

WMS/ECON 318
GENDER AND GLOBALIZATION
Thu 4:30 pm to 7:00 pm BC 117

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Office Hours: Tu/Th 11:15 AM to 12:15 PM

& 3:00 - 4:30 pm

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WELCOME TO GENDER AND GLOBALIZATION

In this class we will explore how globalization shapes and is shaped by gender norms with a particular focus on questions related to ‘work,’ mobility and well-being. The importance of policy in shaping the mobility of humans, financial assets, goods and services, and ideas is key to understanding globalization processes and will provide an overarching set of themes for the course. The course will be interdisciplinary in its approach, drawing on economics, history, cultural studies, anthropology, sociology, political science, feminist and post-colonial theory to better understand economic globalization and the ways it is gendered. Both theoretical contributions to the question of how gender is shaped by/shapes globalization, as well as empirical case studies from a range of countries will also inform our understanding. This course is also writing intensive, so will involve writing two drafts of a research paper, the creation of a wiki entry, a take-home exam, as well as brief reflections on the readings.

Learning goals:

By the end of the semester, you should be able to:

1. Discuss in detail the definitions and complexities of theoretical concepts such as gender norms, globalization, and neoliberalism.
2. List and explain the economic forces that shape global processes and outcomes, and vice versa.
3. Identify various theoretical approaches that scholars have taken to the study of gender and globalization.
4. Apply the theoretical concepts we are studying orally by participating in classroom discussion and in writing, through your various written assignments to particular case studies as well as fictional works.
5. Deepen your knowledge of a particular sub-topic in the context of the broader focus on gender and globalization by writing of a research paper by theoretical frame-work and empirical data and analysis.
6. Synthesize the theoretical and empirical material being read and discussed through the writing of a take-home final, a research paper and a wiki entry.
7. Contribute to the improvement of a public good by using your research paper to contribute to one or more Wikipedia pages.

MY ROLE AS INSTRUCTOR IS TO:

1. provide a general framework and focus for the course;
2. assign readings that introduce the various topics we will be discussing and learning about;
3. provide introductory lectures in cases where the readings are difficult or require background material not covered in the readings;
4. steer classroom discussion as needed;
5. guide you as you delve into one particular topic in more depth in order to write your research project;
6. trouble shoot any group related challenges that emerge during the writing of your wiki entry;
7. evaluate and comment on your written and oral assignments.

YOUR ROLE AS STUDENTS IS TO:

1. do the reading before class, so that you can participate in discussion;
2. come prepared to discuss the reading assignments, with a particular focus on the questions outlined below;
3. complete all assignments in a timely and professional manner;
4. work as a team member in developing a wiki entry;
5. interact with both the instructor and the other students formally and informally, to help you better understand the assigned material by participating in in-class discussions and visiting me during office hours.

PREPARING FOR CLASS:

Readings and/or films listed on a particular day should be read BEFORE class.

For non-fiction works, please think about the following questions as you read/watch:

1. What are the main research questions posed by the author(s)?
2. What methodological and theoretical approach was taken?
3. What evidence was provided?
4. What was/were the main conclusion(s) reached/argument(s) made by the author(s)?
5. What future research questions are raised or remain unanswered?
6. How are these readings linked to other material we have covered?
7. How do the readings compliment/challenge each other?

For fiction works please focus on the following questions as you read/watch:

1. How does the work relate to the topic of gender and globalization?
2. To what degree and how is this work both a fictional work and a political commentary, how and why?
3. Does this fictionalized work compliment/complicate the research based articles assigned?

Two final, general questions:

1. How do the differing methods of communicating to readers in the fiction and non-fiction assignments inform/stimulate thought processes?
2. What are the advantages and disadvantages of focusing on fiction and/or non-fiction works in a social science course?

ACADEMIC ACCOMMODATIONS:

Should you require academic accommodations, you must file a request with the Office of Disability Services (BC 119, extension 3962). It is your responsibility to self-identify with the Office of Disability Services <http://www.drew.edu/academicservices/disabilityservices/register> and to provide faculty with the appropriate documentation from that office at least one week prior to any request for specific course accommodations. There are no retroactive accommodations.

Students whose accommodations have been approved by the Office of Disability Services are encouraged to request Letters of Accommodation by 2/13/15. Accommodations letters should be submitted to instructors as early in the semester as possible.

ACADEMIC HONESTY:

Drew University's standards for academic conduct are available on-line at <https://uknow.drew.edu/confluence/display/Handbook/Academic+Integrity+Policy#AcademicIntegrityPolicy-StandardsofAcademicHonesty>

All students are expected to adhere to these guidelines. Appropriate disciplinary action will be taken if violations of these guidelines occur. If you are unfamiliar with these rules, please be sure to read them.

TEXTS:

1. Kanafani, Ghassan *Men in the Sun*, Lynne Rienner, 1998.
2. Ozeki, Ruth, *My Year of Meats*, Penguin, 1999.
3. Chimamanda Ngozi Adichie, *Americanah* Knopf, 2013.
4. Additional articles available on Moodle, unless otherwise noted.

GRADING:

	%
First draft of research paper	5%
Final draft of research paper	20 %
Critique of Wikipedia page	5 %
Draft of wiki entry (group)	5 %
Finalized Wiki entry (group)	20 %
Class participation	10 %
Reading reflections (5 required, each worth 3 points)	15 %
Take home exam	20 %
TOTAL POINTS	100 %

ASSIGNMENTS:

The assignments in this course are structured with the objective of improving students’ oral, writing, reading and critical thinking skills. The assignments will include:

1. a research project, which will consist of five components - three individual and two group parts.
 - a. An outline and annotated bibliography based on your paper topic (students who fail to carry out this step will receive a 10% deduction from their final paper

- grade).
- b. A research paper, (double spaced, font of 10 or 12, with 1 inch margins), focusing on one of the themes identified below. (Undergraduates should write a paper that is at least 12 pages long (excluding tables and bibliography). Graduate students are expected to write a 15-18 page paper).
 - c. An individually written critique of the Wikipedia page you will be editing as a group;
 - d. A collective annotated bibliography, to be used to write the group Wikipedia entry;
 - e. A wiki entry – this will be prepared by a group of students based on the research paper that you will write during the first half of the semester. (I will be providing you with detailed instructions as well as a list of deadlines, in order to help you finalize this assignment.) You will not receive full credit for this assignment until the wiki entry has been uploaded onto the relevant wikipedia page.
2. A take-home exam, the objective of which is to get students to reflect further on the material presented in class and the readings, and think about ways of synthesizing that material.
 3. Weekly reflection papers focusing on the readings assigned for that day. Students are required to turn in at least five. For those who turn in more than five, the lowest scores will be dropped in calculating the final grade.

In order to prepare for the research project and wiki document, students will need to determine their research question very early in the semester and will then be assigned to work in groups of two to three, to bring a gender lens to one of the following topics:

1. migration
2. feminist economics
3. economic sanctions
4. financial crises
5. global value chains

**TENTATIVE COURSE ORGANIZATION –
CHANGES MAY BE ANNOUNCED IN CLASS OR VIA MOODLE:**

Jan. 29 — INTRODUCTIONS/DISCUSSION OF COURSE AND WIKI PROJECT

1. Suzy Strutner Not All Passports Are Created Equal, As This Map Will Tell You, *The Huffington Post* 06/30/2014, http://www.huffingtonpost.com/2014/06/30/passports-map_n_5536914.html?ncid=fbklnkushpimg00000010
2. Claire Cain Miller, Obama Says Family Leave Is an Economic Necessity, Not Just a Women's Issue, *New York Times*, Jan. 21, 2015. http://www.nytimes.com/2015/01/21/upshot/obama-says-family-leave-is-an-economic-necessity-not-just-a-womens-issue.html?_r=0&abt=0002&abg=0
3. UN Data on maternity leave benefits <http://unstats.un.org/unsd/demographic/products/indwm/ww2005/tab5c.htm>
4. Video: *Maquilopolis* <https://www.youtube.com/watch?v=CDIEW09MQNQ>

Feb. 5 DEFINING TERMS:

1. Sassen, Saskia, "Introduction: Whose City Is it? Globalization and the Formation of New Claims," in *Globalization and Its Discontents*, New Press, 1998.
2. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, "Colonization," in *Key Concepts in Post-Colonial Studies*, Routledge, London, 1998. (handed out in class).
3. Berik, Günseli, "Globalization," in *Elgar Companion to Feminist Economics*, J. Peterson and M. Lewis (eds). Elgar, Cheltenham, UK, 1999 (handed out in class).
4. Grimshaw, Patricia, "New England Missionary Wives, Hawaiian Women and the 'the Cult of True Womanhood,'" in *Gender in Cross-Cultural Perspective*, C. Brettell and C. Sargent (eds), Prentice Hall, Upper Saddle NJ, 1997

Feb. 12 – GLOBAL COMMUNICATIONS:

Session with Librarian Beth Patterson

1. *My Year of Meats*
2. Tamara Cofman Wittes and Marc Lynch, The mysterious absence of women from Middle East policy debates, Washington Post, Jan. 20, 2015, <http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/01/20/the-mysterious-absence-of-women-from-middle-east-policy-debates/>

Assignment: Two to three paragraphs explaining what your paper topic will focus on and including a draft list of sources (a minimum of 5).

Feb. 19 – FEMINIST ECONOMIC DEVELOPMENT

1. A.M. Goetz and Sally Baden, 'Who Needs [Sex] when you can have [Gender]? Conflicting Discourses on Gender at Beijing', in Kathleen Staudt (ed.), 1997, *Women, International Development, and Politics: The Bureaucratic Mire*, Philadelphia: Temple University Press, 2nd Edition. http://www.heron.dmu.ac.uk/2009-09-01/0141-7789_56_Summer%283-25%2950730.pdf
2. UNDP, *Human Development Report* 1999, Chapter 3, "The invisible heart – care and the global economy."
3. Ebru Kongar, Jennifer C. Olmsted & Elora Shehabuddin, 2014, Gender and Economics in Muslim Communities: A Critical Feminist and Postcolonial Analysis, *Feminist Economics*, 20(4), 1-32

Optional: Other articles from *Feminist Economics*, 20(4), 2014

Assignment: Detailed annotated bibliography and paper outline due.

Feb. 26 FEMINIST ECONOMIC DEVELOPMENT CONTINUED

1. Sakiko Fukuda-Parr, James Heintz, and Stephanie Seguino, 2013, Critical Perspectives on Financial and Economic Crises: Heterodox Macroeconomics Meets Feminist Economics. *Feminist Economics* 19(3):4–31

2. Olmsted, Jennifer, 2005 "Is Paid Work The (Only) Answer? Women's Well-Being, Neoliberalism And The Social Contract In Southwest Asia and North Africa," *Journal of Middle East Women's Studies*, 2(1): 112-139.

Optional:

1. Other HDR reports. Particularly 1995 & 1999. <http://hdr.undp.org/en/reports>
2. Lila Abu-Lughod, "Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others," *American Anthropologist*; Sep 2002.

Mar 5 – POLITICAL CHANGE **Guest speaker – Hoda Elsadda**

1. Bahramitash, Roksana, 2004. "Market Fundamentalism versus Religious Fundamentalism: Women's Employment In Iran," *Critique: Critical Middle Eastern Studies* 13(1): Spring.
2. **Hoda Elsadda**, Article 11: feminists negotiating power in Egypt, *50.50:inclusive democracy*, 5 January 2015 <https://opendemocracy.net/5050/hoda-elsadda/article-11-feminists-negotiating-power-in-egypt>
3. Deniz Kandiyoti, The triple whammy: towards the eclipse of women's rights, *50.50:inclusive democracy*, 19 January 2015, <https://www.opendemocracy.net/5050/deniz-kandiyoti/triple-whammy-towards-eclipse-of-women%E2%80%99s-rights>
4. Norma Claire Moruzzi, Gender and the Revolutions: Critique Interrupted, *Middle East Report*, 268, <http://www.merip.org/mer/mer268/gender-revolutions>

Assignment: First draft of research paper due.

Mar. 12 SPRING BREAK

Mar. 19 INTEROGATING MARKETS:

1. Carr, Marilyn, Chen, Martha Alter and Tate, Jane (2000) 'Globalization and Home-Based Workers', *Feminist Economics*, 6:3, 123 - 142
2. Siddiqi, Dina, "Do Bangladeshi Factory Workers Need Saving? Sisterhood in the Post-Sweatshop Era," *Feminist Review*, 91, 2009
3. Steven Greenhouse, Documents Indicate Walmart Blocked Safety Push in Bangladesh December 5, 2012, New York Times, http://www.nytimes.com/2012/12/06/world/asia/3-walmart-suppliers-made-goods-in-bangladeshi-factory-where-112-died-in-fire.html?_r=0

Assignment: Critique of Wikipedia page due.

Optional:

1. Assaad, Ragui, Informalization and De-feminization: Explaining the Unusual Pattern in Egypt, working paper, <http://www.hhh.umn.edu/img/assets/3769/informalization.pdf>
2. Menjivar, Cecilia, "Introduction: Structural Changes and Gender Relations in Latin America and the Caribbean," *Journal of Developing Societies* 18: 1-10, 2002.

MASCULINITIES

Mar. 26 – Guest speaker – Rhoda Kanaaneh

1. Sharoni, Simona and Mohamed Abu-Nimer, “The Israeli-Palestinian Conflict,” in *Understanding the Contemporary Middle East*, Jillian Schwedler Ed, Lynne Rienner, 2013.
2. Kanaaneh, Rhoda. (2005), Boys or men? Duped or “made”? Palestinian soldiers in the Israeli military. *American Ethnologist*, 32: 260–275. doi: 10.1525/ae.2005.32.2.260
3. Menjívar, Cecilia and Victor Agadjanian. “Men’s Migration and Women’s Lives: Views from Rural Armenia and Guatemala.” *Social Science Quarterly* 88 (5): 1243-1262 2007.
4. http://www.washingtonpost.com/world/foreign-fighters-flow-to-syria/2014/10/11/3d2549fa-5195-11e4-8c24-487e92bc997b_graphic.html

Apr. 2

1. Silberschmidt, M., “Disempowerment of Men in Rural and Urban East Africa,” *World Development*, 29(4), April, 2001
 2. Pearson, Ruth, All Change? Men, Women and Reproductive Work in the Global Economy, *The European Journal of Development Research*, Volume 12, Issue 2, 2000
 3. Kanafani, Ghassan, *Men in the Sun*, 3 Continents, 2000; \$12.50, order on-line at: <http://www.palestineonlinestore.com/books/meninthesun.htm>
- The first story is required reading. The remaining stories in the book are optional.

Assignment: Final version of research paper due.

Apr. 9 .

Session with Gamin Bartle to discuss Wikipedia editing.

1. Video Assignment: *Maria Full of Grace*
2. Aslanbeigui, Nahid; Summerfield, Gale [Risk, Gender, and Development in the 21st Century](#) *International Journal of Politics, Culture, and Society* 15.1 (Sep 2001): 7-26.
3. Isik, Damla. 2014. Just Like Prophet Mohammad Preached: Labor, Piety, And Charity In Contemporary Turkey, *Feminist Economics*, Vol. 20, No. 4, 212–234, <http://dx.doi.org/10.1080/13545701.2013.825376>

Assignment: Group Annotated Bibliography due.

Optional: Other articles *International Journal of Politics, Culture, and Society* 15.1 (Sep 2001).

Apr. 16 Guest speaker – Anne Marie Goetz

1. Kempadoo, Kamala, Globalizing sex workers' rights, v.22(3/4) Spr/Summ'03 pg 143-150.
2. **Marijke Vonk**, The Myth of Trafficking, <http://marijkevonk.com/the-myth-of-trafficking/>
3. Anne Marie Goetz and Rob Jenkins, forthcoming, in Ed Ellen Chesler, Routledge, “Taking stock: Protection without empowerment? The evolution of the women peace and security agenda since the Beijing platform for action.”

Assignment: First draft of Wiki entries due.

Apr. 23 **SANCTIONS**

1. Olmsted, Jennifer, Globalization Denied: Gender and Poverty in Iraq and Palestine in *The Wages of Empire: Neoliberal Policies, Armed Repression, and Women's Poverty*, edited by Amalia Cabezas, Ellen Reese, and Marguerite Waller, Paradigm, Boulder, Colorado, 2007
2. Toro-Morn, Maura I., Anne R. Roschelle, and Elisa Facio, Gender, Work, and Family in Cuba: The Challenges of the Special Period *Journal of Developing Societies* 2002 18: 32-58.

Apr 30 **WRAP-UP**

Americanah

Final Wiki pages due.

Take home final questions distributed.

May 7

Take home final due.

Wiki page uploaded.