

**Transnational Feminism**  
WST3415– Section 08H0  
**Class Periods:** T 2-3, R 3  
**Location:** TUR 2319  
**Academic Term:** Spring 2018

***Instructor:***

Dr Maddy Coy  
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Office Hours: Monday 12-2, Thursday 11-12 and by appointment

***Teaching Assistants:***

Please contact through the Canvas website  
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**Credit Hours: 3**

***Course Description***

As many activists and scholars have pointed out, the idea of a united, global sisterhood coming from U.S. and European contexts has often assumed shared visions of women's equality, as well as shared priorities for organizing. Early feminism often failed to address differences across women with respect to race, class, sexuality, nationality, colonial history. Debates about women's lived experiences had largely homogenized, or Westernized, narratives about women's issues and concerns. Transnational feminism(s) challenged feminist frameworks that erase differences within and between national contexts by addressing the political and economic systems shaping women's oppression as well as the ways that lives in some places of the globe shape the lived experience of "elsewhere." Understanding how knowledge is produced in different contexts offers a more complex and complete picture of women and women's movements.

This course explores transnational feminist frameworks, focusing on historical debates about intersectional inequalities that underlie their development, as well as social movements that address feminist issues in local and global contexts. Course readings will explore the ethics of cross-cultural knowledge production, labor organizing, global care chains, commodification of women's bodies, sexualities, and building bridges between activism and academia. Examples will provide insights into the complexities of addressing these issues in a transnational context: how do differences of class, national origin, race, and sexual orientation affect the experiences of women organizing for social justice? How do power relations between individuals and collectives both within nations and across them influence prospects for solidarity and collaboration? This course will also challenge Western feminists to locate and situate themselves, and examine their own position within global systems that connect the (often uneven) exchange of persons, capital, and ways of knowing.

***Course Pre-Requisites / Co-Requisites***

None

***Course Objectives***

By the end of this course students will be expected to:

- understand gender as a central category of analysis that informs the way social structures and global structures are legitimized and normalized;

- analyze historical and contemporary systems of privilege and oppression, with specific attention to the ways gender intersects with race, class/caste, ethnicity, sexuality, religion, and nationality;
- think critically about the intersections of national, regional, and global communities and how they shape women's inequality;
- define and distinguish between transnational, international, and global feminism;
- demonstrate a critical awareness of the ethics of transnational knowledge production.

### **Materials and Supply Fees**

None

### **Required Textbooks**

Naples, Nancy A. and Manisha Desai (2002) (eds.) *Women's activism and globalization: linking local struggles and transnational politics* New York: Routledge

Amanda Lock Swarr and Richa Nagar (2010) (eds) *Critical Transnational Feminist Praxis* Albany: State of New York University Press

PDFs of weekly required reading will be available in Canvas

### **Recommended Material**

Myra Marx Ferree and Aili Mari Tripp (2006) (eds.) *Global Feminism: Transnational Feminist Activism, Organizing and Human Rights* New York: University Press

### **Course Schedule**

Reading assignments must be completed before coming to class.

Please note that this schedule of readings is subject to minor modifications. All changes in the syllabus will be announced in class and posted via E-learning.

	<b>Topic</b>	<b>Reading</b>
Week 1 8 <sup>th</sup> Jan		T: NONE. Welcome, introductions, and discussion of the course and assignments  R: Audre Lorde, 'Open Letter to Mary Daly' and 'The Master's Tools Will Never Dismantle the Master's House' (PDFs in Canvas)
Week 2 15 <sup>th</sup> Jan	Starting points (1)	T: Nancy Naples (2002) Changing the Terms: Community Activism, Globalization and the Dilemmas of Transnational Feminist Praxis in <i>Women's activism and globalization: linking local struggles and transnational politics</i>  R: Aili Mari Tripp (2006) The Evolution of Transnational Feminism: Conflict, Consensus and New Dynamics in <i>Global Feminism</i>
Week 3 22 <sup>nd</sup> Jan	Starting points (2)	T: Chandra Talpade Mohanty (1984) Under Western Eyes: Feminist Scholarship and Colonial Discourses <i>Boundary 2</i> (PDF in Canvas)  R: <b>CLASS EXAM (30 minutes)</b>
Week 4 29 <sup>th</sup> Jan	Politics of Location	T: Adrienne Rich (1984) Notes Towards a Politics of Location in <i>Blood, Bread and Poetry</i> (PDF in Canvas)  R: NONE. Raewyn Connell 'Decolonising Gender' lecture (2015)

Week 5 5 <sup>th</sup> Feb	Activism and academia	<p>T: Linda Peake and Karen de Souza (2010) Feminist Academic and Activist Praxis in Service of the Transnational in <i>Critical Transnational Feminist Praxis</i></p> <p>Feedback on exam and discussion of next assignment</p> <p>R: Geraldine Pratt in collaboration with the Philippine Women Centre of BC and Ugnayan NG Kabataang Pilipino SA Canada/The Filipino-Canadian Youth Alliance in <i>Critical Transnational Feminist Praxis</i></p>
Week 6 12 <sup>th</sup> Feb	Ethics and knowledge production	<p>T: Janet Hinson Shope (2006) "You Can't Cross a River Without Getting Wet" <i>Qualitative Inquiry</i> 12(1):163-184</p> <p>R: CLASS ASSIGNMENT (IN LEARNING TEAMS)</p>
Week 7 19 <sup>th</sup> Feb	Transnational NGOs	<p>T: Alexandra Hrycak (2002) From Mother's Rights to Equal Rights: Post Soviet Grassroots Women's Associations in <i>Women's activism and globalization: linking local struggles and transnational politics</i></p> <p>R: CLASS ASSIGNMENT (IN LEARNING TEAMS)</p>
Week 8 26 <sup>th</sup> Feb	Labor organizing	<p>T: CLASS PRESENTATION OF TEAM ASSIGNMENT</p> <p>R: Claire Weber (2002) Women to Women: Dissident Citizen Diplomacy in Nicaragua in <i>Women's activism and globalization: linking local struggles and transnational politics</i></p> <p><b>SUBMISSION OF TEAM ASSIGNMENT</b></p>
Week 9 5 <sup>th</sup> March	<b>SPRING BREAK</b>	<b>NO CLASS</b>
Week 10 12 <sup>th</sup> March	Sexualities	<p>T: Amanda Lock Swarr and Richa Nagar (2003) Dismantling Assumptions: Interrogating "Lesbian" Struggles for Identity and Survival in India and South Africa <i>Signs: Journal of Women in Culture and Society</i> 29 (2) 491-516</p> <p>R: Feedback and reflections on team assignments</p>
Week 11 19 <sup>th</sup> March	Women's bodies as transnational commodities	<p>T: Amrita Pande (2010) Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker <i>Signs: Journal of Women in Culture and Society</i> 35(4) 969-992</p> <p>R: Raquel Rosario Sanchez (2015) Sex tourism is sexualized imperialism <i>Feminist Current</i> November 25<sup>th</sup>, 2015 (link in Canvas)</p>
Week 12 26 <sup>th</sup> March	Transnational solidarity on violence against women	<p>T: Nadjie Al-Ali (2016) Sexual violence in Iraq: Challenges for transnational feminist politics <i>European Journal of Women's Studies</i></p> <p>R: Elora Halim Chowdhury (2014) Violence Against Women: We Need a Transnational Analytic of Care <i>Tikkun</i> 29(1)</p>
Week 13	Global care chains	T: Arlie Hochschild (2005) <i>Love and Gold</i> (PDF in Canvas)

2 <sup>nd</sup> April		R: CLASS EXAM
Week 14 9 <sup>th</sup> April	Feminism and Islam	T: Lila Abu-Lughod (2013) <i>Do Muslim Women (Still) Need Saving?</i>  R: Mona Eltahawy 'Why They Hate Us' in <i>Headscarves and Hymens: Why the Middle East Needs a Sexual Revolution</i>
Week 15 16 <sup>th</sup> April		T: Class viewing of <i>Persepolis</i>  R: Discussion about <i>Persepolis</i>
Week 16 23 <sup>rd</sup> April	Final reflections	T: Jigna Desai, Danielle Bouchard and Diane Detournay (2010) <i>Disavowed Legacies and Honourable Thievery: The Work of the Transnational in Critical Transnational Feminist Praxis</i>  Closing discussion and course evaluation  <b>SUBMISSION OF FINAL PAPER</b>

### ***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance for this class is mandatory and will be taken randomly. Please also bear in mind how missing class will affect your ability to process the content and course materials. Catching up on notes is no substitute for being part of class discussions, and absence is likely to be reflected in quality of your assignments.

If you miss class, before you come and talk to me, please make sure you have completed the readings for the class you missed and reviewed notes from a classmate. Make-up lectures will not be given during office hours but questions on readings, after you have reviewed the notes of a classmate and completed the readings on your own, are welcome and will enthusiastically be answered.

**Exam:** Make up exams will be offered for medical reasons and for participation in university athletic events only. Make up exams for these reasons will be offered during the instructor's office hours. No other exceptions will be considered.

### **Assignment details**

There are four assignments for this course. Together they comprise 90% of the course grades, with an additional 10% for attendance and participation. More details about assignments will be available in Canvas and discussed in class.

#### **1. CLASS EXAM THURSDAY OF WEEK 3 (15%)**

This short answer in-class exam will focus on the definitions and key concepts we have covered in the initial course sessions. Please ensure that you are up to date with reading, including for week 3, to give yourself the best chance on the exam.

#### **2. ETHICS CASE STUDY SUBMISSION END OF WEEK 8 (25%)**

This assignment will enable you to develop your understanding of the ethics of transnational feminist work. You will be given a scenario and asked to discuss what the ethical dilemmas are for producing knowledge on the issues it raises. You will have two class sessions to work on this and if you need additional time, can work outside of class time. You will present the outline for your project to the class on Thursday of week 8. Each member of the learning team should then submit a version that you have agreed between you, by the end of week 8 (Friday, 11.59pm).

### **3. CLASS EXAM TUESDAY OF WEEK 13 (25%)**

This short answer in-class exam will focus on the issues we have covered since Spring Break, with an emphasis on the course themes. Please ensure that you are up to date with reading, including for week 13, to give yourself the best chance on the exam.

### **4. FINAL ESSAY (25%) WEEK 16**

The final assignment for the course will be your opportunity to bring together the course learning, reading and discussion. You will choose from a list of titles that will be available in Canvas and discussed during class time. The focus of all the essay titles will be ethical issues in transnational feminism, so there is an opportunity to reflect and build on the earlier learning team assignment. You should write 4-5 pages, double spaced, addressing the essay question in an academic style that includes references to course reading.

### **Evaluation of Grades**

Grading rubrics for assignments, where applicable, will be in Canvas.

Assignment	Points	Percentage of Final Grade
Class exam	15	15%
Ethics case study	25	25%
Class exam	25	25%
Final essay	25	25%
Attendance and participation	10	10%
TOTAL	100	100%

### **FINAL GRADE**

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **UF COURSE POLICIES**

#### **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu/evals>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

#### **University Honesty Policy**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or

implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

## ***CAMPUS RESOURCES***

### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

### ***Specialist support***

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24 hour helpline)

**Report Rape Gainesville** (information and support even if you do not want to make a report)  
<http://www.reportrapegainesville.org/>

### ***Academic Resources***

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus**: [https://www.dso.ufl.edu/documents/UF Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints**: <http://www.distance.ufl.edu/student-complaint-process>.