

Gender and Labor in Global Asia
ANT 324L - Unique 31645
WGS 340 - Unique 48006
ANS 379 – Unique 32235
University of Texas at Austin – Spring 2014
WCH 4.118 (Meyerson Conference Room)
Tu/Th 11-12:30

Heather Hindman

Office: WCH (Will C. Hogg) 4.104G– Phone: 471-1667

E-mail: h.hindman@mail.utexas.edu (preferred contact)

Office Hours: Tu. 9:30-11 AM, Th. 12:30-2 -- Other times by appointment

Course Description

The recent catastrophic building collapses in Bangladesh have brought to the forefront of the minds of many in the West something we are vaguely aware of: most of our goods are made overseas, often in Asia, often by young women, often in less than ideal working conditions. While this story of the “nimble fingers” of Asian factory workers is a known, if repressed, tale, there is much more to the intersection of gender and labor in Asia, as well as links between Asia and the West. In this class, we will try to get beyond the known stories to explore how the global character of contemporary labor is transforming gender relations and look at some unexpected shifts in roles brought about by new forms of labor. Students in the class will be expected to write a final research paper on a topic of their choosing that they will work on throughout the course through smaller assignments.

Texts and Readings

This topic is extremely current and we are seeking to understand the trans-Asian aspects of these phenomena, thus there are few books that will give us a complete overview. As a result, many of our readings are on-line. A packet of those readings will be available from Paradigm books after the first week of class - the initial readings are on blackboard. A blank desk often leads to a blank mind and having something in front of you to reflect upon during our class discussions will be very helpful. You should bring the relevant text to class each day as we will be discussing the texts in class. We will also be watching several films in class – I consider these texts as well. I recommend you take notes on them and you should feel free to discuss them in your response papers – visual material is intellectual material too!

Readings listed for a given class day should be completed BEFORE coming to class to enable your active participation in discussion. If you are not able to do the readings, come to class anyway – but I anticipate this will only happen once or twice during the semester. (If student preparation becomes a problem, I reserve the right to introduce in-class quizzes as an enforcement mechanism.)

Books Ordered for our class

Global Woman: Nannies, Maids, and Sex Workers in the New Economy. Eds. Barbara Ehrenreich and Arlie Hochschild. 2004. New York: Holt Publishers. (Listed in the syllabus as GW - inexpensive versions available used.)

Intimate Labors: Cultures, Technologies, and the Politics of Care. Eds. Eileen Boris and Rhacel Parreñas. Stanford, CA: Stanford University Press. (Listed in the syllabus as IL - note the library has an e-book copy...)

Anxious Wealth: Money and Morality Among China's New Rich. John Osburg. 2013. Stanford, CA: Stanford University Press. (We will be reading this whole book. Thus, although the library has an e-book copy, I recommend buying it.)

Assignments

There are four components to how your performance in this class will be evaluated. NOTE: On the syllabus all assignments are listed in **Bold**. The listed assignments must be turned in at the beginning of the noted class, on paper.

(#1) Class participation in this course is highly valued. As a senior seminar, this should be an opportunity to put together ideas from you last four years of education, to share your ideas with others and to become a producer (not just a consumer) of knowledge. (Perhaps needless to say, but attendance is an element of this – participating in class is difficult if you are not in class. Attendance is thus also a significant part of your participation grade.) Participation is more than ‘talking a lot’ – instead it is being an enthusiastic, prepared and considerate member of a learning community. **This is a situation where more is not better – quality over quantity.**

In this class we will be talking about divisive, controversial and contemporary issues – sex, religion, race, etc. – I expect students to show respect to themselves and other members of the learning community in these discussions. Please be considerate of one another. All opinions are welcome in the classroom, if presented with civility and scholarly rigor.

As a part of our discussions, we may have quizzes or in-class writing exercises if this becomes necessary.

(#2) The book review is exactly what it sounds like. This 4-5 page paper should describe and discuss some text you read outside of our assigned readings for the class that addresses issues of gender and labor in Asia. This is an excellent opportunity to pursue particular interests you have that are not be fully addressed in the class readings and that might contribute to your final paper. On blackboard there is a list of potential books, but you may choose other books. You must check your selection with me by one week before the assignment is due. **The review should spend 50% or less of the time summarizing the text**, most of your energy should be addressed to a critical, intellectual evaluation. This does not mean “I liked it – I didn’t like it.”

(#3) Each student will sign up to present in class twice - although the presentations will be of very different types. For presentation **A** you will be responsible for providing a brief refresher to introduce the readings we are discussing that day. This should take about 7 or 8 minutes. I will time this and cut people off at 10 minutes. The expectation is that all students will have done the reading, thus all **Presenter A** is responsible for is reintroducing the main themes. **Presentation B** is designed to kick off the discussion. This presenter will be responsible for having prepared 3-5 questions about the text. These questions should be NON-factual, but instead inquire into relations between the texts, how the argument is presented and investigations of methodology. **Presenter B** will be guiding the discussion (with the professor’s frequent intervention). NOTE: **A** and **B** are designed to be very different jobs - with **B** being more difficult. Students are often good at summarizing, but find digging in to the nature of an argument more difficult.

(#4) The Final Paper is, well, a final paper. The length of this paper should be 10-15 pages, but the assignment is less about the final product than the various assignments (proposal, bibliography, outline, paper presentation) that contribute to this end goal. As with most papers, a large part of the work consists in finding an interesting and researchable topic – and we will devote a good deal of time to this, as well as to how to find sources, how to use sources and how to present an argument. This will be a research-based paper and during the class will discuss the various assignments that support the final paper in more detail.

The numbers...

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|-------------------------------|-----|
| Class Participation | 20% |
| Book Review | 15% |
| Reading Presentation A | 5% |
| Reading Presentation B | 10% |
| Proposal, outline, etc. | 15% |
| Peer review | 10% |
| Final paper | 25% |

An insight into the mind of your professor – I dislike the grading aspect of teaching and am far more enthusiastic about talking about how you are doing in the course than in arguing over letters and numbers. Having a conversation **before** an assignment is due about the learning process and how each individual can improve has proven more useful for students seeking to do well in the course than looking at “A”, “B” or “C” at the top of your paper. I do use plus/minus grading.

My Policies

ABSENCES

I expect students to come to class regularly, on time and prepared. If you do not do this, not only will your grade be negatively affected, but it disrupts the learning process of your fellow students as well as showing a lack of respect for the course. This is admittedly one of my pet peeves. If you must miss a class, make arrangements with your fellow students to make up the material. There are no ‘free absences’ in the class outside of legitimate and documented needs. Attending class means showing up on time, prepared and ready to learn. If you are not prepared – which I don’t anticipate will ever happen – come to class anyway. I do not require documentation of medical absences, but please keep me informed, preferably in advance. Many problems can be solved if you keep in contact with your professors.

ACADEMIC HONESTY

I expect students to conduct their research and writing honestly and to correctly reference any sources consulted. Plagiarism is theft and a particular heinous crime to those whose life is writing and research. Any dishonest academic practice will be referred to the administration for investigation. I encourage collaboration among students, which is different from copying or paper trading. One can never be accused of academic dishonesty if you acknowledge where your ideas came from. Learning how to master a combination of direct citation, paraphrase and idea acknowledgement takes time and practice. In the meantime, CITE EVERYTHING. If in doubt about the ethics of a situation, contact me – **do not guess**.

COMMUNICATION

I enjoy meeting with students in office hours and exchanging email with students. BUT, I do not check email every 10 minutes. I am very eager to answer student questions by email, discuss points of the reading or relevant outside materials, but please think before you write. Show respect in your communication with me and with one another. I rarely use my office phone, you are more likely to get a response from me by email.

MISCELLANEOUS

- Turn off your cell phone when you get to class.

- I DO NOT ALLOW LAPTOPS IN CLASS. Sorry, it has just become too much of a problem. If you have a documented need to use a laptop please provide it. Recent studies suggest that even today's students remember things better if written down the old-fashioned way, with paper and pen.

- You may eat and drink in class, if it is subtle and not distracting to you or other students. A cup of coffee – great – a roast chicken dinner – wait until after class.

University Notices and Policies

Global Cultures

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Writing

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Documented Disability Statement

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. If you require special accommodations, you will need to obtain a letter that documents your disability from Services for Studies with Disabilities. Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or www.utexas.edu/diversity/ddce/ssd.

Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office

SYLLABUS POLICY SUMMARY – If in doubt - ask! I am much happier discussing potential problems and concerns than dealing with events in the past or problems that have been allowed to grow over time.

Assignments

Readings are subject to change!

January 14 Welcome to the Class – Policies – Scale of Global Labor Mobility

January 16 Are Gender roles “natural”?

“Bow and the Burden Strap” - Whitehead

“Is Female to Male as Nature is to Culture?” - Ortner

January 21 Relating Families and Labor

“The Origin of the Family, Private Property, and the State” - Engels

“Gender and Inequality in the Global Labor Force” - Mills

CARE WORK AND AFFECTIVE LABORS

January 23 “Introduction” - Ehrenreich and Hochschild - GW

“Global Cities and Survival Circuits” - Sassen - GW

January 28 “Transmission of Care” - Vora - IL

“Manicuring Intimacies” -Kang - IL

January 30 “Carework and Property Transfers” - Gamburd

Chain of Love (Film)

February 4 “Flying Geisha” - Yano

February 6 “Reconstituting the Affective Labour of Filipinos as Care Workers in Japan” - Lopez

“‘Dirty Nurses’ and ‘Men Who Play’” - George

February 11 “Privileged Japanese Transnational Families in Hawaii as Lifestyle Migrants” - Igarashi

SEX AND LOVE AS A TRANSNATIONAL COMMODITIES

February 13 “The Traffic in Women” - Rubin

February 18 “Selling Sex for Visas” -Brennan - GW

“Cultures of Flirtation” - Parrañas - IL

February 20 “Asian Mail-Order Brides, the Threat of Global Capitalism, and the Rescue of the U.S. Nation-State - So

“Filipina migrants in rural Japan and their professions of love” - Faier

February 25 “Dominating Men: Male Dominance on Company Expense in a Japanese Hostess Club” - Allison
“Silent but Deadly” - Cumings

February 27 “Commercial Surrogacy in India” - Pande

March 4 "The Pacific Shuttle" - Ong
Selections from *Paper Dolls* (film)

March 6 Asking Good Questions - Writing Good Papers
Selections from *The Craft of Research*
Selections from *Paper Dolls*

SPRING BREAK

MASCULINITY, MORALITY AND CHINA’S GROWTH

March 18 *Anxious Wealth* 1-2
Paper proposal Due

March 20 *Anxious Wealth* 3-4

March 25 *Anxious Wealth* 5-6

March 27 Wrap up *Anxious Wealth*
Mardi Gras: Made in China (film)

CALL CENTERS AND FACTORIES

April 1st "The Making of a Global Dormitory Labour Regime" - Ngai
“Gender and Class” - Ngai

April 3 “Examining the ‘Global’ Indian Middle Class: Gender and Culture in the Silicon Valley/Bangalore Circuit.” - Radhakrishnan

April 8 “Timepass: Youth, class, and time among unemployed young men in India” - Jeffrey

April 10 (Film) *John and Jane* or *Bombay Calling* or *Nalani by Day, Nancy by Night*.
Annotated Bibliography Due

NEPAL - JUST BECAUSE

April 15 "'Cheli-Beti' discourses of trafficking and constructions of gender, citizenship and Nation in modern Nepal" - Joshi
“Practices of Male Labor Migration from the Hills of Nepal to India in Development Discourses: Which Pathology?” - Sharma

April 17 “Transnational Marriage: Modern Imaginings, Relational Realignments, and Persistent Inequalities” - Davis

“The Silenced and the Indispensable: Gurkhas in Private Military Security Companies” - Chisholm

Paper outline and abstract due

ELITES AND TRANSNATIONALS

April 22 “Introduction to Inside the Everyday Lives of Development Workers” - Hindman and Fechter

“Singaporeans in China: transnational women elites and the negotiation of gendered identities” - Yeoh and Willis

April 24 “Middle-Class Japanese Housewives and the Experience of Transnational Mobility” - Kurotani

“Gulf Migration and the Family” - Gardner

April 29 **Peer Review**

May 1st **Peer Review (last class)**

May 7th **Papers Due**