

WGSS 305: Race, Sex and Work in the Global Economy

Spring 2011

M/W/F 1:10 to 2:10

Old Main, #9

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Office Hours: M/W 2:30-3:30, or by appointment

Course Description:

This advanced seminar examines globalization and the contours, dilemmas and contestations surrounding late capitalism. We will thus explore how globalization and global capitalism shape contemporary global trends when it comes to gender, gender (in)equality, power relations and labor patterns/policies. Using critical perspectives such as feminism, transnational feminism and queer theory, we will interrogate how race, sexuality, class, gender, and nation are imbricated in, and thus connected to, the global marketplace. A main objective of this course is to be able to map the ways in which global capital (re)produces these dimensions—that of race, sexuality, gender, class and so on—through examining such things as migration and migratory flows; citizenship; transnational capitalism and transnational corporations; the racial/ethnic formations of global trends; sex work; and the gendered dynamics of global capitalism. In this course we will thus also come to better understand the intersections of (global) inequality—paying particular attention to the ways in which gender inequality and heteronormativity are inextricably tied to racial, sexual and class regimes.

The emergence of transnational feminism reflects not only the gendered effects of globalization, but the linkages between local and global struggles against global capitalism. Thus, part of this course seeks to examine labor rights and struggles, and the grassroots organizations and mobilizations that emerge out of capital exploitation. Thus, the ways in which people seek to transform their world through labor organizing and resistance, political activism and through non-governmental organizations (NGOs) will be an ongoing theme throughout this course. Indeed, part of this course entails addressing the linkages between theory and practice through class engagement with the local community.

MACALESTER COLLEGE STATEMENT OF PURPOSE AND BELIEF

At Macalester College we believe that education is a fundamentally transforming experience. As a community of learners, the possibilities for this personal, social, and intellectual transformation extend to us all. We affirm the importance of the intellectual growth of the students, staff, and faculty through individual and

collaborative endeavor. We believe that this can be best achieved through an environment that values the diverse cultures of our world and recognizes our responsibility to provide a supportive and respectful environment for students, staff, and faculty of all cultures and backgrounds.

We expect students to develop a broad understanding of the liberal arts while they are at Macalester. Students should follow a primary course of study in order to acquire an understanding of disciplinary theory and methodology; ***they should be able to apply their understanding of theories to address problems in the larger community. Students should develop the ability to use information and communication resources effectively; be adept at critical, analytical, and logical thinking, and express themselves well in both oral and written forms.*** Finally students should be prepared to take responsibility for their personal, social, and intellectual choices.

We believe that the benefit of the educational experience at Macalester is the development of individuals who make judgments and interpretations of the broader world around them and choose actions or beliefs for which they are willing to be held accountable. We expect them to develop the ability to seek and use knowledge and experience in contexts that challenge and inform their suppositions about the world. We are committed to helping students grow intellectually and personally within an environment that models and promotes academic excellence and ethical behavior. The education a student begins at Macalester provides the basis for continuous transformation through learning and service.

Required Texts:

- 1) *Feminist Genealogies, Colonial Legacies, Democratic Futures*, by Alexander and Mohanty **(FG)**
- 2) *Women's Labor in the Global Economy*, by Harley **(WL)**
- 3) *Sun, Sex and Gold*, by Kempadoo **(SSG)**
- 4) *The Gay Archipelago*, by Boellstorff **(GA)**

Other Assigned Readings:

You will find other articles in the schedule of assigned readings. MOODLE is the name of Macalester's on-line "course management software package." It can be located on the WWW at: <http://moodle.macalester.edu>. When you use MOODLE for the first time, you will be asked for your user name and password (the same as your Macalester email). These articles on MOODLE are marked **ER**.

Late Paper/Exam Policy:

Late papers and exams will **NOT** be accepted, unless you have an excused absence (i.e., you are ill, there is a family emergency, etc. **AND** you have documentation of this event). **Papers are due at the beginning of class.** Because I do not accept any late assignments I suggest you make final corrections/amendments/drafts the day *before* the assignment is due. I do not recommend doing things at the last minute.

Cell phones/Gadgets:

Turn off your cell phone and all other devices/gadgets before coming to class. If a student repeatedly fails to turn off their cell phone during the semester they will be asked to leave class. I do NOT allow laptops in my class.

Preparation:

Come to class having read and re-read the assigned readings for that day. While reading the material be sure to take notes over the assigned materials, jot down questions you would like to ask and share, and extend and connect the current assigned readings to previous discussions/articles addressed in class.

Some reading/studying techniques:

- Read the main ideas.
- Summarize in your own words.
- Reread, visualize, relate, think aloud.
- Take notes.
- Review.
- Underline, highlight, write all over the text!

Email Policy:

I do not accept any assignments emailed to me unless otherwise specified. All documents (papers, essays, exams) should be in word document, stapled, and handed to me in class. Please do not email me questions regarding an assignment if you have failed to come to class. Additionally, do not email me questions/concerns the night before an assignment. Email communication should be a **secondary** vehicle for communication. Please talk to me either before or after class or during my office hours.

GRADE DISTRIBUTION FOR COURSE REQUIREMENTS:

Participation	10%
Midterm Exam	25%
Final Exam	35%
Research Paper/ Action Project	30%

Course Requirements:

I do not take attendance. **However**, daily attendance will positively affect the outcome of your grade. Class discussion is an extremely important aspect of this course. Additionally, there will be unannounced quizzes and in-class assignments given throughout the semester.

Other expectations: Please be on time! Chronic tardiness (3 per semester) may result in a failing grade. Please do NOT interrupt class if you are more than 15 minutes late.

Participation

Participation is essential for this class. The participation component of your grade will be evaluated through in-class essays/quizzes given throughout the semester, group work and through your participation in class discussion. Throughout the semester I will have periodic and unannounced in-class essays or quizzes over the assigned readings for that day. These essays/quizzes will be graded A-F or as completion grades. If you have carefully prepared and read the material you should do well on these essays/quizzes.

Exams

There will be two exams during the semester: an in-class mid-term exam and a take-home final exam. These exams will be in essay format. The mid-term is worth 25% and the final exam is worth 35% of your grade. The final exam will be a paper copy delivered to my office on the day the assignment is due. **Under NO circumstances will I accept late exams** unless you have an excused absence.

Research Paper/Action Project

You need to start thinking *now* about a particular topic that you would be interested in delving into further. This is part paper, part action project, which means this project will link theory and practice/activism. Although as you will see below, the action project is a group project, each student is expected to write his/her own paper (details about this paper are action project expectations are forthcoming). Students will be asked toward the end of the semester to evaluate their peers on “effort” and “contribution” to the overall project.

Action Project

This is a group task—meaning several students working together will, of their choosing, examine a particular social issue (topics must be approved by me). The action part of this project will be a group endeavor, but participants must have an equal division of labor in order for individual members to get full credit. More specifically, this project will entail investigating a local/community problem/issue, and devising in turn potential strategies/solutions on ways to “fix” the problem. This could be through community activism, raising community awareness about an issue, strategies of resistance and so on. **ULTIMATELY**, these decisions (again, with my approval)—the approach to the problem, the methods employed to ameliorate the problem and so on—are decisions to be made as a **GROUP**.

Thus, using theories/methods discussed in class as your guide, we will engage the Minneapolis/St. Paul communities in the hopes of affecting social change in some way. The paper piece to this project will involve examining an aspect of this larger issue/problem—in some tangential way—that your group has decided to address. The paper itself will be between 10-12 pages in length. As noted above, a more detailed outline of the paper specifications/requirements will be handed out in the coming weeks. I will set aside several class sessions at the end of the semester wherein each group will conduct a class presentation. The format of this presentation will be up to each individual group (film, performance art, power point presentation, etc.).

Important Paper/Action Project Due Dates

Feb. 7th—group project idea

Feb. 14th—individual paper idea

March 4th—1st draft of paper due

April 4th—final draft due

April 22nd-29th—action group in-class presentations

Accessibility Accommodations:

I am committed to providing assistance to help you be successful in this course.

Accommodations are available for students with documented disabilities. Contact the Associate Dean of Students, Lisa Landreman at 696-6220 to make an appointment. It is important to meet early in the semester to ensure your accommodations are approved so that you begin the semester successfully.

GRADING

A	95-100
A-	90-94
B+	86-89
B	84-85
B-	80-83
C+	76-79
C	74-75
C-	70-73
D+	66-69
D	64-65
D-	60-63
F	< 60

TENTATIVE COURSE SCHEDULE: It is highly likely that this schedule will change over the course of the semester. Although I aim to keep to the syllabus as much as possible, I also realize that one cannot predict things in advance. The class flow/dynamics as well as possibilities for guest speakers, additional readings not on the syllabus, and additional time for class discussion on the readings will impact the pace at which we proceed. Any changes/updates will be announced in class. It is thus up to you to know where we stand in relation to the syllabus.

January:

24 Introduction to the Course

26 Theorizing Capital

Readings:

Marx & Engels: "Communist Manifesto"—**Chapter 1 only!**

Online: <http://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>

Online: "The Master's Tools Will Never Dismantle the Master's House," by Lorde
<http://lists.econ.utah.edu/pipermail/margins-to-centre/2006-March/000794.html>

28 Positionality, Hegemony and Power

Readings: Online: "The West and the Rest: Discourse and Power," by Hall
ER: "Orientalism," by Said

31 Socialist Feminism: A Reply to Marxian Analysis

Readings: Online: "What is Socialist Feminism," by Ehrenreich
<http://www.monthlyreview.org/0705ehrenreich.php>
ER: "World Economy, Patriarchy, and Accumulation," by Mies
ER: "Patriarchy, Domestic Mode of Production, Gender and Class," by Delphy

February

2 Understanding "Modern/ity" and Global Systems

Readings: ER: "The Modern World System," by Wallerstein
ER: "Introduction: Development and the Anthropology of Modernity," by Escobar

4 Governmentality and Regulation

Readings: ER: "Governmentality," by Foucault
ER: "The Perverse Implantation," by Foucault (*History of Sexuality*, vol.1)

7 The Cultural Pathways of Globalization

Readings: Online: "Disjuncture & Difference in the Global Cultural Economy," by Appadurai
http://www.intcul.tohoku.ac.jp/~holden/MediatedSociety/Readings/2003_04/Appadurai.html
ER: "The Past, Present and Future of McDonaldization," by Ritzer

○ ACTION PROJECT IDEAS DUE!

9 Nation Building: Constructing the Nation/al Subject

Readings: ER: "Origins of National Consciousness," by Anderson
ER: "Broadcasting and the Construction of the National Family," by Morley

11 (Our) White, Heteronormative Nation: Shoring Up the National Imaginary through Exclusion

Readings: ER: "Can Homosexuals End Western Civilization as We Know it?," by Jakobsen (in *Queer Globalizations*)
ER: "Black Feminist Thought in the Matrix of Domination," by Patricia Hill Collins

14 Feminism: Engaging Globalization, Thinking Through the Intersections

Readings: ER: "Conceptualizing Gender-Sexuality-State-Nation," by Kim-Puri
ER: "On the Grounds of Globalization," by Katz

○ **INDIVIDUAL PAPER PROJECT IDEAS DUE!**

16 Whose "Development"?: Women and the Politics of Development

Readings: ER: "Showcasing India," by Oza
WL: "Gendering Sugar," by Gunewardena

18 Colonial Legacies

Readings: FG: "Women Workers and Capitalist Scripts," by Mohanty
FG: "'A Great Way to Fly,'" by Heng

21 Colonial Legacies cont'd

Readings: FG: "The Dynamics of WINing," by Imam
FG: "The Public, Private Mirage," by Bhattacharjee

23 (Re)Engaging Neo/Liberalism

Readings: ER: "A Brief History of Neoliberalism," by Harvey
ER: "Downsizing Democracy," by Duggan (From *The Twilight of Equality?*)

25 (Re)Engaging Neo/Liberalism cont'd

Readings: ER: "The Social Consequences of Structural Adjustment," by Babb

YouTube Video: "The Crisis Today," by Harvey

28 Neoliberalism and the Non/Responsibility of Hegemons

Readings: ER: "Neoliberalism as Exception," by Ong
ER: "Gender, Capitalism and Globalization," by Acker

March

2 "Sovereignty": Walling for Power

Readings: ER: Excerpts from *Walled States, Waning Sovereignty*, by Brown

4 "Sovereignty": Walling for Power AND "Security"

Readings: FG: "Civil Rights versus Sovereignty," by Guerrero
ER: "The Body of the Condemned," by Foucault (From *Discipline and Punish*)

○ **1ST DRAFT OF PAPER DUE!**

7 Globalization and Migratory Flows

Readings: WL: "Surviving Globalization," by Hu-Dehart
WL: "Caribbean Women, Domestic Labor, and the Politics of Transnational Migration," by Davies

9 Mid-Term

11 The Organization of the Corporation

Readings: ER: "The Social Structure of Managerial Work," by Jackall (In *Moral Mazes*)

Film, *The Corporation*

14 Spring Break

16 Spring Break

18 Spring Break

21 (Re)Racializing the Care Chain

Readings: WL: "Caring and Inequality," by Glenn
ER: "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor," by Parreñas

23 (Re)Racializing the Care Chain cont'd

Readings: ER: "Global Perspectives on Gender and Carework," by Litt and Zimmerman
ER: "Women Have No Tribe," by Upton

25 (Hetero)Development through (Sex) Tourism

Readings: FG: "Erotic Autonomy as a Politics of Decolonization," by Alexander
WL: "My Cocoa is Between My Legs," by Ampofo

28 Prostitution Economies and Sex Tourism

Readings: SSG: All of Part 2, Tourism, Globalization, and "The Exotic"

30 Prostitution Economies and Sex Tourism cont'd

Readings: SSG: "Tourist-Oriented Prostitution in Barbados," by Phillips
SSG: "Gold and Commercial Sex," by Antonius-Smith et al.

April

1 Dealing with Sex Tourism and Sex Trafficking

Readings: SSG: "For the Children," by Kempadoo and Ghuma
SSG: "A Human Rights Perspective on the Sex Trade in the Caribbean and Beyond," by Mellon

4 Film, *Cowboys in Paradise*

Research Papers Due!

6 Globalization, Nation and Queer Subjects

Readings: GA: Part I (Chapters 1-3)

8 Globalization, Nation and Queer Subjects cont'd

Readings: GA: Chapter 5, "Geographies of Belonging"
ER: "Queer Migrations," by Luibheid

11 Sexuality and Nation

Readings: GA: Part Three (Chapters 7 & 8)

13 Empowering Women through Capitalism?

Readings: ER: "The Rationality of Empowerment," by Keating et al.

15 Militarization, Security and Human "Rights"

Readings: ER: "The Rights of Others," by Benhabib
ER: "Globalization and its Mal(e)contents," by Kimmel

18 Economic "Crises" and State Power

Readings: ER: "Feminist Theorize International Political Economy," by Bedford and Rai
ER: "Towards a Feminist Political Economy of Capitalism and Carcerality," LeBaron and Roberts

20 Resistance and Feminist Praxis: Looking Toward the Future

Readings: FG: "Looking at Ourselves," by Kannabiran and Kannabiran
FG: "One Finger Does Not Drink Okra Soup," by Wekker

22 Action Project Group Day (Working on Presentations)

25 Presentations

27 Presentations

29 Presentations

May

2 Final Exam Due!

