

PSCI 4500 A
GENDER AND GLOBALIZATION

Thursday 02:35–05:25 p.m.

Please confirm the location on Carleton Central

Instructor: Gopika Solanki

Office: Loeb C674

Office Hours: Friday 11:30 am–12:30 pm 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

To enrich student experiences on EDI and Indigenization by ensuring student exposure to diverse authors, materials, and topics from the global North and global South

COURSE FORMAT

This is a seminar, based on discussion among and active participation by students. The format combines student-led discussions and active involvement with in-class exercises. The instructor will provide essential conceptual frameworks and theoretical foundations to guide the discussion in the first month.

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

To integrate the principles of EDI and Indigenization into debates on globalization and gender

EVALUATION AT A GLANCE

| Assignment | Due Date | Weight |
|---------------------------------|---------------------------|--------|
| Response Paper and Presentation | Sign up by January 23 | 20% |
| In-Class Assessments | February 6; March 20 | 15% |
| Attendance | Ongoing, Cumulative | 10% |
| Participation | Ongoing, Cumulative | 15% |
| Essay Proposal | February 27 | 10% |
| Panel Presentations | March 20, 27, and April 3 | 10% |
| Research Essay | April 4 | 20% |

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 before the start of the class on their assigned presentation day. Students are also expected to present the main argument of their response papers in class and field questions from their peers. 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. It could also critically discuss the themes intersecting all or at least two readings. 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 and the ability to respond to questions posed to them.

In-Class Assessments (15%)

On February 6 and March 20, we will conduct in-class reflective writing assessments wherein you will be given questions based on previous weeks' readings and course concepts covered in class. You will have to answer two short questions. One question will be given to you a week in advance and the second question will be handed to you in class. You will be given 30 minutes to write both the answers. These in-class writing exercises are meant to help you develop analytical and writing skills while processing course materials. You will be graded on the

depth of engagement with course concepts, quality of critical analysis, the use of specific examples and evidence, and the ability to connect to broader course themes.

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. They will also be assessed on their ability to formulate and pose critical questions to in-class presentations.

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 and 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 Proposal (10%)

Students are expected to submit an essay proposal on February 27. The essay proposal should include a working title, a short statement on why you think this topic is important and how it relates to the course content, research questions, a theoretical framework, an indication of the type of evidence used, and an overview of the essay's organization. You are required to include a working bibliography (minimum eight academic sources). The proposal should offer a clear presentation of the topic and should be 5-6 pages (double-spaced).

Panel Discussion and Presentations (10%)

Panel presentations on your research essay will be held in class on March 20, 27, and April 3. Each student will be part of a panel of four students and present their work in progress and field questions. The assignment is meant to help you develop your essay, field critical questions, and receive feedback. The panel presentation should be seven minutes long. You will be graded on the articulation of the research thesis, evidence of engagement with the academic sources, depth of analysis, the ability to answer questions, and the quality and relevance of comments to other panelists.

Research Essay (20%)

Students are expected to complete an essay based on their proposal, due electronically on 14 April 2025 by 5 pm. Late essays will be accepted until 16 April 2025, 5 pm. The essay should be approximately 15-17 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 at least fifteen to 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, the 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 for valid reasons will be required to produce a 2000 words (max) summary comparing the week's texts (the summary should consider similarities/differences in arguments and approaches). This must be handed in within seven days (by the following Wednesday). Failure to hand this in by the following Wednesday will result in two marks being taken off (out of 25) for attendance and participation.

AI Policy

Only some Artificial Intelligence (AI) tools, such as spell-check or Grammarly, are acceptable for use in this class. Use of other AI tools via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism. 5 Students are not allowed to re-use and submit their own work from different courses and assignments for this course.

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.

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

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.

Otis, Eileen, and Larissa L. Petrucci. (2023). "The Gender Fix: Outsourcing Feminism and the Gender Politics of Supply Chains." *Gender & Society* 37(1): 65–90.

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.

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

Gore, Ellie. (2021). Understanding Queer Oppression and Resistance in the Global Economy: Towards a Theoretical Framework for Political Economy. *New Political Economy* 27(2): 296–311.

January 30: Gender, Globalization, and Care

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

Jennifer Jihye Chun, Cynthia J. Cranford, Yang-Sook Kim, and Jennifer Nazareno (2023). “Confronting Servitude: Asian Immigrant Women Workers in State-Funded Homecare.” *Signs* 49(1): 115–140.

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

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.

Peter Stoett, Vitória M. Scrich, Carla I. Elliff, Mariana M. Andrade, Natalia de M. Grilli, Alexander Turra (2024). “Global Plastic Pollution, Sustainable Development, and Plastic Justice.” *World Development* 184: 1-9.

February 20: Winter Break (No Classes)

February 27: Gender, Politics, and Normative Policy Considerations

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

Narayanan Yamini (2024). "An Ecofeminist Politics of Chicken Ovulation: A Socio-Capitalist Model of Ability as Farmed Animal Impairment." *Hypatia* 39(3):568-588.

Henry, Nicola; Vasil, Stefani, & Witt, Alice (2021). "Digital Citizenship in a Global Society: A Feminist Approach." *Feminist Media Studies* 22(8):1972–1989.

Fisher, Josh 2018. "In Search of Dignified Work: Gender and the Work Ethic in the Crucible of Fair Trade Production." *American Ethnologist* 45(1): 74–86.

March 6: 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.

Perler, Laura, and Carolin Schurr. (2021). "Intimate Lives in the Global Bioeconomy: Reproductive Biographies of Mexican Egg Donors." *Body & Society* 27(3): 3–27.

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 13: 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.

Herrera, Leo. August 26, 2024. "AI and the Future of Sex." *MIT Technology Review*.
<https://www.technologyreview.com/2024/08/26/1096526/ai-sex-relationships-porn/>

March 20: Globalization and the Politics of Rights

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

Williamson M. (2024). "A Global Analysis of Transgender Rights: Introducing the Trans Rights Indicator Project (TRIP)." *Perspectives on Politics* 22(3):799-818.

Kikuta, Kyosuke, and Manaho Hanayama (2024). "The Nobel Peace Prize Increased the Global Support for Women's Organizations: Prize and Praise in International Relations." *Perspectives on Politics* 1–17. doi:10.1017/S1537592724001142

March 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.

April 3: Backlash and Alternatives

Anstis, S., & LaFlèche, É. (2024). Gender-based Digital Transnational Repression as a Global Authoritarian Practice. *Globalizations*, Latest Articles: 1–18. <https://doi.org/10.1080/14747731.2024.2401706>

Graff, Agnieszka, Ratna Kapur and Suzanna Danuta Walters. (2019). "Introduction: Gender and the Rise of the Global Right." *Signs* 44 (3): 541–6.

Evans, Peter (2008). "Is Alternative Globalization Possible?" *Politics and Society* 36(2): 271–305.

Political Science Course Outline Appendix

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:

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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the

deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30th, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

WDN: For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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 can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else’s published or unpublished material, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in *“substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”*

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course.

RESOURCES (613-520-2600, phone ext.)

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| Department of Political Science (2777) | B640 Loeb |
| Registrar's Office (3500) | 300 Tory |
| Centre for Student Academic Success (3822) | 4 th floor Library |
| Academic Advising Centre (7850) | 302 Tory |
| Paul Menton Centre (6608) | 501 Nideyinàn |
| Career Services (6611) | 401 Tory |