

**Title: RSOC 170: Religion, Gender and (Ethics) of Globalization Fall 2014:
Mondays /Wednesdays : 3:30-5:15
Kenna 212**

Pre requisite: RTC1 & RTC2 (in Sequence) and completion of 88 Units to get RTC3 Credit

**Instructor: Prof. Teresia Hinga
Religious Studies Department
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Office Hours: Tuesdays 2-3 or By appointment**

Keeping Connected: Please Schedule Office Hours at least once before end of week 5

RSOC 170 Across The Curriculum:

- 1. The Course is Cross - listed as WGST 146 For Credit in Women and Gender Studies:**

The Course also counts for the Following Pathways

- 1. Applied Ethics Pathway**
- 2. Gender Globalization and Empire Pathway**
- 3. Global Health Pathway.**

**For details about the Core and Pathways : Please see the link below
<http://scu.edu/core>**

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. 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 in its multiple "faces" has *affected, supported or undermined the human rights of women and the role of religion in this context. The course will also facilitate a gendered analysis of the various responses to the ethical challenges raised by Globalization and evaluate the implications of these responses particularly for women* around the globe as they individually and collectively navigate the (*ethically ambiguous*) impact of globalization in their lives. Moreover, the course will *explore and highlight examples and modes of Women's Civic engagement* as they bring their moral agency to bear as *global citizens*, seeking to heal themselves and the world around them by responding *analytically and proactively to the ethical challenges posed by Globalization. We shall also map in a preliminary way the search for a global prophylactic ethic in response to the ethical challenges of globalization and the role women and of religion in this quest.*

Specific Course Goals. /Intended learning outcomes

Objectives specific to the Course : Students who successfully undertake this class will:

- 1. Demonstrates a *critical understanding* of the multifaceted and complex phenomenon of *globalization* and its *implications for women.***

written assignments as well as *group work*. In order to monitor preparation, students will regularly, i) be asked to **submit written responses** to specific questions or to prepare and present aspects of the theme being discussed (individually or in groups) ii) Be asked to Take notes on Note-cards and submit these in class, iii) be asked to **Explore, reflect on and periodically share** their reflections in class or online on specific sub topics individually and /or collectively (see course outline for scheduled group presentations and shared reflections **(10 %)**).

3. **2 Analytical response papers** : These should be 4-5 *double-spaced typewritten* pages and should reveal the students **critical engagement** with an issue or issues arising from the readings and class discussion thereof. This should be the students opportunity to explore analytically an **issue or issues** (*limit these to two*) arising from the readings and discussion thereof that **intrigue you by commenting** on them or questioning them. The response papers are an opportunity to develop and offer your (students) own *well thought out* perspective on the issue : *see Pdf excerpts Asking the Right questions on how to identify and respond to issues analytically*. **10 % each paper , Total 20% of final grade.**
4. **MIDTERM Learning outcomes exercise (Modalities TBA)** . This will test knowledge of course “**content**”, understanding of *key terms and* of **key concepts assumed or studied** through the course. The **midterm will test** not only a knowledge of the meaning of the **individual concepts** but also an *understanding* of how these relate to each other in the texts , narratives and critical enquiries on *gender , globalization , Religion and Ethics* (**Total 25 %**)
5. **Group project** : Students will work in groups to explore the intersection of *Gender , Religion and Ethics of Globalization as a lived reality*. Groups and topics will be assigned and topics for *group investigation* and presentation of findings will be determined by 1st day of week 2. The group project will be evaluated and will constitute **20% of your final grade.**
6. Final Exam in the form of a **Final paper**. The final essay will be in the form of a **book review** (see list of suggested books below). **The books are chosen for how well they illustrate one or other aspect** of the Globalization and the ethical challenges it poses. Through the essay, the students are expected to demonstrate **their ability to identify the pertinent issues** emerging from the book and ability to evaluate these in light of the readings around and discussion of the class themes through out the quarter. This exercise allows students to fulfill both objectives **3:1 and 3:2** . It also enhances *ethical reasoning , religious reflection*, perspective. For example, one of the books I have assigned for review is Akpam’s “*Say You Are One of Them*”. This is a collection of stories that touches on various ethical issues studied in class : eg *Extreme Poverty and its feminization, Religion and conflict, and Human trafficking*. **Students are encouraged to test and or apply insights gained from a discussion of these issues in class in their analysis of the book that they chose for review. 20%**

Special Note 1: (You May also fulfill this requirement by submitting an analytical well researched position paper on a pertinent topic which you are passionate about or engaged in . Modalities of this alternative TBA) Let me know by end of week 6 if you intend to do a position paper. Consult with me by on how to go about this

will **manifest a healthy curiosity** regarding how the theoretical ideas raised in **texts apply in real life**.

It is expected therefore that through the various **class assignments** including response papers, class discussion, group work, participation in pertinent co-curricular activities, 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 between **global and local realities**) an interface that is a defining feature of globalization and which I refer to above as “**glocal-connections**”). A Formal assessment of this ability to connect texts with contexts is embedded in the syllabus under the rubric of response **papers and group work as well as the final paper**. Opportunities to “connect the dots between textual information and lived realities might include attending various co-curricular activities and public lectures etc. that are available in SCU in the Fall quarter (eg Up Coming Conference on The Popes Encyclical, *Laudato Si* (November 3rd)). Plan on maximizing these opportunities *and tune in to* the programs, “Listening in with RSOC 170 ears. Attendance of pertinent events on or off campus followed by a written **2 page statement** showing the *analytical connection* you make between the event and the class content, goals or themes will be considered for extra credit particularly where your initiatives are especially creative, thoughtful and pertinent.

Special note 5 : Connecting the dots by Tracking Class theme and subthemes in the media and other live contexts

Also recommended as an opportunity to connect the dots for extra credit and a great opportunity to Connect the dots between theoretical texts and Lived realities keeping track of the class topic (Globalization) and subtopics in the news. Identifying pertinent “News s and submitting a 1-2 page analytical response to the news item you identify will earn you extra credit

For example : 2 issues this last week have been avalanche of Immigrants in Europe. What has this got to do with globalization ? what aspects of globalization ? what are the ethical ramifications, problems and solutions to this crisis in your view ?

Consider such co-curricular **involvement as an extra means** to achieving the learning outcomes stated above as well as a means of achieving your own self defined learning outcome/s. Please note that the extra credit will be added at my discretion to the lowest grade that you will have at the end of the quarter as per the course requirements and will not exceed 5%..Please note that the participation in these co-curricular activities is **indeed extra and does not substitute** scheduled class work. For details of the SCU events this fall, particularly the Ignatian lecture series, see SCU Website. I will also draw you attention to any other pertinent opportunities that might arise.

Special Note 6:

Connecting the dots through Guest Speakers (subject to availability)

For RSOC 170, in the past, several activities have been designed to enhance the student’s “ability to evaluate and apply insights from the study of religion”.. These activities have included a “synthesizing panel at the end of quarter (sometimes with guest panelists but also with students as “panelists”. I have also had guest speakers featuring activists and practitioners of Religion/ or advocates around certain issues of ethical concern, or people who are engaged in researching

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 people'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 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 you should indicate the need for such accommodations in **advance and submit** the appropriate documentation **through the Student advising center** in a timely manner (**not later than 2nd day of week 1**). Attending another class and/or its requirements, **or other commitments that irrevocably conflict** with 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**. Regardless of how excusable is your absence, it is your responsibility to catch up with the work due during your absence and demonstrate that you have caught up.
- 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 or laptops on or other or e-activities unrelated to class, and other use of electronic devices 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. Such activities will lower your attendance and Participating grade (i.e. you could be marked as absent and therefore not participating) It is in your interest to avoid distracting yourself and others in this way.
- 4 **Policy on Personal Electronic Media in the Class room**: In the interest of collegiality and respect for others, class process, space and time, please make sure that **laptops, tablets, smart phones, pagers** are turned off and out of sight during class. **Use of such devices in will result in your being counted absent**. Students with special needs should submit required forms for accommodation in this regard by end of week 1
- 5 Furthermore, 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 grade. 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. In this class, diligent and consistent attendance is itself a big mark of collegiality.
- 6 **Special Needs and Special Accommodations** : See appendix one For the most recent (September 2015) University Policy's and Procedures regarding accommodation on the basis of special needs. Please follow the procures fro seeking the accommodation and submit your request for accommodation no later than Friday week 1

October 7: Globalization and Womens Human Rights: Gendering the Human Rights Framework

Readings : Charlottes Bunche : Womens Rights as Human Rights (pdf on Camino)

Excerpts from Orobator :Catholic Feminist Ethics(pdf on Camino)

Excerpts from Clifford Feminist Theology (Pdf on Camino)

Week 4: Globalization and Ethics of Immigration Implications for women :
October 12th

Globalization, Ethics of Immigration and Human Rights of people on the Move, On the Run and Unmoored:

Readings : Saskia Chapters 2&3 (Pdf On Camino)

Video: Dying to Leave(Or Equivalent)

October 14th :Globalization and a Gendered Transnational Immigration: The Ethical Issues

Readings : Ehreinehich: Global Women: Introduction: pp 1-39, 154-168, 254-274

(Possible) Guest speaker: *On Immigration* and its Implication for women (Lynnette Parker)

1st Response Paper Due

Week 5: Globalization, One Economy and Women's Human Rights

October 19th : When Corporations Rule : Globalization as One Economy : Naming and Gendering the Ethical Issues

Readings Singer Chapter 3 , Saskia Chapter 5

Video Resource: *Maquilas A Tale of 2 Mexicos*

October 21st Incorporation of women into the Global economy through Immigration and offshoring :

Reading : Saskia Chapter 6

Group 1: Feminization of transnational immigration and the plight of women in the global economy

Midterm Distributed

Week 6: Global Woman and Global Work Place :

October 26th **The Rights of Global woman the Worker:**

Readings: Ehreinehich Pages 55--114,

Video Behind the Label :Women of Saipan

October 28th Global woman and the Global Work Place : The Scandal of Modern day Slavery

Readings : Knitter :Subverting Greed: Essay : i) Pave the Planet or Wear shoes and 2 more essays (On Camino)
Guest speaker or Group /or Video on religion subverting Greed (Pray the Devil back to Hell)

November 18th : Towards Global Responsibility Concluded

Religion and the Quest For a r (a Gendered)Global Ethic Through : Interfaith Dialogue and Action: Case Study: Parliament of World Religions

Readings : The Global Ethic Document: and Parliament of World Religions Website
Excerpts: Kung Towards Global Responsibility

Holiday week: Thanks Giving : Prepare for final synthesizing group work and begin reading for your final paper

Week 10 Towards a Livable Future: The Journey is Home :

November 30th Course synthesis :

Part One : Synthesizing Group : Tentative Topic; “ The enduring quest for Gendered sustainable Global Justice and Peace: Issues and Prospects”

Readings Singer Chapter 6

Part 2: Preparing for Final paper :

December 2nd

Last Day of Class : Course Reviews and conclusions

Final paper Due :4:30 PM Thursday Exam Week both on Camino and In my mail box

Bibliography: Required Course Readings

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

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

Ruether Rosemary : Women Healing The Earth Orbis Books 1996 (excerpts will be on Camino)

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

Shiva Vandana : Stolen Harvest:

Appendix 2: SCU Special Needs Accommodation Policies

Syllabus Statements on Disabilities Resources, Sexual Harassment and Discrimination (Title IX Resources), and Reporting Requirements

September 2015

Disabilities Syllabus Statement

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Title IX Syllabus Statement

Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at [408-554-3043](tel:408-554-3043) or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com

Statement for Syllabi on Reporting Practices (adapted, with permission, from Scott Lewis's SCU presentation on Title IX)