# INR 4085 - Women, Gender, and Globalization

**Section:** 0W60

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Location:**
**Modality:** WW
**Credit Hours:** 3.00

## Instructor Information

Annabelle Conroy
**Title:** SPSIA Undergraduate Coordinator
**Office Location:** HPH 302
**Office Hours:**
Tuesday: 11:30 AM - 1:00 PM

Thursday: 9:00 AM - 10:30 AM

3:00 PM - 4:30 PM
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## Course Description

INR 4085 COS-POLS 3(3,0)Women, Gender, and Globalization: PR: ENC 1102 or POS 2041 or C.I. Feminist and gender perspectives in International Relations, Globalization, and International Political Economy. Occasional.

This course examines the impact of globalization on gender relations, the role of gender in economic structures, and the social processes comprising globalization and in political practices and institutions around the world. The course uses an interdisciplinary approach to examine the interconnected relations of different types of inequalities (gender, race, class, sexuality and national). We will begin by looking at the various perspectives on gender and on globalization. We will also look at how gender influences and is, in turn, influenced by local and international institutions. Finally, we will look at how globalization and gender intersect in various contexts – in developing countries and in industrialized nations.

The main objectives of this course are:

1. To provide students with a comprehensive introduction to the phenomenon of globalization.
2. To provide students with an understanding of the various ways in which gender interacts with economic and political processes at the national and international level.
3. To offer students a historical perspective of the evolution of globalization processes.
4. To develop key skills required for the successful study of political science and for the graduate job market.

## Format of the Course

This course is offered entirely online via Webcourses and, thus, all course activities are to take place online. This includes the quizzes and exams. There are no scheduled face-to-face meetings for this course. Because there will be no face-to-face sessions, it is extremely important that you keep in mind and meet certain requirements. In order to successfully complete this course you need to make sure that you:

1. have a secure and reliable internet connection. Please be aware that “I didn’t have internet connection for two days” will not be accepted as an excuse for late submissions.
2. feel comfortable with the online tools that we will use in the course

3. have a high degree of self-discipline
4. are able to work independently, which means, among other things that you are able to read, understand and follow written instructions
5. are able to log into Webcourses every week to complete each module and read any announcements that might be posted for that week. Please keep in mind that the course requires work to be submitted every week and, thus, you cannot let the course slide for two weeks and then expect to catch up later. Therefore, you should make sure that you can make this commitment before you decide to proceed with the course.

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face. For this reason, it is extremely important that you read and understand the syllabus and make sure that you will be able to comply with the terms set forth in this document.

This course requires a great deal of planning and self-discipline in order to be successfully completed. Since we will be covering a great deal of material in 16 weeks, I highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments on a weekly basis. Please do not be tempted to skip two weeks of the course and expect to catch up easily. Keep in mind that deadlines will be strictly observed in this course. If you miss a module (or more), you will not be able to make them up later. Once a module closes, work for that module cannot be submitted.

This course is based on the idea that students learn best by being actively involved in the learning process. Thus, you are expected to read the material and be prepared to discuss it with your peers.

The format of the course will be as follows: Modules will open on Tuesdays at 9:00 am and close two or three weeks later (depending on the length of the module) on Monday by 11:59. The only exception to this is the first week of class when Module 1 will open on Monday.

| | |
|---|---|
| **Modules Open on:** | Tuesdays, 9:00 am |
| **Modules Close on:** | Mondays, 11:59 pm |

Each module may span two or more weeks, so it will have its own internal deadlines. For this reason, it is very important that you log into the module as soon as it opens so you can see what is assigned for that week.  This will allow you to plan accordingly so you can make sure to have enough time for all assignments.

Although I do my best to avoid changing the schedule, please make sure you check the class schedule often, as the schedule may change depending on several factors. In any case, I will make sure to post an announcement when a change is made to the syllabus or the class schedule. However, it is your responsibility to ensure that you read the class announcements and communications sent out by the instructor.

## Student Learning Outcomes

By the end of the course students should:

1. Have the basic tools to understand the nature and impact of globalization.
2. Be able to identify the ways in which a gendered approach contributes to the study of globalization and development projects.
3. Be able to apply conceptual tools to analyze gendered processes of globalization and the politics of gender in a globalizing world in particular cases and regions;
4. Be able to recognize the key actors in each of the policy areas discussed in the course.

## Course Materials and Resources

**Given the wide variety of topics that will be covered in this course, readings will be available online and posted in each respective module. The readings can be accessed by logging into Webcourses, clicking on the link for this course, then on the "Modules" icon and then on the respective module for the week. In addition, students should endeavor to keep abreast of the news by reading the major newspapers either in print or online.**

## Course Assessment and Grading Procedure

The course requires the completion of the following assignments:

- Weekly Discussions (Yellowdig)
- Module Quizzes
- Section Exams
- Final Project

All grades will be posted on Canvas. After the grades have been posted, students have one week to make corrections or challenge the grade. After the week, grades become final. If you wish to challenge a grade that has been posted, please email the professor explaining the reason for the challenge and supporting evidence. The professor will review the assignment accordingly. *Keep in mind that if there is a review of the assignment, the grade may go up, but it may also go down if some things were missed during the initial grading.*

### Academic Engagement for Financial Aid Activity (1%)

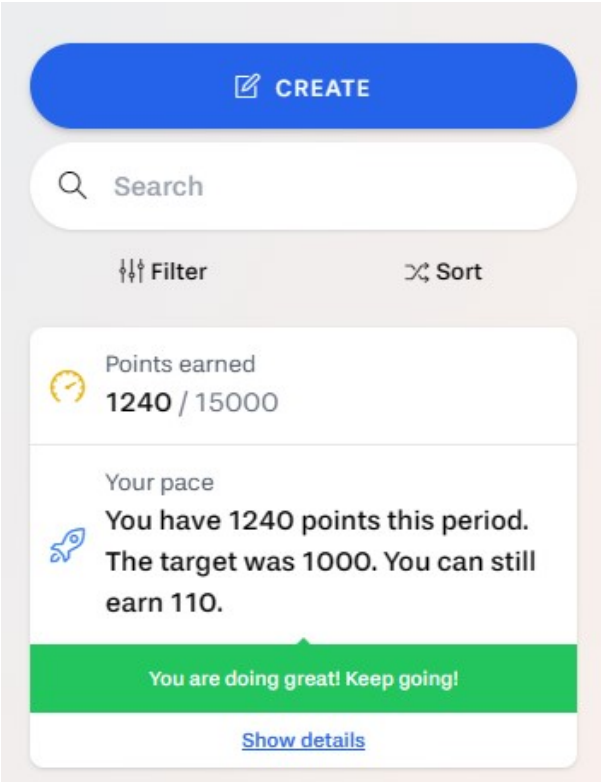
All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity indicated in the Week 1 Module by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday of the first week of class (11:59 pm). Failure to do so may result in a delay in the disbursement of your financial aid. Please open Module 1 to see what you need to do to complete this requirement.

### Weekly Discussions - Yellowdig (20%)

In this class, we will use the Yellowdig tool to as the online discussion platform. Unlike typical ***Canvas*** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant

to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for ***20%*** of your course grade.

Yellowdig is a course-long assignment. This means that, although you have to post weekly, the grade will be determined by the total number of points that you earn throughout the class. The points you earn in Yellowdig are passed to the ***Canvas*** grade book for your discussion credit. To learn more about how points work, see [this help article] along with the Show details link inside Yellowdig (shown in the image below).




To earn the ***14000*** points required for an "A" in Yellowdig by the end of the course, you will need to reach ***1000*** points per week on average. Keep in mind that the last day to earn points is **Monday, November 25 (Week 14)**. This Community has a point buffer of ***35%***, meaning you can earn up to ***1350*** points per week. That means that, if you always participate up to the weekly maximum and go over that, you can earn a few points that

will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 14,000 points in one week! You will be done with the assignment when you have earned 14,000 points so it is possible to finish the assignment before Week 14. The more you post, the earlier you can finish the assignment.

At ***11:59 PM every Monday***, the weekly maximum points will reset, and you will again have until the following Monday to get up to the weekly maximum. If you are having a fun discussion, you can always keep posting even after you have reached the weekly maximum; you will just stop earning additional credit toward your grade until the next ***Monday at 11:59 PM***.

A few additional recommendations:

- Watch Yellowdig's student orientation videos.
- Peruse the Features and Functionality section of Yellowdig's Knowledge Base.
- Check out Yellowdig's FAQ page.
- If you have any technical questions or are having trouble, send Yellowdig a support ticket here.

More information will be contained in each module.

Please consult the Yellowdig page in the Modules section for more information and instructions on how to log in.

## Chapter Quizzes (20%)

Each module will have one or more quizzes. These quizzes can be taken up to two times each and the highest score will count. The quizzes will test your knowledge of the assigned chapter and will serve as review and preparation for the Section Exam. You may use your notes when taking the quizzes. In addition, the lowest two quiz scores of the term will be dropped. Thus, if for some reason, you are not able to take a quiz one week, this will not affect your score since the 0 will be dropped at the end of the term.

### Final Project (20%)

The final project will be your opportunity to do research into a topic of your choice. Your project can take various forms (website, podcast, video documentary, fictitious organization). More information will be provided in the respective module.  The final project is a team project.  Individual projects are not acceptable. The last day to submit the project is **Monday, November 25.**

### Examinations (40%)*

There will be five examinations in this course - four midterms and a final exam. The final examination will be cumulative. Although there will be 5 exams (10 points each), only the highest 4 will count. Thus, if you are satisfied with your grade in the first 4 exams, you do not need to take the final exam. Please refer to the respective modules for instructions regarding each exam.

To take the exams, you will need to download and use Respondus LockDown Browser. Please see the instructions in the Modules section of the course. For the Section Exams, you are not allowed to use notes or any other materials and you may only take them once.

## Grading Scale

| Letter Grade | Percentage |
|---|---|
| A | 94-100% |
| A- | 90-93% |
| B+ | 87-89% |
| B | 84-86% |
| B- | 80-83% |
| C+ | 77-79% |
| C | 74-76% |
| C- | 70-73% |
| D+ | 67-69% |

| Letter Grade | Percentage |
|---|---|
| D | 64-66% |
| D- | 61-63% |
| F | 0-60% |

## Policies for Course Grade

### Missed/Late Assignments - Makeup Work Policy

This course has a very generous drop policy. The lowest exam score will be dropped as well as the two lowest quiz scores and the two lowest policy paper scores. This means that if something happens that prevents you from doing a particular assignment, you should not worry because these will be dropped at the end of the term. Due to these policies, there will be no makeup assignments and late assignments will not be accepted.

Please make sure to observe the deadlines and plan accordingly.

### Violations to Academic Integrity

Please read the Academic Integrity Policy below very carefully. In addition, to what is included in that statement this class has additional items. Any violation of academic integrity (including cheating, plagiarism, use of AI, sharing of quiz/exam questions and answers, copy/pasting multiple sections on the discussions and so on) will result in a 0 for that particular assignment. If there is a second incident, this will result in an F for the entire course as well as the student being reported to the Student Conduct and Integrity Office.

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course

barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu

- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Class Schedule

| Week | Topic |
|---|---|
| 1 | Introduction |
| 2 | Gender and Globalization |
| 3 | Western and "Masculine" Forms of Power |
| 4 | Gender and Mainstream Economics |
| 5 | Mainstream Political and Economic Policy Solutions |

| Week | Topic |
|---|---|
| 6 | Education and Gender |
| 7 | Globalization and Migration |
| 8 | Globalization, Culture, and FGM |
| 9 | Women as Agents for Change |
| 10 | Redefining Masculinity: Policy Approaches |
| 11 | Comparative Policies |
| 12 | Final Project Time |
| 13 | Final Project Time |
| 14 | Final Project Time |
| 15 | Thanksgiving Break |
| 16 | Final Exam Period |