# **HAMILTON COLLEGE**

## SPRING 2013

## GLOBALIZATION AND GENDER Neşecan Balkan

## ECON/WS 316

Office: KJ 230

Phone: x 4074

Office Hours: T-Th 12:00-13:00

### COURSE DESCRIPTION

This writing intensive course will have three objectives: First, we will discuss the economic aspects of globalization by examining the indicators and history of globalization, international institutions, the globalizing activities of corporations, the role of technological change, and problems of adjustment to global shifts. We will also study the role of states in shaping the world economy, the interaction between nation-states and transnational corporations, and the emergence of regional blocs. Secondly, we will focus on industrialized countries and discuss how gender plays a role in shaping women’s work and lives in the age of globalization, economic restructuring and crises. Our final goal will be to explore some effects of globalization, structural adjustment and crises on women’s work and lives in developing countries. The development of good writing skills will be emphasized throughout the semester with regular writing, feedback and re-writing. You will work on three long and five short papers to analyze the topics that we cover.

### REQUIRED TEXT

Peter Dicken, Global Shift (Sixth Edition), The Guilford Press, New York, 2011.

#### COURSE REQUIREMENTS

1. Class attendance. No more than three absences will be considered legitimate during the semester. Absenteeism or tardiness for more than three class hours will result in unfavorable evaluation.
2. Studying discussion questions and Power Points posted on Blackboard before coming to class, and participation in class discussions. (See the attached handout for discussion guidelines).
3. Three writing assignments. (See the attached handout for writing assignment guidelines).
4. Viewing the assigned movies outside of class either at the times that they are shown or in a timely fashion at the media library, and writing a review of the film. (See the attached handout for film review guidelines).
5. A mid-term exam.
6. A final exam.

GRADING

The percentage distribution of the final grade is as follows:

Attendance (5 %) class participation (10 %)

5 film reviews (10 %) 3 writing assignments (35 %)

Mid-term exam (20 %) final exam (20 %)

##### IMPORTANT DATES

February 19: First writing assignment draft

March 5: First writing assignment

March 14: Mid-term exam

April 23: Second writing assignment

May 9: Third writing assignment

May 16: Final exam (2:00 pm-5:00 pm)

**FILMS**

**The films will be shown in our classroom on the following Wednesdays at 7 pm.**

February 6: *Inside Job* (120min.)

March 6: *American Jobs* (60 min.)

April 10: *Living on the Fault Line* (58 min.)

April 24: *Maquilapolis* (60 min.)

May 1: *Hell to Pay*  (52 min.)

**TOPICS AND READING OUTLINE**

JAN. 22: **Course Introduction**

##### SECTION I: THE HISTORY, INSTITUTIONS AND ACTORS OF

**GLOBALIZATION**

JAN. 24: **Globalization: An Introduction**

Peter Dicken, Global Shift, pp. 1-8

D. Stanley Eitzen and Maxine Baca Zinn, “Globalization: An Introduction” in

Globalization: The Transformation of Social Worlds, pp. 1-9 (B)

Jeremy Brecher et al., “Globalization and Its Specter” in Eitzen and Zinn (eds.)

Globalization: The Transformation of Social Worlds, pp. 25-30 (B)

Thomas L. Friedman, “The World Is Flat” in Eitzen and Zinn (eds.), Globalization:

The Transformation Of Social Worlds, pp. 18-22 (B)

JAN. 29: **The History and Economic Dimension of Globalization**

Peter Dicken, Global Shift, pp. 14- 22

Manfred B. Steger, Globalization: A Very Short Introduction, pp. 37-52 (B)

JAN. 31: **The Institutions of Globalization**

Manfred B. Steger, Globalization: A Very Short Introduction, pp. 52-55 (B)

The *Dollars and Sense* Collective, “The ABCs of the Global Economy” in

Eitzen and Zinn (eds.), Globalization: The Transformation of Social Worlds, pp.70-2

76-7 (B)

FEB. 5: **The Shifting Contours of the Global Economy**

Peter Dicken, Global Shift, pp. 22-48, 476-494

FEB. 6: **FILM: *Inside Job* (Response paper due on February 12th)**

FEB. 7: **Globalization and the** **Recent Financial Crisis**

Sewell Chan, “Financial Crisis Was Avoidable, Inquiry Finds”, *New York Times*,

January 25, 2011

Branko Milanovic, “Grounded: Income Inequality and Speculative Investment Led to

The Financial Meltdown” in Lechner and Boli (eds.), The Globalization Reader,

pp. 200-202 (B)

FEB. 12: **A Reaction to the Crisis: The Occupy Movement**

**FILM in class (TBA), and discussion**

FEB. 14: **Actors of Globalization: Transnational Corporations**

**Why are they Significant Actors?**

Peter Dicken, Global Shift, pp. 56-62, 162-164, 229-231

FEB. 19: **Actors of Globalization: Transnational Corporations**

**Why are they significant actors?**

Peter Dicken, Global Shift, pp. 433-452

FEB. 19: **FIRST WRITING ASSIGNMENT DRAFT DUE** **IN CLASS**

FEB. 21:  **Technology: The Enabling Force**

Peter Dicken, Global Shift, pp. 76, 80-97, 99-102

FEB. 26: **Actors of Globalization: States**

**Why are they significant actors?**

Peter Dicken, Global Shift, pp. 170-172, 177-188, 204-217

FEB. 28: **Globalization and Environmental Issues**

Peter Dicken, Global Shift, Chapter 15, pp. 547-550

MAR. 5: **Making a Living in Developed Countries: Where Will Jobs Come From?**

Peter Dicken, Global Shift, 484-488, 492-505

MAR. 5: **REVISED FIRST WRITING ASSIGNMENT (15 points) DUE** **IN CLASS**

MAR. 6: **FILM: *American Jobs* (Response paper March 12th)**

MAR. 7: **Making a Living in Developed Countries: Where Will Jobs Come From?**

Peter Dicken, Global Shift, 484-488, 492-505 (continued)

Boushey, Heather, “Women Breadwinners, Men Unemployed” in Real

World Macro, pp. 20-23 (B)

MAR. 12: **Reviewing and Discussing Data on Labor Markets**

MAR. 14: **Mid-term exam**

**SECTION II: GLOBALIZATION, ECONOMIC RESTRUCTURING AND WOMEN’S WORK IN INDUSTRIALIZED COUNTRIES**

APR. 2: **How Does** **Gender Work?**

Teresa, Amott, Caught in the Crisis, pp. 9-15 (B)

Nilufer Cagatay and Korkut Erturk, “Gender and Globalization: A Macroeconomic

Perspective”, pp. 5-7 (B)

APR. 4: **Globalization and** **Paradoxes of Women’s Work in the US**

**FILM in class: *Why Can’t a Woman Earn as Much as a Man?***

Margaret L. Andersen, Thinking About Women, pp. 116-137 (B)

APR. 9: **Globalization and** **Paradoxes of Women’s Work in the US**

Margaret L. Andersen, Thinking About Women, pp. 137-149 (B)

Francine D. Blau et al. The Economics of Women, Men and Work, pp. 29-30 and

205-210 (B)

APR. 10: **FILM: *Living on the Fault Line*** **(Response paper due April 16th)**

APR. 11: **Reviewing Gender-Related Labor Market Data**

APR. 16: Albelda, Randy and Chris Tilly, “Policies As If Families Mattered”, in

Women’s Lives, pp. 208-216 (B)

**SECTION III: GLOBALIZATION, STRUCTURAL ADJUSTMENT AND WOMEN’S**

**WORK IN DEVELOPING COUNTRIES**

APR. 18: **Understanding Development and Global Inequalities**

Michael Todaro and Stephen Smith, Economic Development, pp. 15-17, 20-24 (B)

Peter Dicken, Global Shift, pp. 476-484, 488-494

APR. 23: **Making a Living in Developing Countries: Where Will Jobs Come From?**

Peter Dicken, Global Shift, pp. 190-194, 505-515

APR. 23: **SECOND WRITING ASSIGNMENT (10 points) DUE IN CLASS**

APR. 24: **FILM: *Maquilapolis* (Response paper due April 30th)**

APR. 25: **Globalization** **and Sweatshop Labor**

Richard Applebaum and Peter Dreier, “The Campus Anti-Sweatshop Movement”,

Nicholas D. Kristof and Sheryl Wu Dunn, “Two Cheers for Sweatshops” in

Thomas R. Swartz and Frank J. Bonello (eds.), Taking Sides: Economic Issues,

pp. 310-325 (B)

APR. 30: **Globalization and Migrant Women**

Peter Dicken, Global Shift, 515-521

Barbara Ehrenreich and Arlie Russell Hochschild, “Global Women” in Visvanathan

et al. (eds.), The Women Gender and Development Reader, pp. 237-244

MAY 1:  **FILM: *Hell to Pay* (Response paper due May 7th)**

MAY 2: **The Impact of the Debt Crisis and Structural Adjustment on Women in**

**Developing Countries**

Robert K. Schaeffer, “Debt Crisis and Globalization” in Understanding

Globalization, pp. 79-102 (B)

**MAKING THE WORLD A BETTER PLACE**

MAY 7:Peter Dicken, Global Shift, Chapter 17

MAY 9: Nilufer Cagatay and Korkut Erturk, “Gender and Globalization: A Macroeconomic

Perspective”, pp. 29-30 and 43-44 (B)

Jeremy Brecher et al., “Globalization and Social Movements” in Eitzen and Zinn

(eds.), Globalization: The Transformation of Social Worlds, pp. 298-303

MAY 9: **THIRD WRITING ASSIGNMENT (10 points) DUE IN CLASS**

**REFERENCES FOR BOOKS AND DOCUMENTARIES:**

**Books**

Amott, Teresa, Caught in the Crisis, Monthly Review Press, New York: 1993.

Andersen, L. Margaret, Thinking About Women (8th Edition), Boston: Pearson, 2009.

Blau, Francine et al., The Economics of Women, Men and Work, Boston: Prentice Hall, 2010.

Cagatay, Nilufer and Korkut Erturk, “Gender and Globalization: A Macroeconomic

Perspective”, Geneva: ILO Working Paper No.19, 2004.

Dicken, Peter, Global Shift (6th Edition), New York: The Guilford Press, 2011.

Eitzen, D. Stanley and Maxine Baca Zinn, (eds.), Globalization: The Transformation of Social Worlds, Belmont, CA: Wadsworth Cengage Learning, 2009.

Gluckman, Amy et al. (eds.), Real World Macro, Boston: Economic Affairs Bureau,

Inc., 2010.

Kirk, Gwyn and Margo Okazawa-Rey, Women’s Lives, Mountain View, CA: Mayfield

Publishing Co., 2000.

Lechner, Frank J. and John Boli (eds.), The Globalization Reader (4th Edition), West Sussex, UK:

Wiley-Blackwell, 2012.

Mishel, Lawrence et al., The State of Working America, Ithaca, New York: ILR Press, 2009.

Schaeffer, Robert, K. Understanding Globalization (4th Edition), New York: Rowman & Littlefield Publishers, Inc., 2009.

Steger, Manfred B., Globalization: A Very Short Introduction, New York: Oxford University Press, 2003.

Swartz Thomas R. and Frank J. Bonello (eds.), Taking Sides: Economic Issues, Guilford, Connecticut: McGraw-Hill/Dushkin, 2004.

Todaro, Michael P. and Stephen C. Smith, Economic Development, New York: Pearson/Addison Wesley, 2006.

Visvanathan, N. et al. (eds.), The Women, Gender & Development Reader, (2nd Edition), New York: Zed Books, 2011.

**Documentaries**

*American Jobs,* directed by Greg Spotts, (2004).

*Hell to Pay,* directed by Alexandra Anderson and Anne Cottringer, (1988).

*Inside Job,* directed by Charles Ferguson, (2010).

*Living on the Fault Line,* executive producer-writer Hedrick Smith, (1998).

*Maquilapolis,* directed by Vicky Funari and Sergio de la Torre, (2006).

*Why Can’t a Woman Earn as Much as a Man?* directed by Fiona Lloyd-Davies, (2009).

DISCUSSION GUIDELINES

The goal of discussions is to enhance learning through the exchange of ideas. In order to have successful in-class discussions, each person should come to class having done the reading, answered the relevant questions posted on Blackboard, and thought about the issues raised. Participation should be balanced with most people contributing to the discussion, even if they only have a question to ask.

When preparing readings for discussion **take brief notes on each of the readings**. Then **answer all the posted questions and these additional questions:**

1. What is the main point of each reading?
2. Do you agree or disagree with the key points? Why?
3. If there are a few readings, is there disagreement among the authors on the issues? If so, what are the points of contention?
4. How does the reading relate to material you have read in this and other courses?
5. What sort of questions do these readings raise in your mind? Do you have any answers to these questions?

**GUIDELINES FOR WRITING ASSIGNMENTS**

The writing assignments must be **typed and double-spaced**. When you are writing assume that the reader knows the concepts covered in introductory economics but is not familiar with the assigned readings. When citing a text from the class reading list or another source, use the following form within the text: (Dicken 2011:25) and **provide a full bibliographic citation** at the end of the assignment. Avoid quotes, especially long ones, as much as possible. Evaluation of your understanding of the assignment becomes difficult when you quote someone else’s words extensively.

Your grasp of the relevant economic concepts and theories and your ability to express this understanding will determine your grade on each writing assignment. Papers that are concise, well-organized and clear will get the best grades.

When writing your assignments you may use the assigned textbook, articles and films or other sources. Before you begin to write you may discuss concepts related to the assignments with others. However, you **may not** write the assignment with anyone else or show your written assignment, either in draft or in final form, to anyone else in the class. **You are required to have writing conferences on the early drafts of the first two assignments. You should bring full drafts to these conferences.**

I will provide written feedback on your writing, and will be available for conferences, and we will discuss writing in class. You may do revisions of your papers if you choose to do so. Revisions need to be handed in according to the following rules: If I hand back the papers on a Tuesday, you have until Friday at 4:00 of the same week to turn in the revision. If I hand back the papers on a Thursday, you have until the following Tuesday (the next class meeting) to turn the papers in. **You must return the original paper along with the revision.** The final grade of each revised paper will be determined by a weighted average calculation: The original paper will be worth 65 percent of the grade and the revised version will be worth 35 percent.

Revision is **not** correcting grammar mistakes that you should never have made in the first version. Revising includes editing grammar mistakes and poorly-written phrases as well as rethinking concepts and ideas and a new organization of the paper when necessary. I recognize that you will be making the revision after the content has been discussed in class. Therefore, revisions will be graded more stringently than the first versions of the papers.

**Please remember that late assignments will not be accepted.**

#### GUIDELINES FOR FILM REVIEWS

You will write **five** film reviews throughout the semester, and together they will count as one writing assignment (10 points). The reviews will each be one page (maximum) long and written single-spaced. **They will be due the Tuesday class after the week that the film is shown**. The purpose of film reviews is **to relate** **the readings of that particular week** to the films. You need to show that you have done the readings, and that you can relate them to the ideas/facts discussed in the films. Each essay will consist of three paragraphs.

The first paragraph is **descriptive**: You will give a summary of the film or talk about its important aspects. In the second paragraph you will **form connections** between the film and **that week’s readings**. You may refer to former readings, but this assignment focuses specifically on how you link the **current** readings and the film. Each time you refer to a reading, make sure that you use proper citation (E.g.: Dicken 2011: 35). You do not have to write a bibliography for film reviews unless you use an outside source. Finally, in the third paragraph, you will **evaluate** the film. Here, you will explain what you think and feel about the issues being discussed and whether/how the film contributes to your understanding of these issues.