

GWS 325G: International Women's Issues
University of Rhode Island
Spring 2022
(Subject to change, with notice)



Graffiti image of Alaa Salah, “Woman in White,” of Sudan by Syria Banksy.

Instructor:	Dr. Jessie Frazier	Classroom:	Quinn Hall 214
Office:	Washburn 217C	Class time:	TR: 11am-12:15pm
Hours:	R: 1-2pm in office, or by appt		
Email:	jmfrazier@uri.edu		

Course Description:

This course focuses on women's rights in a global context with particular attention to transnational feminist praxis. Transnational feminism(s) describes practices and theories that analyze the ways in which nationality, gender, sexuality, race, ethnicity, class, and other social categories shape lived experiences and uphold power differentials in a globalized world. Transnational feminists have challenged notions of universal gender roles and cultural norms thereby bringing attention to problematic assumptions underlying international aid programs, conflict resolution, military intervention, and economic development while revealing the ways in which the effects of colonialism and imperialism still function to influence possibilities for change. This course will introduce students to key theories advanced by transnational feminist scholars and provide examples of transnational feminist practice in a range of historical,

political, and geographical contexts. Students will have the opportunity to design their own final project that builds off of and adds to this scholarship.

Student Learning Outcomes:

Successful completion of this course will provide General Education credit for the outcome of A2 understand theories and methods of the social and behavioral sciences C2 develop and exercise global responsibilities and GC explore multiple perspectives of areas of contemporary significance, including their ethical implications.

By the end of the course, students should be able to:

- Access, use, and cite appropriate sources relevant to course assignments (Social Science Knowledge)
- Explain diverse perspectives in a global world (Global Responsibilities)
- Describe international women's issues and the development of transnational feminist movements (Grand Challenge)

Some Major Questions of the Course:

- What are international women's issues? Who decides what falls into the category of "women's issues"?
- Are women's rights universal or are they culturally dependent? Is there a common women's movement spread across many regions? Or are there several movements with the same name?
- Who protects women's rights? From what or whom do people need protecting?
- What networks and alliances have formed internationally or transnationally between groups of people? How?
- How have national, regional, and international contexts shaped women's movements? How have women's movements shaped national, regional, and international arenas?

Texts:

Peggy Antrobus, *The Global Women's Movement: Origins, Issues, and Strategies* (Zed books, 2004)*

*Available online through the library.

All readings will be posted on Brightspace.

Grade Distribution:

Attendance:	5%
Participation:	15%
In-class writings and homework:	7.5%
Image reflection and presentation:	2.5%
Current event/topical discussion:	10%
Digital Project:	35%
Take-home Final:	25%

****Note:** I do accept late work, but any assignment turned in late is subject to a penalty of 1/3 of a letter grade (from an A to an A-, etc.) per calendar day, including Saturday and Sunday. Please upload to Brightspace or email me any late work at jmfrazier@uri.edu as soon as it's finished.

Attendance and Participation (20%): This class depends on your active, engaged participation. Come to class having read and prepared to enter into conversations about assigned readings. Bring up questions about material you don't understand; respectfully agree or disagree; listen to and respond to what others are saying. This portion of your overall grade is evaluated by your presence in class, your preparation, your attentiveness, and your contribution to classroom discussions and the classroom environment. Lateness, absences, excessive interruptions (cell phones going off, chatting) and lack of participation will all result in a poor attendance and participation grade. Please turn off and stow away cell phones at the beginning of class and refrain from engaging on social media sites during class. Both of these activities will result in a lowered participation grade.

If you miss class, you are responsible for keeping up with the readings, reaching out to a classmate for class notes and in-class assignments, and notifying me of your absence in advance. University-sanctioned absences (e.g. for religious holidays or participation in athletics) will be excused as long as I am notified in advance. Absences for other reasons (illness, family emergency) may also be excused with proper documentation and notification—i.e. within 12 hours of missing class. According to the Provost's Offices, any student who indicates that they are experiencing COVID-like symptoms of illness should get tested at URI Health Services. Faculty will be notified by email if a student in their class is medically unable to attend class for multiple days. I have created an excused absence form (here: <https://forms.gle/XyPcxhLADzbZsLBQ8>) which you may fill out to inform me of an absence you'd like to have excused. Everyone is allowed two unexcused absences. Three or more unexcused absences will affect your attendance and participation grade. Three latenesses will be considered the equivalent of one absence.

In-class Writings and Homework (7.5%): Over the course of the semester, there may be a number of in-class writing assignments and short homework assignments. Generally, these assignments are meant to help students digest what they read on a particular day. These assignments will generally be graded as satisfactory (✓) or unsatisfactory (✓-). Homework will be due on Brightspace by class time.

Image Reflection and Presentation (2.5%): Due **Tuesday, February 1**. Find an image that you would put on the first page of this syllabus to replace mine. Write up an explanation (including source information) of why you chose the image including the who, what, when, where, and how (who is in the image, who is the artist/photographer, who is the intended audience, what does the image show, what doesn't it show, when was it taken, how does it represent an international women's issue), and prepare a 3-minute presentation to explain the image to the class. Email the photo (as a jpeg or tiff file) to me at jmfrazier@uri.edu or upload it to Brightspace by 12:00pm (noon) on **MONDAY**, Jan. 31 so that I may include it in a powerpoint. I will arrange the

powerpoint in alphabetical order by last name. (To find potential international women's issues, you may wish to use this syllabus and the readings listed in it as a resource.)

Current Event/Topic of the Day Discussion (10%): First, let me say: you are in college and in this class to educate yourself. The goal of this assignment is to encourage you and your classmates to find out more about the topics we're reading about by asking your own questions and searching for your own answers, to relate course material to the "real world" by finding real-world examples, and to engage in conversations with people who may have different opinions, perspectives, and bases of knowledge than you do.

There are two aspects to this assignment that can be performed sequentially or simultaneously: 1. an informational presentation, 2. discussion and conversation related to the presentation topic.

You and a partner will sign up to give a brief informational presentation (perhaps, 10-15 minutes for this first part) on an international women's issue that *may* relate to the day's topic (depending on your incoming knowledge of international women's issues, it may be easier to conduct additional research that relates to the day's readings than to present on an entirely unrelated issue, but I encourage you to choose a topic that you are truly curious to learn more about). You should include some visuals—photographs, graphs, maps, a brief video, etc.—to provide context and additional information for your classmates. Your presentation should also provide citations and/or additional resources of information. Although this aspect of the presentation is informational, I expect it to do more than regurgitate facts provided in the assigned readings. Rather, this is an opportunity for you to build off of and add to what we've read for the day by, for instance, providing further context, details, or examples that help to explain, clarify, or provide insight on the assignment. The assigned readings should be used as a jumping off point.

You should also include 3 to 4 discussion questions (leading to, perhaps, 10-15 minutes of conversation). These questions should be open ended (no single answer), thought provoking (raises others' curiosity), perhaps start with how or why, and allow you to talk about something *you* are curious about.

You will sign up for a day to lead discussion on **February 3**.

Digital (Humanities) Project (35%): A major outcome of this course will be the creation of a digital resource as a class (in groups). We will discuss this project more the third week of class, when we decide what we want to create and how (I have a few ideas, but we will decide together). The main goal, though, should be for it to be both scholarly (well-researched and accurate with identifiable sources) and accessible to a general audience.

In the meantime, imagine how you might want to inform a more general audience of your coursework through a digital platform. Would you want to include images? Segments of interviews with experts or key informants? Video clips from an event? Geospatial content? Some other audio or visual component?

The digital humanities project itself consists of a number of assignments due over the course of the semester to help you stay on track and complete the project successfully. Below is a brief schedule to give you an idea of due dates for the project.

February 8:	Brief write-up on possible topic of interest due
February 10:	Set up teams and identify initial research questions your projects will answer
February 15:	Brief write-up on your role in your group due
February 17:	DH critique due
February 24:	Annotated bibliography due
March 22:	Digital project draft due for peer review
April 21:	Project finished
April 21 & 26:	Showcase and group presentations

Teams should meet once a week to keep up to date, to maintain progress, and to complete assignments. These meetings may be virtual, and some may happen during class time (see course schedule below).

Brief write-up about possible topic (1 pt): A typed one-to-two paragraph description of your chosen topic is due on Brightspace by class time on **February 8**. Note that you will need to know *something* about your chosen topic so that you can explain how it's relevant to the course and why you wish to explore this topic further. In this write-up, you should also begin articulating questions you want to answer in the course of your research for the digital humanities project. For example, what have NGOs done to promote women's rights? How have women/people of color/religious/immigrant/LGBTQI communities reacted to restrictions on their human rights? How have acts of violence shaped calls for women's human rights in succeeding years? What are women's rights issues in a particular region or country? At this point the topic may be fairly broad; I expect it to be narrowed down as you conduct research and find out what sources of information you can find.

Brief write-up on your role in your group (1 pt): On February 10, We will set up teams to support each other's research endeavors and to create a digital humanities project collaboratively. During that class, groups should exchange contact info, explore sources, discuss possible issues and topics, discover each other's strengths and weaknesses, and assign roles accordingly. A brief description—a paragraph or so—of your role in the group is due on Brightspace by class time on **February 15**.

DH Critique (2 pts): Each group member is to find and critique a project similar to the one we're envisioning. Write a response of what you notice. Consider elements such as: evidence, clarity and quality, cohesion, structure, and accessibility. One critique per person is due **February 17**.

Annotated Bibliography of scholarly sources (2.5 pts): An annotated bibliography is a bibliography that includes a brief (1-2 paragraphs per citation) write-up explaining and analyzing potential sources for your research project. You must include at least three scholarly sources (articles or books) in your annotated bibliography. One annotated bibliography per person is due **February 24**. Note that you may decide not to cite these particular sources by the time you complete the final version of your project. As you select sources, you should think about what questions they answer and whether they answer questions that you have.

Project Draft (2.5 pts): On **March 22**, we will review each other's progress so far through a collaborative process. I do not expect this draft to be complete or polished, but I do expect you to have a main ideas or points that you're trying to make and to have some idea of how you will represent the research you've done.

Group dynamics write up (1 pts): The group dynamics write up should be a review of how you and your group members worked together. I hope that it is a reflection of what went well and what you would do differently in the future. But if there were major problems in the group (someone not carrying their weight) this would be a time to let me know (but I hope you inform me earlier in the semester so that we can work together to remedy the situation). These are due finals week at the same time as the final. Due **May 5**.

Final Project (20%): Details to be determined as a class. Due **April 21**.

Final Project Presentations (5%): We will have a celebration and may invite members of the larger URI community to a showcase of your final projects during the last two weeks of the semester. This will be a chance for you to show off your project! Presentations will be held on **April 21** and **26**.

Take-Home Final (25%): The final exam will be handed out on the last day of class, April 28. It will consist of one or more questions based on course readings and will be answered in essay format (about 5 pages). No extra sources or research will be required. You may email me your final exam at jmfrazier@uri.edu or submit it on Brightspace by midnight on Thursday, **May 5**.

Extra Credit Opportunities (+1% each): Attend either of the following events and write a 1-page, double spaced response on whether and how the talk related to international women's issues.

Dr. Trinitia Cannon, "Teen Mom to Surgeon: #Grit, Motivation and Determination"
Thursday, Feb. 3, 4-5:30pm, Higgins Welcome Center, Hope Room, link: <https://uri-edu.zoom.us/j/99790395077?pwd=QWJyL0RtNzJiWjdyYUITWUc1N1Fhdz09>

GWS's and the Women's Center's International Women's Day event. Details to be announced.

Assessment:

Grade	Percentage	Interpretation
A	≥ 93%	An A or A- paper or exam is one that is good enough to be read aloud in class. It demonstrates full mastery of the facts and interpretations found in the readings. It is clearly written and well organized. It contains a perceptive, central argument that shows intellectual originality and creativity, and is supported by a well-chosen variety of specific examples. It demonstrates that the writer has conducted a close and critical reading of texts, grappled with the issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a compelling, independent argument.
A-	90-92	
B+	88-89	A B+, B, or B- paper or exam demonstrates many aspects of A-level work but falls short of it in either the organization and clarity of its writing, or the formulation and presentation of its argument. Some papers or exams in this category are solid works containing flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly or may fail to analyze material thoroughly. At minimum, papers and exams in this range demonstrate a working command of course material but provide a less than thorough defense of the writer's independent argument because of weaknesses in writing, argument, organization, or use of evidence.
B	83-87	
B-	80-82	
C+	78-79	A C+, C or C- paper or exam offers little more than a mere summary of ideas and information covered in the course, does not respond to the assignment adequately, suffers from frequent factual errors, unclear writing, or poor organization, or presents some combination of these problems.
C	73-77	
C-	70-72	
D+	68-69	A D+ or D paper or exam demonstrates serious deficiencies or severe flaws in the student's command of course materials.
D	60-67	
F	< 60	An F paper or exam demonstrates no competence in the course materials. It indicates a student's neglect or lack of effort in the course. An F could also reflect a student's use of plagiarism, inadvertent or intentional.

Course Rules:

- Students are responsible for reading the syllabus and keeping up with reading and other assignments. Please note all due dates.
- Students are responsible for getting access to course materials, including books and online readings.
- Students are responsible for taking class notes. Note that the take-home final will be based on the entire semester's readings. It would be wise to take notes during discussion for your reference later.
- Students are responsible for finding out what they missed on days they were absent. Your classmates are your best resource for class notes and other assignments.

- Please turn off cell phones before class and stow them away. Log out of and close any social media sites or any other potential distractions (i.e. notifications of new messages, phone calls, etc.).
- Studies show that you retain more information if you handwrite your notes so I encourage you to use pen and paper during class and while taking notes at home, but if you must use a laptop during class, only relevant course readings and notes should appear on your screen.
- Stay for the entire class. If you must leave early, please inform me before class and leave as quietly and unobtrusively as possible.
- Disruptive behavior will adversely affect your grade.
- Plagiarism will not be tolerated. Please see handouts and links on avoiding plagiarism for more information.

Anti-Bias Statement:

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Course Workload:

Per the University Manual: “**8.31.10 Basis for Credit.** The basis of a credit shall normally be three hours work; for example, one credit for each lecture or recitation and two hours of preparation.” As this is a 3-credit course, you should plan to spend about nine hours (3 credits x 3 hours of work = 9 hours) on coursework every week—two and a half of those hours will be spent in the classroom so you should be prepared to spend about 6 hours outside of class on coursework each week.

Plagiarism:

Plagiarism occurs whenever you represent someone else’s work as your own. It includes handing in essays that have been written by someone other than you (in part or whole) and failing to use quotation marks when using an author’s exact words. Even when you paraphrase someone else’s words, you should reference them. Students are expected to hand in their own original work for all assignments in this class. Any breaches in academic honesty will be treated seriously: the penalty for plagiarism is a zero for the assignment and a report to your academic dean, who with me has the option to fail you in the course and possibly expel you from the University. The charge of academic dishonesty will also go on your record in the Office of Student Life. For a full listing of the University’s policies and procedures regarding this, please refer to the *URI University Manual* (<https://web.uri.edu/manual/chapter-8/chapter-8-2/>). If you need assistance on understanding how and when to cite, please ask. When in doubt, cite.

Academic Enhancement Center and Writing Center:

Located in Roosevelt Hall, the AEC offers free face-to-face and web-based services to

undergraduate students seeking academic support. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, uri.edu/aec.

Academic Skills and Strategies:

These programs help students plan work, manage time, and study more effectively. UCS160: Success in Higher Education is a one-credit course on developing a more effective approach to studying. Academic Consultations are 30-minute, 1 to 1 appointments that students can schedule on Starfish with Dr. David Hayes to address individual academic issues. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For more information on these programs, visit uri.edu/aec/academic-skills or contact Dr. Hayes directly at davidhayes@uri.edu.

The Writing Center:

The Writing Center provides free writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. View the schedules and book online, visit uri.mywconline.com.

Religious Holidays:

It is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe religious holidays. Students desiring to observe a holiday of special importance must inform the professor ahead of time in writing.

Disability Services:

Your access in this course is important. Please send me your Disability Services for Students (DSS) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dss@etal.uri.edu.

Course Schedule:

Please note that readings are **due** by the date listed on the syllabus.

Students will be notified in advance of changes to the schedule or syllabus.

Date	Question/Topic	Assignment
Week 1: Introductions		
January 25	What are international women's issues?	

January 27	What are women's movements?	Antrobus, <i>The Global Women's Movement</i> , Ch1, p1-5 and Ch2 posted on Brightspace
Week 2: Researching International Women's Issues		
February 1	Presentation of replacement images; reflections due; email your chosen image to me as a jpeg or tiff at jmfrazier@uri.edu by 12:00pm (noon) on MONDAY, JANUARY 31	
February 3	What are some of the best practices when working across geopolitical and social boundaries? Where are international women's rights issues?	Both posted on Brightspace: 1. Audrey Griffith, "Stop 'Saving' Women: A Transnational Feminist Approach," <i>Huffington Post</i> May 2, 2017 2. Linda Alcoff, "The Problem of Speaking for Others," <i>Cultural Critique</i> , no. 20 (1991): 5–32
Week 3: Origins of modern international women's movements, 1970s		
February 8	What were the origins of modern international women's movements? Due on Brightspace: Brief write-up about possible research topic.	Both posted on Brightspace: 1. Fraser, "UN Decade for Women" 2. Zinsser, "Untold Stories"
February 10	Project workshop: Decide on class project and create project groups, exchange contact info, assign roles, explore sources, discuss possible issues and topics, etc. Please bring laptop to class if possible.	
Week 4: The UN Decade for Women		
February 15	What were the UN Conferences like? What were their purposes? What were their assumptions? What came out of them? How did they seem to change over time? Presentation 1: The UN Decade for Women Due on Brightspace: Brief write-up on your role on the project.	Both posted on Brightspace: 1. Antrobus, <i>The Global Women's Movement</i> , Ch 4 2. Zinsser, "From Mexico to Copenhagen to Nairobi: The United Nations Decade for Women, 1975-1985," <i>Journal of World History</i> 13, no. 1 (Spring 2002): 139–68.

February 17	Project workshop: Decide on nuts and bolts of project for sake of uniformity. What kind of resource do we want to create? What information do we need to provide to create that resource? Where can we find appropriate information? Please bring laptop to class if possible. Due on Brightspace: DH Critique (one each)	
Week 5: International Women’s Year, 1975		
February 22	What were some of the responses to International Women’s Year and the conference in Mexico City? What were some of the successes and what were some areas that created challenges? How were “women’s issues” defined and by whom? Presentation 2: International Women’s Year, 1975	All readings posted on Brightspace: 1. Olcott, “‘We Are Our Sister’s Keeper’: US Feminists at the 1975 International Women’s Year Conference” 2. Hanna Papanek's “The Work of Women: Postscript from Mexico City,” 1975 3. Ashraf Pahlavi, “And Thus Passeth International Women’s Year,” <i>The New York Times</i> , January 5, 1976, 4. “International Women’s Year,” <i>Triple Jeopardy</i>
February 24	Project workshop: What organizations, groups, people, issues, etc. have each of you identified? What more do you wish to find out? Where do you need to look for more information? What else do you need to do? Due on Brightspace: Annotated bibliography (one each)	
Week 6: Discussing women’s issues in the 1980s		

March 1	<p>In what ways did women push against and rewrite development narratives in the 1970s and 1980s?</p> <p>Presentation 3: Women and Development</p>	<p>All posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Antrobus, <i>Global Women's Movement</i>, Ch 5 2. Jean H Quataert, "A Knowledge Revolution: Transnational Feminist Contributions to International Development Agendas and Policies, 1965–1995," <i>Global Social Policy</i> 3. Nawal El Saadawi, Fatimah Mernissi, and M. Vajarathon, "A critical look at the Wellesley conference." <i>Quest</i> 4. Devaki Jain, "A View from the South," in <i>Developing Power</i>
March 3	<p>What were considered "political" issues and what were "women's" issues at the Copenhagen conference? Who decided?</p> <p>Due by class time on Brightspace: After reading, what are you curious about? Come up with one or two questions you'd like to learn more about.</p>	<p>Both posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Frazier, DRAFT of El Saadawi article 2. Tinker, "International Notes: A Feminist View of Copenhagen," <i>Signs</i> 6, no. 3 (Spring 1981): 531–37
Week 7: The End of the UN Decade		
March 8	<p>In what ways was the Nairobi conference similar to and different from the two previous World Conferences on Women? What were some conversations on feminism that came out of the conference?</p> <p>Presentation 4: Reactions to Nairobi, 1985</p> <p>Due by class time on Brightspace: As you read select 3 quotes that most impressed, inspired, or disturbed you. Please note the reading and page number.</p>	<p>All posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Davis "Finishing the Agenda," in <i>Women, Culture and Politics</i> 2. Beckwith, "Six Feminist Perspectives on Nairobi," in <i>Sojourner</i> 3. Martin and Seligman, "What is Feminism?" in <i>Forum Newspaper</i> 4. Arasoghli, "Nairobi" <i>Al-Raida</i> 5. Ross, "Black Women Challenge the Women's Movement" in <i>African Women Rising</i>

March 10	<p>What do you make of this exchange of feminist scholars? How and why were Davis and El Saadawi received differently in the countries they visited?</p> <p>Presentation 5: Women’s networking and expertise in the 1980s</p>	<p>All posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Davis “Women in Egypt,” in <i>Women, Culture and Politics</i> 2. El Saadawi “Women and Politics in Britain” in <i>The Nawal El Saadawi Reader</i> 3. Salem, “On Transnational Feminist Solidarity: The Case of Angela Davis in Egypt,” <i>Signs: Journal of Women in Culture & Society</i> 43, no. 2 (2018): 245–67.
Week 8: Spring Break		
March 15	No School	
March 17	No School	
Week 9: State-sanctioned violence against women		
March 22	Project Workshop: Peer review of projects so far.	
March 24	<p>What does it mean for women to live under authoritarian regimes? What are women’s issues then?</p> <p>Presentation 6: Women living under authoritarian regimes</p>	<p>Both posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Quataert, “Mothers’ Courage and UN Monitoring of Disappearance,” in <i>Advocating Dignity</i> 2. Hoda Elsadda, “Against All Odds: A Legacy of Appropriation, Contestation, and Negotiation of Arab Feminisms in Postcolonial States,” <i>Journal of Feminist Scholarship</i> 16, no. 16 (Fall 2019): 53–64.
Week 10: Shifting the Language of Feminisms and Human Rights in the 1990s		
March 29	<p>What is the relationship between human rights and women’s rights? What does it mean for women’s rights to be human rights and human rights to be women’s rights?</p> <p>Presentation 7: Women’s rights as human rights</p>	<p>All posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Shannon, “The Right to Bodily Integrity” in <i>Human Rights Revolution</i> 2. Bahar, “Human Rights Are Women’s Right” in <i>Global Feminisms</i> 3. Ross, “A Personal Journey,” in <i>The Black Scholar</i>

March 31	What issues came out of the 1995 Beijing conference?	Dutt, Mallika. “Some Reflections on US Women of Color and the UN Fourth World Conference” in <i>Global Feminisms</i> posted on Brightspace
Week 11: Women, war, and peace		
April 5	<p>In what ways has war and militarism been argued to relate to women’s rights issues?</p> <p>Presentation 8: Women and war</p>	<p>All posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Charles Hirschkind and Saba Mahmood, “Feminism, the Taliban, and Politics of Counter-Insurgency,” <i>Anthropological Quarterly</i> 75, no. 2 (Spring 2002): 339–54. 2. Powell and Chartoff, “Girls’ education as a peace and security issue,” in <i>Women and Girls Rising</i> 3. Watch Kelly Shannon’s talk on women in Afghanistan today
April 7	No Class—Professor Frazier presenting the article we read for class at a conference commemorating Nawal El Saadawi’s life.	
Week 12: Women’s health and environment		
April 12	<p>In what ways has the international shaped discussions on women’s reproductive health?</p> <p>Presentation 9: International women’s health movement</p>	<p>Both posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Correa, Germain, and Sen, “Feminist mobilizing for global commitments,” in <i>Women and Girls Rising</i> 2. Chavkin “Women, employment, fertility”
April 14	<p>How is climate change a feminist issue? What does it mean to look at climate change through a feminist lens?</p> <p>Presentation 10: Climate change as a feminist issue</p>	<p>Both posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Nabulivou, “Gender equality, human rights, and climate justice” in <i>Women and Girls Rising</i> 2. Greta Gaard “Feminism and Environmental Justice,” in <i>The Routledge Handbook of Environmental Justice</i>
Week 13: Women’s Rights Today		

April 19	<p>How are women's rights issues defined today?</p> <p>Due on Brightspace: As you read the interview and glance at UN Women, think about and then write a response to today's question of the day.</p>	<p>All posted on Brightspace:</p> <ol style="list-style-type: none"> 1. Yousafzai, "Be the Change," in <i>Women and Girls Rising</i> 2. "An Interview with <i>Uprising's</i> Sonali Kolhatkar," in <i>New Directions in Feminism and Human Rights</i> 3. Glance at UN Women's website <unwomen.org>
April 21	<p>Group presentations</p> <p>Digital Projects Completed</p>	
Week 14: Group presentations		
April 26	Group presentations	
April 28	TBD: Possible make-up day; Final to be handed out in class and discussed	

Take-home finals due Thursday, May 5 by midnight on Brightspace or through email to jmfrazier@uri.edu.