Cluster:  **Women's Studies Cluster**
Title of course:  **Global Gender Issues**
Course Number:  **WS306**
Proposing Faculty:  **Johanna Brenner**
Cluster Coordinator:  **Johanna Brenner**

Cluster Course to New Cluster  
Other clusters this course is assigned to: 

Non 'U' course proposed to Cluster  
Removal  

UNST Committee-- PASS:  Yes ☐  No ☐
If no, reason:  

UCC Committee-- PASS:  Yes ☐  No ☐
If no, reason:  

PROPOSING FACULTY: Johanna Brenner

COURSE TITLE AND NUMBER: WS 306 Global Gender Issues

GOBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE


All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY OCTOBER 31, 2003

COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ___________________________. DATE: ____________

CHAIR, UNST COMMITTEE: ___________________________. DATE: ____________.
1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION

WS 306 Global Gender Issues

Study of gender issues in an international perspective. Courses will focus on a theme that can be studied comparatively, such as Gender and Public Policy, or on a particular country or national/ethnic group, such as Filipina Women.

B. DEVELOPMENT
This is a new course currently under curriculum review

C. AVAILABILITY
Omnibus numbered courses that would be taught under this topic have been offered three times.

D. PREREQUISITES
none

2. COURSE OUTLINE.
Two course outlines attached

3. GENERAL EDUCATION GOALS.

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
This course will add an important international dimension to the WS cluster. The theme of the cluster is to explore gender in relation to other dimensions of difference/power. This course presents an opportunity for students to make this exploration in a larger global context.

B. UNST GOALS
Inquiry and critical thinking:
The courses are organized to explore the differences as well as similarities in how gender works in contexts outside the U.S. Students will have to confront their ethnocentric and stereotypical knowledge about gender and will be encouraged to shift their perspective of analysis. By learning about how women’s and men’s experience is shaped so profoundly by social and cultural contexts, students will develop important analytic tools that can be utilized for inquiry into any realm of knowledge.

Communication:
Written communication skills will be developed through writing assignments which include reading response papers, take-home exams, and research projects/papers. Oral communication and presentation skills will be developed through students preparing for and giving presentations on their research.
Diversity of Human Experience
The courses are designed to help students take the view of the "other" by giving them the opportunity to study, in depth, the lives of women and men in other countries. Either by implication, or explicitly, this exploration of gender from a non-U.S. perspective, will lead students to take a more self-reflective view of their own experience as well as deepening their respect for other countries and cultures.

Ethical Issues & Social Responsibility
One of the themes of these courses is for students to understand the profound connections between the policies and projects pursued by the U.S. and the changing realities of people in other countries. Understanding these connections is an important step toward students becoming global citizens and accepting their responsibility to engage with issues and concerns beyond the borders of this country. Additionally, by looking at gender issues in a global context, students will have the opportunity to interrogate and develop their own ethical worldview.

C. CLASSROOM ENVIRONMENT

The teaching strategies employed in these courses will incorporate student research projects and student presentations about the projects. As students gather information about a gender issue in cross-cultural perspective, the research projects will encourage students to be active learners. In taking responsibility for teaching their peers about people and institutions in another part of the world, students will have to negotiate their own U.S. centered perspective and the perspective of the people and institutions of the countries they study. As the enrollment in these courses is expected to be between 30 and 40 students, classroom activities will focus on discussion based in analysis of reading, speakers presentations, films, and other media.
Gender and Public Policy in the Middle East

Prepared by: Taghrid Khuri-Tubbeh
Email: tkhuri@pdx.edu

COURSE OBJECTIVE AND DESCRIPTION

This course will address how public policies both reflect and shape gender relations in Middle Eastern societies. Certain countries and societies will be selected to discuss governance and civil society, political and gender representation in parliaments and policy and decision-making positions; education, health and reproductive health policies, and economic development programs, among other issues. These public policy issues will be placed in the context of global and regional trade relations.

Topical Outline

Week One
Introduction:
What is public policy and how is it developed and implemented? Myths and facts about middle-eastern societies emphasizing that they are as different as they are similar

Week Two-Three
Comparative discussion of political regimes, status and participation of women in political life of the societies; role of men and women in various political parties and reform movements; role of women's NGO's in contesting/influencing public policy.

Week Four
Placing the national economy and development policies in regional and global perspective
Present and discuss the 5-year plans for certain countries and compare their economic policies at country level as well as regional trade policies.

Week Five-Six
Comparative discussion of economic development policies with focus on women's and men's labor force participation, gendering of occupations, women's work in new and emerging sectors; wages and salaries of men and women, unemployment and its consequences for men and women, globalization / information technology and shifting gender work relations

Week Seven-Eight
Comparative discussion of reproductive health policies and impact on the health status of women and their families

Week Nine-Ten
Comparative discussion of women organizing to change public policies; role of transnational women's organizations; role of the United Nations. Role of NGO's and community-based organizations.
Reading

* A Social History of Women & Gender In the Middle East. Edited by Margaret L. Meriwether & Judith E. Tucker.

Women, Work and Economic Reform in the Middle East and North Africa. Valentine M. Moghadam. Lynne Rienner Publishers, 1998. Selected chapters as follows:
Educating Women for a Globalizing Economy.
Turkey: From Housewife to Worker?
Egypt: "Yes, It Can Get Worse Than This" – Economic Reform and Women's Employment.
Jordan and Syria: Gender Ideology and Political Economy.
Conclusions: Toward a New Gender Contract?

Portland State University
WS 399: Filipino and Filipino American Women
June 22-August 12

Prepared by D. Claire Oliveros

Course Objectives and Description
In this course, students will explore the contemporary experiences of Filipina women in the U.S. and in the Philippines. We will develop a framework for analyzing experiences through the lens of race, ethnicity, class, gender, sexual identity, and national belonging, and then look at particular areas of women's lives such as: experiences of race and racism; paid and unpaid labor; family relations and motherhood; sexuality; representations of Filipina women in U.S. popular culture; the experiences of Filipina women with U.S. institutions; health and well-being; language and in/visibility; and strategies of resistance and empowerment. Discovering the ways that Filipina women are working for social change will be a central goal of the course.

Required Texts:
Delia D. Aguilar and Anne E. Lacsamana, ed., Women and Globalization (referred to as WG in course schedule)
Nick Carbó and Eileen Tabios, ed., Babaylan: An Anthology of Filipina and Filipina American Writers (referred to as B in course schedule)
COURSE PACKET (available from Smart Copy) [P]
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Course Schedule</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>June 22</td>
<td><strong>Introduction to Course</strong>&lt;br&gt;Women and Globalization p. 11 (WG)&lt;br&gt;Baltazar Piniguel, Eliza Fabilar, et al, &quot;The Philippines&quot; (P)&lt;br&gt;Tomé Pires, &quot;Roots on Strange Shores&quot; (P)&lt;br&gt;In Other Words Bookstore representative will visit class</td>
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<td>Week 1</td>
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<td>June 24</td>
<td><strong>Early memories of immigration – Babaylan pp. 1-43</strong>&lt;br&gt;Gail M. Nomura, &quot;Filipina American Journal Writing: Recovering Women's History&quot;&lt;br&gt;FILM: Savage Acts</td>
<td>Journal #1</td>
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<td>June 29</td>
<td><strong>Babaylan pp. 163-166</strong>&lt;br&gt;Forms of oppression: Racism and Sexism handouts&lt;br&gt;Power and privilege activity&lt;br&gt;Critical Essay Guidelines Handout</td>
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<td>Week 2</td>
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<td>July 1</td>
<td><strong>Pinays and family (Babaylan pp. 48-70)</strong>&lt;br&gt;Guest: Immigrant &amp; Refugee Community Organization</td>
<td>Journal #2</td>
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<td>July 6</td>
<td><strong>Context of Gender and Globalization in the Philippines (WG pp. 52)</strong>&lt;br&gt;Film: Brown Women Blonde Babies 28 minutes</td>
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<td>Week 3</td>
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<td>July 8</td>
<td><strong>Fred Cordova, &quot;That Filipino American Student in Your Classroom&quot;</strong>&lt;br&gt;and &quot;Women&quot; from Filipinos: Forgotten Asian Americans (P)&lt;br&gt;Sharon Delmendo, &quot;The Splendid Struggle for Independence&quot; (P)</td>
<td>Journal #3</td>
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<td>July 13</td>
<td><strong>Helen C. Toribio, &quot;Dare to Struggle: The KDP and Filipino American Politics&quot; (P)</strong>&lt;br&gt;Estella Habal, &quot;How I Became a Revolutionary&quot; (P)&lt;br&gt;Faith Sanllila, &quot;Mirror Images&quot; (P)&lt;br&gt;Babaylan pp. 71-96&lt;br&gt;Guest: Josie Michaels</td>
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<td>Week 4</td>
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<td>July 15</td>
<td><strong>Found text, &quot;Interracial Marriages&quot; (P)</strong>&lt;br&gt;Maiana Minahal, &quot;You Bring Out the Filipina in Me (P)&lt;br&gt;Babaylan p. 130</td>
<td>Journal #4</td>
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<td>Critical Essay Due</td>
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<td>July 20</td>
<td><strong>Bino A. Realuyo, &quot;Four Million&quot; (P)</strong>&lt;br&gt;Jessica Hagedorn, Asian Women in Film: No Joy, No Luck (P)&lt;br&gt;Babaylan p. 138, 146&lt;br&gt;Guest: Rachel Ebara, Portland Taiko</td>
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<td>Week 5</td>
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<td>July 22</td>
<td>**Charlene Tung, &quot;Caring across Borders: Motherhood, Marriage, and Filipina Domestic Workers in California&quot; (P)&lt;br&gt;Babaylan p. 152, 157</td>
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<td>July 27</td>
<td><strong>Women and Globalization pp. 387</strong>&lt;br&gt;Catherine Ceziza Choy, &quot;Relocating Struggle: Filipina Nurses Organize in the United States (P)</td>
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<td>Week 6</td>
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<td>July 29</td>
<td><strong>Women and Globalization pp. 404</strong>&lt;br&gt;Babaylan pp. 168-182</td>
<td>Journal #6</td>
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<td>August 3</td>
<td>Babaylan pp. 183-208</td>
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<td>Oral History activity</td>
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<td>August 5</td>
<td>Babaylan pp. 234-247</td>
<td>Journal #7</td>
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<td>Overview of local Filipino American community organizations</td>
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<td>Final Exam Handout</td>
<td>assignments</td>
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<td>August 10</td>
<td>Panel of Filipina women: Immigration and Labor in Portland</td>
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<td>Week 8</td>
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<td>August 12</td>
<td>Final Exam due</td>
<td>Journal #8</td>
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<td>Course evaluation</td>
<td>Take Home Final Due</td>
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