

Gender and Globalization

Examinations of Social, Cultural, Economic and Political Processes through Coloniality,
Empire and Imperialism

WGST 556/456 SOCL 556/456 PLSC 592

WINTER 2016

Professor: Dr. Salima Bhimani

Class Location: Pray Harrold Hall, Rm 319

Class Time: Thursday 5:00-7:40

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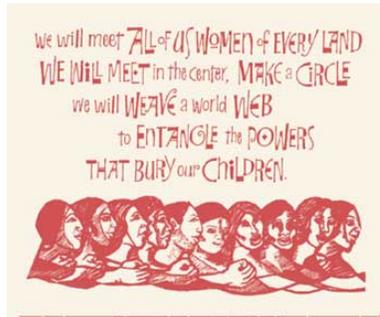
Office Hours: By appointment

Course Dates: January 6th, 2016 – April 26th, 2016

No Class Dates: February 22nd – 26th 2016 (Winter Break)

Department Course Description:

An overview of how globalization processes - economic, cultural and political - impact women and gender inequalities across countries and cultures. The course examines the intersections of gender and work, race, ethnicity, family, religion, and political participation from an international comparative approach, and how the internationalization of women's rights and organizations has



been redefining feminism worldwide.



Course Rationale:

This course examines the social, economic, cultural and political processes that have historically and do currently shape the global dynamic called globalization. With a postcolonial, critical race, post structural and decolonizing feminist and gender analysis, this course deconstructs the underlying logics and dynamics, which form gendered relations across people, communities, and societies and transnationally through globalization processes. In particular we take to task how continued forms of coloniality, empire and imperialism shape the lives of women, men and gender non-conforming people at the intersections of gender, race, class, ethnicity, sexuality and religion through subtle, explicit and paradoxical inequities and injustices created through global forces.

The course will explore globalization processes through themes such as violence, economic forces and labour, identity, culture, women's rights, indigenesness struggles, community health, war and terror and the environment. Diving into such themes, we will also look at how women's responses and experiences overlap, differ and are at odds with each other in various contexts of the world.

We move through the gendered explorations of globalization in this course, informed by activism, interventions and resistance by transnational feminists, indigenous peoples and other non-dominant communities who are attending to the challenges and possibilities globalization poses. Therefor we turn to activists, artists, community workers, social movements, and global practices of solidary and allyship to illuminate how people are responsive to the forces of power that shape globalization.

Course Outcomes: After this course you will,

- Have a broad understanding of how coloniality, imperialism, race, class and gender shape human dynamics through globalization
- Understand the layered, intersectional, embodied and relational impacts of globalization processes on the lives of women, non-dominant communities indigenous struggles.
- Have developed theoretical, analytic and methodological skills to speak and write about gender and globalization
- Understand key concepts relevant to making sense of forces, systems and structures of social, economic, cultural, and political power that constitute gendered globalization dynamics
- Have skills in reading critically and dialogically with a range of texts that explore gender and globalization
- Make links between your own knowledge and experience with the course explorations and possibilities for social change
- Connect with women's, indigenous, and non-dominant peoples social movements and activism addressing globalization processes
- Inspire, imagine and engage in social change through creative praxis (theory-practice)

Course Expectations

Presence and Participation:

This course REQUIRES your presence, participation and initiative. This is a graduate seminar class and therefore you MUST actively read, inquire, dialogue and think in order to be successful in this course and get the most out of it. There is NO room for slacking on reading and participation. You MUST read the course material before coming to class, in order to have a meaningful experience. If you do not read before coming to class, it will be obvious. I facilitate conversation that we are all involved in about the course content. At times you too will facilitate dialogue about the content. You as an active member of our learning community are therefore responsible for contributing to course discussions and explorations as much as possible, at times taking a leadership role. We will engage in small and large group activities in every single class. Sometimes I will also add in short presentations or lectures to set context and provide framing for the content. I expect you to adhere to this approach to the class and help shape our learning community. I will provide ample opportunity for you to participate in class and shape our learning community. I will fully support your participation and contributions in class by helping shape a nourishing learning environment.

If you are not in class and do not participate, you will miss valuable dialogue, learning and explorations and my own input as the instructor. It will be difficult for you to do well on the assessments for this class given you will have missed invaluable learning time. As a professional student you must come to this class with integrity, care, openness to listen, learn and inquire and responsibility to the content, each other and me. I will do the same.

Attendance Policy:

Given the seminar approach to the class, coming to class is absolutely necessary. Every time you don't show up for class, you will lose participation marks and also miss out on valuable learning. Sometimes life happens and I understand you may miss a class, however in this event, you must meet with me prior to class to discuss your upcoming absence. Sending me an email during or after class is not acceptable unless it's an absolute emergency or something absolutely outside your control. You are RESPONSIBLE for getting the notes and updates about the class you missed from another classmate. You will be given 1 absence for this class without penalty, after that even if you have a legitimate reason, participation marks will be taken off. If you miss class when there is a test or quiz and have not spoken with me in advance, you will be unable to make it up. Missing a test or quiz for reasons of illness in general require a doctor's note.

Tardiness Policy:

As graduate adult learners, you have already assumed responsibility for your education; therefore, whatever time you miss in class will be your responsibility to make up. Remember this class is only once a week for 2 hours and 40 minutes. Bearing that in mind, it is important to remember that excessive tardiness (beyond 10 minutes (more than 2 times) after class has begun) will have a negative effect on your performance in our class. I will take off participation marks for the class that you came late to. Remember that you are responsible to your peers in the course for discussion and participation each class.

Assignments Format/Due Dates Policy:

Hand in your assignments on time, in hard copy, with a cover page, and stapled. I will accept late assignments a few days after the assignment due date if you have in advance discussed with me the reason for why your assignment will not be on time. After two days you will lose 5% per day and after a week, I will NOT accept your assignment. **Always** make multiple copies of your assignment and save it in different locations.

Classroom Conduct Policy:

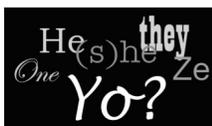
Asking questions, voicing your thoughts and considerations, and expressing yourself clearly and humbly is a central to being in this course, particularly because discussion is key to the success of the course. You must however do this consciously coming to the discussions with compassion, an open disposition, respect, and knowing when to speak and when to listen. This class requires your awareness that we come to each other from different backgrounds and life experiences and therefore anti-oppressive learning means hearing each other and being in dialogue recognizing your own layered power and privilege in relation to each other. I come to this class and you with this consciousness.

If this course brings up difficult topics and heavy debate I welcome opposing and layered viewpoints, as they can really enrich the learning and content we explore. Do so however engaging the content and situating your perspective, analysis and considerations within the discussions at hand, whilst recognizing that what you share can affect others.

Sexist, racist, classist, homophobic, Islamophobic, anti-semitic, and ableist, subtle or explicit, assertive or passive, behavior, dynamics, words and opinions towards class mates, the instructor or the content will not be tolerated. Please observe the Student Conduct Code that forbids “actions that impair, interfere with, or obstruct the orderly conduct, processes and functions within any classroom or other instructional setting.” If any thing of the like occurs you will be asked to leave the class and this situation will be taken up through appropriate institutional protocol. Please refer to the EMU student conduct policy for more details:

<http://www.emich.edu/policies/policy.php?id=124&term=student%20conduct> Student conduct and community standards: <http://www.emich.edu/studentconduct/>

There is an expectation that this course will be a *positive space* for gender non-conforming lesbian, gay, bisexual, and transgender people.



The use of gender-neutral pronouns is welcomed in this course.

This means not assuming that everyone refers to themselves as 'he' or 'she.' In this course we welcome and respect each individual's chosen pronouns and everyone is expected to become familiar with gender-neutral pronouns generally.

Electronic Devices Policy: (i.e. Laptop/Ipad/Cell Phone Use)

Electronic devices are allowed in this class ONLY when we are working with the readings and if you absolutely cannot print them out. Otherwise leave them in your bags or jackets turned off. We have

limited time together and those that disrupt their learning or others through distractions by any kind of electronic device will be held accountable to the entire class.

Academic Dishonesty Policy:

When writing sometimes it can be tempting to “borrow” work from other students. In writing it can also happen that we take the words and ideas of other sources, such as from course materials and the Internet, and claim them as our own. To be in good academic standing and do your work with integrity, AVOID CHEATING AND PLAGIARISM.

Violators of Eastern Michigan University’s policy regarding academic honesty will be subject to grade penalties in the course and possible disciplinary sanctions, up to and including expulsion. You must learn the proper citation formats and adhere to these in all your assignments. All your assignments must have proper APA in text citation, along with end of work reference page(s). Please refer to the following link about how NOT to plagiarize.

<http://www.emich.edu/library/help/integratingsources.php>

Communication outside of class:

If you would like to reach me with regards to any course matter, please email me and I will respond to your emails within 24-48 hours. You can also make an appointment to meet with me in person. Appointments should be made in advance. You MUST use your emich email to communicate with me. This is university policy. I will not respond to emails from other email addresses.

Religious holidays:

Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. You must provide notice to me at the beginning of the course (if the date is already available or provide a heads up of when the holiday might be) in order to make up work and to avoid lowering your grade as a result of absences from class.

Course Readings and Materials:

All course readings and links to materials will be available through Canvas. You should come to class having printed out all readings or other materials as identified in the weekly readings list. However, as I have already stated, you may use your electronic device (computer or tablet) to access the readings in class (of course already have read them).

Assessment Methods:

This course will engage a range of assessments methods, including projects, essays, and presentations, along with participation marks. For assignments, I will provide a rubric with the assignment details, two weeks before the assignment is due. All assignments, participation, essays and projects will be given grade point values as outlined in the grading scale below.

About the Syllabus

I reserve the right to make changes to this syllabus with regards to content (i.e. readings, other resources, etc.) and course direction. I will notify you in class or by email of any changes prior to

making any amendments, additions or deletions. I will NOT be making any changes to policies regarding course expectations.

Personal Health and Well Being

Services

If you are in distress for any reason or have any personal issues hindering your ability to meet the course requirements, please come and talk to me or reach out to CPS. If you come to me with information about your well being which puts you in any kind of harm or vulnerability, I am legally responsible to report to this. The following are contact information of services you can access:
Counseling and Psychological Services: <https://www.emich.edu/caps/>

Department of public safety: <http://www.emich.edu/publicsafety/>

Sexual Assault Centre Contact: Melody Werner, mwerner@emich.edu, call 911

Accommodations:

If you require learning accommodations of any kind please contact the disability resource centre:
<http://www.emich.edu/drc/>

Office of Ombuds:

“The Office of the Ombuds serves as a resource for students regarding any complaint, grievance or appeal that may be academic or non-academic in nature.” If you have an academic grievance or issues with regards to any course you must go through the proper protocol in dealing with it as outlined by the University. Your first point contact to address any grievance is your instructor. You must come and speak with them first and you and your instructor will work together to resolve your issue. If the issue cannot be resolved then you can get in touch with the Ombuds office.

<http://www.emich.edu/ombuds/>

Writing Support:

If you need assistance in writing any of your assignments, you can go to the university writing center:
<https://www.emich.edu/uwc/about/services.php>

Critical Reading:

The following are guidelines to help you read critically and deeply:

Purpose and theories: What are the main conceptual frameworks/theories proposed and/or assumed in each reading? What is the methodological approach to the key issues in the readings? What problems does each address, from what standpoint?

Evidence: What are each author’s arguments and conclusions, and what information, research, examples, and/or explanations do they offer to substantiate them?

Comparisons and synthesis: How do the concepts and evidence of one reading inform, support or

challenge those in others. What are the implications of these concepts and ideas? How might these insights apply to your professional and personal experience and global issue and dynamics?

Constructive Critique:

How/why do you (dis)agree with the theoretical framework/position/main arguments? What counter/aligning arguments do you articulate? What contexts, ideas, and lived experiences shape your own subjective responses to the readings/theories/issues raised?

How do the readings complicate our understanding of the issues at hand and deepen the complexity of our explorations? How do the readings provide a critical context, analysis, debate on the theme for the class?

Assignments and grade allocation: The goal of all the assignments and participation in this class is to build your praxis in engaging gender and globalization issues. That is to develop your theory, practice and empirical relations to gender and globalization issues we take up.

Class readings presentation and facilitation:	20%
Attendance and participation in class discussions/activities:	25%
Paper:	20%
Final Project:	35%
Total	100%

❖ Details about each assignment will be provided separately

Grading scale:

95 - 100 = A	80 - 83 = B-
90 - 94 = A -	77 - 79 = C+
87 - 89 = B +	74 - 76 = C
84 - 86 = B	70 - 73 = C-

Weekly Readings and Themes:

Week 1: Jan 6, 2016

- ✚ Introductions and syllabi overview
- ✚ My world connections
- ✚ General overview of globalization

Week 2: Jan 14, 2016

- ✚ Contesting globalization as coherent and absolute
- ✚ Underlying systems, histories and logics (Colonialism, race, class, gender and power)

Readings:

Wynter, S. (2003). Unsettling the Coloniality of Being/Power/Truth/Freedom. Towards the Human, After Man, Its Overrepresentation—An Argument

Mignolo D, W (2011). Coloniality: The Darker Side of Western Modernity. (pp. 1-26).

Yegenoglu, Meyda (1998). Colonial Fantasies: Toward a feminist reading of orientalism. (Introduction and Chapter 1. Pp. 1-38)

Stoler, L. A. (2008). Imperial debris: Reflections on ruins and ruination. *Cultural Anthropology*, 23(2), pp . 191–219

Week 3: Jan 21, 2016

- ✚ The debates about and negations of globalization
- ✚ Introductions to gendered globalization and reconsidering feminist politics

Readings:

Chow, N, E. (2003). Gender matters. Studying globalization and social change in the 21st century.

Mohanty, T.C (2003). “Under Western Eyes” Revisited: Feminist Solidarity through Anticapitalist Struggles

Liu, D. (2006). When do national movements adopt or reject international agendas? A comparative analysis of the Chinese and Indian Women’s Movements *American Sociological Review*, 71, 921-942.

Chowdhury, G., Nair, S. (2002) Power in the postcolonial world: race, gender and class in international relations.

Mountz, A., Hynman, J (2006). Feminist approaches to the global intimate. *Women's Studies Quarterly*; Spring 2006; 34

Reports:

The World's Women 2015: Trends and Statistics. United Nations

<http://unstats.un.org/unsd/gender/worldswomen.html>

World March of Women

<http://www.otherworldsarepossible.org/world-march-women>

Economic Globalization – Neoliberalism and Empire

Week 4: Jan 28, 2016

- ✚ Neoliberalism – what is it?
- ✚ How have economic inequities been gendered through global processes of capital, labor and the free market?

Readings:

Brown, W (2015). Undoing the demos. Neoliberalism's stealth revolution. Ch 1.

Ruyan, A. S. & Marchand, M. H. (2011). Restructuring the intimate and the global: towards “post”-neoliberal imperialism? In Marchand, M. H. & Runyan, A. S. (eds). *Gender and global restructuring: Sightings, sites and resistances*. New York: Routledge.

Acker, Joan (2004). Gender, Capitalism and Globalization. *Critical Sociology*, Vol 30(1)

Sassen, S.(2000). Women's burden: Counter-geographies of globalization and the feminization of survival. *journal of International Affairs*; Spring 53, 2;

Nagar R, et al (2002). Locating globalization. Feminist re-readings of the subjects and spaces of globalization.

Report:

The Global Gender Gap Report 2014. World Economic Forum

Week 5: Feb 4, 2016

- ✚ How is economic globalization raced, gendered, classed and sexualized?
- ✚ How are women's bodies and work commodified?

Readings:

Esther Ngan-ling Chow and Yuchun Zou. (2011). Globalization and Locality: The Gendered Impact of the Economy Crisis on Intersectionality, Migration, and Work in China. In *Analyzing Gender, Intersectionality, and Multiple Inequalities : Global, Transnational and Local Contexts*. Bingley, UK: Emerald

Barndt, Deborah. (2002). Tangled Routes: Women, work and globalization on the tomato trail Lanham: Rowman Littlefield.

Brumley, K. M. (2010). Gender, class and work: The complex impacts of globalization. *Advances in Gender Research*, Volume 14, 95–119

Lugones, M. (2007). Heterosexualism and the Colonial/Modern Gender System. *Hyptia*, 22(1).

Ventura, C. M. (2011). Globalization and women's bodies in Latin America.

Week 6: Feb 11, 2016

- ✚ In what ways has gendered violence become normalized in the global economy?
- ✚ How does patriarchy, capital and coloniality collude in producing different conditions of inequities for women in their race, class, gender difference and in varied geographical locations?

Readings:

Shiva, V (2001). The violence of globalization. Canadian women's studies.

Staudt, K. (2011). Globalization and gender at border sites: Femicide and domestic violence in Ciudad Juarez. In Marchand, M. H. & Runyan, A. S. (eds). *Gender and global restructuring: Sightings, sites and resistances*. New York: Routledge.

Gregory, S. (2007) Sex Tourism and the political economy of masculinity. Chp. 4 from S. Gregory *The devil behind the mirror*. (130-165) Berkeley: Univ. of California press

Mirchandani, K. (2005). Gender Eclipsed? Racial Hierarchies in Transnational Call Center Work

Organizations:

STOP sex trafficking: http://www.stopvaw.org/trafficking_in_women

Human trafficking: <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

Globalization: Social and Cultural Politics

Week 7: Feb 18, 2016:

- ✚ Gendered War and Terror and Global Tensions?
- ✚ In what ways are global tensions gendered and connected to local and global issues of war, terror, exclusion and imperialism?

Readings:

Ayotte & Husain (2005). Securing Afghan women: Neocolonialism, epistemic violence and the rhetoric of the veil. *NWSA Journal* 17 (3) 112-133

Naber, N. (2014). Diaspora's of Empire: Arab Americans and the reverberations of war

Salime, Z. (2007). The war on terrorism. Appropriation and Subversion by Moroccan women.

Ponzanesi, S. (2014). Female suicide bomber and the politics of gendered militancy

Hatem, F. M. (2015). Palestinian women's disappearing act. The suicide bomber through western

feminist eyes.

No Class Feb 25, 2016

Week 8: March 3, 2016:

- ✚ How are transnational social movements challenging and intervening local and global gender inequities?

Readings:

Bhimani, S. (2015) Decolonial practices of the No Sochi Circassian movement: Confronting colonial double backing through the Sochi Winter Olympics. *Social Identities: Journal for the Study of Race, Nation and Culture*.

Conway, J (2008). Geographies of Transnational Feminisms: The Politics of Place and Scale in the World March of Women.

Sen, G. (2005). Neolibs, Neocons and Gender Justice: Lessons from Global Negotiations

Escobar, A. (2004). Beyond the third world: imperial globality, global coloniality, and anti-globalization social movements.

Moghadam, Valentine M. (2009). *Feminism in a World Scale*. In *Globalization and Social Movements : Islamism, Feminism, and the Global Justice Movement*. Lanham: Rowman & Littlefield Publisher

Organizations:

World Social Forum

Week 9: March 10, 2016:

- ✚ What can we learn about national trans/formations and gender activism which have implications for global orders?

Readings:

Nadje, A, A. (2012) Gendering the Arab spring. *Middle East Journal of Culture and Communication* 5, 26–31

Midden, E. (2014). Rethinking the Arab spring through the postsecular: gender entanglements, social media and the religion-secular divide

Puar, Jasbir. (2011). Citation and Censorship: The Politics of Talking About the Sexual Politics of Israel

Grabe, S., Dutt, A. (2015). Counter Narratives, the Psychology of Liberation, and the Evolution of a Women's Social Movement in Nicaragua. *Peace and Conflict: Journal of Peace Psychology* 21(1), 89–105

Aidi, H. (2014). America's Hip Hop foreign policy. The Atlantic, <http://www.theatlantic.com/international/archive/2014/03/americas-hip-hop-foreign-policy/284522/>

Gonzales, R. G. (2011): Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review*, 76(4) 602-619.

Simões, S. et al. (2009). The private motivations of public action: Women's associational lives and political activism in Brazil. In Demos, V. & Segal, M. t. (Eds.), *Perceiving Gender locally, globally and intersectionally. Advances in Gender Research*, Volume 13, pp.203-239.

Online Resources:

Latin American Feminist Movements: <http://fusion.net/story/56314/this-is-what-it-means-to-be-a-young-feminist-in-a-machista-society/>

<http://therules.org/feminist-encounter-for-latin-america-lima-a-political-manifesto-for-the-emancipation-of-our-bodies/>

Week 10: March 17, 2016: Indigenous Struggle

- ✚ How are Indigenous struggles positioned globally?
- ✚ What are the challenges posed by Indigenous peoples on the realities of decolonization?

Readings:

Sandy Grande - Accumulation of the primitive: the limits of liberalism and the politics of occupy Wall Street.

Morgenson, L.S. (2014). Indigenous transnationalism and the AIDS Pandemic: Challenging settler colonialism within global health governance.

Fenelon, J., Hall, T. (2010). Revitalization and Indigenous Resistance to Globalization and Neoliberalism

Smith, A. (2014). The colonialism that is settled and the colonialism that never happened. Blog series exploring intersections of anti-blackness and settler-colonialism, *Decolonization: Indigeneity, Education & Society*, <http://decolonization.wordpress.com/2014/06/20/the-colonialism-that-is-settled-and-the-colonialism-that-never-happened/>

Escárcega, S. (2010). Authenticating strategic essentialisms: The politics of Indigeness at the United Nations. *Cultural Dynamics*, 22(1), 3-28.

Dion, S. D., Salamanca, A. (2014). Invisibility: Indigenous in the city-Indigenous artists, Indigenous youth and the project of survivance. *Decolonize*: 3(1), 159-188.

Reports:

Indigenous Parliaments. Implementing the UN declaration on the rights of Indigenous people.

State of the worlds Indigenous people

Week 11: March 24, 2016:

- ✚ In ways does cultural resistance play a role in responding to the gendered forces of coloniality, imperialism and unjust global dynamics?

Readings:

Fominaya, F.C. (2014). Cultural resistance in a globalized world.

Zepeda, J. S. (2014). Queer Xicana Indígena cultural production: Remembering through oral and visual storytelling

Navarro, J, (2014). Solarize-ing Native hip-hop: Native feminist land ethics and cultural resistance

Glasberg, E. P., & Paur, J. (2013). X-apartments Beirut: Moving through the colonial architecture of cultural tourism. Warspaces. Retrieved from <http://www.warspaces.com/art/x-apartments-beirut-moving-through-colonial-architecture-culture-tourism>

Ogden, A. (2008). The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35-55.

Desai, C (2015). Trackin' settler colonial erasures in Palestine: Decolonizing Zionist toponymy

<https://decolonization.wordpress.com/2015/03/27/trackin-settler-colonial-erasures-in-palestine-decolonizing-zionist-toponymy/>

Week 12: March 31, 2016:

- ✚ How are women's lives, body and experiences mapped onto the earth, ecology and feminist interventions?

Readings:

Ecofeminism, environmentalism and women's movement in India
<http://www.denz.com:8080/detail.php?pageId=290>

<http://www.betsyhartmann.com/political.htm>

Sze, J. (2007). *Boundaries of Violence: Water, Gender, and Development in Context*

Race, gender and climate change: <http://wedo.org/race-gender-and-climate-change/>

Week 13: April 7, 2016:

- ✚ Transnational feminist evolutions and the im/possibilities of solidarity and allyship?

Readings:

Roy, A. (2014). Another world is not only possible, she is on her way. Truthout, <http://truthout.org/progressivepicks/item/23155-arundhati-roy-another-world-is-not-only-possible-she-is-on-her-way>.

Suggested Readings:

Week 14: April 14, 2016

 **Final Projects**

Week 15: April 21, 2016

 **Final Projects**