

Ethnic Studies 129 x Urban Studies and Planning 135
Latina and Asian Workers in the Global Economy
Summer Session 2008

Ethnic Studies 129

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Class time: Tues/Thurs 2:00-4:50 pm
Office hours: Thursdays 5-7pm or by appointment
Sequoyah 116



“We exist in motion” – Paulo Freire

“The master’s tools will never dismantle the master’s house” – Audre Lorde

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” – Paulo Freire

Course Description

This course will introduce students to the complex and varied relationship between the US State, global economic processes, and the lives of Asian and Latina women. Grounded in a history of US imperialism, this course will analyze how colonialism, war, labor recruitment, cold war military tactics, and trade policies have contributed to im/migration streams from Asia and Latina America to the US. Furthermore, this course will examine how racial, gendered, and sexual notions of migrants impact labor opportunities and social membership. Due to the complex nature globalization and the personhood of those who make up globalization, this course calls attention to the varied experience of global migrants and also looks at resistance movements that have challenged “imperialism,” “neoliberalism,” and “militarization.” Among the groups this course examines are domestic workers, maquiladora workers, military brides, anti-bases activists, and war “refugees.”

Course Goals

We live in a globalized world. The evidence of globalization exists everywhere we go. If we buy a shirt, drink a cup of coffee, fill up our car at the gas pump, or purchase a flash card for our computers we are participating in the global economy. Oftentimes, it is unclear how our participation is tied to larger structures of dominance. A primary goal of this course is to understand global economic processes not only on a theoretical level but also in practice. How does our position next to the southern geopolitical border, near military bases, and in a major “global city” become tied to “imperialism” and “neoliberalism?” The course aims to bring awareness to how our lives are imbedded in globalization and what the effects of this are. To this end, the assignments for the course are designed to test your understanding of the course material in multiple arenas i.e. the classroom and in the other spaces of your life.

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Required Texts:

Course Reader: Available through University Readers. www.universityreaders.com

Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico

Addicted to War: Why the U.S. Can't Kick Militarism

Sweatshop Warriors: Immigrant Women Take on the Global Factory

All books are available at Groundwork bookstore (452-9625).

Majoring or Minor in Ethnic Studies at UCSD

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or vescamilla@ucsd.edu.

Attendance and Participation	15%
Pop Quizzes (2)	10%
Leading Class Discussion (1).....	10%
Weekly Papers (4)	20%
Group Project	20%
Final Paper/Exam	25%

As the above figures indicate, a portion of your grade is based on participation and attendance.

Note: attendance in class is mandatory and you must complete all course requirements in order to earn a passing grade for the course.

Quizzes will be administered from time to time during class. As always, pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. They are also a means of ensuring your attendance as they will cover both lecture and reading material.

Leading Class Discussion: You will be assigned one of the course articles to explain and present to the class. Your job will be to break down the argument, evidence, and significance of the article. Additionally, you will need to relate the article to course themes and come up with enough questions to lead discussion for 15-20 minutes.

Weekly Papers are short (1 page, single spaced) assignments where you are asked to think critically about a topic. *What this means is that you are expected to argue a point or critique class materials rather than simply summarize information.* For example, does the author you are reading present an effective argument? Why or why not? Emphasis should be placed on your original thinking and analyses of the readings. The Critical Essays are due in class on the dates indicated below. Writing these essays will also help you prepare your thoughts for discussion sections.

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Group Project: As noted in the course objectives, a primary goal of this course is to get you to understand your place in a globalized world. Part of this includes your geographic positioning. San Diego is indeed a global city that is a site of migration, high-tech firms, the US/Mexico border, US military bases, and military industries. Additionally, San Diego has stark disparities in income and wealth, caused, in part by globalization. For your group project, you will be researching an organization, institution, or phenomenon that reflects San Diego's position in our globalized world. You will then examine it in relation to social categories of difference, power and wealth, and community and activism.

Final Examination/Paper: Your final exam will be in the form of a final 6-8pp research paper that will demonstrate your understanding of course themes and concepts. You will be required to utilize at least three course readings and any additional materials you choose. The research paper topic must be approved by me and can overlap with your group project topic. However, it must be a much more comprehensive and thorough review and analysis of the topic. You will be turning in your paper on **July 31, 2008** at the beginning of class.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

My Policy on Late Papers and Make-up Assignments: I do not allow late papers and do not allow make-up assignments. You have the syllabus well enough in advance to know what is due and when.

Ground Rules: The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in your personal and perhaps painful experiences. This is what a good classroom environment is supposed to do: stimulate you to think for yourselves and raise critical questions. However, if you feel the need to do this in a manner that offends and insults your peers and otherwise disrupts the learning process, you should find somewhere else to engage in such behavior. Abusive and harsh language will not be tolerated in this classroom. These ground rules are reflected in the UCSD Principles of Community, which we are all expected to follow (see <http://www-vcba.ucsd.edu/principles.htm>)

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Reading/Lecture Schedule

Week 1. Introductions/ Course Objectives.

Thursday June 31

Introduction to Course:

Lecture: "Colonialism the precursor to modern globalization"

Week 2 Factoring Gender into Colonialism

Tuesday: July 1 (*Weekly Paper 1. Due*)

(R) "The Ignominious Origins of Ethnic Pluralism" Stephen Steinberg. 5-43

(R) "Cherokee Women and the Trail of Tears" Theda Perdue pp. 87-94

(Briggs) Introduction Colonialism "Familiar Territory" pp. 1-20

(R) "Sexual Violence as a Tool of Genocide" Andrea Smith 7-33

(Andreas) Chapter 1 pp. 3-11

Thursday: July 3

(R) "Unbound Feet: Chinese Women in the Public Sphere" Judy Yung pp. 257-266

(R) "Stretching Gender, Family, and Community Boundaries, 1840-1930s" Yen Le Espiritu
pp. 16-41 (Presentation Piece)

(Briggs) Chapters 1&2 pp.21-74

Film: Excerpts of *Race the Power of an Illusion*

Week 3: The Politics of Gender and Sex

Tuesday July 8 (*Weekly Paper 2. Due*)

(Andreas) Chapter 2 pp. 12-18

(Briggs) Chapters 3&4 pp. 74-141

(R) "Caring and Inequality" Nakano Glenn pp.46-59 (Presentation Piece)

Film: *De Nadie*

Thursday: July 10

(Briggs) Chapters 5&6 pp. 142-192

(R) "Women and the Biological Reproduction of the Nation" Nira Yuval-Davis pp. 26-38
(Presentation Piece)

(R) Disposable Domestic "Introduction" pp. 1-17

Film: *La Operacion*

Week 4: Economies of violence and Labor Migration

Tuesday July 15 (*Weekly Paper 3. Due*)

Pick Groups for Final Project- Assignment- Brainstorm Ideas

(Andreas) 3-6, 8 pp. 19-44, 61-79

(R) "Chapter 3: Issei, Nisei, WarBride" Evelyn Nakano-Glenn 42-66

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(R) “The Diverse Lives of Militarized and Demilitarized Women: Globalizing Insights From Local Japanese Places” Cynthia Enloe 137-156 (Presentation Piece)

(R) “‘National Security’ and the Violation of Women: Militarized Border Rape and the US-Mexico Border” Sylvanna Falcon pp. 119-129

Film: *The Women Outside: Korean Women and Military Bases*

Thursday: July 17 – Paper Topic and Outline Due

Group Project Work Day 30 Minutes

(R) “The Complexities of Feminicide on the Border” Rosa Linda Fergruso pp. 130-135

(R) “INS Raids and How Immigrant Women are Fighting Back” Renee Saucedo pp. 135-137 (Louie) Chapters 2 pp. 63-116

(R) Global Cities and Survival Networks. Saskia Sassen. 254-274 (Presentation Piece)

Film: *Senorita Extraviada, Maquilapolis*

Week 5: Globalization and Contemporary Labor Struggles

Tuesday: July 22 (Weekly Paper 4. Due)

Group Project Work Day 30 Minutes

(Louie) Chapters 1&3 pp. 19-58, 123-165

(R) “Blowups and Other Unhappy Endings” Pierrette Hondagneu-Sotelo pp. 55-69 (Presentation Piece)

(R) “Surviving Globalization: Immigrant Women Workers in Late Capitalist America” pp. 85-98

Film: *Maid in America*

Thursday: July 24

Group Project Work Day

(Louie) Chapters 4, 5&6 179-242

(R) “Global Exchange: the World Bank: ‘Welfare Reform,’ and the Trade in Migrant Women” pp. 123-151 (Presentation Piece)

Film: *Life and Debt*

Week 6: Final Week Presentation and Papers Due

Tuesday: July 29 Work Day

No Class:

Catch up on Readings

Work on Papers/Projects

Thursday: July 31

Papers Due

Group Project Day

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Presentation Schedule

Week 2: Factoring Women and Gender into Colonialism

Thursday July 3

“Stretching Gender, Family, and Community Boundaries, 1840-1930s” Yen Le Espiritu

- 1.
- 2.
- 3.

Week 3: The Politics of Gender and Sex

Tuesday July 8

“Caring and Inequality” Nakano Glenn

- 1.
- 2.
- 3.

Thursday July 10

“Women and the Biological Reproduction of the Nation” Nira Yuval-Davis

- 1.
- 2.
- 3.

Week 4: Economies of violence and Labor Migration

Tuesday July 15

“The Diverse Lives of Militarized and Demilitarized Women: Globalizing Insights From Local Japanese Places” Cynthia Enloe

- 1.
- 2.
- 3.

Thursday July 17.

“Global Cities and Survival Networks” Saskia Sassen

- 1.
- 2.
- 3.

Week 5. Globalization and Contemporary Labor Struggles

Tuesday July 22

“Blowups and Other Unhappy Endings” Pierrette Hondagneu-Sotelo

- 1.
- 2.
- 3.

Thursday July 24

“Global Exchange: the World Bank: ‘Welfare Reform,’ and the Trade in Migrant Women”

- 1.
- 2.
- 3.