

Gender and Geography: Space, Power and Difference in Transnational Perspective

*Note: This is a working syllabus that is subject to change. Please keep up to date for changes on the D2L course website.

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Course website: <http://d2l.arizona.edu/>

Overview

From molding our most intimate relationships to structuring the global economy, gender is a dynamic set of relations, experiences and meanings that profoundly shapes the world in which we live. This course explores how gender – as shifting representations and practices of masculinity and femininity – produces, codes and reworks socio-spatial relations of power in a multitude of settings. We will learn how to think about our everyday spaces and distant but interconnected places through a gender lens in order to understand how power, difference and inequality is spatially organized, enacted and contested. We will also explore how transnational feminist geography blurs the line between ideas and action, charting new spatial imaginaries for a more just and tolerant world. Through interactive exercises, in-depth reading, discussion and film analysis, this course will engage students to understand a broad range of issues including global economic systems and work spaces, spatial politics of family and emotion, nature, development, embodied geopolitics, queer geographies and more. Lively debate is encouraged and different perspectives are to be respected.

Course Policies

Attendance: This is a course in which prepared participation and attendance is integral to the learning process. Attendance will be taken daily and will be calculated into your participation grade.

Expected classroom behavior: Use of all electronic devices (e.g., cell phones, iPods, calculators, laptop computers, etc.) is **prohibited** during all class periods. *Turn your phones off before class begins.* Side conversations, text-messaging and web-surfing are distracting to others and are not allowed. Such behavior will result in points taken off of your participation grade without warning. Manual note taking is encouraged on points made verbally by the professor and important concepts as interpreted by each student. If absolutely necessary you may request an exemption for the purpose of taking notes on a laptop only. Threatening behavior (towards the instructor or other students) is not allowed per University of Arizona guidelines. Any display of such behavior will be handled as stipulated by the [University of Arizona's Policy on Threatening Behavior by Students](http://web.arizona.edu/~policy/threaten.shtml) [<http://web.arizona.edu/~policy/threaten.shtml>].

Please maintain respect towards each other in the classroom.

Examinations: Please remember there are no make-ups for exams unless there is a significant problem or conflict. If you anticipate problems because:

- (1) You are traveling to an official university-sponsored event; or

(2) You have a prescheduled medical appointment ¹.

...then you must contact the instructor a minimum of two weeks in advance of the anticipated absence with appropriate documentation. Appropriate documentation includes a letter (on official letterhead) from your coach, instructor, or doctor that provides us with the details of the pre-existing time conflict and is signed by the appropriate party.

Students with Special Needs or Disabilities: In compliance with Title III of the Americans with Disabilities Act (1990), students who require special assistance will be suitably accommodated. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the S.A.L.T. Center [<http://www.salt.arizona.edu/>] or the Disability Resource Center [<http://drc.arizona.edu/>] and request that the office send me official notification of your accommodation needs as soon as possible. If you would like to discuss how my course requirements and activities might impact your ability to fully participate, please see me by appointment or during office hours. The syllabus and other course materials, as they are distributed, are available in alternative formats upon request.

Academic Integrity: All students are governed by the University of Arizona's "Student Code of Conduct" and the "Code of Academic Integrity," which are available in the Office of the Dean of Students. Students are encouraged to obtain copies of these codes and become familiar with all regulations that pertain to conduct and academic integrity. The Student Code of Conduct indicates that all forms of student academic dishonesty, including cheating on exams, fabrication, facilitating dishonesty and plagiarism may lead to disciplinary action. If you need further clarification, you can consult [the University of Arizona's Code of Academic Integrity](http://deanofstudents.arizona.edu/codeofacademicintegrity) for more information: [<http://deanofstudents.arizona.edu/codeofacademicintegrity>]

Grading

Success in this class will depend on regular attendance, diligent reading, thoughtful writing and attentive participation. If the professor finds any student texting or using technology in an inappropriate manner, 5 percentage points will be deducted for each infringement from the participation grade without warning. Excessive absences will also entail a lowering of the overall grade (as explained in the section on attendance).

There will be 3 exams made up of analytical and essay style questions to be completed at either in class or home (format to be decided). Participation, including in-class assignments and film analyses, will also make up a substantial part of the grade. Students will be required to write a final paper relating to the themes of the class, drawing on both class materials and additional resources. You are required to submit a paper proposal early in the semester and have it approved by the professor. More specific substantive requirements and paper grading rubric will be explained in a separate document. Students must submit any take-home exams and papers in the D2L drop box by the deadline.

The final grade will be calculated as follows:

Participation, film analyses and in-class exercises: 20%

Exam 1: 25%

Exam 2: 30%

Paper and Presentation: 25%

Grades will be posted on D2L.

¹ A prescheduled medical appointment is one that is hard to come by (i.e., specialist) and does not include routine medical and/or dental appointments.

Readings and Required Materials

Readings: Readings will be posted on the D2L site. It is the students' responsibility to download the D2L pieces and read them before the class for which they are assigned.

Course Outline

Topic	Date	Reading and Assignments
Introduction to the class: What is gender? What is feminism? Why study gender and geography?	08/21	Read through the syllabus, look through D2L site and download readings. (Optional/ Background: Donna Haraway "Situated Knowledges")
Foundational concepts 1: Femininities and masculinities in relation to space and place	08/23	"Home" in Domosh and Seager (Optional/Background: Linda McDowell <i>Gender, Identity and Place</i> (Ch 1))
Foundational concepts 2: Gender performativity and embodied spatial practices (Film 1: <i>The Kids are All Right</i>)	08/28	Judith Butler "Imitation and Gender Insubordination" (Watch film <i>The Kids are All Right</i> at home)
	08/30	Linda Malam "Performing Masculinity on the Thai Beach Scene"
Foundational concepts 3: Intersectionality, power and difference	09/04	AWID "Intersectionality: A tool for gender and economic justice" (Optional/Background: Gill Valentine "Theorizing and Researching Intersectionality: A Challenge for Feminist Geography")
	09/06	Joan Scott "Gender: A Useful Category of Historical Analysis" (focus on pages 1066 to 1075) Special Event at the Poetry Center: Feminist Formations Event (Prof. Doshi will send details)
	09/11	Ruth Wilson Gilmore "You have dislodged a boulder: Mothers and prisoners in the postkeynesian California landscape"
	09/13	Jenna Loyd "War is not healthy for children and other living things"
Foundational concepts 4: Transnationalism, postcoloniality and the politics of representation	09/18	Gail Bederman Selections from <i>Manliness and Civilization</i> (Optional/Background: Joane Nagel "Masculinity and nationalism: gender and sexuality in the making of nations")
	09/20	Chandra Mohanty "Under Western Eyes: Feminist Scholarship and Colonial Discourses"
Embodied geopolitics	09/25	Joan W. Scott "The Politics of the Veil"
	09/27	Sara Smith "The Domestication of Geopolitics: Buddhist-Muslim Conflict and the Policing of Marriage and the Body in Ladakh, India" or TBA
Exam 1	10/02	

Gender, nature, environment and resources (Film 2: <i>Taking Root: The Vision of Wangari Mathai</i>)	10/04	(J Moeckli and B Braun “Gendered Natures” <i>Social Nature</i> Watch film <i>Taking Root: The Vision of Wangari Mathai</i> in class)
	10/09	Rick Schroeder “Re-claiming” Land in The Gambia: Gendered Property Rights and Environmental Intervention
	10/11	Andrea Nightingale “Bounding difference: Intersectionality and the material production of gender, caste, class and environment in Nepal”
Globalization, value and gendered labor: Power-laden practices and binaries of production and social reproduction (Film 3: <i>Señorita Extraviada</i>)	10/16	Melissa Wright “Factory Daughters and Chinese Modernity: A Case from Donguan”
	10/18	Melissa Wright “From Protests to Politics: Sex Work, Women’s Worth, and Ciudad Juarez Modernity” Leslie (Watch film <i>Señorita Extraviada</i> in class)
	10/23	Salzinger “Manufacturing Sexual Subjects: Harassment, Desire and Discipline on a Maquiladora Shopfloor”
	10/25	Elizabeth Oglesby “Machos and Machetes” Geraldine Pratt “Valuing Childcare” (Optional/Background Mitchell, Marston and Katz “Introduction: Life’s Work”)
Gender and the city (Film 4: <i>Q2P</i>)	10/30	Leslie Kern “Selling the ‘scary city’: gendering freedom, fear and condominium development in the neoliberal city” (Optional/ Background: Domosh and Seager “The City”)
	11/01	Arjun Appadurai “Deep Democracy” (Watch film <i>Q2P</i> in class)
	11/06	Sapana Doshi “The Politics of Persuasion: Gendered Slum Citizenship in Neoliberal Mumbai”
Gender and development (with special attention to the case of micro-credit) (Film 5: <i>Small Fortunes</i>)	11/08	Dianne Elson “Male Bias in Development Practice”
	11/13	Katherine Rankin “Governing Development: Neoliberalism, Microcredit and Rational Economic Woman
	11/15	Yogendra Shakya and Katherine Rankin “The Politics of Subversion in Development Practice: An Exploration of Microfinance in Nepal and Vietnam
	11/20	Watch film <i>Small Fortunes</i> at home
Student Paper Presentations	11/27	
	11/29	
	12/04	
Papers due	12/07	
Take-home final exam due	TBA	