Course Description

With globalization conceptualized as an ongoing and transnational process of social and economic evolution - arguably increasing in speed and span - this course considers its *gendered* dimensions. We contemplate, in theoretical and empirical terms, how this phenomenon is *gendered* in its constitution and impacts. We rely principally on an array of cross-disciplinary text and visual/media resources to investigate of gender’s interplay with globalization (e.g., via femicide, terrorism/war, sex tourism).

Course Materials

- Coursepack

The coursepack is available for purchase at the McGill University bookstore.

Course Organization and Requirements

Class format: Seminar

Course Requirements:

Attendance & Participation = 20%
Discussion Facilitation = 10%
Book Review = 15% (due October 21st)
Headscarf Debate = 20%
Research Paper = 35% (due one week after the last day of class)

Note: If you have a disability and require any special accommodations, please let me know.

LATE ASSIGNMENT SUBMISSION POLICY: For each day that an assignment is late, the assignment grade will be lowered by half a grade (e.g., if your initial grade is a B- and you submit a day late, your final grade on the assignment will be a C+).

Reading: These are the kinds of questions you should be thinking about as you are doing your reading for this course in order to best mentally process the materials:

1. What point or argument is the author trying to make?
2. How does the author go about supporting his/her argument? What kind of evidence is s/he relying on? What are the strengths and/or weaknesses of his/her argument and/or research?
3. What are the implications of the author’s argument(s) and/or findings? Are there questions that you think the author fails to ask that might otherwise enrich his/her work?

Participation: Class participation is an integral component of this course. The goal, for all of us, is to create a mutually-respectful space in which everyone feels comfortable sharing their ideas, asking questions, etc… (even if they are not, in your estimation, particularly brilliant or profound). You should, of course, always bring the assigned reading materials to class because we will spend a great deal of our time and energy discussing the readings; having the materials on hand makes for easy reference and ultimately, a much more productive discussion.

Discussion Facilitation: Every student is required to act as a discussion facilitator once during the semester. Listed below are some guidelines to prepare for your role as a discussion facilitator.

Guidelines:

Facilitating a discussion requires that you be familiar with the assigned materials. Familiarity does not, however, mean mastery. Rather, the main purpose of discussion is to move everyone towards mastery. In order to prepare you should:

- first, read and study the assigned materials (e.g., underlining important and/or interesting points, writing notes/comments/questions in the margins)
- second, contemplate and jot down the main issues raised by the author(s) and a few questions relating to these issues (e.g., what do you find provocative, controversial, confusing, etc…?)
- third, prepare a ~15 minute presentation which:
  - summarizes the main points/issues/arguments of assigned readings (handing out a brief outline is helpful)
  - relates the readings to ideas covered in previous discussions, films/documentaries, etc…
  - ends with the identification of four or five core discussion questions in order to launch the class discussion (again, providing
a list of questions to your classmates is beneficial in encouraging discussion)

**Book Review**
You are required to review on an academic (non-fiction) book of your choice (published in 2013 or later) pertaining to one of five broad topics in global perspective: 1) gender and labor 2) gender and migration 3) gendered violence 4) gender and extremist politics or 5) commodified bodies (e.g., sex trafficking/tourism). Please notify me via email of your selected book by September 30th. Your review (~900-1200 words in length) is due October 21st. You should model your review after those found in academic journals (see, for instance, Contemporary Sociology).

**Debating Veiling**
Muslim women’s veiling practices have been a subject of vigorous debate, particularly in Europe. Implicated in such debates are larger deliberations about modernity, religion, gender oppression, multiculturalism, and citizenship. Notably, France has been at the fore in terms of its banning of religious symbols in ‘public spaces’ such as schools. We will explore the controversy surrounding the wearing of such religious symbols via the debates that took shape in France. In these debates, there will be two teams per debate (four teams in total). One group will argue for (i.e., permitting the wearing of religious symbols in schools, workplaces, etc…) and the other against. You are expected to collaborate with your team in advance and to do the necessary background research in order to make your case. Each debate will last approximately one hour in duration. Each team member is required to submit a summary of four academic articles (approximately 1 - 1½ pages per article, double-spaced) that the team relied on as a resource in preparing for the debate (due on the day of your debate).

**Research Paper**
You are required to write an 18-20 page (double-spaced) research paper on a topic of your choosing related to gender and globalization (due one week after the last day of class). This is to be a critical, analytic discussion of the topic. You are required to submit a proposal (~1 page, single-spaced) outlining the topic(s) you would like to address in this paper (due October 14th) in which you do the following:
- state your proposed topic/issue as a brief statement or question
- provide a brief list of some of the readings you anticipate using.

**Distraction-Free Zone**
Student use of mobile computing (e.g., laptops) and communication devices (e.g., cell phones, recorders) are generally not permitted in this course.

**McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offenses under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).**

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

**Course Schedule**

**Week 1: 9/9**
Introduction

No assigned readings

**In-Class Documentary Showing:** “Mardi Gras: Made in China” (74 minutes)

**Week 2: 16/9**
What is Globalization?

**Week 3: 23/9  ** Reading Globalization Through a Gendered Lens


**Week 4: 30/9  ** Cultural Relativism/Intolerance and Epistemic Privilege

*Documentary: “Kony 2012” at https://www.youtube.com/watch?v=Y4MnpzG5Sqc (~26 minutes) - to be viewed outside of class*


**Week 5: 7/10  ** Gender and the International Division of Labor

Week 6: 21/10  En(Gender)ing Violence I: Femicide

**Documentary:** “On the Edge: The Femicide in Cuidad Juarez” (~58 minutes) - in class showing


Week 7: 28/10  En(Gender)ing Violence II: Terrorism and War


Week 8: 4/11  Gender and the Global Right


Weeks 9 and 10: 11/11 and 18/11  In-Class Debates: Wearing the Headscarf

**Some Possible Sources**


University of North Carolina CONFERENCE ON THE VEIL http://www.unc.edu/depts/europe/conferences/VEIL2000/  

**Week 11: 25/11  Bodies Across Borders I: Sex Tourism and Transnational Matchmaking**

**Documentary: CBC** Television’s “The “Doc Zone” episode originally aired March 20, 2014 “*Love Under Cuban Skies*” at [http://www.cbc.ca/doczone/episodes/love-under-cuban-skies](http://www.cbc.ca/doczone/episodes/love-under-cuban-skies) (~45 minutes) - to be viewed outside of class


**Week 12: 2/12  Bodies Across Borders II: Sex Trafficking**

**In-Class Documentary Showing:** “*Frontline: UN Sex Abuse Scandal*” episode originally aired June 24, 2018 (~55 minutes minutes)


**Week 13: 5/12  Course Wrap Up**

No assigned readings