

LA964 Gender, Law and the Global Economy

In this module we will explore the gender relations embedded in transnational markets through **global value chains**, as well as the limits and potentials of the law to contribute to global gender justice

Outline of Topics:

- Gender and the law in the global economy: Introducing global value chains
- Global commodity chains: The fast fashion industry
- Global care chains: Migrant domestic workers
- Global body work chains: The commercial sex industry
- Global financial chains: The case of microfinance
- Global digital chains: Gendered platform work
- Bringing the strands together: Striving for global gender justice

<https://warwick.ac.uk/fac/soc/law/research/projects/feminist-recovery-plan/>



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Global value chains: the full range of people, resources, activities, coordinated across different locations (transnationally), which are necessary to conceive-realise-deliver a variety of products or services

For each global value chain, we will identify and discuss:

- the **actors /stakeholders** part of the chain
- the **locations** where different stages take place
- the **gender** issues involved
- how **value** is produced and **risks** and **profits** distributed
- the **regulatory frameworks**, assessing their merits and limits



LA964 Assessment

- **Summative assessment (100% 4,000-words research essay):** the assignment will require you to demonstrate and apply the knowledge acquired in class by presenting and examining the gendered dynamics and legal mechanisms of a **global value chain** of your choice
- **Formative assessment:** the module has been designed to assist you in the preparation of your summative assignment. In week 9 you will have the opportunity to present your example and receive feedback from fellow students and module leader. You are encouraged to be creative in presenting your example of global value chain.
 - Before week 9 you are asked to submit a summary/outline of your presentation (max 1,000 words) to receive written feedback



A note on pedagogy

- **Readings:** articles and other sources as tools for critical analysis
- **Collaborative, yet intellectually challenging, learning space:** in the first session we will discuss ways in which each of you can contribute to the class over time and how we can use the classes to develop the module assignment. We will also work out how to break up the three hours to make sure we don't exhaust ourselves and look after each other
- **Develop critical, contextual, imaginative thinking**
- We all learn in different ways, so please reach out if you need **support**

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognising one another’s presence” bell hooks

