Course Description:
What have been the effects of globalization on gender, and how has gender, in turn, influenced conceptions and processes of globalization? These are the two central questions that inform this course. We begin by asking what we mean by gender and the ways in which gender is used as a category of analysis in the social sciences and humanities. We then examine competing conceptions of globalization and assess the ways in which globalization is a gendered phenomenon. Specifically, we examine economic, cultural, and political dimensions of globalization and assess the ways in which globalization processes associated with each of these dimensions has had gendered consequences. Within economic globalization, we examine the gendered impact of global restructuring in three main areas: industrial production, agriculture, and service sectors. Specifically, we focus on export-processing industries, high-value agricultural industries, and domestic services. We then turn to cultural dimensions of globalization and focus on the gendered dimensions of religious fundamentalism(s) globally. We assess the gendered impact of Islamic fundamentalism in several case studies drawn from the “global south,” as well as the ways in which masculinities and globalization are embedded in the emergence of fundamentalist groups in the “global north.” Finally, we examine some of the explicitly political dimensions of globalization and the ways in which these have both influenced, and been influenced by, gendered relations of power at international, national and local levels. At the international level, we assess the influence of international organizations and institutions (i.e. IMF, WB, WTO, UN, ILO) on gender relations in different national contexts, as well as the ways in which these institutions have been reciprocally influenced by social movements and organizations using gender as a central organizing principle. Within this context, we examine the emergence of transnational feminist movements promoting gender equity as a central movement goal, and their political impact. At national and local levels, we examine the gendered impact of political globalization in processes of democratization, and examine the impact of specific political strategies, such as gender quotas, in promoting greater gender equity within local and national level institutions. The course concludes by examining the impact of gender mainstreaming as a strategy for promoting greater gender equity globally, nationally and locally, and assessing the possibilities and limitations of competing conceptions of gender justice in our contemporary globalized world. Throughout the course, we draw on case study analysis to examine the complex relationship between gender and globalization, and from this empirically grounded perspective, we critically assess contemporary theoretical debates on global gender justice.
Course Requirements:

Summary:

(1) Class participation: peer instruction/clickers 5%
(2) Policy proposals due: week 3, Thursday, 18 April 5%
  • Hard copy due by end of class.
  • E-copy due to TED by 11:59 p.m.
(3) Midterm exam: week 4, Thursday, 25 April 20%
(4) First draft policy brief (1500 word min.) to TED: week 7, Thurs, 16 May, by 11:59 p.m. 5%
(5) Feedback to two peers due to TED: week 8, Tuesday, 21 May by 11:59 p.m. 5%
(6) Final policy papers (8 – 10 pgs.) due: week 9, Tuesday, 28 May 30%
  • Hard copy due by end of class
  • E-copy due to TED by 11:59 pm
(7) Final exam, Monday, 10 June, 3-6 p.m. 30%

Exams:
There will be two exams in this course: a midterm and a final. The midterm exam will constitute 20% of your final grade, and the final exam is worth 30%. For both exams, you will be given a list of key concepts or terms drawn from course readings, lectures, and/or films, and you will be asked to define the term, analyze its significance for gender and globalization, and provide an empirical example of this significance. For the (cumulative) final, but not the midterm, you will also answer an essay question. Study guides for your midterm and final exams will be posted on TED the week prior to exams. Please note that exams cannot be made up without exceedingly well-documented evidence of an emergency, or prior approval by the professor.

Research Project:
In addition to midterm and final exams, this course also requires that you write a short (8 - 10 page, double-spaced, 12 pt. font, 1 inch margins) policy brief. For the purposes of this assignment, you will become a policy analyst employed by either a governmental organization (i.e., U.S. AID - Agency for International Development) an inter-governmental organization (i.e., UN Women, World Bank, ILO, etc.), or a non-governmental organization (i.e. Global Fund for Women, Oxfam, Association for Women’s Rights in Development (AWID), Women and Environment and Development Organization (WEDO), etc.) of your choice and your brief will be directed to a policy maker of your choice. Your brief should focus on a specific policy problem related to a gendered dimension of globalization. The purpose of this assignment is to allow you the opportunity for more in-depth analysis of a problem or question related to gender and globalization of particular interest to you, and to further hone your critical thinking and writing skills in defending the positions you put forth. In addition, since we can only address a small subset of country case studies and issues in a 10-week quarter, it gives you the opportunity to explore a case study and policy problem of your interest and choice.

Important: Please note that for the policy proposal and final policy brief there are two deadlines: (1) submission of a hard copy at the end of class the day they are due (these are the copies that we will grades and (2) submission of an identical e-copy to TII.com on TED. In order to avoid a late penalty, both parts of the assignment must be submitted by the deadline. Because of the size of the class, and the importance of maintaining standards of fairness for all students, late assignments will be penalized one-third of a grade for each 24 hr. period that they are late. Please also note that no late assignments can be accepted for the first draft and peer review submissions. This is because the first draft submission board “transforms” into a peer review board immediately after the draft submission deadline. The online program (TII.com) then randomly assigns all students who have submitted drafts two papers to review. If you do not submit a first draft, your paper will not be part of this process. Also, your peers will need the feedback you provide by the due date in order to have enough time to implement revisions prior to the final submission of policy briefs Tuesday of week 9. Please do not miss these two deadlines (first draft submission and peer review). They are the most important deadlines in the class. If you have any questions about this, please consult one of your TAs or me. Please also note that e-mailed versions of assignments cannot be accepted under any circumstances.

Detailed guides and a grading rubric for your policy paper are posted on the course content page of TED. On these guides you will find links to sample policy briefs (e.g., http://www.brookings.edu/series/Brookings-
As an upper-division political science course, you are expected to come to class meetings prepared to discuss central questions, puzzles and concerns that arise from course readings assigned for that day. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation/discussion of course content and student learning. The risk of very large courses like ours is that students begin to feel anonymous, and they are deprived of an opportunity to meaningfully participate in discussions about course materials. In order to facilitate discussion given the size of our class, I will use a relatively new pedagogy, “Peer Instruction,” together with clicker technology to facilitate both small and large group discussions. The academic literature on teaching and learning finds significantly increased learning gains among students who have participated in this pedagogical approach with the use of clickers.

We will begin “practicing” with Peer Instruction and clickers during week 2, but the “official” counting period will not start until after the midterm (Tuesday, 30 April). If you do not yet have a clicker, this will allow you time to find a clicker to borrow (a friend or roommate?), or purchase (new or used) online, or at the UCSD bookstore. (If you buy them online, be sure to purchase the i-clicker brand, which is what UCSD's infrastructure supports. If you want to sell back to the UCSD bookstore ($24.00 buy back), get the i-clicker 2.)

Peer Instruction questions will be geared toward enhancing your understanding of course readings and lectures, and will help you prepare for your exams and your policy paper projects. In general, I will ask two different types of questions. One type will focus on a central point from your readings or a point covered in lectures. Pedagogically, these questions are used to strengthen our critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. A second type of question will be a “polling” question, asking you to take a stand on a particular gender justice problem or issue. These questions will be used to stimulate class discussion on different topics. The focus of these of questions is also to hone our critical thinking skills and, specifically, our ability to articulate persuasive arguments to support our positions, based on logic and compelling, high quality evidence. For the first type of question, you will receive full points (1 pt.) for getting the question correct and .8 points simply for participating. For the second type of question, you will receive full points (1 pt.) for participating. In assessing your grade for this component of the course, you’re allowed to miss 20% of the total points during the official counting period (3 classes) without penalty. We will aim to ask approximately 1 – 3 clicker questions per class period, and if you get at least 50% of these questions correct (for questions that have correct answers), you will receive full points (1 pt.) for the class period. When we used Peer Instruction last quarter, it bumped almost everyone’s grades up by a ½ step (i.e., from an A- to an A), and the vast majority of students (more than 90%) reported that they believed Peer Instruction and clicker use improved their learning and recommended them for future classes.

E-mail Policy: Please use the designated forums on the TED discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. The TAs and I will monitor the board 6 days/week, but also feel free to help each other out. Due to the size of our class, this will be the most efficient way for us to communicate. Because of the volume of email we all receive, let’s try to reserve this mode of communication for personal emergencies, etc. Instead, we will keep office hours every day of the week (M – F), and I’m always available after class, so let’s try to get to know each other in this way. Also, due to young children at home, I do not have Internet access after 5 pm on Fridays until Monday mornings. If you should need to urgently reach me on the weekend, please feel free to call me at home: 858.552.9264. If you do need to send email M - F, please be sure to put the course number (poli115a) in the subject line so that I can quickly locate it. Thanks!
Academic Integrity Policy:
Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog. Although you are encouraged to work together in preparing for class discussions and on your research projects, each student is expected to do their own work on all written assignments. Violations will be subject to the disciplinary measures as outlined by the University. If you have any questions regarding this policy (http://students.ucsd.edu/academics/academic-integrity/policy.html), please consult me, or one of your TAs.

Course Readings:
There is no textbook for this course. All required course readings are available via electronic reserves from Geisel Library or weblinks provided on the course syllabus. To access e-reserves, go to the library’s homepage: http://libraries.ucsd.edu. Click on the “Course Reserves” drop down menu on the top of the page then select “Students.” From here you can search either by my name or the course number. One you find the course page, please enter the course password: mf115a. If you encounter any problems, please call 858.534.1857, or e-mail: userserv@ucsd.edu, or contact me. “Further Readings” are not required, but are listed as a guide to additional readings on topics, for those of you with specific interests in these areas.

Course Schedule:

Week 1: Gender, Politics and Globalization
Tuesday, 2 April: Course Introduction
Readings: None.

Thursday, 4 April: What do we mean “gender”? How is gender used as a category of analysis?
Readings:

Week 2: What is Globalization and How is it Related to Gender?
Tuesday, 9 April: In What Ways is Globalization a “Gendered” Phenomenon?
Guest: Annelise Sklar, Political Science Research Librarian, Geisel Library, visits to discuss gender and globalization research resources.
What are the most relevant databases to access for gender analysis?
Readings:

Thursday, 11 April: Research Methods, Methodologies and Epistemologies
What is the relationship between gender analysis, methodology and epistemology?
Reading:

Further Reading:
Week 3: Economic Globalization and Its Gendered Impact

Tuesday, 16 April: The Gendered Impact of Industrial Production and Trade


What gendered patterns can be observed in export-oriented industrialization? What explain this?

Readings:

Further Reading:

Thursday, 18 April: The Development of Mexico’s Export-Processing (Maquiladora) Industries

Hard copies of policy proposals due at the end of class today. E-versions due to TED no later than 11:59 p.m. tonight. Midterm review sheet will be posted to TED by midnight tomorrow, Friday, 19 April. You are encouraged to form study groups and use the TED board for questions. To ensure that all students have access to exam-related information exchanged, please use the designed TED forum for midterm questions rather than e-mail to TAs or instructor. Thanks!


Readings:

Further Reading:
Week 4: The Gendered Impact of Global Restructuring in Agricultural Sectors

Tuesday, 23 April: Gender Analysis of High-Value Agricultural Industries' Global Restructuring


Readings:

Further Reading:

Thursday, 25 April: Midterm Exam

Week 5: Gender and Global Migrations

Tuesday, 30 April: The Gendered Dimensions of Mexico-to-U.S. Migrations

Readings:

Thursday, 2 May: The Gendered Dimensions of Global Migrations

How, and why, are global processes of migration and trafficking gendered? In what ways are women and men differently impacted by migration and trafficking? What are the gendered meanings of migration in the context of globalization?


Readings:

Further Reading:

Tuesday, 7 May: Women and Fundamentalist Islam
Readings:

Further Reading:

Thursday, 9 May: Men and Fundamentalist Islam
Readings:

Week 7: Gender, Globalization and International Institutions

How have international level institutions, especially the International Monetary Fund (IMF), the World Bank (WB), the World Trade Organization (WTO), the United Nations (UN), and the International Labor Organization (ILO) and their policies differently impacted gender, and what changes can be noted over time?

Tuesday, 14 May: The Gendered Impact of the IMF, WB and WTO
Readings:

Thursday, 16 May: The Gender Impact of the UN (especially CEDAW, Millennium Development Goals) and the ILO.
First draft of policy paper (1500 word minimum) due to **TED no later than 11:59 p.m. Please do not miss this deadline. Late assignments cannot be accepted.** This is because the submission board “transforms” into a peer review board immediately after the draft submission deadline. At midnight, the online program (TII.com) will randomly assign all students who have submitted drafts two papers to review. *If you do not submit a first draft, your paper will not be part of this process, so you will also miss out on peer review.* Please do not miss this deadline (or the next one – next Tuesday, 21 May). **They are the most important deadlines in the class.**
Readings:

Further Reading:

Week 8: The Politics of Gender in a Globalizing World: Outside and Inside Institutions

Tuesday, 21 May: Outside Global Institutions: Transnational Feminist Movements

*Peer review comments due two of your peers via TED no later than 11:59 p.m. this evening. Please do not miss this deadline. (5% of course grade...)*

What are transnational feminist movements and what impact have they had on gender equity?


Readings:
1. Elisabeth Jay Friedman, “Gendering the Agenda: The Impact of the Transnational Women’s Rights Movement at the UN Conferences of the 1990s,” Women’s Studies International Forum, 26, 4, July – August 2003, pp. 313 – 331 (18 pgs.).

Further Reading:

Thursday, 23 May: Inside State Institutions: Democratization, Representation and Quotas.

What role have women played in democratization movements globally? How might dominant conceptions of democratization in mainstream political science be challenged by gender analysis?

Readings:
Further Reading:


Week 9: Inside State Institutions: Democratization, Representation and Quotas

Tuesday, 28 May: Building Democracy From Below (and Above)? The Case of Liberia

Hard copies of policy papers due at the end of class today. Identical e-versions due to TII.com on TED no later than 11:59 p.m. this evening. (Remember you can always over-write uploads until the deadline, so upload early and often.)


Readings: None.

Thursday, 30 May: Critical Perspectives on Gender Quotas

What are the main types of gender quotas promoted globally? Is this a promising strategy for promoting gender justice at national levels? Why, or why not?

Readings:


Further Reading:

1. Global Database of Quotas for Women: http://www.quoataproject.org
Week 10: Gender, Politics, Globalization and Justice? Where do we go from here?

Tuesday, 4 June: Inside Global Institutions: Gender Mainstreaming
What is gender mainstreaming? What impact has it had as a strategy to ensure that gender issues are taken into account in global institutions?
Readings:

Further Reading:

Thursday, 6 June: Gender, Globalization and Justice
What do we mean by gender justice? What are the dominant obstacles to gender justice? Given these obstacles, which strategies might be most successful in promoting gender justice, and why?
Readings:

Further Readings:
1. Global Gender Gap Reports, World Economic Forum:

Final Exam: Monday, 10 June, 3- 6 p.m.