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 (e.g., 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 10%
   - Hard copy due by end of class.
   - E-copy due to TritonEd by 11:59 p.m. 5%
3. Midterm exam: week 4, Thursday, 28 Jan. 15%
4. First draft policy brief (1500 word min.) to TritonEd: week 7, Th, 18 Feb, by 11:59 p.m. 5%
5. Feedback to two peers due to TritonEd: week 8, Thursday, 25 Feb by 11:59 p.m. 5%
6. Final policy papers (8 – 10 pgs.) due: week 9, Thursday, 3 March 35%
   - Hard copy due by end of class
   - E-copy due to TritonEd by 11:59 pm
7. Final exam, Tuesday, 15 March, 3-6 p.m. 25%

**Exams:**

There will be two exams in this course: a midterm and a final. The midterm exam is worth 15% of your final grade, and the (cumulative) final exam is worth 25%. Both exams will consist of short answer identifications questions and in-class essay questions. Please note that exams cannot be made up without 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) policy brief. For the purposes of this assignment, you will become a policy analyst employed by either a governmental, inter-governmental, or non-governmental organization of your choice, and your brief will be directed to a policy maker in a country of your choice, who is in a position of power to act on your policy recommendations. Your brief should focus on a specific contemporary policy problem related to gender justice. The purpose of this assignment is to allow you the opportunity to engage in more in-depth analysis of a policy problem 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, the policy brief is designed to further develop your writing skills and provide you with an opportunity to practice writing a policy brief.

On TritonEd you will find three documents to help you write your policy briefs: (1) policy brief writing guidelines, (2) policy brief topics, and (3) policy brief rubric. The first document walks you through each of the interim assignments for writing your policy brief and provides detailed instructions and examples. It also provides links to sample professional policy briefs, as well as student published policy briefs on Prospect, UCSD’s undergraduate journal of international affairs (http://prospectjournal.ucsd.edu/). The second document is designed to help you generate a viable policy topic and provides an example policy proposal. The third document lists the criteria that the TAs and I will use to assess your final projects. This is also the rubric you will use to guide your peer reviews and self-assess your own final policy brief to earn 1 extra credit point on your final paper. The political science research library at Geisel, Annelise Sklar, has also put together a terrific research guide and materials for your projects: http://libguides.ucsd.edu/poli115a. If you need help narrowing your topic, or if you run into problems finding information on the topic you’ve chosen, please consult one of your TAs, a reference librarian at Geisel, or me.

**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 grade) and (2) submission of an identical e-copy to TII.com on TritonEd by 11:59 that evening. 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) 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 assignments cannot be accepted under any circumstances. If you must submit an assignment late (other than the first draft or peer review), please staple an explanation and any supporting documentation to the hard copy of your assignment and place this in the manila envelope outside my office door (SSB# 383). Thanks!

Class Participation:
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 and discussion of course content and student learning. The risk of very large courses like ours is that students do not have sufficient opportunities to meaningfully participate in discussions about course materials and begin to feel anonymous. To facilitate discussion given our class size, 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 1, and the “official” counting period will start week 3. If you do not yet have a clicker, this will allow you time to find or borrow (a friend or roommate?) one, or purchase one (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. I-clicker 1 works for the class, too; but the UCSD Bookstore will not buy these back.) Please remember to register your clicker on TritonEd. (Link is on course home page, last item on upper left menu.)

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 evidence. For the first type of question, you will receive full points (1 pt.) for getting the question correct and .7 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 without penalty. We will aim to ask approximately 1 – 3 clicker questions per class period. When we used Peer Instruction last quarter, the vast majority of students (more than 90%) report 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 TritonEd 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 M-F, 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 almost every day of the week, and I’m always available after class, so let’s try to get to know each other in this way. Also, due to family obligations, I do not have Internet access after 5 pm on Fridays until Monday mornings. If you should urgently need to 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 final written and Peer Instruction assignments. This means that “clicking in” for a classmate using their clicker is an academic integrity violation. 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 and Films:**
There is no textbook for this course. All required course readings are available via electronic reserves from Geisel Library. 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. If you encounter any problems, please call 858.534.1857, or e-mail: userserv@ucsd.edu. “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. These are not available via e-reserves, but are available at Geisel. In addition to course readings, we will also use film to bring us visually into different case studies. Film are available through the Film Library at Geisel. If you have any problems locating these resources, please let me, or one of your TAs know.

**Course Schedule:**
**Week 1: Gender, Politics and Globalization**
**Tuesday, 5 January:** Course Introduction
Readings: None.

**Thursday, 7 January:** What do we mean “gender”? How is gender used as a category of analysis? 
**Film excerpts:** “The Global Assembly Line,” Educational TV and Film Center, NY, New Day, 1986.
Readings:

**Week 2: What is Globalization and How is it Related to Gender?**
**Tuesday, 12 January:** 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, 14 January:** Research Methods, Methodologies, and Epistemologies
What is the relationship between gender analysis, methodology, and epistemology?
Reading:
Week 3: Economic Globalization and Its Gendered Impact

Tuesday, 19 January: The Gendered Impact of Industrial Production and Trade

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

Readings:

Thursday, 21 January: 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 TritonEd no later than 11:59 p.m. tonight. Midterm review sheet will be posted to TritonEd by midnight on Saturday.
You are encouraged to form study groups and use the TritonEd board for questions, but essays should be the product of your own sustained thinking about questions. To ensure that all students have access to exam-related information exchanged, please use the designed TritonEd forum for midterm questions rather than e-mail to TAs or instructor. Thanks!


Readings:

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

Tuesday, 26 January: Gender Analysis of High-Value Agricultural Industries’ Global Restructuring


Readings:

Thursday, 28 January: Midterm Exam

Week 5: Gender and Global Migrations

Tuesday, 2 February: The Gendered Dimensions of Mexico-to-U.S. Migrations

Readings:

Thursday, 4 February: 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:


*Tuesday, 9 February: Women and Fundamentalism Islam*

**Film excerpts:** “Behind the Veil: Afghan Women under Fundamentalism,” 2001, Princeton.

**Readings:**

*Thursday, 11 February: 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, 16 February: The Gendered Impact of the IMF, WB and WTO*

**Film excerpts:** “El Salvador: Not for Sale” CISPES, Committee in Solidarity with the People of El Salvador, NY: CISPES, 1997.

**Readings:**

*Thursday, 18 February: The Gender Impact of the ILO and UN (especially CEDAW and Millennium Development Goals)*

*First draft of policy paper (1500 word minimum) due to TritonEd 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 Thursday, 25 February). They are the most important deadlines in the class.*

**Film excerpts:** “Lines in the Dust,” Bullfrog Films, 2001. Literacy and gendered labor in Ghana.

**Readings:**

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

Tuesday, 23 February: Outside Global Institutions: Transnational Feminist Movements
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.).

Thursday, 25 February: Inside State Institutions: Democratization, Representation, and Quotas
Peer review comments due to two of your peers via TritonEd no later than 11:59 p.m. this evening. Please do not miss this deadline. (5% of course grade...)

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:

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

Tuesday, 1 March: Building Democracy From Below (and Above)? The Case of Liberia
Readings: None.

Thursday, 3 March: Critical Perspectives on Gender Quotas
Hard copies of policy papers due at the end of class today. Identical e-versions due to TII.com on TritonEd no later than 11:59 p.m. this evening. (Remember you can always over-write uploads until the deadline, so upload early and often...)

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:
Week 10: Gender, Politics, Globalization and Justice? Where do we go from here?  
Tuesday, 8 March: 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:  

Thursday, 10 March: 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:  
   *American Prospect*, 13, 1 (9 pgs.)  

Final Exam: Tuesday, 15 March, 3- 6 p.m.

*Further Reading:* These reading suggestions are provided to help guide additional (not required) reading on topics that may be of interest to you.

Week 2: Further Reading  
2. Sandra Harding and Kathryn Norbers, "New Feminist Approaches to Social Science Methodologies: An Introduction,"  
   *Signs: Journal of Women in Culture and Society*, 30 (4), Summer 2005;  
3. Mary Margaret Fonow and Judith A. Cook, "Feminist Methodology: New Applications in the Academy and Public Policy,"  

Week 3: Further Reading:  
   *Signs*, 31, 1, pp. 117 – 144 (27 pgs.).  
   *New Political Economy*, 10, 2, pp. 203 - 222 (19 pgs.).
Week 4: Further Reading

Week 5: Further Reading

Week 6: Further Reading

Week 7: Further Reading

Week 8: Further Reading
Week 9: Further Reading

1. Global Database of Quotas for Women: http://www.quoataproject.org

Week 10: Further Reading

5. Global Gender Gap Reports, World Economic Forum: