

Gender and American Studies

Course Overview

This course is a general overview of the American Studies field. We will cover a range of topics, themes, theories, and methodologies related to the field spanning from the New World's "discovery" to the present. While this course follows central historical chronology and themes of America, the curriculum pays critical attention to gender in relation to the country's social and political histories. Specifically, we will explore gender formations (such as the construction of masculinity and femininity), moments of anxiety about gender roles, and axis of power along gendered lines. Furthermore, as we investigate gender as our central analytic, we will do so with the understanding that gender constructions are inextricably tied to race, class, and sexuality, within the contexts of domestic and global projects.

The course is aimed to introduce gender identity in America as an unstable and fluid concept, subject to transformation based on the social, historic, and political conditions of the time. Furthermore, students will learn how women, sexual minorities, and racially marked groups enacted agency throughout a predominantly white heteronormative male social order. We will question to what degree "progress" has or has not been made at each historical and social milestone. For example, what strategies did certain marginalized groups employ to change their social conditions? What strategies did dominant groups use to maintain their positions of power? We will approach all thirteen units Socratically, and thus each section includes guiding questions to stimulate discussion and critical thinking. Last, this course is designed to reflect the interdisciplinary nature of American Studies; as

such, we will be looking at various kinds of texts and methods that draw from history, social sciences, women's studies, literature, literary analysis, cultural theory, and life writing.

Unit 1: Overview Texts

Unit 1 serves as a historiographical overview and analysis of the American Studies field. For week 1, Howard Zinn and Ronald Takaki's works is intended to prime our thinking about histories written from the perspectives of the oppressed, rather than the "victors," as traditionally done. Select essay from *Cultures of United States Imperialism* call our attention to notions of U.S. exceptionalism and its pitfalls, particularly in American Studies scholarship. Week 2 readings trace debates within American Studies that have shaped the field's approach and scholastic scope. They help us understand the fluid and interdisciplinary nature of the field, as well as provide a guidepost for subsequent units.

WEEK 1 Guiding Questions: What is the value in tracing the histories of the "non-victors"? How do these authors include (or exclude) gender in their rewriting of particular histories? What are some of the critiques of U.S. exceptionalist scholarship in the American Studies field?

General

1. Zinn, Howard. *A People's History of the United States: 1492-2001*, 2003.
2. Takaki, Ronald T. *A Different Mirror: a History of Multicultural America*. New York: Back Bay Books/Little, Brown, and Co., 2008.
3. Kaplan, Amy, and Donald E Pease. *Cultures of United States Imperialism*. Durham: Duke University Press, 1993.

WEEK 2 Guiding Questions: How have social movements influenced American Studies debates, scholarship, and approaches? To what degree do these authors critically engage gender issues as part of the field's development?

American Studies as a Field

4. Articles:
 - Huhndorf, Shari. "Picture Revolution: Transnationalism, American Studies, and the Politics of Contemporary Native Culture." *American Quarterly* 61:2 (2009): 359-381. EBSCOhost. Web.
 - Kuklick, Bruce. "Myth and Symbol in American Studies." *American Quarterly*. 24.4 (1972): 435-480. EBSCOhost. Web.

- Marx, Leo. "Thoughts on the Origin and Character of the American Studies Movement." *American Quarterly* 31.3 (1979): 398-401. EBSCOhost. Web.
 - Wise, Gene. "Paradigm Dramas in American Studies." *American Quarterly* 31:2 (1979): 293-337. EBSCOhost. Web.
5. Lipsitz, George. *American Studies in a Moment of Danger*. Minneapolis: University Of Minnesota Press, 2001.
 6. Edwards, Brian T. *Globalizing American Studies*. Chicago: University Of Chicago Press, 2010.

Unit 2: Discovery and Conquest

Unit 2 examines early European contact in the New World and its impact on the Native American's environmental and cultural landscapes. Here we look at the ideologies deployed to justify the violent conquering of indigenous peoples. This unit also questions conventional histories that depicted Native Americans as "savages" and "uncivilized" to serve European imperial interests. Furthermore, unit 2 looks at how patriarchal ideals, as well as sexual violence and relationships with indigenous women served the pursuit of conquest.

WEEK 3 Guiding Questions: How is conquest seen as a particularly gendered enterprise? In addition to bringing over disease, violence, and materials for trade, European conquerors brought to the New World certain ideas about male and female roles in society, particularly in relation to power. How were these ideologies imposed on certain New World inhabitants? In what ways did these ideologies function as another tool for conquest?

7. Stannard, David E. *American Holocaust: Columbus and the Conquest of the New World*. New York: Oxford University Press, 1992.
8. Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. 1st ed. W. W. Norton & Company, 2005.
9. Slater, Sandra, and Fay A Yarbrough. *Gender and Sexuality in Indigenous North America, 1400-1850*. Columbia, S.C.: University of South Carolina Press, 2011.

Unit 3: Making a Nation

Unit 3 explores early Republican ideals informing conceptions of nationhood and citizenship that relied on patriarchal gender ideology. Colonial women took on the responsibility of "republican motherhood," while nation building was largely assumed to be the purview of Anglo-American men. With this unit we see early debates about women's role in the New Republic, as well as pre-feminist activity, and women's work outside of the domestic sphere. Furthermore, we explore the

way womanhood and femininity did not necessarily pertain to indigenous and African American women (Brown), and carried different meaning among women of differing economic classes. We investigate how gendered discourse on women's raced and classed bodies served to privilege white male patriarchy, as well as white middle-class women themselves.

WEEK 4 Guiding Questions: How did Euro-American religious traditions factor in the nation-building project? How did these religions operate in the construction of gendered and raced divisions of labor and citizenry?

10. Guyatt, Nicholas. *Providence and the Invention of the United States, 1607-1865*. Cambridge: Cambridge University Press, 2007.
11. Morgan, Edmund S. *Gentle Puritan*. W. W. Norton and Company, Inc., 1983.
12. Kerber, Linda K. *Women of the Republic: Intellect and Ideology in Revolutionary America*. Chapel Hill, NC: The University of North Carolina Press, 1997.
13. Bird, Harrison. *Attack on Quebec: The American Invasion of Canada, 1775*. Oxford University Press, 1968.

WEEK 5 Guiding Questions: Colonial women engaged largely in reproductive labor. In what ways did these women contest and/or embrace these gendered roles? How did certain women's classed or raced positions impact their ability to negotiate their (dis)empowerment relative to other women and relative to white patriarchy?

14. Brown, Kathleen M, and Institute of Early American History and Culture Williamsburg. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*. Chapel Hill: Published for the Institute of Early American History and Culture by the University of North Carolina Press, 1996.
15. Karlsen, Carol F. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. W. W. Norton & Company, 1998.
16. Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*. 1st ed. Vintage, 1991.
17. Cott, Nancy F. *The Bonds of Womanhood: "Woman's Sphere" in New England, 1780-1835*. 2nd ed. Yale University Press, 1997.
18. Stansell, Christine. *City of Women: Sex and Class in New York, 1789-1860*. University of Illinois Press, 1987.

Unit 4: Continental Westward Expansion

Unit 4 challenges the masculine identification with continental Westward expansion. We draw upon life writing (Lawrence) and fictional narratives (Davidson) to examine women's participation in this project. Furthermore, this unit examines the feminizing and mythologizing of the American landscape as nurturing, giving, and feminine, which Kolodny describes as the "pastoral impulse."

WEEK 6 Guiding Questions: How do women's voices and engagement with Western literature shift our understanding of Westward expansion as a masculine project? How did feminized and sexualized symbols and myths of the American West contribute to the way the continent was expanded and used?

19. Smith, Henry Nash. *Virgin Land: The American West as Symbol and Myth*. 12th Printing (Second edition). Harvard University Press, 2007.
20. Kolodny, Annette. *Lay of the Land*. Chapel Hill: The University of North Carolina Press, 1984.
21. Davidson, Cathy N. *Revolution and the Word: The Rise of the Novel in America*. Expanded. Oxford University Press, USA, 2004.
22. Lawrence, Deborah. *Writing the Trail: Five Women's Frontier Narratives*. University Of Iowa Press, 2006.
23. Akers, Donna. *Living in the Land of Death: The Choctaw Nation, 1830-1860*. East Lansing: Michigan State University Press, 2004.

Unit 5: Slavery/Civil War and Its Legacy

Unit 5 is a four-week exploration into slavery and its legacy in America. The first two weeks of this unit explore the institution of slavery itself, as well as the ideological development of a race-based hierarchy that justified enslavement, and reduced black bodies into sellable commodities. The texts in these weeks also explore how gender, class, and sexuality are inseparable from this system. Furthermore, we explore slave narratives to underscore how gender norms and differences manifested in the personal experiences of the enslaved, as well as their ideas and attempts at freedom. This unit also looks at chattel slavery in other parts of the Americas, particularly in the "Resistance" subsection. While there were regional specificities of the slave trade such as types of labor, crops, life span of the enslaved, and severity of their treatment, the second half of this unit surveys shared and varied approaches to resistance and freedom. These latter texts help us understand how ideas about emancipation circulated around the Atlantic, the metropole, and colonies.

WEEK 7 Guiding Questions: In what ways were enslaved women treated differently than enslaved men (at trade, in their labor, through sexualization, family relations, etc.)? Why might it be important to look at the North's complicity in slavery, as well as their historical narrative that minimized and erased their involvement?

Slavery & the Civil War

24. Johnson, Walter. *Soul by Soul: Life Inside the Antebellum Slave Market*. Cambridge, Mass.: Harvard University Press, 2001.
25. Stevenson, Brenda E. *Life in Black and White: Family and Community in the Slave South*. New York: Oxford University Press, 1997.
26. Melish, Joanne Pope. *Disowning Slavery: Gradual Emancipation and "Race" in New England, 1780-1860*. Ithaca: Cornell University Press, 2000.
27. Creighton, Margaret S. *The Colors of Courage: Gettysburg's Forgotten History: Immigrants, Women, and African Americans in the Civil War's Defining Battle*. First Hardcover Edition. Basic Books, 2005.

WEEK 8 Guiding Questions: How do these life narratives illuminate, challenge or supplement our understanding of gendered differences in slavery? To what larger social projects do these texts contribute? (Think of the time they were originally published.)

28. Jacobs, Harriet A. *Incidents in the Life of a Slave Girl*. Mineola, N.Y.: Dover Publications, 2001.
29. Equiano, Olaudah. *The Life of Olaudah Equiano, or, Gustavus Vassa, the African*. Mineola, N.Y.: Dover Publications, 1999.
30. Morrison, Toni. *A Mercy*. Reprint. Vintage, 2009.

WEEK 9 Guiding Questions: What were some of the modes of resistance? How were they similar or different for men and women? How did slave rebellion inform struggles for citizenship and critique modernity in the metropole, and vice versa?

Resistance

31. Scott, Rebecca J., and Jean M. Hébrard. *Freedom Papers: An Atlantic Odyssey in the Age of Emancipation*. Harvard University Press, 2012.
32. Price, Richard. *Alabi's World*. The Johns Hopkins University Press, 1990.
33. Gilroy, Paul. *The Black Atlantic: Modernity and Double-Consciousness*. Reissue. Harvard University Press, 1993.
34. James, C. L. R. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. 2nd ed. Vintage, 1989.

WEEK 10 Guiding Questions: What were some of the competing ideas of "racial uplift" and "the negro problem"? How did women (black and white) work as agents

for social change? What are some of the contending theories explaining or justifying segregation? How does the North/South relationship factor into these theories, if at all?

Reconstruction/Segregation

35. Gilmore, Glenda Elizabeth. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. The University of North Carolina Press, 1996.
36. Gaines, Kevin K. *Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century*. The University of North Carolina Press, 1996.
37. Du Bois, W. E. B. *The Souls of Black Folk*. New York: Tribeca Books, 2011.
38. Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. Ill edition. New York: Harper Perennial Modern Classics, 1988.
39. Woodward, Comer Vann, McFeely, William S. *The Strange Career of Jim Crow*. Oxford [u.a.]: Oxford University Press, 2002.

Unit 6: The Gilded Age and Progressive Era

Unit 6 considers the rise in mass immigration, working-class consciousness, growth in commercialized entertainment, and the development of the city in the making of modern America. This era marks drastic social, economic, and political shifts, which scholars argue have contributed to fears about women's roles in the workforce (Peiss), and threats to shifting conceptions of manliness (Bederman). Coupled with gender anxieties is the influx of a multiethnic labor force, resulting in an effort to (re)establish white superiority. The readings in the second half of this unit attend to the legal, social, and ideological maneuvering of constructing whiteness as a superior social category, which drew upon pre-existing ideas of race and patriarchy.

WEEK 11 Guiding Questions: To what extent did the Progressive Era enable a space for women's concerns to be addressed? How were the interests of middle class reformers similar or different from working class women? How was the discursive shift from manliness to masculinity dependent on gender, sexuality, and civility?

40. Bederman, Gail. *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. University Of Chicago Press, 1996.
41. Peiss, Kathy. *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*. Temple University Press, 1986.

WEEK 12 Guiding Questions: How did legal, scientific, media, and social apparatuses serve or contest the construction of whiteness? How were ideas of

masculinity tied to ideas of race and sexuality? How did the inconsistent standards for various interracial couplings speak to larger hegemonic interests of the time (particularly in gendered ways)?

42. Jacobson, Matthew Frye. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, Mass.: Harvard University Press, 1999.
43. Pascoe, Peggy. *What Comes Naturally: Miscegenation Law and the Making of Race in America*. Oxford; New York: Oxford University Press, 2010.
44. Lui, Mary Ting Yi. *The Chinatown Trunk Mystery: Murder, Miscegenation, and Other Dangerous Encounters in Turn-of-the-century New York City*. Princeton, N.J.: Princeton University Press, 2007.
45. Friday, Chris. *Organizing Asian-American Labor: The Pacific Coast Canned-Salmon Industry, 1870-1942*. Temple University Press, 1995.
46. Shah, Nayan. *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West*. Berkeley: University of California Press, 2012.

Unit 7: Expansion/Empire Building/Imperialism

Unit 7 surveys the close of the 19th century as the United States worked toward expanding their imperial reach. We explore how imperialists and anti-imperialists co-opted the language of restoring manhood and dealt with anxieties about American manhood being under assault during this time. Simultaneously, women's suffrage and their increasing participation in the public sphere led to reconfiguring ideas of womanhood in relation to manhood and imperial projects. While this section is about U.S. expansion, we also investigate the way notions of the foreign and domestic mutually informed one another (Kaplan, Wexler). Moreover, this unit looks at the paternalistic language and rhetoric deployed to feminize territories and its peoples to enable a veiled benevolent dominance.

WEEK 13 Guiding Questions: How did expressions of “progress” and “goodwill” double as imperial domination? In what ways did notions of manhood shift overtime? How were women involved or considered in U.S. expansion and nation building projects?

47. Kaplan, Amy. *The Anarchy of Empire in the Making of U.S. Culture*. Harvard University Press, 2005.
48. Wexler, Laura. *Tender Violence: Domestic Visions in an Age of U.S. Imperialism*. Chapel Hill: University of North Carolina Press, 2000.
49. Streeby, Shelley. *American Sensations: Class, Empire, and the Production of Popular Culture*. University of California Press, 2002.

50. Hoganson, Dr Kristin L. *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*. Yale University Press, 2000.
51. Liliuokalani. *Hawaii's Story by Hawaii's Queen* Publisher: Mutual Pub Co, 1991.
52. Silva, Noenoe K. *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*. Durham: Duke University Press, 2004.
53. Stoler, Ann Laura. *Haunted by Empire: Geographies of Intimacy in North American History*. Durham: Duke University Press, 2006. [Select essays]

Unit 8: The Warring and Interwar Years

Unit 8 spans two weeks and covers the warring and interwar years, which were fraught with on-going racial tensions played out through the two World Wars, popular culture, labor, immigration, and law. We explore how bureaucratic methods and surveillance increased to construct, define, and police immigrant subjects, sexual minorities, and communist paranoia. Furthermore, this unit explores the widespread change in the workforce, as women temporarily took on wartime labor, particularly in the factories, and the tensions that accompanied male soldiers upon their return home, which relegated women back into the domestic sphere.

WEEKS 14 & 15 Guiding Questions: How did labor relations change during this time? How did race relations and U.S. racial ideologies change during these decades? What gendered ideologies (or propaganda) were deployed to enable mass labor among women and immigrants?

54. Denning, Michael. *The Cultural Front: The Laboring of American Culture in the Twentieth Century*. New Edition. Verso, 2011.
55. Chauncey, George. *Gay New York Gender, Urban Culture, and the Makings of the Gay Male World, 1890-1940*. New York: Basic Books, 1994.
56. Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press, 2005.
57. Rogin, Michael. *Blackface, White Noise: Jewish Immigrants in the Hollywood Melting Pot*. University of California Press, 1998.
58. Stannard, David E. *Honor Killing: Race, Rape, and Clarence Darrow's Spectacular Last Case*. Reprint. Penguin Books, 2006.
59. Glenn, Evelyn. *Issei, Nisei, War Bride: Three Generations of Japanese American Women in Domestic Service*. Philadelphia: Temple University Press, 1988.

60. Litoff, Judy Barrett, and David C Smith. *Since You Went Away: World War II Letters from American Women on the Home Front*. Lawrence: University Press of Kansas, 1995.
61. Spiegelman, Art, and Profusely illustrated. *Maus: A Survivor's Tale, Parts I & II*. Pantheon Books, 1993.
62. Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. Vintage Books, 2003. [Parts I & II]

Unit 9: Cold War and Decolonialism

Unit 9 investigates the racial and gender ideologies that operated during the Cold War years in tandem with ideologies of containment and domestic conformity. Furthermore, we look at the entanglements of consumer culture, patriotism, and female domestication with tensions between the U.S. and Soviet Union. In this unit, we also explore contradictions with America's self-fashioning and international promotion of democracy and freedom within a larger global movement of decolonization and the Vietnam War.

WEEK 16 Guiding Questions: How did Cold War ideologies at the time locate the family within the larger political culture of domestic containment? How were gendered and raced politics of consumption related to patriotism and national duty?

63. Cohen, Lizabeth. *A Consumers' Republic: The Politics of Mass Consumption in Postwar America*. Vintage Books, 2003. [Parts III & IV]
64. Tyler, Elaine May. *Homeward Bound: American Families in the Cold War Era*. Paperback, n.d.
65. Walker, Nancy A. *Women's Magazines, 1940-1960: Gender Roles and the Popular Press*. Boston: Bedford/St. Martin's, 1998.

WEEK 17 Guiding Questions: What kinds of gendered and racial logic operated in the postwar years to propel American imperialism in Asia and the Middle East? In what ways is the term "Cold War" a misnomer?

Cold War

66. Williams, William Appleman. *The Tragedy of American Diplomacy*. 50th Anniversary Edition. W. W. Norton & Company, 2009.
67. Kim, Jodi. *Ends of Empire: Asian American Critique and the Cold War*. Univ Of Minnesota Press, 2010.
68. Donaghy, Greg. *Tolerant Allies Canada and the United States, 1963-1968*. Montreal: McGill-Queen's University Press, 2002.

69. Wilcox, Fred A. *Waiting for an Army to Die: The Tragedy of Agent Orange*. Vintage, NY, 1983.
70. McAlister, Melani. *Epic Encounters : Culture, Media, and U.S. Interests in the Middle East Since 1945*. First Edition, Revised. University of California Press, 2005.

WEEK 18 Guiding Questions: What contradictions within colonial and imperial rhetoric do these authors raise? What shifts or changes to the colonial world order are these authors advocating?

Decolonization

71. Césaire, Aimé, and Robin D. G Kelley. *Discourse on Colonialism*. New York: Monthly Review Press, 2000.
72. Von Eschen, Penny M. *Satchmo Blows up the World Jazz Ambassadors Play the Cold War*. Cambridge, Mass.: Harvard University Press, 2006.
73. Smith, Linda Tuhiwai. *Decolonizing Methodologies*. London: ZED BOOKS LTD, 2012.

Unit 10: Civil Rights Era

Unit 10 inspects the Civil Rights movement with regards to tensions and fissures along gender, class, and race lines. This unit contests the homogenizing of this movement and questions the production of historical memory that valorizes certain men (e.g. Martin Luther King Jr.) and neatly packages this era in the decades of the mid-20th century. We explore this unit through less celebrated narratives, particularly ones that insist on the grassroots work of students, women, and the poor. Moreover, we look at the nuanced work (successes and limitations) from the Student Nonviolent Coordinating Committee (SNCC), National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Congress of Racial Equality (CORE), and 1964 Democratic Convention.

WEEKS 19 & 20 Guiding Questions: How can we measure the successes and failures of the Civil Rights movement? (What was achieved? What was not achieved?) How did the movement address or not address concerns of women or the working-class and poor? How did this era influence the rise of the conservative right?

74. Singh, Nikhil Pal. *Black Is a Country: Race and the Unfinished Struggle for Democracy*. Harvard University Press, 2005.
75. Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice*. Oxford; New York: Oxford University Press, 2006.

76. Freeman, Jo. *At Berkeley in the Sixties the Education of an Activist, 1961-1965*. Bloomington: Indiana University Press, 2004.
77. Lee, Chana Kai. *For Freedom's Sake: The Life of Fannie Lou Hamer*. Urbana: University of Illinois Press, 1999.
78. McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right*. Princeton University Press, 2002.

Unit 11: Feminist Movements and Theory

Unit 11 surveys the modern feminist movement (also referred to as “second wave feminism”) that overlapped with the Civil Rights era. These two movements were not mutually exclusive from one another. We look at how discontent in the Civil Rights era inspired women to advocate for their rights unaddressed in the movement. The texts in the second half of this unit critiques the women’s movement as having served the interests of white middle-class and educated women. These texts trace and theorize a longer history of struggles and alliances, especially among and between non-white women.

WEEK 21 Guiding Questions: How did the women’s movement unearth conventional gender norms for women, particularly in the wake of Cold War conformity and female domestication? What gendered frustrations in the Civil Rights movement led to the women’s liberation movement?

79. Evans, Sara. *Personal Politics: The Roots of Women’s Liberation in the Civil Rights Movement & the New Left*. New York: Vintage, 1980.
80. Rosen, Ruth. *The World Split Open: How the Modern Women’s Movement Changed America*. New York: Penguin, 2001.

WEEK 22 Guiding Questions: In what ways did women of color feminists critique the mainstream women’s movement? In what ways did women of color negotiate loyalties to anti-racism and feminist projects? How do the texts this week speak to the ways varied and overlapping structures of power ran along axes of race, sexuality, colonization, and class?

81. Lorde, Audre. *Sister Outsider: Essays and Speeches*. Berkeley, Calif.: Crossing Press, 2007.
82. Moraga, Cherrie, and Gloria Anzaldúa, eds. *This Bridge Called My Back: Writings by Radical Women of Color*. 2nd ed. Kitchen Table/Women of Color Press, 1984.
83. Smith, Andrea. *Conquest: Sexual Violence and American Indian Genocide*. Cambridge, MA: South End Press, 2005.

84. Davis, Angela Y. *Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie Smith, and Billie Holiday*. 1st Vintage Books Ed. Vintage, 1999.

85. Butler, Judith. *Undoing Gender*. New York; London: Routledge, 2004.

Unit 12: Capitalism, Consumption and Labor

Unit 12 focuses our attention back to labor and economic structures and their contemporary manifestations on social hierarchies. This section traces how the decline of American manufacturing impacted modes of international production and domestic consumption patterns. In particular, we investigate this connection with global and domestic capitalism alongside a contemporary raced and gendered labor force. The first half of this unit looks at the structures and ideologies erecting this global capitalist system; the second half looks at manifestation of this system in particular industries.

*These remaining two units (12 and 13) generally take this syllabus into the last three decades; however, our focus shifts slightly away from a strictly chronological approach to a thematic one that opens up this course to U.S.-global relationships.

WEEKS 23 & 24 Guiding Questions: What kinds of neoliberal discourses occlude the inequalities that global capitalism produces? How do these inequalities disproportionately impact women? How are capitalist structures produced domestically and internationally? How are they similar or different from classed, raced, and gendered labor from previous moments in American history?

86. Harvey, David. *A Brief History of Neoliberalism*. Oxford; New York: Oxford University Press, 2005.

87. Sassen, Saskia. *Globalization and Its Discontents*. New York: W.W. Norton & Company, Inc., 1998.

88. Davis, Mike. *City of Quartz: Excavating the Future in Los Angeles*. Verso, 2006.

89. Clements, Jeffrey D. *Corporations Are Not People: Why They Have More Rights Than You Do and What You Can Do About It*. San Francisco: Berrett-Koehler Publishers, 2012.

90. Ho, Karen. *Liquidated: An Ethnography of Wall Street*. Duke University Press Books, 2009.

91. Klein, Naomi. *No Logo: No Space, No Choice, No Jobs*. New York: Picador, 2010.

WEEKS 25 & 26 Guiding Questions: Whose interests are served (who benefits) from raced and gendered labor? What kinds of co-dependency exist between laborers and consumers? How are these relationships negotiated?

92. Mathew, Biju. *Taxi!: Cabs and Capitalism in New York City*. Ithaca: ILR Press, 2008.
93. Ehrenreich, Barbara. *Nickel and Dimed: On (not) Getting by in America*. New York: Picador, 2011.
94. Choy, Catherine Ceniza. *Empire of Care: Nursing and Migration in Filipino American History*. Durham: Duke University Press, 2003.
95. Parreñas, Rhacel Salazar. *Servants of Globalization: Women, Migration and Domestic Work*. Stanford, Calif.: Stanford University Press, 2001.
96. Tu, Thuy Linh N. *The Beautiful Generation: Asian Americans and the Cultural Economy of Fashion*. Durham [NC]: Duke University Press, 2011.

Unit 13: (Trans)nationalism and Neocolonial Conditions

Unit 13 closes this course with a critical look at the celebration of globalization and multiculturalism. Many of these texts look at how transnational and neocolonial connections formed new global subjects, cultures, and political identities, as well as extended a longer historical legacy founded on Euro-American colonial and imperial hegemony. In the first half of this unit we revisit earlier industries of racialized labor that overlapped with the end of the international slave trade, and trace that legacy into the end of the 20th and beginning of the 21st centuries. We also look at how these contemporary labor and economic systems impact ideas of citizenship. The second half of this final unit looks at contemporary transnational routes and circuitry of people, goods, and ideas. We look at transnationalism particularly through the intersections of gender, feminisms, and sexuality.

WEEK 27 & 28 Guiding Questions: How do multicultural rhetoric obscure not only racial inequalities but other forms of social inequalities? How does globalization reimagine citizenship, as well as the rights and privileges attached to certain kinds of national belonging?

97. Prashad, Vijay. *Everybody Was Kung Fu Fighting: Afro-Asian Connections and the Myth of Cultural Purity*. Boston: Beacon Press, 2002.
98. Fujikane, Candace, and Jonathan Y Okamura. *Asian Settler Colonialism from Local Governance to the Habits of Everyday Life in Hawai'i*. Honolulu: University of Hawai'i Press, 2008.
99. Anderson, Benedict R. O'G. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London; New York: Verso, 2006.
100. Coll, Kathleen. *Remaking Citizenship: Latina Immigrants and New American Politics*. 1st ed. Stanford University Press, 2010.

101. Ong, Aihwa. *Flexible Citizenship: The Cultural Logics of Transnationality*. 2nd printing, edition. Durham: Duke University Press Books, 1999.

WEEK 29 & 30 Guiding Questions: How do some of these authors critique certain universal assumptions about transnationalism, human rights, and/or feminism? What are some ideologies that circulate through these transnational connections along with goods and services? How do they construct certain privileged and oppressed subjects?

102. Das Gupta, Monisha. *Unruly Immigrants: Rights, Activism, and Transnational South Asian Politics in the United States*. Durham: Duke University Press, 2006.
103. Briggs, Laura. *Somebody's Children: The Politics of Transracial and Transnational Adoption*. Duke University Press Books, 2012.
104. Cruz, Denise. *Transpacific Femininities: The Making of the Modern Filipina*. Durham ; London: Duke University Press Books, 2012.
105. Grewal, Inderpal. *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Duke University Press Books, 2005.
106. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham; London: Duke University Press, 2003.