

Hello. The form at /genedchecklist/welcome.cfm was submitted on Wednesday, October 16, 2013 at 11:44 AM. The data is below:

Course information:

1. Course name: Sex Workers, Nannies, and Maids
2. Department: Women's and Gender Studies
3. Number: 213
4. Cluster requirement: The Nature of the Global Society

Faculty information:

5. Name: Kristen Abatsis McHenry
6. Email: kmchenry@umassd.edu
7. Phone: 8310

Required components:

8. Master syllabus: <http://webroots/www.umassd.edu/genedchecklist/holding/mastersyllabuswgs213.docx>
9. Course overview statement:
The course clearly aligns with the identified University Studies SLO as demonstrated by the content elements of the assignment description and the course syllabus. For example, the debate assignment requires students to explain the way gender as a socially constructed role shapes women's experiences with the headscarf or dowry. In addition, students are expected to develop a cross-cultural feminist analysis and interrogate problematic constructions of women in the global south. Therefore this assignment clearly meets learning objective I and III for Cluster 4C: The Nature of Global Society, because the assignment requires students to explore problems faced by women in cultures outside of the US. Moreover, students are required to consider a range of perspectives on culture and evaluate arguments presented in the debates that support a range of perspectives on issues such as dowry and the headscarf. In addition, students are asked to do research and integrate 2-3 scholarly sources into their debate. This requirement aligns with learning objective II "locate, analyze, summarize, paraphrase and synthesize material from a variety of sources." In the sample assignment students are required to cite from 2-3 scholarly sources and in addition students must submit a separate bibliography.
10. Signed faculty and chair sponsor sheet: sent separately.

11. Official course catalog description for the course: Investigation of women's experiences of globalization and migration patterns using feminist theory. This course will engage in feminist analysis of the multiple ways women's labor is crucial to the global economy, yet often women's labor is exploited in global assembly lines, domestic labor, global care chains, and sex tourism and human trafficking. We will examine the feminization of poverty, militarism and environmental degradation and analyze globalization's negative effects for women. A cross-cultural feminist analysis of women's reactions and political resistance to globalizing forces is adopted and presented through case studies of women's activism in Thailand, Peru, Sri Lanka, South Africa, Lebanon, France and the Philippines.

12. Course approval form: not entered.

MASTER SYLLABUS –SEX WORKERS, NANNIES, AND MAIDS

Course Overview:

Investigation of women's experiences of globalization and migration patterns using feminist theory. This course will engage in feminist analysis of the multiple ways women's labor is crucial to the global economy, yet often women's labor is exploited in global assembly lines, domestic labor, global care chains, and sex tourism and human trafficking. We will examine the feminization of poverty, militarism and environmental degradation and analyze globalization's negative effects for women. A cross-cultural feminist analysis of women's reactions and political resistance to globalizing forces is adopted and presented through case studies of women's activism in Thailand, Peru, Sri Lanka, South Africa, Lebanon, France and the Philippines.

Learning Outcomes:

WGS 213 Course Specific Learning Outcomes

Student Learning Outcomes:

- Awareness of varying definitions and theories of globalization
- Awareness of women's shifting migration patterns
- Identify and evaluate factors that induce global migration of women
- Apply feminist critical analysis of globalization and gender
- Engage in a analysis of globalization, environmental degradation, and militarism's impact on women's lives and bodies
- Identify and evaluate the ways gender is socially constructed

- Identify and apply cross-cultural feminist analysis and interrogate problematic constructions of women in the global south
- Awareness of women's resistance and political responses to globalization

Women's and Gender Studies Objectives:

- Explain the gendering of our socioeconomic and political worlds and the individual and collective components of social change.
- Identify, compare, and evaluate culturally and historically specific ideas of gender, sex, and sexuality.

University Studies Learning Outcomes:

Sex Workers, Nannies, and Maids, as a course to fulfill a requirement for the University Studies curriculum would fall under *Cluster 4 The Social World: Humanity and Society. C: The Nature of Global Society.*

As such, its learning objectives are as follows:

- I. To introduce students to questions about human knowledge and the human condition, as well as the relationship of the individual to the broader world.
- II. To foster an understanding of the diversity within US society.
- III. To encourage a deeper understanding of one's place and role in US society.
- IV. To engage students in critical thinking about humanity and society.
- V. To foster awareness of global cultural perspectives.

After completing this course, students will be able to:

- I. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.
- II. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
- III. Evaluate arguments made in support of different perspectives on global society.

Required Texts:

1. Wright, M. (2006). *Disposable Women and Other Myths of Global Capitalism*. New York: Routledge.
2. Ehrenreich, B. and Hochschild, A. (2002) *.Global Woman Nannies Maids and Sex Workers in the New Economy*. New York: Henry Holt and Company, LLC.
3. Polakoff, E. and Lindio-McGovern, L., (Eds.) (2011). *Gender & Globalization Patterns of Women's Resistance*. Ontario, Canada: de Sitter Publications.

Example Assignment:

All WGS 213 courses require students to participate in one in class debate.

Assignment Description:

Format: You will be divided into two groups. One group will argue the affirmative position, in other words you will support the debate topic statement. The other group will argue against the debate topic statement. One group will present at a time.

Below are the topic statements for each debate. Your team will either support the statement or argue against the statement. These statements are purposefully provocative so that you will consider the way gender, race, and culture is socially constructed.

Debate # 1: Dowry is an unacceptable practice.

Debate #2: The veil is oppressive to Muslim women.

Instructions:

You will divide your group into the following: 1 person provides introduction, 1 person outlines first point, 1 person outlines second point, 1 person outlines third point, etc. Then 1 person will provide a conclusion. Lastly, you should select two people to provide the rebuttal points. This will be an opportunity to address the points your opposing team made. The total time your group will speak is an estimated 15 minutes, not including rebuttal points and questions. If you go over your time limit, I will cut you off. Please time yourself

at home, to assure that you are not going over or under the time limit. Respecting the time limit is crucial to the success of the debate.

Student responsibility:

It is your responsibility to research the topic of the debate. The first thing you should do is making sure you are up to date with the course readings. There are assigned readings that deal with each debate. You will then need to find your own scholarly sources. A scholarly source is for example, an article from an academic journal, a book, an anthology, and an interview. You should not use the general Internet, Wikipedia or blogs to find out about your topic. If you do, I guarantee you that you will end up with problematic, inaccurate, and dated information. I am here to support and direct you toward appropriate and/or useful resources. However, you should only come to me for such direction after you have already done some research on your topic. In other words, while I am here to help, you are responsible for getting an accurate understanding of your debate topic. Each of you is responsible for contributing to the group. It will most likely be necessary to meet or discuss via phone or email, how you will divide up the responsibilities. I do recommend you exchange information.

You should prepare by researching your topic first. After you have researched your topic, then you should build an argument in support of your position. Your position has been assigned to you (to affirm or negate the statement). As a group you should identify possible reasons that could support your position. After, exploring all the possible reasons, you should choose a few that your team will discuss. You should choose the most persuasive reasons to discuss. After choosing the reasons your team will discuss, you should then try to anticipate the arguments the other team will make. What are the arguments that the other team may make? Are there issues with those arguments? Should you address them in your speech? How will you respond if they are brought up?

The Rules:

You may not at any point, interrupt each other.
No matter, how much you disagree, you must be respectful.
Audience questions will be asked at the end of the debate.
Side conversations during the debates will not be tolerated.

Grading Rubric

Students will be graded individually.

3=weak 5=strong 10=very strong

1. time management	/10
2. persuasiveness of points	/10
3. outside scholarly research evident	/10
4. depth of understanding of your topic	/10
5. public speaking skills/ presentation style	/10
6. organization and clarity	/10
7. Use of examples to demonstrate points	/10
8. Use of facts to support position	/10
9. The group's ability to make a cohesive argument	/10
10. Anticipates/addresses opposition's points.	/10

Total: /100

Alignment:

The assignment meets all three of the learning outcomes for

Cluster 4C.

The assignment clearly aligns with the identified University Studies SLO as demonstrated by the content elements of the assignment description. For example, the assignment requires students to explain the way gender as a socially constructed role shapes women's experiences with the headscarf or dowry. In addition, students are expected to develop a cross-cultural feminist analysis and interrogate problematic constructions of women in the global south. Therefore this assignment clearly meets learning objective I and III for Cluster 4C: The Nature of Global Society, because the assignment requires students to explore problems faced by women in cultures outside of the US. Moreover, students are required to consider a range of perspectives on culture and evaluate arguments presented in the

debates that support a range of perspectives on issues such as dowry and the headscarf. In addition, students are asked to do research and integrate 2-3 scholarly sources into their debate. This requirement aligns with learning objective II “locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.” In the sample assignment students are required to cite from 2-3 scholarly sources and in addition students must submit a separate bibliography.

Sample of Assessment:

Debates:	20%
Debate Bibliography:	3%
Reaction Paper:	12%
Case Study:	20%
Participation:	15%
Exams (2):	20%
Reading Quizzes:	10%

Sample Course Assignments:

- 1. Reaction Papers:** These short reaction papers are designed to give you an opportunity to consider the readings carefully. The purpose of this reaction paper is to go more in depth into one reading. You will write a total of 2 reaction papers this semester. Your first reaction paper is due February 1, 2013 and your second reaction paper is due March 29, 2013. Please bring a printed copy to class. I would like you to have the following format: Your first paragraph should be your introduction. Your introduction should be concise and outline your overall point as well as what you will be discussing in your paper. Consider it a map to the rest of your paper. Your second paragraph should be a brief summary of the article. I am not interested in lengthy summary. I am assuming you understood what you read. Please be careful of plagiarism here. Remember to cite when you paraphrase. The body of your paper should be spent discussing your reactions to this reading. You might consider answering the following questions: What did I strongly agree or disagree with? What point or quote did I find surprising in this reading? What did the author neglect to say or mention? Why was this reading important? These are just some examples of questions you could address but by no means should you feel obligated to answer these questions they are merely suggestions. While

you should cite and provide a references page, you may take a more informal tone in your writing if it will help you discuss the reading easier. Please do not hesitate to ask questions about this assignment.

2. **Case Study:** You must research an case where women are affected by global capitalist penetration (globalization) and are engaging in some type of resistance. A case study involves identifying a puzzle or a problem that needs to be solved. You will need to explain to your readers what the problem is, analyze the information, and discuss the proposed solutions. You must do more than describe, but present the information analytically. More specific studies might focus on some aspect of women's resistance, for example, analysis of women in specific region or country, again as the result of specific global capitalist policies or agreements (like structural adjustment policies or free trade agreements), or rulings by the WTO, etc. and their organizing efforts to obtain better health care services. Or you can focus on a specific illness like HIV/AIDS; or women and world hunger; or women and homelessness or unemployment; or women and education and the problem of illiteracy; or violence against women viewed through the lens of global neoliberal policies or politics; women and human rights; the impact of war on women; child labor; women's role in agricultural production or in the maquiladoras (sweatshops) of Latin America or elsewhere; or women and migration and the problems confronting immigrants from particular regions of the world to specific countries; the challenges confronting women domestic workers; or women and reproductive rights; You must be sure to always maintain your focus on women, globalization and the specific context you are researching. For example, if you choose women and sex trafficking it must be presented through a lens of globalization.

Sample Course Outline:

Gender and Globalization

Wednesday 1/23:

- Please read the syllabus
- Log into course site

- “Introduction” in *Gender and Globalization* by Polakoff, E.

Theories of Gender

Friday 1/25:

- (Handout) Lorber, J. “Night to His Day: The Social Construction of Gender.”

Global perspectives of women’s status

Monday 1/28:

- (Handout) Seager, J. “In their place” from *Atlas of Women*.

International Migration

Wednesday 1/30:

- “Introduction” in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*.

Friday 2/1:

- “Global Cities and Survival Circuits.” in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*.
- “Maid to Order.” in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*.

Monday 2/4:

- “Migration Trends: Maps and Chart.” in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*.

Wednesday 2/6:

- (Handout) “Learning how to debate”
- In class overview of debate team project
- See Library Course and Subject Guide

Friday 2/8:

- *Senorita Extraviada* (In class film and discussion)

Globalization

Monday 2/11:

- “Introduction” in *Disposable Women and Other Myths of Global Capitalism*.

Wednesday 2/13:

- (Handout) “Writing a Bibliography”
- Library Session. Class will meet in the library

Friday 2/15:

- (Handout) “Report From the Bahamas” by June Jordan

Monday 2/18:

- NO CLASS. President’s Day

Tuesday 2/19

- Class will be held. The university follows Monday schedule. Please read the following web links and identify their mission and objectives.
- (Handout) “What’s in a Name” by Jeydel and Henderson

Cross-Cultural Feminist Analysis

Wednesday 2/20:

- (Handout) “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” by Chandra Mohanty
- **Bibliography Due. Bring printed copy to class**

Friday 2/22:

- (Handout) “Cross-Cultural Connections, Border Crossings, and Death by Culture:” by Uma Narayan

Monday 2/25

- (Handout) “Cross-Cultural Connections, Border Crossings, and Death by Culture:” by Uma Narayan

Wednesday 2/27:

- In Class Debate: Dowry

Friday 3/1:

- In Class Debate: The Veil

Women’s Migration: Global Care Chain

Monday 3/4:

- “The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy” in *Nannies, Maids, and Sex Workers in the New Economy*.

Wednesday 3/6:

- “The Nanny Dilemma” in *Nannies, Maids, and Sex Workers in the New Economy*.

Women’s Migration: Environmental Sustainability and Gender

Friday 3/8:

- Exam

Monday 3/11:

- (Handout) “Mainstreaming Gender in Environmental Assessment and Early Warning” by Hartmann, Betsy

Wednesday 3/13:

- (Handout) “Population, environment and security: a new trinity” by Hartmann, Betsy

Bodies: Human Trafficking

Friday 3/15:

- *The Price of Sex* (In class film)

Saturday 3/16-3/24 Spring Break

Women’s Work: Global Assembly Line

Monday 3/25:

- “Chapter 2” in *Disposable Women and Other Myths of Global Capitalism*.

Wednesday 3/27:

- “Chapter 5 ” in *Disposable Women and Other Myths of Global Capitalism*.

Friday 3/29:

- “Chapter 6” in *Disposable Women and Other Myths of Global Capitalism*.
- **Reaction Paper Due 3/29 by 11:59 PM submit on course site**

Bodies: Sexual Tourism

Monday 4/1:

- (Handout) “Sex Tourism and the Political Economy of Masculinity” by S. Gregory

Wednesday 4/3:

- “Selling Sex for Visas: Sex Tourism as a Stepping-stone to International Migration.” in *Nannies, Maids, and Sex Workers in the New Economy*.

Friday 4/5: Exam

Bodies: Mail order Brides

Monday 4/8:

- “Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands.” in *Nannies, Maids, and Sex Workers in the New Economy*.

Bodies: Violence Against Women

Wednesday 4/10:

- “Chapter 4” in *Disposable Women and Other Myths of Global Capitalism*.
- Friday 4/12: “Chapter 4” in *Disposable Women and Other Myths of Global Capitalism*.

Monday 4/15:

- No Class Patriot’s Day

Case Study: Philippines, Women’s Resistance to Globalization

Wednesday 4/17: (University Follows Monday Schedule)

- “Chapter 1” in *Gender and Globalization*.

Case Study: Sri Lanka, Women’s Resistance to Globalization

Friday 4/19:

- “Chapter 3” in *Gender and Globalization*.

Case Study: Peru, Women’s Resistance to Globalization

Monday 4/22:

- “Chapter 6” in *Gender and Globalization*

Case Study: South Africa, Women’s Resistance to Globalization

Wednesday 4/24:

- “Chapter 10” in *Gender and Globalization*

Women’s Migration: Care Work

Friday 4/26:

- “America’s Dirty Work: Migrant Maids and Modern-Day Slavery” in *Nannies, Maids, and Sex Workers in the New Economy*.

Bodies: Reproductive Health

Monday 4/29:

- (Handout) “Surrogacy in India: Manufacturing a Perfect Mother-Worker” by Amrita Pande

Last Class

Wednesday 5/1:

- “Conclusion” in *Gender and Globalization*
- **Final: case study** due on 5/8 by 11:59 PM via course site

