



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

GSWS-204-D01
Gender and Globalization
Winter 2021

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/gsws.html>

☐ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Helen Lansdowne	
(b) Office hours	Mondays 5:00-6:00 pm	
(c) Location	Through D2L Collaborate	
(d) Phone		Alternative: _____
(e) E-mail	Hlansdow@camosun.bc.ca	
(f) Website		

2. Intended Learning Outcomes

Upon completion of this course the 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.

3. Required Materials

Ellwood, Wayne, *Globalization Buying and selling the world*. Ottawa: New Internationalist, 2015.

Enloe, Cynthia, *Bananas, Beaches and Bases Making Feminist Sense of International Politics*. (2nd Edition) Berkeley: University of California Press, 2014.

Federici, Silvia, *Beyond the Periphery of the Skin Rethinking, Remaking and Reclaiming the Body in Contemporary Capitalism*. Oakland, California: PM Press, 2020.

Additional Readings will be posted on D2L.

4. Course Content and Schedule

This course will offer an exploration of gender and sexuality, the definition, reproduction and negotiation of these concepts, within the framework of globalization and development. We will examine discourses of transnational feminist/global studies including, labour flows, migration, displacement, citizenship, militarization, neoliberalism and identity construction. It is a blended style course with once a week live lectures and discussion classes through D2L Collaborate and all other materials provided online on the D2L site. Students are expected to attend the live sessions but to ensure accessibility, all lecture classes will be recorded and uploaded onto to D2L post session.

5. Course Content and Schedule

January 12th-18th, 2021 Course Introduction and Overview of Semester
Lecture: Where are the Women? – via D2L collaborator January 12th at 1:00 – 2:20 pm
Assigned Reading: Enloe, Cynthia, *Bananas, Beaches and Bases Making Feminist Sense of International Politics*. Introduction, pp. 1-36

January 19th- February 1st, 2021
Module One: What is Global Capitalism?
Lecture: January 19th (via collaborate 1:00-2:20 pm)
Assigned Readings: Ellwood, Wayne *Globalization, Buying and selling the world* (yes, the whole book)
Assigned Video: *Capitalism is the Crisis*, access through D2L or at <https://www.youtube.com/watch?v=fYFw3O--2R0>
Discussion Class: January 26th (via collaborate 1:00 – 2:20 pm)
Assignment: Due January 29th – send assignment to drop box on D2L

February 2nd- 15th, 2021
Module Two: Global Capitalism and the Body Politic
Lecture: February 2nd (via collaborate 1:00-2:20 pm)
Assigned Readings: Federici, Silvia, *Beyond the Periphery of the Skin Rethinking, Remaking, and Reclaiming the Body in Contemporary Capitalism* (yes, the whole book); Arundhati Roy “The pandemic is a portal”, access at <https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>
Discussion Class: February 9th, 2021 (via collaborate 1:00-2:20 pm)
Assignment: Due February 12th, 2021 – send assignment to drop box on D2L

February 16th, 2021 – No Class due to Reading Break but you should be working on your Project Outline and in this regard, read the Concluding Chapter in *Bananas, Beaches and Bases*, pp. 343-360.

February 23rd – March 8th, 2021
Module Three: Feminism and Modernity
Lecture: February 23rd (via collaborate 1:00-2:20 pm)
Assigned Readings: Enloe, Cynthia, *Bananas, Beaches and Bases*, 37-124
Assigned Videos: “The Ransom Economy: What#ShutDownCanada Reveals About Indigenous Rights” from The Lead, accessed on YouTube at <https://www.youtube.com/watch?v=787R8HDcEOM&t=3s>
Discussion Class: March 2nd (via collaborate 1:00-2:20 pm)
Assignment: Due March 1st, 2021 – send assignment to drop box on D2L

March 1, 2021 Project Outline Due

March 9th – 22nd, 2021
Module Four: Industrial Food Complex
Lecture: March 9th (via collaborate 1:00-2:20 pm)
Assigned Readings: Enloe, Cynthia, *Bananas, Beaches and Bases*, pp. 211-249

Assigned Video: Food Evolution – through Camosun Library, Kanopy media streaming
Discussion Class: March 16th (via collaborate 1:00-2:20 pm)
Assignment: Due March 15th – send assignment to drop box on D2L

March 23rd – April 5th, 2021

Module Five: Fast Fashion: Struggling to survive
Lecture: March 23rd (via collaborate 1:00-2:20 pm)
Assigned Readings: Enloe, Cynthia, *Bananas, Beaches and Bases*, pp. 250-304
Assigned Video: “Made in Bangladesh”, The Fifth Estate on YouTube at https://www.youtube.com/watch?v=onD5UOP5z_c and “Made in Bangladesh”, BBC Click on YouTube at <https://www.youtube.com/watch?v=13KjBRV4KDK&t=485s>

Discussion Class: March 30th (via collaborate 1:00-2:20 pm)
Assignment: Due March 29th – send assignment to drop box on D2L

April 6th – 17th, 2021

Module Six: Transnational Labour and the Care Chain
Lecture: April 6th (via collaborate 1:00-2:20 pm)
Assigned Readings: Enloe, Cynthia, *Bananas, Beaches and Bases*, pp. 305-343
Assigned Video: “Nana the Lives of Live-In Nannies” by Tatiana Fernandez Geara – accessible through Camosun College Library, media streaming, Kanopy. There are instructions on the Kanopy window for you to follow to access the video. You will need to sign in with your ID.
“Maid in Hell” – Passionate EYE, CBC GEM, access at through Camosun Library media streaming <https://gem.cbc.ca/media/why-slavery/season-1/episode-2/38e815a-00faf9eea11>

Discussion Class: April 13th, 2021 (via collaborate 1:00-2:20)
Assignment: Due April 11th, 2021 – send papers to assignment drop box on D2L

April 17th Project Papers Due

5. Basis of Student Assessment (Weighting)

- (a) Module One Assignment - Activist Analysis - 10% (full instructions on D2L)

During 2019 and 2020 many people in different parts of the world protested against their respective governments, taking to the streets to demand change. People in Hong Kong, Lebanon, Iraq, Chile, India, Iran, France, and across the globe publically protested against corrupt governments, economic inequalities, racial discrimination, political brutality and the climate crisis. For this assignment, you will focus on one particular area of unrest outside of North America and write a 300-word essay offering background analysis as to what were the foundations for protests. A fulsome description of this assignment is provided on D2L under Module One.

- (b) Module Two Assignment – Thinking Piece - 10% (full instructions on D2L)

This assignment focuses on your assigned readings, *Beyond The Periphery Of The Skin Rethinking, Remaking and Reclaiming the Body in Contemporary Capitalism* by Silvia Federici and “The Pandemic is the Portal” by Arundhati Roy. You will write a short essay analyzing how during our year under lock down both works have become even more important to our understanding of our lives. A comprehensive outline of this assignment is available on D2L under Module Two.

- (c) Reading Summaries – 5% each (four in total)

For Modules Three, Four, Five and Six, reading summaries will be submitted to D2L prior to the Discussion Class taking place for each respective module. The summaries will be a 250-word

paragraph that offers a short summary of the assigned reading and/or video for that module. Instructions for each of these summaries are available on D2L under each of the four modules.

(d) Discussion Queries - 5% each (four in total)

Prior to each discussion class taking place, students will submit onto D2L a discussion query that can be used to guide the discussion class. This assignment is designed to enhance one's engagement with the course materials and must be offered in connection to the readings and videos assigned to that particular discussion class. Each student must submit one query for each of the last four modules (3,4,5, and 6) and must be submitted 24 hours prior to the scheduled discussion class. A query can be a short question or comment and must be no longer than 200 words.

(e) Project Outline – 10% (full instructions are on D2L)

For your major research project this term (described below) you will be beginning your work by designing a project outline. This outline will consist of the following parts:

- Description of subject
- Thesis – argument putting forth in your paper
- Rationale for choice of subject
- Map of the paper offering the major points to be addressed
- Annotated Bibliography – five entries

(f) Project – 30% (full instructions on D2L)

This final assessment is a research paper that focuses on **one** of the following themes offered in Enloe's work, *Bananas, Beaches and Bases Making Feminist Sense of International Politics*:

International Politics of Tourism
Military Bases and women
Industrial Food Complex
Fast Fashion
Domestic Workers.

In this project, you will build on Enloe's work by offering analysis as to the effects that COVID-19 has had on your chosen subject. In addition, you will offer a reflective understanding of the subject by situating yourself in your paper. Full instructions for this assignment are on D2L. Part way through working on this project, you will submit an update of your work (details on D2L), which is worth 5% of this assessment.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
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COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress</i> : A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal</i> : A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.