Course Description:
This course studies the commodification of gender and race as crucial aspects of contemporary economic transformations. The course starts with an introduction to neoliberalism and the late-twentieth-century transition from nation-based modes of production to transnational and neoliberal modes of consumption. Since neoliberalism is characterized by the replacement of industrial economies with service industries, this course studies the development of service industries by looking closely at urban tourism. Via case studies, it examines the history of urban tourist economies like San Francisco’s Chinatown and Honolulu’s Waikiki Beach, and it analyzes how service and tourist economies depend on racial and gendered meanings for the production of new modes of consumption (such as racialized tourist sites, cosmopolitan adventure, or gay weddings). At the heart of this course is an analysis of how neoliberal economies reconfigure and rearticulate the intertwined meanings of race and gender – and how neoliberal service economies put these meanings to work. Drawing from history, anthropology, and cultural studies, this course asks students to think critically about the mechanics of neoliberalism and the production of new cultures of consumption in the late-twentieth and early-twenty-first centuries.

Required texts:
Jane C. Desmond, Staging Tourism: Bodies on Display from Waikiki to Sea World (1999)
Chiou-Ling Yeh, Making an American Festival: Chinese New Year in San Francisco’s Chinatown (2008)

Additional readings are available via iLearn and electronic reserve (ER). Password: tourism

Academic Goals for the Course:
• An understanding of key concepts in late twentieth-century political economy (e.g., neoliberalism, commodification, transnational labor, consumption, identity production).
• An ability to relate key concepts in political economy to feminist perspectives and gendered analysis.
• An understanding of racial and gendered meanings as key aspects of the reorganization of transnational labor and consumption.
• The development of critical thinking skills.
Prerequisites: ENG 214 or its equivalent is a prerequisite for this course. You cannot take this course if you have not completed ENG 214 or its equivalent. Previous coursework in gender, sexuality, and/or ethnic studies is strongly recommended.

Requirements:
Undergraduate:
- Attendance and Participation 10%
- Ethnography assignment and presentation 10%
- Commentaries 30%
- Midterm (take-home) 20%
- Final exam (closed book) 30%

Graduate:
- Attendance and Participation 10%
- Student Teaching Exercise 20%
- Commentaries 30%
- Final research paper, with annotated bibliography 40%

Course Policies and Assignments:

Attendance and Participation (10%)
Students are expected to contribute significantly to discussion each week by reading the assigned texts before class and asking or responding to questions in a way that demonstrates your engagement with the readings. Since discussion is an integral part of the learning that occurs in this class, your weekly attendance and participation are required.

Ethnography (tourism) Assignment and Presentation (10%)
Choose a tourist site that demonstrates neoliberal forms of consumption. Visit the site, make observations, and take notes. Prepare a 5-10 minute presentation of the site. For your presentation please explain how this site represents neoliberal forms of commodification. On the day of your presentation, turn in a two-page typed analysis of your research. (Remember: do not read from your paper during your presentation.) Your paper should include a description and short history of the tourist site; an analysis of the various forms of commodification you observe (what is being sold and to whom); observations and speculation about the flow of capital (local, global, etc.); and an analysis of the impact of tourism on the site. Please also identify any questions that came up during your research.

Commentaries (30%)
A typed, double-spaced, 1-page response paper is due each week (for a total of 14). You can turn your commentary in on either Mon or Wed (only one per week), but it must reflect the readings due on that day. Commentaries are short analytical essays rather than summaries, but please communicate your comprehension of the readings as part of your analysis. See the guide to writing commentaries for more information.

Midterm (20%)
A take-home midterm will be distributed on Mon, Oct 24, and it is due at the start of class on Wed, Oct 26. The midterm will consist of two essay questions related to class readings and classroom discussion. Midterms must be typed, double-spaced, and within the expected word-count limits.
Final Exam (30%)
A closed-book final exam will be administered in our usual classroom on Friday December 16 from 10:45-1:15 pm. The exam will consist of short-answer identifications and multiple short essay questions. There will be a choice of IDs and essay questions on the exam. A study-guide will be distributed a week prior to the exam. Please bring a clean blue book on the last day of class for redistribution at the exam.

A Few Notes on Grading
• All assignments are due at the beginning of class on the day indicated. Late papers are not accepted without prior consent of the instructor. Commentaries will only be accepted for full credit if you attend class. If you miss class and turn in a commentary, I will count it toward your participation for that day.
• You must complete all assignments listed above (written and oral) in order to pass WGS 601/801. Failure to complete any one assignment will result in a course grade of F/NC.
• Attendance is mandatory. Missing more than one class meeting will impact your final grade. If you must miss class for an unavoidable reason, contact me as soon as possible. If you are ill and under a doctor’s care, please bring documentation when you return to class.

Academic Dishonesty: Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will receive an “F” grade. All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.

Withdrawal from course: The Department of Women and Gender Studies follows Academic Senate Policy #S09-196 regarding withdrawals. Withdrawals are permitted without restriction during the first two weeks of the semester. After that, withdrawal from a course must be for “serious and compelling reasons.” Serious and compelling reasons may include personal or family emergencies; significant change in work, childcare, dependent care, or other responsibilities; or serious personal or family illness. Withdrawals are generally not permitted for other reasons. Students who meet these reasons and have documentation of their circumstances may request a withdrawal from this course from the instructor.

Accessibility: I want to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. You are invited to communicate with me at the outset of the course or at your discretion any accommodations that will improve your experience of or access to the course. Students with prolonged medical concerns are encouraged to contact both the Disability Resource Center (415-338-2472) and the instructor for accommodations for chronic illnesses.

Dates To Be Aware Of:
Sept 6 last day to add or drop without a “W”
Oct 18 CR/NC grading option deadline

SYLLABUS:
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Activity</th>
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<tbody>
<tr>
<td>Aug 29:</td>
<td>Dean MacCannell, “Sightseeing and Social Structure,” 57-72. ER</td>
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<td>Aug 31:</td>
<td>David Harvey, <em>A Brief History of Neoliberalism</em>, 1-38. ER</td>
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<td>Sept 5:</td>
<td>Labor Day holiday (no classes)</td>
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<td>Sept 7:</td>
<td>Stuart Hall, “The Toad in the Garden: Thatcherism…” 35-57. ER</td>
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<td>Sept 14:</td>
<td>Saskia Sassen, <em>Global City</em>, 3-15, 329-344. ER</td>
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<td>Sept 28:</td>
<td>Catherine Cocks, “The Noble Spectacle,” <em>Doing the Town</em>, 174-203. ER</td>
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<td>Oct 3:</td>
<td>Raymond Rast, “The Cultural Politics of Tourism,” 29-60. ER</td>
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<td>Oct 5:</td>
<td>Judy Tzu-Chun Wu, “Loveliest Daughter of our Ancient Cathay!” 5-31. ER</td>
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<td>Oct 24:</td>
<td>Jane Desmond, <em>Staging Tourism</em>, 60-141</td>
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<td>Oct 26:</td>
<td>undergraduate midterm due in class; graduate student conferences</td>
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<td>Nov 7:</td>
<td>Alex Chasin, “Advertising and the Promise...,” <em>Selling Out</em>, 101-143. ER</td>
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<td>Nov 9:</td>
<td>Patrick McCreery, “Save Our Children/Let Us Marry,” 186-207. ER</td>
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<td>Nov 14:</td>
<td>M Jacqui Alexander, “Imperial Desires/Sexual Utopias,” 281-305. ER</td>
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<td>Nov 16:</td>
<td>David Murray, “The Civilized Homosexual,” 49-60. ER</td>
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<td>Nov 21 and 23:</td>
<td>Thanksgiving holiday (no classes)</td>
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Nov 28: Aihwa Ong, “Neoliberalism as a Mobile Technology,” 3-8. ER

Nov 30: Lisa Rofel, Desiring China, 1-30

Dec 5: Lisa Rofel, Desiring China, 85-134

Dec 7: Lisa Rofel, Desiring China, 135-196

Dec 12: Evan Osnos, “The Grand Tour: Europe on Fifteen Hundred Yuan a Day.” ER

Dec 16: undergraduate final exam (10:45-1:15 in our classroom)
graduate student papers due
Full Citations For Course Readings


WGS 801: Graduate Student Assignments

Teaching Exercise
Once during the semester each graduate student will lead class by preparing activities that engage students in discussion of the readings assigned for that week. You may introduce new material, focus on a section of one of the assigned readings, or review the readings as a whole. This is a teaching exercise, so you should be able to clearly articulate what it is you are trying to teach. For instance, you may choose to teach a particular concept or keyword; you may work toward the comprehension of the main argument of a single reading; you may bring to class materials that illustrate popular culture applications of the concepts expressed in the readings; or you may try to teach across the assigned readings by addressing a key concept or theme that links the assigned readings. In each case, however, you will need to identify your own teaching method and goals. This assignment is not simply a facilitation exercise. It asks you to use course materials to plan and execute a teaching/learning experience for the class.

Each student must meet with me at least once in the weeks prior to your teaching exercise to discuss and plan your approach to the assignment.

One week after teaching, a 3-page analysis and assessment of your experience is due. In your paper please clearly summarize the work you did in class (What did you teach? How did you teach it?). Identify your teaching method and goals. Then, comment on your experience: was your teaching method effective? what was discussed? how did the class respond? do you feel the discussion was productive? how would you improve this teaching/learning experience?

Final Research Paper

A research paper of 3000-3500 words (12-15 double-spaced pages) is due at the end of the term. The paper should contain an analysis of neoliberal cultures of commodification, and it should draw from course readings in addition to your independent research (at least five sources). In order to keep your research and writing on track, please copy the following schedule into your calendar:

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 24</td>
<td>Paragraph-length proposal due</td>
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<tr>
<td>Oct 26</td>
<td>In-class meeting to discuss research proposal</td>
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<tr>
<td>Nov 2</td>
<td>One-page proposal and bibliography (at least five citations) due</td>
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<tr>
<td>Nov 28</td>
<td>Annotated bibliography (at least five sources) due</td>
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<tr>
<td>Dec 12</td>
<td>In-class writing workshop (bring 5-page excerpt or draft of your final paper)</td>
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<tr>
<td>Dec 16</td>
<td>Final paper due. Papers should be double-spaced with 1-inch margins. Word count does not include footnotes or bibliography. Your paper, including footnotes and bibliography should be in a consistent style, preferably MLA or University of Chicago. Late papers will be marked down by a third of a grade for each day late.</td>
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Note: It is not ok to submit work for this class that has been submitted to another class for academic credit. If you decide to write your final paper on a topic that overlaps with materials produced in another class (even partially), please discuss the overlap with both instructors.