Ethnic-255-001  Migration and Gender: Starbucks, Sex-Trafficking, and Nannies

Course Syllabus

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

Spring 2018  MW 2:00-3:15  Merrill Hall 213

Professor Kimberly Hernandez
Office: Holton 383
Office Hours: MW 12:30-1:30, or by appointment
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Email is the only way to contact me

Course Description and Learning Goals:
What do “globalization” and the practices of multinational corporations like Starbucks, Apple, and Wal-Mart have to do with the migration of women workers? With global labor exploitation? 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 and how are women themselves organizing to try to stop global labor exploitation and human trafficking, and to what effects? 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**
Available at: Boswell Book Company, 2559 N. Downer Ave., Milwaukee; (414) 332-1181
Also available through UWM online bookseller and at other online vendors.
*Books are also available for two-hour check-out at Media & Reserves, Golda Meier Library*

**Highly Recommended**
Additional readings posted to our course D2L
*Bring Readings with you to Each Class*

**Course requirements**
Graded components of this course are as follows:
  * Participation (Discussion Leadership 10%) 15%
  * Analytical Reading/Film Responses 20%
  * Midterm Exam 20%
  * Topic, Research Questions, and Annotated Bibliography 10%
  * Introduction (with thesis), Outline, and Bibliography 10%
  * Research Presentation 5%
  * Final Research Paper 20%

**Grade Breakdown**
A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 64-66
D- 60-63
F 59 and below

**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.
**Electronic Devices**
The use of laptops in class is not allowed except for use in accessing online readings or by special arrangement. The same goes for other electronic devices. If you intend to use your device for any reason, be sure to clear it with me before class begins.

**Class Format**
This class is designed as a seminar, which is a collective exploration of topics, themes, and developments through reading, film viewing, writing, and discussion. I will provide instruction, which will occasionally be accompanied by power point presentations. However, more time will be spent in collaborative learning of course materials. This course is thus reading- and writing-intensive. You will need continual access to the readings and a printer. Additionally, you will conduct independent research towards completion of a 10-12-page final research paper, the topic of which you will share with the class in a presentation during the final weeks of the semester.

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 emergency before or as soon as possible after an absence to request your absence be excused. Punctuality is essential; tardiness will accumulate to count toward unexcused absences.

**Participation** is worth 15% of your overall grade. 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. In addition to your regular reading, analysis, and preparation for class discussion, you will take turns leading class discussion (with one or more partners). Discussion leadership is worth 10% of your Participation grade. Discussion leadership 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.

**Written** reading and film responses are worth 20% of your overall grade. They will also be required for your reference during class to aid your analyses and guide discussion. Written responses must be typed/word processed and turned in at the end of class on the day the reading is discussed. Refer to the course schedule to maintain your reading and written response work. Each reading assignment can be found in the class day prior to the day due (for example, reading and response due for Wednesday, January 31st, can be found in the schedule for the previous Monday, January 29th).

There will be one exam in this course, a midterm that will assess your comprehension of content and key concepts up to the time of the exam.

Forty-five percent (45%) 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 readings to begin thinking about topics you may be interested in for your research.

**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/](https://owl.english.purdue.edu/owl/resource/589/01/)

**UWM Writing Center**

The Writing Center is an excellent source for help at all types of written assignments and at all stages of your project development: [http://www.writingcenter.uwm.edu](http://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/](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](http://www4.uwm.edu/secu/docs/other/S1.5.htm)
Accommodations for military service: [http://www4.uwm.edu/academics/military.cfm](http://www4.uwm.edu/academics/military.cfm)
Incomplete policy: [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](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](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)
Grade appeal procedures: [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)
Course Schedule

Week One

*Introductions*

Jan 22
Introductions and Course Objectives
Discussion: Migration and Gender; and Gendered Migrations
Assignment for Wednesday: Read and write a response to Premilla Nadasen, “Domestic Work, Neoliberalism, and Transforming Labor,” The Scholar and Feminist Online 11.1-11.2 (Fall 2012/Spring 2013) Posted to D2L Questions for your written reading response: From this piece, what are aspects of neoliberalism that have created new challenges for working women? How? What questions do you have?

Jan 24
“Globalization”: What is It? What does it have to do with Gender and Migration?
Film: DW Wissenwerte, “Globalization”
Discuss reading
Presentation: “New World Order,” Pt. 1
#Turn in Response #1
No new reading for Monday. Reading for next Wednesday from Visvanathan, et al., The Women, Gender, and Development Reader, hereafter Reader (see assignment posted under Monday, Jan. 29th).

Week 2

*Neoliberal Globalization’s Discontents*

Jan 29
The Globalization of Neoliberalism
Presentation: “New World Order,” Pt. 2
Film clip and discussion: DW News Focus on Europe “From Cleaning Lady to Leading Lady”
Assignment for Wednesday: Reading and Response from Reader Chapters 1-4, pp. 4-40. (Bring book with you to class)

Jan 31
Discuss reading
Review: “New World Order” Terms and Concepts
#Turn in Response #2

Week 3

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

Feb 5
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 write a response to Reader, first section of Part 3, pp. 197-236; and Evelyn Hu-Dehart, “Surviving Globalization,” in Harley, pp. 85-98.

Feb 7
Discuss Maquilapolis and readings
*Discussion Leadership #1
#Turn in Response #3 (film and reading responses)
Assignments for Monday: Read and write a response to Nandini Gunewardena, “Gendering Sugar,” in Harley, 221-242; Reader, Ch. 44 “Struggle,
“Perserverence, and Organization in Sri Lanka’s Export Processing Zones”; and Jim Fallows, “China Makes, the World Takes” *Posted to D2L*

**Week 4**

*Feb 12*

Discuss Readings
*Discussion Leadership #2*

View *Behind the Swoosh*

#Turn in Response #4

*Assignment for next Monday: Write a response that includes not only your reactions but also questions you have to the film.*

*Feb 14*

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**

*Feb 19*

**DUE: Initial Research Topic(s) and Resource List**

Discuss *Behind the Swoosh* Update: Nike campaign

Research and Writing Session

*Feb 21*

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 write a response to Daniel Jaffee, *Brewing Justice*, Ch. 1 “A Movement or a Market” and Ch. 7 “Dancing With the Devil”* *Posted to D2L*

**Week 6**

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

*Feb 26*

Discuss *Black Gold* and Jaffee readings

*Discussion Leadership #3*

#Turn in Response #5 (film and readings)

*Feb 28*

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: Immigrant Workers in the New World Order**

*March 5*

**DUE: Topic, Research Question(s), and Annotated Bibliography**

Discuss *The Other Side of Immigration*

Presentation: U.S. Immigration Policy (pt. 1)

#Turn in film response (Response #6)

*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” Posted to D2L

March 7  
Discuss readings  
*Discussion Leadership #4  
Presentation: U.S. Immigration Policy (Pt. 2)  
#Turn in Response #7  

Week 8  
Immigrant Domestic Workers in the New World Order

March 12  
Discuss readings  
*Discussion Leadership #5  
Film: Selections from When Mother Comes Home for Christmas  
#Turn in Response #8

March 14  
Midterm Exam

Spring Break, March 17-24

Week 9  
Human Trafficking

March 26  
Film: Human Trafficking  

March 28  
Discuss film and readings  
*Discussion Leadership #6  
#Turn in Response #9 (film and readings)  
Assignment for Monday: Read, “My Cocoa is Between My Legs,” in Harley, pp. 182-200; and Sidharta Kara, “Introduction” and “Moldova and the Former Soviet Union”; and Kevin Bales, “Because She Looks Like a Child” Posted to D2L

Week 10  
Sex Trafficking

April 2  
Discuss readings  
*Discussion Leadership #7  
#Turn in Response #10

April 4  
Film: Sex Slaves  
In-Class reading and discussion: “Milwaukee: Hub of Human Trafficking”

Week 11  Counter-Trafficking
April 9  Discuss Readings
         *Discussion Leadership #8
         #Turn in Response #11
April 11  DUE: Introduction, Outline, and Refined Bibliography
         Film: Half the Sky
         Assignment for Monday: Reader Ch. 7 “Women and Microcredit” pp. 47-54; and “Creatively Coping with Crisis and Globalization,” in Harley. Write a response, also research into one instance of women and microcredit or creative coping that is interest to you. Write on your findings to share in discussion

Week 12  Strategies: Entrepreneurship, Organizing, Mobilizing, Resistance
April 16  Discuss readings and research findings
         #Turn in Response #12
         Assignment for Wednesday: Reader Pt. V, selections assigned to groups
April 18  Group discussion and shares

Week 13  Writing
April 23  Draft Review
April 25  Writing Workshop

Week 14  Presentations
Apr 30  Project Presentations
May 2   Project Presentations

Week 15  Presentations
May 7   Project Presentations
May 9   Project Presentations

Final Paper Due by Noon Saturday, May 12th