

# COURSE SYLLABUS



COURSE TITLE: GSWS-204-Gender and Globalization

CLASS SECTION: 001

TERM: 2025 Winter

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person class, Wed & Friday 1:30 – 2:50pm, Young 316

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

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## INSTRUCTOR DETAILS

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NAME: Dr. Karoline Guelke

EMAIL: [guelkek@camosun.ca](mailto:guelkek@camosun.ca)

OFFICE: Young 213

OFFICE HOURS: Tuesdays 3 - 4pm, Thursdays 12 - 1pm, 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

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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

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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

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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

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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> . <a href="http://www.criaw-icref.ca">www.criaw-icref.ca</a>  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.  <b>Jan. 24: Article Discussion Activity 1</b>

WEEK	TOPIC	READINGS AND DUE DATES
Week 4: Jan. 29 & 31	Feminist Perspectives of Development	<p>Kabeer, N. (2015). Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development, <i>Gender &amp; Development</i>, 23(2), 189-205, DOI: 10.1080/13552074.2015.1062300</p> <p>Chettri, M. (2023). New jobs, new spatialised patriarchy: creating factory workers in a Himalayan pharmaceutical hub. <i>Gender, Place &amp; Culture: A Journal of Feminist Geography</i> 30 (10), 1482-1502 DOI:10.1080/0966369X.2022.2099351</p> <p><b>Jan. 29: Assignment 1 due &amp; Jan. 31: Assignment 1 Discussion</b></p>
Week 5: Feb. 5 & 7	Colonialism, Violence, and Resistance	<p>Greenberg, P. (2016). The story of cities #6: how silver turned Potosí into ‘the first city of capitalism.’ <i>The Guardian</i>. <a href="https://www.theguardian.com/cities/2016/mar/21/story-of-cities-6-potosi-bolivia-peru-inca-first-city-capitalism">https://www.theguardian.com/cities/2016/mar/21/story-of-cities-6-potosi-bolivia-peru-inca-first-city-capitalism</a></p> <p>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).</p> <p>Documentary: Dynamite, Coke, and a Man-Eating Mountain: Bolivia’s Potosí</p> <p><b>Feb. 7: Article Discussion Activity 2</b></p>
Week 6: Feb. 12 & 14	Colonialism, Violence, and Resistance continued	<p>Kuokkanen, R. (2008) Globalization as racialized, sexualized violence. <i>International Feminist Journal of Politics</i>. 10(2), 216-233. DOI: 10.1080/14616740801957554</p> <p>Cowman, S. (2016). One woman’s victory against a mining giant in Peru. <i>New Internationalist</i>. <a href="https://newint.org/features/web-exclusive/2016/04/27/one-womans-victory-against-a-mining-giant-in-peru/">https://newint.org/features/web-exclusive/2016/04/27/one-womans-victory-against-a-mining-giant-in-peru/</a></p>
Week 7	<i>READING BREAK</i>	
Week 8: Feb. 26 & 28	Mobilities: Gender and Tourism	<p><b>Feb. 26: MIDTERM EXAM</b></p> <p>Bandyopadhyay, R. &amp; 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</p>
Week 9: March 5 & 7	Mobilities: Gender and Tourism continued	<p>Carrier-Moisán, 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</p> <p>Bates, L. (2016). Why is travelling alone still considered a risky, frivolous pursuit for women? <i>The Guardian</i>. <a href="https://www.theguardian.com/lifeandstyle/womens-blog/2016/mar/21/travelling-alone-risky-women-sexist-attitudes">https://www.theguardian.com/lifeandstyle/womens-blog/2016/mar/21/travelling-alone-risky-women-sexist-attitudes</a></p>

WEEK	TOPIC	READINGS AND DUE DATES
Week 10: March 12 & 14	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> . <a href="https://theconversation.com/how-we-treat-migrant-workers-who-put-food-on-our-tables-dont-call-me-resilient-ep-4-transcript-154630">https://theconversation.com/how-we-treat-migrant-workers-who-put-food-on-our-tables-dont-call-me-resilient-ep-4-transcript-154630</a>  Truong, K. (2017). For some LGBTQ Venezuelans, fleeing home was their only option. <i>NBC News</i> . <a href="https://www.nbcnews.com/feature/nbc-out/some-lgbtq-venezuelans-fleeing-home-was-their-only-option-n757431">https://www.nbcnews.com/feature/nbc-out/some-lgbtq-venezuelans-fleeing-home-was-their-only-option-n757431</a>  Documentary: Bitter Harvest
Week 11: March 19 & 21	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  <b>March 21: Assignment 2 proposal due</b>
Week 12: March 26 & 28	Alternative Communities, Economies, and Fair Trade	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  <b>March 26: Assignment 2 Feedback Activity</b>
Week 13: April 2 & 4	Alternative Communities continued	Memou, A. (2013). Zapatistas, photography and the internet or winning the game of visibility. In <i>Photography and social movements</i> . Pp. 86 – 99. Manchester University Press.  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  <b>April 2: Assignment 2 Paper due</b>
Week 14: April 9 & 11	Fair Trade continued and Wrap up	Documentary: Connected by Coffee
Exam Period		<b>Final Exam</b>

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 notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
<b>Assignment 1: AI Image Analysis – Gender and Labour</b> The first assignment asks you to use AI to generate two images related to gender and labour and write a short paper (about 500 – 600 words) discussing the process and possible stereotypes and biases in the images. The paper is due Jan. 29, and Jan. 31 you are asked to share your findings in a group activity in class. Detailed instructions will be posted on D2L under Assignment Information.	15%
<b>Assignment 2: Research Project</b> 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 26 we will have a feedback activity in class. Detailed instructions will be posted on D2L.  Proposal (5%) due March 21, feedback activity (2%) March 25, paper (18%) due April 2	25%
<b>Article Discussions</b> On Jan. 24 and Feb. 7 we will have a group discussion in class based on the articles by Rudrappa and Yezer. You will be given a question to discuss in groups and hand in an individually written work sheet at the end. Each discussion counts 2%.	4%
<b>Midterm Exam</b> The midterm consists of a mix of multiple choice, short and medium length questions.	25%
<b>Final Exam</b> The final exam follows a similar format as the midterm but is a bit longer. It covers material from the 2 <sup>nd</sup> part of the course and some key concepts discussed throughout the term.	28%
<b>Attendance &amp; Participation</b>	3%
<b>TOTAL</b>	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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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**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 invite 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

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

## STUDENT RESPONSIBILITY

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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

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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 [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>

Support Service	Website
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

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.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### 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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### 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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**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.