

Office Hours

Professor Moallem's Office Hours: Wednesdays 2.30 – 4

Office: Barrow 628

Please use the sign-up sheet for the week outside my office door for appointments

Email: mmoallem@berkeley.edu

Course website: accessible via bpace.berkeley.edu

Graduate Student Instructor: Jennifer Tucker: jennifertucker@berkeley.edu

Undergraduate Assistant: Davene Mignott: davene@berkeley.edu

GWS 143: Women, Poverty and Globalization

This course examines new patterns of inequality as they relate to the feminization of poverty in a global and transnational context. It will give students the opportunity to enhance their critical knowledge of new forms of globalization and their impact on the least-privileged groups of women locally and globally. It also provides an opportunity for students to work with a local or global non-governmental or community organization with a focus on gender and poverty, and to engage in a systematic analysis of the strategies and practices of these organizations. Class readings will be organized around themes such as: globalization and postcolonialism, economic restructuring and flexible sexism; neoliberalism and feminization of poverty; transnational institutions (GATT, World Bank, IMF); the welfare state; rights and needs; cyber space and community activism; militarism and consumerism.

Students will be asked to work with an NGO or a community organization for an average of three hours per week. They will be asked to establish a dialogue with the organization and try to forge a theoretical connection between class readings and the activist concerns of a particular community organization. Students will dissect the intent of the community organization, contextually locate the organization in the current global/political moment, and understand how its operational prerogatives impact its work. Emphasis will be placed on developing a sense of – and the skills necessary for – each students' own sense of civic agency. Through an iterative process students will be encouraged to bring to bear their growing theoretical/intellectual foundation on their work with the internship organization. A list of relevant NGOs and community organizations will be provided at the beginning of the semester.

Course Objectives

Students will:

1. Learn the key terminology used in this course including globalization, neoliberalism, welfare reform, poverty, postcolonialism, governmentality, development, biopolitics, geopolitics, and cyberactivism.
2. Articulate key concepts, values, attitudes, and expectations that motivate a particular community organization to engage in working with women, poverty and globalization issues.
3. Connect community service with concepts learned in the course.
4. Engage with feminist critical theories to examine the community organization's mission statement, website content, posters, pamphlets, and logo.
5. Reflect upon the internship's everyday practices and evaluate their role as agents engaged in change-oriented activities through journal writing, class discussion and engagement with community partners.
6. Examine the contribution of digital scholarship as well as new media technologies in dealing with globalization and poverty issues.

Course Requirements

Approximately 111 hours of total work during the semester, including working as an intern with a community organization, attendance at 12 class meetings and participation in one online forum. Course hours are calculated as follows:

- 3 hrs. of internship work x 11 weeks = 33 hours
- 3 hrs. of class sessions and online discussion forum x 14 weeks = 42 hours
- 15 hrs. of writing and presentation per semester = 15 hours
- 6 hrs of journal writing = 6 hours
- 15 hrs. of reading per semester = 15 hours

1. Participation in class discussions, activities, online discussion forum and the Round Table.

Students are expected to actively participate in class discussions and at guest lectures. As such, it is imperative that students complete the assigned readings before class and prepare to discuss them in class and/or in a class-based discussion forum on bSpace. In addition students are expected to attend a final Round Table with representatives of the internship organizations.

Participation will be evaluation by:

1. Attendance – required for all class lectures/discussions, guest lectures and other class-related events
2. Weekly self-evaluations of participation in class discussions/activities
3. Participation in the online forum
4. Participation in the organization of a roundtable discussion
5. Preparation for and participation in one required meeting with Jennifer during office hours

On-line forum: November 8th – 13th

During online forums you are required to have one entry regarding the guest lecture of the prior week including specific readings and two detailed responses addressing other students' posts. Your first online entry is due by 6pm on Wednesday, November 10th. Your second and third entries are due by 6pm on Saturday, November 13th. No late entries will be accepted. Please note that the posting must provide evidence (e.g., references to the guest lecture, readings, references to the main concepts in the readings, analysis of the concepts in the readings, etc.) of careful engagement with guest lectures and course materials. The posting must be well organized, to the point and well composed/constructed.

2. Working with an NGO in the Bay Area throughout the semester and evaluations by the NGO.

Students are required to work with, and reflect upon, a Bay Area NGO with local or global concerns around the issues of poverty in general and women in particular. A list of relevant NGOs will be provided. Students need to work with an NGO for a minimum of three hours a week (or another regular commitment which totals 36 hours over the course of the semester). You should establish a dialogue with the organization and try to forge a theoretical connection between class readings and the activist concerns of the community organization. You will not be graded for this class unless you work with an NGO and an NGO representatives completes the necessary evaluations of your work. **Contracts and other paperwork with NGO's are due by September 8th (no later than Sept.15th); Mid-term evaluations by October 13th; and final evaluations by December 8th.** The contract and other paper work due on September 8th will be submitted in class; the evaluations are to be submitted online to Professor Moallem. These evaluations are an important component of your grade. It is your responsibility to make sure that your community organization submits the required evaluations on time. Please remember these dates, remind your agency supervisor regarding them and ensure these evaluations are submitted, otherwise you will not receive a passing grade. No exceptions are permitted.

The necessary forms must be signed and turned in no later than **Wednesday September 8th, 2010.**

1. Memorandum of Understanding Form (contract signed by agency supervisor)
2. Waiver of Liability, Assumption of Risk, and Indemnity Agreement Form
3. Emergency Contact Medical, and Dietary Form
4. Safety Report Form

Students will track their internship hours on a time log. **The completed time log is due on December 15th, 2010.**

3. Writing: Two papers and Monthly Journals.

Students will be asked to write two different papers, analytic and reflective, linking the knowledge acquired from the class readings and class discussions with their experience of working with the NGO.

At the end of each month, two entries (no more than three pages), each covering two weeks of work at the internship, are to be posted on b-space. **Entries are due on the following dates: September 29th, November 3rd, and December 1st.** Prompts will be provided to guide your writing.

4. Presentations – October 20th and 27th

Each student will participate in one short presentation of no more than 10 minutes about the community organization and the internship. A minimum of three slides should support the presentation and the power point slides should be posted on bSpace before your presentation. Please evaluate the usage of information technologies and cyberspace in the activities of the internship organization.

Grading

Determined on the basis of 100% consisting of:

1. On-line Discussion Forum (5%)
2. Journal writing (15%)
3. Analytic Paper (10%)
4. Reflective Paper: (20%)
5. Work with NGOs (25%)
6. Presentation (5%)
7. Participation in class discussions and activities (20%)

Dates to Remember

Journal entries submission: September 29th, November 3rd, and December 1st

Integrating Action and Analysis (analytic paper): Due October 13th

Reflective Paper: Due Monday, December 15th, by noon

Assignments & Late Policy

Guidelines for the written requirements will be distributed and discussed in class. Work received after the due date will not be evaluated or credited. No incompletes will be granted for the course except in cases of personal emergencies, subject to the discretion of the professor.

Reader

Available for purchase at Zee Zee Copy on 2431 Durant Avenue, Berkeley.

Additional materials will be posted on bSpace

Course Outline and Readings

Session 1. September 1: Introduction to the course and the bSpace

Part I. Gendered Subject of Globalization: What is New in the World Order?

Session 2. September 8: Mapping the global order I: Postcolonialism, Neoliberalism & Globalization

Required Readings:

- David Harvey, "Freedom's Just Another Word..." in A Brief History of Neoliberalism. Oxford University Press, 2005: 5-38.

- Inderpal Grewal, *Transnational America. Feminisms, Diasporas, Neoliberalisms*. "Introduction" p. 1-34, Duke University Press, 2005.
- Timothy Brennan, "Postcolonial Studies and Globalization Theory" in *The Post-colonial and the Global*, edited by Revathi Krishnaswamy and John Hawley, University of Minnesota Press, 2008: 37-53.

Suggested Reading:

- For an overview of The World Bank (strongly recommended for those unfamiliar with the institution) read: Michael Goldman, "The Rise of the Bank" in *Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization*, p. 46 – 99.
- Valentine M. Moghadam, *Globalization: The Latest Stage of Capitalism*, in *Globalizing Women, Transnational Feminist Networks*. 2005, p. 22 -30.

Session 3. September 15: Mapping the global order II: The Feminization of Poverty & Feminists on Poverty

Required Readings:

- Catherine Kingfisher, *Western Welfare in Decline. Globalization and Women's Poverty*, Chapters 2 and 3, University of Pennsylvania Press, 2002: 13-48.
- Ananya Roy, "In Her Name. The Gender Order of Global Poverty Management," in *The Wages of Empire, Neoliberal Policies, Repression, and Women's Poverty*. Edited by Amalia L. Cabezas, Ellen Reese, Marguerite Waller, Paradigm publishers, 2007: 28-39.
- Gerda R. Wekerle, "Domesticating the Neoliberal City: Invisible Genders and The Politics of Place," in *Women and The Politics of Place* edited by Wendy Harcourt and Arturo Escobar, Kumarian Press, 2005.

Session 4. September 22: Guest lecture, YouTube's Feminist Failures.

Speaker: Dr. Alexandra Juhasz, Professor of Media Studies at Pitzer College

For this lecture, we meet at the Berkeley Center for New Media

4-6 p.m. BCNM Commons (340 Moffitt)

- Known as the poster-child for freedom of expression and the democratizing possibilities afforded by user-generated digital content, YouTube provides free access to production and distribution of media while withholding other functionality sorely needed for meaningful personal and communal expression and activism. Feminist media has long made demands for expanded access alongside the growing of community, goals, history and literacy. We should not be satisfied with or placated by a free corporate platform. Rather, feminist work must occur within living communities enjoying shared commitments and viable micro-infrastructures. Juhasz will offer lessons from her current work as a scholar and teacher on YouTube, and as producer of the micro-budget collective lesbian feature, *The Owls* (Cheryl Dunye 2010), as examples of the highs and lows of user-generated, feminist digital possibility.
- Dr. Alexandra Juhasz is Professor of Media Studies at Pitzer College. She makes and studies committed media practices that contribute to political change and individual and community growth. She is the author of *AIDS TV: Identity, Community and Alternative Video* (Duke University Press, 1995), *Women of Vision: Histories in Feminist Film and Video* (University of Minnesota Press, 2001), *F is for Phony: Fake Documentary and Truth's Undoing*, co-edited with Jesse Lerner (Minnesota, 2005), and *Media Praxis: A Radical Web-Site Integrating Theory, Practice and Politics*, www.mediapraxis.org. She has published extensively on documentary film and video. Dr. Juhasz is also the producer of educational videotapes on feminist issues from AIDS to teen pregnancy. Her current work is on and about YouTube: www.youtube.com/mediapraxisme and www.aljean.wordpress.com.

Session 5. September 29: Interrogating Development

Required Readings:

- Chandra Talpade Mohanty, *Feminism Without Borders*. "Cartographies of Struggle: Third World Women and The Politics of Feminism," Duke University Press, 2003: 43-84.
- Arturo Escobar, "The Problematization of Poverty: The Tale of Three Worlds and Development, Encountering Development, Princeton, 1995: 21-54.
- Naila Kabear, "Reversed Realities: Gender Hierarchies in Development Thought" 1994. p. ix – xvii.

Suggested Reading:

- Achille Mbembe, *On The Postcolony*. Introduction, University of California Press, 2001: 1-23.
- Michel Foucault, *The History of Sexuality*. Volume 1, Part Five; "Right of Death and Power Over Life" Vinatge Books, 1990:135-159.
- Swaatsi Mitter, "On Organizing Women in Casualised Work. A Global Overview" in *Dignity and Daily Bread. New Forms of Economic Organizing Among Poor Women in the Third World and the First*. Routledge, 1994: 15-45.

Part II. Globalization and Digital Media

Session 6. October 6: Multimedia and Women's Electronic Networking & The Politics of Representation: Violence and Visibility

Required Readings:

- Arturo Escobar, "Power and Visibility," *Encountering Development*, Princeton, 1995: 154-211.
- Geeta Chowdhry, "Engendering Development? Women in Development (WID) in International Development Regimes" in *Feminism Postmodernism, Development*, edited by Marianne Marchand and Jane Parpart, Routledge, 1995: 26-41.
- Arturo Escobar, "Gender, Place and Networks: A Political Ecology of Cyberculture," in *Women@internet*, edited by Wendy Harcourt, Zed books, 1999: 31-54

Session 7. October 13: New Media Documentary: Digital Art and Activism

**For this lecture, we meet at the Berkeley Center for New Media
4-6.30 p.m. BCNM Commons (340 Moffitt)**

Panel Discussion and Project Demonstration

"Open Shutters Iraq: documentary, subjectivity and agency in post-invasion Iraq" By Maysoon Pachachi, London-based Film Maker and Director" Games, Art and Activism" By Susana Ruiz, Doctoral student, Interdivisional Media Arts + Practice, School of Cinematic Arts, USC and Co-founder, Take Action Games Media Artist and Scholar Maysoon Pachachi will discuss her approach to documenting everyday life in Iraq since 2003, from her perspective as an ex-patriot Iraqi filmmaker and the co-founder of the Independent Film and Television College in Baghdad, the first and only free school of its kind in Iraq. Maysoon challenges the approach of many media outlets who seek to "give Iraqis a voice" and questions what alternatives exist in today's complex world of global media. As her project demonstration, Maysoon will show extracts from IFTVC student films and (if time allows) present either a clip from her most recent documentary film "Our Feelings Took the Pictures: Open Shutters Iraq" or some of the photographic and text work created by the women on the Open Shutters Iraq project. Susana Ruiz will present some of her work, including Darfur is Dying and Finding Zoe, as well as an ongoing multi-platform piece entitled In The Balance, which addresses aspects of the American criminal justice system. In parallel, she will talk about Games For Change – a community that creates and promotes games that engage contemporary issues with the goal of fostering a more just, equitable and tolerant society. She will also comment on additional influences to her work, such as the notion of documentary games as a mode or genre of discourse and practice; the impact design can have towards social change and learning; and game making as an art practice.

Required reading/interaction with the following digital publications:

- Caren Kaplan "Dead Reckoning. Aerial Perception and the Social Construction of Targets." Perception. Vectors. Journal of Culture and Technology in a Dynamic Vernacular. <http://www.vectorsjournal.org/index.php?page=7&projectId=11>
- Jennifer Terry, "Killer Entertainments" Difference. Vectors. Journal of Culture and Technology in a Dynamic Vernacular: <http://www.vectorsjournal.org/index.php?page=812&projectId=86>
- DUE: Integrating Action and Analysis Assignment of four pages is due by this date. Guidelines will be posted on-line on Thursday October 6th after 4.p.m.

Session 8 & 9. October 20 and October 27: Presentations

These sessions focus on the organization you are working with. You must come to this sessions prepared to give a short presentation of 10 minutes on the particular organization you are working with and post a minimum of three power point slides with regard to your presentation. In this presentation you are specifically asked to evaluate the usage of information technologies and cyberspace in the activities of your particular organization. By this date, you should have a good understanding of the organization, its history, goals, themes, focus, mission statement, sources of funding, etc. Include visual and printed materials published by the organization to substantiate your power point presentation. You should also be prepared to discuss the relationship between the organization you are working with and the state on the one hand and multinational corporations on the other. Your organization might be either in collusion with or in opposition to both the state and multinational corporations, and you need to be able to discuss this relationship.

Part III. Linking Theory and Practice

Session 10. November 3: Guest Lecture

**For this lecture, we meet at the Berkeley Center for New Media
4-6 p.m. BCNM Commons (340 Moffitt)**

"Remixing the Public Domain: Indigenous Knowledge, Social Media and the Politics of Access."

Speaker: Dr. Kimberly Christen, Department of Critical Culture, Gender and Race Studies, Washington State University

Lecture: The now infamous and increasingly trite rallying cry by Internet enthusiast John Perry Barlow that "information wants to be free" bookends an all too often binary narrative about "open access" or "information sharing" online. In this scenario, information is either free or it is hidden behind a firewall. It is open to all or closed off by corporate greed. Questions about the ethics and politics of openness, access, and information circulation are often ignored as we battle over DRM or Microsoft's intellectual property regime. While these debates are waged in courtrooms, boardrooms, and classrooms the subtleties of knowledge management and the histories of access to information are pushed aside.

Kimberly Christen is an Assistant Professor in the Comparative Ethnic Studies Department at Washington State University. Her research focuses on contemporary indigenous alliance-making globally, but with specific attention to Australia. Her book, *Aboriginal Business: Alliances in a Remote Australian Town* (http://sarweb.org/index.php?sar_press_aboriginal_business) explores the complexities of Aboriginal modernities as they relate to a range of "business" ventures. She has worked collaboratively with the Warumungu community in Central Australia on a range of projects over the last ten years including an oral history and DVD, an educational website (<http://www.vectorsjournal.org/issues/3/digitaldynamics/>) and a community digital archive (www.mukurtuarchive.org). She is currently working with the Plateau Center for American Indian Studies, the Umatilla, Coeur d'Alene, and Yakama tribes and the Washington State University libraries designing the Plateau Peoples' web portal and digital archive (<http://libarts.wsu.edu/plateaucenter/portalproject/>).

Session 11. November 10. Online Forum

Session 12. November 17: Beyond the Global Victim

Required Readings:

- Razack, Sherene H. (2004). "Acting Morally in the New World Order: Lessons from Peacekeeping" in *Dark Threats and White Knights: The Somalia Affair, Peacekeeping, and the New Imperialism*. Toronto, Canada: University of Toronto Press, Inc. Pages 153-166.
- Spivak, Gayatri Chakravorty, "Welcome to Tomorrow's Helpers" UC Berkeley's Gender and Women's Studies' Commencement Speech, May 2007 (Not included in the reader. Will be posted on bSpace).
- Jennifer Hyndman, "Whose Bodies Count? Feminist Geopolitics and Lessons from Iraq" in *Feminism and War: Confronting U.S Imperialism*, edited by Robin Riley, Chandra Talpade Mohanty and Minnie Bruce Pratt, Zed books, 2008: 194-206.
- Dubravka Zarkov, "Troubles with the Victim" in *The Body of War. Media, Ethnicity, and Gender in the Break up of Yugoslavia*, Duke University Press, 2007: 170-187.

November 24: Preparation for the Round Table. No Class Meeting

Session 13. December 1: Group Meetings: Planning and Organization of the Round Table Discussion

In this section, you are required to work collaboratively with two or three other students to organize a roundtable discussion by bringing in representatives from the community organization you are working with. Everyone in the course is jointly responsible for setting an agenda for discussion, organizing a reception and preparing fliers for the event. You should imagine this as a place to discuss the connection between theory and practice and to create linkages between community organizations and our class readings and discussions. You will be required to meet with your group in person or online in the last week of November or the first week of December.

Session 14. December 8: Roundtable discussion with the Community Partners

Course Calendar

September 1: Course Introduction

Part I: The Gendered Subject of Globalization: What is New in the World Order?

September 8: In Class – Mapping the global order I: Postcolonialism, Neoliberalism & Globalization

September 15: In Class - Mapping the global order II: The Feminization of Poverty & Feminists on Poverty; **Due: Signed Internship Organization Contract**

September 22: 340 Moffitt – Guest Lecture

September 29: In Class – Interrogating Development; **Due 2 Journal Entries**

Part II. Globalization and Digital Media

October 6: In Class – Multimedia and Women's Electronic Networking

October 13: 340 Moffitt – Guest Lecture; **Due: Analytic Paper & Mid-term evaluations of the internship**

October 20: Presentations

October 27: Presentations

Part III. Linking Theory and Practice

November 3: 340 Moffitt – Guest Lecture; **Due: 2 Journal Entries**

November 10: **On-line forum – no class meeting**

November 17: In Class – Beyond the Global Victim

November 24: **Preparation for the Round Table – no class meeting**

December 1: In Class – Round Table Planning; **Due: 2 Journal Entries**

December 8: Round Table; **Due: Final Internship Evaluations**

December 15: **Due: Reflective Paper due by noon; Internship Time log**

Guidelines on Academic Integrity

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis. As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.