

Dr. Kathryn Ward

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kabrown@gmail.com No office phone due to ongoing budget cuts that preclude phones in GAs' offices.

“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” (1990s, Australian Aboriginal Group).

Course Content:

I've designed this course to give advanced undergraduate and graduate students an overview of current theories and research in Sociology of Globalization & Development. This course will have a particular focus on the role of gender, race & ethnicity, sexuality issues in development & globalization. Given the big changes in the global economy, we will examine various theories of development and topics such as debt, unemployment, outsourcing, colonies of settlement and rule, dependent development, structural adjustment, international division of labor, fair trade vs. free trade, genetically modified agriculture, thinking *glocally*, sex work, militarization, and resistance among others. You will also learn about major data and web-resources on development issues. We will also discuss how to prepare to volunteer, undertake studies and research on development in a variety of settings. Last but not least, given my research and training program activities in Bangladesh, you will learn much about Bangladesh and its efforts toward development and women's empowerment, which will exemplify many of the issues that we will cover.

Students will have the opportunity to develop skills in several areas: traditional scholarly research and writing skills, applied and/or volunteer work, and personal reflection. The course will use lectures, class discussions, Web-based research, films, and guest speakers to examine various facets of globalization & development. Students will also take responsibility for leading discussions and being prepared for class through readings and active participation. Four paperback books are strongly recommended for purchase, since we will read nearly all their contents. Some journal and short newspaper articles will be available on via electronic media from Morris Library and a Google group site. Others are recommended. You are expected to have read the assigned materials before coming to class each day; lectures and discussions will presume a familiarity with

assigned materials. Be sure to take good notes because lectures and discussions may include materials not included in readings.

Since much of the class does depend on discussion and participation, you will be penalized for absences in excess of four class sessions during the term. If you miss more than seven class sessions during the semester (nearly 2 months, you will receive a failing grade in the class). There may be slight modifications of the schedule and/or syllabus during the term, so be certain to check with a classmate if it is necessary for you to miss a class. I may add or subtract short relevant news and other articles or videos or blog-web sites through out given class interests. Finally, if you have any specific learning-life issues and/or challenges (in reading, writing, family, health, or transportation), privately please let me know from the beginning of the class and we can work on any needed accommodations.

COURSE STRUCTURE AND GRADING:

Ground Rules for the Course:

1. Acknowledge that racism, sexism, classism, homophobia, and ethnocentrism exist.
2. Acknowledge that one of the meanings of racism/sexism (isms) is that we have been systematically taught misinformation about our own group and especially members of other groups.
3. We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
4. Victims are not to be blamed for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.
7. We will share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.
8. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.

**Ground rules by Lynn Weber, Women's Studies, University of South Carolina, Columbia, SC. Previously at Center for Research on Women, Memphis State University, Memphis, TN 38152

Grading System: This course will use a modified contract grading system. Part of your grade will be computed from criteria established by me. About one-half of your grade will be determined by a take-home midterm exam (100 pts), a take-home final exam (100 pts), short response assignments (5-10pts each up to 50-70 pts), a rough and final drafts of research paper & presentation (100 points), and attendance and class participation over materials (25 pts), and self-assessment (10 pts). The midterm and final are weighted equally. In each case you will have one week to complete an essay-style exam (typed copies are required).

The remaining portion of your grade will be computed from your performance on an assignment to be contracted between you and me. Students enter courses with a variety of legitimate learning goals: sharpening traditional scholarly skills in research and writing; improving skills in applying knowledge to real-world settings; exploring personal orientations on issues related to the course. This contract grading system requires that you assume a portion of the responsibility for defining those goals and designing assignments useful in reaching them.

For your assignment, I suggest that you focus on a particular topic and/or regions, for example, the financial crisis and effects on women and children or changes in food production in various countries. Migration flows into the United States from Central and Latin America? Africa? Eastern Europe? Middle East? South Asia? Southeast Asia? Or the effects of underdevelopment on fertility, infant mortality, or gender ratios in a particular country or region. Or you can look at trends in environmental activism around GMO, soft drinks, agricultural, and other issues or anti-globalization movements against the WTO, World Bank, and/or IMF. Or the rise of democracy in South Africa, Middle East and other areas. Emergence of fundamentalisms? Or ethnic-religious conflicts in Africa, Middle East, Eastern Europe, Latin America, and/Asia. Or international responses to natural and human disasters such as hurricanes, ethnic conflicts, or so-called humanitarian missions. These are meant to be suggestive rather than definitive; if you have ideas for other useful assignments, please discuss them with me. However, I expect you to focus in on one country or region for many of your web-research, recipe, language, or cultural assignments.

Your paper references can be taken from a variety of resources—library, journals, web-sites, but you must include citations to scholarly journals, books, and complete web citations that work when I access them. **NO WIKIPEDIA or ON-LINE DICTIONARIES!** If I find that you have directly used any materials without proper citation (source, page number, and quotation marks), such as parts of articles or whole papers, you will receive a failing grade on your paper and fail the course. If you have any questions about these issues, just ask.

By the end of the third week of class I would like for you to have prepared a written tentative contract of work you would like to complete. We then will set up for early the following week brief appointments so that I can discuss your contract with you individually. Once we agree on an assignment you will complete during the term, we will make modifications only by mutual agreement. An outline & working bibliography of your paper is due on 19 February. You must turn in a rough draft of your paper is due on 7 April. No rough draft and I will not give you a grade for your final paper. You must give a short paper presentation in class-prepare-serve some food from your country/area before the end of the semester (in the two class weeks before the end of the semester). If your rough paper is unacceptable and/or needs improvement, I will return it for re-writing, however, give me your best possible drafts. All work must be turned in by 4 May if it is to receive credit.

Student Self –Assessment (Due the last week of class 30 April): I think I have earned a(n) __ in this class. Please provide a one page rationale of your assessment. Re-read the goals and course requirements and include such items as the grades on directed writing assignments, midterm, improvement in writing, your capacity for integration and reflection on the material presented, your participation in class discussions, your success at reading material in advance of each class session, and any other information that you think is relevant. Do NOT include how much time you spent outside of class reading and/or writing. (10 points).

One final note re class-consumption of food-liquids: I strongly encourage to consider what you buy-consume-drink-dispose before and after class. Are the containers reuseable-recyclable? If so, recycle them after class. If not, think about bringing reuseable mugs-cups. Are you drinking bottled water and/or soda? Think about this and if so, recycle your bottle-can. I would like to see very little recycleable materials and non-recycleable materials in the trash after class.

If you have questions, feel free to stop by my office or call me at the office (453-7626).

Required books (all paper back and used copies):

Philip McMichael Global Development and Change 4rd edition

Joane Nagel, Race, Ethnicity, and Sexuality

Naomi Klein, Shock Doctrine

Charlotte Hindle, et al., Volunteer: A Traveller's Guide to Making a Difference Around the World

For each class-topic keep actively looking for international news and issues in newspapers, TV, and internet & citizens' media in the BBC, New York Times, <http://www.iht.com> , <http://english.aljazeera.net/> , and other media. Also check out: www.alternet.org and women's enews www.womensenews.org or Global Voices <http://www.globalvoicesonline.org/> or Interpress agency <http://www.ipsnews.net> or <http://us.oneworld.net> <http://news.newamericamedia.org/news/>

Let me know about any other good websites, blogs, Youtube, and other videos, too!

Nari Jibon blog: narijibon.blogspot.com
or Kathryn Ward's blog: pagolnari.blogspot.com
<http://rising.globalvoicesonline.org/>
Shawn's Uncultured Project: <http://uncultured.com/>

I will be also setting up a Google group account for the class to post more current news-materials and messages....more websites, bloglinks, materials, syllabus, and assignments will be posted there. You can read them on-line or download. You should set your email preference so at least you get emails once per day when items are posted. The Google group account for this class: <http://groups.google.com/group/glocal-world> You will need to respond to my invitation to the group and/or request admission.
Email for the group: glocal-world@googlegroups.com

Week 1. 13-15 January—note that I may also put up short readings on Google group for you to read and/or as discussed in class

McMichael, Preface, Timeline, Chapter 1 in Global Development and Change
Klein, Intro, The Shock Doctrine (see also her website for Shock Doctrine:
<http://www.naomiklein.org/shock-doctrine>
Her website and recent article on Israel:
<http://www.naomiklein.org/articles/2009/01/israel-boycott-divest-sanction>
She also has a Facebook site!

Marilyn Davis, "Made in Bangladesh" Perspectives, fall 2005,
http://www.siu.edu/~perspect/05_fall/05_fall.pdf

See www.narijibon.com, www.siu.edu/~narijibon, and www.pagolnari.blogspot.com

Assignment: What is going on with Coke and Pepsi in India? What are the issues? What is the OLPC XO?

Week 2. 20-22 January Intersections of Gender, Race, Ethnicity, and Sexuality

Turn in your email address/personal history assignment on 20 January

Nagel Race, Ethnicity, and Sexuality, Intro, Chapter 1 & 2

www.Unculturedproject.com on Cyclone Sidr and development YouTube work
<http://uncultured.com/2008/01/18/new-episode-the-hard-lessons-of-aid-work/>

esp: <http://uncultured.com/2008/07/25/what-would-kathy-do/>
<http://uncultured.com/2008/06/23/rhetoric-reading-and-reflection/>

<http://pagolnari.blogspot.com/2008/08/nari-jibon-project-and-its-bloggers.html>

Bangladesh Virtual Tour: www.virtualbangladesh.com/bd_contents.html

Assignment: Population distributions around the world—what is the population distribution among the continents? Largest country? Race-ethnic groups? Religions? Where in the world Dr. Ward has been? How many people live in Bangladesh? Dhaka? Honduras? Has she made the local newspapers? Blogs? Internet?

web sites:

U.S. in the World <http://www.prb.org/>

Download the world population data sheet (PDF file). Also take a look at HIVAIDs resources! FAQs

<http://www.worldbank.org/gender/> (GenderNet for WorldBank—check out Bangladesh women’s country profile) also Sectoral Operational Guides on Health, Education, Justice and Multi-Sector Responses to Violence Against Women

www.newage.bd

www.thedailystar.net

Week 3. 27-29 Jan Colonization, Frontiers, The Development Project

McMichael, Chapter 2, “Instituting the Development Project”

Hinkle et al, Chapter 1

Klein, start reading—about one chapter per week—Chapter 1

Video: Black Gold

Assignment: What does the U.S. embassy think are important issues in Bangladesh?

<http://dhaka.usembassy.gov/>

Honduras? http://honduras.usembassy.gov/english/index_e1.htm

your country of interest?

Assignment For your country---so you want to travel to study, research, and/or work abroad? Which country or region? How do you prepare? Language? Passport? Visas? Shots? What papers do you need from the country in which you want to go and/or work? What kinds of birth control are available there? (see also Hinkle et al)

www.lonelyplanet.com

www.travlang.com (check out Bangla and one other language)

www.livemocha.com (free language training)

<http://travel.state.gov>

www.cdc.gov/travel

Week 4. 3-5 Feb. Ethnosexual Boundaries and Colonization

turn in your proposed paper topic 5 Feb.

Nagel Chapters 3 & 4, "Sex and Conquest" "Sex and Race in America."
Hinkle Chapter 2

Assignment: what is the world distribution of AIDS? Who is most affected in Africa? South Asia? Your country? U.S.? What are the latest prevention strategies? Treatments?

www.unaids.org

www.unifem.org

www.icrw.org

www.icddrb.org

<http://www.popcouncil.org/gfd/> (Population Council site)

Week 5. 10-12 Feb. The Development Project, International

McMichael, Chapter 3

Klein, Chapter 2

Hinkle, Chapter 3-4

Video: Killer Bargain or related video

Assignment: For your country, too and a) Sex ratios—girl/boy preference—what happened to the 10 million missing girls in India? China? B) Socio-demographic indicators for your country/area c) look in your closet—where are your clothes and shoes from? D) what's the big deal about sweatshops—any in your country? E) what is the mobility of labor and capital? (suggestion, use the PRB and WB websites for demographic-socioeconomic measures)—for your country?

Human Rights in your Country? <http://www.state.gov/g/drl/rls/hrrpt/>

Domestic Violence? <http://www.hotpeachpages.net/>

17-19 Feb. From Development to Globalization

Paper Outline & Working Bibliography Due 19 Feb

Video: Black Gold or Maquilaopolis or China Blue

McMichael CHAPTER 4 Globalizing the National Economy

Klein, Chapter 3-4

See also, Ward 1993. "Reconceptualizing World-System Theory to Include Women." Pp. 43-68 In Paula England (ed.) Theory on Gender/Feminism on Theory. Hawthorne, New York: Aldine.

Make Trade Fair-Oxfam, TRADING AWAY OUR RIGHTS: Women working in global supply chains, <http://maketrade-fair.com/en/index.php?file=06022004174047.htm>

Assignment Where do your fruit and vegetables come from in Carbondale?(and don't tell me Wal-Mart). What are the pesticides and risks? Go to a grocery store and find out where your oranges, grapes, apples, bananas, strawberries, and one other vegetable come from.

In your country, what are the main foods and where do they come from? Where do people get their water? Provide a recipe of one the national/regional favorites (you will cook and share this later on...).

What does the U.S. embassy for your country think are important trade issues?

Global exchange www.globalexchange.org

Development Alternatives for Women <http://www.dawwnet.org/>

Women in Informal Employment, www.wiego.org

Peace women www.peacewomen.org

<http://cawhk.tripod.com/9904/9904nls.htm> (Asian Womens Workers' Newsletter)

<http://www.sawnet.org/> (South Asian women's network)

http://www.uneca.org/eca_programmes/acgd/default.htm

(Economic Commission on African/African Centre for Women)

<http://www.oxfam.org> (OXFAM Policy Papers)

Madre <http://www.madre.org>

Week 7. 24-26 Feb. Demise of Third World

McMichael CHAPTER 5, "Demise of the Third World" :

Klein, Chapter 5

Nagel, Chapter 5, "Sexually Imagined Communities."

Hinkle Chapter Chapter 5

You View: <http://www.mclight.com/>

<http://www.mclight.com/slideshow.html>

Moldova, price of sex, http://www.pbs.org/frontlineworld/flash_point/001moldova/

Assignment: What is the debt situation in your country or region? Total debt? Debt service? Actual payments? Economic structures: foreign investment? Trade revenues?

If you want to work or study abroad with NGOs in your country, how do you identify such opportunities? What papers do you need? (see Hinkle also your country's embassy, NGOs)

Videos: City of God, Tsotsi, Hotel Rwanda

Jubilee debt campaign <http://www.jubileedebtcampaign.org.uk/>
www.grameen-info.org

Micro-credit/finance gateway www.cgap.org/
<http://www.popcenter.umd.edu/> The Center on Population, Gender, and Inequality at
University of Maryland

Week 8. 3-5 March, Globalization Project

Midterm

McMichael, Chapter 6, "Implementing the Globalization Project"

Klein, Chapter 6+

Nagel, Chapter 6, Sex and War

Pyle, Jean L. and Kathryn Ward. 2003. "Recasting our Understanding of Gender and
Work During Global Restructuring." *International Sociology* 18:461-489.

Video: Syria or Store Wars

Lucinda Marshall, The War on Iraq's Women Printed on August 25, 2007

<http://www.alternet.org/bloggers/marshall/60710/>

Joshua Holland, Wal-Mart: The Ultimate Corporate Welfare Queen

Posted on June 5, 2007 <http://www.alternet.org/bloggers/joshua/53177/>

Week 9 Spring Break! No class!

Take Klein with you.....

Weeks-10-11 17-26 March Globalization In Practice

McMichael, Chapter 7

Nagel, Chapter 7 & 8

Klein, Chapter 14-18

Hinkle, 6-7-8

Kabeer, Naila. 1999. "Resources, Agency, Achievements: Reflections on the
Measurement of Women's Empowerment." *Development and Change* 30:435-
464.

OCPL XO computers---articles TBA

Video: China Blue or 1-800-India or Maria, Full of Grace, or Traveling South

Video: Born Into Brothels

You View: "Taking the Pledge" <http://www.sexworkerspresent.blip.tv/file/181155>

You View: <http://www.mclight.com/> <http://www.mclight.com/slideshow.html>

Moldova, price of sex, http://www.pbs.org/frontlineworld/flash_point/001moldova/
http://www.pbs.org/frontlineworld/rough/2007/09/dubai_sex_for_s.html
Mimi Chakarova <http://www.mideastyouth.com/2007/12/23/dubai-sex-trade-exposed/>

Gigolos speak out in conservative India

http://news.bbc.co.uk/2/hi/south_asia/7159759.stm

CHOE SANG-HUN 8 Jan 09 Ex-Prostitutes Say South Korea and U.S. Enabled Sex Trade Near Bases. <http://www.nytimes.com/2009/01/08/world/asia/08korea.html>

What is the connection between military bases, entertainment, and sex work?

You view: Nari Jibon website posts women sex workers and migrant workers

Jana, Smarajit , Nandinee Bandyopadhyay, Mrinal Kanti Dutta, and Amitrajit Saha. 2002. "A tale of two cities: shifting the paradigm of anti-trafficking programmes." *Gender and Development* 10:69-79.

Reshmi Chowdhury 2006, "OUTSIDERS" AND IDENTITY RECONSTRUCTION IN THE SEX WORKERS' MOVEMENT IN BANGLADESH, *Sociological Spectrum*, 26: 335-357

See also Researcher Laura Agustin's website (many downloadable articles) http://www.nodo50.org/conexiones/Laura_Agustin/ (what post-article caught your attention? Any on your country?)

(also her new book, (2007) [Sex at the Margins: Migration, Labour Markets and the Rescue Industry](#). London: Zed Books.

Assignment: Network of Sex Work Projects

<http://www.nswp.org/> (Research For Sex Work R4SW link)

and CATW site and check out the reports on sex work in your country or region and Bangladesh. <http://www.catwinternational.org/> CATW=Coalition Against Trafficking in Women

Also check out the trafficking in persons website. What are the reports' sources of data?

What about your country? US government trafficking in persons website:

<http://www.state.gov/g/tip/rls/tiprpt/2007/>

Assignment: What proportion of the U.S. government's budget do we spend on the military? Welfare? Education? What about your country?

www.worldbank.org

<http://www.census.gov/> statistical abstracts of U.S. and historical statistical abstracts)

<http://www.essential.org/monitor/monitor.html> (Multinational Monitor)

Weeks 12-13. 31 Mar-9 April: Rethinking Development, Globalization, and Resistance

Note: Midwest Sociological Society meeting, 2-5 April St. Louis, my session is on 2 April so that will be a research day to finalize your paper rough draft due on Tuesday 7 April.

Rough draft of paper due 7 April

McMichael, Chapter 8, "Globalization and Counter movements"

Nagel, Conclusion

Hinkle, Chapters 8-9-10

Klein, Chapters 19-21

Speakers:

You watch: Walk to Beautiful <http://www.pbs.org/wgbh/nova/beautiful/program.html>

And read companion site: <http://www.pbs.org/wgbh/nova/beautiful/>

Video: Greatest Silence: Rape in the Congo.

What is going on in the Congo? What is the USA and other countries doing about it?

Ward et al 2004, "The Effects of Global Economic Restructuring on Urban Women's Work and Income-Generating Strategies in Dhaka, Bangladesh" Critical Sociology

What's going on with Coke and Pepsi in India????

Anti-GMO movement?

Donors and domestic violence and/or violence against women?

Fundamentalisms????

Assignment: Given your particular location in the world, what strategies do you propose to deal with fundamentalism and issues of surrounding women and violence against women? What groups would you work with? How do we get men to intervene? What can we in the North do?

Assignment: What is the debt situation in your country or region? Total debt? Debt service? Actual payments? Economic structures: foreign investment? Trade revenues?

If you want to work or study abroad with NGOs in your country, how do you identify such opportunities?

Week 13. 14-16 Apr Triple Shifts, Informalization, and Development

McMichael, CHAPTER 9: Development for What?

Kabeer, Naila. 2001. "Conflicts over Credit: Re-Evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh." *World Development* 29:63-84.

Week 14-15 21-30 Apr, 1 May Paper and Food Presentations

Finals week: 5-9 May, second exam due 4 May 12:50pm

Personal Herstory/History Assignment

Due 20 January

Provide your preferred email address on the top of your paper with your name. The purpose of this assignment is to get you to start thinking about your life and intellectual experiences with gender, race, class, sexuality, religion, globalization, development, and as resident of your region of the world. There are no right or wrong answers. You will turn in your typed double-spaced 12 pt font answers in class on Tuesday, 20 January. Answer the questions on additional sheets of paper. Also please use correct spelling and grammar.

1. When were you first aware that there was such a thing as differences in gender, race, class, region, and sexuality? How old were you? How did you tell? Was this in a rural or urban setting? What country?
2. How many brothers and sisters do you have? Did you notice your parents treating you any differently as you grew up? Preschool age, grade school age, high school, and college, adult (real world)?
3. What types of messages did you receive about gender, race, class, and cultural-religious roles from your schooling? Differences in sports or classes in language, politics, history?
4. What kinds of messages did you get about your proper gender, race, sexuality, and religious-cultural roles as you entered adolescence and puberty? Did your friends change? Did you have any friends from other countries?
5. How do you see yourself as different from white ethnic western women (men)? How do you see yourself as the same as white ethnic western women (men)?
6. What types of messages have you received about gender, race, class, religion-culture and sexuality from the media, for example, TV, movies, commercials, internet?
7. Is it possible for women (men) to combine having a family and a career? Does this vary by region? In other words, have it all? (Why aren't men asked this question???) How have your thoughts/actions on this matter shaped your career and fertility decisions?
8. How do you deal with family or friends who make obviously sexist, racist, and ethnocentric remarks? How do you deal with men (women) who make obviously sexually and racially (and ethnocentric) harassing remarks? On the street? Classroom? Workplace?
9. How many languages do you speak, read, understand, or write?
10. How many countries have you visited beyond the country of your birthplace? Where? When? Experiences? Do you have a passport? If not, do you know how to get one?
11. Check out the labels on the clothes that you are wearing today. Where did they come from? Where did you buy them? Did you eat any fruits today? Where did they come from and where did you buy them? Who picked and processed your food? Made your clothes? Your MP3 player? Your cell phone? Your car?