

Fall 2019
Temple University
Tuesdays and Thursdays 3:30-4:50pm
Anderson Hall | Room 00023

Instructor: Dr. Maria Murphy
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Office Hours: Tues/Thurs 2.00-3.15pm



Border Crossings: Gendered Dimensions of Globalization

This course explores the ways in which gender manifests differently in a variety of cultural and national contexts and the impact of globalization on gendered social relationships. *Gender* indicates the ways in which our social lives are organized around gender binaries – in relation to work, family, sexuality, crime, culture, and nation-state. *Globalization* indicates the transfer of economic and cultural goods (capital, goods, people, ideas, militaries, cultures, media, diseases, ecologies, and more) between nations and people. Questions we will explore include: What are some of the histories and hierarchies of gender and globalization? What is globalization and how do different children, women, men, transgender and non-binary people experience it differently? How are wages, compensation, and value negotiated in the global labor market? How does immigration affect families? How different are experiences of women in the “Third World” from those of women in the “First World,” why, and where do these terms come from? We will explore these issues and others by reading critical scholarship, watching films/documentaries, and engaging in classroom discussion. The course will take an intersectional approach by considering how gender intersects with other social categories such as race, religion, class, sexuality, age, ability, and nationhood in a range of geographic contexts.

Fulfills: World Society (GG) requirement under Gen Ed & International Studies (IS) under Core

Course Objectives:

- To develop a basic knowledge of the gendered and racialized historical legacies of colonialism that shape processes of globalization today
- To understand elements of globalization (such as economic, political, technological, social, and cultural) as major organizational forces that both consolidate and subvert gender ideologies; and to understand the formation of women's social movements that respond to these forces in various contexts
- To promote ethical reflection, civic engagement, and awareness of current issues
- To offer, through the lens of gender, a framework to understand the connected effects of globalization on regional and national politics, economics and social issues
- To develop critical thinking, learning, research, communication, and writing skills

Course Requirements

Class Engagement & Attendance: 15%

In-class writing: 20%

Current Event Report: 15%

In-class writing midterm: 20%

Final Paper Draft: 5%

Final Paper Presentation: 5%

Final Paper Submission: 20%

Class Engagement

Class participation comprises a significant portion of your grade. Participation is integral in this class and I expect you to contribute thoughtfully to class discussion throughout the semester. Most importantly, this means that **attendance is mandatory**. I recognize there can be a variety of extenuating circumstances that can prevent attendance. Please be in touch with me early in the semester so we can discuss accommodations. In class, I encourage you to ask questions, make clarifications, and share your thoughts about the readings, recordings, and viewings. To prepare for class, take notes while you are reading, listening to, and watching course materials. Look up names or concepts that are unfamiliar to you. I recommend keeping a running list of keywords/terms that we encounter throughout the semester. **No laptops, tablets, ipads, or phones are permitted in class.** You must print off readings for each session and bring them to class with you. If you require the use of a laptop in class, please see me early in the semester to discuss accommodations.

Difficult Content & Classroom Etiquette

In this class, we will be discussing some difficult topics. As your teacher, I will never do anything to intentionally shock or upset; it is also my intention to create a challenging and intellectually stimulating environment, which will occasionally involve unpacking and processing difficult topics. If you are having difficulty dealing with a class discussion, reading, viewing, or listening excerpt, you may voice these concerns in class or you may discretely step out of class (in this event, please send a quick email to me afterward). Also, be mindful of others' experiences when you speak. Avoid making assumptions about anyone's experience. Respect each others' names, preferred gender pronouns, and expressed identities; no one is required to share information about their identities or experiences. Do not hesitate to approach me if you feel there are measures I can take to make the classroom a safer space for you.

In-Class Writing

Each week, you will be asked to complete in-class writing assignments related to the assigned readings. You will occasionally respond to the writing of your peers and participate in small-group discussions about the writing prompts. These in-class writing assignments will help you prepare for the in-class writing midterm and develop writing strategies for your final research paper. There will be 11 in-class writing assignments throughout the semester. The lowest graded assignment will be dropped from your grade.

In-Class Writing Midterm Exam

For the midterm, you will be provided, in advance, with 5 questions related to class lectures, discussions, readings, and supplementary course materials. 4 of these questions will appear on the midterm.

Current Event Report (due October 31st by midnight)

You will write a 600-word report about a relevant cultural or academic event on campus or in Philadelphia (concert, art opening, film, lecture/talk, performance). The report should include: (1) a description and summary of the event; (2) two points/issues of relevance and importance to the class; (3) an evaluation of the ideas presented during the event, their strengths and/or weaknesses.

Final Paper Draft & Final Submission (Draft due December 2nd, final due December 15th on Canvas)

Each student will write a **6-8 page** critical reflection bringing two or three of our selected readings into conversation with each other. You should choose a theme or thesis to organize your essay. You may also choose to organize your essay by focusing on a current event or cultural or aesthetic object that you wish to explicate using our class readings. A draft of the final paper is due on December 2nd, and you will present on your topic during the last week of classes.

Canvas

There is a Canvas site for this course, for which you are automatically registered. Go to <https://canvas.temple.edu> to sign in. It is essential that you check Canvas regularly. All class materials unless otherwise noted will be available on Canvas. I will use the site to post additional reading and listening assignments (always noted in the syllabus or indicated in class) and to announce important information about the class. There will also be a Canvas page dedicated to student content and discussion. I encourage you to post terms, share links, and comment on topics from class.

Academic Integrity

Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity. Please familiarize yourself with it in its itinerary: <https://www.temple.edu/secretary/sites/secretary/files/policies/03.70.12.pdf>

Accessibility & Accommodations

If you need specific accommodations, please let me know as soon as possible. I am available to discuss course accessibility in person, via email, or on the phone. To make arrangements for accommodations through Temple, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations.

Student Resources

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: <https://www.temple.edu/secretary/sites/secretary/files/policies/03.70.02.pdf>

You are also encouraged to visit the Writing Center in the Student Success Center as you prepare your research paper: <https://www.temple.edu/class/programs/writing/tutoring.html>

Grading / Point Scale

93 – 100 = A	83 – 86 = B	73 – 76 = C	63 – 66 = D
90 – 92 = A-	80 – 82 = B-	70 – 72 = C-	60 – 62 = D-
87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	00 – 59 = F

Week 1. Introduction: Structures of Globalizations

Tuesday 27 August

- Viewing in class: Chimamanda Ngozi Adichie, “The Danger of a Single Story”

Thursday 29 August

- on intersectionality: Coaston, Jane. “The Intersectionality Wars.” *Vox Magazine*, May 28, 2019. https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination?fbclid=IwAR2TZzxz8ZLQi1-NH9aG4Tt7ktJ0YjdbzXWnaCXjq6gpHe_ajNDau-apKbU.
- on globalization:
 - Saval, Nikil. “Globalisation: the rise and fall of an idea that swept the world.” *The Guardian*, July 14, 2017. <https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world>.
 - “Globalization.” In *National Geographic Resource Library*. <https://www.nationalgeographic.org/encyclopedia/globalization/>.
 - Gray, Alex. “What is globalization anyway?” *World Economic Forum*, January 10, 2017. <https://www.weforum.org/agenda/2017/01/what-is-globalization-explainer/>.
 - Wolf, Martin. “Shaping Globalization.” *Finance & Development* 51, no. 3 (September 2014). <https://www.imf.org/external/pubs/ft/fandd/2014/09/wolf.htm>.

key concepts: globalization; gender; intersectionality; World Bank; International Monetary Fund

Week 2. Colonialism & the Nation-State

Tuesday 03 September

- Trouillot, Michel-Rolph. "North Atlantic Fictions: Global Transformations, 1492-1945" and "A Fragmented Globality." In *Global Transformations: Anthropology and the Modern World*. New York: Palgrave MacMillan, 2003, 29-38 & 47-57.
- Mignolo D, W. "The Americas, the Christian Expansion, and the Modern/Colonial Foundation of Racism." In *The Idea of Latin America*. Oxford: Blackwell Publishing, 2005, 2-15.

key concepts: intersectionality; "first world;" "third world;" "the West;" global north; global south; modernity

Thursday 05 September

- Kim, Hyun Sook and Jyoti Puri. "Conceptualizing Gender-Sexuality-State- Nation." *Gender and Society*, 19, no. 2 (2005): 137-159.
- Stoler, Ann. "Gender and Morality in the Making of Race." In *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. Berkeley: University of California Press, 2002, 41-51 and 61-66.

key concepts: colonialism; postcolonialism; neocolonialism; gender; nation-state; capital; neoliberalism

Week 3. Gender, Development & Global Economies

Tuesday 09 September

- Hunter, Margaret. "Buying Racial Capital: Skin-Bleaching and Cosmetic Surgery in a Globalized World." *The Journal of Pan African Studies* 4, no. 4 (June 2011): 142-164.
- Grewal, "Traveling Barbie: Indian Transnationalities and the Global Consumer." In *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Durham: Duke University Press, 2005, 80-96.

key concepts: "racial capital;" African diaspora; economic liberalization; multiculturalism; transnationalism; transcoded

Thursday 12 September

- Murphy, Michelle. "Economy as Atmosphere." In *The Economization of Life*. Durham: Duke University Press, 2017.
- Abu-Lughod, Lila. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist* 104.3 (2002): 783-790.

key concepts: GDP; 9-11; commodities; war on terror

Week 4. Domestic Labor & Care Work

Tuesday 17 September

- Salazar Parreñas, Rhacel. "The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy." In *Global Woman: Nannies, Maids, and Sex Workers in The*

New Economy, edited by Barbara Ehrenreich and Arlie Russell Hochschild, 39-54. New York: Holt Paperbacks, 2002.

- Constable, Nicole. “Filipina Workers in Hong Kong Homes: Household Rules and Relations.” In *Global Woman: Nannies, Maids, and Sex Workers in The New Economy*, edited by Barbara Ehrenreich and Arlie Russell Hochschild, 115-141. New York: Holt Paperbacks, 2002.
- Zaremba, Joy M. “America’s Dirty Work: Migrant Maids and Modern-Day Slavery.” In *Global Woman: Nannies, Maids, and Sex Workers in The New Economy*, edited by Barbara Ehrenreich and Arlie Russell Hochschild, 142-153. New York: Holt Paperbacks, 2002.

key concepts: migrant; undocumented worker; private & public spheres

Thursday 19 September

- Anderson, Bridget. “Just Another Job? The Commodification of Domestic Labor.” In *Global Woman: Nannies, Maids, and Sex Workers in The New Economy*, edited by Barbara Ehrenreich and Arlie Russell Hochschild, 104-114. New York: Holt Paperbacks, 2002.
- Johnson, Annie. “Philly needs a bill of rights for domestic workers.” *The Inquirer*, March 4, 2019. <https://www.inquirer.com/opinion/commentary/domestic-worker-bill-of-rights-20190304.html#loaded>.
- Poo, Ai-jen. “They Look After Your Children. They Deserve Basic Rights.” *New York Times*, July 14, 2019. <https://www.nytimes.com/2019/07/14/opinion/harris-jayapal-domestic-workers.html>

key concepts: commodification; solidarity; bill of rights; direct action

Week 5. Reproductive Labor

Tuesday 24 September

- Pande, Amrita. “Commercial Surrogacy in India: Manufacturing a Perfect Mother-Worker.” *Signs: Journal of Women in Culture and Society* 35, no. 4(2010): 969-992.
- Vora, Kalindi. “After the Housewife: Surrogacy, Labour and Human Reproduction.” *Radical Philosophy* 20, no. 4 (Spring 2019). <https://www.radicalphilosophy.com/article/after-the-housewife>.

key concepts: surrogacy; commercial surrogacy; reproductive labor; gestational labor; feminist materialism

Thursday 26 September

- Lewis, Sophie. “Introduction” and “Amniotechnics.” In *Full Surrogacy Now! Feminism Against Family*. New York: Verso, 2019, 1-29 & 160-168.

key concepts: water as protection; Dakota Access Pipeline; cyborg feminism; belonging, ownership & property; nuclear family

Week 6. Global Health & HIV/AIDS

Tuesday 01 October with guest Meredith Evans

- Evans, Meredith, Kathryn Risher, Nompumelelo Zungu, et al. "Age-disparate sex and HIV risk for young women from 2002 to 2012 in South Africa." *Journal of the International AIDS Society* 19, no. 1 (2016): 21310. doi:10.7448/IAS.19.1.21310.
- Matebeni, Zethu, Vasu Reddy, Theo Sandfort, et al. "‘I thought we are safe’: Southern African lesbians’ experiences of living with HIV." *Culture, Health & Sexuality* 15(2013): 34-47.

key concepts: Global health; public health; social determinants of health; HIV/AIDS; ART

Thursday 03 October

- In class viewing: Excerpts from France, David, director. *How to Survive a Plague*. 2012. Produced by Public Square Films. Distributed theatrically in the U.S. by Sundance Selects, 109 minutes.
- McKay, Richard. "Introduction." In *Patient Zero and the Making of the AIDS Epidemic*. Chicago: University of Chicago Press, 2017, 1-41.

key concepts: HIV/AIDS; aesthetic activism; ACT UP

Week 7.

Tuesday 08 October

In-Class Writing Midterm Exam

Thursday 10 October

Guest Lecture with Martine Tchitchihe

- Reading TBA

Week 8. Masculinities

Tuesday 15 October

- Mfecane, Sakhumzi. "Towards African-Centered Theories of Masculinity." *Social Dynamics: A Journal of African Studies* 44, no. 2 (2018): 291-305.

key concepts: western epistemologies; personhood; working class

Thursday 17 October

- Jennex, Craig. "Listening to Difference: Recognition and Refusal in Queer Music Diasporas." In *Popular Music and the Politics of Hope: Queer and Feminist Interventions*. New York: Routledge, 2019.
- Listening: Sikh Knowledge, "More Than Aware"

key concepts: politics of recognition; refusal; queer liberalism

Week 9. Sex Trafficking

Tuesday 22 October

- Kara, Siddharth. "Preface" and "Sex Trafficking: An Overview." In *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press, ix-44.

key concepts: global economic integration; sex trafficking; caste

Thursday 24 October

- Kara, Siddharth. “The United States.” In *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press, 179-199.
- Listening: Milck, “Quiet”

key concepts: Trafficking Victims Protection Act

Week 10. Gendering Refugees

Tuesday 29 October

- Grewal, Inderpal. “Gendering Refugees: New National/Transnational Subjects.” In *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Durham: Duke University Press, 2005, 158-195.
- Listening: Miguel, “Now”

key concepts: refugee; asylum; migrant; feminist advocacy

Thursday 31 October

NO CLASS—CURRENT EVENT REPORT DUE

Week 11. Surveillance & Imperialism

Tuesday 05 November

- Beauchamp, Toby. “Flying Under the Radar.” In *Going Stealth: Transgender Politics and U.S. Surveillance Practices*. Durham: Duke University Press, 2019, 50-78.
- Enloe, Cynthia. “Understanding Militarism, Militarization, and the Linkages with Globalization Using a Feminist Curiosity.” In *Gender and Militarism: Analyzing the Links to Strategize for Peace*, Edited by Isabelle Geuskens, 7-9. Women Peacemakers Program: May 24 Action Pack, 2014.

key concepts: militarism; TSA; transgender; homonationalism; surveillance; imperialism

Thursday 07 November

- Yi, Horim and Timothy Gitzen. “Sex/Gender Insecurities: Trans Bodies and the South Korean Military.” *Transgender Studies Quarterly* 5, no. 3 (August 2018): 378-393.
- Listening: Anohni, “Watch Me”

key concepts: conscription; militarized masculinity; transition; medical model of sexuality

Week 12. Decolonizing Feminism

Tuesday 12 November

- Mail Arvin, Eve Tuck, and Angie Morrill. “Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy.” *Feminist Formations* 25, no. 1 (Spring 2013): 8-34.
- Mohanty, C. “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” *boundary 2* 12, no.3 (Spring-Autumn, 1984): 333-358.

key concepts: heteropatriarchy; decolonization; settler colonialism

Thursday 14 November

- Evans, Meredith. “Refusal and Resurgence: A Review of Wolastoqiyik Lintuwakonawa.” *Society for Cultural Anthropology*, July 1, 2019. <https://culanth.org/fieldsights/refusal-and-resurgence-a-review-of-wolastoqiyik-lintuwakonawa>.
- Listening: Jeremy Dutcher, *Wolastoqiyik Lintuwakonawa* (2018)

key concepts: refusal; sovereignty; indigenous epistemologies/ways of knowing

Week 13. Transnational Solidarity

Tuesday 19 November

- Naples, Nancy A. “Changing the Terms: Community Activism, Globalization, and the Dilemmas of Transnational Feminist Praxis.” In *Women’s Activism and Globalization: Linking Local Struggles and Global Politics*

key concepts: solidarity; politics of naming; grassroots organizing

Thursday 21 November

- Desai, Manisha. “Transnational Solidarity: Women’s Agency, Structural Adjustment, and Globalization.” In *Women’s Activism and Globalization: Linking Local Struggles and Global Politics*
- *Listening*: Mona Haydar, “Hijabi”

key concepts: agency; structural adjustment

Week 14. NO CLASS—FALL BREAK

Tuesday 26 November

Thursday 28 November

Week 15. Paper Presentations

Tuesday 03 December

Thursday 05 December