**Transnational Feminist Sociology**

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(Artist: Lani Maestro; Photo: Paolo Luca. Courtesy of the Philippine Arts in Venice Biennale Project)

**Meeting Time and Location**: TBA

**Professor**: Carolyn Choi

**Email:** carolyn.s.choi@dartmouth.edu

**Office Hours**: TBA

**Office Location**: TBA

**Student Accommodations & Accessibility**

Dartmouth College prioritizes creating a welcome and inclusive learning environment.

 Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Getting Started with SAS webpage;

student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

**Land Acknowledgement**

I acknowledge and honor the Abenaki Tribes and all of the Indigenous peoples of the land upon which Dartmouth College stands.

**Course Description**

How does globalization reconstitute the positions of workers and subjects on the global margins? How do the intersections of gender, race, class, sexuality, citizenship, and religion play out in the context of transnational and global power dynamics?

To answer these questions, we turn towards contemporary transnational feminist scholarship in sociology, anthropology, geography, and ethnic studies. Such perspectives are rooted in Black, Latinx and Third World feminist activism and scholarship that have begun the important work of decolonizing histories from the traditions of imperial dominion and white supremacy. In studies of globalization, these works point to critical interventions in understanding the modern world through frameworks of global and racial capitalism, neoliberalism, nation-building, and Western imperialism.

These transformative studies examine how global political and economic processes shape and is shaped by racial, gender, and sexual relations and furthermore how the continued exploitation of racialized and gendered bodies around the globe produce/reproduce the international division of (re)productive labor. Departing from top-down models of globalization that are often discussed in other courses, this class will center and honor the voices of women and minoritarian workers on the peripheries of global society to understand to how global capitalistic institutions, particularly, workplaces and government are intimately intertwined on the ground. In doing so, we not only interrogate the racialized, gendered, and social dis(locations) of social actors and subjects under neoliberal economic globalization but also identifying forms of feminist resistance and agency that can shift racial and gender power dynamics across time and space.

This class invites us to think relationally, historically, dynamically and use intersectionality as a lens to critique the power exercised by global institutions, corporations, and political processes. By grounding our analysis in the perspectives of women and minoritarian subjects, we can think about new ways forward in building cross-cultural solidarities and coalitions that can inspire abolition and expand concepts of liberation around the world.

**Learning Goals**

Learning is a life-long process and this class is a step towards facilitating this life-long learning project. The main goal of this class is to introduce students to major theories, frameworks and concepts underlying transnational feminist and globalization perspectives. It will also provide exposure to current events confronting migrant workers in Asia and help us think about different ways we can advocate and support marginalized groups. We will also be introduced to multiple disciplinary approaches and methods that will help us apply theoretical perspectives that we learn in class.

**Communication & Continuity**

Regularly checking Dartmouth email is necessary to keep up with course updates and changes. Contact the email above to communicate outside of class with the instructor and provide at least 24 hour response in a typical business day. In case of campus closures or other disruptions, the instructor will notify students through email to discuss rescheduling among other issues.

**Course Equipment**

All students will need a computer and internet connection to complete course assignments. Students are also encouraged to use library resources for projects and papers. Students will have access to course readings and resources through Canva and can submit essays and discussion posts.

**Dartmouth Academic Honor Principle**

Students are bound by the Dartmouth honor principle to carefully read sources and acknowledge them accordingly. Students should not submit work that is falsified, plagiarized or not their own work. Infringement of academic integrity policies can result in institutional repercussions, including failure on an assignment, failure in the course, suspension from the University or other sanctions. For more information, please follow the guidelines on the [Academic Honor Principle link.](https://students.dartmouth.edu/community-standards/policy/academic-honor-principle)

**Religious Observances**

Some students may wish to take part in religious observances that occur during the academic term. If you have religious observances that conflict with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

**Community Guidelines for Discussion**

Racism, sexism, homophobia, antiblackness, xenophobia, Islamophobia, and misogyny will not be tolerated this is class. Discussions of identity, history and culture can be sensitive matters; the discussions of certain topics can be triggering. Please be respectful to the sharing and feeling of experiences in this class. We do this by sharing responsibility in creating a safe and generative space for conversation. Be open to changing our perspectives based on what we learned. Accept and acknowledge that we are bound to make mistakes and that when we make mistakes-- apologies go a long way. Your words do have an impact and effect so please speak with care when we are sharing. Getting to know each other will also help us create a more respectful and comfortable learning environment that will be meaningful for all of us.

**Title IX Reporting**

Dartmouth is dedicated to establishing and maintaining a safe and inclusive campus were all have aqual access to educational and employment opportunities. The college strives to promote an environment of sexual respect, safety, and well-being. The Dartmouth community will not tolerate sexual assault, gender-based harassment, domestic violence, dating violence and stalking. For more information on this, please review Dartmouth’s [Sexual Respect Website policies](https://sexual-respect.dartmouth.edu/).

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct
under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also
available, and include licensed medical or counseling professionals (e.g., a licensed
psychologist), staff members of organizations recognized as rape crisis centers under state law
(such as WISE), and ordained clergy (see https://dartgo.org/titleix\_resources). Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information is located on the sexual respect website page above.

**COVID-19 Information**

Attendance: You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please: do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home.

Safety:
In accordance with current College policy, all members of the Dartmouth community are
required to wear a suitable face covering when indoors, regardless of vaccination status. This
includes our classroom and other course-related locations, such as labs, studios, and office hours.
If you need to take a quick drink during class, please dip your mask briefly for each sip. Eating is
never permitted in the classroom. (The only exception to the mask requirement is for students
with an approved disability-related accommodation; see below.) If you do not have an
accommodation and refuse to comply with masking or other safety protocols, I am obligated to
assure that the COVID health and safety standards are followed, and you will be asked to leave
the classroom. You remain subject to course attendance policies, and dismissal from class will
result in an unexcused absence. If you refuse to comply with masking or other safety protocols,
and to ensure the health and safety of our community, I am obligated to report you to the Dean’s
office for disciplinary action under Dartmouth’s Standards of Conduct. Additional COVID-19
protocols may emerge. Pay attention to emails from the senior administrators at the College.

Adaptability: The plan for this course may shift as the public health situation in the college and the Upper Valley area changes. There is a slight chance that we may have to resort to remote learning, either for a short period of time or permanently. The assignments were designed to minimize social contact, but that may change later in the term depending on the COVID-19 situation.

**Grading**

Following [Dartmouth’s Grade Descriptions](http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html), students will be graded according to the rubric below:

Grading Scale:
A 94-100
A- 90-93.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
C- 70-72.99
D 60-69.99
F <60

**Course Evaluation**

*Canva Discussion response posts (30%)*

Students are advised to share a “response post” of the readings before each class. This response post should reflect their thoughts and questions based on the weekly readings. These responses should be around 250 word posts. Students are encouraged to 1) bring up any questions from the reading 2) apply it to other readings in class or related readings, and 3) apply the readings to current events and things that are happening in the world. Response posts need to be received 48 hours before class is schedule. Students are advised to read other students’ posts to help expand their perspectives and be expected to talk about it in small group discussion.

*Attendance and Participation (10%)*

Participation is an important part of this class because it is part of the learning process of understanding and thinking through diverse and multi-faceted perspectives. However, participation for each and every person can come in many different forms and can be structured by racialized and gendered inequalities. In order to accommodate student needs, I will try to diversify (and decolonialize) participation through a combination of small group discussions, in-class free writing exercises, and other alternative channels such as social media posts. For students who are uncomfortable speaking up in class, please contact me to talk about how we can best work and accommodate to meet your needs. As part of the student participation, students will present once or twice a PPT summary of the readings in small groups for 10-15 minutes in class. Students are expected to attend all class sessions. Please let the instructor know for excused absences.

*Public-Facing Project (30%)*

Students will undertake an expressive multi-media project in small groups that generates commentary and conversation on a topic covered in class. This includes podcasts, art projects, children’s book, or other public-facing media forms. Students should make sure that the project reflects a critical and nuanced perspective of the topic and should represented various sides to the debate. Students are also expected to submit a 750 word summary of the project.

*Final Essay (30%)*

Students will complete a final research paper on a topic related to globalization, the international division of reproductive labor, and minoritarian subjects. This paper needs to be around 2,500 words. Students will apply learned theoretical approaches to two or more empirical case studies we’ve covered in class and come up with a comparative (compare and contrast) argumentative paper. For instance, how are intimate workers and manufacture workers shared experience reflected the global division of labor and how do their experiences differ?

For the final essay, students will be graded on the completion of three components. The paper proposal (5%), workshopping a draft of the paper (5%), and the final version of the paper (20%).

**Class Schedule**

**Week 1**

Overview of Transnational Feminism, Gender, and Globalization

Acker, J. (2004). Gender, capitalism and globalization. *Critical sociology* *30*(1): 17-41.

Grewal, I., & Kaplan, C. (1994). Introduction: Transnational feminist practices and questions of

postmodernity. *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*, 1-

33.

MIGRATION

**Week 2**

Political Economy of Gender & Migration

Massey, D. (2012). Power-geometry and a progressive sense of place. In *Mapping the futures* (pp. 75-85). Routledge.

Sassen, Saskia. 2003. “Global Cities and Survival Circuits.” In Global Woman: Nannies, Maids,

and Sex Workers in the New Economy, edited by Barbara Ehrenreich and Arlie Russell

Hochschild. New York: Metropolitan Books.

Additional readings: Cantu, L. J. 2000. Border Crossings: Mexican Men and the Sexuality of Migration. (Excerpts) / Mies, Maria. 2014. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labor*. New York: Zed Books.

**Week 3**

Global Care Chains

Parreñas, Rhacel. 2000. Migrant Filipina domestic workers and the international division of reproductive labor. *Gender & Society*, *14*(4), 560-580.

Manalansan IV, M. F. 2006. “Queer Intersections: Sexuality and Gender in Migration Studies.” *International Migration Review* *40*(1): 224-249.

**Week 4**

Marriage Migration & Educational Migration

Choi, Carolyn. Forthcoming. “Transient Colonialism and Happy Chosun.”

Kim, Minjeong. 2018. *Elusive Belonging: Marriage Immigrants and “Multiculturalism” in Rural South Korea.*

LABOR

**Week 5**

Manufacturing Workers

Ngai, Pun. 2005. *Made in China: Women Factory Workers in a Global Perspective*, Durham, NC. Duke University Press. (Excerpts)

Intimate Workers

Hoang, Kimberly. 2018. *Dealing in Desire.* Berkeley, CA: University of California Press. (Excerpts).

**Week 6**

Call Center Workers

David, Emmanuel. “Purple-Collar Labor: Transgender Workers and the Queer Value at Global Call Centers in the Philippines”. *Gender & Society* 29(2): 169-194.

Additional readings:

Patel, Reena. 2010. *Working the night shift: Women in India’s call center industry*. Stanford University Press.

Seafarers

McKay, Steven. 2007. “Filipino Sea Men: Constructing Masculinities in an Ethnic Labour Niche.” *Journal of Ethnic and Migration Studies* 4: 617-633.

FAMILY

**Week 7**

Transnational Families

Hondagneu-Sotelo, P., & Avila, Ernestine. 1997. “I'm here, but I'm there” the meanings of Latina transnational motherhood. *Gender & Society*, *11*(5), 548-571.

Madianou, Mirca, & Miller, Daniel. 2013. *Migration and new media: Transnational families and polymedia*. Routledge.

Children of Globalization

Constable, N. 2014. *Born out of place: Migrant mothers and the politics of international labor*. University of California Press.

Additional readings:

Parreñas, Rhacel. 2005. *Children of Globalization: Transnational Families and Gendered Work.* Stanford University Press.

BEYOND ECONOMICS

**Week 8**

Queering Sexualities

Kulick, Don. 1998. *Travesti: Sex, Gender, and Culture among Brazilian Transgendered Prostitutes*. University of Chicago Press.

Additional Readings:

Carrillo, Hector. 2018. *Pathways of Desire: The Sexual Migration of Mexican Gay Men*. University of Chicago Press.

Militarized Romances

Cheng, Sealing. 2010. *On the Move for Love: Migrant Entertainers and the U.S. Military in South Korea.* Philadelphia, PA: University of Pennsylvania Press.

**Week 9**

Beauty & Consumption

Balogun, Oluwakemi. 2020. *Beauty Diplomacy: Embodying an Emerging Nation.* Stanford University Press.

Additional readings: Hoang, Kimberly. 2014. “Competing technologies of embodiment: Pan-Asian modernity and third world dependency in Vietnam’s contemporary sex industry.” *Gender & Society* *28*(4), 513-536.

ACTIVISM

Week 9 (Continued)

Religion and Agency

Mahmood, S. (2011). *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press. (Excerpts)

**Week 10**

Climate Studies

Tsing, Anna. 2008*. Friction:* *An Ethnography of Global Connection.* Princeton University Press.

Indigenous Climate Justice

Marino, Elizabeth. 2015. *Fierce Climate, Sacred Ground: An Ethnography of Climate Change in Shishmaref, Alaska.* University of Alaska Press.