Course Description and Learning Goals:
What do the trends of “globalization” and practices of 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 leaving their homes to work in industrial urban hubs within their own countries and beyond, sometimes leaving their own children behind in the care of others? What industries draw their labor? And to what effects on the families and communities they leave behind? Do national immigration policies aid or constrain women workers’ socioeconomic mobility? Where constraints inhibit mobility, what methods do female labor migrants employ to overcome those constraints? 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 effects? This class will attempt to answer these difficult questions and more. Through 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 labor markets and in the global service sector.

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

**Highly Recommended**

**Class Format**
This class is structured to incorporate a mix of: lecture; reading analysis and class discussion; film viewing, analysis, and discussion; research and writing; and student presentations. Your active participation is essential to maintaining an engaging, dynamic classroom environment and to maximizing the quantity and quality of your and your colleagues’ learning. *Regular attendance and engagement are indispensable.* Active participation will earn you up to 5% extra credit toward your overall grade.

Your informed, engaged participation is vital to your success and to the benefit of your peers. Refer to your *written* reading responses, discussion questions, and media responses for reference during class discussion before turning in at end of class. In addition to regular discussion questions and reading and media responses you will write four analytical reading responses during the course of the semester, each of which is worth 5% of your overall grade. Your four responses provide an integrated analytical assessment of the readings for specific topics (to be identified in class) in roughly two pages and turn in your response at any time *during* our coverage on the related topic.

There are no exams in this course. Your comprehension of content and key concepts will be assessed via your written responses, your informed class discussion, and four unannounced quizzes. Each quiz is discreet, covering only the terms and content of the previous quarter.

Fifty-five percent (55%) of your overall grade will be determined by assignments pegged to your *Human Trafficking project* (4-5 pg. paper and presentation) and your *Final Research project* (8-10 pg. paper and presentation). Your specific Human Trafficking project will be determined by a classroom drawing in conjunction with the Polaris Project’s “Typology of Modern Slavery.” You will choose your own topic for the Final Research project related to the themes of the course. For
each project you will conduct research beyond what is presented in class. We will also share research findings and aid one another in completing the written components of these projects.

**Electronic Devices**
The use of laptops in lecture and class discussion is not allowed except by special arrangement. The same goes for other electronic devices. Please turn off and put away your phones before class.

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Extra Credit up to 5%</td>
</tr>
<tr>
<td>Responses and Discussion Questions</td>
<td>5%</td>
</tr>
<tr>
<td>Analytical Reading Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Topics &amp; Source Lists</td>
<td>5%</td>
</tr>
<tr>
<td>Human Trafficking Project</td>
<td>15%</td>
</tr>
<tr>
<td>Final Project Introduction, Outline, and Refined Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Project</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grade Guide**
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and media plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding but fails to thoroughly analyze the material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100%</td>
</tr>
<tr>
<td>A+</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B</td>
<td>87-89%</td>
</tr>
<tr>
<td>B+</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>67-69%</td>
</tr>
<tr>
<td>D+</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
</tbody>
</table>

Anything below 60% is a failing grade.

**Academic Honesty**
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see: [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

I encourage you to work with your colleagues to get the most out of this course. Be careful, however, not to plagiarize. 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/

UWM Writing Center
The Writing Center is an excellent source for help at all stages of your project development: www.writngcenter.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_Discriminant_Policy.pdf
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm

Course Schedule

Week One

Introduction

Sept 6
Course Introduction
Film clip and discussion: *DW News Focus on Europe* “From Cleaning Lady to Leading Lady”
Classroom Drawing: Select Human Trafficking Project Topics

Neoliberal Globalization: Or the Globalization of Neoliberalism

Week 2

Sept 11
“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
Assignment for Wednesday: Read and be prepared to discuss: Evelyn Hu-Dehart, “Globalization and Its Discontents”; Dollars & Sense Collective, “The ABCs of
"Free Trade Agreements"; and Sasha Breger Bush, “Trump and National Neoliberalism” D2L

Sept 13

The Globalization of Neoliberalism
Discuss Reading
Presentation: “New World Order,” Pt. 2
Assignment for Monday: 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)

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

Week 3

Sept 18
Discuss reading
Film: Maquilapolis: 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 Jessica Livingston, “Murder in Juarez: Gender, Sexual Violence, and the Global Assembly Line” and Nandini Gunewardina, “Disrupting Subordination and Negotiating Belonging” (CP)

Sept 20
Discuss Maquilapolis and readings
#Turn in film response

Transnational Corporate Responsibility?

Week 4

Sept 25
Discuss Readings
View Behind the Swoosh. While viewing the film, jot down your reactions and questions you have for discussion.
Update: Nike campaign
Assignment for Wednesday: Cluster on proposed research paper topics and review the Library’s digital information literacy tutorial (link posted under Course Documents and Resources on course D2L Content page) in preparation for our Information Literacy Tutorial with Tiffany Thornton on Wednesday.

Sept 27
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). Assignment for Wednesday: Topics and Source Lists
Strategies for Staying on the Land

Week 5

Oct 2
Due: Topics and Source Lists
Film Black Gold: Wake Up and Smell the Coffee (Francis and Francis, 2006)
Assignment for Wednesday: 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 Jaffee, “Eating and Staying on the Land” and “Dancing With the Devil” (CP).
Specifically identify issues and/or negative effects of Fair Trade Jafee exposes.

Oct 4
Discuss Black Gold and Jaffee readings
Assignment for Monday: 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)

Leaving to Stay

Week 6

Oct 9
Discuss readings
Film: The Other Side of Immigration (Germano 2009) (Pt. 1)
Assignment for Wednesday: 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.
U.S. Immigration Policy, Labor Law, and Immigrant Workers

Oct 11
Film: The Other Side of Immigration (Germano 2009) (Pt. 2)
Discuss film and readings
Presentation: U.S. Immigration Policy

Immigrant Domestic Workers in the New World Order

Week 7

Oct 16
Discuss readings
Film segment: When Mother Comes Home for Christmas
Assignments for Wednesday: Read and be prepared to discuss Liesy J. Abrego, “The Structure of Trauma Separation” and “Gendered Opportunities, Expectations and Well-Being” (CP)

Oct 18
Discuss film and readings
Assignment for Monday: Read and be prepared to discuss Amy Farrell and Jack McDevitt, “Hidden in Plain Sight: Challenges to Identifying, Investigating, and Prosecuting Human Trafficking” and Sue Burton, “Mining Multiple Information
### Human Trafficking

**Week 8**

**Oct 23**  
Discuss Reading  
Film: *Rape on the Night Shift* Public Broadcasting Service (NY: 2015)  

**Oct 25**  
**Guest Speaker: Human Trafficking Task Force of Greater Milwaukee**  
*Assignment for Monday: Write a response to our guest speaker. What did you learn about human trafficking in Milwaukee and about the Task Force’s efforts? What questions do you have? Also read and be prepared to discuss Laura Maria Agustín, “Working to Travel, Travelling to Work” and “A World of Services” (CP)*

**Week 9**

**Oct 30**  
Discussion on the Human Trafficking Task Force of Greater Milwaukee and on the readings  
Ted Talk: Nadine Burke Harris, “How Childhood Trauma Effects Health Across a Lifetime”

**Nov 1**  
Presentations: Polaris Report on Human Trafficking

**Week 10**

**Nov 6**  
Presentations: Polaris Report on Human Trafficking

**Nov 8**  
Presentations: Polaris Report on Human Trafficking

### Sex Trafficking

**Week 11**

**Nov 13**  
**DUE: Human Trafficking Papers**  
Film, *Sex Slaves* (PBS 2005)  
*Assignment for Wednesday: Read: Julie Pehar, “E-brides: the mail-order bride industry and the internet”; David Carr, “Fighting over Online Sex Ads”; Kumar Achara, “International Migration and Trafficking of Women to the United States”; and Sidharta Kara, “Moldova and the Former Soviet Union” (CP) Write a reading response/discussion prompt, sharing what you learned and questions you have*

**Nov 15**  
Discuss readings  
*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

Nov 20  Discuss readings
         In class Research/Writing Workshop

Nov 22  No Class—Thanksgiving Break

Counter Trafficking

Week 13

Nov 27  Film, selections from *Half the Sky* (Maro Chermayeff 2012)
Assignment for Wednesday: 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.

Nov 29  Discuss readings
         In class Research/Writing Workshop
Assignment for Monday: Read: Aziza Ahmed “The Unintended Consequences of Nick Kristof’s Anti-Sex Trafficking Crusade,” The Guardian, March 26, 2012 (link posted on D2L); Nandita Sharma, “Anti-Trafficking Rhetoric and the Making of a Global Apartheid” (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.

Week 14

Dec 4   Discuss readings
         Research Presentations

Dec 6   Research Presentations

Week 15

Dec 11  Research Presentations

Dec 13  Research Presentations

Final Papers Due by 9:30 am Friday, Dec. 22nd