

COURSE SYLLABUS



COURSE TITLE: GSWS-204: Gender and Globalization

CLASS SECTION: 001

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person lecture, Mondays & Wednesdays 12noon – 1:20pm,

Location: Mondays Fisher 206, Wednesdays Young 303C

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Dr. Karoline Guelke

EMAIL: guelkek@camosun.ca

OFFICE: Ewing 256

HOURS: Tuesdays 4:30 - 5:30pm, Wednesdays 2 - 3pm, or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course will offer an exploration of gender and sexuality, the definition, reproduction and negotiation of these concepts, within the framework of globalization. We will examine discourses of transnational feminist/global studies including, labour flows, migration, displacement, citizenship, militarization, neoliberalism and identity construction.

PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Describe the connections between globalization and gender.
2. Identify key concepts, theories and debates about globalization and its gendered outcomes.
3. Explain how practices of globalization influence and maintain significant inequalities, and how organized feminist resistance confronts those inequalities.
4. Analyze and understand the social construction of gender identity in relation to forces of globalization

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All course materials are accessible via our D2L site under each corresponding week. You will also find instructions there to guide your reading.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	TOPIC	READINGS AND DUE DATES
Week 1: Jan. 8 & 10	Introduction to Class and Gender Studies	Fernandez, N. T. & Nelson, K. (2022). Chapter 1: Key Perspectives. In Fernandez, N. T. & Nelson, K. (Eds.) <i>Gendered lives: global issues</i> (Pp.35 - 50). State University of New York Press.
Week 2: Jan. 15 & 17	Globalization and Neoliberalism	Bockman, J. (2013). Neoliberalism. <i>Contexts</i> 12(3):14-16. Stienstra, D. (2010) Factsheet: Women and restructuring in Canada. <i>Canadian research institute for the advancement of women</i> . www.criaw-icref.ca Fraser Schoen, R. (2018.). Young women's situation and patriarchal bargains: the story of a son-less family in rural Bangladesh. In Najafizadeh, M. & Lindsey, L. (Eds.) <i>Women of Asia: globalization, development, and gender equity</i> . (Pp. 283 – 293). Routledge.
Week 3: Jan. 22 & 24	Feminist Perspectives of Gender and Labour	Mills, M. B. (2015). Gendered Divisions of Labour. In Disch, L. and Hawkesworth, M. (Eds.) <i>The Oxford handbook of feminist theory</i> . Pp. 283 – 303. Oxford University Press. Rudrappa, S. (2012). India's reproductive assembly line. <i>Contexts</i> 11(2), 22-27. Jan. 24: Assignment 1(a) Reading Response and Group Discussion

WEEK	TOPIC	READINGS AND DUE DATES
Week 4: Jan. 29 & 31	Feminist Perspectives of Development	Kabeer, N. (2015). Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development, <i>Gender & Development</i> , 23(2), 189-205, DOI: 10.1080/13552074.2015.1062300 Chettri, M. (2023). New jobs, new spatialised patriarchy: creating factory workers in a Himalayan pharmaceutical Hub. <i>Gender, Place & Culture: A Journal of Feminist Geography</i> 30 (10), 1482-150210 DOI:10.1080/0966369X.2022.2099351
Week 5: Feb. 5 & 7	Mobilities: Commodification and Volunteer Tourism	Gómez-Barris, M. (2012). Andean translations: New Age tourism and cultural exchange in the Sacred Valley, Peru. <i>Latin American Perspectives</i> 39(6), 68-78. DOI: 10.1177/0094582X12454561 Bandyopadhyay, R. & Patil, V. (2017) 'The white woman's burden' – the racialized, gendered politics of volunteer tourism. <i>Tourism Geographies</i> 19(4), 644-657. Doi: 10.1080/14616688.2017.1298150 Feb. 7: Assignment 1(b) Reading Response and Group Discussion
Week 6: Feb. 12 & 14	Mobilities: Sex Tourism	Carrier-Moisan, M.- E. (2015). 'Putting femininity to work': negotiating hypersexuality and respectability in sex tourism in Brazil. <i>Sexualities</i> 18(4), 499-518. DOI: 0.1177/13634607145 50902 Bates, L. (2016). Why is travelling alone still considered a risky, frivolous pursuit for women? <i>The Guardian</i> . https://www.theguardian.com/lifeandstyle/womens-blog/2016/mar/21/travelling-alone-risky-women-sexist-attitudes Documentary: Sex on the Beach
Week 7	READING BREAK	
Week 8: Feb. 26 & 28	Globalization, Violence, and Resistance	Monday, Feb. 26: MIDTERM EXAM Greenberg, P. (2016). The story of cities #6: how silver turned Potosí into 'the first city of capitalism.' <i>The Guardian</i> . https://www.theguardian.com/cities/2016/mar/21/story-of-cities-6-potosi-bolivia-peru-inca-first-city-capitalism Yezer, C. (2017). Peruvian <i>pishtacos</i> : tales of anti-aging cream and other rumors. <i>ReVista: Harvard Review of Latin America</i> XVI(3). Documentary: Dynamite, Coke, and a Man-Eating Mountain: Bolivia's Potosí

WEEK	TOPIC	READINGS AND DUE DATES
Week 9: March 4 & 6	Globalization, Violence, and Resistance continued	Kuokkanen, R. (2008) Globalization as racialized, sexualized violence. <i>International Feminist Journal of Politics</i> . 10(2), 216-233. DOI: 10.1080/14616740801957554 Cowman, S. (2016). One woman's victory against a mining giant in Peru. <i>New Internationalist</i> . https://newint.org/features/web-exclusive/2016/04/27/one-womans-victory-against-a-mining-giant-in-peru/
Week 10: March 11 & 13	Mobilities: Refugees and Migrant Workers	Daair, I. & Srivastava, V. (2021). How we treat migrant workers who put food on our tables. <i>The Conversation: Don't call me resilient</i> . https://theconversation.com/how-we-treat-migrant-workers-who-put-food-on-our-tables-dont-call-me-resilient-ep-4-transcript-154630 Truong, K. (2017). For some LGBTQ Venezuelans, fleeing home was their only option. <i>NBC News</i> . https://www.nbcnews.com/feature/nbc-out/some-lgbtq-venezuelans-fleeing-home-was-their-only-option-n757431 Documentary: Bitter Harvest
Week 11: March 18 & 20	Global Perspectives of Bodies and Beauty	Jha, M. (2015). <i>The global beauty industry: colorism, racism and the national body</i> . Routledge (read chapter 3, pp. 52 – 72.) Padrón, K.M. (2021). To decolonise is to beautify: a perspective from two transgender Latina makeup artists in the US. <i>Feminist Review</i> 128, 156 – 162. DOI: 10.1177/01417789211013432 Assignment 2 proposal due March 21
Week 12: March 25 & 27	Alternative Communities, Economies, and Fair Trade	Assignment 2 Feedback Activity March 25 McArdle, L. & Thomas, P. (2012) Fair enough? Women and fair trade. <i>Critical Perspectives on International Business</i> 8(4), 277-294. DOI: 10.1108/17422041211274165
Week 13: April 3	Alternative Communities, continued	Swanger, J. (2007). Feminist community building in Ciudad Juarez: A local cultural alternative to the structural violence of globalization. <i>Latin American Perspectives</i> 34(2), 108-123. DOI: 10.1177/0094582X06298750 Assignment 2 Paper due April 2
Week 14: April 8 & 10	Fair Trade continued	Documentary: Connected by Coffee Final Exam April 10

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html).

<http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
<p>Assignment 1</p> <p>The first assignment consists of two one-page responses (about 250 words) to a question posed about a reading: Rudrappa's article on surrogate mothers in India in week 3 and Bandyopadhyay and Patil's feminist analysis of volunteer tourism in week 5. This also includes participating in a 20-minute class discussion. Detailed instructions are posted under Assignment Information on D2L.</p> <p>Due dates and discussions: Jan. 24 and Feb. 7 (worth 2 x 10%).</p>	20%
<p>Assignment 2: Research Project</p> <p>The second assignment consists of a small research project. Based on a key reading from class you are asked to write a concise paper about a specific aspect of gender and globalization (about 1000 words). A topic proposal is due March 21, and on March 25 we will have a feedback activity in class. Detailed instructions will be posted on D2L.</p> <p>Proposal (5%) due March 21, feedback activity (3%) March 25, paper (24%) due April 2</p>	32%
<p>Midterm Exam (Feb. 26)</p> <p>The midterm consists of a mix of multiple choice, short and medium length questions.</p>	28%
<p>Final Exam (April 10)</p> <p>The final exam follows a similar format as the midterm but is a bit shorter. It covers material from the 2nd part of the course and some key concepts discussed throughout the term.</p>	15%
<p>Attendance & Participation</p>	5%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Expectations: Please see the section on student responsibility below. We will also talk about expectations in the first week of classes.

Due dates: Assignments and exams have to be submitted on the date listed in the course schedule. If you cannot meet a deadline due to an emergency, medical issue, or religious observance, contact me as soon as possible. For unexcused late assignments 5% of the grade will be deducted per day, and assignments will not be accepted more than seven school days late. If you anticipate problems meeting a deadline, please contact me early so we can work out a reasonable accommodation. Cheating and plagiarism will not be tolerated; please see section on Academic Integrity below.

Communicating with your instructor: I encourage you to make use of my office hours (see top of p. 1) to discuss any questions you may have about class material, assignments, or tests – or just to say Hi. When emailing me, please include your name and course number (GSWS 204). I usually check my email between 9am and 5pm, and you can expect to hear back from me within 24 hours (except on weekends).

SCHOOL OR DEPARTMENTAL INFORMATION

<https://camosun.ca/programs-courses/university-transfer-subjects/social-sciences>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.