

**WST 4XX: GLOBALIZATION AND TRANSNATIONAL WOMEN'S LABOR:
IMMIGRANT WOMEN, GENDERED EXPLOITATION AND DIASPORAS**

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Semester 200?
T/TH

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Let's suppose, for a moment, there was a country where the people in charge charted a course that eliminated millions of good-paying jobs. Suppose they gave away several million more jobs to other nations. Finally, imagine that the people running this country implemented economic policies that enabled those at the very top to grow ever richer while most others grew poorer. You would not want to live in such a place, would you? Too bad. You already do.

D.L. Barlett and J.B. Steele, from "Have-Mores and Have-Lesses"

When those who have the power to name and to socially construct reality choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing. Yet you know you exist and others like you, that this is a game with mirrors. It takes some strength of soul—and not just individual strength, but collective understanding—to resist this void, this nonbeing, into which you are thrust, and to stand up, demanding to be seen and heard.

Adrienne Rich, "Invisibility in Academe" (Blood, Bread, and Poetry, 199)

COURSE OVERVIEW:

Capitalism in the late 20th century has given rise to a phenomenon which we commonly call globalization or global economy. In this course, we will examine three key forces influencing globalization, 1) the creation of international financial institutions, such as the World Bank and the International Monetary Fund that act as controlling bodies over global capital 2) organizations which oversee and exert heavy influences on exchanges between nations, such as the World Trade Organization, and, 3) the growth and progression of industrial production from national to TNCs or Transnational Corporations. All of these entities have transformed relationships between "First World/North" and "Third World/South" countries (Eisenstein, 1998). These neocolonial maneuvers have forced "Third World/South" countries into ever more vulnerable positions in their association with the "First World/North." Many countries of the global south, indebted to the WB and IMF, are forced into arrangements in which extreme exploitation of their environment and resources become mandate, resulting in massive increases in the exports from these "developing" nations. In this "exchange" of assets, human beings from impoverished countries have become commodities for trade. It is the labor force of these countries of the "Third World/South," highly prized and highly exploited, that has become a primary target of the global north. Women from the global south have been targeted in particular ways, as a critical link in the "successful" exploitation of human resources.

In this advanced upper division course, we will examine the ways in which women's labor, particularly women of the "Third World/South," has been transformed and highly

exploited in the global economy. We begin this investigation during the first two weeks of the course with an exploration of U.S. response to migration and U.S. immigration policies. These are vital starting points which will provide the foundational knowledge we will need to understand the complex dynamics of labor migration. In the two weeks following, we will deepen our investigation of U.S. immigration by examining how immigration has been racialized, gendered and the ways in which sexuality is controlled. With this groundwork established, we will move onto a brief study of citizenship and the history of international labor migration, which will provide the final piece of scaffolding needed to fully examine the complexities of transnational women's labor. The next six weeks of the course will be devoted to a detailed investigation of the various transitions of women's labor in the global context and will include a study of domestic work, service work, sex work, tourism, factory labor and mail-order bride services. We will also examine, in a limited capacity, the intersections of labor migration and women refugees. After this in-depth inquiry into the ways in which women's labor is being exploited on a global scale, we will reexamine how citizenship is contested and negotiated. The final two weeks of the course will be devoted to an analysis of the ways in which women resist exploitation.

COURSE OBJECTIVES:

Transnational Women's Labor (WST 4XX) is an advanced course in the discipline of Women's Studies. The course requires that you critically examine the Macro/Micro issues of gender oppression in a global context. This course in Women's Studies will employ interdisciplinary approaches, encourage a critical perspective, seek an equitable classroom, and place a strong emphasis on reading, writing, and analytical skills. Upon completion of this course it is expected that you will have gained the following knowledge/abilities:

- Demonstrate an understanding of the macro-structures that create and drive the global economy
- Demonstrate the ability to articulate how the forces of globalization impact the relationships between "First World/North" and "Third World/South"
- Demonstrate the ability to articulate how the labor of women in the global south is targeted and exploited by countries of "First World/North"
- Demonstrate the ability to articulate how women of the global south resist and struggle against oppression

REQUIRED TEXTS:

Aguilar, Delia D., and Anne E. Lacsamana, eds. *Women and Globalization*. Amherst: Humanity Books, 2004.

Ehrenreich, Barbara and Arlie Russell Hochschild, eds. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt and Company, 2002.

Kempadoo, Kamala, ed. *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*. Lanham, MD: Rowman & Littlefield Publishers, 1999.

Kincaid, Jamaica. *A Small Place*. New York: Farrar, Straus and Giroux, 1988.

Frank, Dana. *Bananeras: Women Transforming the Banana Unions of Latin America*. Cambridge: South End Press. 2005.

Louie, Miriam Ching Yoon. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. Cambridge: South End Press, 2001.

Moraga, Cherríe. *Watsonville/Circle in the Dirt*. Albuquerque: West End Press, 1995.

Course Reader: Available at Cougar Copies

COURSE REQUIREMENTS AND POLICIES:

Your grade in this course will be based on a 1000 point scale. Course requirements and assignments are detailed below.


📍 Class Attendance and Participation: Attendance at every class is expected. (Please read Academic Etiquette Policy Below). You are allowed up to two absences without penalty, after that you will lose ten (10) points for every regular lecture class missed. Only approved and documented university excuses will be accepted (for athletes, this means forms from the Athletic Dept. handed in **before** the absence; for serious illness or family emergency, this means a phone call to your instructor **before** class and followed up with a note from Student Health or your family doctor).

Basic Ground Rules: Since class will consist of lecture, discussion, and group work, I expect you to come to class having completed all the readings assigned for that day and to respond thoughtfully and respectfully to the topic, your instructor, and your peers. This class relies on students' intellectual interchange and active participation. The course requires your thoughtful and continuous participation. You are also expected to be prepared to discuss, question, argue, and perhaps rethink issues raised in the reading. You are under **NO** obligations to agree with the authors or the instructor. Rather your obligation is to demonstrate comprehension and thoughtful consideration. At the end of the course you should be able to articulate and effectively argue for your own position. Although we will not always share the same opinions, we can agree to a commitment to encounter and engage course readings, course goals, and each other with openness, careful listening, honesty, and mutual respect. Attendance and participation are worth **150 points (15 %)**.

📖 On-Line Discussions: You will engage in on-line discussions of the course readings with your classmates using "The Bridge" (an online learning environment). You will be given instructions on how to use The Bridge during the first week of the course. The Bridge site for this course will allow you to access and respond to questions posted by the instructor. You will also be able to read your classmates' responses to questions. Questions will be posted by the instructor on the course Bridge site twice a week. You will be required to ***answer at least one question per week***. In addition, you are required to ***respond to another student's answer at least one time per week***. Additionally, you will also have an opportunity to post your own questions on the course site and ask for responses from the instructor and your classmates. This will allow us to have an ongoing dialogue with each other outside of class. This on-going weekly assignment is worth **300 points (30 %)**.

🗣️ Presentations: One time during the semester you will be asked to present on a scheduled course reading. This presentation may be done individually or in groups of 2-3 students. You will provide a thorough summary of the reading and a handout to the class in which you address the main points of the material. In addition you will be expected to integrate outside sources (related articles/essays) into your presentation as a way to add to the course content. Bring a picture or object that relates to your topic to use or show during your

presentation. For example, if you are presenting on an article about transnational labor practices in TNCs, you might bring in a pair of shoes manufactured in China. This will help your audience remember your presentation. You will further be expected to create questions for the class and facilitate some discussion of the reading with your classmates. You should feel free to be as creative as you wish, as long as you are able to provide the required information. This includes use of visual aids, such as overheads or a power point presentation. You may engage the class in a large or small group activity as part of your presentation. This is an opportunity for you to take some leadership in the classroom and to bring additional information into the course for your classmates to consider. A sign-up sheet for presentations will be made available the second week of class. This will give you an opportunity to review the assigned texts and identify material of particular interest to you. You will be provided with additional instructions regarding presentation format in class. This assignment is worth **150 points (15 %)**.

 **Research Paper:** There will be one major research assignment for this course culminating into a 10-12 page Final Research Paper. The purpose of this writing assignment is to give you an opportunity to research a topic relevant to this course in depth and to exercise your research and critical thinking skills. Your task is to write a coherent, analytical, and critical paper. To facilitate this process, the research paper assignment will be divided into several tasks due throughout the semester. These tasks have been delineated below in more detail. In addition to the diligence of the research and the completeness of the assignment, this paper will also be graded on the quality of the writing. You are encouraged to make use of the WSU writing center in the project.

1. **Research Question:** In one page, identify your topic and your research question or argument. In addition, you must briefly outline your strategy for addressing this topic and include a discussion of the types of evidence you may use to make your academic argument. This assignment is worth **50 points (5 %)**.

2. **Annotated Bibliography:** List your four references (academic sources) using two paragraphs for each source: one describing the content of the source, and another explaining why that is a relevant source for your topic/paper. **No web sources will be allowed.** This assignment is worth **50 points (5 %)**.

3. **Rough Draft # 1:** This will be a first draft of your final paper. It should be 5-7 pages in length and demonstrate a significant effort at expressing the main points of your thesis. You will bring this draft to class on the above due date, and take part in a peer revision process. Failure to bring a rough draft to class on the assigned date will result in a zero for the assignment.

Rough Draft #2: This draft will follow the peer revision. You will need to revise your paper based on peer feedback and turn in your first and second draft as well as the written peer feedback you received in class on this date. This assignment is worth **50 points (5 %)**. You must complete both parts of this assignment in order to receive full credit.

4. **Rough Draft #3:** This draft should demonstrate continued progress and reflect your best writing. It should be 8-10 pages in length and include your works cited/reference page. This will be your final formal opportunity for instructor feedback regarding revisions for your paper (I will, however, be happy to look at your paper informally as many times as you wish prior to the final due date). You will turn your paper in on this date and make an appointment for the following week in which you will meet with the instructor for an individual conference regarding your progress and need for revision. This draft **must** reflect significant progress on your paper

from the completion of your second draft (it needs to be a well-developed and significantly revised draft). This assignment is worth **50 points (5 %)**.

5. **Final Draft.** This will include 10-12 pages (not including the reference page) as described above, and a reference page. Final draft is worth **200 points (20 %)**.

🕒 **Academic Etiquette Policy:** Class will begin promptly at the start of the hour. Arriving late and leaving early is not tolerated; if you have class, job, or childcare conflicts, please see me as soon as possible. **Two incidents of tardiness is equivalent to one absence and 10 points will be deducted from your final grade accordingly.** Please do not attempt to carry on private conversations with other students during lectures or discussions. Please turn off cellular phones during class time so as not to disturb the class. Finally, toleration for diverse opinions voiced in class is essential, and I expect all students to treat each other respectfully. In order for us to learn from each other, we have to allow each other to make mistakes, and/or to offer unpopular positions for debate. Name calling and other forms of verbal harassment will not be tolerated and will result in either being asked to leave the class or in receiving penalty points at my discretion.

🌀 **Disability Accommodation:** Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRC) in Administration Annex 205, 335-1566 in Pullman.

🌀 **Academic Integrity Policy:** *PLAGIARISM OR CHEATING OF ANY KIND ON ANY ASSIGNMENT OR EXAM WILL NOT BE TOLERATED AND WILL RESULT IN A FAILING GRADE IN THE COURSE.* (See the WSU Student Handbook, WAC 504-25-015 ACADEMIC DISHONESTY). In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. There is a difference between plagiarism and collaboration. Plagiarism is the act of using another person's words or work without giving them credit for it. On the other hand, collaboration, for purposes of this class, is the act of discussing ideas with classmates, debating issues, examining readings from the class together so that each of you arrives at your own independent thought. Collaboration in this class is encouraged. If you are at any time unclear about what constitutes plagiarism or cheating, contact me and we can talk about it. Better safe than sorry!

🌀 **Incompletes:** Incompletes will be granted only in the most unusual circumstances verified by the Office of Student affairs. Incompletes will only be granted to students who have completed 75% or more of all required coursework.

🌀 **Concerns:** If you have any concerns regarding this course, please talk to me during office hours or make an appointment with me. Your concerns will seriously be considered if I am approached in this manner.

🌀 I look forward to a challenging and enjoyable semester. Welcome! 🌀

SCHEDULE/COURSE CONTENT:

Disclaimer: All readings and assignments contained in this calendar are tentative and subject to change at your instructor's discretion to accommodate instructional and/or student needs. By attending every class you ensure that you are aware of any changes and can ask questions to clarify assignments. If you are unable to attend class, make sure you contact a classmate to confirm the homework assignments.

Week 1: The Global Economy and theories of International Migration

We begin the opening week of the course by examining the globalization and international migration. The readings for this week will offer an introduction to the process of globalization as well as U.S. responses to migration. This will provide some of the grounding necessary for a complex analysis of labor migration and exploitation.

We begin our investigation with an introduction to the larger structures and forces of globalization provide by the Adalberto essay. We move from there to start our inquiry into migration. Esman will provide complexity to the understanding of the Adalbero essay and of migration theory, with a discussion of the political implications for "sending" and "receiving" countries and a complicated analysis of citizenship.

Aguirre, Adalberto, Jr., and Ellen Reese. "Introduction: The Challenges of Globalization for Workers: Transnational and Transborder Issues." *Social Justice*. 31.3 (2004): 1-20. (Reader)

Esman, Milton. "The Political Fallout of International Migration." *Diaspora* 2.1 (1992): 3-24. (Reader)

Week 2: U.S. Immigration Policy and Citizenship

We start this week with a consideration of the question: how has the U.S. responded to immigration and how has citizenship been negotiated? In order to investigate this question, we will engage in a brief study of the creation and key developments in U.S. immigration law and citizenship. The reading by Erica Lee reveals how immigration policy in the U.S. was constructed to exclude particular groups of people, while providing greater access to other groups. We will move from there to a look at citizenship with readings by Evelyn Nakano Glenn, Dorothy Roberts, Eileen Boris. These essays will challenge conventional ideas about citizenship and further expose the role of racism in making of U.S. immigration policy.

Lee, Erica. "Immigrants and Immigration Law: A State of the Field Assessment." *Journal of American Ethnic History*. 18.4 (1999): 85-115. (Reader)

Glenn, Evelyn Nakano. "Citizenship: Universalism and Exclusion." *Unequal Freedom*. Cambridge: Harvard UP, 2003. (Reader)

Roberts, Dorothy E. "Who May Give Birth To Citizens? Reproduction, Eugenics, and Immigration." *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States*. Ed. Juan F. Perea. New York: NY U P, 1997. 205-219. (Reader)

Boris, Eileen. "The Racialized Gendered State: Constructions of Citizenship in the United States." *Social Politics*. 2 (1995): 160-180. (Reader)

Week 3: Race and U.S. Immigration

Now that we have gained a foundational knowledge of international migration and U.S. immigration law, we will begin to examine some primary historical omissions in the research and analysis of immigration. The readings for this week, Ngai, Sanchez and Carter, will focus on the omission of race as a factor of analysis in immigration theory. Also include in our examination this week, will be a brief reading by Manning Marable which will assist us in looking at how globalization has been racialized.

The knowledge gained in the first three weeks of the course will be vital to your understanding of the film that will be shown in class this week. *Farmingville* documents the true story of how current issues of racism and immigration intersect to create conditions of oppression, exploitation and discrimination.

Ngai, Mae. "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924." *The Journal of American History* 86.1 (June 1999): 67-92. (Reader)

Sanchez, George. "Race and Immigration History." *Immigration Research for a New Century: Multidisciplinary Perspectives*. Ed. Nancy Foner, Rubén G. Rumbaut, and Steven J. Gold. New York: Russell Sage Foundation, 2000. 54-59. (Reader)

Carter, Bob Garci Green, and Rick Halpern. "Immigration Policy and the Racialization of Migrant Labour: The Construction of National Identities in the USA and Britain." *Ethnic and Racial Studies* 19.1 (January 1996): 54-59. (Reader)

Marable, Manning. "Globalization and Racialization." *Znet: Race*. 13 Aug. 2004. 18 Jan. 2005 <http://www.zmag.org/content/print_article.cfm?itemID=6034§ionID=30>.

Film: *Farmingville*

Week 4: Queering U.S. Immigration

This week we will explore some relatively new contributions to the scholarship of immigration. These readings examine how U.S. immigration policy attempts to police and contain sexuality. The readings by Somerville, Cantú, Luibhéid and Canada all investigate this issue and a variety of ways that offer new insights and understanding of the intersections of race, gender, class, and sexuality with immigration policy.

Somerville, Siobhan B. "Sexual Aliens and the Racialized State: A Queer Reading of the 1952 Immigration and Nationality Act." *Queer Migrations: Sexuality, U.S. Citizenship, and Border Crossings*. Ed. Eithne Luibhéid and Lionel Cantú Jr. Minneapolis: U of M Press, 2005. 75-91. (Reader)

Cantú, Lionel. "A Place Called Home: A Queer Political Economy of Mexican Immigrant Men's Family Experiences." *Queer Families, Queer Politics: Challenging Culture and the State*. Ed. Mary Bernstein, and Renate Reimann. New York: Columbia UP: 2001. (Reader)

Luibhéid, Eithne. "Looking Like a Lesbian: Sexual Monitoring at the U.S.—Mexico Border." *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: U of Minnesota P, 2002. 77-101. (Reader)

Canaday, Margot. "Who is a Homosexual?: The Consolidation of Sexual Identities in Mid-Twentieth-Century American Immigration Law." *Law and Social Inquiry*. 28.2 (2003): 351-389. (Reader)

Week 5: Gender and U.S. Immigration

This week we explore another primary omission in the analysis of international migration, that of gender. The works of Pessar, Sassen, Mattingly and Ceniza provide significant contributions to the body of scholarship in international migration, particularly with regard to the importance of gender analysis. These readings provide a necessary shift and complexity to our growing understanding international migration, immigration policy and citizenship.

Chapter 3 of the Chang text titled "The Nanny Visa: The Bracero Program Revisited" extends the discussion of gender and immigration to explore how immigration policy targets particular populations of women and how women's immigration impacts the families and micro-structures of the sending countries.

The film we will view this week *When Strangers Reunite*, focuses on the effects of labor migration on family relationships. Women from countries of the "Third World/South" who migrated to Canada for employment are the focus of this documentary study.

Pessar, Patricia R.. "Engendering Migration Studies: the Case of New Immigrants in the United States." *Gender and U.S. Immigration: Contemporary Trends*. Ed. Pierrette Hondagneu-Sotelo. Berkeley: U of California P, 2003. 20-42. (Reader)

Sassen, Saskia, "Strategic Instantiations of Gendering in the Global Economy." *Gender and U.S. Immigration: Contemporary Trends*. Ed. Pierrette Hondagneu-Sotelo. Berkeley: U of California P, 2003. 20-42. (Reader)

Mattingly, Doreen J. "Making Maids: United States Immigration Policy and Immigrant Domestic Workers." *Gender, Migration and Domestic Service*. Ed. Janet Henshall Momsen. New York: Routledge, 1999. 62-80. (Reader)

Ceniza Choy, Catherine. "Exported to Care: A Transnational History of Filipino Nurse Migration to the United States." *Immigration Research for a New Century: Multidisciplinary Perspectives*. Ed. Nancy Foner, Rubén G. Rumbaut, and Steven J. Gold. New York: Russell Sage Foundation, 2000. 54-59. (Reader)

Chang, Grace. "The Nanny Visa: The Bracero Program Revisited." *Disposable Domestics: Immigrant Women Workers in the Global Economy*. Cambridge: South End Press, 2000. 93-122. (Reader)

Film: *When Strangers Reunite*

Week 6: International Labor Migration and Globalization

The assigned readings for this week provide the last vital link needed to allow for a rich analysis of transnational women's labor. Van Der Linden and Sassen offer a critical contribution to the scholarship on labor history by calling for an analysis of transnational labor. These essays additionally offer a historical context to the concept of transnational labor. Concurrently with the discussion of these essays, we will view and discuss the film *Uprooted: Refugee of the Global Economy*. The focus of this film is on labor migration and the effects of the global economy. The film highlights three stories of immigrants from the Philippines, Bolivia and Haiti.

We are now prepared to apply the knowledge gained from the last five weeks, to an analysis of the globalization of women's labor. We begin with readings which examine the overarching issues of "First World/North" and "Third World/South" with regard to the creation of debt and exploitation of resources. The works of Eviota and Knutson will provide for an understanding of the broader issues as well as provide a focus of study on particular regions of the "Third World/South" targeted by the "First World/North" for labor exploitation.

Van Der Linden, Marcel. "Transnationalizing American Labor History." *Journal of American History* 86.3 (December 1999): 1078-1092. (Reader)

Hahamovitch, Cindy. "Creating Perfect Immigrants: Guestworkers of the World in Historical Perspective". *Labor History* 44.1 (2003): 69-94.

Sassen, Saskia. "Global Cities and Survival Circuits". *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Ed. Barbara Ehrenreich and Arlie Russell Hochschild. New York: Henry Holt and Company, 2002. 254-274.

Eviota, Uy Elizabeth. "The Context of Gender and Globalization in the Philippines." *Women and Globalization*. Ed. Delia D. Aguilar and Anne E. Lacsamana. Amherst: Humanity Books, 2004. 52-67.

Knutson, April Ane. "Haitian Women in the New World Order." *Women and Globalization*. Ed. Delia D. Aguilar and Anne E. Lacsamana. Amherst: Humanity Books, 2004. 154-180.

Film: *Uprooted: Refugee of the Global Economy*

Week 7: From the Fields to the Factories

This week we continue our examination of the labor exploitation of "Third World/South" women through the use of different genre. We will read a play written by Cherríe Moraga, titled *Watsonville*. This play documents a fictionalized version of events involving a labor strike in Watsonville, CA in the late 1980s. The labor strike opposing exploitive labor practices, involved primarily immigrant women of both legal and illegal immigration status. An analysis of the play will allow for an examination of labor exploitation, cultural citizenship and acts of resistance.

The essay which we will read in conjunction with the play details the actual labor strike and will enrich our understanding and analysis of the play. Additionally, we will view a mainstream film titled *Bread and Roses*. This film, although in part fictionalized, is based on the true struggles of organized labor activism by custodial workers in Los Angeles, CA.

Moraga, Cherríe. *Watsonville: Some Place Not Here. Watsonville/Circle in the Dirt*. Albuquerque: West End Press, 1995. 1-108.

Flores, William, V. "Mujeres en Huelga: Cultural Citizenship and Gender Empowerment in a Cannery Strike." *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Ed. William V. Flores and Rina Benmayer. Boston: Beacon Press, 1997. 210-254. (Reader)

Film: *Bread and Roses*

Week 8: Gender and Transnational Labor-Domestic and Service Work

We will continue our examination of transnational women's labor with readings this week which explore particular types of labor that are targeted toward impoverished women from "First World/South" countries. The readings by Hill Maher, Ismail, Stiell, and Zarembka examine strategic acts by "First World/North" or receiving countries to recruit women from the global south into domestic work, childcare, and service work. These essays also examine the impact of debt on impoverished countries and the pressure placed on these countries through SAPs or Structural Adjustment Programs. The reading by Salazar Parreñas and Dyck provide further explorations into struggles for citizenship and the experience of women refugees.

In addition, we will view a film this week titled *Modern Heroes/Modern Slaves*, which documents the experiences of exploitation and violence endured by "Third World/South" women laborers in the global economy.

Maher, Kristen Hill. "Good Women 'Ready to Go': Labor Brokers and the Transnational Maid Trade." *Labor Studies in Working-Class History of the Americas* 1.1(2004): 55-75. (Reader)

Ismail, Munira. "Maids in Space: Gendered Domestic Labour from Sri Lanka to the Middle East." *Gender, Migration and Domestic Service*. Ed. Janet Henshall Momsen. New York: Routledge, 1999. 229-241. (Reader)

Stiell, Bernadette, and Kim England. "Jamaican Domestic, Filipina Housekeepers and English Nannies." *Gender, Migration and Domestic Service*. Ed. Janet Henshall Momsen. New York: Routledge, 1999. 43-60. (Reader)

Zarembka, Joy M. "America's Dirty Work: Migrant Maids and Modern-Day Slavery." *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Ed. Barbara Ehrenreich and Arlie Russell Hochschild. New York: Henry Holt and Company, 2002. 142-153.

Salazar Parreñas, Rachel. "Transgressing the Nation-State: The Partial Citizenship and 'Imagined (Global) Community' of Migrant Filipina Domestic Workers." *Signs: Journal of Women in Culture and Society* 26.4 (2001):1129-1154. (Reader)

Dyck, Isabel. "Telling It Like It Is? Constructing Accounts of Settlement with Immigrant and Refugee Women in Canada." *Gender, Place and Culture*. 11.4 (2004): 513-542. (Reader)

Film: *Modern Heroes/Modern Slaves*

Week 9: Gender and Transnational Labor-TNG's/EPZ's

Our focus on transnational women's labor now moves to an examination of industrial production and growth of the transnational corporation. These readings explore the experiences of women working in EPZs or Export Processing Zones. Structural adjustment programs, exploitive labor practices, hazardous working conditions and effects to micro-systems to which the workers belong, are examined. Also examined are trade policies that impact impoverished countries, such as the North American Free Trade Agreement (NAFTA) We will further explore the risks faced by women working in the Maquiladores with the film *Señorita Extraviada*. This film documents the disappearance, sexual violence, and murders of young women workers living and working in the city of Juárez. The film also examines how mothers of the missing women are organizing to stop further violence.

- Ho, Laura Powell, and Leti Volpp. "(Dis)Assembling Rights of Women Workers along the Global Assembly Line: Human Rights and the Garment Industry." *Global Critical Race Feminism: In International Reader*. Ed. Adrien Katherine Wing. New York: NY UP, 2000. 377-391. (Reader)
- Churchill, Nancy. "Maquiladoras, Migration, and Daily Life: Women and Work in the Contemporary Mexican Political Economy." *Women and Globalization*. Ed. Delia D. Aguilar and Anne E. Lacsamana. Amherst: Humanity Books, 2004. 120-153.
- Ariffin, Rohana. "Globalization and Its Impact on Women Workers in Malaysia." *Women and Globalization*. Ed. Delia D. Aguilar and Anne E. Lacsamana. Amherst: Humanity Books, 2004. 25-51.
- Iglesias Prieto, Norma. *Beautiful Flowers of the Maquiladora: Life Histories of Women Workers in Tijuana*. Austin: U of Texas P, 1985. (Selected Chapters/Reader)

Film: *Señorita Extraviada*

Week 10: Sex Work and Tourism

Next we will examine the links between globalization, tourism and sex work. "Third World /South" nations indebted to the WB or the IMF are frequently pressured, through SAPs (Structural Adjustment Programs) into offering their counties' resources (natural and human) for the enjoyment of "First World/North" countries. For many impoverished counties, tourism has become a primary source of national revenue and a provision of the terms of loans from international financial institutions. These readings explore the links of the tourism industry and the sex industry in the global south. We begin with a consideration of current western feminist theory regarding sex work with the writings of Anne Lacsamana. This will provide a theoretical lens which we can use as a framework for the analysis of the essays for this week. Additionally, we will view the film *Live Nude Girls Unite!*, which will allow us the opportunity to examine organized resistance by "Third World/South" women working in the sex industry.

- Lacsamana, Anne E. "Sex Worker or Prostituted Woman? An Examination of the Sex Work Debates in Western Feminist Theory." *Women and Globalization*. Ed. Delia D. Aguilar and Anne E. Lacsamana. Amherst: Humanity Books, 2004. 387-403.
- Mullings, Beverly. "Globalization, Tourism and the International Sex Trade." *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*. Ed. Kamala Kempadoo. Lanham: Rowman & Littlefield, 1999. 55-80.
- Cabezas, Amalia Lucia. "Tourism, Sex Work, and Women's Rights in the Dominican Republic." *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*. Ed. Kamala Kempadoo. Lanham: Rowman & Littlefield, 1999. 93-124.
- Cantú, Lionel. "De Ambiente: Queer Tourism and the Shifting Boundaries of Mexican Male Sexualities." *GLO: A Journal of Lesbian and Gay Studies* 8.1-2 (2002): 139-166. (Reader)
- Cambell, Shirley. "Come to Jamaica and feel all Right: Tourism and the Sex Trade." *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*. Ed. Kamala Kempadoo. Lanham: Rowman & Littlefield, 1999. 125-156.

Film: *Live Nude Girls Unite!*

Suggested Readings:

- Brennan, Denise. *What's Love Got to Do with It?: Transnational Desires and Sex Tourism in the Dominican Republic*. Durham: Duke U P, 2004. (Selected Chapters/Reader)
- Fernandez, Nadine. "Women, Race, and Tourism in Cuba." *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*. Ed. Kamala Kempadoo. Lanham: Rowman & Littlefield, 1999. 81-124.
- O'Connell, Davidson, Julie Sanchez Taylor, and Jacqueline Sanchez Taylor. "Fantasy Islands: Exploring the Demand for Sex Tourism." *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*. Ed. Kamala Kempadoo. Lanham: Rowman & Littlefield, 1999. 37-54.

Week 11: Service Work and Tourism

This week we will once again we will shift genres in order to examine the exploitation of women's labor through another lens. We will read Jamaica Kincaid's autobiographically based book, *A Small Place*. Kincaid's text examines the deleterious effects that tourism has had on the environment and people who live on the island of Antigua. As a companion text to this book, we will view the film *Life and Debt*, narrated by Jamaica Kincaid, which provides a visual record of conditions in Antigua, which she details in her book.

In order to further study the reality of tourism and services work we will also examine the work of Madsen Camacho, a study which looks at custodial hotel labor.

Kincaid, Jamaica. *A Small Place*. New York: Farrar, Straus and Giroux, 1988.

Camacho, Michelle E. Madsen. "Dissenting Workers and Social Control: A Case Study of the Hotel Industry in Huatulco, Oaxaca." *Human Organization*. 55.1(1996): 33-40.

Film: *Life and Debt*

Week 12: Sex Work and Mail Order Brides

We continue our examination of sex work with a look at the subject of mail order brides. The readings for this week offer a complex analysis of the issue by investigating both the macro and micro structural issues that influence "Third World/South" women to partake of this system. These essays will help us in considering the question of voluntarism vs. coercion when examining the participation by women of the global south. We will also view a film this week titled *The Women Outside*. This film focuses on U.S. Military bases in North Korea and the role of the military in the creation/encouragement of sex work activity outside the base. The film also takes a look at the military's role in encouraging/facilitating marriage between military men and Korean women.

Tolentino, Roland B. "Bodies, Letters, Catalogs: Filipinas in Transnational Space." *Social Text* 14.3 (Fall 1996): 48-76. (Reader)

Bales, Kevin. "Because She Looks Like a Child." *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Ed. Barbara Ehrenreich and Arlie Russell Hochschild. New York: Henry Holt and Company, 2002. 207-229.

Thai, Hung, Cam. "Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands." *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. Ed. Barbara Ehrenreich and Arlie Russell Hochschild. New York: Henry Holt and

Company, 2002. 230-253.

Hsia, Hsiao-Chuan. "Internationalizations of Capital and the Trade in Asian Women: The Case of 'Foreign Brides' in Taiwan." *Women and Globalization*. Ed. Delia D. Aguilar and Anne E. Lacsamana. Amherst: Humanity Books, 2004. 181-229.

Film: *The Women Outside*

Week 13: Contesting Citizenship

Now that we have engaged in a thorough examination of migration, immigration law, and the phenomena of transnational women's labor, we revisit the subject of citizenship. We do this in an attempt to deepen our understanding of the ways in which immigrant women labors challenge and negotiate restrictions on citizenship. We will also revisit the topic of refugees and the frequently unseen overlap of immigrant women labors and women refugees.

Narayan, Uma. "Towards a Feminist Vision of Citizenship: Rethinking the Implications of Dignity, Political Participation, and Nationality." Ed. Mary Lyndon Shanley and Uma Narayan. *Reconstructing Political Theory: Feminist Perspectives*. University Park, PA: Pennsylvania State U P, 1997. 48-67.(Reader)

Fraser, Nancy, and Linda Gordon. "Contract versus Charity: Why is There No Social Citizenship in the United States?" *Socialist Review*. 22(July-Sept 1992): 45-68.(Reader)

Rosaldo, Renato. "Cultural Citizenship, Inequality, and Multiculturalism." *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*. Ed. William V. Flores and Rina Benmayer. Boston: Beacon Press, 1997. 27-38.

Suggested Readings

Ong, Aihwa. "Making the Biopolitical Subject: Cambodian Immigrants, Refugee Medicine, and Cultural Citizenship in California." *Cultural Compass: Ethnographic Explorations of Asian America*. Ed. Martin F. Manalansan IV. Philadelphia: Temple UP, 2000. 85-112. (Reader)

Coutin, Susan Bibler. *Legalizing Moves: Salvadorian Immigrant's Struggle for U.S. Residency*. Ann Arbor: U of Michigan P, 2000. (Selected Chapters/Reader)

Week 14: Transnational Labor, Women and Resistance (Continued)

The final text we will read for this course provides another focus on resistance. This Louie text is a collection of essays in which the author examines resistance in various contexts and locations. The text offers numerous representations of women of the global south including Chinese immigrant women, Mexican Immigrant women and Korean immigrant women. It provides a complex view of the ways in which women resist and struggle against oppression. We will spend the last two weeks of the course reading this text. Further investigation will be given to resistance and labor organizing by examining the Frank's work which provides focus on labor union activism in the banana industry of Latin America. We will further explore way in which women organize and resist by viewing the film *Performing the Border*. This film focuses on women laborers living on the Mexican-American border region.

Louie, Miriam Ching Yoon. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. Cambridge: South End Press, 2001. Read Introduction, Chapter 1 & 2 (1-121).

Film: *Performing the Border*

Week 15: Transnational Labor, Women and Resistance (Continued)

Louie, Miriam Ching Yoon. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. Cambridge: South End Press, 2001. Read Chapters 3, 4, 5, 6 & Conclusion (123-256).

Frank, Dana. *Bananeras: Women Transforming the Banana Unions of Latin America*. Cambridge: South End Press. 2005. Read Intro-Conclusion (1-109)

Week 16: Finals Week

Final Draft of Research Paper Due