Global Sweatshops, Global Struggles  
Wednesdays 2:30 pm - 5:25 pm  
235 UNIVERSITY COLLEGE

Instructor: Prof. Julie Guard  Telephone: 474-7110  
Office: 117 Isbister  E-mail: Julie_Guard@UManitoba.ca  
Office Hours: Wednesday 10-11 am and 1-2 pm or by appointment

1. Course Description:
This course explores the past and present of sweated work in the Global North and South. We explore circumstances that support sweatshops, including the demand for flexible production, the availability of vulnerable workforces of mostly immigrants, migrants, children and women; global supply chains and the role of retailers and contractors. We compare anti-sweatshop movements in the past and present and evaluate strategies to eliminate sweatshops, including worker’s resistance, consumer boycotts and labour, student and social justice movements.

2. Required Texts:
*This text will be available for purchase in class on January 4.

All other readings are available on the internet or in the course kit, which is available from the UM bookstore.

Students are responsible for obtaining all required materials and are required to have prepared for the class by reading the material and prepared questions and comments.

NB: Please be sure your current email address is included in your Aurora profile. I will be using Aurora to communicate with the class by email.

3. Evaluation:
<table>
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<th>Weight</th>
<th>Due</th>
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<td>Weekly reading reports 10 x 3% = 30%</td>
<td>weekly</td>
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<tr>
<td>Two essays (20% each) = 40%</td>
<td>various dates</td>
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<td>Take-home exam = 20%</td>
<td>April 11</td>
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<td>class participation = 10%</td>
<td>always</td>
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</tbody>
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Evaluative feedback will be provided prior to the voluntary withdrawal date of 16 March.

4. Assignments:
1. Weekly reading reports  
   length: one page (approx. 250 words)  
1. At the top of the page, identify the articles or chapters in proper bibliographic style.  
2. In your own words, summarise the authors’ arguments.  
3. Then, discuss the articles: Do they raise questions for you? What did you find most interesting or useful?  
Reading reports are due on the date the topic is covered in class. Hardcopies may be
submitted at the start of class or you may submit electronically by noon.

2. Essays
   length: 1250-1350 words
   Two essays are required, chosen from the list of topics at the end of the syllabus. Please note that each topic has a different date, and your essay is due at the beginning of class on the designated date for that topic. A bibliography of additional sources will also be provided, but please be sure to discuss course readings in your essay and include them in your bibliography.

What makes an essay excellent? Well-written essays:
1. have an original title
2. begin with a statement of your research question, argument or position
3. introduce each point of your argument with a topic sentence and develop that point in the subsequent paragraph
4. support the argument with evidence and cites it correctly, using APA or Chicago style.
5. end with a conclusion that summarizes the paper and may suggest larger implications
6. include a bibliography

3. Take-home exam
   A take-home exam will be distributed on April 4. It is due by 2:30 pm on April 11. You may submit it either as a hard copy to the Labour Studies office, 114 Isbister, or electronically to my email address: julie_guard@umanitoba.ca.

Class Participation
Good class participation grades depend on students coming to class having read and thought about the required reading and being prepared to discuss the material in a thoughtful way. Participation marks reflect the quality of your questions, comments, and insights about the readings and your discussion on the topics with others.

5. Grading Scheme:
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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>80-89</td>
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<tr>
<td>B+</td>
<td>75-79</td>
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<tr>
<td>B</td>
<td>70-74</td>
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<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
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<tr>
<td>D</td>
<td>55-50</td>
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<td>F</td>
<td>&lt; 50</td>
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Late Papers
Late papers will be penalized at a rate of 2% per day. The penalty will be waived in the case of documented serious illness or personal emergency (such as the death or serious illness of a close family member). Extensions must be arranged with me before the due date.

Plagiarism
Proper citations are required in all submitted work. Attribute all information that is neither common knowledge nor your own, original idea to its source and use quotation marks around all direct quotes. Students should acquaint themselves with the University’s policy on plagiarism, cheating, exam personation, and duplicate submission. This can be found at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html
Penalties for Academic Dishonesty
The common penalty in Arts for plagiarism on a written assignment is F on the paper and F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in or accepted for credit by this Faculty. The Faculty is considering adopting a zero tolerance approach for “cheating” on either a term test or a final examination. Under this approach, students for whom allegations of cheating has been upheld will receive a final course grade of F (DISC) and a minimum two year suspension.

Policy on Unclaimed Term Work
Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will be destroyed according to FIPPA guidelines.

6. Class Schedule:
Jan. 4: Introduction to the course: What’s a Sweatshop? Why Does it Matter?

Jan. 11: Sweatshops New and Old
Film: Marc Levin and Daphne Pinkerson, “Triangle: Remembering the Fire,” documentary, HBO, 2011.

Jan. 25: The First Anti-Sweatshop Movement: Unionism versus Legislation

Feb. 1: Sweated Workers: Race, Class, and Gender

Feb. 8: Anti-Sweatshop Movements, Then and Now

Feb. 15: Women Workers, Power and Resistance

Break Week: No class

Feb. 29: Free Trade and the Evolution of the New International Division of Labour


March 7: The New Sweatshops: Retailers, Contractors and Global Supply Chains


March 14: Combating Sweatshops: Strategies and Dilemmas


March 21: Students Against Sweatshops


March 28: Sweatshop Workers’ Shop Floor Struggles
Bao, Xiaolan. “Sweatshops in Sunset Park: A Variation of Late-Twentieth-Century Chinese Garment Shops in New York City.” In Bender and Greenwald, 117-139.


Apr. 4: International Solidarity

Video: Made in LA http://www.madeinla.com/
Essay Topics

Topic 1: How are today’s sweatshops different from and similar to the old sweatshops? Your analysis should consider prevailing power relations, who is sweated, what makes those workers particularly susceptible to exploitation, and why they have fewer rights than other workers. Your analysis must consider and account for the historical differences between the old and new sweatshops. **Due: Feb. 1**

Topic 2: What inspired the first anti-sweatshop movement, and on what did its legitimacy or effectiveness depend? What advantages did anti-sweatshop activists have and what obstacles did they face? In what ways did it succeed, and in what ways did it fail? **Due: Feb. 8**

Topic 3: Distinctions of gender, “race,” and sometimes immigration status are integral to the garment industry. How have they contributed to the prevalence and persistence of sweatshops? How have they influenced the power and possibilities of movements against sweatshops? **Due: Feb. 15**

Topic 4: How did changes in the organization of production and the political economy of the garment industry contribute to the rise of old and new sweatshops? What challenges did/does this create for anti-sweatshop activists? **Due: Feb. 29**

Topic 5: What is the “new international division of labour” and how does it contribute to sweatshops? How are “race,” gender, and region integral to the political economy of sweatshops? What implications does all this have for anti-sweatshop activism? **Due: March 7**

Topic 6: Compare today’s anti-sweatshop movements with those of the early 20th century. How and why do they use different or similar strategies? Compare and explain these movements’ effectiveness. **Due: March 14**

Topic 7: Sweatshops past and present have benefitted from lax regulation, weak unions, and access to a vulnerable workforce. What allows, legitimates, and/or perpetuates these conditions? What strategies have anti-sweatshop activists, now and in the past, developed to combat these realities? How effective are they? **Due: March 21**

Topic 8: How important are sweatshop workers to the success of today’s anti-sweatshop movement, and why? How does today’s anti-sweatshop movement compare with the first anti-sweatshop movement with regard to the role of workers? What is the most effective relationship between workers and consumers, students, and/or unionists in opposing sweatshops, now and in the past? **Due: March 28**

Topic 9: What are the possibilities for international solidarity? How useful is it, or could it be, in the anti-sweatshop movement? **Due Apr. 4**