

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Women's Studies
 Academic Unit

Women's Studies

524

Book 3 Listing (e.g., Portuguese)

Course Number

Summer AutumnX Winter Spring Year 2009

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Women's Studies
2. Number: 524
3. Full Title: Women and Work
4. 18-Char. Transcript Title: Women and Work
5. Level and Credit Hours U G 5
6. Description: The social, cultural, and historical factors that influence women's work in the U.S. and the multiple ways work is gendered.
7. Qtrs. Offered : Winter 2009
8. Distribution of Contact Time: 2 classes (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 5 cr hrs in wom's stds, or permission of instructor; AfAm&ASt 101 or 230, History 237 or 325, or Sociol 101 recommended.
10. Exclusion: Not open to students with credit for WS424
11. Repeatable to a maximum of 0 credits.
12. Off-Campus Field Experience: None
13. Cross-listed with: None
14. Is this a GEC course? No
15. Grade option (circle): Ltr S/U P
If P graded, what is the last course in the series?
16. Is an honors version of this course available? Y N
Is an Embedded Honors version of this course available? Y N
17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. _____
2. _____
3. _____
4. _____
5. _____
6. Examines the social, cultural, and historical factors that influence women's work globally and the multiple ways work is gendered.
7. _____
8. _____
9. 5 cr hrs in wom's stds, or permission of instructor
10. _____
11. _____
12. _____
13. _____
14. Yes - asking for approval
15. _____
16. _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?
Yes

2. Does this course currently satisfy any GEC requirement, if so indicate which category?
See attached GEC Summary Sheet; Requesting GEC status in the following categories: Diversity Experiences, Section B, International Issues, Global, and Social Science GEC requirement, Section A: individual and groups.

3. What other units require this course? Have these changes been discussed with those units?
None

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter?
Attach relevant letters.
NA

5. Is the request contingent upon other requests, if so, list the requests?
No

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**
Description: Departmental personnel changes. Previous faculty member who taught 524 is a U.S. specialist. Current faculty who teach 524 are global specialists. Prereqs: Courses are no longer relevant with change to global focus.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:
No changes

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|---|---------------------------------------|-------------------------|
| <i>Linda Bernhard</i>
1. Academic Unit Undergraduate Studies Committee Chair | <i>Linda Bernhard</i>
Printed Name | <i>10/29/07</i>
Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| <i>Jim Byrd</i>
3. ACADEMIC UNIT CHAIR/DIRECTOR | <i>Jim Byrd</i>
Printed Name | <i>11/7/07</i>
Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Women's Studies

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

Women's Studies 524

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 6, Diversity Experiences, Section B, International Issues, Global *and* Category 4, Social Science, Section A: individual and groups.

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Autumn, 2009

6. If your unit has faculty members on any of the regional campuses, have they been consulted? NA

7. Select the appropriate descriptor for this GEC request:


Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures


Academic Unit

11/7/07
Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

Statement--Women's Studies 524: Women and Work

Women and Work is intended *both* for the Category 6, Diversity Experiences, Section B, International Issues, Global GEC requirement, *and* for the Category 4 Social Science GEC requirement, Section A: individual and groups. As a women's studies course, the social group the course centrally investigates is women, specifically, the racial, sexual, class, and locational differences of women in a global context. By using a range of methodologies and theories related to women and labor in various social, cultural, geographic, and historical contexts, Women's Studies 524 provides opportunities for students to better understand their relationship to and position in an increasingly diverse and integrated global community.

Adherence to Social Science General Learning Objectives of the Model Curriculum:

1. To understand the behavior of individuals, the social and cultural contexts of human existence, and the processes by which groups, organizations, and societies function.
2. To become familiar with theories and methods of social scientific inquiry so as to gain an appreciation of their applicability and limitations.
3. To examine human differences and similarities (e.g., physical, social, class, gender, ethnic) in psychological, social, religious, cultural, economic, geographic, and political contexts.
4. To appreciate the contemporary world from an understanding of the past and to make cross-cultural and cross-temporal comparisons.
5. To develop a sense of the world's social, political, economic, and cultural diversity, with special attention to the institutions of the United States and other nations as well as to international perspectives.
6. To develop an ability to comprehend and assess individual and social values and an ability to participate in social and political communities.

The course, taught by faculty, is framed in a global context by an interdisciplinary social scientific approach in the following ways. First, it teaches students that the contexts of individual working lives, choices, and identities are framed by economic and social structures. The class explores neoliberal regulation of work in the US and globally (e.g., through trade agreements like NAFTA), with an emphasis on globalization and integration; the global flow of capital post-Bretton Woods; economic shifts from Fordist to flexible specialization and peripheral Fordism; and the social valuations of gender, race, and sexuality that impact women's formal and informal labor participation in different geographic locations (e.g., from work in Mexican maquiladoras or China's new trade zones sewing underpants, to sex work in Caribbean resorts catering to white men from first world places like Germany, Canada, and US). Most of the class content focuses on non-Western work and examples, although international migration to the United States and the role of 'caring labor' in the US economy is also addressed. This example of migration to the US illustrates the centrality that the largest, core economies play in the globalizing world.

The course also examines theories of women's labor market participation and how a women's studies approach evaluates each of these (from classical supply and demand theories to human capital theory, dual and segregated labor market theory, and Marxist theories of production). The course examines the methodologies for studying work, how each theory frames its problematics, how location affects the theories of work, and how a feminist critique affects the terms of analysis. For example, it offers the feminist Marxist critique that insists that women's reproductive and informal labors be analyzed, blurring distinctions between reproductive and productive labors.

The course design also insists on considering the social and economic systems that structure women's work, as well as the different individual practices, identities, and experiences of women in various locations and contexts throughout the world. For example, the course examines women migrating for domestic work opportunities and how this affects national economies and family life (e.g., women leaving Bangladesh for work in the Middle East as maids for years at a time, how the oil boom supports such massive importation of labor, what happens to children and spouses left at 'home'). In the course, we focus on the fact of reproductive labor and its centrality to how women identify possible work, and how bosses identify 'proper' women workers (e.g., as seen in the surveillance of women's bodies in factories in China, to women who opt for secretarial work in service economies in the first world). Race, age, location, and class are always in the spotlight when we examine different women's identities and experiences in work.

This course provides students with the analytical and theoretical tools necessary to evaluate both individual women's working identities and the global, social and economic constraints that help to shape their work choices. Women's Studies 524 examines how 'feminine' labors are formed, represented, and enforced in the global economy, with particular attention paid to the local variations of women's work, so students gain the ability to understand how women's working lives differ dramatically according to social and geographic difference. Thus, the course seeks to decenter students' assumptions about the qualities of 'women's work' and feminized labor, and to emphasize the complicated social and economic processes that form evaluations of women and their work in particular settings. The course also importantly asks what policy and political shifts have led to advances and changes in women's abilities to negotiate the terms of their labor (depending on the case), and what goals remain for women striving to improve their working lives worldwide.

Assessment--Women's Studies 524: Women and Work

As developed by the department's Undergraduate Studies Committee, course review and assessment will take place through a survey which is attached to the syllabus (reprinted below), embedded testing and systematic evaluations of student exams and the term paper, discursive and computer-generated evaluations of teaching by enrolled students, and class observations by faculty.

Course exams will ask students to respond to the GEC requirements in the following ways. First, questions will focus on the specific differences of women workers in disparate locations, requiring students to give detailed examples of what differences occur, why they are important, and how they affect women's abilities to make sufficient livelihoods. Second, students will be asked to explain and give examples for how global economic systems and change over time have structured the formal waged employment opportunities of women. Third, students will have to show an understanding in exams for how women have illustrated an agency in affecting their own individual experiences given these geographic and economic structures, through, for example, international migration or informal labors. Fourth, students must show that they comprehend the theories of gendered labor market participation and that they can critique each with specific examples from different geographic contexts. Finally, students will be asked in exams for how the course materials suggest opportunities for policy interventions to create safer working conditions for women in different locations, occupations, and levels of employment.

The term paper will allow students to compare two or three non-US national contexts of one occupation. The instructions for the paper are (in part) as follows:

For this assignment, you will compare women's participation in a specified occupation, and you will do a cross-country comparison. The comparison must be at least two countries, but also may be three (at most). For example, you might compare women physicians in China, Russia, and India; or women architects in Czech Republic and Argentina. You must choose countries other than the USA or Canada, and if you choose an EU country, your second country must be a non-EU one.

In order to make your analysis, you will need to *find primary data on two or three countries' gendered labor markets* with particular emphasis on the occupation you choose. You must also *analyze your chosen sector nationally and internationally*. This will entail that you *write about your topic conceptually*, too. That means that you give the context of the work type, including an analysis of how *local, national, and international processes* affect women's participation in the occupation you choose to research. What aspects of women's lives in the place you research affect their participation in waged labor? E.g., this analysis involves thinking through place-specific things like gendered norms, race relations, religion, etc. – in other words, social situations. The context of work is *also defined by national and global processes*, too, not just individual, social

ones. For example, how have globalization, neoliberalism, the shift in manufacturing to the global south, post-socialist politics, migration, etc, affected work in the places you compare? How are these processes shaping women's lives and waged work?

Remember, despite the range of choice you have for occupations and countries, you must choose a *specific, focused* topic. You must choose an occupation and countries for which there are data! Do not choose to research informal work like prostitution in Ecuador, because there will be no data to indicate how many women engage in this work. This topic is too broad and will quickly overwhelm you.

As mentioned previously, students also will be given the opportunity to evaluate how successfully the course has met GEC learning objectives through the following survey (which will be returned to UGS for review):

GEC Assessment Survey, to be filled in and turned in on the final day of class

*Please help your instructor know how well the course met its GEC goals.
Mark each question according to the following key:*

Strongly disagree	1
Somewhat disagree	2
Neutral (neither agree or disagree)	3
Somewhat agree	4
Strongly agree	5

This course helped me to understand the diversity of women's work throughout the world.
1 2 3 4 5

This course explained why the differences evident in women's lives across the world impact their abilities to make a living.
1 2 3 4 5

This course helped me to reconsider my opinions about offering labor market and/or state protection to women working in private spaces like households (e.g., as maids).
1 2 3 4 5

This course detailed how economic globalization has impacted women's individual identities of work in different places.
1 2 3 4 5

This course provided me with examples of how employment and work has changed through the political, social, and economic activities of women.
1 2 3 4 5

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**Women and Work
Women's Studies 524
Winter Quarter 2007
Dreese Labs 266
MW 11:30am-1:18pm**

Professor M. Thomas
1124 Derby Hall
614-247-8222
thomas.1672@osu.edu

Winter office hours: Mondays and Wednesdays 10am-11am and by appointment

Course overview

"Women's work." The phrase harkens images of mop buckets, dirty diapers, and cooking. On the other hand, it also relates to the 'caring' occupations like nursing, secretarial support staff, domestic laborers, teachers and day care workers. This course, **Women and Work**, will ask how these various representations of feminine labor impact the ways that real women participate in formal and informal work. We will cover topics like reproductive labor, the pink glass ceiling, the racialization of skill, immigration and ethnicity, the gendered and sexualized workplace, sex work, welfare to workfare, and many other topics. We will also labor to connect contextualized women's work to the global economic scale by examining how globalization and neoliberalization have affected women's opportunities for work and their work-based identities in different locales. This focus will allow us to explore women's migration; their work in sweatshops and other low pay, high turnover sectors; the managerial styles that govern women's bodies at work; and the gendered global, regional, and national forces that also contribute to many women's continuing poverty.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. It is the

responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

This course fulfills the General Education Curriculum (GEC) requirements for 1. Diversity: International Issues, and 2. Social Science, Section A: Individuals and Groups.

1. Diversity: International Issues

Goals/ Rationale:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

In this class, you will gain an understanding of how different contexts of work, economic, and culture affect women's abilities to make a fair and safe livelihood. Understanding women's struggles against sexism, economic restructuring, racism/ethnocentrism, and barriers to education and advancement will help you to make informed decisions about both local and global events. Examples through which the course aims to encourage this understanding include detailed analysis of global economic change over the past 50 years, migration debates and policies for international migrants working as maids, and maquiladora and Chinese sweatshop factory labor. Understanding these processes and contexts help you understand your own role in the global economy and how women's work provides the goods and services you consume. How can you affect women's work through your own consumption and political practice? Answering this question also requires an integrated approach, that encourages you to see how the US's economy and working context is intimately connected to other countries.

Learning Objectives:

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

A majority of class material draws on examples and lessons from non-Western places, which will require you to analyze experiences that you will find different and perhaps difficult to contextualize at first. However, by the end of the quarter you will be able to understand the ways that economic, political, cultural, and social contexts shape the lives and decisions of workers in disparate places, from the Philippines, Sri Lanka, China, Mexico, the Caribbean, the Middle East, to Canada, the US, and Taiwan. For example, one focus of the class is on the

global migration driven by wealthy economies (like Saudi Arabia) and how this causes a 'care drain' in developing world countries (like Sri Lanka).

2. Social Science, Section A: Individuals and Groups

Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Women and Work aids in this project through its focus on gendered labor market conditions, expectations, and evaluations. In particular, the course will investigate how individual women, and women of particular professions, races, locations, sexual orientations, and classes, are affected by these. We will also ask, how are women's work identities formed in particular workplaces? How do the reproductive labors of women impact their formal working lives? How does the global flow of labor and capital impact women's work worldwide and in the US?

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.

In this course we will explicitly study the methodology of studying work: how different theories try to make sense of women's working lives, behaviors, and identities. We will also relate the non-wage labor of women's work to the ability of women to participate in formal, waged labor. Finally, we will study both informal and formal waged labor and ask how informal work impacts women's labor organizing, safety, and wages, in different places and contexts.

2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.

Race, sexuality, age, location, (dis)ability, and class all impact women's work experiences and how women are evaluated in and through their work/places. In Women and Work we will study the geographic disparities of women's political strength in affecting their workplace environments, and how location matters for the types, qualities, and experiences of work. We will also consider how work impacts women's identities, from identities including 'professional' or 'housekeeper' to social identifications like race, sexuality, and class. Finally, the course always frames women's work within a space of economic globalization and neoliberal national economies.

3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

We will question how women's work has come to be defined via caring and reproductive labors like child rearing or household work, and how these are sexualized, racialized and classed. A gendered and anti-racist perspective reorients discussions of how policy can affect the ability of women to participate equally in informal and formal labor markets. Individual women's lives and identities are shaped by complicated political, social, and economic structures.

The course will help you understand how change is possible, despite the structural impacts on everyday life.

Readings

You should purchase *Global Women* listed below from the SBX bookstore or from your web store of choice (where you can probably find a **cheaper, used version** of it). The other readings listed on the syllabus are available as PDFs or as web files on our course web site via Carmen (<http://telr.osu.edu/carmen/>).

Barbara Ehrenreich and Arlie Russell Hochschild, eds. *Global women: nannies, maids, and sex workers in the new economy*. Metropolitan books, Henry Holt and Co, 2002.

ISBN (paperback): 0-8050-7509-7 (list price, \$15.00)

Class requirements

<u>Requirement</u>	<u>% of final grade</u>
1. Exam 1	30
2. Exam 2: final exam	30
3. Participation	20
4. Research paper	20

Please note:

- You must attend class regularly. Remember, your participation grade is worth 20% of your final grade, and includes being prepared, having completed readings, participating in discussion, and attending class.
- **There will be no make-up exams given**, unless you have a medical emergency. Such emergencies require a written letter from your physician, which will be validated by the professor.
- Please arrive promptly, complete readings before class, participate actively in class discussions, and provide thoughtful engagement with lectures, readings, films, and other class materials in your exams.
- The course will be divided into two sections for exams. Exams are not cumulative.
- Instructions for the research paper will be distributed in class and posted separately from the syllabus on Carmen. Papers are due at the beginning of class on March 5, and should be 10 pages long. One fifth of your paper grade will be based on a short presentation of your findings on the last day of class.

Course schedule and outline

Week One

Wednesday, January 3: Introduction to the course.

Economic Policy Institute (2006) *State of Working America, Facts and Figures 2006*: ten reports. www.epinet.org, 2 pages each. (look for general trends and bring these to class)

Online statistics describing working women worldwide (links on Carmen) from World Bank, Population Reference Bureau, International Labor Organizations, and the United Nations.

Week Two

Monday, January 8: Understanding work and workers: towards a methodology of work
Global Women: "Introduction" (Ehrenreich and Hochschild), p. 1-13; "Love and gold" (Hochschild), p. 15-30;

Wednesday, January 10: Caring labors and feminized work.

Badgett, M.V.L. and N. Folbre (1999). Assigning care: gender norms and economic outcomes. *International Labour Review* 138(3): 311-326.

Kennelly, I. (2006) Secretarial work, nurturing, and the ethic of service. *NWSA Journal* 18: 170-192.

Week Three

Monday, January 15: No class – MLK Day.

Wednesday, January 17: Reproductive labor.

Global Women: "Maid to order" (Ehrenreich), p. 85-103.

Story, L. Many Women at Elite Colleges Set Career Path to Motherhood. *New York Times*, September 20, 2005.

Week Four

Monday, January 22: Reproductive labor and its impacts on the formal structures of work

McDowell, L, et al. (2005) Women's paid work and moral economies of care. *Social and Cultural Geography* 6: 219-234.

Global Women: "Global Cities and Survival Circuits" (Sassen), p. 254-274

Wednesday, January 24: Gendered sweatshop laborers.

Wright, M. (1997) Crossing the factory frontier: gender, place, and power in the Mexican maquiladora. *Antipode* 29: 278-302.

Chapters 1 & 2 (2001) in *Sweatshop Warriors: Immigrant Women Works Take on the Global Factory* (Cambridge: South End Press)

Week Five

Monday, January 29: Gendered sweatshop laborers II: global capital, docile laborers?

Wright, M. (2003). Factory daughters and Chinese modernity: a case from Dongguan. *Geoforum* 34(3): 291-301.

Wednesday, January 31: Exam one in class.

Week Six

Monday, February 5: Scaling circuits of women's labor.

Tyner, J. (1999) The global context of gendered labor migration from the Philippines to the United States. *American Behavioral Scientist* 42: 671-689.

Pratt, G. (2004) Chapter 3: From registered nurse to registered nanny, in *Working feminism* (Philadelphia: Temple University Press).

Wednesday, February 7: Global trade in domestic labor.

Global Women: "Among women: migrant domestics and their Taiwanese employers across generations" (**Lan**), p. 169-189; "Just another job? The commodification of domestic labor" (**Anderson**), p. 104-114; "America's dirty work: Migrant maids and modern-day slavery" (**Zarembka**), p. 142-153.

Week Seven

Monday, February 12: Importing reproductive care to the home: domestics and nannies.

Global Women: "The care crisis in the Philippines" (**Parrenas**), p. 39-54; "Filipina workers in Hong Kong homes: household rules and regulations" (**Constable**), p. 115-141.

Wednesday, February 14: Informal labor market participation: the case of sex work

Kempadoo, K (1998) The migrant tightrope: experiences from the Caribbean. In Kempadoo, K. and J. Doezema, eds. *Global sex workers: rights, resistance, and redefinition*. New York and London: Routledge, p. 124-138.

Global Women: "Because she looks like a child" (**Bales**), p. 207-229

Week Eight

Monday, February 19: Sex work II.

Gregory, S (2003). Men in paradise: sex tourism and the political economy of masculinity. In *Race, nature and the politics of difference*, eds. Moore, Kosek, and Pandian. Duke University Press, p. 323-353.

Global Women: "Selling Sex for Visas" (**Brennan**), p. 154-168.

Wednesday, February 21: Sex, violence, and women's work at the border

Wright, M. 2005 "The Paradoxes of Protests: The Mujeres de Negro of Northern Mexico," *Gender, Place and Culture* 12 (3): 277-292.

Wright, M. (2001). A Manifesto Against Femicide. *Antipode* 33: 550-566

Week Nine

Monday, February 26: Poor women in the US: welfare to workfare

Economic Policy Institute (2003): "Welfare: facts at a glance." and "Welfare: frequently asked questions." www.epi.org

Asen, R. (2003) Women, work, welfare: a rhetorical history of images of poor women in welfare policy debates. *Rhetoric and Public Affairs* 6: 285-312.

Wednesday, February 28: Neoliberalism's attack on women: the case of Wal-Mart.

Goldman, A. and N. Cleeland. An empire built on bargains remakes the working world. (a three part story). *Los Angeles Times*, November 2003.

Greenhouse, S. and M. Barbaro. Wal-Mart memo suggests ways to cut employee benefit costs. *New York Times* October 26, 2005.

Week Ten

Monday, March 5: Workfare: the struggle of women.

In class video: Take it from me (79 minutes)

Papers due today!

Wednesday, March 7: **Paper presentations today.**

Tuesday, March 13: Final exam

GEC Assessment Survey, to be filled in and turned in on the final day of class

*Please help your instructor know how well the course met its GEC goals.
Mark each question according to the following key:*

Strongly disagree	1
Somewhat disagree	2
Neutral (neither agree or disagree)	3
Somewhat agree	4
Strongly agree	5

This course helped me to understand the diversity of women's work throughout the world.

1 2 3 4 5

This course explained why the differences evident in women's lives across the world impact their abilities to make a living.

1 2 3 4 5

This course helped me to reconsider my opinions about offering labor market and/or state protection to women working in private spaces like households (e.g., as maids).

1 2 3 4 5

This course detailed how economic globalization has impacted women's individual identities of work in different places.

1 2 3 4 5

This course provided me with examples of how employment and work has changed through the political, social, and economic activities of women.

1 2 3 4 5