

THE GENDER AND LABOR OF GLOBALIZATION

WGS 190 / ANT 190

Freshman Seminar Spring 2014

M/W/F 9:00am- 9:50am

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The world of work today is changing at a rate that produces both anxiety and optimism. In the US it is commonly reported that the average American will change not only jobs but careers 7 times in their lifetime. While labor market figures are in flux, there is no question about the general trends: the landscape of work is changing. A key aspect of these transformations is the nature of the global economy today, the degree to which our society is intricately embedded within global networks of capital, labor, and new electronic modes of communication.

Globalization is a term used to describe everything from the world-wide spread of American fast food and eating disorders, to the outsourcing of factory work and service jobs from the US to Mexico, China, and India. Circuits of globalization move in all directions, and the effects are felt in all areas of life, from the public realms of work and citizenship to the most private dimensions of our personal lives. Every day our news media remind us of the inter-connectedness of the globe, whether in the form of popular music, the Olympics, the economic recession, the spread of infectious disease, debates about immigration, etc.

In this seminar we will examine some of the “labors of globalization”--the work and lives of ordinary people whose labor can be seen as anchoring the very systems of globalization itself. *Labor* offers a critical lens on contemporary globalization, as we will study not only how commodities and services are produced along a global assembly line, but how certain corporate and state prescriptions for ideal global workers actively shape and discipline peoples bodies and senses of “self” as actors on a global stage. We will explore the many different forms of labor behind global production and the gender and class dimensions of these interconnected processes: physical, emotional, aesthetic, “blue collar” “white collar” and “pink collar,” paid as well as unpaid. Texts will include ethnographic case studies and films focusing on factory production, customer service operators, migration, tourism, consumption, sex-work and care-work. Course requirements include class presentations, short papers, a mid-term and final exam.

The seminar will be guided by the following questions:

What are the debates, feminist and otherwise, surrounding the phenomena of globalization?

How does a gendered lens complicate our understandings of neoliberal globalization?

How are particular labor regimes integral to global restructuring, and how are these gendered?

What are the implications of global restructuring for bodies, identities, relations, and movements?

REQUIRED TEXTS (Books: Emory Bookstore; articles: Woodruff Library Reserves Direct)

Mills, Mary Beth (1999) Thai Women in the Global Labor Force: Consuming Desires, Contested Selves. New Brunswick: Rutgers University Press.

Ehrenreich, Barbara Arlie Hochschild (eds.) 2003. Global Woman: Nannies, Maids and Sexworkers in the New Economy. NY: Metropolitan Books. (GW)

Mirchandani, Kiran (2012). Phone Clones: Authenticity work in the Transnational Service Economy. Ithaca: ILR/Cornell University Press.

COURSE PARTICULARS AND REQUIREMENTS

Attendance & Class Participation 10%

Attendance and active participation in class is essential to make our seminar discussions work. Students are expected to print out readings and bring the texts/readings and notebooks to class each session. Participation is a requirement, and shyness is not an acceptable excuse for lack of participation. Most of us are naturally shy and must learn the art of discussion and participation. One way to make yourself more comfortable participating is to write down thoughts and ideas before coming to class so that you have notes to help you think and express your ideas. That said, the quality (not quantity) of student contributions to the seminar will be weighed in final grades. In the event of serious illness or emergency, please contact me by email in advance of turning in late work and/or missing class. *More than two unexcused absences, lack of participation in the seminar, and/or work turned in late will each constitute a drop in final grade.* **Bring your notebook to every class, along with the hard copy of the reading(s).**

Reading Excerpts and Commentary 30%

Every class, students will be required to come to class having typed up one or two direct quotes from the required reading that reflect key ideas, puzzling observations, intriguing arguments, and a brief (2-3 sentences) commentary about why these have been selected. What questions does the passage raise? Why is especially powerful or interesting? Please choose a passage or two that suggest a central argument/thesis, puzzle, or issue that you see as critical, problematic, illuminating, etc. Over time, you will begin to see connections between readings and films from one week to another and you make such references in your discussions. Be prepared to discuss the excerpt in class. For each text, include the author's name, year of publication, and page number in the following format: (Smith 2012: 34). Identifying key passages in this manner is a critical element of careful reading and a first step in developing analytical essay-writing. Your written discussion of the quotation must be in full sentences, and written with care, not bullet points or cursory thoughts. These must be typed (12 pt font) and include the title of the reading at the top of the page). These will be used during class to focus our discussion of the text, and will be collected at the end of each class, returned to you at the end of the semester.

Analytical Essays 30%

You will write two analytical essays during the semester (each worth 15%), about two of the three texts for the course (Mills, Ehrenreich, or Mirchandani). These essays offer an opportunity to take your chosen quotes and brief discussions from the weekly readings and develop them into a fuller and more focused discussion. You will be expected to articulate a clear thesis that emerges from the book (or in Ehrenreich's case, a selection of articles), use good examples from the text to illustrate your main points, and ideally develop a focused discussion of some aspect of globalization/labor/gender. See grading rubric page for key elements of the papers.

Midterm Quiz: 15%

A Midterm quiz will be based on readings and discussion we have had in class up to the time of the midterm. It will contain short essays as well as identifications/definition questions from readings and from class discussions and film materials.

Final Quiz: 15%

This exam will be based on the reading and discussions we have had in class since the midterm. Much like the midterm in form, will contain essay questions as well as short identification questions from readings, films, and class discussions.

Essays will be assessed according to the following general criteria:

- Correct grammar and spelling.
- Use of formal (not chatty or conversational) English.
- The ability to use various readings and to produce your own analysis, not merely a summary.
- Relevance of the argument or thesis
- Ability to provide appropriate examples/illustrations
- An essay with a good summary of the reading, but where the author provides no real insights of their own, or which has grammatical errors: C- to C+.
- An essay that is well written, well referenced, and moves beyond merely summarizing to providing insights is a B- to B+.
- An outstanding essay with innovative insights and analysis, and which is very well written and referenced is an A- to A:

Communication

My office hours are listed at the top of the syllabus. Email (carla.freeman@emory.edu) is the easiest and fastest way to reach me. Be reminded that email should always be considered formal, not casual, communication (whether addressed to your fellow students or to your professors). In class and on email, respectful interaction is required.

Electronic devices, texts, and note-taking.

Laptops are not needed in class. As a small seminar, this course is designed to enhance verbal skills of expression, discussion, and debate. Electronic devices are distracting and impede good eye contact and concentration. As such, phones, ipads, and laptops –electronic devices of all kinds-- must be *off and put away during class*.

You must have a printout of all assigned articles and bring your copy of the book or article to class. One goal of the course is to develop close reading skills, and we will often turn to the text and read segments aloud.

Films, readings, and mini-lectures are all important sources of knowledge for the class, and relevant for your papers, mid-term, and final. You should take notes as you read as well as in class when we discuss a text and/or screen a film.

Plagiarism

Plagiarism is a serious breach of academic conduct, and it will be penalized. Please refer to the Emory College Honor Code, online at:

http://college.emory.edu/current/standards/honor_code.html

See also a guideline for expected citation practices and a description of plagiarism:

<http://english.emory.edu/undergrad/plagiarism.htm> which states “A writer's facts, ideas, and phraseology should be regarded as his property. Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism.”

COURSE OUTLINE

WEEK 1 (January 15, 17) Intro to the course and to each other

Wed: What do we intuitively know about globalization and labor? For class next week please locate and read a selection of sources available on surveying the parameters and debates, the pros and cons about globalization. (for example:

<http://www.pbs.org/now/politics/globaldebate.html>

<http://www.debate.org/globalization/>

<http://query.nytimes.com/search/sitesearch/#/globalization/>

<http://query.nytimes.com/search/sitesearch/?action=click®ion=Masthead&pgtype=Homepage&module=SearchSubmit&contentCollection=Homepage&t=qry456#/labor%20and%20migration>

Fri: US and China's labor interconnections Ted Koppel's People's Republic of Capitalism (full version 2hours 10 mins) excerpt:

Excerpt: Made in China: <http://www.youtube.com/watch?v=L2m4ogCvOW4>

Full Documentary: <http://topdocumentaryfilms.com/the-peoples-republic-of-capitalism/>

NOTE: Monday Jan 20 is MLK Holiday, no class.

WEEK 2 (Jan 22, 24) Identifying the parameters of globalization.

Wed: Bring a 2 page summary of the defining characteristics of globalization and the contours of debate. Characteristics can be presented as a list; characterize the debates in full sentences/short essay:

WHEN do authors mark the beginnings of 'globalization'?

WHAT do we mean exactly by 'globalization'? What forms does it take?

WHAT events are believed to have lead to 'globalization'?

WHO are the actors involved—institutions? Key players? Beneficiaries? Victims?

PROS-CONS? Is globalization a democratizing force? Is it an oppressive force? A homogenizing force?

Fri: Begin *The Global Assembly Line* (VHS 1434 1986 60 mins)

WEEK 3 (Jan 27, 29, 31) Foregrounding Gender, Globalization and Location:

Mon: Conclude *The Global Assembly Line* Discuss: What are the main attractions for outsourcing? For MNCs? For Developing Countries? For the Workers?

Wed: Collins "The Rise of a Global Garment Industry and the Re-imagination of Worker Solidarity" (RD)

Fri: Film: *Mickey Mouse Goes to Haiti* (VHS 7696 18 mins) Discussion

WEEK 4 (Feb 3, 5, 7) Global Circulations of Gendered Labor

Mon: Enloe "Tracking the Militarized Global Sneaker

Wed: Enloe "Daughters and Generals in the Politics of the Globalized Sneaker" (RD).

Fri: Film: *No Logo* (DVD 2053 42 mins) Discussion

WEEK 5 (Feb 10, 12, 14) Global Circulations of Gendered Labor

Mon: Ong "The Production of Possession: Spirits and the MNC in Malaysia"(RD)

Wed: *Film: China Blue (88 mins) DVD 8145*

Fri: *Film: China Blue (88 mins) Conclude and discuss* with Leslie Chang's short essay "Do Chinese Factory Workers Dream of Ipads?"

<http://www.newyorker.com/online/blogs/newsdesk/2012/03/iphone-factories-chinese-dreams.html#entry-more>

WEEK 6 (Feb 17, 19, 21)

Mon: Read Mills, Thai Women in the Global Labor Force, chapter 1

Wed: Mills, Discuss Mills chapters 1 & 2

Fri: Read Mills chapter 3 (Begin Mardi Gras Made in China DVD 7136 73 mins)

WEEK 7 (Feb 24, 26, 28)

Mon: Conclude Mardi Gras Made in China and Discuss. Read Mills chapter 4

Wed: Mills Discuss Mills chapters 3-5

Fri: Mills chapter 6

WEEK 8 (March 3, 5, 7)

Mon: Mills chapters 7-9 (finish)

Wed: Mid Term Quiz

Fri: No Logo **Mills papers due**

March 10, 12, 14 Spring Break

WEEK 9 (March 17, 19, 21)

Mon: Global Woman (GW): Read Intro and Cheever, "The Nanny Dilemma" (GW) and Hochschild "Love and Gold" (GW) Ehrenreich "Maid to Order"

Wed: Parrenas "The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy" (GW) Constable "Filipina Workers in Hong Kong Homes: Household Rules and Regulations"

Begin Film: "*Chain of Love*" (VHS 7534 50 min)

Fri: Film: "*Chain of Love*" *Conclude and discuss*

WEEK 10 (March 24, 26, 28) Globalization, Migration, and the Care Chain

Mon: Sotelo, "Blowups and Other Unhappy Endings" (GW) and Pei Chia Lan "Among Women" and Michelle Gamburd "Breadwinner No More" (GW)

Wed: Sassen "Global Cities and Survival Circuits" and Bridget Anderson "Just Another Job" (GW)

Fri: Martin Matalansan "Queering the Chain of Care Paradigm" (RD)

WEEK 11 (March 31, April 2, 4) Globalization and the Commodification of Domestic Labor

Mon: *Film: Paper Dolls* (DVD 9176, 80 mins)

Wed. Conclude Paper Dolls and discuss

Fri. **Hochschild and Ehrenreich / Emotional Labor papers Due**

WEEK 12 (April 7, 9, 11) Global Outsourcing and White/Pink Collar Services

Mon: Freeman: “Designing Women: Corporate Discipline and Barbados's Off-Shore Pink-Collar Sector”

Wed: Mirchandani Intro and Chapter 1

Fri: *Film: Nalini By Day, Nancy By Night* (27 mins) (DVD 5455)

WEEK 13 (April 14, 16, 18) Authenticity Work and the Transnational Service Economy

Mon: Mirchandani Chapters 2-4

Wed: Mirchandani Chapters 5, 6, Conclusion

Begin *Film: 1-800 India, 2006* (DVD 14274, 56 min)

Fri: Conclude and discuss *Film: 1-800 India, 2006* (DVD 14274, 56 min)

WEEK 14 (April 21, 23, 25) Globalization, Gender and Labor : Where are we now?

Mon: Freeman “Is Local : Global as Feminine : Masculine?”

Wed: Final Quiz

Fri: **Mirchandani papers due. End of Semester Celebration & Discussion**

NOTE:

The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

Useful links for the course:

1. Gendered Impacts of Globalization: Employment and Social Protection

<www.unrisd.org/publications/rpb13>

2. Gender Dimensions of Globalization (ILO) www.ilo.org/wcmsp5/groups/public/---/wcms_100856.pdf

3. <http://www.un.org/womenwatch/daw/csw/beirutglobal.htm>

4. <http://www.sociology.emory.edu/globalization/issues02.html>

SOME TIPS FOR WRITING SHORT ANALYTICAL PRECIS PAPERS

A précis is a summary—a concise and focused distillation of a scholarly work. This sounds like a simple exercise, however, to write a good summary of a text requires analytical skills—to read the text closely and to glean its key analytical points, its style, its argument/thesis, its use of ‘evidence’, its conclusions, and perhaps further questions it opens up. These skills do not come naturally, and must be honed through practice.

An effective analytical précis will:

1. state the author's thesis or question and/or the main question/thesis driving the author's research and discussion; What is the main argument/ premise that the work is based upon? Is s/he responding to a particular debate in the field? What are the author's stated goals?
2. discuss how the author illustrates/backs up her/his argument or explores the question(s). What evidence is marshaled? It is useful to choose an example from the text and briefly discuss how the author uses this case/eg. to develop an argument or elucidate her/his points/observations.
3. what conclusions are drawn? How do these conclusions expand/challenge our understandings of globalization?
4. where does this text fit (generally) within the broader literature (ie. about globalization/transnationalism) and context of the course? What
5. how does this work point toward future lines of inquiry?

You need not--indeed **can not**--summarize the whole text. Choose a particular aspect of the text that you find important and interesting and discuss it using evocative and striking examples.

Bridge paragraphs with ‘guidepost’ sentences or integrative sentences.

Only use direct quotes from the text when the author has put things in terms that are unusual, and so evocative/powerful and illustrative that you can not do justice to them in your own words.

Otherwise, you are best off paraphrasing-- summarizing their ideas in your own words and citing them indirectly -- without quotation marks. EG (Mills 1999:79).

When you do want/have to cite directly, use **in-notes** (Hirsch 1990:60). which cite the author's last name, the date of the book/article's publication, a colon, and the page number. Then in a bibliography you would provide the full reference: Sklair, Leslie (1990) The Sociology of the Global System. Baltimore: The Johns Hopkins University Press.

In writing short analytical essays of this kind, direct quotes are ideally limited to brief phrases or a sentence or two. If you must quote directly from another text for **longer than 4 lines**, these must be single spaced and indented from both margins to set the quote off. No quotation marks are necessary, and the same IN NOTE format follows the quote.