

**Globalization and Gender**  
**GGS 414**  
**Spring 2020**

**Class Time: TU, Thursday 3:30PM - 4:50PM Baldy 113**

Prof. Barbara Wejnert

Office: Clemens 1021

Office hours: Tu, 1:00-3:00 pm and by appointment

Phone: 645-2327 ext. 0787; e-mail: [bwejnert@buffalo.edu](mailto:bwejnert@buffalo.edu), [bwejnert@gmail.com](mailto:bwejnert@gmail.com)

**Course Description.** In recent years, many scholars have sought to look at interconnections between worldwide globalization, poverty and gender as interdependent explanatory factors guiding development of societies. What are the fruits of such efforts?

This course explores the complex relationships between globalization, economic well-being and gender from a national and global, comparative perspective. It interrogates analytical and conceptual frameworks, definitions and measurements of globalization enriched by conceptual investigations of a neoliberal world system and dependency theory to view how the complex relationships between these theories explain women's socio-economic and political position in developing and developed countries. The class is centered on analyses of relevant readings that form a base for a class discussion about globalization and about women's experiences in globalized societies. In particular, it focuses on policies and practices that shape people opportunities and life experiences, and illustrate constraints and advancements that affect women's positions worldwide. Drawing from multiple theoretical and conceptual frameworks this course focuses on interdisciplinary of social sciences, global development and gender.

The course's **Learning Objectives and Methods of Assessment** are:

<b>Learning Objectives</b>	<b>Assessment Methods</b>
Develop conceptual understanding of diverse definitions and approaches to globalization and how social, economic, political or cultural global conditions can influence women's life circumstances.	Profile of globalization in relation to global development and opportunities for women. In-class assignments; Exams; Research paper, class discussions
Critically adjudicate the theoretical explanations for how variation in globalization approaches explain disparities in women's opportunities and life circumstance.	Exams; Research paper
Brainstorm about new ideas, and critically assess course material in its application to gender while using leading theoretical approaches	Theoretical profile of globalization; In-class assignments; Exams

Develop writing, analytic, and communication skills.	Research paper and final debate presentation
--	--

### **Course Requirements**

This graduate/upper level undergraduate course aims at an interdisciplinary study that focuses on the area of Global Gender Studies. This smaller seminar focuses on the interconnection between forces of globalization, the state, markets and gender as independent explanatory factors in social and gender studies. For each topic, surveyed scholarly work includes comparative investigations of developed and developing world. These works represent the most current available research from alternative theoretical frameworks, including diffusion, globalization theory, modernity, world system theory, neoliberalism, cultural and communitarian perspectives.

The course format: The course is organized as a two-part seminar: the first hour is a lecture on basic theoretical and empirical work in the field, while the second hour is devoted to a discussion about assigned reading material. Class participation and preparation play an important part in determining course grades.

Thus, there will three graded assignments for this course that could be enhanced by in-class discussion.

- 1) Midterm exam (up to 30% of the final grade) is composed of one broader essay question for an undergraduate class and two broad questions for graduate students, plus several multiple questions. All questions cover material from lectures and class readings. The broad question (or two questions for graduate students) requires an integration of a theoretical material and application of the theoretical material to a posted problem.
- 2) Discussion about weekly readings led by a single student or small group of 2 students, where each student in a group critically discusses one paper out of all papers assigned to read in a selected week, and submits 1-2e critical analysis of discussed by him/her reading. This is once per semester assignment. The discussion and critical analysis counts as 30% of the final grade.
- 3) In-class final debate and a final paper (40% of the final grade) involves debate on important issues related to globalization. Students will receive list of questions to choose from as a preparation for the final debate. For example: Is Globalization in Retreat or Not? Or what is a “precariat class” and why it emerged globally? What are the costs and benefits of globalization? Answers to these questions need to be rooted in and supported by the course material. Each student needs to choose own position on one issue on the list, prepare to defend his/her position on that issue when debating it in class and eventually write a final paper on that issue in lieu of the final exam.

Everyone has to be prepared to discuss all reading material each week. Discussion about reading and class participation play an important part in determining your grade for the course, especially if your points are closed to a particular letter grade.

On the scale of 0-100 points, a midterm exam counts as up to 30 points (40% of a final grade), the essay paper up to 30 points (30 % of a final grade), final project up to 40 points (each member of a group is graded individually).

### Grading Scale

Grade	Percentage	Grade Points
A	94 - 100%	4.0
A-	90 - 93	3.67
B+	87 - 89	3.33
B	84 - 86	3.0
B-	80 - 83	2.67
C+	77 - 79	2.33
C	74 - 76	2.0
C-	70 - 73	1.67
D+	67 - 69	1.33
D	60 - 66	1.0
F	0 - 59	0.0

### Academic Integrity

From <http://academicintegrity.buffalo.edu/policies/index.php>: “The University at Buffalo takes very seriously its commitment to principles of academic integrity. Our academic community expects the highest ethical behavior on the part of our students in the completion and submission of academic work. Students should assume that no assistance or aid is allowable on exams or homework unless explicitly outlined by the instructor. Even when the instructor allows consultation or collaboration, the student is expected to explicitly footnote the source, extent, and nature of the contribution. Written works must be the complete and original effort of the student, with all ideas and words of others duly attributed according to the appropriate style manual. Furthermore, students should not recycle work in subsequent courses, nor should they facilitate any act of academic dishonesty by another person. If in doubt, the student should err on the side of caution and consult the instructor for additional guidance.

In cases of academic integrity violations, the University will pursue appropriate sanctions subject to the official policy, as outlined in the Undergraduate Catalog:

- [Current UB Academic Integrity Policy](#)
- [Undergraduate Academic Integrity Policy Appendices](#)
- [Undergraduate Catalog](#)”

### Accessibility Services

"If you have a disability and may require some type of instructional and/or examination accommodation, please inform me early in the semester so that we can coordinate the accommodations you may need. If you have not already done so, please contact the Accessibility Resources office. The office is located at 25 Capen Hall and the telephone number is (716) 645-2608." For more information, see:

<http://www.buffalo.edu/accessibility/>

### **UB Incomplete grading policy**

"A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course. Prior to the end of the semester, students must initiate the request for an "I" grade and receive the instructor's approval. Assignment of an "I" grade is at the discretion of the instructor." For more information, see <http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml>

**Class Readings:** reading material listed below can be obtained as PDFs from UBLeans and from required books

**Slides:** PDFs of all slides used in class will be sent before each class as email attachment so all students can add own class notes into slides when the material is discussed in class.

### **Course Books:**

#### **Required:**

Rosenau, J. *Distant Proximities Dynamics beyond Globalization*. 2003. Princeton University Press. ISBN 0-691-09524-8 (in UB Library) (abbreviation R.J)

David, Harvey. 2005. *A brief History of Neoliberalism*. Oxford University (On UB Leans).

#### **Recommended:**

Wejnert, B. (ed.) 2013. *Voices of Globalization*. Research in Political Sociology, vol.20. Bingley, UK: Emerald Group Publishing (in UB library)

### **Course Plan**

#### **WEEK I (Jan.28). Introduction to Course Material and Syllabus**

**Download syllabus**

**Discussion: what brings you to this course?**

**Discussion: what globalization means to you.**

**Test your knowledge before your start (pre-quiz in class – not graded, on understanding globalization)**

## **WEEK II (Feb. 4). Overview of Theoretical Approaches to Globalization**

Understanding Globalization: course material posted on UB Learn. General discussion on the understandings of globalization

Discussion about readings posted on line and email to class for this week:

### **Assigned Readings:**

Kearny, A.T.2001. Measuring Globalization. *Foreign Policy. Feb/Jan 2001, p. 56-65* (on UB Learns).

Haas, Richard. 2017. World Order 2.0. *Foreign Affairs. Jan. Feb. 2017: 2-9.*

Rosenau, J. 2003 *Distant Proximities. Globalization*, ch. 1 (R.J. ch.1)

## **WEEK III (Feb. 11). Globalization and Neoliberalism: terms and meanings**

### **Lecture and discussion about reading**

### **Assigned Readings:**

David, Harvey. 2005. *A brief History of Neoliberalism*. Oxford University, p. 1-30 (ch. 1 Freedom's Just Another Word (p.5-38) ch. 3 The Neoliberal State. (P. 64-86) (online, on UB learns)

Rosenau, J. 2003 *Distant Proximities. Globalization*, ch. 1 (R.J. ch.1, continues..)

## **WEEK IV (Feb. 18). Theoretical Explanations of Globalization: New International Order**

### **Lecture and discussion about reading**

### **Assigned Readings:**

Muller, Jerry. 2013. Capitalism and Inequality. What the Right and the Left Get Wrong. *Foreign Affairs. March/April .p.30-51* (on UB Learns).

Nye, Joseph. 2017. Will the liberal order survive? *Foreign Affairs. Jan. Feb. 2017: 10-16*

Niblett, Robin. 2017. Liberalism in Retreat. *Foreign Affairs. Jan. Feb. 2017: 17-24*

Cardozo: 2008. Globalization and Democracy. *Political Sociology Newsletter. ASA*

## **WEEK V. (Feb. 25). The Power of Key Players?**

## **Lecture and discussion about reading**

### **Assigned Readings:**

Josef Joffe. The default Power. *Foreign Affairs*. New York: Jul/Aug 2009. Vol. 88, 21-35.

Hannes Lacher. Embedded liberalism, disembedded markets: Reconceptualising the Pax Americana. *New Political Economy*; Nov 1999; 4, 3; ABI/INFORM Global pg. 343

Ian Woodward, Zlatko Skrbis and Clive Bean. 2008. Attitudes towards globalization and cosmopolitanism: cultural diversity, personal consumption and the national economy *The British Journal of Sociology* Volume 59 Issue 2, 207-226 (on UB Learns)

## **WEEK VI (March 3). Is Globalization in Retreat? In-Class discussion and Lecture Lecture and discussion about reading**

### **Assigned Readings:**

Roger C Altman. Globalization in Retreat. *Foreign Affairs*. New York: Jul/Aug 2009. Vol. 88, Iss. 4; pg. 2, 7 pgs

Gat, Azar; Deudney, Daniel; Ikenberry, G John; Inglehart, Ronald; Welzel, Christian. Globalization, Which way is history marching?

Michael E. Porter: Location, Competition, and Economic Development: Local Clusters in a Global Economy. *Economic Development Quarterly* 2000; 14; 15 (on UB Learns).

## **WEEK VII (March 10). MIDTERM during class session**

## **WEEK VIII. (March 17) SPRING BREAK**

## **Week IX. (March 23) The Unexpected Outcome of Globalization: Precariat Lecture and discussion about reading**

### **Assigned Readings:**

Williams, Joan. 2016. "What so many people do not get about the US working class?" Harvard business Review.

Standing Guy. 2016. "The precariat: a New Dangerous Class." (on UB learns).

## **Week IX. (March 31) Globalization, Global Democracy and a Danger of Populism. Lecture and discussion about reading**

### **Assigned Readings:**

Ronald Inglehard. 2016. How much should we worry? *Journal of Democracy*. Vol. 27, no. 3, 18-23.

Wejnert, B. 2014. Finding Populism Today. In Dwayne Woods, Barbara Wejnert, "The Many Faces of Populism: Current Perspectives", *Research in Political Sociology*, Vol. 22 pp. 163-172.

Wejnert, B. 2020 (in press) Populism, democracy and Ukrainian Uprisings of Orange revolution and Euromaidan (on UB learns)

### **Week X. (April 7) Should We Focus On Gender When Analyzing Globalization?**

**Lecture and discussion about reading**

**Assigned Readings:**

Barbara Ehrenreich, Arlie Hochschild. *Global Women, Nannies, Maids, Sex Workers in the New Economy*. Chapter: Introduction (p. 1-14) and ch. *Love and Gold* (p15-30) (On UB Learns)

Beneria, L. 2003. *Gender, Development and Globalization: Economics as if All People Mattered*. Review by Stephanie Garrett: *Women & Environments International Magazine*; Fall 2004/Winter 2005; 64/65

Wejnert, B. (2015) Turning Globalization and the Diffusion of Democracy into Opportunities for Women and Girls. *Research in Political Sociology*, 23, 3-31 (On UB Learns);

### **WEEK XI (April 14). Position and function of women and girls in Globalized World**

**Lecture and discussion about reading**

Kabeer, Naila. Labor Standards, Women's Rights and Basic Needs. Ch.10  
In Barbara Ehrenreich, Arlie Hochschild. *Global Women, Nannies, Maids, Sex Workers in the New Economy* (On UB Learns)

ZAFIRIS TZANNATOS. 1999. Women and Labor Market Changes in the Global Economy: Growth Helps, Inequalities Hurt and Public Policy Matters. World Bank, Washington DC

### **WEEK XII (April 21). Globalization: opportunities or oppression of women worldwide? (class presentations start)**

**Lecture and discussion about reading**

Nirupama Prakash. 2012. Empowering women using Environmental friendly Technology in paper recycling. *Research in Political Sociology*. Vol.20, p127-138.

Taylor, et al. 2013. Beyond the poverty Paradigm: the neoliberal City and the low-income Worker. The Buffalo, New York experience, vol 21, p. 181-199.

**WEEK XIII. (April 28) Globalization: Women's Empowerment (class presentations)**  
**Lecture: Globalization, Democracy and Gender**

Wejnert, B. (2019) Is democracy good for women? *Gender Perspectives in International Development* (on UB learns).

Allan Goodman. 2016. Lifeline for refugee scholars. *Science*.

**WEEK XI. (May 5) CLASS DEBATE: GLOBALIZATION--Oppression or Opportunity in the Global System, Gender Perspective**

All Power Point Presentations need to be submitted at the time of presentation. Final Exams due May 15.

***Accommodations for tests and other assignments***

If you are entitled to accommodations for tests and other assignments, please contact the professor **within the first two weeks of class**. We will make arrangements to accommodate you. The first prelim is on October 24 and that date will approach very rapidly. Making proper accommodations requires two weeks of lead time.

**ADDITIONAL DEPARTMENTAL MATERIAL:**

**Policy on Complaints:**

If you feel you have a legitimate complaint(s) about this course then you are welcome to talk to the instructor. If, thereafter, you are still dissatisfied, then you can ask to speak to the Chair of the Department of Transnational Studies by visiting the departmental office at 732 Clemens Hall, North Campus.

**Policy on Academic Freedom:**

This course subscribes to the University's policy regarding academic freedom, which reads in part:

The University supports the principle of academic freedom as a concept intrinsic to the achievement of its institutional goals. This principle implies a trust in the integrity and responsibility of the members of the academic community. Samuel P. Capen, former Chancellor of the University of Buffalo, who is remembered for the tradition of academic freedom he implemented during his leadership of the University, said in 1935: "Acceptance by an institution of the principles of academic freedom implies that teachers in that institution are free to investigate any subject, no matter how much it may be hedged about by taboos; that they are free to make known the results of their investigation and their reflection by word of mouth or in writing, before their classes or elsewhere; that they are free as citizens to take part in any public controversy outside the institution; that no repressive measures, direct or indirect, will be applied to them no matter how unpopular they may become through opposing powerful interests or jostling established prejudices, and no matter how mistaken they may appear to be in the eyes of members and friends of the institution; that their continuance in office will



be in all instances governed by the prevailing rules of tenure and that their academic advancement will be dependent on their scientific competence and will be in no way affected by the popularity or unpopularity of their opinions or utterances...."

(The full policy is available here: <http://www.student-affairs.buffalo.edu/judicial/12rulesp.pdf>)