

WST 3415: Transnational Feminism

Instructor and TA Contact

Dr. Anita Anantharam (instructor)

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Office Location: Virtual – sign up via my Calendly account (<https://calendly.com/uf-professor> (Links to an external site.)) Wednesdays 10-11:30am

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TA: Jessica Trochez

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Course Description and Rationale

One of the ways in which transnational feminism has contributed to the field of Women's Studies is through engaging disciplines like political science and economics. Whereas previously a "greatest hits" model was employed to studying women's experiences in a global context, transnational feminism posed a major challenge to this universalizing move by asking how the lives of women in one part of the globe were affected by, indeed dictated by women from another. In fact, then, transnational feminism shows that there are multiple factors for women's subjugation that include patriarchal institutions like family, community, and nation.

But these kinds of experiences and stories are usually absent from official history—for whatever reason they are never told. In this class we will try to even the ledger a little bit and focus our attention on the actions and minor victories of the disenfranchised. Emma Perez's work will kick us off by offering a method for how we write about those who have been forgotten/erased from national imagination. Edward Said's work will tell us

how these stories are political, and why their absence from history is an act of imperial domination. Fanon's ideas about "freedom", "sovereignty" and "revolution" from colonial rule were significant to movements for social justice all over the world. While the disenfranchised now had a set of tools to destroy the master's house, there was no clear consensus on what this decolonization would look like? Novels and short stories, policy case studies, and academic articles will provide alternate perspectives on how these ideas were embraced and understood by those whose lives these ideas touched. The goal for our discussion will be to take the insights gained from the country-specific novels/stories and explain them in more universal terms, and translate the specificities of personal experience into a transnational feminist framework. In the final section of the class we will focus on contemporary narratives of war, bio-politics, servitude, immigration, and citizenship. Our discussion will be political in nature, but we will debate these issues in light of our previous course readings, in a democratic and respectful manner.

Course Goals and Learning Objectives

By the end of this course students will be expected to gain mastery of the following topics and issues:

- Gain an understanding of 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 special attention to the ways gender intersects with race, class/caste, ethnicity, sexuality, religion, and nationality
- Gain a self-critical awareness of the instability of identity categories and the situated, partial, and political nature of all fields of knowledge
- Think critically about the intersections of national, regional, and global communities and how they impact gender sovereignty
- Describe the relationship between past empires and present ones
- Develop interdisciplinary frameworks for understanding popular tropes of "western" and "non-western"
- Define and distinguish between transnational, international, multinational, global feminism

Course Requirements and Assessment

(grades will be posted 1 week after due date; you can access your grades on Canvas Gradebook)

- Participation during 4 in-class activities 20%
- Semester long project write up as a team 40% (use cases/exercises in course pack)
- 1 midterm exam 15%
- 1 essay exam 10%
- Answer questions from 1 case in Coursepack 15%

Required Books and Free Resources

Required Course Pack – available through all UF Access Bookstore (\$45)

All other readings are available on course reserves (Benedict Anderson, Imagined Communities) or provided as PDF on Canvas.

Working Definitions and Key Terms

<https://quizlet.com/98734658/bacchettas-transnational-feminism-midterm-flash-cards/> (Links to an external site.)

<https://everydayfeminism.com/2015/01/why-we-need-transnational-feminism/> (Links to an external site.)

Semester-Long Project (Team - Based)

The goal of the semester long project is to get students to think about the connections between past inequalities and modern-day ones. The way you will do this is to analyze one of the case studies/ exercises provided in the course-pack and provide solutions for how to address this problem from a transnational feminist perspective. As a team 1) Figure out the problem 2) Figure out how to solve it 3) Write down your solutions as a team (3-pages)

Your project write-up asks you to individually reflect on what you learned in your semester-long and how you will incorporate these lessons in your personal and professional life. This essay can be self-reflexive and personal. You can use examples from social media/media/news for emphasis and to explain your ideas (3 pages)

To succeed in this class and get the most out of it, please:

- Read this whole document! It is the course Syllabus.
- Review the guide to Netiquette for Online Courses in the course syllabus.
- Please connect with your professor across media platforms (LinkedIn and Slack)
- [Activate your subscriptions \(Links to an external site.\)](#) to *The New York Times* and *The Wall Street Journal*

Technical Issues--where to go?

If you encounter a technical issue, please contact [UF Computing Help Desk \(Links to an external site.\)](#), or utilize the one of the following self-help resources:

- [Video: Canvas Student Overview \(Links to an external site.\)](#) [7:04]
- [Which Browsers Does Canvas Support? \(Links to an external site.\)](#)
- [How Can I Use Canvas on My Mobile Device?Links to an external site.](#)
- [Canvas Student GuideLinks to an external site.](#)
- [Canvas Video Guide \(Links to an external site.\)](#)
- [Mediasite Viewing Requirements \(Links to an external site.\)](#) - technical requirements for watching lecture videos.
- [Zoom Conferences Student Step-by-Step Guides \(Links to an external site.\)](#)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST message your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center \(Links to an external site.\) \(Links to an external site.\)](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

The instructor should be notified of any special accommodations required by the student when they begin their course.

UF Counseling Services

Resources are available on campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

- [UF Counseling & Wellness Center \(Links to an external site.\)](#), 301 Peabody Hall, 352-392-1575, personal and career counseling
- [UF Student Health Care Center \(Links to an external site.\)](#)
 - Student Mental Health, 352-392-1171, personal counseling
 - Sexual Assault Recovery Services (SARS), 352-392-1161, sexual counseling
- [U Matter We Care \(Links to an external site.\)](#)
- [UF Career Resource Center \(Links to an external site.\)](#), Reitz Union, 352-392-1601, career development assistance and counseling

University Policy on Academic Misconduct

UF students are bound by [The Honor Pledge \(Links to an external site.\)](#) which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty 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 \(Links to an external site.\)](#) 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.

From [Regulations of the University of Florida, 4.041 Student Honor Code and Student Conduct Code: Scope and Violations \(Links to an external site.\)](#):

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student."

From [Regulations of the University of Florida, 6C1-4.047 Student Honor Code and Student Conduct Code: Sanctions \(Links to an external site.\)](#):

For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

1. Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.
2. Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an 'E'."

Netiquette

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always logout when you are finished using the system.

General Guidelines

When communicating online, you should always:

- Treat your instructor with respect, even in email or in any other online communication.
- Always use your instructors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms. Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you".
- Use standard fonts such as Times New Roman and use a 12 or 14 pt. font size.

- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :).
- Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensively.
- Be careful with personal information (both yours and others').
- Do not send confidential patient information via email.

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send an email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click "reply all".
- Be sure that the message author intended for the information to be passed along before you click the "forward" button.

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online course, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit them before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks
- Be open-minded

Disclaimer

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

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