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## Global Feminisms and Diasporas

AMS 590

Washington State University Vancouver

American Studies Program

Tuesdays, 1:25-4:05

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Fall 2013

Dr. Gordillo

Class: Tuesdays 1:25-4:05

Office Hours: T – TH 9:00 – 10:00 MMC 202 U

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“Activism is the courage to act consciously on our ideas to exert power in resistance to ideological pressure – to risk leaving home. Empowerment comes from ideas –our revolution is fought with concepts, not with guns, and it is fueled by vision. By focusing on what we want to happen, we change the present. The healing images and narrative we imagine will eventually materialize.”

--Gloria Anzaldúa

“Women are both of and not of the nation. Between woman and nation is, perhaps, the space or zone where we can deconstruct these monoliths and render them more historically nuanced and accountable to politics.”

--Kaplan, Alarcón and Mouallem

“There’s a need to critically understand that dehumanizing and criminalizing immigrants from different ethnic groups is more of a practical tool for capitalist profit-making and a detrimental attempt for white supremacists to maintain dominance than it is a deterrent for immigrants.”

-- Luz María Gordillo

### **Course Objectives and Rationale**

The main objective of this course is to develop a rationale by which to analyze historical global immigrant women’s movements and the political and socio-economic consequences that these contemporary Diasporas trigger. Women have been moving back and forth from nation state to nation state for centuries, however the documentation and academic supporting evidence only points toward male immigrants as carriers of emigrational historical contexts. This course will focus on women’s migratory movements, its origins and vicissitudes and the consequences that these movements

unfold as nation states either open doors or adamantly resist the entrance of certain 'inadmissible' subjects.

We will analyze cross-discipline methodologies that have been successfully applied to migratory and diaspora studies and theoretical frameworks as well as examine a multiplicity of texts –signs, films, photographs, radio interviews, archival documents and images, popular humor—through which immigration and diaspora-focused discourses are constructed, sustained, and disseminated. But more specifically, the course will focus on building a gendered framework to facilitate the study of women's exodus from their countries of origin to developed countries where most often than not they experience a series of fragmenting and socially displacing processes –many encountering violence, including rape, abuse and death -- while they better their financial well being and those of their family's. For example Mexican immigrant women –regardless of their immigration status-- have long been feared because of their ability to procreate, and have been constructed as a threat to the National Security of the U.S. How does a Nation State that boasts its power and control over the globe's capital construct and disseminate social fear around a pregnant Mexican woman in the 21<sup>st</sup> century? What are the political and socio-economic implications for both countries --of origin and destination-- of massive movements of women?



## Books

1. Sassen, Saskia. *Globalization and Its Discontents*
2. Bill Ong Hing, *Defining America Through Immigration Policy*
3. Martha Gardner, *The Qualities of a Citizen: Women, Immigration, and Citizenship, 1870-1965*.
4. Barbara Ehrenreich and Arlie Russell Hochschild eds. *Global Woman: Nannies, Maids, and Sex Workers in The New Economy*, New York: A Metropolitan/Owl Book Henry Holt and Company, 2002.
5. Rhacel Salazar Parrenas *Servants of Globalization: Women, Migration, and Domestic Work*.
6. Edited by Jaclyn J. Gier and Laurie Mercier, *Mining Women: Gender in the Development of a Global Industry, 1670 to the Present*

7. Deborah A. Boehm, *Intimate Migrations: Gender, Family, and Illegality Among Transnational Mexicans*.
8. Lubheid, Eithne, *Entry Denied: Controlling Sexuality at the Border*
9. Claudia Sadowski-Smith, *Globalization on the Line: Culture, Capital, and Citizenship at U.S. Border*

Recommended Readings:

1. Bill Ong Hing, *Deporting Our Souls*
2. Luz Maria Gordillo, *Engendering Transnational Ties: Mexican Women and the Other Side of Immigration*.
3. Mae Ngai, *Impossible Subjects*
4. Charrad, Mounira M. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria and Morocco*.

**Requirements:**

ALL WRITTEN ASSIGNMENTS MUST BE REVISED BEFORE TURNED IN. YOUR ESSAY SHOULD NOT HAVE TYPOS, GRAMMATICAL ERRORS NOR SPELLING MISTAKES; AND MAKE SURE YOU HAVE A CLEAR STRUCTURE:

- A. Introduction to the topic
- B. Critique of Literature and Theoretical Framework (at least three authors from the course's required readings and at least three more authors. You may use the recommended readings).
- C. Methodology
- D. Main Arguments and Critical Analysis
- E. Questions for Further Discussion
- F. Concluding Remarks

Hint about academic language: If you are unable to read out loud and understand your work because of the academic jargon you're using, chances are I will experience the same and mark your essay down. If you do not understand formulaic academic definitions then abstain from using them in your final essay or make sure that they are being used appropriately. I strongly suggest you turn in a draft prior to the deadline.

I. Attendance and participation. Every week students (who are not presenters or discussants) will bring to class a quote that is significant from the readings and an open-ended question for discussion. No 'reading comprehension' questions please. 10%

II. Presentation 20%

Students will select a week's topic for discussion and will provide a three-page written examination of the readings: a) theoretical approaches b) main arguments c) conclusion and suggested questions for further discussion. Student should mail the discussant the presentation's main points and arguments by Sunday at 8:00AM.

III. Discussion 15%

Students will select a week's topic to address peer's presentation in writing. Your critique should include: A) an overall review of peer's presentation, b) clarity, c) missed points, and d) at least 2 questions for further discussion. Student will submit a two-page written analysis of their discussion.

IV. Final Paper 30% (15-20 pages). I will accept Drafts of projects up to a week prior to the deadline.

V. Power Point Presentation 25%

**Attendance**

The instructor assumes that an absence is due to an illness or family emergency, and the STUDENT IS RESPONSIBLE FOR MISSED INFORMATION AND INSTRUCTIONS. Let me know if you will be absent. If you are absent the day you present or the day when you discuss your peer’s presentation you will loose the points. Since critical announcements and instructions are usually delivered at the beginning of class, **please be in the classroom on time**. No phones please.

**Academic Integrity** is the cornerstone of the university and will be strongly enforced in this course. Any student caught cheating on any assignment will be given an “F” for the course and will be referred to the Office of Student Conduct. **Plagiarism** is considered cheating. It is when you present someone else’s words or ideas as your own, in writing or in speaking; present ideas without citing the source; paraphrase without crediting the source; use direct quotes with no quotation marks; use direct quotes without citation of the source; submit material written by someone else as your own (this includes purchasing a paper); submit a paper or assignment for which you have received so much help that it is no longer your own work. Consult with the instructor if you do not have a clear understanding of plagiarism.

**Grading Scale**

A= 100-95    A- = 94-90    B+=89-87    B=86-84  
 B-=83-80    C+=79-77    C=76-74    C-=73-70  
 D+=69-67    D=66-60    F=59 and below

**Washington State University Learning Outcomes:**

<b>At the end of this course, students should be able to:</b>	<b>Course topics (and dates) that address these learning outcomes are:</b>	<b>This outcome will be evaluated primarily by:</b>
Use evidence and context to increase understanding of Gendered Immigration Studies. (Critical and Creative Thinking)	All but more specifically the day students present work assigned.	Weekly discussion of readings/ short assignments, and research paper.
Locate and evaluate information (primary and secondary sources, databases, etc) from multiple and diverse sources. (Information Literacy)	All but more specifically the last two weeks when students present their findings in a power point presentation.	Weekly analysis of primary and secondary sources for research paper, consultations with archivists and librarians, and Angel discussions and progress reports.

Integrate different approaches to and analyze sources about immigration and diasporas studies. (Depth, Breadth, and Integration of Learning)	All but more specifically when students critically discuss their peers work.	Class discussions, facilitation of reading, research paper.
Develop a mastery of standard scholarly writing and citation style. (Communication)	All but more specifically when students present and deliver their final essays.	Producing a 15-20-page original research paper. Create a professional Power Point presentation of the research paper and its findings.

### Communication

This course utilizes the **Angel** website: <https://lms.wsu.edu/>. To access your account, use your WSU User ID and password (the same as for My WSU). Announcements, lectures, assignments, and other materials will be posted on Angel.

### Additional WSUV Policies

Disability Accommodation: Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of VSSC. (360) 546-9138

Emergency Notification System: The WSU Vancouver Campus Safety Plan, which can be found at <http://www.vancouver.wsu.edu/safety-plan>, contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Everyone should also become familiar with the WSU Vancouver ALERTS web site (<http://www.vancouver.wsu.edu/alerts/>) where information about emergencies and other issues affecting WSU Vancouver will be found and should go to the ZZUSIS portal at <http://zzusis.wsu.edu> and register/update their emergency contact information for the Crisis Communication System (CCS).

Important Dates and Deadlines: Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSS.

#### Important Dates and Deadlines:

[www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX](http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX)

I reserve the right to make adjustments to this syllabus including changes in the films listed below. Students are responsible to make note of any changes to this syllabus. The readings in parenthesis will be posted on Angel by the Professor ahead of time.

## **Schedule**

### **Week 1**

Tuesday, August 20

Introductions, syllabus and explanations of the readings, discussion about the course's objectives, and any questions student's may have. Selecting discussion topics and dates as well as respondents.

Videos:

1. Carlos Mencia: <https://www.youtube.com/watch?v=YbQ-2HxabIw>

<https://www.youtube.com/watch?v=Dr3uP8867NM>

2. Angry Little Asian Girl: The First Day of School

<https://www.youtube.com/watch?v=-XtFsaBm3RY>

### **Week 2**

Tuesday, August 27 (Readings are posted on Angel).

1. Gordillo, "The Bracero, the Wetback and the Terrorist: Mexican Immigration, Legislation, and National Security," in *A New Kind of Containment: "The War on Terror," Sexuality and Race*. Amsterdam and New York: Rodopi Press, 2009; 149-166.

2. Eds. Douglas S. Massey, Joaquín Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, J. Edward Taylor. "New Migrations, New Theories," Chapter 1, *Worlds in Motion: Understanding International Migrations at the End of the Millennium*, Oxford: Clarendon Press, 2008, 1-59.

3. Eds. Caren Kaplan, Norma Alarcón, and Minoou Mouallem, "Introduction," Laura Elisa Pérez, "El desorden, Nationalism, and Chicana/o Aesthetics," in *Between Woman and Nation: Nationalisms, Transnational Feminisms, and the State*. Durham and London: Duke University Press, 1-46.

4. Pierrette Hondagneu-Sotelo, "Introduction," "Immigration, Gender, and Settlement" in *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press, 1-18.

### **Week 3**

Tuesday, September 3

Sassen, Saskia. *Globalization and Its Discontents*

### **Week 4**

Tuesday, September 10

Bill Ong Hing, *Defining America Through Immigration Policy*. Pages 1-133.

### **Week 5**

Tuesday, September 17

Bill Ong Hing, *Defining America Through Immigration Policy*. Pages 134-275.

**Week 6**

Tuesday, September 24

*The Qualities of a Citizen: Women, Immigration, and Citizenship, 1870-1965*. Pages 1-138.

**Week 7**

Tuesday, October 1

*The Qualities of a Citizen: Women, Immigration, and Citizenship, 1870-1965*. Pages 139-255.

**Week 8**

Tuesday, October 8

Barbara Ehrenreich and Arlie Russell Hochschild eds. *Global Woman: Nannies, Maids, and Sex Workers in The New Economy*, New York: A Metropolitan/Owl Book Henry Holt and Company, 2002.

**Week 9**

Tuesday, October 15

Rhacel Salazar Parrenas *Servants of Globalization: Women, Migration, and Domestic Work*.

**Week 10**

Tuesday, October 22

Edited by Jaclyn J. Gier and Laurie Mercier, *Mining Women: Gender in the Development of a Global Industry, 1670 to the Present*

Invited lecturer: Professor Laurie Mercier

**Week 11**

Tuesday, October 29

Deborah A. Boehm, *Intimate Migrations: Gender, Family, and Illegality Among Transnational Mexicans*.

**Week 12**

Tuesday, November 5

Lubheid, Eithne, *Entry Denied: Controlling Sexuality at the Border*

**Week 13**

Tuesday, November 12

Claudia Sadowski-Smith, *Globalization on the Line: Culture, Capital, and Citizenship at U.S. Border*. Pages 1-146.

**Week 14**

Tuesday, November 19

Claudia Sadowski-Smith, *Globalization on the Line: Culture, Capital, and Citizenship at U.S. Border*. Pages 147-241.

Final Presentations Begin

**Week 15**

**November 25-29 Thanksgiving Break**

**Week 16**

Tuesday, December 3

Final Presentations

**Final Power Point Presentation**

Develop a 10-15 minute power point presentation discussing your research findings and main arguments of research paper. Timing is of the essence since you will be given a 3 and 1-minute warnings to end on time.

Avoid “talkie” slides, which are slides with a lot of writing on them (do not have a presenter read literally from the slide during the presentation). You may use tables that are easy to read or diagrams that are simple. Power points are tools to help you emphasize your arguments not make the arguments for you. I want to see **more images than writing** on the presentation slides. Make sure that you cite all your sources. You may choose to do this either at the bottom of each slide (write the web page where the image came from or any other source where you got it from). Remember that images work like texts and you must provide the sources where they came from. You may also have all your sources bibliography-style at the end of the presentation.

These presentations need to be professionally done and delivered. I will be taking attendance during the days of the presentations and will mark down those students who are absent during presentation days (these dates are marked on your syllabus). You need to be respectful of your classmates’ time and commitment to this project by being present whether you are presenting or not. If you have further questions contact Dr. Gordillo at [gordillo@vancouver.wsu.edu](mailto:gordillo@vancouver.wsu.edu)

The day of your presentation you need to: 1) upload a copy of your power point. 2) Your final research paper 3) and send me a folder with all of the materials you used for the research paper and the power point presentation (these can be notes on paper bags or magazine clips, or copies and titles of articles used and highlighted, anything related to your presentation should be included in the folder like copies of articles, quotes, etc.).

**Make sure that the materials have your name and the title of the presentation.**