

Sociology 190.4: Gender, Power, and Globalization
Tuesdays 2:00-4:00pm, Fall 2012
Course website: <http://genderpower190.wordpress.com>

Instructor: Abigail Andrews
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Course Objectives

How does globalization reshape both men's and women's positions as workers and political subjects and the gendered terms on which transnational power dynamics play out? These questions will form the core subject of this course. Whereas some courses on gender look at the family, psychology, or our daily lives, here, we will look at how gender permeates institutions, particularly workplaces, the government, and civil society organizations. Using the contemporary era as our starting point, we ground our analysis in an interrogation of the ways gender *categories* get constructed over time, marking what's considered "masculine" or "feminine" in relationship to shifting power dynamics. By looking at workplaces, migrant labor, development programs, the military, and feminist movements, among other institutions, we will seek to locate the gender, class, and racial terms that constrain women and men in this interconnected world – and those that give them new spaces for agency. What new and ongoing roles do gender relations play? How might contemporary logics of gender emancipation alter - or, perversely, reinforce - inequalities of class, nation, race, and even gender itself? Throughout, we will seek to think relationally, historically and dynamically, using gender as a lens to critique the power exercised by employers, states, and other institutions. How, we will ask, might we imagine a form of gender justice for men and women that intersects with economic and social justice for all?

Each of you will consider such question in the context of a semester-long individual project with an institution of your choice. There, you will conduct original research about the dimensions of gender and globalization, in dialogue with the readings for the class.

There are no prerequisites for this class; however, it will help if you have already taken courses in gender, development, globalization, and/or sociological theory.

Reading Materials

There is only one book needed for this course, which is available at the university bookstore: Salzinger, Leslie. 2003. *Genders in Production: Making Workers in Mexico's Global Factories*.

All other readings will be available electronically, on the course website tab "Live Syllabus" at <http://genderpower190.wordpress.com/live-syllabus/>. If you want hard copies of the same readings, there is a course reader available at Krishna Copy on Telegraph Avenue at Parker.

You may also want to consult the excellent and helpful *Writing Guide for Sociology*, available on the Berkeley Sociology website at: <http://sociology.berkeley.edu/>

Course Requirements

Grade Breakdown

Attendance and Participation 20%

Critical Blogging (5 total): 20%

Engaged Research Project: 60%

 Proposal 5%

 Background 10%

 Presentation 10%

 Abstract & Outline 10%

 Final 25%

Attendance and Participation (20%)

This is a seminar, so the vibrancy of the class depends on the participation of every single person. Participation means consistently and actively engaging the course material, in dialogue with the other members of the section. I expect each student to speak every session.

I also expect you to attend all classes and to be on time. I have a strict attendance policy. You are allowed one unexcused absence. After this, each unexcused absence lowers the attendance portion of your grade (10%) by one letter grade (i.e., 2 unexcused absences = B, 3 = C, etc). I give excused absences to students with documented illness, athletic or extracurricular events, or personal emergencies, and they do not affect your grade. If you will be absent, please inform me in advance.

Critical Blogging (20%)

To help you prepare for active class participation, you will be required to write five critical blog posts on the week's readings. Critical blog posts should be 250 to 400 words and must be posted **by Sunday at midnight**. To complete all five, you need to write one every other week. Commentaries should respond to the argument being made in the readings. If you would like, you may do so by putting it in dialogue with your own project, or a piece of recent news. Please do not summarize the reading; rather consider the following questions: What about the reading did you find to be particularly illuminating? What are the problems or missing pieces? What valuable questions or issues does it raise? Each week, I will also post additional reflection questions on the blog. To earn full credit you must write a thoughtful response that addresses at least one of the questions above, within the word limits. Critical commentaries will be graded on a check/check-plus/check-minus scale: these are an opportunity for you to work on your writing skills and refine your thinking. I don't expect them to be polished.

Engaged Research Project (60%)

Your major project in this course will be an independent study of an institution, through which you explore the themes of this course. Based on this research, you will write a 15 to 25-page paper, which must include three components:

1. It must have an *original empirical component* related to an institution. In the first week, you will choose one of the following: a development institution, a social movement, a workplace, an NGO, a corporation, or a state institution (e.g., the border patrol or the department of homeland security). This institution does *not* need to have an explicit focus on gender; in fact, it may be more interesting if it does not, since you will be critiquing the institution. It *does* have to have some form of relationship to transnational or global issues, including migration, development, military affairs, etc.

In choosing your institution, think about what data you will use (and whether you have access to it). Your data may take any number of forms, such as interviews, participant observation within the site, statistical analysis of survey data, content analysis of newspaper articles, archival research and analysis of documents. Some examples include 5 in-depth interviews; content analysis of 30 newspaper articles; 10 hours of ethnography; or analysis of 20 Youtube clips. Although it is not required, you may do this in the form of a service-learning project, where you intern at a local organization. I will provide details the first day of class. Your ongoing participation in these institutions will help inform our discussions in class as well as your commentaries on the readings.

2. Ultimately, your paper must *directly engage with one or two course readings*. For example, you may choose to use one of the readings to establish a historical comparison, or to highlight an argument that you will either build upon and extend, or challenge and refute, in your paper. Which readings you use and how you engage with them is up to you. We will practice this engagement in class and through critical commentaries.

3. You must make an *original argument*. Throughout the course we will be concerned with identifying, elaborating, and comparing the arguments of various authors, as well as considering how those authors would analyze events and institutions. This research paper is your chance to make an argument of your own. Your final grade will depend largely on whether your argument is clearly stated in the beginning and carried throughout the paper.

This paper will be broken down into mini-assignments as follows:

Assignment 1: Research Topic (5 points). 500 words maximum.

Due Monday September 3 by 2:00pm (via email)

In 500 words or less, write a memo describing your research topic, and describe your imagery of the phenomenon you wish to study. Read and refer to one document that discusses that institution (it can be an internal document, a news story, etc). What is the story you have about your institution, and what gendered terms do you see being used there? What is the institution's relationship to global issues? How do the two relate?

Assignment 2: Background and Preliminary Reflections (5 points). 1200-1800 words.

Due Monday October 8 by 2:00pm (via email)

This assignment has two components. The first is secondary, background research related to your topic. In order to write a solid paper you will need to become familiar with the existing knowledge that is already available on your topic. The first half of this paper should summarize this knowledge. The bulk of the paper will be devoted to elaborating, comparing, and contrasting the findings and arguments in this literature. Your analysis should address 5-8 readings (e.g. articles, books, book chapters) outside of the course material.

The second part of the assignment is meant to reflect on your first encounters with your data. What themes and categories have emerged since you started collecting data? How do they fit or contradict your initial imagery? What kinds of concepts do they lead you to ask questions about, in dialogue with the research you read (described above)? As you go back to "the field" what new questions will you look at? And finally, how does your project relate to the emerging themes of the course?

Assignment 3: Abstract and Outline (10 points). 2400-3000 words.

Due Monday November 19 by 2:00pm (via email)

By this point in the semester you should be finished with data collection. In this abstract and outline, you will begin to make sense of the data you collected. You should return to your original imagery and your original ideas and reframe them based on what you know now. Your paper should be organized around a clear argument, and evidence from your data collection should be presented to make the argument convincing. Now that you have done most of the reading for the course, this paper should also address the readings that you intend to focus on in your final paper. How do these readings relate to your argument?

Assignment 4: Presentation (10 points). Approximately 5-7 minutes, in class.

Due Tuesday November 20 or November 27 in class

Our last two class sessions will be dedicated to a conference, in which each student will present his or her project as a brief talk. This talk should present your research findings and main argument to your fellow students.

Final Paper (25 points). 5000-8000 words.

Due Monday, December 10 by 2:00pm, via email

This paper should bring together all of the components: research topic, engagement with one or two readings from the course, empirical findings, and conclusion. Be sure to refer to the three necessary components described above, and to address my comments on previous assignments.

Course Policies

I see the classroom as a space for dialogue, and I am a participant in conversations about this material. I am demanding, because I want to challenge you to grow as readers, writers, and engaged, critical sociologists. I also expect to learn a lot from you. For that dialogue to work, it is imperative that we each think carefully about the texts before class. We also need to be ready to listen to and respectfully engage each other, ask critical questions, and share ideas. I encourage feedback about how to improve the course.

Class discussions: Discussion and debate are an important part of any intellectual undertaking. As sociologists, we study the social world, the world where all of us live both inside and outside this classroom. Over the course of the semester, we will likely discuss topics that you have strong feelings on. You should always feel free to respectfully express your opinions on an issue, whether or not they're shared by other people in the room (including me). I only ask that you speak with good intentions, and assume that others are doing the same.

Office Hours: Tuesday 4:00-6:00pm and by appointment. If you want to see me for questions, issues, help, or just to chat, please email or call me any time for an appointment. I don't mind if you call me with spontaneous questions, but please not after 11pm. I require everyone to come to office hours at least once in the first two weeks of class so we can get to know each other.

Email/Contact: I send lots of course information via email, so please check frequently. Email is also the best way to contact me. I usually respond quickly, but please give me 24 hours - more on weekends. I also have a box in the Sociology Department main office (410 Barrows).

Collaboration & Academic Honesty: Your classmates will be your greatest resource; talk about ideas with them! However, please give others credit for their ideas, and write the papers yourself. I

will distribute a sheet with guidelines on citation and plagiarism, but the bottom line is that plagiarism, or borrowing others' work without citing it, is not acceptable and will result in a failing grade. If you are unsure, just ask!

Accommodations: Please contact me as soon as possible if you need special accommodations for this class. That includes students with DSP letters, student athletes, students with family responsibilities, etc. I will never require you to share personal information; however, if something outside of class affects your ability to attend, participate, or keep up with work, please don't wait to let me know, and don't just disappear. I may be able to help or direct you to someone else who can.

Going beyond the classroom: As a final note, I am happy to talk about ideas in general, and I hope you'll take your critical thinking beyond the classroom. If you want to talk about grad school, internships, activism, or public service work after college, come see me, or check out the resources on my website at <http://abigailandrews.com/teaching/>.

I look forward to a great semester!

Course Schedule and Reading Assignments

Introduction

Aug 28: Globalization and the Changing Terms of Gender

Theoretical Foundations

Sep 4: Gender and Power

**** Assignment 1 (Research Proposal) due in Class ****

Reflect: What is gender? What does it mean for an institution or organization to be "gendered"?

- Connell, Raewyn. 2009. *Gender: In World Perspective* (Short Introductions). 2nd Edition.
 - o Read: Preface, Chapter 1: The Question of Gender, Chapter 5: Gender Relations, Chapter 7: Gender on the Large Scale, Chapter 8: Gendered Politics (73pp)
- Scott, Joan. 1986. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91.5: 1053-1075 (22pp)

September 11: Globalization

Reflect: What defines globalization? How would Friedman, Harvey and Massey agree or disagree?

- Friedman, Thomas. 2002. "Prologue" in *Longitudes and Attitudes*. (2pp)
- Harvey, David. "Globalization in Question." In J Schmidt, ed. *Globalization and Social Change*: 19-37 (18pp)
- Massey, Doreen. 1994. "A Global Sense of Place" in *Space, Place and Gender*. (8pp)

Reflect (part 2): What has changed about the relations between men and women in the context of "globalization"?

- Pyle, Jean L and Katherine B Ward. 2003. "Recasting our Understanding of Gender and Work During Global Restructuring." *International Sociology* 18.3 (September): 461-489. (28pp)

Gendering Exploitation

Sep 18: Manufacturing

Reflect: How is the process of production gendered? How should we talk about gender dimensions of factories and other places of work?

- Salzinger, Leslie. 2003. *Genders in Production: Making Workers in Mexico's Global Factories*.

** Guest Speaker: Leslie Salzinger

Sep 25: Domestic Work

Reflect: Domestic servitude blurs the divide between family and work, affection and duty, the home and the world. How do we think about the intersections between political economy and the personal level? How does exploitation intersect with race? With emotions?

- Nakano Glenn, Evelyn. 1992. "From Servitude to Service Work." *Signs* 18.1 (Autumn): 1-43. (34pp)
- Raka Ray. 2000. "Masculinity, Femininity And Servitude: Domestic Workers in Calcutta in the Late Twentieth Century." *Feminist Studies* 26.3: 691-718. (27pp)
- Hochschild, Arlie. 2005. "Love and Gold" in *Global Women: Nannies, Maids, and Sex Workers in the New Economy*. (12pp)
- Hondagneu-Sotelo, Pierrette. 2001. "Maid in LA" in *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*: 29-62. (33pp)

** Guest speakers from the California Domestic Workers Alliance ☺

Oct 2: Masculinity on the Urban Margins

Reflect: Is the masculinity-work link in crisis?? Why or why not?

- Matlon, Jordanna. 2011. "Informality and Visibility on the Periphery." Photo essay. *Contexts*. 10(2): 58-63. (5pp)
- Gretchen Purser. 2009. "The Dignity of Job-Seeking Men." *Journal of Contemporary Ethnography*: 117-139. (22pp)

** Second half: library research day

Gendering Politics**Oct 9: Theorizing Gender and the State**

** *Assignment 2, Background and Preliminary Analysis, due in Class* **

Reflect: What does it mean for the state to be "gendered" or exercise power in gendered terms? How has the state and its gender terms changed in the contemporary era? How does the state relate to the economic relations we have been discussing for the past few weeks?

- Brown, Wendy. 1995. "Finding the Man in the State." Chapter 7 in *States of Injury*. Princeton: Princeton University Press: 166-196. (30pp)
- OPTIONAL: Fraser, Nancy and Linda Gordon. 1994. "A Genealogy of Dependency: Tracing a Keyword of the US Welfare State." *Signs* 19.2: 309-336.

Oct 16: Development

Reflect: What are the gender terms on which development programs like microfinance and NGOs operate? What are we to make of the project of “empowering women” that has become increasingly dominant in recent years? How would Kristof and Roy respond to each other? Where are men in this project?

- Kristof, Nicholas. 2009. “The Women’s Crusade” in *New York Times Magazine Special Issue: Saving the World’s Women: How Changing the Lives of Women and Girls in the Developing World can Change Everything*. (12pp)
- Roy, Ananya. 2002. “Against the Feminization of Policy.” Woodrow Wilson Center: Urban Brief: 1-4 (4pp)
- Roy, Ananya. 2010. “Millennial Woman: The Gender Order of Development” in Sylvia Chant, ed. *International Handbook of Gender and Poverty: Concepts, Research, Policy*. Northampton, MA: Edward Elgar Pub: 548-556. (8pp)
- Molyneux, Maxine. 2002. “Mothers at the Service of the New Poverty Agenda: Progresas / Oportunidades, Mexico’s Conditional Cash Transfer Program.” *Social Policy and Administration* 40.4: 425-449 (24pp)
- OPTIONAL: Chant, Sylvia. 2000. “From Woman-Blind to Man-Kind? Should Men have More Space in Gender and Development?”

Oct 23: Military Operations and War

Reflect: By what gendered logic does the security state both wage war abroad and elicit participation at home? How does this military/imperial state link to our previous discussions of gender in work and development? What role does the concept of “liberating women” play?

- Young, Marion Iris. 2003. "The Logic of Masculinist Protection: Reflections on the Current Security State." *Signs: Journal of Women in Culture and Society* 29(1): 1-24. (24pp)
- Cohn, Carol and Cynthia Enloe. 2003. “A Conversation with Cynthia Enloe: Feminists Look at Masculinity and the Men who Wage War.” *Signs: Journal of Women in Culture and Society* 28.4: 1187-1207. (20pp)
- Mahmood, Saba. 2009. “Feminism, Democracy, and Empire: Islam and the War on Terror.” Chapter 8 in *Gendering Religion and Politics: Untangling Modernities*: 193-216. (23pp)

Gendering Justice

Oct 30: Transnational Feminist Movements

Some have argued that feminism is the most successful global movement for social change. But what is the intersection between feminism and globalization? How do gender critique and feminist movements fit together?

- Desai, Manisha. 2007. “The Messy Relationship between Feminisms and Globalizations.” *Gender & Society*: 797-803. (6pp)
- Alvarez, Sonia. 1999. “Advocating Feminism: The Latin American Feminist NGO ‘Boom.’” *International Feminist Journal of Politics* 1: 181–209. (28pp)
- Alvarez, Sonia E. 2009. “Beyond NGO-ization? Reflections from Latin America.” *Development* 52.2: 175-184. (9pp)
- Thayer, Millie. 2000. "Transnational Feminism: Reading Joan Scott in the Brazilian Sertão." *Ethnography* 2.2: 243-271. (28pp)
- OPTIONAL: Fraser, Nancy. 2009. “Feminism, Capitalism, and the Cunning of History.” *New Left Review*: 97-117.

Nov 6: Ambiguities of Women’s Rights

How does critical gender analysis make us rethink feminist activism and the concept of “empowering women”? To what extent is feminism a Western or white ideal, and what is its relation to a “third world woman” stereotype? On the flip side, what makes gender critique emancipatory? What allows it to sustain its edge?

- Abu Lughod, Lila. 2002. “Do Muslim women really need saving? Anthropological Reflections on Cultural Relativism and its Other.” *Ethics Forum*. (8pp)
- Boddy, Janice. 2007. “Gender Crusades: The Female Circumcision Controversy in Cultural Perspective” in *Transcultural Bodies: Female Genital Cutting in Global Context*: 46-66. (20pp)
- Mahmood, Saba. 2005. “Preface” and “Chapter 1: The Subject of Freedom” in *Politics of Piety: The Islamic Revival and the Feminist Subject*. (43pp)

Nov 13: Ways Forward

Where do we go from here? What alternatives can you imagine to the current order – in your own institution and more broadly? What might it mean to look at gender critique as a form of dialogue?

- Sangtin Writers and Richa Nagar. 2006. “Introduction” and “Postscript.” in *Playing with Fire: Feminist Thought and Activism through Seven Lives in India*. (59pp)
- Gibson-Graham, JK. 2006. “Introduction.” *A Postcapitalist Politics*. (20pp)

Conclusion

November 20: Student Research Conference Day 1

**** Assignment 3: Research Project Abstract and Outline due in Class ****

November 27: Student Research Conference Day 2

**** Tuesday, December 11, 2012: Final Research Project Due by 2:00pm, Barrows 410 ****