

INT 206-102 | BOUNDARIES AND IDENTITIES | WINTER
CAPITALISM, ANTI-NATALISM, AND NEW GEOGRAPHIES OF REPRODUCTION

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Class time: 4:20pm - 5:50pm
Office hrs: W noon-2pm or by appt
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COURSE DESCRIPTION

This course explores how *boundaries* of all kinds—national borders, fences, the geometric and architectural nature of homes and housing developments, the “lines” of segregation involved in separating out different racialized, economic, gendered, sexuality, caste, and religious groups, and even the ways that certain body parts are bounded and bordered in particular ways by clothing and artifice—are part and parcel of how identities are imagined, formulated, consolidated, spoken, contested, and changed. Obversely, the course explores how *identities* are part and parcel of how boundaries are imagined, formulated, placed, arranged, elaborated, spoken, contested and changed. Being able to think about how boundaries and identities make one another, or are (in theoretical terms) “mutually constituted” is one of the theoretical challenges of this course.

This quarter we explore the sociopolitical, cultural, and economic contradictions emerging out of uneven *geographies of reproduction* previously produced through colonization, but capitalized anew in relation to finance capitalism and neo-industrialization. The unevenness has catalyzed widespread migration of both capital and labor. In wealthy areas, subject-centered “recreational” rather than child-directed “procreational” desires are fueling new service-oriented (recreational) “post-industrial” economies, the 1-child that now characterizes many households necessarily (also) becoming a site of hyper-investment. In the process, the bodily has become a disarticulated, plastic, and highly mobile site of new identity imaginings, mediated by market-derived pleasures and activated by, but alienated from, the laboring worlds of the agrarian and neo-industrial. Today’s privileged body can hence be treated to a range of relatively cheap goods and services that celebrate the aesthetics of youth and sexual pleasures divorced from the laboring bodies that make such celebrations possible. Meanwhile, expensive new reproductive technologies and transnational surrogacy kinds are made available to those who cannot or do not want to bear children and body parts of the poor are mined and sold to the rich.

The course examines all of these complicated processes alongside new geographies, practices, and ideas of “love” that have assumed special commercial and emotional force in the 1990s. These include pet love (petifilia), dolls for adult men and women (sexual and otherwise), reproductive robotics (especially fembots), and international sex trafficking.

COURSE GOALS:

- 1) To explore the changing racialized spaces of reproduction and consumption in relation to falling fertility rates in wealthy and impoverished nations
- 2) To understand the contradictions of anti-natalism in wealthy and poor areas
- 3) To appreciate how neoliberal practices are shape-shifting the boundaries in which persons live and through which they come to identify, as well as the identities through which persons attempt to claim personal and social space.

ATTENDANCE VS PARTICIPATION

Attendance is essential. After two unexcused absences, your grade is significantly lowered. If you need information about a class that you missed and the absence was unexcused, I encourage you to contact

classmates for information. If the absence is excused, please consult with me about what you missed, bringing proof of what it was that prevented your attendance.

Emergencies do not include: birthdays, dates with loved ones, anniversaries, weddings, extended travel to visit family or friends, a **job interview**, a **doctor's appointment**, or a much-needed vacation. If you are unsure about what constitutes an emergency, feel free to contact me.

Attendance is important, but not enough to secure you a solid participation grade. The latter involves demonstrating that you are prepared; that you are willing to contribute to class discussions; and that you are respectful to the instructor and your colleagues. In this sense, class is akin to a potluck, where those who bring nothing to the table impoverish the others.

ACCOMMODATIONS

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD). This enables you to access to accommodations and support services that will help ensure your success. There are two office locations:

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.

CLASSROOM ETIQUETTE

Unlike a simple absence or presence, lateness is disruptive to your colleagues and to me, and I am known to lose track of a lecture's direction due to such a disturbance. If there has been an emergency, please enter quietly, sit in the back, and make sure to get notes and information from your nearby colleague afterwards. If we are in the middle of an in-class quiz or exercise, please sit the exercise out and do not attempt to ask your neighbor about its details or to join in after the fact.

Unacceptable reasons for being late include: you met a friend whom you hadn't seen in awhile; you stayed late after a previous class to talk with a professor; **the previous professor kept you over time (if s/he did this, please show him this syllabus to indicate that this is non-negotiable and ask him/her to contact me if this is a problem)**; or you were hungry and wanted to eat, first (feel free to bring your beverage or snack to class, provided you open up all crunchy packages and bottled beverages before class starts).

Positive forms of etiquette include: **taking notes** (you care enough to write things down, realizing with humility that your memory will fail you); **speaking up in class** (a means of caring about and cultivating classroom-community); **listening with care to others** (indicating your interest and respect); and **being respectful to the instructor and your colleagues** by not talking while they are talking, speaking with gum in your mouth, using your computer to shop on the internet, or starting to pack up to leave well before the class period is over.

READINGS

The readings for this class are on D2L, unless otherwise indicated. If and when the instructor announces changes to the syllabus, including new readings, students are responsible for the changes. Students who miss class have the responsibility to find out what information was missed. Ignorance of duly announced syllabus changes is not an excuse from responsibility for those changes.

PLAGIARISM

Plagiarism is not tolerated at DePaul. Those found plagiarizing in any way fail the course. If you are uncertain as to what constitutes plagiarism, please consult the DePaul handbook. If you are still uncertain, feel free to consult me.

GRADING AND ASSIGNMENTS

There are two assignments—a midterm (30%) and a final (45%)—the writing quality and rigor of the research both determining the grade assigned. Directions for the assignments are available well ahead of time. Since the INT program stresses the importance of writing well, 50% of the grade awarded for all writing assignments is based on the technical qualities (rather than stylistic elements) of the writing.

30% PARTICIPATION – judged primarily by the quality and thoughtfulness of written or oral responses in the context of classroom work, and the skills with which you engage your colleagues in productive dialogue with you and with others.

30% GROUP MIDTERM – each person will collect and analyze 15 primary and *secondary* sources from a variety of popular and *scholarly* databases and fill out the midterm template provided for you on D2L. At the very end, group members will combine the individual 15 sources into a single document using a different colored font for each person (see D2L guidelines for details). You will then meet as a group to discuss three patterns or trends you found in EACH of your work (so, if there are three persons, you will have nine trends). These will be placed in a special table at the very end of the midterm document. Upload the group midterm onto D2L as a single file. *You must use Garamond 12 pt font throughout. You must use the active voice. At the very end (in the chart), you must use the author-date citation system, NOT the entire reference.* (e.g., Nast 2011, 2; Gott 2010, 3).

45% GROUP FINAL PAPER – 10 pages EACH person, not counting bibliography **THE FINAL MUST BE FORMATTED AS FOLLOWS:** *Garamond type; 12 point font; 1” margins; double spaced--no extra spaces inserted in between subheadings and the rest of the text; page numbers at top/center; a formal two-paragraph introduction; four sub-beaded sections in the body of the paper; a formal two-paragraph conclusion; bibliography in Chicago B style (guidelines on D2L).* Do not number your bibliography; it must be in alphabetical order. The group final must be uploaded on D2L under the “Final paper” button. Detailed directions are available on D2L.

CLASS SCHEDULE:

Hi class, please use the following link for all of the so-called Country Reports you are scheduled to read, below: http://www.un.org/esa/population/meetings/Proceedings_EGM_Mex_2005/full_report.pdf#page=213 Have a look at the readings, below, that I've placed in green font to indicate where these particular readings are located, by week. **The link is actually a monograph of reports from a 2001 “UN expert group meeting on [the] social and economic implications of changing population age structures” held in Mexico City.** The monograph is nearly 400 pages. Use the report's table of contents to find and read the particular chapters assigned, below. All texts **MUST** be brought to class either as a hard copy or as a pdf to be read online. To save as a pdf (for a Mac—don't know how to do this on a PC!), click “Print” and then choose the option “Save as PDF.”

January 6, 9

Week 1 Introduction – Neoliberalism, political economy, & reproduction

T: Introduction of space-power connections in the context of political economy, reproduction, and neoliberalism. Discussion of group midterm and final projects. Linking your computer to the DePaul library. Starting your research at the largest scale to determine major trends, and then moving quickly to choose your topic at the small scale. Bring a print out of the D2L guidelines to Thursday's class.

Th: Harvey (2005), Introduction and chapter 1 - *A brief history of neoliberalism*. Oxford: Oxford University Press. In-class quiz.

Weeks 2 & 3 Neoliberalism, China's one-child policy China, and the changing geography of investment, social wealth, and reproduction

T: Read Degen's, "Opportunity for luxury brands in China" (2009). Study the following map and extended description of China's SEZs (link is also on the D2L site):

http://people.hofstra.edu/geotrans/eng/ch5en/conc5en/China_SEZ.html (2009) Watch video clip on from *Frontline's* segment on Walmart. The clip you will watch is numbered and named: #4: China's View of Walmart, Big Partner. Go to:

<http://www.pbs.org/wgbh/pages/frontline/shows/walmart/view/>. Make sure you have a sense of precisely where the Frontline segment takes place (locate it on the map and know how to spell it). In-class quiz on reading and film

Th: Mandatory midterm and final group research project meeting and sign-up. You cannot miss this class. On this day, an absence counts as three absences and your final grade will be lowered.

***Upload midterm QUIZ by Saturday 16 January 11:59pm**

J 20, 22

T: UN DESA report (2005): Wang and Mason's, "Demographic dividend and prospects for..." (see **'table of contents' on the document website, provided just under the Class Schedule heading, above**). Look up and study terms with which you are unfamiliar. Be prepared for an in-class quiz and in-depth discussion of the terms used, especially first and second demographic dividend.

Th: Euromonitor marketing reports on China's pet industry--five short reports in all (50 pages or so—most of which are diagrams and figures). To get to the reports:

- go to DePaul library's home page and type in "Euromonitor" in the open search box in the UPPER RIGHT hand side of the screen. Click on "Passport GMID" to enter the Euromonitor database; at this point, you will sign in to the DePaul library.
- Click "Accept" to enter the system. At the top of the first page, click on drop-down menu, 'Industries' → **PetCare**.
- Go to main bolded heading: **ANALYSIS FINDER**. Click on "All Analysis" drop down menus and choose: **CountryReports** and click "Go"
- Under left hand column, **FILTER RESULTS**, go to: **by Geography** and choose **China (5)**
- Read each of the five reports. You should be able to tell me precisely the demographics that buy into specific animal kinds (especially fish, birds, dogs, cats, rural, urban) and the marketing forces involved.
- Also, read this following news story on dogs, China, and Olympic pressures on the Chinese state to prove that it is "civilized": http://news.xinhuanet.com/english/2008-07/11/content_8528919.htm Also, <http://english.cri.cn/811/2006/05/02/272@84246.htm>
- View the following youtube video on one of the dog café's in China, this one in Hong Kong (though one opened in 2006 in Beijing, as well) <http://www.youtube.com/watch?v=dCgZcZy29Ks>

There will be an in-class quiz on all of this.

J 27, 29

Week 4 China – sex work, masculinity, and Japanese direct investments

T: Zhang's *Red Lights: the lives of sex workers in post-socialist China* (2009), Introduction.

Th: Zhang, Chapter 1.

***Upload MIDTERM by 1 February 11:59pm**

February 3, 5, 10, 12

Weeks 5 & 6 Japan's banking crisis – Contradictions in aging, fertility decline, race, and robots

T: Excerpts from Frances Rosenbluth. 2006. *The political economy of Japan's low fertility*. Stanford, CA: Stanford University Press.

Th: UN report (2005): Ogawa and Matsukura's, "Aging in Japan" (refer to the same website listed above that you used for China) Watch all short videos on Paro the Robot Seal at: <http://www.parorobots.com/video.asp> (link is also on D2L) Be prepared to write on the relationship between robotics, loneliness (alienation), falling fertility rates, and social-biological reproduction.

T: Japan's Robot Nation (2010). Also, Euromonitor's marketing reports on the Japanese pet industry (follow the same process that you used for China's reports, above); Also, view the following video http://www.youtube.com/watch?v=JyY6aws_2nQ about a pet washing machine.

Th: UN Economic and Social Council's report on "Racism...Xenophobia...Mission to Japan (2006) and report on harsh realities for Japanese youth employment ("Harsh Employment.").

F 17, 19, 24, 26

Weeks 7 & 8 Eastern Europe & neoliberalism – surplus populations, sex trafficking, and adoption

T: UN/DESA Working paper, Simai's, "Poverty and inequality in Eastern Europe and the CIS transition economies" (2007). Go to http://www.un.org/esa/desa/papers/2006/wp17_2006.pdf. You will also view the following 25 minute (graphic—so be prepared) about a new youth drug in post-Soviet eastern Europe: <http://www.youtube.com/watch?v=JsUH8llvTZo> Now read the following about the drug itself: <http://en.wikipedia.org/wiki/Desomorphine#.22Krokodil.22> In-class quiz on all of this.

Th: McKinney's, "Russian babies, Russian babes: economic and demographic implications of international adoption and international sex trafficking for Russia." (2009).

T: The "Natasha" networks: sex trafficking in post-cold war Europe (MA Thesis, UNC 2006). Please watch the following 20 minute video: <https://www.youtube.com/watch?v=CIOpws3XgwY> ALSO: Watch the 10-minute video on sex work in Dubai by the same documentary filmmaker: http://www.pbs.org/frontlineworld/rough/2007/09/dubai_sex_for_s.html In-class quiz on the thesis and both videos.

Th: Biemann, Ursula. 2005. Remotely sensed: a topography of the global sex trade. *Feminist Review* 80: 180-193. We will watch part of the following video in class: <http://www.cultureunplugged.com/documentary/watch-online/play/11270/Remote-Sensing>. Watch this 10-minute video on woman sex trafficked from Britain to Albania on your own: <http://www.bbc.com/news/uk-19993193>

March 3, 5

Week 9 Capitalism and human expendability ("waste")

T: Yates, Michelle. 2011. The human as waste, the labor theory of value, and disposability in contemporary capitalism. *Antipode* 43(5): 1679-1695.

Th: Moore, Sara A. 2009. The excess of modernity: garbage politics in Oaxaca, Mexico. *Professional Geographer* 61(4): 426-437. Also, watch *Samsara* at: <http://vimeo.com/60455342> or on Netflix. In-class excerpt of *Wasteland*.

M 10, 12

Week 10 War, waste, race and expendable surplus populations

T: Achvarina, Vera and Simon F. Reich. 2006. No place to hide: refugees, displaced persons, and the recruitment of child soldiers. *International Security* 31(1): 127-164. Listen to Mariame Kaba on the abolition of the US prison system:

<http://therealnews.com/t2/component/hwdvideoshare/viewvideo/78394>

Th: Cowen, Deborah and Amy Siciliano. 2011. Surplus masculinities and security. *Antipode* 43(5): 1516-1541. Also, <http://www.nytimes.com/2009/01/19/us/19recruits.html>. Watch the following videos: Part 1: <http://www.youtube.com/watch?v=2VKNFFF0b88> and <http://www.youtube.com/watch?v=pDuMpsRdkAI>

Skills valued by INT alumni & employers learned in INT 206 that should be listed on resumes:

Writing & written communication	Analytic and critical thinking	Ability to handle multiple tasks & deadlines
Ability to plan & organize tasks or projects	Time management skills	Attention to detail
Ability to work independently	Ability to work in a team environment	Intercultural skills
Interpersonal skills	Editing skills	Verbal communication
Word and Excel (opt)		

Upload FINAL PAPER by Monday 16 March 11:59pm

Remember:

- **Do not use** ANY AUTO-CITATION PROGRAM – IT WILL NOT KNOW HOW TO DO THE 15TH EDITION OF THE CHICAGO MANUAL OF STYLE AND YOU WILL FAIL THE MIDTERM QUIZ AND MIDTERM!
- Do not use any other manual of style that you think is great, someone else has, you found by Googling, your friend recommended, you think is better, from another INT course, from another university, provided by DePaul's library, EndNote, etc. **Or you will fail.**

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MIDTERM QUIZ – You cannot use Pages, Text, PDF or any other non-Word document formats. If you don't have Word on your computer, there are plenty of University computers that do at the library and in labs. I will not accept any document not submitted in Word.

Cut/paste the midterm quiz, below, into your own Word document and work on it individually. One person from your research team will combine responses from the entire group at least one day in advance--OR at any time, if you are physically in the presence of, and working with, one another. Differentiate the responses of each one of you using different font colors. For instance, one person writes their responses in blue font, another in red font, and so on. Use darker font colors, please. Thanks.

- ✚ Remember: You must use the D2L guide (only!) for the referencing format.
- ✚ Think about what disciplines your work addresses and then search relevant DePaul databases. Did you use Sociology databases? Economics and Marketing ones? Geography or Law? Nongovernmental and Governmental? It all depends on what your topic is, so impress me by the thoughtfulness of your database choices. **(do not use or list GoogleScholar at this point—this is NOT a database; nor can you use Academic Search Premier, WorldCat, news databases, or JSTOR, though you'll be able to use these, later. These are simply too generalized to be of much use. We'll discuss this in class.)**

Names of **all** those in your group with phone numbers and emails using the font colors you have chosen for each person:

- a.
- b.
- c.

Group topic/theme (be simple and direct):

Particular research tasks (division of labor) and who is doing it (depending on how many you are):

- a.
- b.
- c.

1. What is your project's tentative title. (hint: use simplest word combination that accessibly and precisely communicates the jist of your research. Hint: think about keywords that researchers would need to use to find YOUR work.

2. How many hours have each of you spent researching potential topics as of today?

- a. name/hours
- b. name/hours
- c. name/hours

3. How many hours has your group spent researching your chosen/particular topic as of today?

- a. name/hours
- b. name/hours
- c. name/hours

4. List the scholarly databases used (**Remember - do not list GoogleScholar at this point— Google is NOT a database; nor can you use Academic Search Premier, WorldCat, news databases, or JSTOR, though you'll be able to use these, later.**) List these by person in your group (assuming you all tried the same and different databases, depending on your respective tasks). Experiment with databases best suited to the division of labor.

- a. name/databases:
- b. name/databases:
- c. name/databases:

5. List the keyword series that you used to research your topic. Separate each keyword-**series** search you do with semi-colons. **For instance, if your topic is sex trafficking in Moldova, you might try the keywords **series**: “sex trafficking” Moldova (why did I use the quotes, here?) In this case, I would have used the United Nations databases, those of Womens Studies, Sociological Abstracts, and others that might contain relevant data. Discuss amongst yourselves why this would be the case. Explore database descriptions to find the best fit for you and/or your group.**

- a.
- b.
- c.

6. Which of the databases explored proved the most useful?

- a.
- b.
- c.

7. How many appropriate sources have you found to date?

- a.
- b.
- c.

8. How much time (total) did you spend reading/skimming your research materials?
 - a.
 - b.
 - c.

9. List in *alphabetical order* the three most important sources you have found, placing each one in *proper Chicago B style*. Refer to the Chicago B style guide that I placed on D2L. You must provide the stable link from the database from where you derived the article. If you don't know how to do this, ask a librarian and s/he will assist you.
 - a.
 - b.
 - c.

10. In what week did you start the research?
 - a.
 - b.
 - c.

11. Do you feel comfortable moving ahead with the research project?
 - a.
 - b.
 - c.

12. Did you contact me about a potential project and, if so, when?
 - a.
 - b.
 - c.