WOMEN, GLOBALIZATION AND CITIZENSHIP
AEC 1146
Fall Session 2001

Dr. Shahrzad Mojab

When          Thursdays
Where         2-282
Time          2:00-5:00

My Office     7-116
Office Hours  Thursdays 5:30-7:00
Telephone     923-6641, ext. 2242
E-mail        smojab@oise.utoronto.ca

COURSE DESCRIPTION AND OBJECTIVE

The focus of this course is on the impact of globalization on women and their rights. In particular, we engage in critical analyses of contemporary problems of gender and citizenship. Specifically, we will examine the link between globalization of socioeconomic relations and nation-states; the market; non-state and non-market forces; and the relationship between citizenship and nationality. We look at current feminist approaches to the study of globalization and nationalism, war, violence, civil society, and social movements. The approach will be comparative and international. This course is designed to provide a better understanding of the changing nature and environment of adult learning as we examine the dynamics of world capitalist system and its impact on the gender component of the labour force.

Familiarity with feminist theories, comparative and international education, and global human rights issues are an asset to this course. Extra reading and help will be provided for those students who need it.

APPROACH TO TEACHING AND LEARNING

In teaching/learning settings, I see my role primarily as an analytical and reflective practitioner, planner and facilitator. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. You are, therefore, expected to actively contribute to the learning process. Your learning needs and agenda will be incorporated in the course as well.

CLASS FORMAT

Class sessions will operate as seminars. In collaborative learning we depend on one another to make the experience rich and useful. Therefore, I expect you to attend all class sessions and to actively participate in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading and accomplishing learning activities prior to class session.

LEARNING ACTIVITIES

I consider each learning activity outlined below as an interrelated piece of a larger picture which is your topic of inquiry for this course. This means that, first, you need to find a topic which is of an interest to you and is being presented in the course. The two short papers will give you an opportunity to read some literature relevant to your topic. Second, this literature review will assist you in formulating some questions. Finally, The class presentation will give you a chance to share your main findings and arguments with the class. The feedback from the class will, in turn, help you in writing your final paper. The learning activities for this course consist of the followings:

- Two short papers         40%
- Class Presentations      20%
- Research Paper           30%
- Class Participation      10%

TOTAL 100%
In assessing your learning, I will focus attention on the following factors:

1. An active and responsible level of participation.
2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.
3. Evidence of your ability to critically analyse and appreciate alternative perspectives.
4. Indication of your efforts in preparing your assignment including accuracy of sources cited, organization, clarity, and focus.
5. Indication of innovation in data collection.

Short Papers

This learning activity aims at encouraging more collaborative and active student involvement in the process of learning. It will give you an opportunity to critically analyse and discuss some of the readings related to a topic of the course.

Based on one or more readings prior to each due date, you will write a short analytical review. In reviewing each reading, think about the following questions:

< What is the author’s main argument?
< What is your critique of the author’s argument, assumptions, evidence?
< What questions does this reading raise for you?
< Does the reading provide ideas or practical knowledge useful to those interested in involving with global feminist issues?
< What did you learn from this reading?

Due dates for each short paper are listed below:

<table>
<thead>
<tr>
<th>Length</th>
<th>2-4 double-spaced and typed pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Each short paper worth 20% of the total grade</td>
</tr>
<tr>
<td>Due Date</td>
<td>October 18 and November 15</td>
</tr>
</tbody>
</table>

Research Paper

This learning activity will indicate your grasp of topics covered in this course, your ability to critique and apply theoretical knowledge. In addition to an adequate knowledge of theory, your paper should demonstrate good writing and research skills.

<table>
<thead>
<tr>
<th>Length</th>
<th>10-12 double-spaced and typed pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>30% of the total grade</td>
</tr>
<tr>
<td>Due Date</td>
<td>December 6</td>
</tr>
</tbody>
</table>

Class Presentations

This learning activity consists of a research project by one or a group of students. This is an opportunity for you to practice collaborative learning/teaching, and deepen your knowledge on the topic of your choice. Members of the group receive the same grade. It is the responsibility of each group to delegate roles/tasks equitably.

<table>
<thead>
<tr>
<th>Length</th>
<th>Approximately 30 minutes</th>
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<tbody>
<tr>
<td>Grade</td>
<td>20% of the total grade</td>
</tr>
<tr>
<td>Due Date</td>
<td>November 29 and December 6</td>
</tr>
</tbody>
</table>
SEMINAR TOPICS AND READINGS

Reading assignments include book chapters and articles from diverse sources. Other readings may be assigned during the conduct of this course. You are encouraged to bring other readings to the course. We may also cover topics other than the ones listed for each week. In planning the seminar readings, I have made arrangements for the use of additional resources including video, film, or documentary presentations or guest speakers.

September 13    Introducing the Course

Selected Topics    Identifying our interests and learning objectives; review of the course outline; defining concepts of globalization, rights, citizenship, imperialism, democracy, civil society & political economy; the struggle over theory.

September 20    Globalization and debates about capitalism, social relations, democracy, culture, social movements, civil society, and social solidarity


September 27    An Overview of the Rising International Movements Against Globalization of Capitalism


October 4-18  Women in the Contemporary Capitalist Market In the South

Structural Adjustment Programs (October 4-11)


The Rise of Nationalism, Fundamentalism, War, and Violence Against Women (October 18)

The First Short Paper is Due


October 25-November 1 Women in the Contemporary Capitalist Market In the North

Elimination of the Welfare State (October 25)


Women and the Citizenship Debate (November 1)


November 8  The Rise of Global Trafficking of Women, Sex Trade, and Prostitution


November 15  Women’s Rights and the Debate of “Universalism” and “Particularism”

*The Second Short Paper is Due*


November 22  Feminist Alternatives, Resistance, and Global Feminist Movements


**November 29 & December 6 Class Presentations**

**Research Paper is due on December 6**

**Greening Our Classroom**

In support of the Department’s Environmental Policy, I encourage you to hand in your assignments on used paper, non-bleached recycled paper, and print double sided. Furthermore, please refrain from bringing disposable cups, etc. into the class.