

**PSCI 5502W/PECO 5502: Issues in Political Economy  
Gender, Race, and Everyday International Political Economy  
Mondays 5:35 - 8:25PM  
Online (Synchronous)**

**Instructor:** Dr. Stephanie Redden  
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**Office Hours:** (Zoom) Mondays 4:00PM – 5:00PM (or by appointment)

**Course Description**

With this course you will be introduced to the Everyday Politics approach to international relations (IR) and international political economy (IPE), which has steadily gained in popularity in the field over the last ten years. You will become familiar both with more recent feminist and mainstream articulations of this approach, as well as examine its earlier beginnings within feminist IR and IPE scholarship. In addition to providing a broad overview of this approach, the course will allow you the opportunity to consider several case studies that showcase the importance of considering everyday spaces and actors in order to better understand the current global political and economic climate in more depth. Through these case studies, you will be able to unpack the multidirectional relationship between the global and the everyday, as well as investigate the highly gendered and racialized realities of both spaces. In doing so, you will be able to reflect on what impacts these factors have on how people of various social identities choose to resist and what potential impacts their actions have within—and beyond—everyday spaces. Finally, in exploring this material, you will gain a deeper understanding and awareness of how your own choices and actions are connected—and contribute to—broader, global systems and processes.

**Course Objectives:**

- Assess issues, concepts, and debates associated with the Everyday Politics approach to the study of international relations (IR) and international political economy (IPE).
- Explore earlier feminist scholarship that contributed to the development of this approach.
- Unpack the multidirectional relationship between the global and everyday spaces and actors (as well as investigate the highly gendered and racialized realities of both spaces) through the use of illustrative case studies.
- Develop a deeper understanding and awareness of how your own choices and actions are connected—and contribute to—broader, global systems and processes.

### **Format:**

This class is structured as a *weekly three-hour online (synchronous) seminar*. To avoid unnecessary delays and disruptions, you should be logged on and ready to begin class at the scheduled time (with the understanding that technical issues can occur). If you are in a different time zone, please ensure that you have accounted for the time difference. I will generally begin each session with a short introduction of key themes and ideas associated with each topic. However, this class will be primarily discussion-based. Therefore, you are expected to come to all classes and must be prepared to actively participate. All required readings must be completed prior to each class.

Films, documentaries, and other media clips will also occasionally be shown in class to compliment and illustrate key concepts and themes from the weekly readings.

### **Course Materials:**

All course material is available electronically through Carleton's Ares Electronic Reserves. Ares is accessible from the course page on CU Learn.

You will also find additional informational resources for several of the topics covered throughout this course on the International Political Economy of Everyday Life (I-PEEL) website. You will find links to relevant I-PEEL material under the 'suggested' sections of the syllabus for these weeks. For more information on I-PEEL please see: <http://i-peel.org/about/>

### **Evaluation:**

You will be evaluated on the following basis:

- **Essay Proposal 20%**

You will be required to write an essay proposal based on a research topic of your choosing. The topic must be relevant to the broad themes and questions covered by this course. Each proposal should be eight to ten pages long, including an annotated bibliography. Details of the assignment will be posted closer to the deadline. To be submitted through the Assignments Section of CU Learn. **Due Date: Monday, February 22, 2020 by 11:59PM.**

- **Research Essay 35%**

You will submit a research paper based on their essay proposal. The paper should be 17-20 pages long (4,250-5,000 words). Details of the assignment are posted on Canvas. Assignment is to be submitted through the Assignments Section of Canvas. **Due Date: Monday, April 12, 2020 by 11:59PM.**

- **Two (2) Written Reflections on Weekly Readings (+Discussion Questions) 20% (10% x 2)**

All students will select two (2) separate classes to submit a short (2-2.5 single-spaced pages in

length) written reflection on that week's readings. This reflection should discuss the common themes, concepts, and debates that are presented in these readings. You should also draw connections between that week's material and the broader course themes and objectives. In other words, you should reflect on how the week's readings fit within the larger course. At least four readings should be included in the reflection, although, you are free to include more. Each of the two (2) submissions will also need to include a set of three (3) discussion questions, which you will use during our online seminar to help facilitate discussion with their peers.

You will sign up for their two submission dates on the first day of class, and the two reflections (with discussion questions) are to be submitted directly to me via email (please use my Carleton email address provided above, rather than sending through CU Learn) by the start time of our seminar meetings (i.e. Mondays at 5:35PM).

Additionally, please post your three discussion questions to the class CU Learn Discussion Forum by the start of class as well so that your classmates will have them as a reference.

• **Attendance & Participation: 25%**

Students will be evaluated on the basis of their active, informed, and thoughtful oral participation in our online (synchronous) seminar discussions. Students must arrive/log in promptly at the start of class. Attendance will be taken.

**STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE.**

**Policies on Assignments:**

All assignments in this course (with the exception of the two single-space reading reflections) must be 12 pt. font, double-spaced and have standard one-inch margins. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations and a bibliography. Assignments that do not have any citations will be returned to the student ungraded. Students will be permitted to re-submit the paper, within a specified deadline, but an automatic 10% penalty will be levied.

Carleton University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the university's policies on Academic Integrity: <https://carleton.ca/registrar/academic-integrity/>

You may use any citation format (e.g. Chicago, MLA, etc.), although, *all* material in course assignments must be properly cited, and the format of citations must be consistent throughout.

The two (2) reading reflection assignments are due at the beginning of class on the dates selected that you selected at the beginning of the semester. They should be submitted directly to me via email (Carleton email address, rather than via CU Learn). Both the essay and the essay proposal are to be uploaded through the appropriate Assignment page on Canvas by 11:59PM on the due dates specified. Please **do not** submit course assignments by email.

It is your responsibility to ensure that I receive your papers. You should make a copy of all of your assignments before submitting them and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.

### **\*\* Late Penalties**

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 2% a day, not including weekends. Assignments will not be accepted two weeks after the due date.

If you anticipate a problem with any one of the above deadlines please approach me as soon as you can in advance of the assignment. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment.

Exceptions for late work will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

### **E-mail Policy**

E-mail will be answered within two business days, although I will do my best to answer as soon as possible. Please include the course code in the subject of the e-mail. Do not submit any class assignments by e-mail. Please use e-mail only for quick queries. If you have a more in-depth question, please see me during my regularly scheduled Zoom office hours. If this is not possible, contact me to set up an appointment at a time convenient for us both.

### **Preferred Name and Gender Pronoun**

I will gladly honour your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the course so that I may make appropriate changes to my records.

### **Respect in the Classroom**

The promotion of equitable participation and respect for diversity in the classroom are key priorities of this course. In order to foster an environment of open and inclusive discussion in the classroom, please listen to your peers while they are speaking and respond respectfully.

Please address your classmates by their preferred name and gender pronoun during class discussions.

## SCHEDULE OF CLASSES

### **Week One (week of January 11<sup>th</sup>): Introduction to the Course**

- Introduction to course themes
- Class introduction
- Review of course outline and requirements, as well as academic honesty policies.
- Students will sign up for the two (2) required weekly reading reflections/discussion questions.

Please read the following two (short) readings ahead of our first class and be prepared to discuss:

- Introduction (“Being Curious About Our Lack of Feminist Curiosity” pp. 1-10) from: Enloe, Cynthia, 2004. *The Curious Feminist Searching for Women in the New Age of Empire*. Berkeley: University of California Press.
- Enloe, Cynthia, 2011. The Mundane Matters. *International Political Sociology*, 5(4), 447–450.

### **Week Two Monday, January 18<sup>th</sup>): Everyday Approaches to Studying IR and IPE: Background**

- Hobson, John M. & Seabrooke, Leonard, 2010. Everyday International Political Economy. In M. Blyth (Ed.), *Routledge Handbook of International Political Economy (IPE): IPE As a Global Conversation* (pp. 290-306). New York: Routledge.
- Elias, Juanita, and Adrienne Roberts, 2016. Feminist Global Political Economies of the Everyday: From Bananas to Bingo. *Globalizations*, 13(6), 787-800.
- Freeman, Carla, 2001. Is Local: Global as Feminine: Masculine? Rethinking the Gender of Globalization. *Signs*, 26(4), 1007-1037.

#### Suggested:

- Redden, Stephanie, 2016. What’s on the Line: Exploring the Significance of Gendered Everyday Resistance within the Transnational Call Center Workplace. *Globalizations*, 13(6), 846-860.
- Elias, Juanita. 2010. [Review Essay] Locating the “Everyday” in International Political Economy: That Roar Which Lies on the Other Side of Silence. *International Studies Review*, 12, 603-609.
- Chapter Two (“Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in the Study of International Relations” pp. 19-42) from: from: Enloe, Cynthia, 2004. *The Curious Feminist Searching for Women in the New Age of Empire*. Berkeley: University of California Press.
- Elias, Juanita and Shirin M. Rai, 2019. Feminist Everyday Political Economy: Space, Time, and Violence. *Review of International Studies*, 45(2), 201-220.

### **Week Three (week of January 25<sup>th</sup>): Race, Gender, and Transnational Service Work**

- Rajan-Rankin, Sweta, 2018. Invisible Bodies and Disembodied Voices? Identity Work, the Body and Embodiment in Transnational Service Work. *Gender, Work & Organization*, 25(1), 9-23.
- David, Emmanuel, 2015. Purple-Collar Labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines. *Gender & Society*, 29(2),169-194.
- Patel, Reena, 2006. Working the Night Shift: Gender and the Global Economy, *ACME: An International E-Journal for Critical Geographies*, 5(1), 9-27.

#### Suggested:

- Video: 'Nalini By Day, Nancy By Night: A Film' 2005 (27 min.).
- Mirchandani, Kiran, 2005. Gender Eclipsed? Racial Hierarchies in Transnational Call Centre Work. *Social Justice*, 32(4),105-119.
- McFadden, Paul, 2015. The Production of Politics in Front-Line Service Work: "Body Work" in the Labour Process of the Call Centre Worker. *Global Society*, 29(1), 89-106.
- Anne Bonds, 2006. Calling on Femininity? Gender, Call Centers, and Restructuring in the Rural American West. *ACME: An International E-Journal for Critical Geographies*, 5(1), 28-49.

### **Week Four (week of February 1<sup>st</sup>): Race, Gender, and Global Care Chains**

- Elias, Juanita, and Jonathon Louth, 2016. Producing Migrant Domestic Work: Exploring the Everyday Political Economy of Malaysia's 'Maid Shortage.' *Globalizations*, 13(6), 830-845.
- Kofman, Eleonore, and Parvati Raghuram, 2018. Gender, Migration and Social Reproduction. *In: Juanita Elias and Adrienne Roberts, eds., Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing, 427-439.
- Onuki, Hinori, 2007. Migration Workers as Political Subjects: Globalization-as-Practices, Everyday Spaces, and Global Labour Migrations. *Refuge*, 24(2), 125-134.
- Sarti, Raffaella, and Francesca Scrinzi, 2010. Men in a Woman's Job, Male Domestic Workers, International Migration and the Globalization of Care. *Men and Masculinities*, 13(1), 4-15.
- Ortiga, Yasmin Y. and Jenica Ana Rivero, 2019. Bodies of Work: Skilling at the Bottom of the Global Nursing Care Chain. *Globalizations*, 16(7), 1184-1197.

Suggested:

- I-PEEL page on care: <http://i-peel.org/homepage/care/>
- Onuki, Hironori, 2018. Transnational Care Work and the ‘Care Crisis.’ In: Juanita Elias and Adrienne Roberts, eds., *Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing, 365-378.
- Schwiter, Karin, Kendra Strauss, and Kim England, 2018. At Home with the Boss: Migrant Live-In Caregivers, Social Reproduction and Constrained Agency in the UK, Canada, Austria and Switzerland. *Transactions of the Institute of British Geographers*, 43(3), 462-476.
- Brown, Rachel H., 2015. Re-examining the Transnational Nanny: Migrant Carework Beyond the Chain. *International Feminist Journal of Politics*, 18(2), 210-229.

**Week Five (week of February 8<sup>th</sup>): Men, Masculinities, and IR/IPE**

- Connell, R.W., 1998. Masculinities and Globalization. *Men and Masculinities*, 1(1), 3–23.
- Elias, Juanita, 2008. Introduction: Hegemonic Masculinities in International Politics. *Men and Masculinities*, 10(4), 383–388.
- Elias, Juanita, 2008. Hegemonic Masculinities, the Multinational Corporation, and the Developmental State: Constructing Gender in “Progressive” Firms. *Men and Masculinities*, 10(4), 405–421.
- Salzinger, Leslie, 2016. Re-Marking Men: Masculinity as a Terrain of the Neoliberal Economy. *Critical Historical Studies*, 3(1), 1-25.

Suggested:

- Ramamurthy, Priti, 2010. Why are Men Doing Floral Sex Work? Gender, Cultural Representations and the Feminization of Agriculture. *Signs*, 35(2), 397-424.
- Hoangand, Lan Anh and Brenda S. A. Yeoh, 2011. Breadwinning Wives and ‘Left-Behind’ Husbands. *Gender and Society*, 25(6), 717-739.
- Enloe, Cynthia, 2008. Afterword: Hegemonic Masculinities in International Politics. *Men and Masculinities*, 10(4), 457–459.

**Week Six: (week of February 15<sup>th</sup>): Reading Week; No Class.**

**Week Seven: (week of February 22<sup>nd</sup>): Poppies, Bingo, and Airport Scanners: Reading Power and Politics Through Relationships, the Body, and Everyday Objects & Practices**

**→ Essay Proposals are Due.**

- Chapter Three (“The Globetrotting Sneaker,” pp.43-56) from: Enloe, Cynthia, 2004. *The Curious Feminist: Searching for Women in the Age of Empire*. Berkeley: University of California Press.
- Basham, Victoria M., 2016. Gender, Race, Militarism and Remembrance: The Everyday Geopolitics of the Poppy. *Gender, Place & Culture: A Journal of Feminist Geography*, 23(6), 883-896.
- Beford, Kate, 2016. Bingo Regulation and the Feminist Political Economy of Everyday Gambling: In Search of the Anti-Heroic. *Globalizations*, 13(6), 846-860.
- Redden, Stephanie M. and Jillian Terry, 2013. The End of the Line: Feminist Understandings of Resistance to Full-Body Scanning Technology. *International Feminist Journal of Politics*, 15(2), 234-253.

Suggested:

- Hall, Sarah Marie, 2018. Everyday Austerity: Towards Relational Geographies of Family, Friendship and Intimacy. *Progress in Human Geography*, 43(5), 769-789.
- Innis, Alexandria J., 2017. Everyday Ontological Security: Emotion and Migration in British Soaps. *International Political Sociology*, 11(4), 380–397.
- Smith, Nicola and Donna Lee, 2014. Corporeal Capitalism: The Body in International Political Economy. *Global Society*, 29(1): Corporeal Capitalism—Body Matters in International Political Economy, 64-69.
- Barry, Ben and Nathaniel Weiner, 2019. Suited for Success? Suits, Status, and Hybrid Masculinity. *Men and Masculinities*, 22(2), 151–176.
- Robinson, Victoria, 2015. Reconceptualising the Mundane and the Extraordinary: A Lens through Which to Explore Transformation within Women’s Everyday Footwear Practices. *Sociology*, 49(5), 903-918.
- Kaygan, Harun, Pinar Kaygan, and Özümcan Demir, 2018. A Pen that ‘Looks Like a CEO in a Business Suit’: Gendering the Fountain Pen. *Journal of Gender Studies*, 28(1), 86-96.
- Mylan, Joesphine, and Dale Southerton, 2017. The Social Ordering of an Everyday Practice: The Case of Laundry. *Sociology*, 52(6): 1134-1151.



## **Week Eight (week of March 1<sup>st</sup>): The Global Factory: Gendered and Racialized Politics of Production**

- Bair, Jennifer, 2010. On Difference and Capital: Gender and the Globalization of Production. *Signs: Journal of Women in Culture and Society*, 36(1) (Feminists Theorize International Political Economy Special Issue), 203-226.
- Juanita Elias, 2005. Stitching Up the Labour Market: Recruitment, Gender and Ethnicity in the Multinational Firm. *International Feminist Journal of Politics*, 7(1), 90-111.
- Gunawardana, Samanthi J., 2016. 'To Finish, We Must Finish': Everyday Practices of Depletion in Sri-Lankan Export-Processing Zones. *Globalizations*, 13(6), 861-875.

### Suggested:

- I-PEEL page on clothing: <http://i-peel.org/homepage/clothing/>
- Leslie Salzinger, 2004, From Gender as Object to Gender as Verb: Rethinking How Global Restructuring Happens. *Critical Sociology*, 30(1), 43-62.
- Dedeog lu, Saniye, 2010. Visible Hands – Invisible Women: Garment Production in Turkey. *Feminist Economics*, 16(4), 1-32.
- Mills, Mary Beth, 2005. From Nimble Fingers to Raised Fists. Women and Labor Activism in Globalizing Thailand. *Signs: Journal of Women in Culture and Society*, 31(1), 117-144.

## **Week Nine (week of March 8<sup>th</sup>): Talking Trash: The Everyday Politics of Global Garbage, Waste, and Recycling**

- Acuto, M., 2014. Everyday International Relations: Garbage, Grand Designs, and Mundane Matters. *International Political Sociology*, 8(4): 345-362.
- Bonatti, Valeria, 2017. Taking Out the Garbage: Migrant Women's Unseen Environmental Work. *European Journal of Women's Studies*, 25(1), 41–55.
- Hamilton, Peter, Tom Redman, and Robert McMurray, 2017. 'Lower than a Snake's Belly': Discursive Constructions of Dignity and Heroism in Low-Status Garbage Work. *Journal of Business Ethics*, 156(4), 889–901.
- Kilby, Patrick, 2013. Waste Recycling and the Household Economy: The Case of the Pune Waste-Pickers' Response to the Changing 'Rules of the Game.' *In: Elias, Juanita and Samanthi J. Gunawardana, eds., The Global Political Economy of the Household in Asia. UK: Palgrave Macmillan, 211-226.*

### Suggested:

- Dias, Sonia Maria and Ana Carolina Ogando, 2015. Rethinking Gender and Waste: Exploratory

Findings from Participatory Action Research in Brazil. *Work Organisation, Labour & Globalisation*, 9(2), 51-63.

- Wynne-Hughes, Elisa, 2015. Governing Through Garbage-City Tourism. *Interventions: International Journal of Postcolonial Studies*, 17(6), 839-852.

- Surak, Sarah, 2016. Displaying Garbage: Installations as Spaces of Domination and Resistance. *New Political Science*, 38(4), 533-546.

- Nunn, Neil, 2013. 'It Can Be Dangerous for the Uterus': Hegemonic Masculinity and Cooperative Recycling in São Paulo, Brazil. *Gender, Place & Culture: A Journal of Feminist Geography*, 20(6), 794-810.

- I-PEEL page on garbage: <http://i-peel.org/homepage/garbage/#1462360715428-6dcd1a55-2c08>

- Dürr, Eveline, 2012. Encounters over Garbage: Tourists and Lifestyle Migrants in Mexico. *Tourism Geographies: An International Journal of Tourism Space, Place and Environment*, 14(2), 339-355.

### **Week Ten (week of March 15<sup>th</sup>): The Racialized and Gendered Politics of Hair and Beauty**

- Noorwood, Carolette R., 2018. Decolonizing My Hair, Unshackling My Curls: An Autoethnography on What Makes My Natural Hair Journey a Black Feminist Statement. *International Feminist Journal of Politics*, 20(1), 69-84.

- Mitchell, Natalie A. and Angelica Moriss, 2019. Black Women's Hair: Politics in Advertising. In: Golombisky, Kim (ed.) *Feminist Perspectives on Advertising: What's the Big Idea?* Maryland: Rowman and Littlefield, 61-82.

- McCracken, Angela B.V., 2018. The Global Political Economy of Beauty. In: Juanita Elias and Adrienne Roberts, eds., *Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing, 486-502.

- Lee, Sharon Heijin, 2008. Lessons from "Around the World with Oprah": Neoliberalism, Race, and the (Geo)politics of Beauty. *Women & Performance: A Journal of Feminist Theory*, 18(1), 25-41.

#### Suggested:

- Yang, Jie, 2011. Nennu and Shunu: Gender, Body Politics and the Beauty Economy. *Signs: Journal of Women in Culture and Society*, 36(2), 333-357.

- Glenn, E., 2008. Yearning for Lightness. Transnational Circuits in the Marketing and Consumption of Skin Lighteners. *Gender and Society*, 22(3), 281-302.

- Dawson, Gail A., Katherine A. Karl, Joy V. Peluchette, 2019. Hair Matters: Toward

Understanding Natural Black Hair Bias in the Workplace. *Journal of Leadership & Organizational Studies*, 26(3), 389–401.

- White, Michele, 2018. Beauty as an "Act of Political Warfare": Feminist Makeup Tutorials and Masquerades on YouTube. *WSQ: Women's Studies Quarterly*, 46(1&2), 139-156.

- Stoeber, Jennifer Lyn, 2007. Under the Western Eyes of Fashion: Marie Claire's Construction of Global Feminism. In: *The Wages of Empire*, eds., Amalia L. Cabezas, et al., US: Paradigm, 40-54.

- *Film: Good Hair.*

### **Week Eleven (week of March 22<sup>nd</sup>): The Everyday Politics of What We Drink: From Coffee to Beer**

- Saunders, Robert A., and Jack Holland, 2018. The Ritual of Beer Consumption as Discursive Intervention: Effigy, Sensory Politics, and Resistance in Everyday IR. *Millennium*, 46(2), 119–141.

- Barrientos, Stephanie, 2014. Gendered Global Production Networks: Analysis of Cocoa–Chocolate Sourcing. *Regional Studies*, 48(5), 791-803.

- Chatterjee, Priya, 2007. Tea's Fortunes and Famines: Global Capital, Women Workers and Survival in Indian Plantation Country in *The Wages of Empire*, eds., Amalia Cabezas et al., USA: Paradigm, 57-72.

- Lyon, Sarah, Tad Mutersbaugh, and Holly Worthen, 2017. The Triple Burden: The Impact of Time Poverty on Women's Participation in Coffee Producer Organizational Governance in Mexico. *Agriculture and Human Values*, 34 (2), 317–331.

#### Suggested:

- Loconto, Allison, 2015. Can Certified-Tea Value Chains Deliver Gender Equality in Tanzania? *Feminist Economics*, 21(3), 191-215.

- Lauri, Johanna and Hanna Bäckström, 2019. Coffee By Women: The 'Duty of Ethical Enjoyment.' *Cultural Studies*, 33(5), 866-887.

- I-PEEL page on coffee: <http://i-peel.org/homepage/coffee-3/>

- I-PEEL page on beer: <http://i-peel.org/homepage/beer/>

- I-PEEL page on wine: <http://i-peel.org/homepage/wine/>

- *Film: 'Strong Coffee: The Story of Café Femenino' 2007.*

## **Week Twelve (week of March 29<sup>th</sup>): Race, Gender, and Global Food Production: From Local Street Food Vendors to Global Food Chains**

- Thompson, Merisa, 2018. Critical Perspectives on Gender, Food and Political Economy. *In*: Juanita Elias and Adrienne Roberts, eds., *Handbook on the International Political Economy of Gender*. Cheltenham: Edward Elgar Publishing, 470-485.
- Chapter 6: Carmen Miranda on My Mind: International Politics of the Banana (pp.124-150), in: Enloe, Cynthia, 2000[1989]. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press.
  - Chiquita Banana commercial from the 1940s referenced in Enloe chapter:  
<https://www.youtube.com/watch?v=RFDOI24RRAE>
- Malasan, Prananda Luffiansyah, 2019. The Untold Flavour of Street Food: Social Infrastructure as a Means of Everyday Politics for Street Vendors in Bandung, Indonesia. *Asia Pacific Viewpoint*, 60(1), 51-64.
- Wardrop, Joan, 2006. Private Cooking, Public Eating: Women street vendors in South Durban. *Gender, Place & Culture: A Journal of Feminist Geography*, 13(6), 677-683.

### Suggested:

- Turner, Sarah and Laura Schoenberger, 2012. Street Vendor Livelihoods and Everyday Politics in Hanoi, Vietnam: The Seeds of a Diverse Economy? *Urban Studies*, 49(5), 1027-1044.
- Sachs, Carolyn, 2015. Gender and the International Political Economy of Agri-Food. *In*: Alessandro Bonnano and Lawrence Busch, eds., *Handbook of the International Political Economy of Agriculture and Food*. Cheltenham, UK: Edward Elgar, 344-356.
- Bree, Anna, 2000. Globalization, Grapes and Gender: Women's Work in Traditional and Agro-Export Production in Northern Chile. *The Geographical Journal*, 166(3), 255-265.
- Chapter One (Across Space and Through Time: The Tomato Meets the Corporate Tomato, pp. 8-62) from: Barndt, Deborah, 2008. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. UK: Rowman and Littlefield.
- *Documentary (Netflix) TBC: Street Food (Thailand: Jai Fai), approx. 30 minutes.*

## **Week Thirteen (week of April 5<sup>th</sup>): Fighting Back: Race, Gender, and Everyday Resistance in the Global Economy**

- Saunders, Robert A., and Rhys Crilly, 2019. Pissing On the Past: The Highland Clearances, Effigial Resistance and the Everyday Politics of the Urinal. *Millennium: Journal of International Studies*, 47(3), 444-469.

- Jenkins, Katy, 2017. Women Anti-Mining Activists' Narratives of Everyday Resistance in the Andes: Staying Put and Carrying On in Peru and Ecuador. *Gender, Place & Culture: A Journal of Feminist Geography*, 24(10), 1441-1459.

- Padgett, Deborah K. and Prachi Priyam, 2018. Gender, Everyday Resistance and Bodily Integrity: Women's Lives on Delhi Streets. *Affilia*, 34(2), 170-185.

#### Suggested:

- Marchand, Marianne H., 2005. Some Theoretical 'Musings' about Gender and Resistance. In: *The Global Resistance Reader*, ed., Louise Amoore, New York: Routledge, 215-225.

- Theirs, Robin, 2017. Flying Bananas: Small Producer Tactics and the (Un)making of Philippine Banana Export Chains. *The Journal of Peasant Studies*, 46(2), 337-357.

- Lilja, Mona, Mikael Baaz, Michael Schulz, and Stellan Vinthagen, 2017. How Resistance Encourages Resistance: Theorizing the Nexus Between Power, 'Organised Resistance' and 'Everyday Resistance.' *Journal of Political Power*, 10(1), 40-54.

- Vachhani, Sheena J. and Alison Pullen, 2018. Ethics, Politics and Feminist Organizing: Writing Feminist Infrapolitics and Affective Solidarity into Everyday Sexism. *Human Relations*, 72(2), 23-47.

- I-PEEL page on resistance: <http://i-peel.org/homepage/resistance/#1462360715502-a0701bc0-a43d>

- I-PEEL page on graffiti: <http://i-peel.org/homepage/graffiti/>

- Brassett, James, 2016. British Comedy, Global Resistance: Russell Brand, Charlie Brooker and Stewart Lee. *European Journal of International Relations*, 22(1), 168-191.

- Mottiar, Shauna, 2019. Everyday Forms of Resistance and Claim Making in Durban South Africa. *Journal of Political Power*, 12(2), 276-292.

### **Week Fourteen (week of April 12<sup>th</sup>): Final Class: Looking Back & Looking Forward**

#### **→ Final Papers are Due.**

- Enloe, Cynthia, Anita Lacey, and Thomas Gregory, 2016. Twenty-five years of Bananas, Beaches and Bases: A conversation with Cynthia Enloe. *Journal of Sociology*, 52(3), 537-550.

- Prügl, Elisabeth; Tickner, J. Ann, 2018. Feminist International Relations: Some Research Agendas for a World in Transition. *European Journal of Politics and Gender*, 1(1-2), 75-91.

- Rai, Shirin M. and Georgina Whalen, 2014. *Feminist Political Economy: Looking Back, Looking Forward*. In: Shirin M. Rai and Georgina Whalen, eds., *New Frontiers in Feminist Political Economy*. New York: Routledge, 1-18.

- *In-Class Activity: Reflecting Back on the Semester's Readings.*

- Whose voices were left out? What sites were not visible?
- If you were designing this course, what theme would you choose for a week's readings?

## **UNIVERSITY POLICIES**

### Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

### Academic Accommodations

#### Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

### Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).