



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
“BENJAMIN FRANKLIN”

Course	Gender, Society & Globalization
Program, semester, year	International Studies Program, Spring, 2026*
Credits ECTS	3 USA
Instructor's full name and email	Natalie Blanton natalie-blanton@utc.edu
Block dates (days and time)	Monday-Thursday, 9am-12pm
Classroom	TBA
Class hours	45
Office Hours	Tuesday & Thursday 12-2pm
Requirements	
Language of instruction	English
Type of teaching	In person

INTRODUCTION

This course invites students to explore the dynamic and complex intersections of gender, globalization and societal structures. Over a fast-paced four weeks, we will examine and interrogate how gender shapes and is shaped by global processes, from economic systems and labor markets to cultural exchange and political movements. At the same time, we will ground our discussion in a comparative analysis between our countries and communities of origin, Spain, Africa, Latin America, Southeast Asia, and beyond.

This course is designed to challenge your assumptions, expand your perspectives, and equip you with the tools to develop your critical thinking skills while analyzing and engaging with the world around you. Through theoretical readings, case studies, interactive discussions, and experiential learning, we will address questions such as:

- What can we learn about our contemporary globalized society from past gender expansive communities?
- How do global forces like migration, tourism, and technology influence gender roles and relations?
- How do race, class, sexuality, and global positionalities intersect with gender in a globalized world?
- What does it mean to be a global citizen in the fight for gender justice?

We will be exploring contemporary and pressing issues such as reproductive rights and healthcare, environmental justice, and the global division and precarity of labor. Throughout the weeks, you will connect theory to practice reflecting how these issues manifest in your own social worlds, lived experience, and our collective futures. This course works towards imagining and working toward a more just and equitable future for all. By the end of our time together, you will have developed a deeper understanding of the gendered dimensions of globalization, honed your critical thinking and research skills, and gained experience grappling with these massive questions in your personal and professional lives. Let's challenge ourselves and learn from one another as we explore gender in a globalized world.

COMPETENCES

Through the completion of this course, students will develop the following competences.

General Competences (GC):

GC1: Critical Thinking and Analysis – Students will analyze global and local gender issues through interdisciplinary lenses and evaluating the intersections of gender, globalization, systems and societal structures.

GC2: Intercultural Competence and Global Citizenship – Students will engage with diverse cultural perspectives, including Spanish, English, and global contexts, and reflect on their own cultural biases and ethnocentricities. Additionally, students will explore their roles and positionalities in global hierarchy while considering ethical questions such as power, labor rights, environmental justice, and transnational solidarity.

GC3: Research and Communication Skills -- Students will conduct research, write reflective essays, and present their findings, developing skills in academic writing, public speaking, and collaborative work.

Specific Competences (CE):

SC1: Understanding Gender and Globalization – Students will demonstrate knowledge of key concepts and apply them to case studies.

SC2: Intersectional and Interdisciplinary Analysis – Students will analyze how gender intersects with race, class, sexuality, and other identities in global and local contexts (indigenous women's activism, LGBTQ+ rights in Spain, etc.)

SC3: Applying Theory to Practice – Students will engage theoretical frameworks to analyze real-world issues and develop strategies for local and global advocacy, drawing from Spanish, global, and community of origin contexts.

METHODOLOGY

Utilizing Theoretical Foundations, with the inclusion of global and interdisciplinary scholars, diverse voices, and unique, emerging understandings of nuanced sociological analyses, this course works to bridge theory with practice. Balancing global issues (transnational labor, climate change, global gender justice) with local perspectives, this course is rooted in experiential learning (field trips, guest speakers, group work, and hands-on-activities) to ensure the content is engaging, relatable, practical, and memorable. I employ critical reflection through thought exercises, writing workshops, and discussions to encourage students to connect course material to their own lives, communities, and futures.

PREPARATION FOR CLASS

- *Come to class having completed all assigned readings. While in class, student should show preparation of and thorough engagement with the readings by asking relevant questions and making comments related to the topic.*
- *As you are reading, think about questions and relations of the texts with other previous knowledge. Take down notes and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Take notes during class presentation and discussions. Those notes will be vital in preparation for the in-class midterm exam that will consist of essay questions asking you to apply the theory and concepts we worked through in the first half of the course.*
- *Prepare to be engaged throughout our time together. My classroom is a space of co-creation and collaboration.*
- *Discussion threads and e-mails are all equivalent to in-person classroom etiquette and respect. Specifically: Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting. When discussing topics students should be respectful of race, ethnicity, creed, religion, gender, disability, sexuality, etc.*
- *Purposefully and respectfully challenging the material is welcome; challenging people is not. I will do my very best (and I fully expect each of you to do the same) to ensure that this class, even in the online space, a safe and generative atmosphere for learning. Please be prepared to engage as academics that are participating in the scientific process of inquiry and analysis. You are responsible for acquainting yourself with and satisfying the entire range of academic objectives and requirements.*

EVALUATION

- **Activities out of the classroom.**

These are visits to organizations, day trips, and others. Students will be notified in advance to prep and plan for these unique experiences

Total 10 %.

- **Exams and Final Project.**

Students have a mid-term, written, and a final exam (oral presentation).

Total 30 %.

If the professor finds out that the student has copied in the midterm exam, the final grade will be 0, without the possibility of making up those points. The final exam will consist of **your final research project presented orally or paired with audio/visual cues or your rendition of a digital story** (film, podcast or audio/visual, photography, creative writing, etc.), focused on a different topic or general theme from this course, (for example): *polygamy*, *structural violence*, or the *#4B* or *#SayHerName movement*, etc. I want you to envision the future of gender, grounded in the contemporary moment. We will workshop this component in the second half of class – details to follow. Each of these types of submissions will be accompanied by a critical essay, including *at least 3* peer-reviewed, academic sources to bolster your findings and general thrust of the project. Citations should be formatted according to the ASA style guide and a bibliography should be included. Additional information and the grading rubric will be made available.

- **Written work.**

Rubrics will be made available, many of these will be workshopped (or at least started) in class.

Total 20 %

- Gender Identity Thought Exercises

- This is a 2-part assignment. In the first few weeks of class, I ask each student to write 1 full-page, single-spaced, personal essay about their own gender identity. Share with me only what you are comfortable—this is not meant to be triggering or re-traumatizing. I trust you know your boundaries and to keep yourself feeling safe as possible (while also pushing yourself in critical self-reflection and excavation of the role of gender socialization in your life story). Toward the end of the semester, you will have the opportunity to revisit and respond to your first essay with another, detailing how your idea of your gender identity or relationship with gender has changed, stayed the same, deepened, expanded, or shifted.

- Gender Variance Around the World Exercise and Reflection
 - Documentary Film Watch, Reflect, and Critical Media Engagement
 - Environmental Health Impacts and Gender

- **Policy Brief.**

The purpose of a policy brief is to, "convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined and therefore, serve as an impetus for action" (Young & Quinn, n.d.) Utilizing at least 3 academic sources, you will build out 2-3 double-spaced pages (not including references) in which you will succinctly and neutrally describe an issue regarding globalization. Your brief should include the following:

- What is the problem or issue at hand?
- Why should we care about this problem?
- What is the root cause of the problem?
- Is there a current policy in place addressing the issue? Why or why not?
- What is your recommendation for action?
 - Examples of Policy Briefs and grading rubric will be provided.

Total 10 %.

- **Team Teachback.**

You and your peers (groups of 2-4, depending on class size) will sign up for small groups to lead class discussion, preparing a presentation on assigned readings for a specific day/topic. The discussion should be 20-30 minutes, posing at least 2 discussion questions to your peers. The discussion and facilitation thereof are part of your grade and effort

Total 10 %.

- **Participation.**

I will be taking note of your participation randomly and creatively ten times throughout the semester – these points can be made up of pop quizzes, debates, in-class activities, or group assignments. It is imperative for you to be in class, present, and engaged else your grade will suffer. Usually successful participation is when students are attentive in class, they ask relevant questions, make comments and answer questions posed by teacher and other students. Their attitude shows interest and they are active taking notes. Low participation is when students seem bored or uninterested, don't ask questions, don't make comments and almost never participate in debates, discussions or answer questions from the teacher and other students.

Total 20 %

Note on late work: I will deduct points from the work if the student turns in the written work late. 5 points per day.

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	20 %
ACTIVITIES AND FIELD TRIPS	10 %

WRITTEN ASSIGNMENTS (including policy brief)	30 %
TEAM DISCUSSION LEAD	10 %
MIDTERM EXAM	10 %
FINAL RESEARCH PROJECT	15 %
ORAL PRESENTATION / EXAM	5 %

Plagiarism:

Any account of plagiarism will result in a failing grade for the assignment and will be reported to the University. Any subsequent plagiarism may result in a failing grade for the course, and investigation by the University. Plagiarism is presenting another person's work as one's own. This includes not properly citing sources, using AI to write papers, purchasing papers from others, or having others do your work. Plagiarism also includes turning in an assignment for multiple courses, both present, and previous. Please do not plagiarize, it really is a disservice to you. If you have concerns about meeting a deadline for an assignment, please email me. If you are unclear on a concept or assignment, please visit my office hours.

A Note on Citations:

You must cite when: You directly quote from an outside source. The cited text should always be placed in quotation marks [""] or block quoted followed by (Author year, p. #). Use a block quote when your citation is over two lines in length. Block quotes should always be single-spaced and indented beyond the normal margins.

You must cite when: You are paraphrasing or citing an idea. When you paraphrase quotation marks are not necessary, but the paraphrased section should always be followed by (Author YEAR).

If you have questions about proper citation formatting, visit [here](#) or here's a [brief cheat sheet](#).

ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don't teach the clas virtually. For more information about using it contact Antonio Fernández: antonio.fernandezm@uah.es

CLASS SHCEDULE

DAYS <i>Monday thru Thursday</i>	CLASS SCHEDULE	ASSIGMENTS
<u>MONTH / BLOCK 2 (or 3)</u>		
February 9 – March 4, 2026		
<u>Week or Module 1: Intro & Foundations</u> <ul style="list-style-type: none"> What is gender? What is sexuality? What is globalization? How are they interacting and affecting each of us? Interdisciplinary Theoretical Foundations Historical context for how we got here? 	<u>Content / Readings:</u> Monday: Butler "Gender Regulations," Westbrook and Schilt "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System," Connel and Messerschmidt "Hegemonic Masculinity," Johnson, "Patriarchy, the System," Steger's "What is Globalization?" and "Globalization in History" Tuesday: Intersectional and Global Feminist Movements – Angela Davis, "Women, Race, and Class," Audre Lorde	M: Introductions, Peer Exchange & Thematic Findings <ul style="list-style-type: none"> Approaching Theory: Feminist theory, queer theory, postcolonial theory, and critical race theory Theoretical Application Workshop T: Gender Identity & Socialization Thought Exercise, pt.1 & Writing Workshop on carving our biographies and ethnographies out of history. How does gender

	<p>"Uses of the Erotic," bell hooks "Ain't I a Woman," "Guadalupe the Sex Goddess" Cisneros, and Chimanada Achibe's "Danger of a Single Story"</p> <p>Wednesday: How We Got Here... Silvia Federici "Caliban and the Witch" & Altman "Sexuality and Globalization"</p> <p>Thursday: Foucault "History of Sexuality" excerpts, <i>Sex Panic and the Punitive State</i>, Lancaster</p>	<p>equality, or lack thereof, shape and influence how you move through the world?</p> <p>W: Pillars of Socialization & Foundational Theories Quiz</p> <p>Th: Check-in and co-create our classroom ecosystem and norms for moving forward</p>
<p><u>Week 2: Gender Variance Around the World</u></p> <ul style="list-style-type: none"> Interrogating our ethnocentricities and what is "normal" How has gender variance shown up, around the world, through time and space? Understanding the roots of Women and LGBTQIA+ Oppression Tourism and sex work Gender and Religion 	<p>M: Herdt "The Sambia," Kimmel "Ritualized Homosexuality in Nacirema Subculture," "Parents' Responses to Children's Gender Nonconformity" Kane</p> <p>T: Carrillo "Pathways of Desire: The Sexual Migration of Mexican Gay Men" excerpts, "Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam's Contemporary Sex Industry" Hoang</p> <p>W: "Caribbean Pleasure Industry" excerpts, Sanchez Taylor "Female Tourists' Sexual Behavior in the Caribbean"</p> <p>Th: "Queer as Intersectionality: Theorizing Gay Muslim Identities" Rahman,</p>	<p>M: Documentary Critical Critique on Power, Ethnocentricity, and Research Ethics watching "Guardians of the Flutes" (Redish 1994)</p> <ul style="list-style-type: none"> Children and their Toys and Blue & Pink Photo Series Observation and Discussion <p>T: Gender Variance Around the World Map Exploration Activity & Written Reflection</p> <ul style="list-style-type: none"> Guest Speaker from Queer Community in Alcalá <p>W: Critical Media Analysis: Watch & Discuss documentary "Rent a Dread" (Fishleigh & Canham)</p> <ul style="list-style-type: none"> Ethical Tourism and Global Citizenship Classroom Discussion/Debate <p>Th: Field Trip to Women's Shelter, Mental Health Organization, or Migrant Support Group in Alcalá</p>

	"Queering Whiteness" Panichelli,	
<u>Week 3: Gender and Lived Experiences</u>	M: *Midterm Exam (in class)*	M: Exam – check in afterward about final projects
Media & Technology, Masculinities & Health	T: Masculinities & the Manosphere - "Globalization as Racialized, Sexualized Violence" Kuokkanen, "How Opposition to Gender and Feminism Emerged in Spain," Obst and "Women's Health, Men's Health, and Gender and Health" Hankivsky	T: Dissecting our own experience with masculinity <ul style="list-style-type: none"> - Understanding Algorithms and Bias - Engaging with and Interrogating the Current Narratives of Masculinity and Men via Critical Media Studies and Cultural Exchange - Compare and contrast Spain, Europe and Home Communities in the current moment with men's health
Global Division of Labor, Precarious Work	W: Gender & Labor – "The Shrimp Eat Better than We Do," "Three Women Behind the Tomato's Journey" Barndt, "Global Reproductive Inequalities, Neo-Eugenics and Commercial Surrogacy in India" Pande, <i>From the Revolution to the Maquiladoras: Gender, Labor, and Globalization in Nicaragua</i> , Mendez	W: Trace a commodity chain and the gendered relations therein - group work <ul style="list-style-type: none"> - Guest Speaker on Labor and Gender Equity in Europe/Spain - Case Study Analysis
Environment	Th: Gender & Environment – Vandana Shiva "Development, Ecology, and Women," Rocheleau, Thomas-Slayter, and Wangari, "Gender and Environment: A Feminist Political Ecology Perspective," "Climate Change Adaptation, Gender, and Mainstreaming: the Role of Gender in Fiji's Relocation Initiative" Blanton and Bertana, <i>On Infertile Ground: Population Control and Women's Rights in the</i>	Th: Environmental Justice Atlas Exploration Exercise & Written Reflection <ul style="list-style-type: none"> - Small Group Analysis and Discussion of Collective Power for Reproductive Justice's Stop the Blame: A Tool for Rethinking Population Control Propaganda"

	<i>Era of Climate Change</i> Sasser, excerpts	
<u>Week 4: Contemporary Moment and Paths Forward</u> <ul style="list-style-type: none"> Bodies & Autonomy Indigenous Perspectives Disability Justice Resistance Movements Global Solidarity Taking this forward and home What does the future of gender look like? 	<p>M: Lucchesi and Echo-Hawk "Missing and Murdered Indigenous Women and Girls," report excerpts, "After Roe" Selected Essays from the Society for Cultural Anthropology</p> <p>T: Transnational Feminist and Global Comparative Queer Readings, TBD</p> <p>W: New Frontiers of Gender Equality in a Globalized World: Excerpts from <i>Right to Maim and Beasts of Burden</i></p> <p>Th: Workshopping Final Papers</p>	<p>M: Policy Briefs – group work, discussion and debate</p> <p>T: Gender Identity Thought Exercise, pt.2 – Reflecting on how we are metabolizing what we have learned</p> <p>W: Student Presentations – reflecting on course themes and their Gender Futures Final</p> <p>Th: Group Discussion on how to engage with gender and globalization in home communities</p>

Note: If there are activities outside of the classroom, students will be given ample notice. This syllabus is a living document, subject to change based on our pace of this condensed course—students will be notified of any changes.

BIBLIOGRAPHY

There are no textbooks required for purchase for this course – we will be reading select excerpts from the following books. The remaining readings, as listed above on the course schedule, will be made available as PDFs or live links on our course site:

Barndt, Deborah. 2001. "On the Move for Food: Three Women Behind the Tomato's Journey."

Bertana, Amanda, and Natalie Blanton. 2022. "Climate change adaptation, gender, and mainstreaming: the role of gender in Fiji's Relocation Initiative." *Climate and Development*: 1-9.

Carrillo, Héctor. 2017. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. Chicago: University of Chicago Press.

Davis, Angela. 1983. *Women, Race, and Class*. New York: Vintage Books.

- Dunway, Wilma and M. Cecilia Macabuac. 2007. "The Shrimp Eat Better than We Do': Philippine Subsistence Fishing Households Sacrificed for the Global Chain." *Review* 30: 313-337.
- Federici, Silvia. 2004. *Caliban and the Witch: Women, the Body, and Primitive Accumulation*. New York: Autonomedia.
- Foucault, Michel. 1980. *History of Sexuality, Volume I: An Introduction*. New York: Vintage.
- Hankivsky, Olena. 2012. "Women's Health, Men's Health, and Gender and Health: Implications of Intersectionality". *Social Science Medicine*, 74(11):1712-20.
- Herd, Gilbert. 1987. *The Sambia: Ritual and Gender in New Guinea*. New York: Holt, read 101-10, 145-55.
- Kimmel, Michael. 2006. "Ritualized Homosexuality in a Nacirema Subculture." *Sexualities* 9 (1): 95-105.
- Lancaster, Roger. 2011. *Sex Panic and the Punitive State*. Berkeley: University of California Press.
- Mendez, Jennifer. 2005. *From the Revolution to the Maquiladoras: Gender, Labor, and Globalization in Nicaragua*. Duke University Press.
- Pande, Amrita. 2016. "Global Reproductive Inequalities, Neo-Eugenics and Commercial Surrogacy in India." *Current Sociology* 64(2): 244-258.
- Sánchez Taylor, Jaqueline. 2001. "Dollars Are a Girl's Best Friend? Female Tourists' Sexual Behaviour in the Caribbean." *Sociology* 35, no. 3: 749-764.
- Sasser, Jade S. 2018. "On infertile ground: population control and women's rights in the era of climate change." In *On Infertile Ground*. New York University Press.
- Manfred Steger, *Globalization: A Very Short Introduction*: <https://doi.org/10.1093/actrade/9780198849452.001.0001>

INSTRUCTOR

Natalie Blanton, PhD – [Website and CV here](#).

Email: natalie-blanton@utc.edu

Gmail: natalieblantonphd@gmail.com

