



Women's Studies 609

Gender and Transnational Economies

San Diego State University

Fall 2012
Wednesday 4-6:40 p
Life Science North 132
Schedule # 23119

Dr. Doreen Mattingly
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Office Hours: Tues: 11-12;
Wednesday 3-3:45, Thursday 2-4.
or by appointment

In many ways the world is shrinking. Technology, transportation, investment and trade link countries ever more closely. The clothes you wear, the food you eat, the products you use; most of these have crossed international borders several times before reaching you. This intensification of global trade in commodities is closely tied to unprecedented cross-border movements of people and transnational mixings of cultures and images. While many celebrate these trends and see them as democratizing and modernizing, others point to the increasing economic inequality that seems to be integral to economic globalization.

Whether observers see globalization as positive or negative, inevitable or reversible, most agree on one thing: it is tied to dramatic changes in gender roles and women's lives around the globe. When factory or service work is outsourced from high-wage to low-wage locations, women are often the preferred labor force. As government policies around the world change to facilitate transnational trade and investment, many services that women relied upon are cut or eliminated. In addition, the majority of international labor migrants moving from poor to rich countries are now women, many of them nannies, maids, and sex workers.

While feminist scholars and activists have taken a strong anti-globalization position, they have also investigated some of the contradictions of globalization for women. In this class we will examine both the ways that transnational capitalism can be oppressive for women, and how people continue to fashion meaningful and oppositional lives in a globalized economy.

The course is international in scope, with an emphasis on Asia and Latin America, the two regions that have arguably been changed the most by economic globalization. Students with an interest in globalization who have not taken previous women's studies courses are welcome; the course will provide a good introduction to feminist scholarship on the topic. The course is also appropriate for students with a background in women's studies and no knowledge of economics. The majority of the readings are by anthropologists and geographers, so they focus on daily life rather than abstract theory.

INSTRUCTOR POLICIES

I expect you to attend class regularly and participate in class discussions. The greater role that each of you take in the class, the more interesting it will be for all of us. There will be, however, some topics that I will need to lecture on.

Office hours, appointments, and messages: You are welcome to visit or call my office during scheduled office hours; no appointment is necessary. If you want to meet with me at another time, please make an appointment (594-8033). If you need to leave some written work, put it in the envelope on my office door (AL 315). You may also contact me via e-mail (MATTINGL@mail.sdsu.edu), but DO NOT turn in assignments via email unless you have asked for and received permission from me. I cannot guarantee that I will check email on evenings or weekends.

Late assignments: Unless you have received an extension from me, late assignments will be dropped one letter grade for each day they are late. Assignments are always due at the beginning of class. Assignments received 30 minutes or more after the class period begins will be considered one day late. You may turn in assignments early, either in class or in the envelope on Dr. Mattingly's door.

Food: You are welcome to bring coffee or other beverages to class. Given that the class is at the dinner hour, we need to collectively decide about a food policy, as the smell of another's dinner can be distracting.

Using Blackboard: Many readings, as well as grades and announcements, will be posted on Blackboard. If this is your first time using Blackboard, go to the Blackboard login page at <http://blackboard.sdsu.edu> and enter your username and password. Your username and password are the same ones you use for GradeLine and WebLine. If you have questions, visit the SDSU e-Services page at <http://www.sdsu.edu/e-services>.

ASSIGNED READINGS

Benería, Lourdes. 2003. *Gender, Development, and Globalization: Economics as if All People Mattered*. New York: Routledge.

Parreñas, Rhacel Salazar. 2008. *The Force of Domesticity: Filipina Migrants and Globalization*. New York: NYU Press.

Wilson, Ara. 2004. *The Intimate Economies of Bangkok: Tomboys, Tycoons, and Avon Ladies in the Global City*. Berkeley: University of California Press.

Wright, Melissa W. 2006. *Disposable Women and Other Myths of Global Capitalism*. New York: Routledge.

Additional readings posted on *Blackboard*

ASSIGNMENTS

Weekly Comments and Questions: I find that discussion works best if I know in advance what you are thinking about or struggling with. At least ten times during the semester you will submit at least four questions and/or discussion topics. I'm looking here for a short paragraph for each item, not just a phrase. For example, if you have a question about a term you can explain what you understand from context and then identify what remains confusing. These must be posted to the Discussion Board on Blackboard by 8 am on Wednesday morning, in order to give me time to prepare. I encourage you to look at your classmates' comments too – it will help you prepare for the discussion.

Participation: These points are basically yours to lose. You lose them by missing more than one class, not being prepared, and not speaking at least once each class.

Leading Class Discussion on One Chapter: Each of you will select a different chapter or article to present and lead the discussion on. In advance (at least by the Monday before class) you must email me an outline of the chapter and three discussion questions. Before class we will talk in person or on the phone to plan, and in class you will guide the discussion. I have purposely set the point value low to help you relax and encourage creativity. I'm hoping you will have some fun with this.

Short Essays: Four short essays will be assigned during the semester, you will write three of them. The papers will be 6-8 pages, double spaced (1500-2000 words). The first will be about Benería's book, the second about Wright's book, the third about Parreñas' book, and the fourth about Wilson's book. You will have a choice of prompts for each essay. I will give you one prompt before we begin the book, and an additional one (or more) on the second day we discuss the book.

Final Paper and Presentation: Your work will culminate in a 15-20 page research paper (including references) on an approved topic related to course material. Each student will give a presentation about their major findings during one of the two class meetings – the time allotted will depend on the size of the class. We will discuss the paper in more detail as the semester progresses.

GRADE BREAKDOWN

Weekly comments and questions	10%
Participation	10%
Leading discussion on one chapter	5%
Short essays (3@15 points each)	45%
Final paper/presentation	30%

	Dates	Topic	Readings	Assignments
1	August 29	Introduction	Pyle and Ward, "Recasting Our Understanding of Gender and Work," <i>Blackboard</i>	
2	Sept. 5	Feminist economics	Benería, <i>Gender, Development, and Globalization</i> , Chs. 2 and 3	
3	Sept 12	Feminist economics	Benería, <i>Gender, Development, and Globalization</i> , Chs. 4 and 5	
4	Sept. 19	Informal work from multiple perspectives	Freeman, "The 'Reputation' of Neoliberalism," <i>Blackboard</i> Whitson, "Beyond the Crisis," <i>Blackboard</i> Brennan, "Women Work, Men Sponge, and Everyone Gossips," <i>Blackboard</i>	Paper 1 due
5	Sept. 26	Factory work	Wright, <i>Disposable Women</i> , Chs. 1-4	
6	Oct. 3	Factory work	Wright, <i>Disposable Women</i> , Chs. 5-7	
7	Oct. 10	Factory work	View <i>China Blue</i> and <i>Maquilaopolis</i>	
8	Oct. 17	Domestic work	Parreñas, <i>The Force of Domesticity</i> , Chs. 1 and 3	Paper 2 due
9	Oct. 24	Domestic work	Parreñas, <i>The Force of Domesticity</i> , Chs. 4 and 6	
10	Oct. 31	Sex work	Wilson <i>Intimate Economies</i> , Ch. 2 Kim and Fu, "International Women in South Korea's Sex Industry," <i>Blackboard</i>	Paper 3 due
11	Nov. 7	Women in the global city	Wilson <i>Intimate Economies</i> Chs. 3 and 5	Research paper topic due
12	Nov. 14	Consumption	Comer, "The Politics of Play," <i>Blackboard</i> Milgram, "Refashioning Commodities," <i>Blackboard</i> Grewal, "Travelling Barbie," <i>Blackboard</i>	Paper 4 due
13			No class – Thanksgiving on Thursday	
14	Nov. 28	International organizations	Bedford, "Loving to Straighten Out Development," <i>Blackboard</i> Liu, "When Do National Movements Adopt or Reject International Agendas?" <i>Blackboard</i>	
15	Dec. 5		Student Presentations	
	Dec 12		Student Presentations	

Articles on Blackboard

Bedford, K. (2005). Loving to straighten out development: Sexuality and ethnodevelopment in the world bank's Ecuadorian lending. *Feminist Legal Studies*, 13(3), 295-322.

Brennan, Denise. 2004. "Women Work, Men Sponge, and Everyone Gossips: Macho Men and Stigmatized/ing Women in a Sex Tourist Town," *Anthropological Quarterly*; 77(4):705-733.

Comer, Krista. 2010. "The Politics of Play: Tourism, Ecofeminism, and Surfari in Mexico," Chapter 3 (117-161) in *Surfer Girls in the New World Order*. Durham: Duke University Press.

Freeman, Carla. 2007. "The 'Reputation' of Neoliberalism, *American Ethnologist*, 34(2): 252-267.

Grewal, Inderpal. "Traveling Barbie: Indian Transnationalities and the Global Consumer," Chapter 2 (80-120) in *Transnational America: Feminisms: Diasporas, Neoliberalisms*. Durham: Duke University Press.

Kim, Joon K. and May Fu. 2008. "International Women in South Korea's Sex Industry," *Asian Survey*, 48(3), pp. 492-513

Liu, Dongxiao. 2006. "When do National Movements Adopt or Reject International Agendas?" *American Sociological Review* 71: 921-942.

Milgram, B. Lynne. 2004. "Refashioning Commodities: Women and the Sourcing of Secondhand Clothing in the Philippines," *Anthropologica* 46: 189-202.

Pyle, Jean L. and Kathryn B. Ward. 2003. Recasting Our Understanding of Gender and Work during Global Restructuring, *International Sociology* 18: 461-489.

Whitson, Risa. 2007. Beyond the Crisis: Economic globalization and informal work in urban Argentina. *Journal of Latin American Geography*, 6 (2): 121-136.

OTHER IMPORTANT INFORMATION

Students with special needs:

Students who need accommodation of disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Third Floor, Suite 3101), please do so before making an appointment to see me.

Cheating and Plagiarism

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

- for written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- for written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- recycle a paper you wrote for another class
- turn in the same (or a very similar paper) for two classes
- purchase or otherwise obtain a paper and turn it in as your own work
- copy off of a classmate
- use technology or smuggle in documents to obtain or check information in an exam situation

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have too many references it might make your professor smile; if you don't have enough you might be suspected of plagiarism. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor