

**450:361 GENDER GEOGRAPHIES**  
Fall 2020  
Tuesdays/Thursdays 2:50pm-4:10pm  
Virtual Classroom: Zoom through Canvas

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Instructor: Dr. Andrea Marston  
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Office: <https://rutgers.zoom.us/my/ajm469?pwd=cXJyVndHUEgzZi9RcjAvU09PbW1Xdz09>  
Office Hours: Tuesdays, 4:15-6:15PM  
Schedule OH: <https://marston-office-hours.youcanbook.me>  
Canvas: <https://rutgers.instructure.com/courses/66729>

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**COURSE DESCRIPTION**

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Gender and sexuality affect every aspect of our lives. From the moment an ultrasound technician announces “girl” or “boy,” gender is all around us, shaping everything from the clothes we feel comfortable wearing to the spaces we feel comfortable occupying. This experience is completely different for everyone: we might never think about gender, we might feel limited by certain expectations associated with our assigned genders, or we might decide that our gender identity does not match the one on our birth certificate. Moreover, gender and sexuality always intersect with other axes of difference – including but not limited to race, religion, class, ethnicity, nationality, and so on – in ways that fundamentally alter our everyday lives. There is no appropriate way to discuss gender that does not also take these other differences into account.

This course explores the historical constitution of modern categories of gender and sexuality and the ways that these categories shape everything from global geopolitics to the intimate spaces of our households. The emphasis will be on the *spatial* or *geographical* aspects of gender and sexuality. This means that we will be thinking about how different spaces come to be gendered and/or sexualized, and how these spaces then constitute the people who occupy them. To approach this topic, we’ll be exploring “classic” theories of gender and sexuality, such as performativity, intersectionality, and queer theory, but we will be reading them in relation to particular places, such as bathrooms, nation-states, hospitals, kitchens, and borderlands.

By the end of this course, you should be able to mobilize multiple conceptual tools to discuss how gendered relations shaped historical processes (including colonial encounters, declarations of war, and scientific inquiries); how gendered relations shape spaces all around us on a daily basis; and how gendered relations intersect with other axes of difference to produce contemporary injustices. Since we will be reading, discussing, and writing analytically, you can also expect to improve your skills in these areas.

**This course satisfies the following Department of Geography learning goals:**

- To understand and evaluate connections and disconnections between places and peoples within the context of development and unequal power relationships.
- To be able to identify and apply analytic tools and geographic models appropriate to the study of cultural, societal and economic issues.

You do not have to buy any books for this course – all the readings are available under **Canvas modules**. However, there is one required movie that is not available for free online. Given that I cannot screen this for you in person, you will have to rent it on YouTube for \$4. There is also an optional TV series to check out that is only available on Hulu.

## Virtual Life:

- **Technology Requirements:** For this course, you will need to have a computer or some other device with a camera, microphone, and typing capabilities. You will also need access to the internet. Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.
- **Zoom:** We'll be using Zoom (embedded in Canvas) for class discussions and office hours. My understanding is that you do not need a zoom account as long as you are joining through Canvas. However, if you prefer, you can set up your Rutgers Zoom account by following instructions here: <https://it.rutgers.edu/zoom/>. If you have any technical issues with it, let me know and/or get in touch directly with Rutgers OIT (Office of Information Technology) at [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu) or 833-OIT-HELP.
- **Canvas:** We will use the “modules” feature on Canvas to organize readings, discussion boards, and places to upload midterm and final papers. You can see how this works by visiting the Canvas page at <https://rutgers.instructure.com/courses/73801>.
- **Classroom:** All upcoming class meetings are scheduled under the Zoom tab on Canvas – just click “join” on the appropriate meeting. Please log into this page at our regular class time. To the extent possible, please keep your camera on, though you may turn it off if you need. Please turn your microphone off when you are not talking. If someone else is talking and you just have a quick follow-up question, you can use the chat function to ask it, but please try to speak rather than type whenever possible. When you want to say something, you can use the hand raising function to make sure you get space to talk. *I am very (personally!) aware that being at home makes seminar participation challenging, and I am open to adaptations that work for you. Children and pets are welcome on camera, virtual backgrounds are great, and anything else you need should be fine.*
- **Office Hours:** I will hold office hours on Tuesdays from 4:15-6:15pm in my personal zoom room (ID number 957 740 1736, or follow link: <https://rutgers.zoom.us/my/ajm469?pwd=cXJyVndHUEgzZi9RcjAvU09PbW1Xdz09>). Please make an appointment in advance at <https://marston-office-hours.youcanbook.me>.

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## COURSE REQUIREMENTS

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### Requirements and Percentage of Grade Associated with Each Requirement

1. Reading responses – 25%
2. Participation (attendance and talking in virtual classes) – 20%
3. Presentation/Facilitation – 15%
4. Analytical Paper: 40%

### Reading responses (25%)

A reading response is due on the Canvas discussion board every Tuesday morning by 9AM (except on days you are presenting). Before writing your response, please thoughtfully read **all** of the readings for that week. I will read all of the responses and grade them out of 10 points. There are no responses in weeks 1, 13, or 15.

In your response, you should summarize the **all** of the authors' arguments (approx. 150-200 words) and then analyze/reflect on the readings (approx. 200-250 words). If you'd like, you can use the following questions to guide your reflections:

- How do the readings relate thematically to each other or to the course as a whole?
- What was most interesting/surprising/confusing to you in the readings?
- What is specifically spatial/geographical about the readings, or what would it mean to think about the readings spatially?
- Did the readings resonate with anything you have experienced personally or with current events (local, national, or global)?
- Did the readings resonate with anything from popular culture that you know of (music, art, movies, novels, blogs, etc.)? If it's something you can easily share with the class, please do!

You should read your classmates' responses before class, and you can choose to respond to them directly and/or mention them in your response (though this is not required).

### **Participation (20%)**

Participation is based on **attendance** and **thoughtful contributions to classroom discussion**. Since we are a small group, it's really important for everyone to be as involved. This means coming to class with questions and ideas that you want to discuss (even if it is a point of confusion, like "what the heck is Judith Butler talking about?"). Since everything will be virtual, I'll expect you to have the readings on hand with you for discussing specific passages.

In our Tuesday classes, I will give "mini lectures" to contextualize the readings and identify key themes, but we will treat the majority of our time together as a seminar. I might put you into small breakout rooms to discuss specific topics, or we might discuss together as a larger group. The first half of our Thursday classes will be dedicated primarily to student presentations and facilitation, and we'll use the second half for films, mini lectures, discussing the gendered aspects of current events, etc.

### **Presentation/Facilitation (15%)**

The first half of our Thursday meetings will be dedicated to student presentations/facilitations. Each of you will do this one time during the semester. Your presentation should be related to the week's themes, but it should not simply summarize the authors' arguments. Be creative and draw links between the readings and the world around you – whether the "world" that most interests you is the economy, popular music, geopolitics, or suburban households. How do the readings help you analyze the world, and what do you think the authors are missing? Why does it matter, or what are the politics at stake in this conversation? For example, if we were discussing Black feminist theory, you might use this theory to analyze Beyoncé's 2016 film/album "Lemonade," and you might talk about the racialized and gendered violence of Hurricane Katrina that shows up in that film.

The point of your presentation is to stimulate discussion, so be sure to make the topic interesting and to end with questions that will prompt your peers to respond. Your presentation should only be about 15 minutes, followed by 15-20 minutes of facilitated discussion.

Facilitating discussion is a learned skill – it gets easier the more you do it, but each discussion brings new challenges. In general, here are some tips that support discussion:

- Always be respectful and generous with your interlocutors
- Ask open-ended questions that might touch on common experiences in the group
- Keep extra questions on hand

- Write down participants' comments and return to them later in the conversation
- Ask follow-up questions or rephrase someone's comment to help them clarify or expand
- Encourage others to build on someone's comment
- Ask less talkative people individually to share their reflections
- Don't shy away from disagreements, but proceed with caution and respect
- Summarize the group's main points to bring the conversation to a close

### **Analytical Paper (40%)**

The analytical paper is the final product of the class. This is not a research paper, so you don't have to go looking for outside sources (unless you want to). Instead, draw on course themes and course readings to develop your own analysis of how gender operates within a specific place (or places) of your choice (e.g. airport, beach, public park, etc.) The paper will be graded in three stages:

#### ***Outline - due 9AM Friday, November 13<sup>th</sup> on Canvas Assignments (5%)***

Write a 1-page (single-spaced) outline of your paper. At the top of the page, explain your topic and core argument. In our outline, be sure to identify the details that support your core argument and the course readings that you will be engaging. You'll need to engage at least three readings, but preferably closer to five. These outlines will public on Canvas because we'll be discussing them in class on Tuesday, November 17<sup>th</sup>.

#### ***Draft - due 9AM Friday, December 4<sup>th</sup> on Canvas Assignments (15%)***

This should be a complete draft of your paper, including bibliography, but it does not have to be polished (i.e. I will be reading them for ideas and organization, but not for grammar or fluidity of writing). I will distribute a rubric in advance of this deadline, but the purpose of having a draft is to get feedback before submitting the final paper, so it doesn't have to be perfect.

#### ***Final paper - due 11AM Thursday, December 17<sup>th</sup> on Canvas Assignments (20%)***

I'll distribute a rubric for the final paper, but part of your grade will be based on improvement from the draft. Your writing can be creative as long as it's analytical.

### **Grading**

Below is the standard undergraduate grade scale. Note that I will give grades as percentages, but they will appear as letter grades in your final report. All grades will be posted on Canvas.

Letter	Percentage	Grade Point
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D	60-69	1.0
F	Below 60	0.0

**Honor pledge:** All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows: On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

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## CLASSROOM POLICIES AND SUPPORT

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**Safe Space:** I am committed to creating a safe space for everyone to discuss, debate and grapple with the complex and potentially sensitive ideas and issues presented in this class. I expect you to respect each other and the diversity of opinions in the (virtual) classroom. Disruptive behavior, offensive comments, and personal attacks will not be tolerated.

**Attendance:** Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website to indicate the date and reason for your absence: <https://sims.rutgers.edu/ssra/>. An email is automatically sent to me. If you are absent more than twice without a documented excuse, it will be reflected in your grade.

**Academic Honesty:** Students are expected to understand and act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, having someone else complete your course work, and facilitating violations of academic integrity by others. Below are some resources to explore about academic integrity, but please also ask me if you have any doubts.

- Resources for Students: <http://academicintegrity.rutgers.edu/resources-for-students/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- The Camden Plagiarism Tutorial (Interactive): <http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. [http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)

**Library/Learning Support:** Online Learning Tools from Rutgers University Libraries include Rutgers RIOT, Searchpath and RefWorks – you can find them at <http://www.libraries.rutgers.edu/tutorials>. You may also consider visiting the Learning Centers (<https://rlc.rutgers.edu/>) or Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

**Intellectual Property Rights:** Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

### Student Wellness Services:

- **Bias Incident Reporting and Support (DICE):** <https://diversity.rutgers.edu>  
The Division of Diversity, Inclusion, and Community Engagement works to advance, promote and advocate for inclusiveness, diversity, and equity at Rutgers University. If you believe you are the victim of or a witness to an alleged bias incident, you may report the incident, in person or by phone, to the Dean of Students Office, Residence Life staff, or another member of the Student Affairs staff <https://diversity.rutgers.edu/resources/bias-and-crisis-support>. Individuals may also report an

alleged bias incident online at: <http://studentaffairs.rutgers.edu/for-students/bias/bias-incident-reporting/>

- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>. University is stressful, particularly when you are juggling many courses, jobs, and family responsibilities – and everything has been dramatically compounded by COVID-19. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- **Crisis Intervention:** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>
- **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>
  
- **Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/). The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
  
- **Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. The documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.
  
- **Sexual harassment, sexual assault, dating or domestic violence, and/or stalking** may be reported using any of the following options:
  - Report to a Title IX Coordinator directly (a list of each campus's Title IX Coordinator is provided below). Such a report may be made at any time (including during non-business hours) via telephone or email, or by mail to the address listed for the Title IX Coordinator.
  - Report online, using the reporting form at <http://endsexualviolence.rutgers.edu/report-an-incident/>
  - Individuals may also report crimes of sexual violence to the Rutgers University Police Department.

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## COURSE AGENDA

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### Week 1 (9/1 & 9/3): Introduction to Gender Geographies

- Syllabus

- G. Pratt. 2009. "Feminist Geographies" *Dictionary of Human Geography*, pp. 244-248.
- Mollett, S., & Faria, C. 2018. The spatialities of intersectional thinking: fashioning feminist geographic futures. *Gender, Place & Culture*, 25(4), 565-577.

### **Week 2 (9/8 & 9/10): Naturalizing Gender: Science and Sex**

- E. Martin. 1991. The Egg and the Sperm: How science has constructed a romance based on stereotypical male-female roles. *Signs* 16(1): 485-501.
- Richardson, S. S. 2012. Sexing the X: How the X Became the "Female Chromosome". *Signs: Journal of Women in Culture and Society*, 37(4), 909-933.
- Bailey, M. 2016. Misogynoir in Medical Media: On Caster Semenya and R. Kelly. *Catalyst: Feminism, Theory, Technoscience* 2 (2), 1-31.
  - o **Reading response due on Tuesday 9AM**

### **Week 3 (9/15 & 9/17): Gendering Nature: Masculine Subjects and Feminine Objects**

- Moeckli, J. and B. Braun. 2001. Gendered natures: feminism, politics and social natures. In *Social Nature: Theory, Practice, Politics*, eds. N. Castree and B. Braun. Oxford: Basil Blackwell, pp. 112-132.
- V. Plumwood. 1993. "Dualism: the logic of colonization." Chapter 2 of *Feminism & the Mastery of Nature*, pp. 41-60. New York: Routledge.
- Haraway, D. 1984. Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936. *Social Text* 11(Winter): 20-64.
  - o **Reading response due on Tuesday 9AM**

### **Week 4 (9/22 & 9/24): Sex, Gender, & Performativity**

- Butler, Judith. 2008 [1990]. "Subjects of Sex/Gender/Desire." In *Gender Trouble: Feminism and the Subversion of Identity*, 1-34. New York: Routledge.
- Video: Butler, Judith. 2011. "Your Behavior Creates Your Gender." Big Think. <http://bigthink.com/videos/your-behavior-creates-your-gender>
  - o **Reading response due on Tuesday 9AM**

### **Week 5 (9/29 & 10/1): Social and Biological Reproduction**

- Federici, S. 2004. "Accumulation of Labor and Degradation of Women: Constructing 'Difference' in the 'Transition to Capitalism.'" Chapter 2 in *Caliban and the Witch: Women, the Body and Primitive Accumulation*. *Autonomedia*, pp. 61-115.
- Murphy, M. 2011. "Infrastructures of Counting and Affect." Chapter 5 of *The Economization of Life*. New York: Palgrave Macmillan, pp. 59-72.
- Bridges, K. 2011. "Wiley Patients, Welfare Queens, and the Reiteration of Race." Chapter 6 in *Reproducing race: An ethnography of pregnancy as a site of racialization*. Berkeley: Univ of California Press, pp. 201-250.
- *Optional Viewing*: Handmaid's Tale (Hulu) or watch trailers/snippets on YouTube
- *Optional Reading*: Critique of Handmaid's Tale: <https://www.vulture.com/2017/06/the-handmaids-tale-greatest-failing-is-how-it-handles-race.html>
  - o **Reading response due on Tuesday 9AM**

### **Week 6 (10/6 & 10/8): Gendered Spatial Imaginaries**

- Mohanty, Chandra Talpade. 1984. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Boundary 2* 12.3/13.1: 333-358.
- Kaplan, C. (2001). Hillary Rodham Clinton's Orient: Cosmopolitan travel and global feminist subjects. *Meridians*, 2(1), 219-240.
- Khalid, M. (2011). Gender, Orientalism and Representations of the 'Other' in the War on Terror. *Global Change, Peace & Security*, 23(1), 15-29.
  - o **Reading response due on Tuesday 9AM**

### **Week 7 (10/13 & 10/15): Gender of Colonialism**

- Stoler, A. L. 1989. Making empire respectable: The politics of race and sexual morality in 20th-century colonial cultures. *American ethnologist*, 16(4), 634-660.
- McClintock. 1995. "Lay of the Land: Genealogies of Imperialism." Chapter 1 of *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. NY: Routledge, pp. 18-74.
- Razack, S. H. 2002. "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George." In *Race, Space, and the Law: Unmapping a White Settler Society*, pp. 121-156. Toronto: Between the Lines.
  - o **Reading response due on Tuesday 9AM**

### **Week 8 (10/20 & 10/22): Gender, Diaspora, and Black Geographies**

- Brown, J. N. (2005) "Black Liverpool, Black America, and the Gendering of Diasporic Space." Chapter 1 of *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool*. Princeton: Princeton University Press, pp. 34-58
- McKittrick, K. (2011). On plantations, prisons, and a black sense of place. *Social & Cultural Geography*, 12(8), 947-963.
- Shabazz, Rashad. 2015. "Sores in the City: A Genealogy of the Almighty Black P. Stone Rangers." Chapter 4 in *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago*. Chicago: University of Illinois Press, pp. 76-96.
  - o **Reading response due on Tuesday 9AM**

### **Week 9 (10/27 & 10/29): Working Women & Feminized Labor**

- Pratt, G. (2004). "From registered nurse to registered nanny: discursive geographies of Filipina domestic workers in Vancouver, BC." Chapter 24 of *Reading Economic Geography*, 375-388.
- Wright, M. W. (1997). Crossing the factory frontier: Gender, place and power in the Mexican maquiladora. *Antipode*, 29(3), 278-302.
- Gregory, S. 2014. "Sex Tourism and the Political Economy of Masculinity." Chapter 4 in *Devil in the Mirror: Globalization and Politics in the Dominican Republic*. Berkeley: University of California Press, pp. 130-165.
  - o **Reading response due on Tuesday 9AM**

### **Week 10 (11/3 & 11/5): Queering Space**

- Doan, P.L. 2010. The tyranny of gendered spaces – reflections from beyond the gender dichotomy. *Gender, Place & Culture*, 17:5, 635-654
- Oswin, Natalie. 2010. "The Modern Model Family at Home in Singapore: A Queer Geography." *Transactions of the Institute of British Geographers* 35.2: 256-268.
- Moussawi, G. (2013). Queering Beirut, the 'Paris of the Middle East': fractal Orientalism and essentialized masculinities in contemporary gay travelogues. *Gender, Place & Culture*, 20(7), 858-875.
  - o **Reading response due on Tuesday 9AM**

### **Week 11 (11/10 & 11/12): From Homes to Homelands**

- Cowen, D. (2004). From the American lebensraum to the American living room: class, sexuality, and the scaled production of 'domestic' intimacy. *Environment and Planning D: Society and Space*, 22(5), 755-771.
- A. Mountz. 2004. Embodying the nation-state: Canada's response to human smuggling. *Political Geography* 23 (3): 323-345.
- J. Puar. 2006. Mapping US homonormativities. *Gender, Place & Culture* 13(1): 67-88.
  - o **Reading response due on Tuesday 9AM**

**\*\*\* OUTLINE OF FINAL PAPER DUE 9AM FRIDAY, NOVEMBER 13<sup>TH</sup> \*\*\***



### **Week 12 (11/17 & 11/19): Feminist Geopolitics**

- Enloe, C. 2014 [1990]. "Going bananas! Where are the women in the international politics of bananas?" Chapter 6 of *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Berkeley: UC Press, pp. 211-249.
- Fluri, J. (2011) Armored peacocks and proxy bodies: Gender geopolitics in aid/development spaces of Afghanistan, *Gender, Place & Culture*, 18:4, 519-536
- Dixon, D. P. 2015. "Flesh." Chapter 3 of *Feminist Geopolitics: Material States*. New York: Routledge, pp. 59-84.
  - o **Reading response due on Tuesday 9AM**

### **Week 13 (11/24 – NO CLASS ON 11/26)**

- **Film:** Sleep Dealer (2014) (rent on YouTube for \$4; watch before class – no response due)

### **Week 14 (12/1 & 12/3): Borders, Boundaries, Bodies**

- G. Anzaldúa. 1999. *Borderlands/La Frontera: The New Mestiza*. Aunt Lute Books, San Francisco, CA, pp. 1-40.
- R. Longhurst, 2001. "Bodily Openings" & "Corporeographies," Chapters 2 & 3 in *Bodies: Exploring fluid boundaries*, pp. 1-8, 9-32. NY: Routledge.
- Grosz, Elizabeth. 1998. "Bodies-Cities." In *Places Through the Body*, edited by Heidi J. Nast and Steve Pile, 31-38.
  - o **Reading response due on Tuesday 9AM**

**\*\*\* DRAFT OF FINAL PAPER DUE 9AM FRIDAY, DECEMBER 4TH \*\*\***

### **Week 15 (12/8 & 12/10): Technology and Feminist Futures**

- Haraway, D. 1991 [1987]. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century." Chapter 8 of *Simians, Cyborgs, and Women: The Reinvention of Nature*. New York: Routledge, pp. 149-182.
- Solanos, V. 1968. "S.C.U.M Manifesto." New York: Olympia Press. (Skim)
- Andrea Long Chu (2018). "On Liking Women." *N+1 Magazine Online*, 30 (Winter). Online: <https://nplusonemag.com/issue-30/essays/on-liking-women/>
- Jemisin, NK. "How Long Til Black Future Month?" Essay, available online: <http://nkjemisin.com/2013/09/how-long-til-black-future-month/>

**\*\*\* FINAL PAPER DUE 9AM FRIDAY, DECEMBER 18TH\*\*\***