

**PSCI 4500 A  
GENDER AND GLOBALIZATION**

Tuesday 11:35–02:25 p.m.

Please confirm location on Carleton Central website

**Instructor: Gopika Solanki**

**Office: Loeb C674**

**Office Hours: Thursday 10:00–11:00 am or by appointment**

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**COURSE DESCRIPTION**

Drawing upon selected theoretical questions in political science and feminist theory, this course aims to give 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.

**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.

**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 January 23	20%
Summary Abstracts (2)	First abstract due by February 20	15%
Attendance	Ongoing, Cumulative	10%
Participation	Ongoing, Cumulative	15%
Essay Abstract	February 27	10%
Research Essay	April 10	30%

## COURSE REQUIREMENTS AND GRADING CRITERIA

### Responsive 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 three.

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.

### Attendance (10%)

Students should attend and participate actively in all class discussions.

**Participation (15%)**

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

*Contribution to In Class Discussion*

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

*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.

**Summary Abstracts (15%)**

Over the course of the semester each student must submit in class two short (500-750 words) summaries of two readings of your choice on two different weeks. These should discuss materials not covered 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. You are required to submit at least one summary before February 20. You will be graded on the timely submission of the summary and on the grasp and presentation of the main arguments of the reading.

**Essay Topic and Abstract (10%)**

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 February 27.

**Essay (30%)**

Students are expected to complete an essay based on their abstract, due electronically on 10 April 2024 by 5 pm. Late essays will be accepted until 5 pm. April 14. 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. A cumulative penalty of 2 percent per day is applied to

late submissions. If a student has a medical certificate or other documentary evidence to excuse missing the deadline, the penalty may be waived.

**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, that penalty may be waived. Students who cannot participate in the session because of valid reasons, will be required to produce a 750 words (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 Wednesday). Failure to hand this in by Wednesday will result in two marks being taken off (out of 25) for attendance and participation.

***January 9: Introduction and Overview***  
***Screening of the Film Maquilapolis***

*Recommended Background Readings:*

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

**January 16: Gender and Globalization—Analytical Intertwining**

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.

Peterson, V. Spike (2008). "'New Wars' and Gendered Economies" *Feminist Review* 88(1): 7–20.

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

**January 23: 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.

Elias Juanita and Adrienne Roberts (2016). "Feminist Global Political Economies of the Everyday: From Bananas to Bingo." *Globalizations* 13(6): 787-800.

Mankekar, Purnima and Akhil Gupta (2019). "The Missed Period: Disjunctive Temporalities and the Work of Capital in an Indian BPO." *American Ethnologist* 46(4): 417–28.

**January 30: Gender, Globalization, and Care**  
***Guest Lecture by Prof. Christina Gabriel***

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

Pugh, Allison (2023). "Connective Labor as Emotional Vocabulary: Inequality, Mutuality, and the Politics of Feeling in Care-Work." *Signs* 49(1): 141–164.

Beneria, Lourdes (2008). "The Crisis of Care, International Migration and Public Policy." *Feminist Economics* 14(3): 1-21.

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

**February 6: Migration, Mobility, and Citizenship**  
***Guest Lecture by Prof. Azar Masoumi***

Flippen, Chenoa. (2016). "Shadow Labor: Work and Wages among Immigrant Hispanic Women in Durham, North Carolina." *The ANNALS of the American Academy of Political and Social Science* 666(1): 110–130.

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

Eleonore Kofman (2023). "Integration Discourses, the Purification of Gender and Interventions in Family Migrations." *Ethnic and Racial Studies* 46(14): 3037-3057.

**February 13: Gender, Environment, and Governance**

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

Cohn, Carol, and Claire Duncanson (2023). "Critical Feminist Engagements with Green New Deals." *Feminist Economics* 29(3):15–39.

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

**February 20: Winter Break (No Classes)**

**February 27: Indigeneity, Gender, and Globalization**

Bayona Escat, Eugenia, and Steve Ellner (2020). "Female Bodies and Globalization: The Work of Indigenous Women Weavers in Zinacantán." *Latin American Perspectives* 47(6): 36-55.

Belfer, Ella, James D. Ford, Michelle Maillet, Malcolm Araos, and Melanie Flynn (2019). "Pursuing an Indigenous Platform: Exploring Opportunities and Constraints for Indigenous Participation in the UNFCCC." *Global Environmental Politics* 19 (1): 12-33.

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

**March 5: Gender, Politics, and Normative Policy Considerations**

***Guest Lecture by Prof. Samer Abboud***

Collins, Andrea (2022). "Empowerment, Rights and Global Food Governance: Gender in the UN Committee for World Food Security." *Globalizations* 19(2): 220-237.

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

Stachowitsch, Saskia (2019). "Beyond "Market" and "State" Feminism: Gender Knowledge at the Intersection of Marketization and Securitization." *Politics and Gender* 15(1):151-173.

**March 12: Globalization and Human Rights; Globalization of Human Rights**

Moore, Erin (2022). "Is the Transnational Female? Revisiting the Gender Metaphors of Global Connection." *Signs* 48(1): 29-50.

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

Shahrokni, Nazanin and Spyros A. Sofos (2022). "Mobilizing Pity: The Dialectics of Narrative Production and Erasure in the Case of Iran's #BlueGirl." *Globalizations* 19 (2): 205-219.

### **March 19: Contemporary Debates: Human Trafficking, Tourism, Surrogacy**

Federici, Silvia (2006). "Prostitution and Globalization: Notes on a Feminist Debate." In Davies, Matt. and Magnus Ryner, eds., *Poverty and the Production of World Politics: Unprotected Workers in the Global Political Economy*, pp. 113-133.

Rudrappa, Sharmila (2016). "What to Expect When You are Expecting: The Affective Economies of Consuming Surrogacy in India." *Positions* 24(1): 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): 281–302.

### **March 26: 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.

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

Geertsema, Margaretha (2009). Women And News: Making Connections between the Global and the Local." *Feminist Media Studies* 9(2): 149-172.

### **April 2: Self-Making and Intimacy**

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.

Balogun, Oluwakemi (2012). "Cultural and Cosmopolitan: Idealized Femininity and Embodied Nationalism in Nigerian Beauty Pageants." *Gender & Society* 26(3): 357–81.

## **April 9: Contemporary Trends: Resistance, Backlash and Alternatives; Course Review**

Bailey, David (2019). “Extra-Capitalist Impulses in the Midst of the Crisis: Perspectives and Positions Outside of Capitalism.” *Globalizations* 16(4):371-385.

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

Fajardo, Kale B. (2014). “Queering and Transing the Great Lakes: Filipino/a Tomboy Masculinities and Manhoods across Waters. *GLQ* 20(1-2): 115–140.

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## **Appendix**

### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

#### ***Emergency Resources (on and off campus):***

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **• Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **• Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **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:

***Academic consideration for medical or other extenuating circumstances:***

Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***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 [click here](#).

***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](mailto: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 details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://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](http://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy 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, websites, 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.

## ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

## ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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. 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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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.