

**Title: RSOC 170 Women, Religion and the Ethics of Globalization:
(Listed for credit in Women and Gender studies)**

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**Office Hours: Tuesdays: ~~1-2 PM~~ or by appointment
2-3 PM**

Course Description

Using a **feminist ethics frame** of reference, this course will examine the **ethical** issues at the *intersection of Gender, Globalization and Religion*, and unpack the implications of this intersection, particularly for women. The course will examine, with specific examples, the religio-cultural, political and historical background to the unprecedented movement of people, ideas and capital, a phenomenon which has come to be referred to as “**Globalization**”. Focusing, on but not limited to, the specific issues of **human rights of women** as one of the most enduring ethical challenges of our time, the course will examine ways in which globalization has *affected, supported or undermined the human rights of women and the role of religion in this context*. The course will also examine the **interface between religion and (feminist) ethical responses** to issues raised by globalization as people around the globe individually and collectively navigate the (**ethically ambiguous**) impact of globalization in their lives.

Specific Goals. (Intended learning outcomes)

Students who successfully undertake this class will:

1. Gain a **critical understanding** of the multifaceted phenomenon of **globalization** and its **implications for women**.
2. Gain an analytical understanding of the concept of **Human Rights** and its connection with the notion of “**Women’s Rights**”
3. Be able critically to examine the **role of religions in response to the ethical challenges of globalization. and in the quest for a global ethic**.
4. Be able critically to examine the **interface between religion and globalization** .
5. Be able critically to examine the **role of religion in shaping women’s quest for freedom justice and equality in a globalized context**.
6. Explore analytically the role of emergent “**transnational**” **feminism** in responding to the ethical challenges of globalization.
7. Gain a **critical appreciation** of women’s **moral agency** and their practical navigation of ethical challenges and opportunities related to globalization.
8. Gain a critical understanding of the notion of “**Glo-cal**” connections and its implication particularly for women in the “**Global Village**”
9. **xxx: :Achieve students own /self-defined learning outcome**

Readings (required: In alphabetical order)

Ehrenreich Barbara: *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. NY 2002

Knitter & Muzaffa (eds) *Subverting Greed: Religious Perspectives on the Global Economy* (Orbis,2002)

Kung Hans: *Global Responsibility: In Search of a New Global Ethic*

Ruether Rosemary : *Women Healing The Earth* Orbis Books 1996

Sachs, Jeffery : *The End Of Poverty: Economic Possibilities for Our time* : Penguin Press, New York 2005

Sassen Saskia : *Globalization and Its Discontents: Essays on the New Mobility of People and Money*. New York Press, 1998. Continuum 2001

Shiva Vandana : *Stolen Harvest*:

Singer Peter: *One World: the Ethics of Globalization* Yale University press (second edition 2004)

Recommended Readings (See in Class explanation of how to use these)

Bale Kevin: *Disposable People: New Slavery in the Global Economy*: University of California Press Churches Publications: Geneva 1996 (Excerpts)

Ulrich Duchrow and Franz Hinekelammert: *Property: For People, Not Profit*: World Council Of Churches Publications: 2004 (Excerpts)

Ngugi WA Thiongo: *Devil on the Cross*

Excerpts from pertinent relevant texts will be placed on e-reserve.

We shall also use the Internet resources and pertinent websites eg: United Nations Websites and its various sub themes including, the *Global Compact Website*, *MDG websites* and *UNAIDS*. Other sites might include the *World Council of Churches Website*, **Jubilee 2000** website, *Catholic Relief services* website c

Course Requirements.

1. **Attendance and Active participation in class : 5% of final grade .**
2. **Adequate preparation** for classes by a **critical reading** of required materials and fulfillment of other assignments designed to prepare one for in -class discussion. Evidence of such preparation should be manifest in the students' ability to respond , either orally or in written format to questions related to or arising from the readings. It should also be evident in the student's ability to participate (*and even at times to lead*) in class discussion and to raise *well thought* out and relevant questions/issues for reflection Evidence of preparedness for class in each session should also be manifested in students' ability to respond *thoughtfully and analytically* to questions to guide readings which will be distributed in class or electronically. An **annotated reading** and engagement in discussion of these readings will become a suitable springboard for *your response papers* (see below) and other written assignments as well as group work.
In order to monitor this preparedness, students may at random intervals during the session, be asked to submit written responses to a specific questions or , submit conversation starter comments etc based on the readings **(10 points)**. (**see role of index cards**)
3. **(2)Learning outcomes/connecting the dots exercises (Modalities TBA) 10%each , (Total 20%)**
4. **2 response papers** : These should be 3-4 *double-spaced typewritten* pages and should reveal your **critical engagement** with an issue or issues arising from the readings and class discussion thereof.. This should be your opportunity to explore analytically an

issue or issues that intrigue you by commenting on or questioning them (*10% each, total 20%.*)

5. **Group project** : Students will work in groups to explore the intersection of Gender , Religion and Ethics of Globalization as a **lived reality**. Groups will be assigned by the second *day of week 1* and topics for group investigation and presentation of findings will be determined by 1st day of week 2. Since the quarter is only 10 weeks, it is important to get *started on all aspects* of the course requirements within the first week for a successful quarter in this class.(20%) Please to be there when groups are being assigned
6. One final Exam : Modalities TBA (25%)

Special note (1) Please note that the above “requirements” are **not mutually exclusive** . They are in fact **cumulative and multiplicative** in their impact. Your grade will be a cumulative result of how well you perform across the board. Since each of these “requirements” inform and complement one another, they are all important for your success despite the different numbers/scores related to each of the requirements. Thus, it should be clear for example **that attendance is a necessary condition** for one to get a score for preparation and active participation. Ignoring one or other aspect of the course requirements will not only jeopardize your grade but might affect your status in the class altogether.

Class Procedures :

The course will be presented through a combination of **lecture and discussion** in order to achieve the stated goals. **Audio-Visual materials** where possible and applicable will be used . Other learning activities including **guest lectures** and **group discussions** designed to meet the needs of the class will be used . Given the fact that one of the goals in this class is to **nurture a critical appreciation of the phenomena of gender, religion and the ethics** of globalization as a **lived reality**, assignments and readings will be designed to facilitate the students’ encounter with the contexts related to women’s experiences of and responses to the reality and ethical challenges as well as opportunities of Globalization . For example, assignments may involve interviewing immigrant women in the “**global workplace**” that is Silicon valley; or explore a community of faith in an attempt to understand *that community’s religio-ethical response to the challenge of globalization* , or interview people with expertise on **practical ethical advocacy** on specific ethical issues pertaining to Globalization etc.

Students are encouraged to cultivate and inquiring mind, **bold enough** to raise, investigate and discuss appropriate questions commensurate with class theme (s) . This however should be done in the **spirit of collegiality** respect and accountability to the whole class at all times to ensure the success of the class. **Students’ initiative** in reading **around and even beyond** the assigned readings , *and sharing* of information pertinent to the course and a general sense of responsibility for the class over and above the minimum requirements is highly encouraged and is self-rewarding. Some time will be allowed each class for sharing pertinent information, news ,insights and analytical thoughts on the subtheme of the day. **Students’ initiative** is a vital ingredient given the topical nature of this class. **Treat this as your/our class, both individually and collectively and invest in it and “customize “ it accordingly .**

Connecting the Dots:

As indicated in the list of course goals above, one of the goals of the class is to nurture an “**appreciation of the impact of globalization on actual lives of women.**” Thus, part of the goal of the class will be to help students move from understanding globalization as an **abstract**, even **theoretical, academic category** to an understanding of globalization *as a force* and a factor to

reckon within in **actual life**. It is expected then that students will a) **manifest a healthy curiosity** regarding how the **theoretical ideas raised in texts** apply in real life. b) It is expected that through the various **class assignments** including response papers, class discussion, group work, site visits students will manifest their **understanding and nurture their ability to connect the dots between texts (written or otherwise about globalization , gender , religion, ethics)** and **contexts** in which these ideas develop and have an impact. Students will be expected also to show their understanding and connections of dots between **“then and now”** (i.e. avoiding a-historical analyses) and between **“here and there”** (i.e. understanding the interface **“Global and local realities”**, an interface that is a defining feature of globalization and which I refer to above as “global-connections) . To monitor and assess progress in the capacity to connect the dots, assignments will be given and evaluated (at least) **twice in the quarter** (see course requirements above.)

Criteria For Grading:

“A” will be given for **outstanding work** both in class and written assignments. An **“A”** student presents his or her work coherently , clearly and analytically. His or her work is systematic , relevant and well articulated, addressing the issues at stake adequately .

“B”. Will be given for work that is of relatively High quality, which adequately and analytically addresses itself to the issues and is relatively well articulated

“C” Will be given fro work which barely meets the requirements of the course

“D” Represents' poorly presented work, barely relevant, Ill articulated.

“ F” Irrelevant, or , incoherent work that does not meet the requirements of the course at all

NB :

A Total of 100 points are possible for the course as a whole . A final letter grade will be assigned according to the following percentile scale:

90%-100%	A
80-89 %	B
70-79%	C
60-69%	D
Below 69%	F

NB2: The bottom 2 and top 2 numbers within each grade category corresponds to plus or minus grade designations .eg: 80%-82% =B- 88%-89% =B+ etc

Class Policies:

1. Academic Integrity:

Students in this class are reminded **that plagiarism** (ie the use of other peoples words, or work without properly acknowledging and other manifestations of academic dishonesty is a serious offence that stands to be penalized. If proven , Charges of plagiarism and academic dishonesty could result in an automatic F. Consequently , students are encouraged to develop a strong sense of academic honesty and integrity at all times , a fact that is self rewarding both in the short and long run . (In this context, students are reminded that use of internet as a learning tool is encouraged but academic honesty and integrity is expected even in the use of internet resources. Thus, downloading and presenting as yours other peoples s work from the internet could trigger charges of

plagiarism. Use the internet **creatively but ethically** to advance your learning that of others in the **learning community that is RSOC170**

- 2 **Attendance** : Class attendance is **mandatory** except for emergencies which should be explained to me in advance, preferably in writing .You are expected to arrive to class on time and attend **every class meeting** . More than **2 unexcused** absences will lower your grade by a letter. Missing more than **3 class periods invites an F** for the class. If you require **special accommodation** (eg due to sports scheduling etc) you should indicate the need for such accommodations in advance and submit the appropriate documentation through the Student advising center in timely manner.(**not later than 2nd day of week 1**) Attending **another class and/or its requirements, or other commitments** that irrevocably conflict with this class scheduling will not count as “excusable absence” unless there are **very rare and urgent and specific circumstances** under which such an absence can be justified. In which case, consult with me in good time about your circumstances to determine what, if any, accommodations are possible.
- 3 **Collegiality**: It is expected that your participation in this class will be marked by a strong sense of **respect and civility towards all** in the learning community in and outside the class. **Disruptive activities** (eg leaving **cell phones on in laptop activities unrelated** to class, and other use of **electronic devises** in a manner that distracts you or other members of the class is a mark of lack of collegiality. So is abrupt and disruptive premature or tardy arrivals and departures from class. While **disagreements and differences of opinion** are expected and even encouraged as you navigate your way “from echo to voice” regarding the **admittedly hotly debated and contested** nature of the class topics, disrespectful comments or on the side conversations that interrupt, subvert or do not help move the discussion ahead will be marked as lack of collegiality and will lower your participation graded. . You are encouraged therefore to cultivate and apply a **collegial, respectful yet analytical approach to the class and the learning community** that’s is RSOC170.
- 4 **Food and Drink**. Considering that the class meets at 7PM , it may be advisable for you to set time for food /snacks **before class**. Eating during **class is not permissible** though drinks (water, coffee, tea) may be. A “**stretch break** “ will be allowed as **needed and at appropriate times during class**.

Weekly schedule of topics. : May Change to reflect class demographics , availability of resources/resource persons and other contingencies.

Week 1: Introductory Background

6th January :

- i) Introducing the course and its requirements
- ii) Defining Key Terms of Reference: Feminism, Ethics, Gender, Religion
Lecture /discussion : No Readings
(all as resource persons)

8th January : A Changing World: the Phenomenon of Globalization:

Readings: Peter Singer : *One World :Preface*, Chapters 1&2

Possible Video Excerpts: An Inconvenient Truth
Working groups and Topics Assigned

Week 2: Globalization: Mapping and Gendering the Ethical Issues:

13th January : Globalization and Re-emerging Case for a Global Ethic

- a) The Case for a Global Ethic **in Historical context** (Readings Hans Kung :Pages 1-35)
- b) A Global Ethic for a **Gendered Global Village** ? Revisiting the Human Rights Charter and its norms .
Readings: Larry May Excerpt on E-reserve"

15th : January: : Presidential Lecture: Lisa Cahill (7:30PM)

(Prof Cahill is feminist ethicist who has written on Bioethics in a global context, among other topics that are relevant from this class. We will therefore attend the Lecture **as our class activity for the 15th** . Tickets will be made available through the RS department

Week 3: Aspects of Globalization and Implications for women :

20th January :

- a) Globalization and ethics Immigration: People on the move, on the run and "unmoored": Ethical issues.
Readings: Saskia Sassen: Chapters foreword , chapter 2, &3
Possible Guest speaker on ethics of immigration (TBA)

22nd January

- b) Globalization, and a gendered Transnational immigration.
Ehrenreich: Global Women: Introduction: pp 1-39, 154-168, 254-274

Group 1 (On Gendered perspectives on Immigration)

1st Response paper due

Week 4 : One World , One Economy: Implications for Women

27th: January:

When Corporations Rule: Gender in a globalized Global Economy
Saskia Sassen: Chapters 1, 5
Singer Chapter 4
Video: on Women in Global economy (TBA)

29th January

Indispensable, Invisible and Disposable :Global Woman , modern day
Slavery and the Global Work Place

Readings: Barbara Ehrenreich :Pages 70-153, 207-230

Saskia Chapter 6 and 7

Group 2: Gendered analysis of women's rights in the global workplace

Week 5: Globalization and the Scandal of (Feminized) Poverty :

3rd February

Life and Debt : Bretton Woods Institutions, and the Scandal of Poverty

Readings: Excerpts from Jeffrey Sachs: The End of Poverty , Introduction and Chapters , 1 &, 3 , 4

Video: On Bretton Woods Institutions and world Poverty (eg To be A Woman)

5th February

Stolen Harvest and Hunger in the Midst of Plenty: The *ethics of food* in the Global Village:

Readings: Jeffery Sach's The End of Poverty: chapter 10,
Vandana Shiva (Stolen Harvest)

(recommended reading :Devil on the Cross)

Group 3: Poverty and hunger Amidst plenty: Gendered analysis of **Glo/cal poverty**

Video resource: To Be an African Woman Under Structural adjustment Programs

1st learning outcomes statement due

Week 6: Towards Global Responsibility :Women Healing the Earth:

10th February

a) Women healing themselves and healing the Earth: The promise of Ecofemism

Reading: Ruether: Women Healing the Earth:chapters 2,3, 6 12

Case Studies: The Green Belt Movement and the Green Sisters

Video: Taking Root (subject to availability)

Possible guest speaker TBA

12th February

Towards a Global Responsibility : Insights from The Global Women's Movement

Readings Beijing Women website

Group 4:On globalization and female agency .

Week 7: Towards Global Responsibility: The Global Commitments Compacts continued

17th February

Making a Deal With with the Business World: The UN Global Compact and Its Principles

Readings : Global Compact website,

Jeffrey Sachs : 12,13

(Student **Research and report** on Global compact awareness and implementation All as Resource persons)

19th February : Global Commitment to Make Poverty History: The Millennium Development Goals

Readings: Pertinent UN Website on Millennium Development Goals

Jeffery Sachs chapters 14-16

Hinga: Becoming better Samaritans: (Essay on E-reserve)

Group 5: On Making Poverty History: Gendered perspectives

Second Response paper due

Week 8: More on a Global Ethic: The Promise and Challenge of Religion :

24th February

a) Towards a Global Ethic: The Promise of Interfaith Dialogue and Action

Readings: Kung : page 36-69, Knitter: Subverting Hatred

Possible guest speaker TBA:On interfaith and a global ethic

26th February

- b) Towards a Global ethic: Case Study: Parliament of World Religions: Possible speaker**

Group on Gendered perspectives on religion and the global ethic
72-93, 130-138

Video on commentary on Parliament of World Religion Representative :

Second learning outcome exercise due

Week 9:

3rd & 5th March

Glocal- connections: Awakening and Nurturing Global Citizenship and solidarity
Across borders : Examples from Santa Clara university and its environs)

Panel /or students reports on the Santa Clara Examples of global citizenship
including students, faculty, alumni and institutional initiatives (Modalities TBA)

Readings: Oduyoye, Daughters of Anowa Chapter 10 (to be placed on E- reserve)
Peter Singer: Chapter 6, Jeffrey Sachs Chapter 17& 18

Week 10 Conclusions, Synthesis and Course Wrap Up

10th & 12th March

- a) Any unfinished business from week 9**
- b) Preparing for the final exam**
- c) Course wrap up**