

*Subject to change weekly as we revise together your reading needs and preferences. Always refer to the syllabus posted on our Canvas page for the most updated version.*

## **GRG356T/ WGS 340: Gender and Geography**

**Instructor:** Professor Caroline Faria (cvfaria@austin.utexas.edu)

**Unique Course number:** 36490

**Course meets:** MWF, 2pm-3pm, CLA 1.108

**Office hours:** 330-5pm in my office, CLA3.414, or by appointment

### **Course Description**

What can Barbie and GI Joe tell us about cultural and economic shifts in the last 50 years?  
What happens to the promise of women's equality after independence?  
Why is veiling so controversial?  
How are the politics of the womb connected to the politics of the state?  
How are beauty pageants political?  
What is the role of rape in conflict zones?  
Why are disposable female workers essential to the global economic order? Where are they?  
How do race, class, gender and sexuality intersect in our bodies?  
Do muscles make the man?

Welcome to GRG 356/ WGS 340: Gender and Geography! Feminist thought has been incredibly influential in the discipline of Geography in challenging taken for granted ideas about how and where 'politics' happens. So too has feminist theory provided fresh insight into the workings of global economic processes and complicated our understanding of the social and cultural world. Feminist scholars have pushed us to consider the intricate ways in which identity is marked by difference: class, race, gender, sexuality, disability...and feminist geographers have drawn valuable connections between the often ignored spaces and scales of the body, the home, the local and the colonial peripheries, with those of the nation, the state, and the metropole.

In this course we will review and explore the contributions of feminist theorists to the discipline of Geography. We will begin by interrogating what we mean by foundational concepts such as geography, gender, and feminism and we will explore some of the open debates around these terms. From there we will read, review, discuss and raise questions around a range of case studies of geography and gender. These will cross the scales of the body, home, nation and international and will include studies of: race and desire in colonial Africa; disappearing female maquiladora workers in Mexico; the troubled historical relationship between feminism and nationalism; the important role of masculinity and femininity during war time; and the politics of gender in migration, tourism, and the economic world order.

### **Course Flags**

This course carries a Global Cultures (GC) 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.

The class has a regular weekly writing load and incorporates a series of writing peer-review and revision exercises. You should expect to write and revise your writing regularly in this

class, and you will learn much of the material through writing exercises. However, it has not been approved for a writing flag.

### **Key learning goals**

By the close of the class students will be able to:

- To interrogate the key theoretical concepts of Geography, Gender and Feminism
- To review the key contributions of feminist theory to the discipline of Geography
- To discuss and debate how a feminist approach enriches our understanding of key political, social and economic processes
- To trace the operations of gender, masculinity, femininity and patriarchy across the scales of the body, home, regional, national and international.

### **Key skill-based goals**

During the class students will:

- *Describe and critique* the varied strands of feminist geography
- *Connect* key historical, political, economic and social issues to gendered processes operating across scale
- *Critically evaluate* a range of visual, textual and oral evidence relating to debates in gender and geography
- *Participate* in key debates about the role of gender in geographical processes
- *Write* in varied styles and review your peers' written work

### **Required Texts**

- A series of articles, book chapters and media links are available via Canvas.
- Film material will be available from the library.

### **Using Canvas**

- Our course will be web-assisted using Canvas at [canvas.utexas.edu](http://canvas.utexas.edu). You should check this website at least twice a week.
- You will log in to the site with the same username and password that you use for your email.
- For tech support with Canvas, contact them via <http://canvas.utexas.edu/>, or see the guidelines for a host of student questions at <http://guides.instructure.com/m/4212>. You can also contact UT tech support via 512-475-9400. It is your responsibility to ensure that you have access to the course website.

### **Expectations of you**

The following are strategies for completing this class with a strong and stress-free grade. *Take note!*

#### Attend and participate in class sessions

**Attendance and participation is a very important part of this class.** All in-class and homework exercises will connect closely to the exams and assignments. Completing all of these is a very important and helpful way to obtain a high standard in this class. I understand that family, illness, and unexpected events may require you to miss class. With this in mind, I have designed the class so that **you can miss 2-3 classes and blogs and still receive full credit.** For this reason I do not need to know if you have to miss class for a wedding, a lab, a sports game, a party, work or a job interview. However do note that **missing more than 3 classes and/or blogs will begin to seriously affect your final grade.** Bear this in mind as

you plan your semester schedule. In the event of an absence, you will need to make arrangements with other students in the class to get notes. Though not a substitute for class attendance, to aid in your review of the material I do post the lecture materials on Canvas in the week or two following class.

#### Complete all assigned readings before class

All lectures and discussion will assume a familiarity with the assigned readings. **You are expected to come to all classes having completed all reading assignments**, to be prepared to discuss the reading material, and to be able to participate in the class activities on the readings by sharing your thoughts, views and questions. These activities are designed to develop your *critical* reading skills. You will not just complete the readings, but you will put the readings to work! You can do so by asking: What are the connections between the readings and the theories and case studies we've discussed in class? What intellectual perspective is the author writing from? How does the reading help me understand the course material better and/or problematize it? What questions does the reading raise for me? In particular, raising questions about the readings in class, in your blogs and in office hours shows you are engaged and participating. **You can expect to be called upon during each class to discuss your understanding of the reading material and to provide your thoughts, reflections and critiques.** Come prepared!

#### Laptops and cell phones

Laptops can be useful tools for your learning and I recognize that completing our readings online enables you to avoid costly printing/book purchase fees. However, as we all know, they can be distracting when used in class. For this reason **I do not permit laptop or cell phone use in the classroom during lectures, in-class exercises and discussion** unless you have an exemption from the disability resource center. If you choose to read material in electronic form please come with your handwritten or printed notes and use these to refer to during discussion and for use in quizzes and in-class exercises. During lectures please take notes by hand. This inconvenience will be more than compensated for by the improved attention and focus you and your classmates will feel during the course.

I expect your full attention during our 60 minutes of class time. **Cell phones must be turned off and in your bags throughout our sessions.** Students with phones on their desks or who use their phones in any way will not receive participation for that day's class. If you repeatedly use your phone in class you will not receive participation for the semester. Please take note.

#### Respectful engagement

The varied experiences you bring to the classroom are our best resources for exploring the many issues raised. The course is designed to be provocative, to engage you, and to push you and your peers to rethink taken for granted assumptions. Doing so can be unsettling and that's ok, that is what learning is all about. However we must work hard in-class to ensure that we are always respectful, empathetic and supportive. **I expect you to listen actively and attentively to the opinions and thoughts of your peers, to respect the ideas of others even when they contradict or challenge your own, and to keep confidential any conversations we have in class that relate to particular individuals.**

If you recognize yourself as someone who often contributes, work on listening to others and encouraging them to speak. If you know you are quieter, push yourself to share at least one reflection with the class or in small group discussions during each session. In a class this small we are fortunate to have the time for every student to contribute at least once during each session. I will call on you to do so.

## What you can expect from me

### Intellectual engagement

My role in the course is to provide you with a foundation in the theory around gender and geography and the connections between these theoretical ideas and ‘real world’ examples. I will provide a diverse range of cross-cultural and trans-historical examples that integrate questions of gender so you can see the varied ways that gender operates across time and place. To ensure this is as rich, compelling and engaging process as possible I will regularly use a mix of media in class, combining short lectures with group discussion and individual work. Since gender is socially produced my most important role in the class is to push your thinking beyond taken for granted assumptions through the material I cover, the readings I assign, the assignments I have designed, and the questions I ask you in class. Sometimes (often) I will take on a position that feels uncomfortable for you, sometimes this will reflect my opinions and sometimes not. The point is that we stretch ourselves and think critically about the ways we think about the world. I will encourage you to engage as actively as possible in this process and to push yourselves and your peers, respectfully, as we move through the class together.

### Advising

You can expect me to be available via email from 9am-5pm on weekdays and to respond to your respectful emails within 2 days (usually far sooner). I will also be available three times a week during my office hours. You may arrange to meet with me by appointment outside assigned office hours.

### Grading

You can expect your assignments to be carefully reviewed and fairly graded according to transparent grading policies I will share with you in advance. Your assignments and exams will usually be returned within two weeks (and usually far sooner).

## Other Important policies

### Disability Accommodation

To request academic accommodations due to disability please contact the disability resource center through their website <http://ddce.utexas.edu/disability/>. Accommodating students with disabilities is an important and valued part of my job. Please inform me as soon as possible of your needs.

### Academic Integrity

Plagiarism, cheating and other misconduct are serious violations of your contract as a student. You are expected to know and follow the University’s policies. Plagiarism includes: using another writer’s words or ideas without proper citation, citing your source but reproducing exact words without quotation, borrowing the structure of another author’s phrases or sentences without crediting them, and buying or borrowing the work of other students. During exams, academic dishonesty includes the use of shared review documents (like google drive/docs) to memorize set answers. Since our written work is completed in small steps it is very easy to spot plagiarized papers. Any student who plagiarizes in any form will receive no credit for the assignment/exam. **Without exception and however minor, in cases of plagiarism I instigate the required procedures with the university administration.** Please see the following website for more details:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php) and this useful guide to avoiding plagiarism: <https://www.utexas.edu/cola/centers/cwgs/files/pdf-4/ai2012.pdf>.

## Assignments

Except in the case of a verifiable medical/ family emergency **late work and e-mailed work will never be accepted**. Please note (extenuating circumstances aside) there are also **no makeup** provisions for participation credit completed in class, review sessions, course assignments, midterm or final exams. Stay on top of your due dates using this syllabus.

## Grade contestations and incompletes

Contestations (in writing please) will receive a response within a week. I offer incompletes (“I” grades) for students who have completed most of the class but who have serious medical/family-related issues that affect their ability to finish. Please come **as early as possible** after you recognize that this applies to you.

## **Course assignments**

There are 4 kinds of assessment in the class.

### 1. In-class participation (20%)

*Due during class sessions*

10-15 exercises will be used for assessment out of 20-30 completed in-class.

**You are expected to attend all classes and be prepared to discuss the readings assigned for that week.** All students will be called upon to participate. Examples of ‘participation’ include the following and will be a useful way to prepare for in-class quizzes and writing exercises.

- Noting down the key words that arose for you from the readings
- Commenting on the readings and connecting readings to the lecture/other student’s comments
- Raising questions about the content of the reading or lecture material
- Responding to questions that may be posed
- Providing insights into your understanding of the key concepts
- Connecting different students’ comments and ideas together

In addition, during class we may complete a variety of short exercises intended to help you make connections between the class material and the course readings for that day. These exercises may take the form of a **pop quiz on the readings**, a **worksheet connected to a film or another class material**, a **short free writing activity**, an **exam review session**, or a **group activity**. A portion of these exercises will be collected at the end of class sessions for grading.

### 2. Weekly Blogs (20%)

*Due by 6pm on or before each Tuesday.*

In total, 10 blog posts are required, 0,1 or 2pts/blog = 20 pts total.

Blog week 1 is required (but due *Saturday 29<sup>th</sup> August* by 12 noon). You may choose to post all 11 possible blogs, in which case I will drop the lowest blog grade.

Over 10 weeks of the semester you will post a short (350-400 word) blog to Canvas. The word limit is important and will be *strictly* monitored. Writing at least 350 words ensures you engage in the required depth, keeping within 400 words develops your skills in editing and crisp writing, and it protects the time of your grader. **The first week’s blog is required.** This acts as a way to practice the blog process together as a class. Over the remainder of the course you are required to post on any 9 of 10 opportunities, based on your schedule and interest in the readings. You may choose to post on all opportunities (11 blogs in total), in

which case I will select the 10 highest blog scores for your final total. **Note that keeping up with your blogs is key to a strong class grade.**

Your blogs will provide a thoughtful commentary and critical engagement with the readings assigned for the week. Ideally your blog should compare/contrast all the readings for the week but you may choose to focus in on 1 reading that is particularly interesting/provocative to you. However, your blog **must** include reference to all the readings for that week. Your blog must also be original. Copying words and ideas from other students constitutes plagiarism and will result in disciplinary action and a failing grade. The first blog (**due in week 1**) has particular guidelines (see the text box below). Subsequent blogs should follow the 5 similar but more general guidelines detailed below.

1. Blogs must include a catchy blog title (not included in the word limit)
2. 1-2 key words/concepts around which the readings center.
3. 1-2 sentences reviewing the heart of the readings, what they have in common and/or how they differ. Unless readings are optional, your review should touch on all of the readings, even if just briefly.
4. How did 1 or more of the readings make you *feel*? Discuss the most interesting/ frustrating/ exciting/ engaging etc aspect of the pieces for you and tell us why they made you feel that way.
5. **\*\*1-2 thoughtful questions** raised by the readings to prompt in-class discussion.

**\*\*A note on asking questions well:**

Raising questions about the class materials is one of the most important ways you can demonstrate you are engaging critically and actively. To ensure these questions are useful to us as a class take note of the following:

- ☹ Avoid very big, general and open-ended questions (“When will these problems ever end? What can we do about this?”, “What does the future hold?”, “Why does this problem exist?”) These are important, but they are fairly easy to pose and don’t push you to really engage with the specific material in front of you. Instead use this blog space to articulate questions that would make for constructive discussion and that are answerable (even if several answers are possible).
- ☺ Pose questions that put the readings/audio-visual material into conversation (“How do author x and author y’s understanding of z differ? What would author x have to say about author y’s argument? How does author x’s example /argument challenge that of author y?”
- ☺ Pose clarifying questions (“What does author x mean when she uses the word “y”?”
- ☺ Connect readings/class material from across the weeks (“How does the argument presented by author x connect with the readings on y from week z?”

**Blog grade scheme:** (0pts = late/not completed, 1 pt = under/over word count, missing **any** one of 1-5 elements listed above, or failing to demonstrate some engagement with all the readings for that week (though you can do so briefly and then focus in on one piece), 2 pt = nice job, the blog addresses the 1-5 points listed above, demonstrates engagement with all the readings, and is within the word limit).

### 3. Two course exams (30%)

*Due in class in week 6 (Friday 10/2) and week 14 (Monday 11/23)*

*Grade is weighted between mid-term and final*

You will complete two exams during the semester. These are designed to encourage you to review the key concepts, case studies and ideas presented in the class as we move through it. The exams will include a series of multiple-choice, short, mid-length and essay responses in which you will be asked to define key concepts and discuss the class lectures, film and reading material. More information to come.

### 4. Final Research Paper and Op-Ed (30%)

*Mini-assignments due over the semester. Final paper & Op-Ed due in week 13 and 14)*

*Grade is weighted between mini-assignments and final products.*

Your final assignment will take the form of a 6-7 page research paper and a related “Op-Ed” piece for submission to a public outlet. I would like you to use this paper to explore an issue of your own choice, perhaps one that we have touched upon in class, group presentations, or that is otherwise related to Gender and Geography (ideas for topics will be included on the assignment handout). Your chosen issue must tie to at least 2 key concepts we have covered in class. Your paper will explore the topic you have chosen, providing information on the scope, nature and geographies of the issue. It should address the following questions: What is the issue, who does it affect, where does it take place and how is that geography important in shaping the issue you’re covering? How is your issue gendered? ie How are women and men’s bodies, masculinities and femininities significant? What does a feminist analysis uncover that is important for understanding the issue in more complex ways? Your paper will rely primarily on secondary research (ie published articles and/or data completed by other scholars) but should also include a small amount of primary research (an interview, visual/textual analysis, participant observation etc that you complete yourself). A full handout will be provided.

We will complete a number of mini-assignments that will build up to the final written piece. Please note that **no late or emailed mini-assignments** are accepted and you can only receive credit for these pieces if you hand them in **on time and in class**. We will peer-review each of these pieces together.

### Extra-Credit Opportunities

In addition to the forgiveness built into the class for the blogs and participation, you can gain extra-credit in two ways. Each is worth the equivalent of 1 blog post (1-2pts depending on quality of engagement with course lectures **and** readings). You can receive a maximum of 4 extra credit points in total.

- **Film viewing (1 max):** You can watch one of the films listed on our Canvas page and post a blog in the assigned extra-credit space. Your blog should follow the general guidelines of the course blogs (detailed above). In particular, I will look to see that you relate the film’s storyline/argument, key scenes and characters to the material covered in the course lectures **and readings** to get a full 2 point score. Due within TWO weeks of the film’s announcement in class (please note no blogs will be graded after this time).
- **Guest Lecture (2 max.):** You can attend a guest lecture on campus. Your blog should follow the general guidelines of the course blogs (detailed above). In particular, I will look to see that you relate the talk’s key argument/focus to the material covered in the course lectures **and readings** to get a full 2 point score. Due within TWO weeks of the lecture’s completion (please note no blogs will be graded after this time).

## Course Content

Please note that all required readings should be completed before Monday's class. In lecture sessions you will regularly be asked to connect the material to that week's assigned readings, either through discussion, pop-quizzes and/or group or individual class exercises. In these exercises I emphasize the reading material heavily.

### Week 1: August 24-28, Introductions – Placing Gender

Due: Read this syllabus, assigned homework.

This week we will begin by reviewing the key goals of the course. You will use this week to familiarize yourself with the syllabus, each other, and me and you will have an opportunity to access the required reading material. **Your first (required) blog is due on Saturday.** Please post your blog to our Canvas site via the “modules” or “discussions” page.

By Wednesday 08/26:

- This syllabus, including the homework prompt in the text box below
- Explore our Canvas page. Come on Friday with any questions you have.

By Friday 08/28:

- Address by Laura Bush on Women's Rights in Afghanistan text format at <http://www.presidency.ucsb.edu/ws/index.php?pid=24992#axzz1Uf3IMZvX>
- The image of Lil' Kim posted at our Canvas page under “Week 1”.

#### Blog post week 1

*Post a 350-400 word blog to Canvas by 12 noon on Saturday August 29<sup>th</sup>.*

Listen to the message from Laura Bush (text versions are also available) and view the image of Lil' Kim. Both were deemed to be very provocative when they were released. Write a 350-400 word reflection on these pieces. Your blog should touch on the following:

- What do you see/ hear? How are these sources different or similar in terms of their message, strategies of communicating, ideas and/or stereotypes they draw upon?
- How does each of the pieces make you feel (intrigued, bored, frustrated, angry...? Describe your emotions explicitly).
- How is “place” evoked in these sources? Which places, where, how are we led to think about these places?
- Lastly how are men and/or women's bodies and ideas about women's roles/ responsibilities/abilities used in each of these sources to convey messages about particular places? Close by articulating at least 1 question raised by your reflection of these pieces.



## Weeks 2-3: The Body

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**Key concepts:** Gender, Sex, Geography, Place, Cultural Apparatus, Social Construction, Performativity

### Week 2, August 31<sup>st</sup> - September 4<sup>th</sup>:

Due: Weekly readings and blog post by Tuesday 9/1 at 6pm

- McDowell, L. (1999) "Introduction: Place and Gender" and "In and Out of Place. Bodies and Embodiment" *Gender, Identity and Place*. Minneapolis: Minnesota University Press.
- Bell, D. and Valentine, G. (1997) "Body" *Consuming Geographies: We Are Where We Eat*. London: Routledge/Taylor & Francis, pp. 21-42
- Coward, R. (2002) "The Body Beautiful" and Marchand, R. "Grotesque Moderne" In I. Grewal and C. Kaplan (eds) *An Introduction to Women's Studies: gender in a Transnational World*. McGraw Hill, pp.366-368 & 376-378.

### Week 3, September 7<sup>th</sup> – 11<sup>th</sup>:

Due: Weekly readings and blog post by Tuesday 9/8 at 6pm

NOTE: NO CLASS Monday 7<sup>th</sup> September (Labor Day). Blog as usual.

- Andrews, G., Sudwell, M., and Sparkes, A. (2005) "Towards a geography of fitness: an ethnographic case study of the gym in British bodybuilding culture" *Social Science and Medicine* 60: 877-891
- Vance, C. (2002) "Social construction theory: problems in the history of sexuality" In I. Grewal and C. Kaplan (eds) *An Introduction to Women's Studies: gender in a Transnational World*. McGraw Hill, pp.28-31
- Fausto-Sterling, A. (1993) "The Five Sexes: Why male and female are not enough" *The Sciences* March/April: 20-26

## Weeks 4-5: The Home

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**Key concepts:** Public/private spheres and spaces, Reproductive/ productive roles and spaces

### Week 4, September 14<sup>th</sup> – 18<sup>th</sup>:

Due: Weekly readings and blog post by Tuesday, 9/15 at 6pm

Due: Monday 9/14, mini-assignment 1 - catchy and informative title, introductory paragraph detailing topic. In-class peer-review of paper ideas and structure.

- Domosh, M and Seager, J. (2001) "Home" *Putting women in place: Making feminist sense of the world*. New York/ London: The Guilford Press, pp. 1-35
- Bell, D. and Valentine, G. (1997) "Home" *Consuming Geographies: We Are Where We Eat* pp. 61-75.
- Ehrenreich, B and English, D. (2002) "Exorcising the midwives" In I. Grewal and C. Kaplan (eds) *An Introduction to Women's Studies: gender in a Transnational World*. McGraw Hill, pp.82-84
- Cahill, H. (2001) 'Male appropriation and medicalization of childbirth: an historical analysis' *Journal of Advanced Nursing* Vol. 33(3): 334-342

### **Week 5, September 21<sup>st</sup> – 25<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 9/22 at 6pm

- Bell, D. and Valentine, G. (1997) “Home” *Consuming Geographies: We Are Where We Eat* pp. 76-87
- Domosh, M and Seager, J. (2001) “Women at Work” *Putting women in place: Making feminist sense of the world*. New York/ London: The Guilford Press, pp.35-47, 57-66
- Faludi, S. (1992) “Introduction”/ “Man shortages and barren wombs: the myths of the backlash” *Backlash: The undeclared war against American women*. Anchor books, pp. vii-3/3-45.

### **Week 6, September 28<sup>th</sup> – October 2<sup>nd</sup>: Rest, Review and Exam week**

No readings assigned and no blog posts due

Due: Monday 9/28, mini-assignment 1 (revised) and 2 – Your research question, a ‘road map’ to the paper, and a series of sub-titles structuring the paper.

FRIDAY, OCTOBER 2<sup>nd</sup>: MID-TERM EXAM

### **Weeks 7-8: The Nation**

**Key concepts:** Nation and Nationalism, Body Politics

### **Week 7, October 5<sup>th</sup> – 9<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 10/6 at 6pm

- Fluri, J. (2008) ‘Feminist-nation building in Afghanistan: an examination of the Revolutionary Association of the Women of Afghanistan (RAWA)’ in *Feminist Review* 89, 34–54
- Fluri, J. (2009) The beautiful ‘other’: a critical examination of ‘western’ representations of Afghan feminine corporeal modernity *Gender, Place and Culture: A Journal of Feminist Geography* 16(3): 241-257
- Banet-Weiser, S. (1999) “Bodies of difference: race, nation and the troubled reign of Vanessa Williams” in *The most beautiful girl in the world*. Berkeley, CA: UC Berkeley, pp. 123-152

### **Week 8, October 12<sup>th</sup> – 16<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 10/13 at 6pm

- Enloe, C. (2002) “Nationalism and masculinity” In I. Grewal and C. Kaplan (eds) *An Introduction to Women’s Studies: gender in a Transnational World*. McGraw Hill, pp.229-235.
- Mayer, T. (2000) ‘From Zero to Hero: masculinity in Jewish Nationalism’ in Mayer, T. (eds) *Gender Ironies of Nationalism: Sexing the Nation* London and New York: Routledge, pp. 282-308
- Enloe, C. (2000) “When soldiers rape” in *Maneuvers: the international politics of militarizing women’s lives*. Berkeley: University of California Press pp.108-152

## **Weeks 9-10: The Colony**

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**Key concepts:** Colonization, Race/Gender intersections, Commodity Fetishism, Orientalism, Representation

### **Week 9, October 19<sup>th</sup> – 23<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 10/20 at 6pm

Due: Monday 10/19, mini-assignments 1, 2 (revised) and 3 – Annotated Bibliography

- Domosh, M. and Seager, J. (2001) “Nations and Empires” in *Putting women in place: feminist geographers make sense of the world*. New York/ London: The Guilford Press, pp. 140-168 (note not the full chapter)
- Seacole, M. (2002) “Wonderful adventures of Mrs Seacole in many lands” OR Jacobs, S. (2002) “Give a thought to Africa: black women missionaries in Southern Africa” In I. Grewal and C. Kaplan (eds) *An Introduction to Women’s Studies: gender in a Transnational World*. McGraw Hill, pp.423-433.
- Phillips, R. (2002) ‘Imperialism, Sexuality and Space: Purity movements in the British Empire’ in Blunt, A. and McEwan, C. (eds) *Postcolonial Geographies* Continuum: New York and London pp.46-63
- Jasen, P. (1997) “Race, Culture, and the Colonization of Childbirth in Northern Canada” *Social History of Medicine*, Vol.10(3): 383-400

### **Week 10, October 26<sup>th</sup> – 30<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 10/27 at 6pm

- Morin, K. (1998) British women travelers and constructions of racial difference across the nineteenth-century American West. *Transactions of the Institute of British Geographers*. Vol. 23(3): 311-330
- Lutz, C. and Collins, J. (1993) “Excerpts from Reading National Geographic” In I. Grewal and C. Kaplan (eds) *An Introduction to Women’s Studies: gender in a Transnational World*. McGraw Hill, pp.333-337.
- Domosh, M. and Seager, J. (2001) “Nations and Empires” in *Putting women in place: feminist geographers make sense of the world*. New York/ London: The Guilford Press, pp. 168-173 (closing pages of chapter 5).
- Kopf, J. (2007) Repression of Muslim Women’s Movements in Colonial East Africa in K. Morin and J.K. Guelke *Women, Religion and Space: Global Perspectives on Gender and Faith*. Syracuse University Press, pp. 3-21

## **Weeks 11-12: The Postcolonial & Transnational**

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**Key concepts:** Postcolonialism, Feminism/Nationalism, Neoliberalism, Free Trade Zones/ Export Processing Zones, footloose industry, transnationalism, (Sex) Tourism

### **Week 11, November 2<sup>nd</sup> – 6<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 11/3 at 6pm

Due: Monday 11/2, mini-assignments 1-3 (revised) and 4 – a draft of your op ed

- Sankara, T. (1990, 2007) “The revolution cannot triumph without the emancipation of women” in *Women’s liberation and the African freedom struggle*. Pathfinder press, pp21-63

- Bernal, V. (2001) "From warriors to wives: contradictions of liberation and development in Eritrea" *Northeast African Studies*, Vol. 8(3): 129-154
- Abusharaf, R. (2002) "Unmasking tradition" In I. Grewal and C. Kaplan (eds) *An Introduction to Women's Studies: gender in a Transnational World*. McGraw Hill, pp.98-104
- Tamale, S. (2007) "Out of the closet: unveiling sexuality discourses in Uganda" in C. Cole, T. Manuh and S. Miescher *Africa after gender?* Indiana: Indiana University Press, pp. 17-2
- Swarr, A. and Nagar, R. (2003) 'Dismantling assumptions: interrogating "lesbian" struggles for identity and survival in Indian and South Africa' *Signs: Journal of Women in Culture and Society* 2003, vol. 29, no. 2.

#### OPTIONAL

- Njambi, W.N. (2004) Dualisms and female bodies in representations of African female circumcision: A feminist critique *Feminist Theory* Vol.5 (3): 281-303
- Walsh, S. (2006) 'I'm too young to die' HIV, masculinity, danger and desire in urban South Africa *Gender and Development* 14(1): 57-68
- Faria, C. (2008) "Privileging Prevention, Gendering Responsibility: an Analysis of the Ghanaian Campaign against AIDS" *Social and Cultural Geography* 9 (1): 41-70

#### **Week 12, November 9<sup>th</sup> – 13<sup>th</sup>:**

Due: Weekly readings and blog post by Tuesday 11/10 at 6pm

- Domosh, M and Seager, J. (2001) "Women at Work" *Putting women in place: Making feminist sense of the world*. New York/ London: The Guilford Press, pp. 47-57
- England, K. and Stiell, B. (1997) "'They think you're as stupid as your English is': Constructing Foreign Domestic Workers in Toronto," *Environment and Planning A*, Vol. 29(2): 195-215.
- Wright, M. "From protests to politics: sex work, women's worth, and Ciudad Juarez modernity" *Annals of the Association of American Geographers*, 94(2), 2004, pp. 369–386
- Enloe, C. "On the beach: sexism and tourism" *Bananas, beaches and bases: making sense of feminist politics* Berkeley: University of California Press, pp. 19-41.

#### **Week 13, November 16<sup>th</sup> – 20<sup>th</sup>: Rest and Review week**

No new readings and no blog due

Due: Monday 11/16 – mini-assignment 5: full draft of your final paper and op-ed

Due: Wednesday 11/18 – Your final Op-Ed (with proof of submission to a publication)

We will close the class by reflecting on the key concepts, themes and case studies we have covered and review these in preparation for the final exam. We'll return to our discussions on day 1 and consider how a geographic perspective has enriched, challenged or changed our understandings of the processes of globalization that we have discussed. We'll close by considering our next steps as critical geographic scholars of the world around us.

#### **Weeks 14-15, November 23<sup>rd</sup> – December 4<sup>th</sup>: Finishing up**

No new readings and no blog due

Note: No classes scheduled 11/25, 11/27 (Thanksgiving), 11/30, 12/2 or 12/4

Due: 11/25 by 6pm - Final papers due via [www.turnitin.com](http://www.turnitin.com).

Monday 11/23: \*\*Final Exam\*\*

## Happy Holiday!

### Possible Research/ Presentation Topics

The following are suggestions for topic areas. I'm open to other topics that relate to the course but please share this idea with me in advance if so in person or via email.

#### The Body

Abortion, adoption, contraception, sterilization politics (and both race/gender aspects)

Reproductive/contraceptive/abortion policies in US – race/gender/class aspects  
Intersex debates

Masculinity/femininity performances/  
social construction in particular places/spaces (school, gym, media, movies etc)

Sexualities (lesbians, gay men, transgender, intersexed)

Male/Female violence

#### The Home/ Workspace

Home/work roles and responsibilities in pre, war or post-war contexts

Domestic violence

Division of household labor

Affirmative Action policies for women

Earning differentials/wage gap

Childcare and reproductive issues

#### The Nation

Women/Gay women and men/ children in the military

Rape/ Prostitution/ Sexual harassment during conflict

Women/men in Politics in US context

Reproductive/contraceptive/abortion policies in US – race/gender/class aspects

Women as peacemakers/ in resistance movements

Women as terrorists – motivations, examples, representations in media

#### The Colony

Representations of colonial subjects in US, UK, French etc contexts

Advertising in colonial context

Sex/ desire in colonial contexts

Reproductive/ gender controls/ shifts/policies under colonial regimes

#### The Postcolonial

Women and resistance to colonialism

Women in Politics in postcolonial context

Female genital cutting controversy

Male vasectomy as state policy in Rwanda

LGBT politics in colonial settings/ Laws related to sex/uality/ homophobia in former colonies

#### The Transnational

Representations of postcolonial subjects (Sex) tourism in particular places

Domestic workers

Gender & Migration

Sexual trafficking