

**Ethnic Studies 129 – Summer 2015**  
**Asian and Latina Immigrant Women in the Global Economy\***  
TTH 11:00-2:00  
Room HSS 2321  
Salvador Zárate, Ph.D. Candidate  
Dept. of Ethnic Studies

Office Hours: Tuesday & Thursdays, 2:30-4:30 (Peet's Coffee @ Rimac)  
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### **Course Narrative**

In 2011 the Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA) helped organize protests with domestic workers at local screenings of *The Help*, a film about African-American domestic workers and their white employers during the Civil Rights era. At the protests, which took place in front of theaters across affluent West Los Angeles, Latina and Filipina immigrant domestic workers carried pots and pans with stickers that read, "I take care of your families, help me take care of mine." The protestors highlighted how the exploitation of domestic workers is not a problem of the past, but due in part to global economic restructuring, immigration policies, and welfare reform, informs the reality that many immigrant women face in the current day.

The "Latina nanny," a term popularly used to describe Latina immigrant domestic workers, has become naturalized to stand in for a diverse group of women who work domestic labor. Yet, Latinas, and their overrepresentation in California in particular, are only the recent incarnation of a long and complex market history of black, native, Chinese, Japanese and Filipino men and women who have, in the past, done the necessary labor of reproducing US white settler society. That domestic work has shifted so radically over time illustrates the diverse histories of labor migration, internal labor movement, and legal and social exclusion for minoritized groups in the US. As scholar Evelyn Nakano Glenn has argued, domestic work is intimately tied to notions of race, gender, and citizenship, and it has provided upward mobility for certain racialized groups, while for others, it has served as "an occupational ghetto." At its core, the limited social and labor protections endemic to domestic work informs how the occupation, like the workers themselves, are devalued in our society—especially as their labor is occluded behind the walls of the private, and often affluent, homes they sustain.

### **Course Description and Learning Objectives**

Following the work of Kalindi Vora, this course examines how globalization has produced new forms of feminized labor on a transnational scale. In our current moment, women from the global South are increasingly funneled into the service industries of the global North. This international division of labor depends on the gendered labor of millions of migrant women. By focusing on case studies of Latina immigrant domestic workers, Filipina care workers, and Indian gestational surrogates, to name a few, we will be able to describe and analyze how migrant women negotiate legal, labor, and social exclusion, as well as how they construct and challenge notions of family, belonging, and self, within the nation-states in which they labor. We will also engage how labor is carried across transnational lines in ways that exceed and trouble traditional notions of labor, migration, the body, and subjectivity, especially in the case of Indian gestational surrogates and call center workers.

By the end of our course we will be able to analyze how global economies, reorganized by such global financial institutions as the IMF and the World Bank, produce the social and economic conditions that "dislocate" migrants from countries such as Mexico, the Philippines, and El Salvador and into the gendered and racialized economies of the US southwest and elsewhere.

### Skill Objectives

By the end of the course you will have improved your skills in:

1. Writing and researching. You will have various opportunities to receive timely feedback on written assignments, and we will have a dedicated library research day!
2. Using scholarly articles to provide evidence for your written and oral argumentation.
3. Crafting a position statement that takes a stance on key labor laws and legislation to evaluate the merits of a new large-scale guestworker program for domestic workers.
4. Evaluating how literature and film may provide evidentiary claims and theoretical framing for our projects, and, when appropriate, incorporate it. 😊

### Texts to Buy or Download

Chang, Grace. *Disposable Domesticity*. Massachusetts: South End Press, 2000.

Sánchez, Rosaura and Beatrice Pita. *Lunar Braceros 2125-2148*. National City, California: Calaca Press, 2009.

Vora, Kalindi. *Life Support: Biocapital and the New History of Outsourced Labor*. Minneapolis: University of Minnesota Press, 2015.

“Home Economics: The Invisible and Unregulated World of Domestic Work.” Study by National Domestic Workers Alliance. (<http://www.domesticworkers.org/homeeconomics/>)

All other readings will be posted to TED. I will also post a few notes on TED to help you identify focal points in the readings– in addition to a guiding question or two.

### Grade Distribution

Attendance and Participation	20%
Presentation	5%
Quizzes and Homework	15%
Group Work Assignments	20%
Blogs	15% (3 blogs at 5% each)
Contract Labor Position Statement	25%

### Attendance and Participation – 25%

You must come to class every day, and you must be ready to interact with your fellow colleagues in the most giving and collegial manner possible. Because this class will be heavy on group interactions it will be in your best interest, and to the joy of your colleagues, if you show up prepared (it will also make *me* very happy). In other words, because we are cramming 10 weeks into 5 weeks you **MUST** attend class and be physically and mentally present. Three hours is a lot, but we are in this together—we will learn so much!

Missing class one day is equivalent to missing class for a week. **If you are absent you will lose 2.5% of your attendance and participation grade.** Please, if you plan on being absent, communicate with me ahead of time.

### Presentation– 5%

**You will be required to present (as part of a group) on one reading. Guidelines will be provided in class.**

### Quizzes and Homework– 15%

We will have an occasional quiz. Quizzes will be based on the readings. There will be no trick answers, or any “surprises.” If you do the readings the quizzes will reward your hard work. Sometimes I will assign short (five sentences max) assignments that you will print and bring to class (**YOU MUST PRINT**). If printing is a challenge, please notify me.

### **Group Work Assignments – 20%**

Throughout our course you will have various opportunities to complete group work projects alongside your fellow classmates. These assignments will each have an individual rubric and will be executed in workshop format. These assignments are not meant to produce glossy or polished final products, but are meant to facilitate your hands-on engagement with our texts, films, and readings.

### **Blog Homework Assignments- 15% (3 blogs at 5% each)**

Every week you will be responsible for a blog post (due 11:59 Sunday night reflecting on the previous week's class). I will post a prompt for each of the blog assignments on TED, and elaborate on them in class when needed. Posts should be 100 to 250 words each. You should also comment on at least one of your classmate's posts (please address them by name).

4-5 points = answered the prompt thoroughly, met word limit, and commented on another post

3 = failed to do one of the components above

1-2 = met at least one component at a satisfactory level

0 = no blog post

### **The “Speculative Archive” and Your Contract Labor Position Statement– 25%**

*See appendix*

### **Academic Integrity**

I expect the most rigorous and honest work from you– and from myself. This means that you, and I, take your enrollment and commitment to this course, and its subject matter, seriously, passionately, and respectfully. This also means that I expect you to adhere to the highest standards of academic integrity.

See UCSD Policy on Integrity of Scholarship

(<https://students.ucsd.edu/academics/academic-integrity/policy.html>).

### **Office of Student Disabilities**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. For additional information, contact the Office for Student with Disabilities: 858-534-4382; (TTY) – reserved for people who are deaf or hard of hearing; or email: [osd@ucsd.edu](mailto:osd@ucsd.edu). OSD website: <http://disabilities.ucsd.edu>.

### **Email Policy**

I will send you emails about twice a week. These emails will relay important course information announcements to your **official UCSD email**. I will also send you information that can supplement what we are learning in class (things ranging from news website articles, to online comics, etc.). I check email twice per day (in the early morning and before the end of the workday at 5pm). I rarely check email over the weekend. I really prefer to meet and talk face-to-face, so drop by office hours. Meeting with me is a great professionalization opportunity and it will help you get the most out of this class.

**Majoring or Minor in Ethnic Studies**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor  
858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

## Schedule of Readings, Weekly Topics, and Assignments

❖ All Readings are due on the listed day

### Week 1 Introduction: The global, national, and regional picture(s) of domestic work

#### **(June 30) Meeting One: A national picture of current gendered labor migration in the US**

- 1) Lecture and in-class activities
  - a) Introductions
  - b) (Practice) group work: Reading the Course Narrative and Course Description
    - i) Highlight three terms you may not know (write on the board) (use context to help you attempt a definition)
  - c) Syllabus overview
  - d) I will present my AB 241 (Domestic Worker Bill of Rights) “know your rights” presentation
    - i) Group work: Using the AB 241 presentation as a reference, craft a five-slide presentation that could be geared to educate domestic worker employers on domestic workers’ rights.
    - ii) Present your employer-targeted presentation

#### **(July 2) Meeting Two: Global restructuring and the Los Angeles domestic labor economy**

- 1) Reading
  - a) National Domestic Workers Alliance (NDWA) “Home Economics.” (Pgs. vii-12).
  - b) “Immigration” in *Keywords for American Cultural Studies*. New York: New York University Press, 2014.
- 2) Homework due today
  - a) **Print out and bring to class:** (5 to 8 sentences) how does the term “immigration,” defined by Lubheid, relate to the findings of the NDWA’s report? Do systems of immigration produce the exclusion of domestic workers from labor, legal, and social rights? Why or why not?
- 3) Lecture and in-class activities
  - a) Lecture: 10 years after: CHIRLA’s role in *Doméstica* and its updated report (2010)
  - b) Presentations on the readings
  - c) Group work: Understanding domestic labor exclusions within U.S. labor law.

#### **DUE SUNDAY, July 5 @ Midnight: BLOG #1**

Blog practice: Post two things that were difficult about crafting an employer-targeted “know your rights” presentation. Reflect why this may have been the case.

\* It would behoove you to start reading Lunar Braceros over the weekend. (I’ve always wanted to write the word “behoove.”)

## Week 2 Intersectional approaches to nation, citizenship, and domestic labor

### **(July 7) Meeting One: Citizenship, domesticity, and the gendered notions of free will**

- 1) Reading (We are treating the following reading as two separate pieces)
  - a) Kandaswamy, Priya. "Gendering Racial Formation" in *Racial Formation in the Twenty-First Century*. Eds. LaBennet, HoSang and Laura Pulido. Berkeley: University of California Press, 2012. (Pages 23-32)
  - b) Kandaswamy, Priya. "Gendering Racial Formation." *Racial Formation in the Twenty-First Century*, 2012. (Pages 32-42)
- 2) Homework due today
  - a) **Print out and bring to class** (five sentences max): How does intersectionality offer an important intervention to studies of the nation-state that emphasize racial difference? Second, how does Kandaswamy mobilize intersectionality to explore how contradictory U.S. state discourses on marriage, domesticity, and compulsory labor that were placed on black women during US Reconstruction, "resonate eerily" with welfare reform during and following the mid-1990s?
- 3) Lecture and in-class activities
  - a) Lecture: Intersectionality as method– a brief genealogy
    - i) Group Work: (think-pair-share) followed by 4 unique argumentative presentations. (Each group will be responsible for answering a guided question to help expand our understanding of what Kandaswamy means by "Gendering Racial Formation" and to help us situate her historical case study within the context of our course.) **Use your homework as a guide!**

### **(July 9) Meeting Two: Housewife, housework, and domestic labor in California: Upward mobility or "occupational ghetto"– the limits of the wage-for-housework model**

- 1) Reading
  - a) Davis, Angela. "The Approaching Obsolescence of Housework: A Working-Class Perspective" in *Women, Race, and Class*. New York: Vintage Books, 1983.
- 2) Homework **print out and bring to class** (five sentences max): How does the Angela Davis article support or challenge the findings of "Home Economics" (pgs. 8-10 in particular)? In other words, how is domestic labor maintained as racialized labor, despite the different groups that have worked in the occupation historically?
- 3) Lecture and in-class activities
  - a) Lecture: A regional picture of early 20<sup>th</sup> century domestic labor in California
  - b) Guided screening of *The Help*. Directed by Tate Taylor, 2011.
    - i) Group work: We will watch 4 selections from *The Help*. After each selection we will conduct think-pair-share exercises to explain what the film is depicting in terms of what we now know about domestic labor's racial and gendered occupational history. Be prepared to discuss Angela Davis's tracing of the tension between domestic labor and housework– focus on being able to apply Davis's discussion of the racialized ideological construct of the "housewife" vis-à-vis white immigrant women's labor and histories of black women's labor under slavery to your group work (Davis pgs. 198-199).

**\*DUE SUNDAY, July 12 @ midnight: BLOG #2**

The post will be about *The Help*.

### Week 3 Contract Labor and the fiction of freedom

#### **(July 13) Meeting One: The legacy of contract labor for domestic labor**

- 1) Reading
  - a) (Lunar Braceros)
  - b) Chang, Grace. "The Nanny Visa: The Bracero Program Revisited." *Disposable Domestic: Immigrant Women Workers in the Global Economy*. Massachusetts: South End Press, 2000.
- 2) Homework due today
  - a) **Print out and bring to class** (five sentences max): In what ways did gender serve as the crux for contracting Mexican nationals during the Bracero Program? Using "The Nanny Visa" article, outline a few of the legal and labor policies instituted during and after the Bracero Program that informed proposals for a domestic labor guestworker program during the mid-1990s.
- 3) Lecture and in-class activities
  - a) Lecture: Liberalism and the fiction of freedom: Understanding binational contract labor
  - b) In-class screening: *Harvest of Loneliness*. Directed by Gilbert G. Gonzalez, Viviane Price and Adrian Salinas. 2010.
    - i) Group work: Get into groups and assign an *artist*, a *performer*, and a *visionary*. Begin to flesh out your "missing communication" in Lunar Braceros.
    - ii) Guided group work: (think-pair-share) followed by 4 unique argumentative presentations. (Each group will be responsible for answering a guided question to help expand our understanding of the Bracero Program, gendered labor migration, and liberal notions of "freedom" to sell labor.)

#### **(July 15) Meeting Two: Prolonging Earth's lifespan: The transmission of technical work, and the expendability of workers**

- 1) Reading
  - a) Sánchez, Rosaura and Beatrice Pita. *Lunar Braceros 2125-2148*. California: Calaca Press, 2009.
- 2) Homework due today
  - a) **Blog Post**: "The Missing Communication:" **see appendix**
- 3) Lecture and in-class activities
  - a) Group work: Share your "Missing Communication" by explaining your picture and reading/performing your story to our class (more guidelines to follow)

**DUE SUNDAY, July 19 @ midnight: Your Contract Labor Statement on the merits or dangers of a new large-scale guestworker program for domestic labor: see appendix, rubric, and assignment sheet. (Posted to TED)**

**Week 4 “Trade in migrant women,” the violence of globalized service work**

**(July 21) Meeting One: Global restructuring and the US nation-state**

- 1) Reading
  - a) Chang, Grace. “Global Exchange: The World Bank, ‘Welfare reform,’ and the Trade in Migrant Women” in *Disposable Domesticity*. Massachusetts: South End Press, 2000.
  - b) Hernandez, Gustavo. “Carmen.” Unpublished vignette, 2014.
- 2) Homework due today
  - a) **None: We will have a conceptual group QUIZ**
- 3) Lecture and in-class activity
  - a) Understanding national exclusions and **gendering labor migrations**
  - b) Group work: **TBD**

**(July 23) Meeting Two: Sexual violence, global service labor, and national hetero-patriarchal discourses**

- 1) Reading
  - a) Tadiar, Neferti. “Domestic Bodies” in *Fantasy Production: Sexual Economies and Other Philippine Consequences for the New World Order*. Hong Kong: Hong Kong University Press, 2004.
- 2) Homework due today
  - a) **None: We will have a conceptual QUIZ (these readings are challenging–be prepared)**
- 3) Lecture and in-class activity
  - a) Lecture: Global service economies and migrant “dislocation”
    - i) **Group Work:** (think-pair-share) followed by 4 unique argumentative presentations. (Each group will be responsible for answering a guided question to help expand our understanding of both of the articles, with a focus on their interconnections. Of particular importance will be situating the impunity to violence and exploitation against migrant women by which national labor and citizenship exclusions interact with global economic restructuring. It sounds lofty and complicated, but we will workshop it into manageable pieces.

**\*DUE SUNDAY, July 12 @ midnight: BLOG #3**

Prompt will be posted on TED. This blog will be created to help you complete your final paper project.



## Week 5

### **(July 28) Meeting One: Affective labor, containment, and human biological reproduction: Transnational surrogacy, and the transfer of care**

- 1) Reading
  - a) Vora, Kalindi. "Transnational Gestational Surrogacy: Expectation and Exchange" in *Life Support: Biocapital and the New History of Outsourced Labor*. Minneapolis: University of Minnesota Press, 2015.
- 2) Homework due today
  - a) **QUIZ (Quiz guide will be posted on TED; This quiz will focus on key terms from reading)**
- 3) Lecture and in-class activity
  - a) Lecture: The transfer of affective labor from global South to global North
  - b) Group work: Defining Vora's deployment of 1) primitive accumulation, 2) vital energy, and 3) non-value. We will connect these terms to arguments by Davis and Kandaswamy.

### **(July 30) Meeting Two: Non-innovative work in information-technology**

- 1) Reading
  - a) Vora, Kalindi. "Call Center Agents: Commodified Affect and the Biocapital of Care" in *Life Support: Biocapital and the New History of Outsourced Labor*. Minneapolis: University of Minnesota Press, 2015.
- 2) Homework due today
  - a) Conceptual QUIZ
- 3) Lecture and in-class activities
  - a) LIBRARY (Skill Acquisition) HALF-DAY SCHEDULED (WHEE!)
  - b) Group Work: (think-pair-share) followed by 4 unique argumentative presentations. (Each group will be responsible for answering a guided question to help expand our understanding of both of the articles and the podcast. We will focus on the way these occupations are produced as feminized labor. We will explore how these two forms of labor do or do not fit in analyses of reproductive labor, and we will engage how their gendered labor structure is tied to previous racial and gender histories in the U.S., and in the case of Vora's work, British Empire.

\*Thank you to Dr. Heidi Keller-Lapp for sharing a stellar syllabus that informs what you now hold.

## Appendix

### *Bracero Futurisms: Debating U.S. Guest-Worker Programs through Literature and Documentary Film Narrative*

In this multi-stage assignment you will bridge literature (*Lunar Braceros*) to documentary film (*Harvest of Loneliness*) in order to create a historically informed analysis of U.S.-Mexico (region in the case of *Lunar Braceros*) guest-worker program(s). In this assignment you will speculate on the possible futures of guest-worker programs, and be asked to take a stance on the merits or dangers of implementing a new migrant labor program in our current context. Using the Bracero Program (1942-1964) and the LunaSphere guestworker program (2125-2148) as case studies, you will help contribute to an online “speculative archive” blog. **You, with the help of your colleagues**, will contribute directly to an ever-expanding critical archive on migrant labor migration and contract labor as it intersects various racialized and gendered communities across time.

### Materials

1) *Harvest of Loneliness*. Directed by Gonzalez, Gilbert G., Vivian Price, and Adrian Salinas. New York: Films Media Group, 2010. DVD.

2) Sánchez, Rosaura and Beatrice Pita. *Lunar Braceros*. National City: Calaca Press, 2009.

*Harvest of Loneliness* is an award-winning documentary that centers the voices of ex-braceros and their families to understand how laborers and family members produced social and cultural life despite the human rights violations endemic to the Bracero Program (1942-1964).

*Lunar Braceros* is a short sci-fi novel that draws from the labor history of the Bracero Program to imagine how working class people of color, 100 years in the future, challenge their era’s Moonteco guest-worker program (2125-2148).

### Activity Schedule

*Lunar Braceros* is organized as a series of electronic correspondences between characters that describe their final days on the moon as part of the Moonteco Program. For this activity, you will create a communication that hypothetically did not make it into the novel. The communication is from the perspective of a character (your choice) that has stumbled upon a digital copy of *Harvest of Loneliness* in a database on the moon labor camp. Your character’s communication will plot points of similarity and difference between the fictional Moonteco Program of 2148 and *Harvest of Loneliness*’s robust description of the Bracero Program. You must tie your communication to what is occurring in the novel (therefore you must locate a specific “turning-point” in the novel when this discovery occurs.) Your composition must be accompanied by one drawing, and you will add your story and drawing to our class “speculative archive” blog.

Ultimately, your brilliant work will assist you in crafting a position statement on the possible dangers of implementing a new guest-worker program between the U.S. and Mexico. The guidelines for completing the contract labor statement will be on the assignment’s rubric sheet (to be handed out in class a week prior to assignment’s due date).