

HON394
FALL 2018



Can Sisterhood Be Global? Transnational Feminist Theory
and Practice

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Class Time: Mon and Wed, 3.05-4.20PM
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Office Hours: Tu, 1pm-3pm
and by appointment

“The phone rings unanswered
in a man’s bedroom
she hears him telling someone else
Never mind. She’ll get tired.
hears him telling her story to her sister
who becomes her enemy
and will in her own time
light her own way to sorrow
ignorant of the fact this way of grief
is shared, unnecessary
and political.”
- Adrienne Rich, *Translations*

““It is spring,” you whispered
“I sold the ticket for guns and sulfa
I leave for home tomorrow”
and wherever I touch you
I lick cold from my fingers
taste rage
like salt from the lips of a woman
who has killed too often to forget
and carries each death in her eyes
your mouth a parting orchid
“Someday you will come to *my* country
and we will fight side by side?””
-Audre Lorde, *Sisters in Arms*

Course Description

How do historical, cultural, and geographic differences factor into feminist approaches to politics? What are the different ways in which feminist scholars and activists sought to build solidarity across divides of class, race, nationality, ethnicity, gender, sexuality, religion, and language? To what extent does the term “global sisterhood” capture such transnational solidarity efforts? We will seek answers to these questions by examining a variety of texts, including manifestos, poems, films and songs, from the US, France, Turkey, Morocco, Lebanon, Iran, India, Brazil, and Mexico.

Course Objectives

1. To explore the ways in which women’s movements around the world have been configured in distinct ways, shaped by specific cultural contexts and international relations.
2. To synthesize general concepts and themes in global and transnational feminist scholarship.
3. To recognize the interconnectedness of U.S.-based feminist movements and movements for social justice and human rights in other parts of the world.
4. To creatively and thoughtfully engage with contemporary debates on feminism, cultural difference, and transnational solidarity.
5. To develop critical thinking and analytic writing skills.

Readings

There are three required books for this course. You can obtain copies through the ASU bookstore or you can choose to buy from other sellers. If you decide to buy from other sellers, please make sure to obtain the print edition specified. Electronic editions of these books **will** be accepted if you consult with me in advance.

1. Leela Fernandes, *Transnational Feminism in the United States: Knowledge, Ethics, and Power*, New York: New York University Press, 2013
2. Cherríe Moraga and Gloria Anzaldúa, eds., *This Bridge Called My Back, Fourth Edition: Writings by Radical Women of Color*, Albany: State University of New York Press, 2015
3. Kathy Davis, *The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders*, Durham and London: Duke University Press, 2007

All other readings and resources will be posted on Canvas.

CONTENT WARNING: This course will address a number of sensitive and mature topics and issues, including materials and language of a sexual nature. Although some students may deem such content offensive, such materials are important for the learning process. You are not excused from interacting with such materials, but you are certainly encouraged to express well-formed opinions that express those objections and your reasons for them.

Course Requirements

- ❖ Daily Engagement: beginning of semester survey, attendance, participation, and low-stakes writing exercises.

- ❖ Leading Discussion: On the first day of class, after we go over the syllabus, you will sign up to lead the discussion on two separate days of the semester. You **MAY NOT** sign up for two sessions in the same unit.
- ❖ Final Project: You will complete a final project for this class. This can take the shape of a traditional research paper (1800-2000 words) or a multimodal/multimedia research project like a website, a podcast, a photo essay, etc. Please see the “Final Project Guidelines” handout for more details.
- ❖ Cumulative Reflection Letter: At the end of the semester, you will write a 350-500 word reflection letter about your experiences in the course.

Grading

- ❖ Daily Engagement: **4350 points** (150 points/session)
- ❖ Leading Discussion : **2000 points** (1000 points/session)
- ❖ Final Project: **3500 points** (500 points for instructor conference, 500 points for proposal, 1000 points for first draft, 1500 points for final draft/project)
- ❖ Cumulative Reflection Letter: **150 points**

Final Grading Rubric

Points	Grade
9800-10000	A+
9300-9799	A
9000-9299	A-
8700-8999	B+
8300-8699	B
8000-8299	B-
7800-7999	C+
7000-7899	C
6000-6999	D+
0-5900	E

Attendance and Participation

Your active presence in the classroom is crucial to your learning in this class. However, I understand that sometimes, life happens and the reason for your absence is your own business. For this reason, you may miss two sessions without penalty. You don't need to send me an e-mail requesting an

excused absence. Once you have reached your limit of **two** unexcused absences, I will deduct **100 points per each additional absence** from your final point total at the end of the semester.

A note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency all constitute excused absences, and they won't impact your grade.

Being more than ten minutes late to class counts as non-attendance. Leaving early without prior approval also counts as non-attendance.

If you anticipate missing course on a regular basis because of school-related activities (arts, athletics, etc.), come and see me as soon as you can and we will figure things out. Similarly, if you anticipate missing course or being late on a regular basis due to extenuating circumstances, come and see me as soon as you can.

If you don't have the readings with you, you will receive 0 points for daily engagement out of a possible 100. If you anticipate having trouble getting copies of the readings, come and see me as soon as you can.

Simply showing up to class with your readings will only get you **50 points out of a possible 150 per session** because learning is a collaborative effort. The viability of this course depends on your active participation. Active participation has four components:

- ❖ First, you must come prepared to every session. This means that you are expected to have done the readings, to have reflected upon them, and to bring the week's readings with you to class.
- ❖ Second, you must be able to demonstrate that you have done this work by contributing to class discussions with comments and questions.
- ❖ Third, you must listen carefully and thoughtfully to what others have to say.
- ❖ Fourth, you must take in-class writing exercises seriously. While I won't grade these low-stakes writing exercises, they are instrumental in your own learning, and in helping me figure out how to improve your understanding of course material.
- ❖ In preparation of the days you are leading class discussion, you **MUST** post carefully crafted questions on the course's Canvas page (under the "Discussions" tab) no later than 5pm the day before class. You also **MUST** have a 5-10 minute presentation prepared to frame the discussion.

Finally, you will probably disagree with some of the arguments voiced in class. I encourage you to express your disagreement with a fellow classmate or with me. Disagreements can be very constructive and productive. However, I also expect you to express your disagreement respectfully. Remember that you are disagreeing with an argument or an idea, and not a person. If you are unsure about what this would look like in practice, refer to the discussion guidelines document we created as a class on the first day of the semester.

Academic Integrity

Academic communities function best when their members treat one another with honesty, fairness, respect, and trust. Hence, you are expected to adhere to ASU's Code of Academic Integrity which states that academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, please consult the Provost Office's [page](#) on academic integrity. If you are unsure about what counts as violations of academic integrity, you can also consult the library guide [here](#). I also encourage you to come and talk to me if you have any questions about the standards of academic integrity.

General Policies

Accommodations

Please follow the appropriate University policies to request an accommodation for [religious practices](#) or to accommodate a missed assignment due to [university sanctioned activities](#).

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Qualified students who wish to request an accommodation for a disability should contact the DRC by going to this [website](#), calling (480) 965-1234 or emailing DRC@asu.edu.

Late Work Policy

As a rule, work will not be accepted late except in case of documented emergency or illness.

If you miss a major assignment deadline, 100 points will be deducted from your assignment grade for each six hours past the deadline.

Technology Policy

Please be sure to turn off and put away your cell phones before each class. **If I see you checking your phone during class, you will get 0 points for daily engagement.** If you foresee needing special accommodations for this, come and see me in the first week of the semester.

You may use your laptop or your e-reader/tablet as your primary reading device. That being said, remember that a big component of this course is active in-class participation. If your use of any electronic device becomes distracting to you or others around you, I reserve the right to further restrict electronic devices used in class.

On a few specified days of the semester, we will use laptops for classroom activities; I will announce these in advance. If you think you might need accommodations for these activities, come and talk to me as soon as possible.

E-mail and Office Hours

I am happy to answer any questions via e-mail, but please be aware that questions that require more extensive answers are often more productively answered in person. **I will take at most 24 hours during the week, and 48 hours during the weekend, to respond. Please include HON394 in the subject line.**

I will not read drafts of papers over e-mail. If you need feedback on a draft, or substantive clarification about a topic discussed in class, it is best to come to office hours.

My office hours are as noted on top of the first page of this syllabus. Feel free to come and talk to me during those times about any questions or concerns. Keep in mind that you can always schedule an appointment with me if you are unable to come to my regular office hours.

Multiculturalism Statement

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

Statement of Ethics

The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

Title IX

[Title IX of the Education Amendments](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. ASU is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence.

We strongly encourage victims of sexual violence, sexual harassment, stalking and relationship violence to seek support and report incidents. The [Office of Equity & Inclusion](#) has been designated as ASU's Title IX coordinating office. Help from the Title IX Office can be found [here](#).

For help that is **confidential** please go to [ASU Counseling](#). Walk-ins are welcome. If you have experienced sexual assault please consult [this](#) resource and [this](#) resource for help.

Faculty and staff are required to report any allegation of sexual harassment, which includes acts of sexual violence. Full reporting procedures can be found [here](#). According to the procedures (instituted in 1978, but revised May 29, 2015), “reports alleging sexual harassment by students may be made to any employee within the university. All employees, unless precluded by law, are required to immediately disclose any allegation of sexual harassment by a student to the Office of Student Rights and Responsibility who will coordinate with the Title IX Coordinator.”

ASU’s Policy on Handling Threatening or Violent Individuals on Campus

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate behavior is defined by the instructor and includes keeping course discussion focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the [Student Code of Conduct](#).

Course Schedule

To meet the emerging needs of the class, this schedule is subject to change; any changes will be announced in class and updated on the online version of the syllabus.

Prepare all readings before class on the dates indicated below. Bring the assigned text to class each day.

DATE	READING	ASSIGNMENT
Mon, Aug 20	Introductions, course logistics, and sign-up for in-class presentations	Complete beginning of semester survey before class time on Wednesday, Aug 22.
UNIT I: FEMINISM IN TRANSLATION?		

Wed, Aug 22	Chandra Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” in Mohanty, <i>Feminism Without Borders: Decolonizing Theory, Practicing Solidarity</i>	
Mon, Aug 27	Uma Narayan, “Cross-Cultural Connections, Border-Crossings, ‘Death by Culture,’” in Narayan, <i>Dislocating Culture</i>	
Wed, Aug 29	Leela Fernandes, <i>Transnational Feminism in the United States</i> , introduction	***Instructor out of town for professional conference. Submit reading reflection on Canvas by 5pm.***
Mon, Sep 3	LABOR DAY - NO CLASS	
Wed, Sep 5	Leela Fernandes, <i>Transnational Feminism in the United States</i> , chapters 2, and 4	
Mon, Sep 10	Leela Fernandes, <i>Transnational Feminism in the United States</i> , chapters 5 and 7	
UNIT II: FEMINIST CITIZENSHIP: TRIALS OF POLITICAL FREEDOM, PIETY, AND CULTURAL DIFFERENCE		
Wed, Sep 12	McClintock, “Massa and Maids: Power and Desire in the Imperial Metropolis” <i>Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest</i> , pp. 75-131	
Mon, Sep 17	Carolyn Eichner, “ <i>La Citoyenne</i> in the World: Hubertine Auclert and Feminist Imperialism,” in <i>French Historical Studies</i> 1 February 2009; 32 (1): 63–84	
Sep 17-Sep 22		Instructor Conference for Final Project

Wed, Sep 19	Susan Moller Okin, "Is Multiculturalism Bad for Women?" in <i>Is Multiculturalism Bad for Women?</i> , eds. Joshua Cohen, Matthew Howard, and Martha Nussbaum (1999)	
Mon, Sep 24	Martha Nussbaum, "Religion and Women's Human Rights," in <i>Sex and Social Justice</i> , pp.81-117	
Wed, Sep 26	Zohreh T. Sullivan, "Eluding the Feminist, Overthrowing the Modern? Transformations in Twentieth-Century Iran," in <i>Remaking Women: Feminism and Modernity in the Middle East</i> , ed. Lila Abu-Lughod, Princeton: Princeton University Press, 1998, p.215-242	
Mon, Oct 01	Lila Abu-Lughod, <i>Do Muslim Women Need Saving?</i> Cambridge, MA: Harvard University Press, 2013 (chapters 1 and 5)	
Wed, Oct 03	Simten Cosar and Funda Onbasi, "Women's Movement in Turkey at a Crossroads: From Women's Rights Advocacy to Feminism," <i>South European Society & Politics</i> , September 2008, 13(3):325-344.	
Fri, Oct 05		Final Project Proposal due on Canvas by 5pm.
Mon, Oct 08	FALL BREAK - NO CLASS	
UNIT III: FEMINIST PERSPECTIVES ON WAR, DISPLACEMENT, AND VIOLENCE		
Wed, Oct 10	As I Open My Eyes (film), dir. Leyla Bouzid (2015)	
Mon, Oct 15	bell hooks, "Feminism and Militarism: A Comment" <i>Women's Studies Quarterly</i> 23(3/4): 58-64, 1995.	
Wed, Oct 17	Iris Marion Young, "The Logic of Masculinist Protection: Reflections on the Current Security State," in Marilyn	***Instructor out of town for professional

	Freedman, <i>Women and Citizenship</i> , Oxford Scholarship Online, 2003	conference. Submit reading reflection on Canvas by 5pm.***
Mon, Oct 22	Meltem Ahiska, "Counter-Movement, Space and Politics: How the Saturday Mothers of Turkey Make Enforced Disappearances Visible," in <i>Space and the Memories of Violence</i> , Estela Schindel and Pamela Colombo, eds., London: Palgrave Macmillan, 2014, pp. 162-175.	
Wed, Oct 24	On the Bride's Side (documentary), dir. Del Grande et al.	
UNIT IV: WOMEN'S WORK, REPRODUCTIVE LABOR, AND THE GLOBAL ECONOMY		
Mon, Oct 29	Cherríe Moraga and Gloria Anzaldúa, eds., <i>This Bridge Called My Back, Fourth Edition: Writings by Radical Women of Color</i> (I)	
Wed, Oct 31	Cherríe Moraga and Gloria Anzaldúa, eds., <i>This Bridge Called My Back, Fourth Edition: Writings by Radical Women of Color</i> (II)	
Mon, Nov 5	Caramel (film), dir. Nadine Labaki (2007)	
Wed, Nov 7	Winifred Poster and Zakia Salime, "The Limits of Microcredit: Transnational Feminism and USAID Activities in the U.S. and Morocco," in Naples and Desai, eds., <i>Women's activism and globalization linking local struggles and transnational politics</i> (New York: Routledge), 2002, p. 189-219	
Fri, Nov 9		Final Project First Draft/Version Due by 5pm on Canvas.
Mon, Nov 12	VETERANS DAY - NO CLASS	
UNIT V: BODY POLITICS, LOVE, AND DESIRE		
Wed, Nov 14	Fatema Mernissi, <i>Scheherazade Goes West</i> , chapters 5, 8, and 13	

Mon, Nov 19	Kathy Davis, <i>The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders</i> , p.1 -81	
Wed, Nov 21	Davis, <i>The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders</i> , p.120-168	
Mon, Nov 26	Davis, <i>The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders</i> , p.169-212	
Wed, Nov 28	Last Class - Reading TBD	
Mon, Dec 3		Final Version of Final Project and Cumulative Reflection Letter due on Canvas by 5pm.