

PSCI 4500 A
GENDER AND GLOBALIZATION
Monday 11:35–14:25 p.m.
This course will be held remotely online

Instructor: Gopika Solanki

Office Hours on Zoom: Thursdays 3-4 pm by appointment; Mondays 3-4 pm drop in

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COURSE DESCRIPTION

Drawing upon selected theoretical questions in political science and feminist theory, this course gives students an understanding of the key historical and contemporary debates on gender and globalization. Using gender as an approach, the first section of the course introduces students to the antecedents, ethics, causes, contradictions, and consequences of globalization. The second half of the course discusses the impact of globalization on gender and sexual diversity, highlights varied responses to globalization, and discusses alternative visions. The course draws upon case studies and debates from diverse regions, and compares the similarities and differences across cases. The course aims to prepare students to engage critically with paradoxes of globalization and their interplay with gender and sexuality in the global North and the global South.

OBJECTIVES

To understand how processes of globalization shape people's experiences of gender, sexuality and other categories of social identities and difference in a variety of contexts

To discuss contemporary challenges to globalization and assess emerging gendered alternatives

To critically assess media and popular representations of gender in the globalized world

COURSE FORMAT

This is a seminar, based on discussion among and active participation by students, so all our Zoom sessions will be synchronous. We will also use the Zoom breakout room feature for our in-class discussions. The class will meet from 11:35 until 14:25 on Mondays. For Zoom to work properly it is important that you are signed into Zoom using your Carleton e-mail address. These sessions will not be recorded.

REQUIRED TEXTS

All of the course readings and materials will be posted on Brightspace.

LEARNING OUTCOMES

To apply critical concepts of gender and globalization to empirical situations
To engage in informed debates on globalization and gender
To critically reflect on how globalization is experienced in everyday life
To demonstrate the ability to grasp, synthesize, and organize academic literature
To develop analytical writing skills

EVALUATION AT A GLANCE

Assignment	Due Date	Weight
Response Paper and Presentation	Sign up by September 20	20%
Summary Abstracts (2)	First abstract due before November 8	15%
Attendance	Ongoing	10%
Participation	Ongoing; Cumulative	15%
Essay Abstract	October 18	5%
Research Essay	December 10	35%

COURSE REQUIREMENTS AND GRADING CRITERIA

- **Response Paper and Presentation (20%)**

Students are expected to hand in one short-response paper focusing exclusively on one particular week's readings. The paper is 15 percent of the final grade and should be handed in on the day the material is covered in class. Students are also expected to present the main argument of their response papers in class. This class presentation is 5 percent of the final grade. It is your responsibility to select and sign up to select the topic of your choice by the end of week two.

The paper should focus on issues related to the particular theme of the week and should cover at least two readings. It could offer a comparison between two or more readings or connect two or more authors' approaches to a particular theoretical issue. The response paper should be analytical, coherently structured, and connected to the conceptual theme of the week. The length of the paper is 3-5 pages, double spaced. The presentation should not exceed 10 minutes. You may prepare presentation slides and share them in class. Students will be graded on the analytical quality of the content.

- **Summaries (15%)**

Over the course of the semester, you must submit two short (500-750 words) summaries of two readings of your choice from two different weeks. These should cover materials not discussed in your response paper. Your summary should extract key pieces of information and arguments from the reading and organize them into a short narrative in your own words. Each summary should be posted on Brightspace discussion board by Friday noon so that other students can comment on these before class. You are required to submit at least one summary before 8 November. You will be graded on the timely submission of the summary on the discussion board and on the grasp and presentation of the main arguments of the reading.

- **Attendance (10%)**

Students should attend and participate actively in all class discussions on Zoom and complete the required readings for each week.

- **Participation (15%)**

Student participation will be evaluated on the basis of three components.

Contribution to In Class Discussion

Students will be evaluated on the frequency and quality of in class participation.

Response to Summaries

Students are expected to provide feedback to at least 5 summaries posted by fellow classmates. Responses that demonstrate thoughtfulness, constructive feedback and engagement with the abstract will receive full marks. cursory feedback or responses that do not engage with the reading materials will receive fewer marks.

Weekly In Class Group Discussion Activity

Students will be split into different groups during most sessions. Group members are expected to discuss one of the readings, present its content to other groups, and field questions from their peers. The goal is for the group to take a few minutes to reflect on the key ideas of the reading, gather perspectives and notes on the readings, and discuss them internally as well as with the entire class. The notes taken during group discussion (minimum of 5 sentences) should be submitted to me every week and these will count toward your participation grade. All groups are responsible for submitting their notes after each session. All group members will receive identical marks.

- **Essay Topic and Abstract (5%)**

Students are expected to select an essay topic in consultation with the instructor. The essay topic, a brief abstract (500 words), and a working bibliography (minimum eight academic sources) are 5 percent of the grade. The abstract should offer a clear presentation of the topic and include the central thesis of the essay. It should also provide an indication of the type of evidence that will be used. These abstracts are due on October 18 by 4 pm.

- **Research Essay (35%)**

Students are expected to complete an essay based on their abstract, due electronically on December 10, 2021 by 4 pm. Late essays will be accepted until 4 pm. December 14, 2021. The essay should be approximately 17–20 pages (double-spaced) in length. Essays should be formatted for 1-inch margins, use a standard 12 pt. font, include page numbers, and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc.). Essays must also include a properly formatted bibliography that cites a minimum of twenty credible academic sources. Students will be graded on the overall understanding of the material covered, evidence of in-depth coverage of academic scholarship, the conceptual formulation of the paper, the logical consistency of the arguments, organization of the material, the clarity of presentation and adherence to academic writing style.

Note: Each class assignment is graded out of 100 marks. For late submissions, a penalty of two marks per day will be deducted from the assignment's grade. If a student has a medical certificate or other documentary evidence to excuse missing the deadline, the penalty may be waived. Students who cannot participate in the session because of valid reasons, will be required to produce a 750-word (max) summary comparing the week's texts (the summary should consider similarities/differences in arguments and approach). This must be handed in within seven days (by next Monday). Failure to hand this in by Monday will result in 2 mark taken off (out of 25) for attendance and participation.

September 13: Introduction and Overview

Recommended Background Readings:

Mignolo, Walter D. "Coloniality and Globalization: A Decolonial Take." *Globalizations* 18(5): 720–737.

Walter, Stefanie. 2021. "The Backlash against Globalization." *Annual Review of Political Science* 24(1): 421–442.

September 20: Gender and Globalization—Analytical Intertwining

Film Poto Mitán: Haitian Women

The Pillars of Global Economy

Acker, Joan (2004). "Gender, Capitalism and Globalization." *Critical Sociology* 30(1): 17–41.

Freeman, Carla (2001). "Is Local: Global as Feminine: Masculine? Rethinking the Gender of Globalization." *Signs* 26(4):1007–1037.

Moghadam, Valentine. (2021). "What was Globalization?" *Globalizations* 18(5): 695–706.

Connell, Raewyn (2016). "Masculinities in Global Perspective: Hegemony, Contestation and Changing Structures of Power." *Theory and Society* 45(4): 303–318.

September 27: Gender and the Political Economy of Globalization
Guest Lecture by Prof. Laura Macdonald

Ng, Cecilia. (2004). "Globalization and Regulation: The New Economy, Gender and Labor Regimes." *Critical Sociology* 30(1): 103–108.

Salzinger, Leslie. (2016). "Re-Marking Men: Masculinity as a Terrain of the Neoliberal Economy." *Critical Historical Studies* 3(1): 1–25.

Osirim, Mary Johnson. (2018). "SWS Distinguished Feminist Lecture: Feminist Political Economy in a Globalized World: African Women Migrants in South Africa and the United States." *Gender and Society* 32(6): 765-788.

Hannah, Erin, Adrienne Roberts, and Silke Trommer. (2021). "Towards a Feminist Global Trade Politics." *Globalizations* 18(1): 70–85.

October 4: Gender, Globalization and Care

Parrenas, Rhacel Salazar. (2008). *The Force of Domesticity: Filipina Migrants and Globalization*. New York: New York University Press. Chapter 2.

Kolárová, Katerina. (2015). "'Grandpa Lives in Paradise Now': Biological Precarity and the Global Economy of Debility". *Feminist Review* 111: 75-87.

Ortiga, Yasmin and Jenica Ana Rivero. (2019). "Bodies of Work: Skilling at the Bottom of the Global Nursing Chain." *Globalizations* 16(7): 1184-1197.

October 11: University Closed.

October 18: Migration, Mobility, and Citizenship
Guest Lecture by Prof. Prof. Christina Gabriel

Lourdes Benería, Carmen Diana Deere and Naila Kabeer (2012). "Gender and International Migration: Globalization, Development and Governance." *Feminist Economics* 18(2): 1–33.

Rao, Smriti, Sarah Gammage, Julia Arnold, and Elizabeth Anderson. (2021). "Human Mobility, COVID-19, and Policy Responses: The Rights and Claims-Making of Migrant Domestic Workers." *Feminist Economics* 27(1-2): 254–70.

Korteweg, Anna C. (2017). "The Failures of 'Immigrant Integration': The Gendered Racialized Production of Non-Belonging." *Migration Studies* 5(3): 428–444.

October 25: Fall Break (No Classes)

November 1: Gender, Environment, and Governance

(E-Book) Hird, Myra and Alexander Zahara. (2017). "The Arctic Wastes." In Grusin, R. edited *Anthropocene Feminism*. Minneapolis: University of Minnesota Press. Chapter 6.

Cannon, Clare E.B., and Eric K. Chu. (2021). "Gender, Sexuality, and Feminist Critiques in Energy Research: A Review and Call for Transversal Thinking." *Energy Research & Social Science* 75.doi:10.1016/j.erss.2021.102005.

Whitworth, Luran. (2019). "Gauley Mountain, Hello Eco-Camp: Queer Environmentalism in the Anthropocene." *Feminist Theory* 20(1): 73-92.

Sultana, Farhana (2014). "Gendering Climate Change: Geographical Insights" *The Professional Geographer* 66(3): 372–381.

November 8: Indigeneity, Gender, and Globalization

Whyte, Kyle Powys. 2014. "Indigenous Women, Climate Change Impacts and Collective Action." *Hypatia* 29(3): 599- 616.

Kuokkanen, Rauna. (2008). "Globalization as Racialized, Sexualized Violence: The Case of Indigenous Women." *International Feminist Journal of Politics* 10(2): 216-233.

George, Rachel Yacaaʔaʔ, and Sarah Marie Wiebe. (2020). "Fluid Decolonial Futures: Water as a Life, Ocean Citizenship and Seascape Relationality." *New Political Science* 42(4): 498–520.

November 15: Gender, Politics, and Normative Policy Considerations **Guest Lecture by Prof. André Laliberté**

Schiff, Jade Larissa. (2018). "Welcoming Refugees: Mindful Citizenship and the Political Responsibility of Hospitality." *Signs* 43(3): 737– 762.

Rinaldo, Rachel. (2011). "Muslim Women, Moral Visions: Globalization and Gender Controversies in Indonesia." *Qualitative Sociology* 34(4): 539–560.

Joshi, Deepa. (2015). "Gender Change in the Globalization of Agriculture?" *Peace Review* (Palo Alto, Calif.) 27(2): 165–174.

Tanyag, Maria. (2020). “A Feminist Call to be Radical: Linking Women’s Health and Planetary Health.” *Politics and Gender* 16(3): 1-6.

November 22: Globalization and Human Rights; Globalization of Human Rights

Merry, Sally E. (2006). *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press. Introduction.

Lu, X. (2020). The Imperative to Narrate: Personal Storytelling and LGBT Norm Translation in China. *Human Rights Quarterly* 42(3): 545-572.

Stychin, Carl F. (2004). “Same Sex Sexualities and the Globalization of Human Rights Discourse.” *McGill Law Journal* 49: 951–968.

Stemple, Lara, Portia Karegeya, and Sofia Gruskin. (2016). “Human Rights, Gender, and Infectious Disease: From HIV/AIDS to Ebola.” *Human Rights Quarterly* 38(4): 993–1021.

November 29: Contemporary Debates: Human Trafficking, Organ Trade, Tourism, Surrogacy

Truong, Thanh-Dam (2015). “Human Trafficking, Globalization, and Transnational Feminist Responses.” In Baksh, R. and W. Harcourt, eds., *The Oxford Handbook of Transnational Feminist Movements*, pp. 295–320.

Deomampo, Daisy (2013). “Gendered Geographies of Reproductive Tourism.” *Gender and Society* 27(4): 514–537.

Puar, Jasbir K. (2002). Circuits of Queer Mobility: Tourism, Travel and Globalization. *GLQ: A Journal of Lesbian and Gay Studies* 8(1-2): 101–137.

Scheper-Hughes, Nancy (2011). Mr. Tati’s Holiday and Jao’s Safari: Seeing the World through Transplant Tourism. *Body and Society* 17(2-3): 55-95.

December 6: Postcoloniality, Modernity, Media, and Culture

Peletz, Michael G. (2010). “Pluralism, Globalization and the ‘Modernization’ of Gender and Sexual Relations in Asia.” In Turner, B. S., ed., *The Routledge International Handbook of Globalization Studies*, pp. 448–468.

Arora, Payal and Leslie Schreiber. (2017). “Slumdog Romance: Facebook Love and Digital Privacy at the Margins.” *Media, Culture and Society* 39(3): 408-422.

Tracy Tinga, Urszula Pruchniewska, Michael Buozi & Loyce Kute. (2018). "Gendered Discourses of Control in Global Journalism: Women's Bodies in CNN's Zika Reporting." *Feminist Media Studies* DOI: [10.1080/14680777.2018.1426619](https://doi.org/10.1080/14680777.2018.1426619)

Seo, Yuri, Angela Gracia B Cruz, and 'Ilaisaane ME Fifita. (2020). "Cultural Globalization and Young Korean Women's Acculturative Labor: K-Beauty as Hegemonic Hybridity." *International Journal of Cultural Studies* 23(4): 600–618.

December 10: Self-Making and Intimacy ***Course Review***

Starr, Emily and Michele Adams (2016). "The Domestic Exotic: Mail-Order Brides and the Paradox of Globalized Intimacies." *Signs* 41(4): 953–975.

McCracken, Angela B. (2014). "The Beauty Trade: Youth, Gender and Fashion Globalization." In Tickner, J. A., ed., *Oxford Studies in Gender and International Relations*, Chapter 6. New York: Oxford University Press.

Otis, Eileen. (2016). "Bridgework: Globalization, Gender, and Service Labor at a Luxury Hotel." *Gender and Society* 30(6): 912–934.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <http://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.