Course Syllabus

Source: International Labour Organization

“Labor vulnerability...travels without a passport.”
--Forward to Beautiful Flowers of the Maquiladora, by Norma Iglesias Prieto

Spring 2017
MW 2:00-3:15
Merrill Hall 211

Professor Kimberly Hernandez
Office: Holton 387
Office Hours: MW 12:30-1:30, or by appointment
Email: hernandk@uwm.edu
Email is the only way to contact me

Course Description and Learning Goals:
What do the practices of “globalization” and multinational corporations like Starbucks, Apple, and Wal-Mart have to do with the migration of women workers? Why are more and more women from developing nations engaging in domestic labor for families in developed nations, sometimes leaving their own children behind to care for the children of others? Do national immigration policies aid or constrain women workers’ socioeconomic mobility? What are the dynamics behind human trafficking and the global sex trade? What is being done to try to stop human trafficking and to what effect? This class will attempt to answer these difficult questions by focusing on why more and more women are leaving their homes for employment in distant locales, even crossing borders to find work—sometimes using smugglers to help them reach their
destination—and by considering the gains and losses they experience. Through these analyses of the globalized female worker, we will learn how traditional female duties such as caring for the home and family have been commodified into paid work. We will examine why these and other jobs are increasingly the province of new female immigrants in the twenty-first century, as well as the economic, social, and psychological processes that underpin them. Furthermore, we will learn how patterns of migration, immigration, and diaspora emerge from economic and social changes and how such patterns are expressed in the labor markets and service sector.

**Required Readings**
*Course Pack* available at Clark Graphics 2915 N Oakland Avenue (414-962-4633)
*Additional readings posted to our course D2L*

**Best Communication and Contact Practices**
As I have no office phone, the only way to get in touch with me is via email: hernandk@uwm.edu. Since I get many emails each day, it is easy to overlook something important, please enter “Ethnic 255” as your subject header and include a proper address, such as “Dear Professor Hernandez” or “Dear Dr. Hernandez”; also please sign your name. I will do my best to answer you as soon as possible. If you would like to meet with me in person, feel free to stop by during my office hours. If my office hours are not convenient for you, I am happy to set up an appointment to meet with you at a different time.

**Attendance**
Your attendance and participation are **mandatory**. Absences *will* reduce your overall grade and excessive absences may result in a failing grade. Attendance will be taken during each class period. Please contact me in cases of verified illness or family emergency. Punctuality is essential; tardiness will accumulate to count toward unexcused absences. Cell phones must be turned off before class begins. Laptops are allowed *only* for the purpose of taking notes and/or accessing your electronic readings. This privilege will be taken away if it is abused.

**Course requirements**
Graded components of this course are as follows:

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<th>Component</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Discussion Leadership</td>
<td>10%</td>
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<tr>
<td>Reading Responses</td>
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<tr>
<td>(2) Quizzes</td>
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<tr>
<td>Initial Research Topic(s) and Source(s) List</td>
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<td>Topic, Research Questions, and Annotated Bibliography</td>
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<tr>
<td>Introduction (with thesis), Outline, and Bibliography</td>
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<td>Research Presentation</td>
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<td>Final Paper</td>
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Class Format

- **Participation** includes not only regular attendance (which is expected) but also the quality and consistency of your preparation and classroom discussion. Classroom discussion of readings and films is fundamental to the course structure, the base from which we will learn from the material and from each other. Your informed, engaged participation is thus vital to your success and to the benefit of your peers. *Written* reading and media *responses* will be required to aid your analyses and guide class discussion.

- In addition to your regular reading, analysis, and preparation for class discussion, you will take turns **leading class discussion** (with one or more partners). This is an opportunity for you to dig a little bit deeper into a topic that interests you. I will consider your interests when preparing the leadership schedule.

- There are no exams in this course. Instead, your comprehension of content and key concepts will be assessed via your written responses, your informed class discussion, and **TWO quizzes**, which will be administered approximately at the end of the first and second trimesters (Weeks 5 and 9). Each quiz is discreet, covering only the terms and content of the previous trimester.

- Forty percent (40%) of your overall grade will be determined by assignments pegged to your *research* project and (10-12 page) *final paper*. You will choose a topic related to the themes of the course and conduct additional research to analyze and assess it further. The research project consists of: determining a topic; finding appropriate resources; developing a thesis and outline; presenting your findings and considering peer feedback; and completing a well-developed, thesis-driven paper. Determining a topic early and keeping up with assignments are key to your success. Review the topics introduced in our course schedule and in the assigned texts to begin thinking about topics you may be interested in for your research. You should have one or more topics in mind by the time of our information literacy orientation at Golda Meir Library, scheduled for Wednesday, Sept. 28th.

**Grade Breakdown**

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<td>F</td>
<td>59 and below</td>
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**Academic Honesty**

I encourage you to work with your colleagues to get the most out of this course. However, any student discovered plagiarizing materials runs the risk of receiving a failing grade and facing disciplinary action that may lead to academic probation or even expulsion from the university. Plagiarism is the use of someone else’s work as your own. This is in violation of university policy and absolutely unacceptable. When you use someone else’s ideas or language, you **must** cite her/him using appropriate citations. When you quote a source directly, you **must** use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source **must** also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): [https://owl.english.purdue.edu/owl/resource/589/01/](https://owl.english.purdue.edu/owl/resource/589/01/)
For more on UWM Academic Misconduct policy, please see:
http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

UWM Writing Center
The Writing Center is an excellent source for help at all stages of your project development: www.writingcenter.uwm.edu; (414) 229-4339

Accessibility Resource Center
If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For more information, see: http://uwm.edu/arc/ or call: (414) 229-6287

Please see the following links for information regarding:
Accommodations for religious observance: http://www4.uwm.edu/secu/docs/other/S1.5.htm
Accommodations for military service: http://www4.uwm.edu/academics/military.cfm
Incomplete policy: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
Discriminatory conduct policies: https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm

Course Schedule

Week One  Introduction
Jan 23  Introductions
Discussion: Migration and Gender; and Gendered Migrations
Consider the diagram on pg. 19 of related, interconnected developments entailed in Globalization. Find examples for TWO of these developments by conducting some brief research and bring your findings to share for class discussion. Also explain from the reading: 1) What is globalization? (2) What is neoliberalism? (3) What is meant by “core” and “periphery?” [This is a written assignment—it should be typed/word processed—for your reference during class discussion and to turn in at the end of class.]

Jan 25  “Globalization”: What is It? What does it have to do with Gender and Migration?
Film: DW Wissenwerte, “Globalization”
Discuss readings
Presentation: “New World Order,” Pt. 1
#Turn in your write-ups
Assignment for Monday: Read and be prepared to discuss: Evelyn Hu-Deharte, “Globalization and Its Discontents”; Dollars & Sense Collective, “The ABCs of Free Trade Agreements”; and Steven Rattner, “Let’s Admit It: Globalization Has Its Losers” (CP and posted to D2L)

Week 2

Neoliberal Globalization’s Discontents

Jan 30

The Globalization of Neoliberalism
Discuss Reading
*Discussion Leadership #1
Presentation: “New World Order,” Pt. 2
Assignment for Wednesday: Read and be prepared to discuss Ashifa Kassam and Laurence Mathieu-Léger, “Justin Trudeau: ‘Globalisation isn’t Working for Ordinary People,’” The Guardian, December 15, 2016 (posted to D2L)

Feb 1

Discuss reading
Review: “New World Order” Terms and Concepts

Week 3

“Women’s Work” and Negotiating Space on the Global Assembly Line

Feb 6

Film: Maquilapoli: Cities of Factories
Assignment for Wednesday: Write a response to the film that makes connections between what we’ve learned about neoliberal globalization and the circumstances and conditions of the women interviewed for this film. Also read and be prepared to discuss Saskia Sassen, “Global Cities and Survival Circuits” in Global Woman and Jane L. Collins, “On the Shop Floor in Aguascalientes” (CP)

Feb 8

Discuss Maquilapolis and readings
*Discussion Leadership #2
Discuss Research Project Assignment
#Turn in film response

Assignments for Monday: Read and be prepared to discuss Jessica Livingston, “Murder in Juarez: Gender, Sexual Violence, and the Global Assembly Line” and Nandini Gunewardina, “Disrupting Subordination and Negotiating Belonging” (CP)

Week 4

“Women’s Work” and Negotiating Space on the Global Assembly Line (cont’d)

Feb 13

Discuss Readings
*Discussion Leadership #3
View Behind the Swoosh
Assignment for next Monday: Write a response that includes not only your reactions but also questions you have to Behind the Swoosh. Also read and be prepared to discuss with comments and discussion questions James Fallows, “China Makes, the World Takes”; Julfikar Ali Manik and Jim Yardley, “Bangladesh Finds Gross Negligence in Factory Fire”; Marjorie Elizabeth Wood, “Christmas Ornaments, Child Labor”; and Steven Greenhouse and Jim Yardley, “As Walmart Makes Safety Vows, It’s Seen as Obstacle to Change” (CP)

Feb 15

Information Literacy Orientation, with Library Instructor Tiffany Thornton

Class meets in Library Instruction Room B in the North Commons of the
Daniel M. Soref Learning Commons (first floor west wing of the Golda Meir Library building).

**Week 5**  
*Strategies for Staying on the Land*

**Feb 20**  
**DUE: Initial Research Topic(s) and Resource List**  
Discuss *Behind the Swoosh* and Readings  
Update: Nike campaign  
#Turn in film and reading responses

**Feb 22**  
Film *Black Gold: Wake Up and Smell the Coffee* (Francis and Francis, 2006)  
Assignment for Monday: Write a response to *Black Gold* in which you identify strategies used to aid coffee farmers in this example of Fair Trade networking. What are the benefits? Also read and be prepared to discuss Daniel Jaffe, “Eating and Staying on the Land” and “Dancing With the Devil” (CP). Specifically identify issues and/or negative effects of Fair Trade Jaffe exposes.

**Week 6**  
*Strategies for Staying on the Land (cont’d)*

**Feb 27**  
Discuss *Black Gold* and Jaffe readings  
*Discussion Leadership #4*  
#Turn in film response  
**Quiz #1**

**March 1**  
Film: *The Other Side of Immigration* (Germano 2009)  
Assignment for Monday: Write a response to *The Other Side of Immigration* in which you identify challenges facing small farmers, business owners, and workers interviewed for this film. What strategies do they employ to try to make a living or improve their circumstances?

**Week 7**  
*Leaving to Stay*

**March 6**  
**DUE: Topic, Research Question(s), and Annotated Bibliography**  
Discuss *The Other Side of Immigration*  
Presentation: U.S. Immigration Policy  
#Turn in film response  
Assignment for Wednesday: read and be prepared to discuss: Deborah A. Boem, “Ya Soy Hombre y Mujer” and “Gendered Borderlands”; and Seth M. Holmes, “We are Field Workers” and “Because They’re Lower to the Ground” (CP)

**March 8**  
Discuss readings  
*Discussion Leadership #5*  
Presentation: U.S. Immigration Policy (Pt. 2)  
#Turn in reading response  
Assignment for Monday: read Audrey Singer, “Immigrant Workers in the U.S. Labor Force” Brookings Institution Report March 15, 2012. Write a response in which you consider why Singer contends the U.S. economy needs immigrant labor, determine industries most likely to employ immigrants, and consider skill/education levels. Do you think the immigrants reflected in this paper are working in the U.S. legally, illegally, or both? Explain.
Week 8

Immigrant Domestic Workers in the New World Order

March 13
Film: Made in L.A. (Carracedo 2007)
Assignments for Wednesday: 1) Write a response to Made in L.A. Consider each of the three garment workers featured, individually—what is the immigration/resident status of each? How about for the children (of the two workers who have children)? What services are available to them at the Garment Workers Center? What labor and/or wage law grievances do the garment workers have in the campaign against Forever 21? What strategies are used in this campaign? What are your thoughts on the campaign, its success (or lack thereof), and the way it effected change in/for the three women workers featured? Also read and be prepared to discuss Liesy J. Abrego, “The Structure of Trauma Separation” and “Gendered Opportunities, Expectations and Well-Being” (CP)

March 15
Discuss Made in L.A.
Discuss Readings
*Discussion Leadership #6
#Turn in film response

Quiz #2

Spring Break, March 19-25

Week 9

Immigrant Workers and Human Trafficking

March 27
DUE: Introduction, Outline, and Refined Bibliography
Assignment for Wednesday: Read and be prepared to discuss: Ehrenreich and Hochschild, “Introduction”; Hochschild, “Love and Gold”; Cheever, “The Nanny Dilemma” in Global Woman; and Pierrette Hondagneu-Sotelo, “New World Domestic Order” (CP)

March 29
Discuss Readings
*Discussion Leadership #7
Film, Golden Venture (New Day Digital 2006)
Assignment: Write a response to the film Golden Venture in which you consider TWO of the following topics in this case: 1) social, economic, and cultural “push” factors for emigration (2) Trafficking—how, why, at what cost? (3) Immigration policy and enforcement (4) Human rights action and activism.

Week 10

Human Trafficking and Sex Trafficking

April 3
Guest Speaker: Rachel Monaco-Wilcox, JD
Founder and CEO of LOTUS Legal Clinic
Legal Options for Trafficked and Underserved Survivors
Assignment for Wednesday: Write a response to Rachel’s presentation. What did you learn? What, if anything, surprised you? What are your thoughts on the objectives and efforts of LOTUS Legal Clinic?
#Turn in film response

April 5  
Discuss film *Golden Venture*  
Share thoughts on presentation by Rachel Monaco-Wilcox  
#Turn in presentation notes  
*Assignment for Monday, April 10th*: read and be prepared to discuss Nandita Sharma, “Anti-Trafficking Rhetoric and the Making of a Global Apartheid” and Laura Maria Agustín, “Working to Travel, Travelling to Work” and “A World of Services” (CP)

**Week 11**  
**Sex Trafficking (cont’d)**

April 10  
Discuss Readings  
*Discussion Leadership #8*  
*Write a reading response/discussion prompt, sharing what you learned and questions you have*

April 12  
Discuss readings  
*Film, *Sex Slaves* (PBS 2005)*  
#Turn in reading response  
*Assignment for Monday: Read and be prepared to discuss Kevin Bales, “Because She Looks Like a Child” and Hung Cam Thai, “Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands,” in *Global Woman*; and Ngoe Binh, “Trafficking of Women and Children in Vietnam: Current Issues and Problems” (CP)*

**Week 12**  
**Sex-Trafficking and Counter-Trafficking**

April 17  
Discuss readings  
*Discussion Leadership #9*

April 19  
*Film, selections from *Half the Sky* (Maro Chermayeff 2012)*  
*Assignment for Monday: Read Nick Kristof, “A Woman. A Prostitute. A Slave,” New York Times Op-Ed Nov. 27, 2010 (link posted to D2L); “Attacking Sex Trafficking” and “Shana’s Comeback,” in Kristof and WuDunn, A Path Appears (CP and uploaded to D2L); and William Finnegan, “The Counter Traffickers: Rescuing the Victims of the Global Sex Trade” (link posted to D2L). Write a response to these readings that considers the scope of sex-trafficking (geographically and demographically), why women end up in the sex trade, and ways individuals and organizations are trying to counter sex trafficking.*

**Week 13**  
**Counter-Trafficking (cont’d)**

April 24  
Discuss readings  
Review website and view clips, Global Alliance Against Traffic in Women
Assignment for Wednesday: Read: Aziza Ahmed “The Unintended Consequences of Nick Kristof’s Anti-Sex Trafficking Crusade,” The Guardian, March 26, 2012 (link posted on D2L); and Heather Montgomery, “Prevailing Voices in Debates over Child Prostitution” and Melissa Gira Grant, “The Other Women” and “The Saviors” (CP). Write a response that details reasons why counter-trafficking crusades sometimes produce unintended consequences. Do the authors have suggestions for solutions? What might be done to address these adverse outcomes of counter-trafficking? Also for Wednesday, bring printed copies of your research paper drafts to class.

April 26
Discuss readings
#Turn in reading response
Research projects/writing workshop

Week 14
Presentations
May 1 Project Presentations
May 3 Project Presentations

Week 15
Presentations
May 8 Project Presentations
May 10 Project Presentations

Final Papers Due by 2:30 pm Tuesday, May 16th