

Subject to change. Please refer to the syllabus posted on our moodle page for the most updated version.

Fall 2011
GEO 4990: Geography and Gender

Instructor: Professor Caroline Faria

Course meets: T/Th 2-3:15, Ryder Business Building Room 130

Email: cvfaria@fiu.edu

Office hours: T/Th 3:30-4:30 (or by appointment)

Office: SIPA Level 3, room 308

See our Moodle page on your MyFIU homepage for sign-up sheets, assignments, message boards, announcements etc.

Introduction

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?

Feminist thought has been incredibly influential within social theory more broadly, and within Geography in particular, in rethinking and troubling 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, feminism and feminist theory 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.

Intellectual Objectives

- 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, region, nation and international

Learning Outcomes

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

- *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

Key Readings:

- All assigned readings for the class will be posted on our course Moodle page.
- Film material is available on course reserve at the media desk (level 5 of the Green library).

Using Moodle

- Our course will be on ecampus moodle at <https://ecampus.fiu.edu/> Plan to use and check the website regularly. You will log in to the site with the same username and password that you use for your email. For tech support with ecampus Moodle, contact them at: 305-348-2284 or in the Green Library Room 249. 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 so 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 and if so please let me know as soon as possible. Note that I may not regularly post my lectures on the web nor do I provide copies of my lecture notes. In the event of an absence, you will need to make arrangements with other students in the class to get notes. 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 and let me know in the first week if you are likely to miss a lot of class time for any reason.

- **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 by sharing your thoughts, views and questions. Read critically! Make sure that you understand not only the content of the assigned readings but the significance and validity of the argument and analysis presented. I will provide some insights into strategies for reading critically on day 1. If this is not clear to you raise questions in class or individually during my office hours – this all shows me that you are engaged and participating. **You can expect to be called upon during class to discuss your**

understanding of the reading material and to provide your thoughts, reflections and critiques.

- **Laptops and cell phones**

Laptops can be incredibly useful tools for your learning and I recognize that completing our readings online enables you to avoid costly printing fees. However, as we all know, they can be distracting when used in class. For this reason I do not permit laptop 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. During lectures please take notes in handwritten form. 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 75 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. My TA and I may not let you know, but we will definitely take away your participation credit. If you repeatedly use your phone in class you will not receive any participation for the semester. Please take note.

- **Respectful engagement**

Through an atmosphere of respect and consideration, the varied backgrounds and experiences brought to the classroom are our best resources for exploring the many issues raised by the readings and in our discussions. 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 the 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.

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 medias 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 online from 9am-5pm on weekdays and to respond to your respectful and reasonable emails within 2 days (usually far sooner). I will also be available weekly during my office hours though you should feel free to arrange to meet with me by appointment outside these times/days also.

- **Grading**

You can expect your assignments to be carefully reviewed and fairly graded according to transparent grading policies I will share with you. I try as hard as possible to return your assignments and exams within two weeks of receiving them.

Other Important policies

- **Disability Accommodation**

To request academic accommodations due to disability please contact the disability resource center through their website <http://drc.fiu.edu/>. Please inform me as soon as possible about special accommodations.

- **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. Since our written work is completed in small steps it is very easy to spot plagiarized papers. Any student who plagiarizes in any way will receive no credit for the assignment and I will instigate the required procedures with the University administration. Please see the following website for more details:
http://coeweb.fiu.edu/plagiarism/FIU_Procedures_in_Plagiarism.htm

- **Assignments**

Handing in written documents constitutes an agreement that you have an electronic back-up copy. Except in the case of a verifiable medical or family emergency precluding timely submission, **late work and e-mailed work (with the exception of our final paper) will not be accepted**. Please note (extenuating circumstances aside) there are no make up provisions for participation credit completed in class, course assignments, midterm or final exams.

- **Syllabus changes**

I reserve the right to make changes to the syllabus. The most up to date version will always be posted at our Moodle page.

- **Grade contestations and incompletes**

Contestations (in writing please) will receive a response within a week. No incompletes will be offered unless extenuating circumstances have been discussed prior to the end of week 4. Please come to me before this time if you have personal, family or other issues that you feel make you unable to complete the class satisfactorily.

Requirements

1. In-class attendance and participation (20% - 20 points)

Due: during class sessions

You will be expected to come to all classes and to be prepared to discuss the reading material for that day. All students can expect to be called upon for participation. 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 lecture/ other student's comments
- Raising questions about the content of the reading or lecture material
- Responding to the preparatory 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 (perhaps a lecture, radio or film clip, photograph, newspaper article etc) and the course readings for that day. These exercises may take the form of a peer review on your written work, pop quiz on the readings, a worksheet connected to a film or another class material, a short written reflective piece, or a group activity. A portion of these exercises will be collected at the end of session for grading.

2. Weekly 3-400 word reading blogs (20% - 20 points)

Due: Noon on Mondays OR Wednesdays (one blog per week, set to a consistent day)

Each week, prior to ONE of the week's sessions you will be expected to write a short (400 word) post to the blackboard blog. You will post on the same day each week, EITHER on a Monday writing on Tuesday's readings OR on a Wednesday writing on Thursday's readings. These blogs should:

- Provide a thoughtful commentary and critical engagement with the readings, highlighting the connections and contrasts and listing 1-3 key words/ concepts that tie them together.
- Discuss the most interesting/ frustrating/ exciting/ engaging etc aspect of the pieces for you.
- Close with 1-2 thoughtful questions raised by the readings that will be useful in prompting in-class discussion.

Posts are due by noon the day before class. Student who have blogged on the readings can expect to be called upon to comment, raise questions and facilitate discussion. **You will be asked to sign up for your chosen regular blog day (Mon/Wed) in week 1 of class.** If you join the class after week 1 I will assign you a blog day and the list will be posted on Moodle.

3. In-class presentation (10% - 10 points)

Due on Tuesdays in weeks 4, 6, 8, 11, 13, 15

From week 4 on, groups of 3-4 students will give 10-minute presentations to the class. This presentation will introduce the class to a case study/issue related to the course material that has been covered in the previous 2 weeks. Students will also use this case study to review the material we have been covering and to teach the meaning of key course concepts. These presentations can take any form: performed debates, powerpoint presentations, plays/sketches, short films, or other media for bringing together visual and audio material. The presentation will close with a Q and A session and a discussion of the key themes raised.

You will be asked to sign up for your chosen presentation during week 2. If you join the class after week 2 I will assign you a group and the list will be posted on Moodle. Note: students signing up for the first presentations receive kudos for doing so!

5. Mid-term & final exams (30% - 120 points)

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. These exams will be held in week 8 and week 16 with exam reviews in week 8 and 15. More information to follow.

6. Final research paper and op-ed (20% - 20 points)

(5%, 5 points = preliminary paper drafts/ mini assignments and peer review, 15%, 15 points = final paper)
Format: 10-12 pages, 12 font, 1.5 space, 1-inch margins, stapled. Include a bibliography in Harvard or Chicago Reference Format, or the format of the reading lists in this syllabus. No late or emailed final assignments will be accepted.

Your final assignment will take the form of a 10-12 page research paper and a brief Op-Ed piece drawn from this longer paper. 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 or in group presentations, or another one related to Gender and Geography that we have not covered (ideas for topics will be included on the assignment handout). I will ask you to tie your chosen issue 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. 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? 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 and 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.

Course Content

Please note that all required readings should be completed before class. All students should complete all readings. Please blog primarily on the reading assigned for your blog day.

Week 1: Introductions – Placing Gender

Due: Read this syllabus, sign up for your chosen blog day, complete assigned homework.

We will begin the class with an overview of the course content and assignments (Tuesday). On Thursday we'll begin to explore the key concepts of Geography and Gender, starting with a discussion of your homework assignments. By the end of this week you should have read the syllabus carefully, completed your first homework (detailed below) and signed up for your blog day.

Tuesday 23rd August

- This syllabus

Thursday 25th August

Read/view in preparation for Thursday's class:

- 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 Moodle page under "Week 1".

Homework assignment:

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 300-400 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.

Post your 300-400 word answer to the Moodle blog by 6pm Wednesday August 24th.

Module 1: The Local – Reproducing Gender through the body, home and nation

Weeks 2-3: The Body

Weekly blog posts, sign up for presentation group.

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

Tuesday 30th August:

- McDowell, L. (1999) "Introduction: Place and Gender" and "In and Out of Place. Bodies and Embodiment" *Gender, Identity and Place*. Minneapolis: Minnesota University Press.

Thursday 1st September:

- 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.

Tuesday 6th September:

- 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

Thursday 8th September:

- 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

Due: Groups 1 & 2 present Tuesday 13th September, weekly blog posts

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

Tuesday 13th September:

- 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.

Thursday 15th September:

- 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

Tuesday 20th September:

- 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

Thursday 22nd September:

- 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.

Weeks 6-7: The Nation

Due: Groups 3 & 4 present Tuesday 27th September, weekly blog posts

Key concepts: Nation and Nationalism, Body Politics, Politics of Scale

Tuesday 27th September:

- Davis, S. (2002) “Contested terrain: the historical struggle for fertility control” In I. Grewal and C. Kaplan (eds) *An Introduction to Women’s Studies: gender in a Transnational World*. McGraw Hill, pp. 106-117
- Martin, A. (2000) ‘Death of a Nation: Transnationalism, bodies and Abortion in Late Twentieth-Century Ireland’ in Mayer, T. (eds) *Gender Ironies of Nationalism: Sexing the Nation* London/New York: Routledge, pp.65-86.

Thursday 29th September:

- 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
- 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

Tuesday 4th October:

- 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.
- Enloe, C. (2000) “When soldiers rape” in *Maneuvers: the international politics of militarizing women’s lives*. Berkeley: University of California Press pp.108-152

Thursday 6th October:

- Enloe, C. (2000) “Filling the rank: militarizing women as mothers, soldiers, feminists, and fashion designers” in *Maneuvers: the international politics of militarizing women’s lives*. Berkeley: University of California Press, pp.235-287

Week 8: Research paper draft 1, mid-term review & exam

Due: Groups 5 & 6 present Tuesday 11th October, draft 1 of research paper (op-ed form) due on Tuesday 11th October (hard copy, in class).

No readings assigned. Catch up on any incomplete readings, review for mid-term and prepare research paper draft for class workshop.

Module 2: The International – Geography and Gender across borders

Weeks 9-10: The Colony

Due: Weekly blog posts

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

Tuesday 18th October:

- 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.

Thursday 20th October:

- 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

Tuesday 25th October:

- 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.

Thursday 27th October:

- 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

Due: Groups 7 & 8 present Tuesday 1st November, weekly blog posts

Key concepts: Postcolonialism, Orientalism, Representation, Feminism/Nationalism

Tuesday 1st November:

FILM CLIPS: PRAY THE DEVIL BACK TO HELL

- 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

Thursday 3rd November:

- 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

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
- Davis, K. (2004) Responses to W. Njambi's 'Dualisms and female bodies in representations of African female circumcision: a feminist critique': Between moral outrage and cultural relativism *Feminist Theory* Vol.(5)3: 305-311

Tuesday 8th November:

- 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

Thursday 10th November:

- 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.

Weeks 13-14: The Transnational

Due: Groups 9 & 10 present Tuesday 15th November, in Thanksgiving week blog posts due from all students on Monday on tourism readings.

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

Tuesday 15th November:

- 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.

Thursday 17th November:

- 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
- Chant, S. (2002) “Female employment in Puerto Vallarta: a case study” In I. Grewal and C. Kaplan (eds) *An Introduction to Women’s Studies: gender in a Transnational World*. McGraw Hill, pp.433-437

Tuesday 22nd November: (both Monday and Wednesday bloggers should blog on these readings)

- 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.
- Watenabe, S. (2002) “From Thailand to Japan: migrant sex workers as autonomous subjects” In I. Grewal and C. Kaplan (eds) *An Introduction to Women’s Studies: gender in a Transnational World*. McGraw Hill, pp.495-499.

Thursday 24th November:

- THANKSGIVING BREAK - NO CLASS

Week 15: Reflections of Gendering Geography and Placing Gender Research paper draft 2, final review and exam

Due: Groups 11 & 12 present Tuesday 29th November, Tuesday in class

Due: Tuesday 29th November - final draft of research paper (hard copy, in class)

Due: Thursday 31st November - final Op Ed piece (hard copy, in class) and evidence of submission to a publication.

Due: Final research paper Friday 2nd December at midnight electronically via turnitin.com – final research paper.

No readings assigned. Complete above requirements and begin review for final exam.

Final Exam: December 8th 12-2pm in our classroom

Happy Holidays!

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.

Groups 1 & 2: 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)

Groups 3 & 4: 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

Groups 5 & 6: 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

Groups 7 & 8: 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

Groups 9 & 10: 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/ homophobia in Uganda

Groups 11 & 12: The Transnational

Representations of postcolonial subjects
(Sex) tourism in particular places
Domestic workers
Gender & Migration
Sexual trafficking