

Carleton University
Fall 2019
Pauline Jewett Institute of Women's and Gender Studies

WGST [3812R]: Working Women: Gender and Transnational Labour

Mondays / 11.35 to 14.25
Location: SA 317

Instructor: Jiyoung An (Name I use: Jiyoung Lee-An, pronouns I use: she, her, hers)

Email: Jiyoung.an@carleton.ca

(*Note: I will normally answer your emails within 48 hours of receipt by me)

Office: DT 1402

Phone:

Office Hours: Mondays 3–4 pm

- *This outline is preliminary and subject to change*

Course description

Who comes to mind when you think of ‘transnational working women’? Who are the ones crossing nation-state borders to work? Where are the places that they tend to go for work? This course examines how globalization and increasing global inequality change the topographies of women’s work, and provides a feminist analysis of unequal relationships between women in the global North and women in the global South. For example, do female migrant workers from the global South ‘help’ working women in the global North, or do women in the global North pass their domestic labour onto women in the global South? Are surrogate mothers in India or Thailand ‘mother-workers’, or are they ‘victims’ who are ‘exploited’ by women in the Global North who want to have children? Which women’s labour are considered legitimate work? Which are not? How does women’s work become invisible or hyper visible in certain labour sectors? Critically grappling with these controversial questions, this course maps out diverse forms of transnational women’s work and examines how gender relations shape the nature, conditions and characteristics of transnational women’s work, in relation to other social relations of race/ethnicity, class, sexuality, and dis/ability.

Learning Outcomes

- **Analytical Concepts:** Students will be able to critically examine the concept of work, gender, globalization, transnationalism, class, race/ethnicity, sexuality, and dis/ability through assigned reading and class discussion.
- **Critical thinking and writing skills:** Students will be able to develop critical thinking and writing skills to analyze conditions and struggles of female workers in diverse transnational contexts through writing critical review papers.
- **Communal Learning:** Students will be able to conduct learning practices collectively through participating in group projects, classroom discussions and peer-reviewed studying

processes.

- **Active intervention for feminist social change:** Students will be able to produce an action-oriented feminist manifesto for working women through a group project.

Course Requirements and Methods of Evaluation:

- Participation in Class (15%):

Each class will consist of a lecture, small group exercises, short writing exercise, and in-class discussion. Students are encouraged to attend class and actively participate in class discussions and activities throughout the course. I value both active speakers and active listeners. Different classroom activities will be conducted to encourage every student who has different learning styles to participate in class. I will pass around a sign-in sheet every week for attendance.

- In-depth Interview/autobiography project (15%): Who are ‘transnational working women’? 800-1,250 words, due October 15th (Tue), 11:59 pm, via CU Learn

You have two options (interview or autobiography) for this assignment. The first option is to find a working woman (family members, significant other, friends, colleagues, etc.) whose work spans transnational areas, and interview the person about their work. The second option is to write your own biography, which includes your work experiences from a transnational perspective. Include key concepts included in the readings of week 1, week 2, and week 3 to explain your own/your interviewee’s work.

*You may consider suggested questions below to write the review paper, but do not need to be limited to them.

Suggested questions:

What kinds of work do you/your interviewee do?

Do you/your interviewee like their job?

Why did you/your interviewee choose the job?

What makes her/your own work transnational?

What do you/your interviewee produce through this work?

What challenges do you/your interviewee face?

How have other social relations such as gender, race/ethnicity, dis/ability, age, religion, etc., influenced the nature, characteristics, and boundary of your/interviewee’s work?

You may wish to submit this assignment in a different form such as a poem, a short story, etc. If so, please speak to me in advance. It is optional to present your narrative to your classmates either in class or via CU Learn. When you submit this assignment, please indicate whether or not you would be willing to share it with rest of the class. Depending on the willingness of students, time would be given to share the assignments in the following class.

- Two critical reading and reflection papers (20% each, total 40%),

Students submit two individual reading and reflection papers. For each of the two assignments, students should review assigned readings carefully and write a research paper on feminization of migration and women's work (paper #1) and one specific topic included in the readings of week 9-13 (paper #2). This is not a summary of assigned readings. Please formulate a research question based on readings and organize your thoughts to answer the question. This paper should have a clear structure and should include an introduction, body, and conclusion. **Proper references and bibliography are required for this paper.** The main purpose of this assignment is to enhance your reading skills and analytical writing skills.

Reading and Reflection Paper #1 on feminization of migration and women's work (20%). Between 1,000 and 1,250 words. Include readings of week 4, week 5, week 8. Due **Nov. 2** via CU Learn.

Reading and Reflection Paper #2 on chosen topic by students (20%). Between 1,000 and 1,250 words. Pick a topic included in the readings of week 9 -13, and research and write about the topic. Due on **December 1** via CU Learn.

- Group project (30%): **Writing a 'Feminist Manifesto for Working Women'**

In groups of 3-4 people, conduct a group project to draft a feminist manifesto for working women. Each group will pick one working women's issue and draft a feminist manifesto to address the issue and suggest feminist political social change. The project should provide a historical and contemporary background of your group's chosen topic and address feminist point of views and principles to promote feminist social change. Each group will give a presentation of their manifesto to the class. After the presentation, each group is then required to submit a group paper. More detailed explanation will be given in class.

*Reference: *the Transfeminist Manifesto*: <https://eminism.org/readings/pdf-rdg/tfmanifesto.pdf>

Timeline

1. Form a group and assign different roles to group members (e.g. coordinator): **October 7th** in class (After groups are formed, the last 15-20 minutes of each class will be assigned for a group meeting). Please note that, in the case of students who do not attend class, I will place all such persons into their own group.
2. Submit a group progress report (5%): **November 4th** in class, 1-page report including the overview of the group project, description of the divided roles of each group member, and a plan of group project.
3. Present a group project (10%): Depending on the size of the class, each presentation will take 15 minutes in total (10-minute presentation and 5-minute Q &A) on **December 6th**.
4. Submit a group paper (15%): Due on **December 12th** via CU Learn.

Reading(s):

There is no required text for purchase. All readings are available in Ares on CU Learn.

Guidelines for maintaining an equal and safe learning environment

In the first day class, we will collectively set up the guidelines to create and maintain an equal and safe learning environment for this class. This includes maintaining a learning environment free from any forms of discrimination.

Late work policy

It is important to submit your work on time. If you submit your work late, the grade will be marked down one-half letter grade (i.e., an 'A' becomes 'A-') for every one-day late. Any requests for extension will require official documents from relevant institutions. Please retain both a hard copy and electronic copy of all work that is submitted.

Academic Regulations, Accommodations, Plagiarism, etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

F = Below 50 WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. F

or more details see the [Student Guide](#)

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Read more about academic integrity here: <https://carleton.ca/registrar/academic-integrity/>

Weekly Topics and Readings

Week 1. September 9: Who are ‘working women’ in transnational contexts? Introduction and setting class guidelines and personal goals

Core reading:

Pyle, Jean L and Katherine B Ward. (2003). Recasting our Understanding of Gender and Work During Global Restructuring. *International Sociology*, 18 (3), 461-489.

Supplementary reading:

Desai, Manisha. (2007). The Messy Relationship between Feminisms and Globalizations. *Gender & Society*, 21 (6), 797-803.

Week 2. September 16: Postcolonial and intersectional feminist approaches: who are 'working women' in the global South?

Core reading:

Choo, Hae Yeon and Myra Marx Ferree. (2010). Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities. *Sociological Theory*, 28 (2), 129-149.

Mohanty, C. (1988). Under western eyes: Feminist scholarship and colonial discourses. *Feminist Review*, 30.

Supplementary reading:

Franzway, S. and Fonow, M. (2011). Chapter I. Feminist Politics and Transnational Labour Movements. In *Making Feminist Politics: Transnational Alliances Between Women and Labour*. University of Illinois Press.

Anibal Quijano. (2000). Coloniality of Power, Eurocentrism, and Latin America. *Nepantla: Views from the South*, 1 (3), 533-580.

Week 3. September 23. What is women's work? Feminist debates on (re) productive labour

Core reading:

Poster, W. R., & Wilson, G. (2008). Introduction: Race, Class and Gender in Transnational Labor Inequality. *American Behavioral Scientist*, 52(3), 295–306.

Coulter, K. (2016). The Gender Wage Gap in Ontario's Retail Sector: Devaluing Women's Work and Women Workers. Retrieved from:
<https://revolutionizingretail.files.wordpress.com/2012/06/the-gender-wage-gap-in-ontarios-retail-sector-devaluing-womens-work-and-women-workers.pdf>

Week 4. September 30: The feminization of migration I: precarious women's work, domestic and care work

Core reading:

Parrenas, Rachal Salazar. (2000). Migrant Filipino Domestic Workers and the International Division of Reproductive Labour. *Gender and Society*, 14 (4).

Weir, A. (2008). Global Care Chains: Freedom, Responsibility, and Solidarity. *The Southern Journal of Philosophy*, 46(S1), 166–175.

Oishi, N. (2005). Chapter 1. Introduction: Women in Global Migration. *Women in Motion*. Stanford University Press.

Supplementary reading:

Manalansan IV, M. F. (2008). Queering the Chain of Care Paradigm, *Scholar and Feminist*, 6 (3). Retrieved from http://sfoonline.barnard.edu/immigration/manalansan_01.htm

Hochschild, A. R. 2002. Love and Gold. In Arlie Russell Hochschild and Barbara Ehrenreich (Eds), *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. Henry Holt and Co.

Week 5. October 7. The feminization of migration II: Wife or worker? Marriage migration and migrant women's work

Core reading:

Lee-An. J. (forthcoming). “‘Fake’ or ‘Real’ Marriage? Gender, Age, ‘Race’ and Class in the Governing Practices of Marriage Migration in South Korea,” Special issue on Intersectionality and Migration, *Studies in Social Justice*.

Mix, P.R. and Piper, N. (2004). Does Marriage 'Liberate' Women from Sex Work? - Thai Women in Germany. In Nicola Piper and Mina Roces (eds), *Wife or Worker*. Rowman & Littlefield Publisher S. Inc.

Supplementary reading:

Hoang, L. A., & Yeoh, B. S. A. (2015). ‘I’d do it for love or for money’: Vietnamese women in Taiwan and the social construction of female migrant sexuality. *Gender, Place & Culture*, 22(5), 591–607.

Week 6. Thanksgiving

Week 7. Reading week

Week 8. October 28. The feminization of migration III: Sex work and sex tourism

Core reading:

Choo, H.Y. (2016). Selling Fantasies of Rescue: Intimate Labor, Filipina Migrant Hostesses, and

US GIs in a Shifting Global Order. *Positions: Asia critique*, 24 (1), 179-203.

Ocha, W., & Earth, B. (2013). Identity diversification among transgender sex workers in Thailand's sex tourism industry. *Sexualities*, 16(1-2), 195-216.

Supplementary reading:

Balogun, O. M., & Hoang, K. K. (2018). Political Economy of Embodiment: Capitalizing on Globally Staged Bodies in Nigerian Beauty Pageants and Vietnamese Sex Work. *Sociological Perspectives*, 61(6), 953-972.

Week 9. November 4. 'Mother-worker' in transnational contexts: surrogacy

Pande, Amrita. (2010). Commercial Surrogacy in India: Manufacturing a Perfect Mother-worker. *Signs*, 35 (4), 969-992.

Rudrappa, Sharmila. (2016). What to expect when you're expecting: the affective economies of consuming surrogacy in India, *Positions*, 24 (12), 281-302.

Week 10. November 11. Working women in sports: female soccer players on the move

Engh, M. H. (2014). Bringing gender into sports labour migration research: Gendered geographies of power in African women's soccer migration. In Sine Agergaard and Nina Clara Tiesler (Eds), *Women, Soccer and Transnational Migration*. Routledge.

Booth, S. and K. Liston. (2014). The continental drift to a zone of prestige: Women's soccer migration to the US NCAA Division I 2000-2010. In Sine Agergaard and Nina Clara Tiesler (Eds), *Women, Soccer and Transnational Migration*. Routledge.

Week 11. November 18. Globalization of female service work

Core readings:

Kang, M. (2010). Chapter 2. "What Other Work Is There?" In *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. University of California Press.

Ng, C., & Mitter, S. (2005). Valuing Women's Voices: Call Center Workers in Malaysia and India. *Gender, Technology and Development*, 9 (2), 209-233.

Supplementary readings:

Nakano Glenn, Evelyn. (1992). From Servitude to Service Work. *Signs*, 18.1 (Autumn), 1-43.

Fernandez, R. M., & Sosa, M. L. (2005). Gendering the Job: Networks and Recruitment at a Call Center. *American Journal of Sociology*, 111(3), 859-904.

Week 12. November 25. Female workers in multinational corporations

Lynch, C. (2007). Chapter 1. Juki Girls: Gender and Cultural Politics in Sri Lanka's Global Garment Industry. New York: Cornell University Press.

Leslie, S. (2003). Chapter 2. Producing Women: Femininity on the Line. *Genders in Production: Making Workers in Mexico's Global Factories*. University of California Press.

Week 13. December 2. Transnational Female Worker's Movement and a topic (which will be decided by students).

Lim, Adelyn. (2016). Transnational Organising and Feminist Politics of Difference and Solidarity: The Mobilisation of Domestic Workers in Hong Kong. *Asian Studies Review*, 40 (1).

Week 14. December 6 Students' presentations