

Ethnic Studies 129/Urban Studies and Planning 135-Spring 2016
Asian and Latina Immigrant Workers in the Global Economy

MWF 12:00-12:50

Warren Lecture Hall Room 2115
Christina E. Green, PhD Candidate
Dept. of Ethnic Studies

Office Hours: Mondays and Wednesdays, 1:30-2:30 (La Raza Resource Centro)
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Course Narrative

On September 17, 2015 the Huffington Post published an open letter to the U.S. presidential candidates from 100 immigrant women involved in the campaign We Belong Together. The group works to mobilize women in support of “common sense immigration policies that will keep families together and empower women.” In the letter, the women write about issues of xenophobia, racism, and sexism and the ways in which the violent rhetoric, circulating through election conversations surrounding U.S. immigration, affects the lives of (im)migrant women not only in the U.S. but globally. In the open letter the women make clear that the proposed solutions for immigration reform are unrealistic. The call for border walls, mass deportation, and guest worker programs dismiss the millions of immigrant laborers that live in the U.S. and are integral to the economy and social fabric of the nation.

Course Description and Learning Objectives

This course is an introduction to contemporary issues of globalization and the political economy, drawing attention to the lives of Asian and Latina immigrant workers on a transnational scale. Through readings, films, and other cultural forms, we will examine the histories of colonialism and imperialism, and the legacies of war as the longer histories of present day migratory flow. This course will critically examine the larger social forces of global capitalism, economic restructuring, immigration policies, and social and political reform to examine the effect of feminized and racialized forms of immigrant labor that is at once hypervisible, but made invisible through social, economic, and political structures.

Learning Outcomes

Define and explain gendered labor and migration and its impact of working conditions and workers' lives.

Explain why feminist analysis is significant to the study of gendered labor and (im)migration

Critical text analysis, writing, reading, and interpretation

Presenting original work on class themes, concepts, and ideas to one's colleagues

Grade Distribution

Attendance and Participation	20%
Bi-weekly Critical Reading Reflections	20%
Quizzes	10%
Project Proposal	10%
Creative Project (Final)	40%

Attendance and Participation – 20%

Your attendance for this class is required **however**; you are given two excused absences –no questions asked. If you miss more than two class sessions, you will receive a 0 for attendance and participation. Because this will be an active learning class, you will be asked to engage with your colleagues on group work. It will be in your best interest if you show up prepared having read the material. Please treat your peers with respect, not everyone will share the same views or experiences on the topics discussed, but together we learn so much!

Bi-weekly Critical Reading Reflections – 20%

Each Student is required to type a two-page critical reading reflection to be handed into me **on the Friday of weeks 2, 4, 6, and 8**. Each reflection must analyze 1-2 readings assigned for the week in which the assignment is due. Your reflections can address the following:

- 1.) What is the main argument?
- 2.) What themes, keywords, concepts connect each reading to one another?
- 3.) What theoretical framework is the text responding to?
- 4.) What do these readings reveal about Asian and Latina (im)migrant labor in the global economy?

Quizzes – 10%

There will be weekly quizzes. Quizzes will be based on the readings. The quizzes are not designed to trick you. If you do the readings the quizzes will reward your hard work and preparation for the class.

Project Proposal – 10%

During Friday of week 5 you must submit a project proposal. I must approve your project proposal before you begin working on your final project. Group projects are welcome! If you are thinking about doing a group project then only one proposal needs to be submitted for the entire group. Requirements for project proposals will be discussed in week 4.

Creative project (Final) – 40%

Students will have the opportunity to think and work creatively on a final project using the content and materials from the course. Possible formats include video documentaries, music video, a written play or short story, a comic book, a recorded dance, performance, or musical piece (if performing a musical piece the song must have lyrics), paintings, sculptures, etc. This is not an exhaustive list of creative

projects that can be done. If you have another idea of something you would like to do, please run it by me. In addition to the creative project, students must write a 3-5 page process essay discussing why you chose to present your project in a particular form and how it relates to the overall themes, concepts, and material learned in the course. There can be no more than three people to a group and every group member must type and turn in their own process essay.

Academic Integrity

I expect the most rigorous and honest work from you– and from myself. This means that you, and I, take your enrollment and commitment to this course, and its subject matter, seriously, passionately, and respectfully. This also means that I expect you to adhere to the highest standards of academic integrity. See UCSD Policy on Integrity of Scholarship

(<https://students.ucsd.edu/academics/academic-integrity/policy.html>).

Email Policy

If you wish to contact me by email, please do so, but note that this medium is best used for scheduling appointments or for other brief communication. Email is less ideal for substantive questions about course material. For the latter, visit office hours or schedule an appointment so that we can properly address the matter. I will answer all appropriate correspondence within (1) business day (barring emergencies). For all correspondence by email, adhere to a standard courteous format such as the following:

Dear Ms. [Last Name]

[Your Message, such as: “I would like to schedule an appointment to discuss race, space, and segregation. Do you have time on Tuesday or Thursday?”]

Sincerely,

Office for Student Disabilities

Students requesting accommodations and services for this course due to a disability need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) prior to eligibility requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (V); 959-534-9709 (TTY) – reserved for people who are deaf or hard of hearing; or email: osd@ucsd.edu. OSD Website: <http://disabilities.uscd.edu>.

Majoring or Minor in Ethnic Studies

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 do not 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, education, medicine, public health, socialwork, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Course Reading Schedule

***Subject to change*

Week One: Course Introduction

Monday 3/28

Introductions and syllabus overview

Wednesday 3/30

"Globalization" (Lowe), "Immigration" (Lubheid), "Race" (Ferguson), "Gender" (Halberstam)

Crenshaw, Kimberlé. "Why Intersectionality Can't Wait." *Washington Post*. The Washington Post, 24 Sept. 2015.

Friday 4/1

Smith, Andrea. "Heteropatriarchy and the Three Pillars of White Supremacy." *Color of Violence: The Incite! Anthology*. Cambridge, MA: South End, 2006. 66-73. Print.

Week Two: Gendered Migration and Structures of Inequality

Monday 4/4

Lowe, Lisa. "Work, Immigration, Gender: Asian 'American' Women." *Immigrant Acts: On Asian American Cultural Politics*. Durham: Duke UP, 1996. 154-73. Print.

Wednesday 4/6

Sassen, Saskia. "Global Cities and Survival Circuits." *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. By Barbara Ehrenreich and Arlie Russell Hochschild. New York: Metropolitan, 2003. 254-74. Print.

Friday 4/8

(1st critical reflection due)

Screen Film: *We Don't Play Golf Here (2008)*

Week Three: Domesticas

Monday 4/11

Chapter 1: "New World Domestic Order"

Wednesday 4/13

Chapter 4: "Formalizing the Informal: Domestic Employment Agencies"

Friday 4/15

Chapter 7: "Go Away...But Stay Close Enough"

Week Four: Tourism, Globalization, and Sex Work

Monday 4/18

Kempadoo, Kamala. "Women of Color and the Global Sex Trade: Transnational Feminist Perspectives." *Meridians* 1.2 (2001): 28-51.

Wednesday 4/20

Tadiar, Neferti Xina M. "Prostituted Filipinos and the Crisis of Philippine Culture." *Things Fall Away: Philippine Historical Experience and the Makings of Globalization*. Durham: Duke UP, 2009. 25-57. **Electronically available via UCSD Library**

Friday 4/22

(2nd critical reflection due)

Screen Film: *Whore's Glory (2011)*

Week Five: Transnational Motherhood and Affective Labor

Monday 4/25

Vora, Kalindi. "Indian Transnational Surrogacy and the Commodification of Vital Energy." *Subjectivity* 28.1 (2009): 266-78.

Wednesday 4/27

Hondagneu-Sotelo, Pierrette. "'I'm Here, but I'm There': The Meanings of Latina Transnational Motherhood." *Gender and Society* 11.5 (1997): 548-71.

Friday 4/29

(Project proposals due)

Screen Film: *Under the Same Moon (2007)*

Week Six: Gendered Migration, Violence, and Border Militarization

Monday 5/2

Luibhéid, Eithne. "Rape, Asylum, and the US Border Patrol." *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: U of Minnesota, 2002. 119-29. Print.

Wednesday 5/4

McIntyre, Erin Siegal, and Deborah Bonello. "Is Rape the Price to Pay for Migrant Women Chasing the American Dream?" *Fusion*. N.p., 10 Sept. 2014.

"When asylum seeking women and children are welcomed like criminals." NPR, 20 Mar. 2016.

Friday 5/6

(3rd critical reflection due)

Screen Film: *Maquilapolis*

Week Seven: The New Face of Central American Migrant Laborers

Monday 5/9

(Class cancelled)

Wednesday 5/11

Garsd, Jasmine. "Garifuna: The Young Black Latino Exodus You've Never Heard About." *Fusion*.

Friday 5/13

Gonzalez, David. "Garifuna Immigrants in New York." *Lens Garifuna Immigrants in New York Comments*. New York Times, 14 July 2015

Week Eight: Race, Gender, and Contract Labor

Monday 5/16

Baptiste, Fitzroy Andre. "Amy Ashwood Garvey and Afro-West Indian Labor in the United States Emergency Farm and War Industries' Programs of World War II, 1943-1945." *Amy Ashwood Garvey and Afro-West Indian Labor in the United States Emergency Farm and War Industries' Programs of World War II, 1943-1945*.

Wednesday 5/18

Chang, Grace. "The Nanny Visa: The Bracero Program Revisited." *Disposable Domestic: Immigrant Women Workers in the Global Economy*. Massachusetts: South End Press, 2000.

Friday 5/20

(4th reflection due)

TBA

Week Nine: Technology and Immigrant Labor

Monday 5/23

Pellow, David N., and Lisa Sun-Hee. Park. *The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-tech Global Economy*. New York: New York UP, 2002. Print. **Chapters 5 and 6 Electronically available via UCSD Library**

Wednesday 5/25

Pellow, David N., and Lisa Sun-Hee. Park. *The Silicon Valley of Dreams: Environmental Injustice, Immigrant Workers, and the High-tech Global Economy*. New York: New York UP, 2002. Print. **Chapters 7 and 8 Electronically available via UCSD Library**

Friday 5/27

Wadhwa, Vivek. "Silicon Valley Discriminates Against Women, Even If They're Better." *PBS*. PBS, 20 Mar. 2013. Web.

Bluestein, Adam. "The Most Entrepreneurial Group in America Wasn't Born in America." *Inc.com*. N.p., 12 Jan. 2015. Web.

Week Ten: Asian and Latina Immigrant women and the 2016 Presidential Election

Monday 5/30

(Memorial Day: No Class)

Wednesday 6/1

"An Open Letter to Presidential Candidates From 100 Immigrant women"

"‘Not my abuela.’ Twitter explodes in outrage over Hilary Clinton’s Hispandering."

"Bernie Sanders Ad puts a face to those who pick the food you eat."

Friday 6/3

(Final project due)