

## CGS 101 Gender and Globalization

1100AM-1220PM Tue/Thurs Warren Lecture Hall 2114

<https://courses.complex-systems-laboratory.org/cgs101>

### Instructor

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Professor of Environmental Physics and Complex Systems

Scripps Institution of Oceanography

Critical Gender Studies Teaching Professor

Ethnic Studies Affiliate

**Office Hours** (tentative – check web site for changes)

11AM-NOON Mon Online // 1230-130PM Tues/Thurs Mandeville Cafe // or by appointment

*CGS 101 will be conducted on stolen, colonized, occupied, unceded Kumeyaay Land.*

### Synopsis

Globalization is a process that creates, modifies, amplifies and severs economic, political and social links across the globe. Rooted in colonialism, fast-tracked by neoliberal capital's privatization and free trade discourses and spawning resistance ranging from individual acts to broad-based social movements, globalization disproportionately harms but also empowers BIPOC, Womxn, Trans and Queer Folk, Disabled People, Workers, and many others who have experienced its heavy hand. Globalization influences the construction of gender and sexual identities, and has created landscapes of extreme inequality, environmental destruction and conflict. In CGS 101, we will combine sampling theoretical concepts to describe these gendered, anti-Black, colonized and racialized landscapes with a focus on case studies that highlight the interplay between the devastation left in the wake of globalization and the resistance against it.

### Goals

- Understand how globalization, neoliberalism, gender and resistance operate, and the interactions among them.
- Explore intersections among Black/Feminist/POC/Crip/Indigenous/Queer/Class struggles.
- Acquire the ability to read and comprehend academic CGS texts.
- Learn critical analysis methods/tools and how to apply them.

### Beyond Brave Spaces

The instructor of this course is dedicated to creating a learning environment of critical thinking and practice, where we are collectively sharing, learning, and producing knowledge. Drawing from Black Feminist Thinker, bell hooks, I am committed to facilitating a collective space that includes:

- 'transgressing' to disrupt and dismantle the status quo;
- honoring and acknowledging the ways that people with different abilities learn, communicate, participate and interact;
- recognizing students' varying mobilities and lived experiences as sources of knowledge;
- working towards an accessible collective learning environment;
- supporting students through difficult conversations and creating an environment in which everyone might grapple with these topics and potentially move towards action;
- explicitly prioritizing nonlinear ways of learning and building relationships with each other.



## Accountability

*“In order to have accountability you must be in a relationship with that person.” – Mia Mingus*

In this sense, part of the work of this course will be to develop relationships that go beyond the transactionalism of taking a course/receiving a grade and teaching a course/assigning grades.

Instructor: I welcome constructive comments and suggestions about the class to better make it a space for productively working, learning and growing together. I will provide class time to receive those suggestions. I will provide timely feedback to the best of my ability.

Students: Active engagement, doing the reading and completing assignments on time to the best of their ability. Contributing to class discussions, accepting responsibility for the learning of your classmates and of yourself. Aspects of the transactional part are outlined below.

### *Grading:*

- Attendance, Participation and Group Activities – participation can be through spoken contributions during class and written contributions on the web site before, during and after class. Specifically, please post one well-thought out question or one answer to another student's question to the course forum on the web site per week for weeks 2-9 **20%**
- Answer Questions About the Assigned Reading (Due Mondays before class) – summarize briefly the assigned reading content and briefly answer several questions about reading assignments for Weeks 2-9. **25%**
- Analytical Follow Ups (two) -- do additional reading/research/analysis to follow up on a point raised in class. Choose a point raised during Weeks 4-9, due the following Friday at midnight. Do not wait until week 9! One written follow up (700 words) and a second written follow up or a Zine **25%**
- Final Group Project – Group presentation (Week 10). Research and analyze a gender and globalization-related struggle using concepts and methods discussed in class and present it during Week 10. **30%**

CGS 101 has a no-fault extension policy for analytical follow-ups and the course forum. If you must be late for these assignments, send bt an e-mail saying when you will turn them in. Assigned Reading and the Final Project must be completed on time.

A step-by-step instruction sheet for each of the assignments will be provided. **All assignments must be completed to receive a passing grade.**



### **Come Prepared**

Students are expected to keep up with the weekly readings as they are assigned in the course syllabus. Assigned readings must be read prior to class and you are expected to identify key themes, concepts, and terms in the readings. Please bring readings and lecture notes to class. Be prepared to ask questions and discuss reading materials, lectures, and films. If you cannot come to class, contribute insights in

the discussion forum before and after class.

Here are some ways you can participate: ask/answer questions, participate in group work and other in- class activities, and or write down your thoughts and hand it to an instructor before, during or after class. There will be several in-class exercises including role plays, group work, presentations, etc. Full credit will require active participation throughout the entire course.

### Attendance

Learning in CGS 101 will take place through interactions with other students in the class. Attendance is strongly encouraged. If you cannot attend class, you must participate in online discussion forums on the course web site and engage with course group activities.



If you are attending and must miss a class, are late, or leave early, it is your responsibility to inform the instructor prior to class. You are also responsible for contacting your fellow students to find out what you missed. Please arrive on time and stay until the end of class.

### Participation

Everyone is expected to contribute to class discussions, either by attending class or by participating in online discussion forums. The following guidelines are the basis for meaningful discussions.

- Be physically and mentally present for yourself, for us, and for your classmates.
- Respect is key. Respect yourself, your classmates, and the academic goals of the course. Please do not interrupt others while they are speaking.
- Participation is not just speaking but also active listening – we are coming from different perspectives, backgrounds, and positionalities and we all have something to contribute to how we understand the readings and concepts.



- Step Up, Step Back: if you are participating more than others, step back and let others contribute; if you are participating less than others, step up and contribute more.
- Commit yourself to critically engage the material. Be an active participant in your education.
- Take initiative in your learning. Act with integrity.
- Commit yourself to arriving on time and coming prepared to learn.
- Support your arguments by engaging the texts (academic settings necessitate scholarly claims).
- The number one ground rule which we will all follow is to engage in respectful critical analysis and discussion in the classroom. Abusive and harsh language will not be tolerated.

## **Sexual Violence and Sexual Harassment**

In this class, we might discuss issues that many find difficult, painful and triggering. I invite you to relate your personal experiences where relevant to the academic discussion. Please feel free to reach out to your instructor or fellow classmates as needed. However, I want you to be aware that UCSD requires instructors to file a report with the University's Title IX Officer if any students relate experiences with sexual harassment or sexual violence in class discussions or written assignments, whether or not that occurred on campus. This could result in an investigation without that student's participation or consent.

CARE at the Sexual Assault Resource Center is the UC San Diego confidential advocacy and education office for sexual violence and gender-based violence (dating violence, domestic violence, stalking). CARE provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. CARE at SARC is on-call 24 hours a day and on weekends throughout the year. If you are in need of urgent support during non-business hours, weekends, or holidays, please call (858) 534-5793. <https://care.ucsd.edu/>

## **Academic Integrity**

Plagiarism is not acceptable. Please refer to the "UCSD Policy on Integrity of Scholarship."

## **Communications with Instructor**

Please let me know if you go by a different name than what is on your UCSD record.

## **Office Hours**

If you have any questions regarding the readings and or assignments please visit office hours. If you cannot attend the scheduled office hours I also am available to meet by appointment. Please email me with your availability to request an appointment.

## **Email Policy**

Please do not hesitate to e-mail me with any questions and or concerns. I check email during normal university hours and will respond within 24 hours, however, I might not respond to emails over weekends.



Email is a good way for you to ask short, logistical questions and general inquiries about assignments. If you have questions that require an in-depth answer or conversation, please come see me during office hours. Finally, I strongly encourage you to ask syllabus and assignment related questions in class. If you have a question it is likely that others also have the same question. When emailing include CGS 101 as part of the subject line or header.

## **Grade Disputes**

If you have questions regarding the grades or written comments you receive, I would be happy to address them during office hours or by appointment at least 24 hours after you have received your feedback. Make sure to see me no later than one-week after the assignment has been returned. A re-grade means re-grading the entire assignment and could result in an overall lower grade for that assignment.



### **Campus Resources**

I suggest that you become familiar with campus resources! If you would like more assistance in locating additional campus resources for disability accommodations, health, food, stress, transitional support, well-being, mental health, financial aid, entertainment, job preparation, and community building do not hesitate to consult your instructor or the staff at your college or department.

### **Accommodations**

If you need any accommodations for disability, illness, or any other reason please contact me so I can create an accommodation plan for your success. If you have a disability or other condition that compromises your ability to complete the requirements of this course, please inform me asap of your needs. I will make all reasonable efforts to accommodate you. I am committed to making certain that all students can fully participate in CGS 101!

### **Writing Support**

Some students will need to utilize office hours in order to get extra background and direction on the material. ELL students are highly encouraged to consult the resources at the OASIS center (858-534-3760).

### **Email Exchange**

If you ever miss a class, contact your peers for support! Collaboration with your peers is a part of learning--this is **NOT** a competition!

### **Note Taking**

Some students might need note taking assistance. If you require assistance, please let your instructor know. I appreciate your willingness to share notes with those who need assistance. will be requesting volunteers for designated note takers as needed. However, all students should take their own notes during every class if they are able to.



### **Printed Slides and Materials**

Slides and other materials will be available on the web site prior to class.

### **Reading/Viewing**

Links for all reading/viewing will be provided on the course web site. Please check the the posted links as there are different editions/versions for some of the reading. Be certain to download the reading template from the web site for each week!



Use the space below to record the names and contact info for other folx in CGS 101 that you can rely on for assistance with notes and comprehension of the course material.

new friend: \_\_\_\_\_ new friend's e-mail: \_\_\_\_\_

new friend: \_\_\_\_\_ new friend's e-mail: \_\_\_\_\_

new friend: \_\_\_\_\_ new friend's e-mail: \_\_\_\_\_

The CGS 101 syllabus is subject to change as needed. Office hours location and times might vary to best meet the needs of all students. Check the web site for updates!

Many students take a Critical Gender Studies course because the topic is of great interest or because of a need to fulfill a university or college requirement. Often students have taken three or four classes out of interest yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. A Critical Gender Studies major is excellent preparation for a career in law, public policy, education, public health, social work, non-profit work and many other careers. If you would like information about the Critical Gender Studies major or minor at UCSD, please contact Katia Todorova, Critical Gender Studies Program Advisor, via email at [cgs@ucsd.edu](mailto:cgs@ucsd.edu).

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### **Assigned Reading**

Assigned Reading might change – if you are going to read ahead, please consult bt!

### **Week 1: Course and People Introductions//Voices from the Frontlines of Globalization** (No Assigned Reading)

### **Week 2: Neoliberalism and Globalization**

- James Fulcher (2015) *Capitalism: A Very Short Introduction* (Second Edition), Oxford [Chapter 1: What is Capitalism?].
- Manfred B. Steger and Ravi K. Roy (2021) *Neoliberalism: A Very Short Introduction* [Chapter 1: What's 'Neo' about Liberalism?]
- Sheila Croucher (2018) *Globalization and Belonging: The Politics of Identity in a Changing World* (Second Edition), Rowman and Littlefield, pages 11-48 [Chapter 1: Globalization, Belonging and the State].

### **Week 3: Gender, Race, Intersectionality and Resistance**

- Sheila Croucher (2018) *Globalization and Belonging: The Politics of Identity in a Changing World* (Second Edition), Rowman and Littlefield, pages 156-196 [Chapter 5: Gendering Globalization, Globalizing Gender]
- Richard Delgado and Jean Stefancic (2012) *Critical Race Theory: An Introduction* (Second Edition), New York University Press, pages 19-38 [Chapter 2: Hallmark Critical Race Theory Themes].
- Jennifer C. Nash (2019) *Black Feminism Reimagined: After Intersectionality*, Duke University Press, pages 6-11.
- Democracy Now: Keeanga-Yamahtta Taylor: What We Can Learn From the Black Feminists of the Combahee River Collective, Video: WATCH 0-13 min 22 sec  
<https://www.youtube.com/watch?v=NfaNJ7ktlqA>

#### **Week 4: Zapatistas and Anti-Globalization Movements**

- Subcommandante Marcos (2001) The Fourth World War, InMotion Magazine (Translated by irlandesa): November, 9 pages.
- Hilary Klein (2019) A Spark of Hope: The Ongoing Lessons of the Zapatista Revolution 25 Years On, North American Congress on Latin America, <http://nacla.org>, 9 pages.
- Leanne Simpson and Naomi Klein (2013) Dancing the World into Being: A Conversation with Idle No More's Leanne Simpson, Yes! Magazine, March 6.

#### **Week 5: Mexico-US Borderlands**

- Vicky Funari & Sergio de la Torre (2006) Maquilapolis: A City of Factories [Video – 1hr, 8min] <https://www.youtube.com/watch?v=WUQgFzkE3i0>
- Michelle Téllez (2008) Community of struggle: Gender, violence, and resistance on the US/Mexico border, Gender & Society, 22(5), 545-567.

#### **Week 6: Agriculture**

- Vandana Shiva (2018) The smallholder farmers who feed the world [Video – 11min]\*\*\* <https://www.youtube.com/watch?v=GJLgXXI4CEE>
- Leigh S. Brownhill, Wahu M. Kaara, and Terisa E. Turner (1997) Gender relations and sustainable agriculture: rural women's resistance to structural adjustment in Kenya, Canadian Woman Studies, 17(2), 40-44.
- Deepa Joshi (2015) Gender Change in the Globalization of Agriculture?, Peace Review, 27(2), 165-174.
- Colin Todhunter (2016) Spearheading the Neo-liberal Plunder of African Agriculture, Counterpunch, January 22.

#### **Week 7: Anti-Blackness and State Violence**

- Adam Bledsoe and Willie Jamaal Wright (2019) The anti-Blackness of global capital, Environment and Planning D: Society and Space, 37(1) 8–26.
- Zoé Samudzi and William C. Anderson (2018) As Black as Resistance: Finding the Conditions for Liberation, AK Press, Chapter 2: What Lands on Us, 21-50.
- Andrea J Ritchie (2017) Invisible No More: Police Violence Against Black Women and Women of Color, Beacon Press, p 104-126.

#### **Week 8: Crippling Neoliberalism and Globalization**

- Robert McRuer (2018) Crip Times: Disability, Globalization and Resistance, New York University Press, pages 1-24 [Chapter 1: Introduction (selection)].
- Corinne L. Mason (2015) “Crippling” the World Bank: Disability, Empowerment and the Cost of Violence Against Women, International Feminist Journal of Politics, 17(3), 435-453.

#### **Week 9: Globalization, Environmental Injustice and Landscapes of War**

- Gwyn Kirk (2008) Environmental Effects of U.S. Military Security: Gendered Experiences from the Philippines, South Korea and Japan, in Kathy E. Ferguson and Monique Micronesco, eds., Gender and Globalization in Asia and the Pacific, University of Hawai'i Press, 294-317.
- Mazin B. Qumsiyeh and Mohammed A. Abusarhan (2020) An Environmental Nakba: The Palestinian Environment Under Israeli Colonization, Science for the People, 23(1), Spring.
- Jampel Dell'Angelo, Maria Christina Rulli and Paolo D'Odorico (2023) Will war in Ukraine escalate the global land rush?, Science, 379(6634), 752-755.

#### **Week 10: Final Project Presentations and Course Summary**

(No Assigned Reading)

