

Women and Work in Global Contexts
Women's Studies 406, 3 Credit Hours, Fulfills Tier III
Spring 2015
MWF 1:10-2, CUE 219

Instructor: Marian Sciachitano, Clinical Associate Professor

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Office Hours: MWF 2:30-3:30 or by appointment

Required texts: The bolded abbreviations on the left will be used throughout the syllabus.

PF Sheila Bapat. *Part of the Family?: Nannies, Housekeepers, Caregivers and the Battle for Domestic Workers' Rights*. Brooklyn, New York: Ig Publishing Inc., 2014.

GPGW Jacqueline Goodman, ed. *Global Perspectives on Gender & Work*. New York: Rowman & Littlefield Publishers, Inc., 2010.

WWG Bahira Sherif Trask. *Women, Work, and Globalization: Challenges and Opportunities*. New York: Routledge, 2014.

Course Description:

WST 406 is a Tier III course designed for upper-division students. It employs an interdisciplinary approach to women's labor in global contexts that analyzes differences among women as well as possible shared interests and efforts to improve their lives. An interdisciplinary approach to understanding gendered labor moreover involves critical rethinking about the construction of "women's work" and "men's work" both in terms of the conventional understandings of work or labor in global economic terms (e.g., productive/unproductive, formal/informal, paid/unpaid) and in geopolitical terms (e.g., First World/"Third World", Developed/Developing, Global North/South). Particular emphasis will be given to domestic work and caring labor. This course recognizes the diversity of gendered work-family experiences and living conditions as well as the possibility of economic and gender justice movements across categories of difference, including race, class, age, sexuality, and nationality.

Learning Outcomes:

- To understand definitions of work and characteristics of globalization, especially as they relate to women's diverse activities, interests, and lives;
- To explore the value and meaning of gendered constructions of work;
- To understand selected issues and debates emerging from women's labor activism in the U.S. and transnationally;
- To develop critical reading skills, critical engagement skills, and analytical tools for critically examining current scholarship & research.

Course Requirements:

Reading and Class Participation

Since the core of this class is the reading, it will be focused on your understanding and responses to them. You are expected to attend every class meeting having read and prepared to discuss the material assigned for the day. Please bring your readings to class on the day we are discussing them. Throughout the course I will ask you to take a more active role as a class participant as a "first responder" and as a "regional group." Class participation will be worth 10% of your grade.

First Responders are expected to do one or more of the following: 1) locate a short video or website relevant to the week's topic to show to the class, 2) create discussion questions, 3) lead

discussion on the readings, and 4) share response to one or more of the readings. Because of the nature of the readings, I recommend that you plan to allow more time to do the reading than the usual so that you can prepare ahead of time. Sign-ups for first responders on specific weekly readings will be on a first come, first serve basis. I will be passing around a sign-up sheet if you would like to sign up early for a particular topic/issue.

Class Participation Cont'd

Regional Group Representatives are expected to: 1) form a 2-3 person group/team specializing in a particular region of the world. Groups are expected to become knowledgeable about the issues working women face in one or more countries in their region and how diverse organizations/networks/movements/governments are responding to these problems/issues. Regional Group Representatives will be asked to share their findings with the class. A sign up sheet will be sent around for selection of regions. If you forget to sign up, then I will assign you to a regional group and/or a regional issue. During the last two weeks of the course, your group/team will be asked to give a short 10-15 minute final presentation to the class.

Quizzes

Throughout the course I will be asking you to do approximately 10 quizzes based on the readings. I expect well-thought out responses that reflect not only your understanding (or mere summary) of selected issues and debates, but which strive toward critical engagement with them. These will be used as a springboard for class discussion. There are 10 points possible on each quiz, for a total of 100 points possible for all 10 quizzes. The quizzes are worth 20% of your grade.

Short Paper #1: Autobiography of Work and/or Family Labor

The first paper will be a brief autobiography focusing on your own work history and/or family's relationship to work, including some reflection on how your social location (i.e., gender, race, class, nationality, geographical location etc.) has influenced your history or current knowledge about work. It should be 3-4, typed, double-spaced pages. There are 100 points possible on Paper #1 and it represents 10% of your grade. **Paper Due Wednesday, January 21st.**

Short Paper #2: Critical Journal Article Analysis

The journal article analysis paper will run between 4-5 pages long, typed, double-spaced and will be a critically thoughtful discussion of the article and its ideas. Select a current scholarly journal article (published in the last 3 years) that relates either to the class readings, to issues raised in class discussions, or a relevant topic that you have cleared with me ahead of time. You can choose an article from the *Global Perspectives on Gender and Work* text that was not assigned or discussed much in class. You might also expand one of your quiz responses into a more in-depth critique of specific positions in one or more of the readings. **Critical Journal Article Analysis Due Friday, March 13th.** There are 100 points possible on this second paper and it will be worth 25% of your grade.

Final Paper and Class Presentation

For the final assignment, you are required to write 8-10 page typed and double-spaced paper on any topic/issue relevant to women and labor in a global context. I will expect you to draw upon a combination of the readings found in the assigned texts, material presented in class, and clearly documented outside research. You may also draw on films watched in this class or recommended films/readings. Drawing exclusively on materials that were not assigned in this course could result in a lower grade for the entire paper. Collaborative work may be a possibility on this final paper and presentation, but you must clear it with me first. **Final Paper is due either in-class on Friday, May 1st or in my mailbox Monday, May 4th.** If you need extra time on the paper, you

must contact me with your request for an extension. There are 100 points possible and it will be worth 35% of your grade. There is no final exam.

Grading and Incompletes

Grading Scale: 94 and up=A, 93-90=A-, 89-86=B+, 85-84=B, 83-80=B-, 79-76=C+, 75-74=C, 73-70=C-, 69-60=D; 59 or less=F. No incompletes will be automatically given unless you submit a written request to me by the last day of final's week explaining the main reason why you have been unable to complete the required assignments during the semester.

Course Policies:

Attendance & Absences

Because this is an upper-division Tier III course, informed, thoughtful, and engaged discussion about the reading and the issues of the class is crucial. Obviously, in order to be engaged, you must attend the class. If you know in advance that you will have to miss class for a personal or family emergency, a serious illness or accident, or a university-approved event, contact me as soon as possible via e-mail or with a phone call before class. Even if you haven't finished the reading, attend class anyway to avoid missing class discussions. **You may miss 3 classes without any consequences to your final grade. If you have more than 3 unexcused absences, it will be lowered at my discretion.**

Academic Etiquette

Class will begin at 1:10 and ends at 2:00. Arriving late and leaving early on a habitual basis is unacceptable; if you have schedule conflicts, please make arrangements ahead of time. If you make it a habit, be forewarned that I will count you absent for that class. Most importantly, recognizing that diverse beliefs and positions will be voiced in this class is essential. Everyone should treat all members of this class and the instructor with respect. Please make sure your cell phones are turned off before class starts.

Access Center

Reasonable accommodations are available for students who have a documented disability. Please notify me during the first 2 weeks of class for any accommodations needed for the course. Late notification may result in the request being unavailable. All accommodations must be approved through the Access Center located in the Washington Bldg, Rm 217; 509-335-3417. Check out their website at <http://accesscenter.wsu.edu/> if you would like to know about what services are available.

Academic Integrity

Plagiarism, Cheating, or Double Submissions of a Paper, Presentation, or Project will result in a failing grade for the course (see Student Handbook on Academic Dishonesty, WAC 505-25-015) In all instances you must do your own work and arrive at your own thought. Submitting the same assignment for different classes is also considered a breach of academic integrity without both course instructors' approval. Should there be any suspicion of plagiarism or other forms of academic dishonesty, I will discuss the situation with you before any penalties are enforced and reported to the Office of Student Standards and Accountability (see: <http://conduct.wsu.edu>).

Campus Safety and University Emergencies

In the event of campus safety concerns or emergencies, check out the safety plans, alert notices, and procedures at the following websites: <http://safetyplan.wsu.edu>, <http://alert.wsu.edu>, and <http://oem.wsu.edu/emergencies>

Letter Grade Equivalencies

95-100 points = A	76-79 points = C+	
90-94 points = A-	74-75 points = C	
86-89 points = B+	73-70 points = C-	
84-85 points = B	66-69 points = D+	
80-83 points = B-	64-63 points = D	59>points = F

Marian Sciachitano

Women's Studies 406: Women and Work in Global Contexts

Meets: MWF 1:10-2:00, CUE 219

Spring 2015 Syllabus: Come to class having completed readings for the date assigned. Schedule subject to change with notice.

Week 1

Introductions

M JAN 12:

Handout syllabus. Introduction to class, texts, & class members

W JAN 14:

Review course policies. Finish class member introductions.

F JAN 16: Rubric Handout: *Autobiography of Work-Family Paper*

View film & discuss excerpt: *Miss Representation*

WWG

Chapter 1 assigned – especially pages 8-10

Week 2

M JAN 19:

No Class. Martin Luther King Jr. All University Holiday

W JAN 21:

Short Paper #1 Due: *Autobiography of Work-Family Paper*

F JAN 23:

Global Perspectives on Women's Work-Family Life

WWG

Read Chapter 1 (pages 1-27)

Begin sign-ups for First Responder and Regional Group Assignments

Regional Groups Meet

Week 3

M JAN 26:

Global Forces: What is Neoliberalism? What is Globalization?

WWG

Read Chapter 2 (pages 28-43)

W JAN 28:

Gender and Globalization

WWG

Read Chapter 2 (pages 43-54)

Quiz #1 – over Chapter 2

F JAN 30:

International/Global/Transnational Women's Movements

- WWG Read Chapter 3 (pages 55-78)
- Week 4**
M FEB 2: **Global Cross-cultural Perspectives on Girls' Work-Family Life**
WWG Read Chapter 4 (pages 81-103)
- W FEB 4: **Quiz #2-covers Chapters 4 & 5**
WWG Read Chapter 5 (pages 104-123)
- F FEB 6: **Global Forces: What is Feminization of Transnational Migration?**
WWG Read Chapter 6 (pages 124- 145) & Chapter 7 (pages 146-167)
Possible excerpt from *When Strangers Reunite*
- Week 5**
M FEB 9: **Understanding Origins of Gendered and Racial Divisions of Labor**
GPGW Fausto-Sterling, "The Problem with Sex/Gender and Nature/Nurture," (7-14)
Lorber, "'Night to His Day': The Social Construction of Gender," (15-32)
- W FEB 11: **Quiz #3—covers assigned MW readings**
GPGW Guiso, et. al., "Culture, Gender, and Math," (33-39) and Leacock,
"Montagnais Women and the Jesuit Program for Colonization," (39-53)
- F FEB 13: **Understanding Global Capitalism and Occupational Gender Segregation**
GPGW Hartmann, "Capitalism, Patriarchy, and Job Segregation by Sex," (54-65)
- Week 6**
M FEB 16: **No Class--Presidents' Day**
- Week 6**
W FEB 18: **Historical Origins of Gender and Racial Divisions of Labor**
GPGW Scott & Tilly, "Women's Work and the Family in Nineteenth-Century Europe," (71-83)
Cowan, "Housewifery," (84-91)
Jones, "Black Women, Work and the Family under Slavery," (92-105)
Kessler-Harris, "The Paradox of Motherhood," (106-119)
Possible film excerpt: *Maid in America*
- F FEB 20: **Gender & Nation-based Divisions of Labor**
GPGW Adib & Guerrier, "The Interlocking of Gender with Nationality, Race, Ethnicity, and Class: The Narratives of Women in Hotel Work," (245-259)
Quiz #4—over all readings assigned this week
- Week 7**
M FEB 23: **Wage Discrimination and Structural Inequalities in the Workplace**
GPGW Part III, (121-124)
English & Hegewisch, "Still A Man's Labor Market" (125-135)
Possible film: *Dish: Women, Waitressing & the Art of Service*
- W FEB 25: Williams, "The Glass Escalator," (195-211)
GPGW Cobble, "When Feminism Had Class," (278-288)
- F FEB 27: Freeman, "Myths of Docile Girls and Matriarchs," (289-303)
Quiz #5—just over today's reading

Week 8

M MAR 2: **Gender and the Global Feminization of Labor**
GPGW Part VI, (305-309)
Hondagneu-Sotelo, "New World Domestic Order," (311-324)
Salzinger, "Trope Chasing," (325-338)
Possible excerpts from *Maid in America* and/or *Maquilapolis*

W MAR 4: **Work-Family Relationships in a Global Context**
Gambard, "Breadwinners No More," (355-366)
Possible excerpt from *When Strangers Reunite*

F MAR 6: **Gender and the Global Sexual Division of Labor**
GPGW Ngai, "Imagining Sex and Gender in the Workplace," (339-354)
Bales, "Thailand: Because She Looks Like a Child," (367-377)
Quiz #6 – just over today's assigned readings

March 8th is International Women's Day – a day that not only commemorates U.S. women's march for suffrage (voting rights), but also opposition to child labor. It is a day celebrated by women worldwide. Look up International Women's Day online for history and current events.

Week 9

M MAR 9: **Occupational Gender Segregation and Sexual Harassment**
GPGW Reskin, "Unconsciousness Raising," (385-390)
Kennelly, "That Single-Mother Element," (404-416)

W MAR 11: Eisenberg, "Marking Gender Boundaries," (417-431)
GPGW Talbot, "Men Behaving Badly," (432-443)
Quiz #7 – covers all readings assigned this week

F MAR 13: View film: *Transnational Tradeswomen*

Week 10

MAR 16-20: No Class. Have a Great Spring Break!

Week 11

M MAR 23: **Reproductive and Caring Labor**
PF Foreword and Introduction (11-28)

W MAR 25: **Domestic Work: Past and Present**
PF Bapat, Chapter 1 (27-47)

F MAR 26: **Domestic Workers and Early Labor Activism**
PF Bapat, Chapter 2 (48-61)
Quiz #8 – over Chpts 1 & 2

Week 12

M MAR 30: **Domestic Workers' Activism in New York**
PF Bapat, Chapter 3 (63-80)

W APR 1: **Domestic Workers' Activism in California et. al.**
PF Bapat, Chapter 4 (81-97) and Chapter 5 (99-111)

F APR 3: No class.

Week 13

M APR 6:
PF

Building a Global Movement

Bapat, Chapter 6 (113-127)

Quiz #9

W APR 8:
PF

Collective Bargaining and Beyond

Bapat, Chapter 7

F APR 10:
PF

Valuing Reproductive Labor and Care

Bapat, Chapter 8 (149-162)

Week 14

M APR 13:
PF

Immigration Reform and Invisible Labor

Bapat, Chapter 9 (163-174) & Conclusion

Last Quiz!

W APR 15:
F APR 17:

Critical Journal Article Review Paper Due Today

View film *Labor Women*

Week 15

M APR 20:
W APR 22:
F APR 24:

Regional Group Presentations

Presentations

Presentations

Presentations

Week 16

M APR 27:
W APR 29:
F MAY 1:

Regional Group Presentations

Presentations

Presentations

Final Presentations

Do Course Evaluation Online.

Final Paper Due either in class Friday, May 1st or in my mailbox by 4:30 on Monday, May 4th located in Wilson-Short Hall, Room 111. Any electronic versions of your final paper should be followed up with a hard copy. Note: If you need a paper extension, you must request it. No incompletes will be assigned in this class except for dire circumstances. A request for an incomplete must be made in writing to me by the end of finals week.

MAY 4-8:

Final Exam Week. No W St 406 Final.

Congrats to Spring & Summer Grads!