

WGSL 29003
GLOBALIZATION AND GENDER

Spring 2025

Monday and Wednesday 4:00-5:15

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Introduction

What does globalization mean? When did it start? What preceded it? What is the difference between globalization and neoliberalism? This course combines theory with empirical case studies from various parts of the world to understand globalization, gender, and power. Our attempt here is to develop critical analysis of globalization by looking closely at the ways in which gender, race, sexuality, and class impact global processes. We will read core texts that lay the foundation to understand the histories and geographies of globalization. As well as readings that introduce a range of topics under globalization such as; imperial feminism, terrorism, and student debt.

Expected Learning Outcomes

- Understand the history of globalization and neoliberalism.
- Examine the colonial histories of globalization.
- Analyze the connection between 'global north' and 'global south.'
- Understand the role of gender and race in global processes.
- Examine the process called the feminization of labour.

Required Texts

1. Philip McMichael 2016. Development and Social Change (7th edition).
2. Articles for the class can be accessed through the class Brightspace site.

Class Participation: In the Women and Gender Studies (WGS) department, we believe that regular and active class participation is necessary for a student's academic success. You should be prepared to take the initiative in discussion and projects, ask relevant questions, and contribute to the over-all learning environment of the online class. Please also be prepared to be called on in class.

Your responsibilities in this class:

1. Read instructions for assignments carefully.
2. Prepare to spend 4-5 hours each week on reading and assignments.
3. Complete weekly course assignments by deadline. There will be no extensions.

Assignments and Grading

1. Participation and engagement (10% of final grade).
2. Weekly response to Professor Oza's questions, via postings on Brightspace (15% of final grade).
3. One critical response paper (3-5 double spaced pages) (20% of final grade).
4. Annotated bibliography (15% of final grade)
5. Research paper outline (25% of final grade)
6. Group activity class engagement (15% of final grade)

1. Participation and engagement:

This class is a lecture/discussion seminar. Lecture will occupy a part of the class, while discussion will focus largely on the readings assigned and other course material. By enrolling in a WGS course and entering the classroom, each student makes the tacit commitment to participate in the class. Your participation is essential. Active class participation involves more than mere physical presence. Students are expected to be actively involved in the class. They should take the initiative in discussion, class activities, and projects, ask relevant questions, and contribute to the over-all learning environment of the class. In the Women and Gender Studies (WGS) department, we believe that regular and active class participation is necessary for a student's academic success. Your in-class participation grade will reflect your attendance, reading preparation, active engagement in class and group work. Absences and/or persistent lateness are disruptive but will also negatively impact your ability to participate, which ultimately may lower your participation grade. If you are absent, you are solely responsible for acquiring all missing class notes, announcements, and materials from another student.

2. Guidelines for Brightspace postings on Brightspace:

Students should post a 100 -150 word response to each week's questions posed by professor Oza. Please note the rubric that I will use for grading your posts. Please pay attention to criteria to get a good grade for your entry. Please write your responses in word and then cut and paste them into discussion board. Please ensure that you check for grammatical and spelling errors before you post your responses.

3. Critical Response Paper: **Due March 23**

This is designed to give you a longer space in which to reflect on the readings/issues that you have posted on Brightspace. You must engage with 2-3 max articles from two different days of readings and put them together to be able to say something else. This assignment develops your skills to draw together and engage different concepts. 3-5 pages.

4. Annotated bibliography. **Due May 8**

This assignment teaches you to conduct library research and look for scholarly articles and books related to your topic. Please note due dates:

- You will need to find between 6-10 **scholarly** articles and books about your topic. Please note non-scholarly citations (newspaper articles, magazines, Wikipedia, online-journals (non-peer reviewed) will not count and will result in a lower grade.
- You must use correct citation techniques. Incorrect citation technique will reduce your grade. Please use this website to learn how to cite correctly.

https://owl.purdue.edu/owl/research_and_citation/resources.html

- When you are ready with your material, please use the form for annotated bibliography in Brightspace to write your responses. Please DO NOT change the form. Please be clear and thoughtful in explaining how each citation relates to your topic.
- Please submit your annotated bibliography via Brightspace.

5. Research Paper outline: Due May 20.

This assignment teaches you to construct a research paper. You will not be writing a full research paper, only creating an outline. We will work on scaffolding the outline for a paper throughout the semester. Please look at the materials for this assignment on Brightspace. Please use the outline form in Brightspace. Please DO NOT change the form.

The research paper **MUST** have an argument or thesis. You should anticipate sharing your draft argument or thesis on **March 6** during a workshop and peer feedback.

When you write your paper outline you **MUST** use your annotated bibliography. A good paper thinks carefully about how each article or book relates and builds your argument. Please pay attention to the deadlines:

6. Group activity & class engagement

Each of you will be part of a group and will craft a group activity that engages the entire class. Please note this is not a “presentation” rather think of it as a workshop. You are to use ideas and concepts learnt in the class to come up with an activity to explore, discuss, debate, manifest with the rest of the class. These activities can be making a poster about a topic such as environmental catastrophe. Or a debate between different groups on a labor dispute. Or can involve a craft based project that helps other students at Hunter learn about student debt.

Please ensure that all group members participate and do equal work. I will inquire about the labor of each person in the group and those not contributing will find their group activity grade penalized.

Please note: Attendance of all group projects is mandatory. If you do not attend one of the group presentation days, you will receive an F grade for your portion of the group project grade.

Rules: No late papers will be accepted. No exceptions.

ADA Statement

“In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College’s students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or VRS (646) 755-3129.”

The Office of AccessABILITY located at East 1214B is the designated office at Hunter College.

Academic Integrity

Plagiarism not only constitutes a serious breach of academic integrity and can have severe disciplinary consequences attached to it, it signifies inadequate learning. Plagiarism is defined as

“any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source” (Hunter catalog, p. 43). If it is found that you have committed plagiarism in this class, you will at a minimum fail the course. You may also be subject to other disciplinary measures.

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Written assignments from a previous or concurrent course cannot be used without prior permission of the instructor.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College’s Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College’s Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

	WEEK 1 What is globalization? & When did it begin?
Jan 27	Introduction to the course
Feb 3	Dator, Jim, Dick Pratt, and Yongseok Seo. “What Is Globalization?” In <i>Fairness, Globalization, and Public Institutions: East Asia and Beyond</i> , 13–18. University of Hawai’i Press, 2006. https://doi.org/10.2307/j.ctv3zp081.5 . Abu-Lughod, J. 1994. The World System in the Thirteenth Century: Dead End or Precursor.
	WEEK 2 Gender and Globalization
Feb 5	Freeman, Carla. 2001. Is Local: Global as Feminine: Masculine? Rethinking the Gender of Globalization Signs, Vol. 26(4): 1007-1037. Mountz, A. and J. Hyndman. 2006. Feminist Approaches to the Global Intimate, <i>Women’s Studies Quarterly</i> , 34(1-2): 446-463 VT

Feb 10	Globalization lecture
	WEEK 3 Development
Feb 18	Development and social change chapter 1
Feb 19	Walter Rodney How Europe underdeveloped Africa. Chapter 1.
	WEEK 4 slavery and capital
Feb 24	Walter Rodney How Europe underdeveloped Africa. Chapter 4.
Feb 26	Khalil Gibran Muhammad : NYT The 1619 Project. Sugar and Slavery Mathew Desmond: NYT The 1619 Project. American Capitalism and Slavery Trymaine Lee: NYT The 1619 Project. Wealth gap and race
	WEEK 5
Mar 3	Development and social change chapter 2 - colonialism
Mar 5	Domosh, Mona. 2004. 'Selling Civilization: Towards a Cultural Analysis of America's Economic Empire in the late nineteenth and early twentieth centuries.' Transactions of the Institute of British Geographers. 29(4). VT Harris, Cole. 2004. 'How did Colonialism Dispossess? Comments from the Edge of Empire.' Annals of the Association of American Geographers. Vol 94(1):165-182. VT
	WEEK 6 international framework
Mar 6	from topic to thesis or question – in-class. Research Librarians visit. ATTENDANCE IS MANDATORY
Mar 10	Development and social change chapter 3 – international framework
	WEEK 7 international framework cont...
Mar 12	Film: documentary on Marshall plan Eric Toussaint & Damien Millet 2010. <i>Debt, IMF, and the World Bank: Sixty Questions Sixty Answers</i> . Monthly Review Press. Selections.
Mar 17	Development and social change chapter 4
	WEEK 8 globalization project
Mar 19	Development and social change chapter 5
Mar 24	Watch documentary on Capital – Hunter Kanopy
	WEEK 9 Debt

Mar 26	<p>Mir, Ali and Saadia Toor 2021. 'Racial Capitalism and Student Debt in the US' Organization Vol 1: 1-12.</p> <p>Soederberg, Susanne. 2015. 'The Student loan crisis and the Debtfare State' Dollars & Sense. https://www.dollarsandsense.org/archives/2015/0515soederberg.html</p>
Apr 2	Watch documentary on Debt
	WEEK 10 Gender and Globalization
Apr 7	<p>Beverley Mullings (2005) Women Rule? Globalization and the feminization of managerial and professional workspaces in the Caribbean. Gender, Place and Culture. Vol 12(1): 1- 27.</p> <p>Rupal Oza. 2019. Wrestling women: Caste and neoliberalism in Rural Haryana. Gender, Place, and Culture. Vol 26(4): 468-488</p>
Apr 9	<p>Dina M. Siddiqui 'Sexuality as liberation? The work of salvation narratives in Neoliberal times.' Alal O Dulal. March 13, 2014. VT'</p> <p>Melissa Wright (2001) Feminine Villains, Masculine Heroes, and the Reproduction of Ciudad Juarez. Social Text. Vol 19(4). VT'</p>
	WEEK 11 gender and globalization cont...
Apr 21	<p>Alexander, M. Jacqui. "Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas." Feminist Review 48 (Autumn 1994): 5-23.</p> <p>Jasbir Puar "Global Circuits: Transnational Sexualities and Trinidad" Signs Vol 26(4) Special Issue on Gender and Globalization.</p>
Apr 23	<p>Curz-Torres, Maria. 2012. 'unruly women and invisible workers: the shrimp traders of Mazatlan, Mexico.' Signs. 37(3).VT'</p> <p>Gunewardena, Nandini. 2010. 'bitter cane: gendered fields of power in Sri Lanka's sugar economy.' Signs 35(2). VT'</p>
	WEEK 12 Imperialism in the Middle East
Apr 28	<p>2022. Bhungalia, L. "Governing Suspects: Race and Economies of Threat in American Warfare" in <i>Insecurity</i>, ed. R. Grusin. Minneapolis: University of Minnesota Press, pp. 95-114.</p> <p>2019. Bhungalia, L., J. Greven and T. Mustafa. "The Shifting Contours of US Power and Intervention in Palestine." <i>Middle East Report</i> 290: 13-19.</p>
Apr 30	Watch: Gaza-in-Context-A-Collaborative-Teach-In-Series. Colonial-Narratives-Between-Myths-and-Realities.

	Naber, Nadine. 2017. "The U.S. and Israel Make the Connections for Us": Anti-Imperialism and Black-Palestinian Solidarity. Critical Ethnic Studies, Vol. 3, No. 2, 15-30.
	WEEK 13
May 5	Group workshops
May 7	Group workshops
	WEEK 14
May 12	Group workshops
May 14	Group workshops & conclude