Migration and Gender: Starbucks, Sex-Trafficking, and Nannies

(Course #51888)

Spring 2019

MW 2:00-3:15

Merrill 319

Dr. Kim Hernandez
Office: Holton 383
Office Hours: MWR 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 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**
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 (10% 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 8-10 pg. paper is worth 35% 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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Analytical Reading Responses (4)</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>25%</td>
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<tr>
<td>Final Research Project</td>
<td>35%</td>
</tr>
<tr>
<td>• Topic, Research Question(s), and Annotated Bibliography</td>
<td>(5%)</td>
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<tr>
<td>• Introduction, Outline, and Refined Bibliography</td>
<td>(10%)</td>
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<tr>
<td>• Research Paper (10 pg.)</td>
<td>(20%)</td>
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**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>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>D-</td>
<td>60-63%</td>
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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_Discrimina_duct_Policy.pdf
- Grade appeal procedures:
**Course Schedule**

**Week 1**

<table>
<thead>
<tr>
<th>Jan. 23</th>
<th>Introductions</th>
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<tr>
<td></td>
<td>Film clip and discussion: <em>DW News Focus on Europe</em> “From Cleaning Lady to Leading Lady”</td>
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**Week 2**

<table>
<thead>
<tr>
<th>Jan 28</th>
<th>Class Cancelled—Inclement Weather</th>
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<tr>
<td>Jan 30</td>
<td>Class Cancelled—Inclement Weather</td>
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*Assignment for Monday: view DW Wissenwerte, “Globalization”; read 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. Questions to consider: 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?*

**Neoliberal Globalization: Or the Globalization of Neoliberalism**

**Week 3**

<table>
<thead>
<tr>
<th>Feb 4</th>
<th>Discussion</th>
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<tr>
<td></td>
<td>Presentation</td>
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<tr>
<td></td>
<td>Review selections from film: <em>Life and Debt</em></td>
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<table>
<thead>
<tr>
<th>Feb 6</th>
<th>Films: selections from <em>Life and Debt</em> and <em>Maquilapolis: City of Factories</em></th>
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**“Women’s Work” and Negotiating Space on the Global Assembly Line**

**Week 4**

<table>
<thead>
<tr>
<th>Feb 11</th>
<th>Discussion</th>
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that disrupts subordination?

**Last day to turn in Neoliberal Globalization Analytical Response**

Feb 13  
Film: *Behind the Swoosh*. While viewing the film, jot down your reactions and questions you have for discussion. **Assignment for Monday:** various np articles—Julifkar Ali Manik and Jim Yardley, “Bangladesh Finds Gross Negligence in Factory Fire” NYT; Al-Mahmood, Lahiri, and Mattioli, “Bangladesh Fire: What Wal-Mart’s Supplier Network Missed”; Greenhouse & Yardley, “As Walmart Makes Safety Vow, it’s Seen as Obstacle for Change.” Questions to consider: What happened? Who and/or what was responsible? What are proposed reforms? What are obstacles to them? Where do we see glimpses of hope for change?

*Quiz #1

**Transnational Corporate Responsibility?**

Week 5

Feb 18  
Discussion  
Update: Nike campaign  
Pyramid of Power and Profit  
Film: *The True Cost*

**Last day to turn in “Women’s Work” and Negotiating Space on the Global Assemblyline Response**

Feb 20  
Fighting Back  
Film: *Made in L.A.*

**Fair Trade: Strategies for Staying on the Land**

Week 6

Feb 25  
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*  
Questions to consider: What is Fair Trade? How did it get started? How does Fair Trade compare today to what it was originally? What does Jaffee mean by the title of the chapter “Dancing with the Devil?” What are those committed to economic justice doing to try to amend the “marketing” direction they see Fair Trade taking?

Feb 27  
Discussion—film and readings  
**Assignment for Monday:** read Audrey Singer, “Immigrant Workers in the U.S. Labor Force” Brookings Institution Report March 15, 2012. Questions to consider: Why does Singer contend the U.S. economy needs immigrant labor? Which industries are most likely to employ immigrants? What and consider skills or education levels do these jobs require. Do you think the immigrants reflected in this paper are working in the U.S. legally, illegally, or both—and what are reasons for your answer?

**Leaving to Stay**

Week 7

Mar 4  
Discussion  
U.S. Immigration Policy, Labor Law, and Immigrant Workers  
**Last day to turn in Strategies for Staying on the Land Response**
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). Questions to consider: Who is the author? What fields of inquiry does his work fit into? How is his work done? What does he show? What are your thoughts about his approach and the conclusions he draws?

Mar 6 Discussion
Film: selections from The Other Side of Immigration (Germano 2009)
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). Questions to consider: What is Boem’s field of study? How does she conduct her research? What questions within the field is she trying to answer? What does she learn from her interviewees?

Week 8

Mar 11 Discussion
*Quiz #2
Last day to turn in Leaving to Stay response
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.

Mar 13 Information Literacy Orientation, with Library Instructor Tiffany Thornton

Spring Break March 17-24

Immigrant Domestic Workers in the New World Order

Week 9

Mar 25 Due: Topic, Research Question, and Annotated Bibliography
Discussion

Mar 27 Discussion
Film clips: When Mother Comes Home for Christmas

**Human Trafficking**

**Week 10**

Apr 1 Discussion

*Last day to turn in Immigrant Domestic Workers in the New World Order response *Quiz #3

Apr 3 Film clips: Human Trafficking

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 Labour in the Global Economy: Speaking in Multiple Voices (Rutgers University Press, 2007). Questions to consider: What does sex work mean for those interviewed in these? Identify the intersections of neoliberalism, globalism, and sexual services that can be seen.

**Sex Trafficking**

**Week 11**

Apr 8 Discussion

Film: Sex Slaves (PBS, 2005)


Apr 10 Film: Sex Slaves (cont’d)

Discussion


**Week 12**

Apr 15 Discussion

Film: selections from Sex Trafficking in the United States

Reading for Wednesday:: “Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands,” in Global Woman; Kevin Bales, “Because She Looks Like a Child” in Global Woman
Counter Trafficking

Apr 17  Discussion
Film, selections from *Half the Sky* (Maro Chermayeff 2012)

**Last day to turn in Sex Trafficking response**


Week 13

Apr 22  Discussion

**Last day to turn in Counter Trafficking response**

*Quiz #4*

Apr 24  Due: Introduction, Outline, and Refined Bibliography

In class Research/Writing Workshop

Week 14

Apr 29  Research Presentations

May 1  Research Presentations

Week 15

May 6  Research Presentations

May 8  Research Presentations

Final Research Papers Due by 2:30 pm Friday, May 17th