harassed?
7. In what ways are women sexually exploited and objectified? Research prostitution and the lives of prostitutes.
8. Research the statistics on rape. Are there laws to help women? Are they enforced? Is rape viewed as a crime against the property of another man?
9. In what ways has war magnified the gendered structure of violence for women in your country?
10. Do women become mail order brides? Do the men purchase mail order brides?

#### \_\_\_ **Reproductive freedom (0 – 8 points)**

Write an overview of women's reproductive freedom, or lack thereof, in your country.

1. Do women have the freedom to control the timing and number of their children? What kind of family planning facilities are available? In what ways have women organized for reproductive freedom?
2. Do women have access to safe and legal abortions? If abortion is legal, is it available? Are women restricted in some ways in their access to abortion? If abortion is illegal, what do women do? If abortion is legal, how has the legalization affected mortality rates? What is the data on abortion?
3. Do women have access to a broad range of birth control? What types are available? What are the side effects? How does class (elite vs. working class) affect women and the choices available to them? How does HIV/AIDS fit into the picture for women?
4. Is the government pronatalist or antinatalist? In what ways does this affect women's lives?
5. Do the men in women's lives get to make the decisions regarding the number and spacing of children?
6. Do women have sterilization as an option? Is sterilization forced on women?
7. What are the data on women who die from complications associated with pregnancy, childbirth and abortion? What are the most frequent causes of maternal death? What is the data on maternal death rates?
8. Does female genital mutilation (FGM) take place? What is the data on those who have undergone FGM? What are the variations in FGM due to class differences?
9. What part do pharmaceutical companies play?
10. What role do population agencies play in your country?

— **Lesbianism** (0 – 8 points)

Write an overview of lesbianism in your country.

1. How much are women's lives determined by traditional gender roles? Do women have the option of straying from them?
2. Do lesbians have the right to control their lives? Is lesbianism legal?
3. How do heterosexism and homophobia work within the country? Do women feel the need to distance themselves from lesbians for fear of being labeled "lesbian?" What are some of the potential losses that women fear if they are labeled "lesbian?"
4. What is the reported incidence of lesbianism? Is there lesbian invisibility?
5. In your culture, do female-to-female relationships occur prior to heterosexual relationships? Do they occur during heterosexual marriages where men are away for long periods of time?
6. What are some of the lesbian organizations working for lesbian rights in your country?

— **Women's work** (0 – 8 points)

Write an overview of women's work in your country.

1. Who does the laundry, shopping, cooking, childcare, and looks after the family's medical needs? Do women spend more time than men doing these jobs?
2. If water and fuel must be gathered, who takes care of these tasks?
3. What percentage of women work in the formal labor sector? Is women's work unpaid and/or underpaid?
4. What is the gender pay gap in your country? Does the country have laws prohibiting gender pay discrimination? Are these laws enforced?
5. Is there gender job segregation? What is the percentage of women in administrative and managerial positions? Is there a glass ceiling for women? How does it affect women differently based upon race, class and sexual orientation?
6. Can women get maternity leave? Are there child-care policies? Are they enforced?
7. Do women face sexual harassment? Are there sexual harassment laws? Are they enforced?
8. Do women work in sweatshops? What are the working conditions and pay for women working in them?
9. What is the percentage of women who are self-employed? What kind of work do they do?
10. In what ways have women organized for better pay and working conditions? Are there unions? Have the unions helped women's working situations?

— **Women in development** (0 – 8 points)

Write an overview of women in development in your country.

1. Is your country a developed country or a developing country? Has your country ever been colonized?
2. What are the conditions under which women live? What is the poverty level for women?
3. What is the percentage of women who are illiterate? What is the life expectancy for women?
4. Do women have access to safe drinking water? Adequate sanitation? Medical care? What is the percentage of women who live with HIV/AIDS?
5. What kinds of development programs are there? How have these programs affected women?
4. What kinds of income-generating projects are there for women?
7. Do women have access to development resources?
8. How has environmental degradation impacted the women in your country? For example, how has deforestation affected women's lives?
9. Have women in your country benefited from the development and environmental degradation in other countries?
10. What kinds of women's activism have taken place in your country? What are some nongovernmental organizations working to affect change in women's lives? What impact have they had?

— **Women and religion** (0 – 8 points)

Write an overview of the role of religion for women in your country.

1. What are the major religions of the country?
2. How are women treated within the major religions? What roles do women play in these religions? Are they gendered roles? Are women allowed to be priests, ministers, monks, etc.? Are women able to hold positions of religious authority?
3. What are some of the feminist critiques of these religions?
4. In what ways, if any, does the religion act as an ingredient of patriarchy?
5. Are there women-centered religions? What roles do women play in these religions?
6. Have women undertaken efforts to revise these major religions of the country? If so, what are some of those efforts? What are some ways in which women have called their lower status into question?
7. Are there women who have worked to create new traditions within the religions? Are there women who have worked to create new traditions outside the major religions?

\_\_\_ **Women in politics** (0 – 8 points)

Write an overview of women in politics in your country.

1. In what year did women gain the right to vote? Are women able to vote now? How easy is it for them to vote?
2. What is and has been women's participation in formal politics (heads of state, members of parliament, congress and/or cabinets)?
3. What percentage of elected offices are held by women? What percentage of cabinet positions are held by women?
4. How are women likely to come into political power? Is it through the political surrogate path to power? Is it through the political insider/climber path to power? Is it through the political outsider path to power?
5. Investigate the grassroots political movements in which women are involved.
6. Is there an electoral system? If so, is the party list/proportional representation system used? Is the single-member district system used? Do they use a quota system? How have these systems (or lack thereof) affected women's participation in politics?
7. How do women participate in informal politics? In what social and protest movements have they participated? What are some of the issues (economic, nationalist and racial/ethnic, humanistic/nurturing) for which they have fought?

\_\_\_ **Gender equality movements and women's rights as human rights** (0 – 8 points)

Write an overview of the women's gender equality movements in your country.

1. What are some of the forces operating for and against women's activism and empowerment?
2. What are the names of some of the women's rights groups that are active in your country? What actions have they taken? What are their key issues? Does gender equality fall subordinate to other key issues of importance?
3. How is Western feminism viewed by the women in your country?
4. Do women's rights groups distance themselves from Western feminism or do they embrace it? Why or why not?
5. How is feminism different for the women in your country than for women of the US?
6. How do issues of racism and classism affect how women perceive feminism in your country?
7. Is there state feminism in your country? If so, what is it like? What has it accomplished for women? Does the state feminism act in tandem with grassroots groups?
8. Have women gained increased cultural visibility due to their women's movements?
9. What backlashes against feminism have taken place in the country?
10. Are women's rights considered to be human rights?

\_\_\_ Additional Internet research topic #1 (0 – 5 points)

\_\_\_ Additional Internet research topic #2 (0 – 5 points)

\_\_\_ Citations (0 – 5 points)

\_\_\_ References using MLA format (at least 10, of which at least 6 are from the Internet) (0 – 5 points)

\_\_\_ Clarity and organization of writing (0 – 4 points)

\_\_\_ Writing mechanics (0 – 12 points) *For each misspelled word, incorrect grammar and verb usage, punctuation problem, capitalization error, run-on sentence, sentence fragment, and instance of informal use of English, 1/2 point will be deducted up to a total of 12 points.)*

\_\_\_ **Total** (0 – 100 points)

\_\_\_ **Project Total** (0 – 130 points)