

GLOBALIZATION
Feminist Inroads in Epistemology, Method, and Theory
WGS Seminar Room Mondays 1-4pm

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For many social critics "globalization" is a signpost of "late-capitalism" with the rise of multinational corporations, mass consumption and the multidirectional flows of capital, labor, media, communication, ideologies and social movements across national borders. Feminist analyses of globalization and the gendered and sexualized permutations of these phenomena offer a critical stance for theorizing these processes, and for studying their complex articulations across time and space. This seminar will examine diverse manifestations and sites of globalization (migration, tourism, labor, consumption, media/internet communication, sexual commerce, and the circulation of social movements like feminism(s) through the lens of gender and feminist analysis. In so doing, we will raise questions about the relationships between theory, epistemology and method as they pertain to contemporary globalization. The goals of the course are twofold: to analyze the gendered forces and enactments of globalization as they are currently unfolding across the world, and to explore a range of epistemologies with which contemporary scholars are attempting to grapple with these phenomena. We will examine how globalization works in and through relations of gender, sexuality, class, and race, and analyze feminist and interdisciplinary efforts to unearth and explain these processes. Globalization serves as a prism through which we will explore social, cultural, political and economic dimensions of contemporary life and some of the advances, gaps, convergences, and puzzles in developing a feminist analytics.

TEXTS

David Harvey 1989. *The Condition of Postmodernity* Blackwell.
Frederick Jameson

J. K. Gibson-Graham 2006 edition (1996). *The End of Capitalism (as we knew it): A Feminist Critique of Political Economy*. Blackwell.

Saskia Sassen 1999. *Globalization and its Discontents: Essays on the New Mobility of People and Money*. New Press.

Padilla, Mark. 2007. *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic* Chicago: University of Chicago Press.

Carla Freeman 2000. *High Tech and High Heels in the Global Economy: Women, Work and Pink Collar Identities in the Caribbean*. Duke UP.

Marcia Inhorn 2003. *Local Babies Global Science: Gender, Religion and In Vitro Fertilization in Egypt*. Routledge.

Lamia Karim 2011. *Microfinance and its Discontents: Women in Debt in Bangladesh*. Minnesota.

Sara Doro 2006. *Transnational Adoption: A Cultural Economy of Race, Gender and Kinship*. NYU Press.

Emma Tarlo 2010. *Visibly Muslim: Fashion, Politics, Faith*. Bloomsbury Academic Publishers.

Anna Tsing 2005. *Friction: An Ethnography of Global Connection*. Princeton University Press.

Kathy Davis 2010. *The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders*. Duke University Press.

Seminar Format

As a seminar, the success of the course depends upon the active involvement of all of its members. Attendance, therefore, is a must. Our goal is to engage and critically assess the course readings to apply relevant issues and approaches to each individual's own research projects and agendas. An emphasis will be placed on careful and respectful reading, and on articulate, probing and succinct verbal and written expression. There are two primary goals for the course—1) to situate feminist inquiry and analysis within the frame of cultural anthropology and 2) to read a broad range of feminist ethnographies that cover diverse themes/issues (kinship, labor, religion, sexuality, class, politics), cultural-historical contexts, and theoretical and methodological approaches.

For each text, we shall examine:

- 1) What are the particular theoretical approaches taken in the research; how are these shaped by the particular topic/emphasis, regional, cultural context? How are they reflections of a particular political period of scholarly inquiry? How is globalization conceived, and how do these regional/cultural and analytical specificities shape the understanding we derive about global processes and its actors?
- 2) What are the epistemological and methodological concerns/approaches?
- 3) How has the author employed particular textual approaches to the writing and representation of her/his subject? How has that framed our reading of the ethnography?

COURSE REQUIREMENTS

I. Weekly 3-4 page papers and participation (80%)

Prior to each class meeting (by 5pm Sunday), students will submit on our Blackboard conference a 2-3 page essay or 'think piece'—a very concise paper on the text/ethnography of the week, geared in one of two directions: either a succinct précis (see below) or a more integrated conceptual analysis in which you identify the strengths and weaknesses of the text in light of the authors' stated and/or implied aims. Where the abstract is designed to present merely a summary without critical commentary, the conceptual analysis ought to highlight and probe a particular issue or approach, and eventually to relate this text to others in the course. Which ever approach you take, please identify a particular passage/section of the text that you think raises interesting, important, or puzzling points for discussion. Type this

passage at the top of your paper. My expectation is that students will begin with the précis and move to the analytical essay genre.

Ingredients to a solid essay:

A clear engagement/discussion of that quote as the focus of the paper.

Demonstrated understanding of the text as conveyed in clear summary of one or two central theses and elaborated through the use of brief and well chosen quotes/examples.

Relation of the text to theory we have covered and demonstrated understanding of that theory.

Clear organization of ideas, well developed progression/structure of arguments.

Clear sentence structure, usage, grammar.

When brought together in class, these essays will provide an opportunity to digest briefly some of the following questions-- What does the book try to achieve? What is the author's theoretical, methodological, and epistemological approach to her/his subject? What are its forms of evidence, and how are its arguments developed? How well does the author achieve her/his goals? Where is this text situated within the broader fields of globalization studies? Over the course of the semester students are encouraged to relate the text/ethnography to some of the critical essays we read early in the seminar, making the author of a particular text and other commentators interlocutors. During the semester, students will be expected to demonstrate both précis and conceptual analytical skills within these essays. Essays should be posted to the class Blackboard by 5pm on Sunday before Monday's class.

II. Discussion Leadership (20%)

Each weekly session will be led by a seminar member and will begin with a collaborative summary of the text—the aims of the book, theoretical tools, empirical frame, methodological approach, textual mode, etc. This part of the session will be a collective exercise in crafting an abstract—a clear overall summary that is both conceptual and substantive but without evaluation/critique.

Following this summary of the text, we will move to a more probing analysis of the work: its strengths and weaknesses, comparisons/engagement with previous readings in the course, etc. This discussion will be led by an individual seminar member. Each week an individual presenter will lead the discussion by engaging the text and raise thematic questions of her choice. Presenters are welcome (but not required) to engage prior or additional readings in organizing and framing the discussion.

NB All papers should use “in note” references (Author Year: pp), and include full bibliographic references at the end of the paper. Direct quotes of 4 lines of text or longer should be indented and single spaced without quotation marks, and direct quotes should be reserved for those passages so eloquent and/or distinctive that they cannot be adequately paraphrased. Sparing and careful use of direct quotes can be very powerful, while excessive use of direct quotes tends to detract from a well crafted essay.

Students are responsible for knowing and abiding by the Honor Code, including guidelines for “The Use of Sources in Writing Research Papers in Emory College” to avoid plagiarism.

(http://college.emory.edu/current/standards/honor_code.html)

Incompletes are strongly discouraged and will be allowed only in extreme cases.

Communication: Email is the easiest and fastest way to reach me to make an appointment or communicate in any way. Be reminded that whether addressed to the class, on Blackboard, or to me individually, email should always be considered formal communication. Respectful interaction is required of all participants. Electronic devices should be off.

Class Schedule

- Sept 9 Introductions to the course, readings, and each other;
Conceptualizing Globalization and Feminist Readings/Epistemologies
- Sept 16 **Globalization, Capitalism, Postmodernity, Neoliberalism**
Karl Marx “The Communist Manifesto”
- David Held and Anthy McGrew “The Great Globalization Debate”
- David Harvey “Time-Space Compression and the Postmodern Condition”
- Ulrich Beck “What is Globalization?”
- Anthony Giddens “The Globalizaing of Modernity”
Appadurai, Arjun “Disjuncture and Difference in the Global
Cultural Economy ”
- Sept 23 Carla Freeman (in press) “Globalization” in C. Stimpson and Gil Herdt (eds).
Critical Terms in the Study of Gender, University of Chicago Press
- Joan Acker “Gender, Capitalism, Globalization”
- Marianne Marchand and Anne Sisson Runyan “Introduction: Feminist
Sightings of Global Restructuring: Conceptualizations and
Reconceptualizations”
- Aihwa Ong. Intro Neoliberalism as Exception
- George Marcus “Multi Sited Ethnography”
- Sept 30 J.K. Gibson Graham The End of Capitalism (as we knew it)
- Oct 7 **Globalization and Transnational Kinship**
Sara Doro 2006. *Transnational Adoption: A Cultural Economy of Race, Gender and
Kinship*. NYU Press.
- October 14 FALL BREAK

- Oct 21 **Globalization of Labor and Consumption**
Carla Freeman High Tech and High Heels in the Global Economy
- Oct 28 **Global Finance Local Discontents**
Lamia Karim 2011. *Microfinance and its Discontents: Women in Debt in Bangladesh*. Minesota.
- Nov 4 NSF Senior Grant Panel- no class
- Nov 11 **Globalizaiton and Transnationalization of Sex and HIV/AIDS**
Mark Padilla The Caribbean Pleasure Industry: Tourism, Sexuality and AIDS in the Dominican Republic
- Nov 18 **Global Science Local Lives**
Marcia Inhorn 2003. *Local Babies Global Science: Gender, Religion and In Vitro Fertilization in Egypt*. Routledge.
- Nov 25 **Global Circulations Ethnographic Worlding**
Anna Tsing Friction. *An Ethnography of Global Connection*. Princeton University Press.
- Dec 2 **Global Circulations: Feminist Texts, Feminist Movements**
Kathy Davis 2010. *The Making of Our Bodies, Ourselves: How Feminism Travels Across Borders*. Duke University Press.
- Dec 9 **Global Circulations: Aesthetics, Politics, Religion**
Emma Tarlo 2010. *Visibly Muslim: Fashion, Politics, Faith*. Bloomsbury Academic Publishers.