

**WOMEN and LABOR MOVEMENTS:
A GLOBAL PERSPECTIVE**

(38:578:614 or 37:575:335)

Summer 2013

Tuesdays and Thursdays, 6-10 p.m.
Labor Education Center – Room 166

Professors Dorothy Sue Cobble and Teresa Poor
Office Hours: Tuesdays/Thursdays, 10:00-10:30 or by appointment.
cobble@rutgers.edu
tpoor@aleph-naught.net.

COURSE DESCRIPTION

Women around the world are leading labor movement efforts to improve their own lives and the societies in which they live. What are the goals of these movements? How have they organized to achieve their goals? What barriers do they face? Where and why are they successful? Who are their allies and who are their adversaries? This course looks first at the rise of international labor and women's movements and the spread of capitalism globally. We then analyze the working and living conditions of women around the world and chart how local, national, and transnational labor movements are arising to address issues of women's and human rights, social and economic justice, quality of life, and global sustainability.

COURSE READINGS: All required readings are available electronically through the Rutgers University sakai website. Please print out all readings and bring them with you to class the day they are assigned.

PART ONE: MOVEMENTS AND INSTITUTIONS

July 9 Class 1 INTRODUCTIONS

Introduction to Class and Class Members
First Responder and Regional Group Assignments
Regional Groups Meet

July 11 Class 2 LABOR AND WOMEN'S MOVEMENTS, NEW AND OLD

Reading:

*Ronaldo Munck, "Labour in the Global," in *Globalisation and Labour* (2002), 1-23.

*Aili Mari Tripp, "The Evolution of Transnational Feminisms: Consensus, Conflict, and New Dynamics," in *Global Feminism* (2006), 51-75.

*Rosalva Aida Hernandez Castillo, "Toward a Culturally Situated Women's Rights Agenda: Reflections from Mexico," In *Women's Movements in the Global Age: The Power of Local Feminisms* (2010), 315-342.

Weekly Response Paper #1 Due.
 First Responders
 Regional Group Presentation: North America

PART TWO: OUR GLOBAL WORLD

July 16 Class 3 GENDER AND GLOBAL CAPITALISM

Reading:

*Ronaldo Munck, "Gender and the Global Economy," in *Globalization and Social Exclusion* (2005), 81-101.

*Arlie Hochschild, "Love and Gold" in *Feminist Politics, Activism, and Vision* (2004), 34-46.

*Michele Gamburd, "Breadwinners No More: Masculinity In Flux," In *Global Woman* (2002), 355-366.

Weekly Response Paper #2 Due
 First Responders
 Regional Group Presentation: Russia and China

July 18 Class 4 WORKERS, CONSUMERS, AND GLOBAL CAPITALISM

Reading:

*Paj Patel, *Stuffed and Starved: Hidden Battle for World Food System*, chapters 1-3, and conclusion. (2012).

*James Heintz and Radhika Balakrishnan, "Debt, Power and Crisis: Social Stratification and the Inequitable Governance of Financial Markets," *American Quarterly* 64 (September 2012), 389-409.

Weekly Response Paper #3 Due
 First Responders
 Regional Group Presentation: Europe and the UK

July 23 Class 5 CHILD LABOR AND NEO-SLAVERY

*Michael Lavalette and Steve Cunningham, "Globalisation and Child Labour: Protection, Liberation or Anti-Capitalism?" in *Labour and Globalisation* (2004), 181-225.

*David Batsone, *Not For Sale: The Return of the Global Slave and How We Can Fight It* (2010), excerpts.

*Nicholas Kristof and Sheryl WuDunn, *Half the Sky: Turning Oppression Into Opportunity For Women Worldwide* (2010), excerpts.

Weekly Response Paper #4 Due

OPTIONAL MID-TERM QUIZ (GRADE COUNTED ONLY IF HIGHER THAN FINAL)

PART THREE: ORGANIZING FOR CHANGE

JULY 25 CLASS 6 FAIR TRADE, LABOR STANDARDS, AND SOCIAL CLAUSES

Reading:

*Andrew Ross, "The Rise of the Second Anti-Sweatshop Movement," in *Sweatshop USA* (2003), 225-246.

*Naila Kabeer, "Globalization, Labor Standards, and Women's Rights: Dilemmas of Collective (In)Action in an Interdependent World," *Feminist Economics* 10 (2004), 3-15.

*Gay Seidman, "Transnational Labor Campaigns: Can the Logic of the Market Be Turned Against Itself?" *Development and Change* 39 (2008), 991-1003.

Weekly Response Paper #5 Due

First Responders

Regional Group Presentation: Asia and the Pacific

JULY 30 CLASS 7 TRANSNATIONALISM FROM BELOW

*Jennifer Bickham Mendez, "Creating Alternatives from a Gender Perspective: Transnational Organizing for Maquila Workers' Rights in Central America," in *Women's Activism and Globalization* (2002), 121-141.

*Sarah Swider, "Working Women of the World Unite?: Labor Organizing and Transnational Gender Solidarity among Domestic Workers in Hong Kong," in *Global Feminism* (2006), 110-140.

*Katie Quan, "Women Crossing Borders to Organize," in *Sex of Class: Women Transforming American Labor* (2007), 253-271.

Week Response Paper #6 Due

First Responders

Regional Group Presentation: Latin America and the Caribbean

AUGUST 1 CLASS 8 ORGANIZING THE "INFORMAL" ECONOMY

Reading:

*Christine Bonner and Dave Spooner, "Organizing in the Informal Economy: A Challenge for Trade Unions," *IPG* 2(2011), 87-105.

*Renana Jhabvala, "The Self-Employed Workers Association," in *Dignity and Daily Bread* (1994), 114-139.

*Kate Hardy, "Incorporating Sex Workers into the Argentine Labor Movement," *ILWCH* 77 (Spring 2010): 89-108.

Weekly Response Paper #7 Due
 First Responders
 Regional Group Presentation: Africa

Paragraph Describing Final Project With List of Sources Due.

AUGUST 6 Class 9 TRANSFORMING UNIONS, TRANSFORMING SOCIETIES

Reading:

*Ben Selwyn, "Trade Unions and Women's Empowerment in North-East Brazil," *Gender and Development* (July 2009), 189-201.

*Valentine Moghadam, "Toward Economic Citizenship: The Middle East and North Africa," In *Making Globalization Work for Women* (2011), 25-46.

*Nora Wintour, "Achieving Equality Through Quality: Public Services and the Role of Public-Sector Unions," in *Making Globalization Work for Women* (2011), 191-200.

Weekly Response Paper #8 Due
 First Responders
 Regional Group Presentation: Middle East

AUGUST 8 CLASS 10 FINAL PROJECT PRESENTATIONS

AUGUST 13 CLASS 11 IN-CLASS FINAL QUIZ

CLASS REQUIREMENTS:

1. CLASS ATTENDANCE and PARTICIPATION (10 percent).

a. ATTENDANCE. Students can get a total of 3 points for each of the ten classes and a total of 30 points for the semester. Points are awarded as follows: 3 points: present, full class; 2 points: present but late or leave early; 1 point: present for half the class; 0 points: absent. As can be seen from the list below, students who attend the full session of at least 8 classes will receive a "A" for attendance.

Points translate to grades as follows:

28-30 points = A+

24-27 points = A

22-23 points = B+

19-21 points = B

16-18 points = C+

15 points = C

12-14 points = D

Below 12 = F

b. PARTICIPATION. Students are expected to participate actively in class discussion. You should be prepared each week to articulate the main ideas in the readings and to offer your assessment of the strengths and weaknesses of the readings. You should also come prepared to raise your own questions related to the topic under discussion. The quality of your comments is of more importance than their frequency. You will not be judged on whether or not we agree with your opinions but on whether your ideas are informed by the week's readings and/or substantiated by other evidence and examples. Your personal experiences are an important place to begin but should be evaluated in light of the experiences of others and the generalizations and research of the authors we will be reading. Students are expected to help raise the level of class discussion by contributing their own informed responses and by interacting with others to help clarify and extend their comments.

2. CLASS PARTICIPATION AND PRESENTATIONS (10 percent).

- a. **FIRST RESPONDERS.** Each student will be assigned a week where they will be a "first responder." First responders are expected to locate a short video or website relevant to the week's topic to show to the class. The video or website should be e-mailed to the instructors the day before the class meets. First responders also should be prepared to share their responses to the reading for that day with the class.
- b. **REGIONAL GROUPS.** Each student will be assigned to a group specializing in a particular region of the world. Groups are expected to become knowledgeable about the problems working women face in one of more of the countries in their region and how labor movements are responding to these problems. Regional groups will be asked to share their findings with the class. At least one recommended reading for each regional group is posted on sakai.

Regional Groups:

Africa

Asia & the Pacific (except China)

Europe and the UK

Latin America & the Caribbean

Middle East

North America

China and Russia

3. 1-2 PAGE WEEKLY RESPONSES TO THE ASSIGNED READING (50 PERCENT).

Student should submit a 1-2 page paper responding to each of the required readings for at least **SEVEN** of the class sessions. Students may also submit an

additional eighth paper for extra credit. A paragraph on each reading should be sufficient. For each reading, the student should 1) identify the main idea(s) or main arguments and 2) identify one concept or idea that you found of interest and worth discussing in class. Weekly response papers should be typed, double-spaced, and posted on SAKAI ten minutes BEFORE the class meeting in which the readings are discussed. Late papers will not be accepted.

The weekly responses will receive a grade of 1 point, ½ point, or 0 points. Responses that show evidence of engagement with each of the readings will receive one point. Responses that are incomplete (do not show engagement with all three readings) will receive partial credit or ½ point. Points translate to grades as follows:

6-7=A
 5 and a half =B+
 4-5=B
 4 and a half=C+
 3-4 =C
 2 and 1/2 =D
 0-2 =F

4. Final Quiz (15 percent total).

An hour and a half of class time will be set aside for the final quiz. The final quiz is designed to help you retain, integrate, and apply the information and ideas we will be covering over the course of the semester. It will consist of identification of significant terms, concepts, and events, as well as one or two short essay questions that require you to integrate reading and respond to the broader themes of the class. There will also be a short optional mid-term quiz that will only be counted if the grade received is higher than the final. In that case the two grades will be averaged.

5. FINAL IN-CLASS PRESENTATION: BEST PRACTICE CASE STUDY (15 percent)

Students will identify what they see as a successful collective effort to advance the needs of women in their region and present their findings to the class. The class presentation should address the following questions: A) Why did you choose this particular case? B) What did this collective effort accomplish? C) What barriers did this movement face and how do you explain its successes as well as its failures? D) What “lessons” might other social movements learn from your case?

Students will present their findings and conclusions to the class on week 10. The final project is designed to allow students to deepen their knowledge of a particular country or region and to apply what they have learned over the course of the semester in the context of a concrete example of social reform. Student

presentations also will help expand the knowledge of the entire class about women's labor movements around the world.

Students are expected to identify and utilize relevant assigned readings as well as at least 2 or 3 additional readings located by the student. Students should use at least one additional scholarly source in preparing their final projects. If they choose, students may work in small groups of two or three for the classroom presentation. In most cases, all group participants will receive the same grade.

**INCOMPLETES ARE GRANTED IN ONLY THE MOST EXTREME CIRCUMSTANCES
AND ONLY WITH PRIOR PERMISSION.**

10 June 2013