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

Source: International Labour Organization

“Labor vulnerability...travels without a passport.”  
--Forward to Beautiful Flowers of the Maquiladora, by Norma Iglesias Prieto
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
All readings are posted to our course D2L. **Note:** You may need to download readings to rotate them or when the reading does not load onto the screen.

**Highly Recommended**

Class Format
This class is structured as a topical survey and research seminar. Although there will be some traditional instruction in lecture format, emphasis is placed on reading and film analyses, peer-led class discussion, independent research, writing with peer feedback, and peer presentations. Your active participation is essential to maintaining an engaging, dynamic classroom experience and to maximizing the quantity and quality of your and your colleagues’ learning. Your participation grade (15% of the overall grade) will be based on the quality of your sustained engagement informed by the readings, films, and your own research. Considering the emphasis on group analyses, discussion, and peer review, it goes without saying that punctual regular attendance is mandatory. Attendance is also mandatory for quizzes designed to assess content knowledge—main points raised in readings, films, and lectures. Quizzes missed because of unexcused absences cannot be made up. For an absence to be excused it must be verified with documentation and, whenever possible, communicated to me beforehand, as soon as you know you will need to be absent.

A term research project culminating in a well-developed 10-12 pg. paper is worth 55% of your overall grade. This includes smaller assignments geared toward helping you identify your research question(s), craft your thesis, share and receive peer feedback, and develop your paper. You may choose topic related to themes of this course. We will receive research instruction in the library to aid in completion of this project. We will also share research findings and aid one another in completing the final paper through peer review of written work.

Electronic Devices
The use of laptops or other electronic devices during class is allowed only for accessing readings and taking notes. Please turn off and put away your phones before class.

Grade Breakdown
- Participation (Discussion Leadership 10%) 15%
- Quizzes & Written Responses 30%
- Topic, Research Question(s), and Annotated Bibliography 10%
- Introduction, Outline, and Refined Bibliography 15%
- Research Presentation 5%
- Final Research Paper 25%

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:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100%</td>
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<tr>
<td>A+</td>
<td>93-96%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B</td>
<td>87-89%</td>
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<td>B+</td>
<td>83-86%</td>
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<td>B-</td>
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<td>D</td>
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<td>D+</td>
<td>63-66%</td>
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<td>D-</td>
<td>60-62%</td>
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</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/

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.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 1

Sept 5  Introductions
Film clip and discussion: DW News Focus on Europe “From Cleaning Lady to Leading Lady”

Neoliberal Globalization: Or the Globalization of Neoliberalism

Week 2

Sept 10 “Globalization”: What is It? What does it have to do with Gender and Migration?
Film: DW Wissenwerte, “Globalization”
Assignment for Wednesday: Maria de los Angeles Crummett, “A Gendered Economic History of Rural Households: Calvillo, Aguascalientes, Mexico, 1982-1991”
Frontiers: A Journal of Women Studies (2001) 22:1, 105-125. Response questions: How does this article connect to what we’ve learned in class about neoliberal globalization? How did men and women respond to economic crisis? How were these developments similar or different according to class status?

Sept 12 Film: Life and Debt

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

Week 3

Sept 17 Discussion Leadership #1

Sept 19 Sweatshops and Fighting Back: Segments from films: Maquilapolis: City of Factories and Made in L.A.
Transnational Corporate Responsibility?

Week 4

Sept 24 Film: The True Cost
Sept 26 Behind the Swoosh. While viewing the film, jot down your reactions and questions you have for discussion. Update: Nike campaign

Strategies for Staying on the Land

Week 5

Oct 1 Film Black Gold: Wake Up and Smell the Coffee (Francis and Francis, 2006)
Questions to consider: What strategies to these coffee farmers use to leverage their product and prospects? Explain this Fair-Trade network, how does it work? What are benefits? Reading for Wednesday: Daniel Jaffee, “A Movement or a Market?” and “Dancing With the Devil.” *Download each chapter—will not show on D2L screen*

Oct 3 Discussion Leadership #2
U.S. Immigration Policy, Labor Law, and Immigrant Workers
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.

Leaving to Stay

Week 6

Oct 8 Film: The Other Side of Immigration (Germano 2009)
Reading for Wednesday: Seth Holmes, “We Are Field Workers” and “Because They’re Lower to the Ground” in Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States (University of CA Press, 2013)

Oct 10 Discussion Leadership #3
Reading for Monday: Deborah A. Boem, “Ya Soy Hombre y Mujer” and “Gendered Borderlands” in Intimate Migrations: Gender, Family, and Illegality among Transnational Mexicans (NY University Press, 2012)

Week 7

Oct 15 Discussion Leadership #4
Reading for Wednesday: Reading for Monday: Read and be prepared to discuss Liesy J. Abrego, “The Structure of Trauma through Separation” and “Gendered Opportunities, Expectations and Well-Being” in Sacrificing Families: Navigating Laws, Labor, and Love Across Borders (Stanford University Press, 2014)

Oct 17 Discussion Leadership #5
Film segment: When Mother Comes Home for Christmas
**Immigrant Domestic Workers in the New World Order**

**Week 8**

**Oct 22**  
Discussion Leadership #6

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.

**Oct 24**  
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 Monday: Topic, Research Question, and Annotated Bibliography

**Human Trafficking**

**Week 9**

**Oct 29**  
**Due: Topic, Research Question, and Annotated Bibliography**

Film: *Human Trafficking*


**Oct 31**  
Discussion Leadership #6

Draft Reviews: research/writing peer feedback  
**Reading for Monday:** Agustín, “A World of Services,” in *Sex at the Margins: Akosua Adomako Ampofo, “My Cocoa is Between My Legs: Sex as Work Among Ghanaian Women” in Sharon Harley, ed. Women’s Laobr in the Global Economy: Speaking in Multiple Voices (Rutgers University Press, 2007)

**Sex Trafficking**

**Week 10**

**Nov 5**  
Discussion Leadership #7

**Nov 7**  
Film: *Sex Slaves (PBS, 2005)*  
**Reading for Wednesday:** Sidharth Kara, “Sex Trafficking: An Overview” and “Moldova and the Former Soviet Union” in *Sex Trafficking: Inside the Business of Modern Slavery* (Columbia University Press, 2009)

**Week 11**

**Nov 12**  
Discussion Leadership #8

Nov 14  Discussion Leadership #9  
Film: selections from *Sex Trafficking in the United States?*  

**Counter Trafficking**

**Week 12**  
Nov 19  Film, selections from *Half the Sky* (Maro Chermayeff 2012)  

Nov 21  *No Class—Thanksgiving Break*

**Week 13**  
Nov 26  Discussion Leadership #10  
Nov 28  **Due: Introduction, Outline, and Refined Bibliography**  
In class Research/Writing Workshop

**Week 14**  
Dec 3  Research Presentations  
Dec 5  Research Presentations

**Week 15**  
Dec 10  Research Presentations  
Dec 12  Research Presentations

**Final Research Papers Due by 12:00 noon Wednesday, Dec. 19th**