

## **ETH 129, USP 135: Asian and Latina Immigrant Workers in a Global Economy**

**Fall Quarter 2006**

**Lecture: MWF, 11:00 a.m. – 12:00 p.m.**

**Warren Lecture Hall**

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### **Course Description**

This course will explore the social, political, and economic implications of Asian and Latina immigrant women in the U.S. and their increasing role as workers in the global economy. Global economic restructuring, immigration policies and welfare reform have had significant impacts on the everyday lives of immigrants in the United States. We will critically examine these larger social forces from the perspectives of Latina and Asian immigrant women workers, incorporating theories of race, class, and gender to provide a careful reading of the experiences of immigrant women on the global assembly line.

### **Required Texts**

Books are available at The Groundwork Books Collective, 0323 UCSD Student Center (858.452.9625)

- Hondagneu-Sotelo, Pierette. 2001. *Doméstica: Immigrant Workers Cleaning and Caring the Shadows of Affluence*. Berkeley, CA: University of California Press.
- George, Sheba Mariam. 2005. *When Women Come First: Gender and Class in Transnational Migration*. Berkeley, CA: University of California Press.
- Louie, Miriam Ching Yoon. 2001. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. Cambridge, MA: South End Press.
- Additional required readings will be available through WebCT. You are responsible for printing these articles. Due to the large size of the PDF files, I highly recommend that you access and print the readings from a University site.

### **Course Requirements**

1. *Examinations*. There are two take-home exams, consisting of short identification answers and essays. These assessments are based on the assigned readings, lectures, discussions and additional course materials presented in class. Both exams must be submitted through WebCT. The first take-home exam is due on Friday, October 27. The second take-home examination is due on Monday, December 4.
2. *Interview Paper*. You are required to write a paper (4-5 pages long) based upon the oral life history of an immigrant woman residing in the United States. In this assignment, you must analyze this individual's experience to highlight course themes or other ways that reveal the dynamics of working (whether paid or unpaid labor) in a global economy as an immigrant woman.
3. *In-Class Activities*. We will often break up into small groups or as individuals to respond to discussion questions based on the assigned readings, work on an activity, or write 'reaction' pieces to materials presented in class. Since these are in-class exercises, you cannot make them up if you are absent.
4. *Class participation and attendance*. You are expected to attend all classes. Absent students are responsible for materials covered (i.e. obtain notes from a classmate). Please complete the assigned readings prior to class and come prepared with questions and comments. In addition, I reserve the right to give quizzes if students are not fulfilling their obligations.

### *Grading*

Take-home Examinations	60%
Interview Paper	20%
In-class Activities	10%
Class participation and attendance	10%

### *Policies*

- *Late Work.* Late papers will only be accepted in cases of emergencies that are accompanied by the proper documentation. In addition, you must notify me before the due date and negotiate an extension. If you cannot provide any documentation and you fail to notify me, you risk the chance of getting a zero or receiving a stiff penalty for your late assignment.
- *Cellular Phones and Beepers.* Be sure to turn off all cellular phones, beepers, or any other potentially disruptive equipment before class. Students with disruptive cellular phones will be asked to leave the class.
- *Academic Honesty.* I expect and will enforce academic honesty. I reserve the right to fail any student engaged in any form of academic dishonesty.
- *Students with Disabilities.* If you require modified instructional procedures, please notify me as soon as possible so that I can accommodate your needs.
- *Changes in the syllabus.* As the need arises, I reserve the right to change the syllabus, reading assignments, and exam due dates. Please stay tuned.

### **Ground rules for Classroom Discussion**

The issue of immigration and its role in U.S. society is often a much contested and sensitive topic. Given our wide range of experiences and perceptions, I expect that there will much discussion and debate about the materials we read. Accordingly, I expect all class participants to engage in classroom behavior and discussion that is respectful and considerate. Please adhere to the following guidelines as we exchange ideas in class.

- *Do address and treat your class participants with respect and dignity.* Learn the names of your classmates so that you can refer to personally. Address your peers in a calm voice. Avoid harsh and offensive language. Wait until your peer has finished speaking before taking your turn to contribute to the class discussion. This means not interrupting or having side conversations while someone else is speaking.
- *You must hear and listen to what your classmates are saying.* In order to have dialogue that maximizes our learning, all parties must be committed to listening to each other and truly considering the other person's ideas. . Do not immediately dismiss opinions, insight, and comments that you disagree with. By thinking about considering your classmates' opinion, you demonstrate that value their opinion. Otherwise, there is no dialogue and it turns into "I know this and you are wrong." "No, I know this for a fact and you are wrong." By examining all perspectives, we become better scholars.
- *Give your class participants and professor the benefit of the doubt.* Make sure you understand an individual's opinion, before making jumping to conclusions or becoming offended at their comment. Ask them to clarify themselves.
- *Be aware of your body language.* This means do not take a defensive stance, point fingers, sigh with exasperation, yell, roll your eyes, or laugh as if to dismiss or ridicule your peers.

By following these guidelines, we should be able to establish a welcoming and safe environment for discussion. However, if something has been said in the context of a class discussion that bothered you, it is your responsibility to bring it to the group's attention and deal with it in the open. Refer to the ground rules when raising your concern. If you don't feel comfortable doing discussing it in class, I encourage you to come to me to talk about it.

## Schedule of Topics and Reading Assignments

Friday, 9/22 Introduction to the Course

### The Role of Networks

Monday, 9/25 George, Introduction and Chapter 1  
Wednesday, 9/27 Hondagneu-Sotelo, Preface and Chapter 1  
Friday, 9/29 Hondagneu-Sotelo, Chapter 2

Monday, 10/2 Hondagneu-Sotelo, Chapter 3  
Wednesday, 10/4 Hondagneu-Sotelo, Chapter 4  
Friday, 10/6 George, Chapter 2

### Gender within Families and Communities

Monday, 10/9 George, Chapter 3  
Wednesday, 10/11 Espiritu, "Home Sweet Home: Work and Changing Family Relations"  
Friday, 10/13 Hondagneu-Sotelo, *Gendered Transitions* Chapters 4 & 5

Monday, 10/16 Moon "Immigration and Mothering"  
Wednesday, 10/18 George, Chapter 4  
Friday, 10/20 Goldring "Gender, Status, and the State in Transnational Spaces"

Monday, 10/23 Jones- Correa, "Different Paths: Immigration, Gender and Political Participation"  
Wednesday, 10/25 George, Chapter 5  
Friday, 10/27 George, Chapter 6

### Relationship to the Employer and the State

Monday, 10/30 Hondagneu-Sotelo, Chapter 5  
Wednesday, 11/1 Hondagneu-Sotelo, Chapter 6  
Friday, 11/3 Hondagneu-Sotelo, Chapter 7

Monday, 11/6 Kang, "The Managed Hand"  
Wednesday, 11/8 Choy, "To the Point of No Return: From Exchange Visitor to Permanent Resident"  
Friday, 11/10 Marchevsky and Theoharis, "The Myth of Welfare Dependency: Caught between Welfare and Work."

Monday, 11/13 Marchevsky and Theoharis, "'It's Not What You Choose, but Where They Send you': Inside Personal Responsibility."

### Working towards Dignity and Social Justice

Wednesday, 11/15 Hondagneu-Sotelo, Chapter 8  
Friday, 11/17 Louie, Introduction and Chapter 1

Monday, 11/20 Louie, Chapter 2  
Wednesday, 11/22 Louie, Chapter 3  
Friday, 11/24 No Class. Happy Thanksgiving!

Monday, 11/27 Louie, Chapter 4  
Wednesday, 11/29 Louie, Chapter 5  
Friday, 12/1 Louie, Chapter 6 and Conclusion