

University of Georgia~Department of Geography
Gender and geography (Geog 4680/6680)
T/TH: 2:00-3:15, GG Rm 147

Dr. Amy Trauger

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*all e-mail must have geog 4/6680 at the beginning of the subject line
e-mail will be answered within 48 hours*

Office Hours

*Tues and Thurs 11-noon, by appointment
not available after class*

Course Description:

Until the 1970's women remained invisible in the analyses of social space: human geography was largely, but invisibly signified as the study of man. Recently, feminist geography began to challenge the implicit patriarchal orientation of the subject of geography. This course will examine the feminist challenge to the social construction of gender in space. The course will address a variety of topics related to this theme, but will focus on the relationships between gender and the discipline of geography, gender and cities, geographies of sexuality, gender and globalization and masculinity and rurality. Students explore each of these through case studies and position papers and will produce a final paper or project on a topic of interest to them. As a point of entry to discussion of place, space and gender, this course will explore the diverse ways in which feminists have seen space as central both to patriarchal power and to feminist resistance. We will also explore the diversity of identities that articulate with gender, and how space/place are used to de/stabilize social constructions of humanity that are oppressive to both men and women.

Course Objectives:

1. learn and think about the spatiality of gender
 2. understand the social construction of gender in space and place
 3. understand the intersectionality of gender with race, class and sexuality in various contexts
 4. apply theories of gender to geographical knowledge and questions
 5. evaluate personal positions on themes discussed in class
- Understand social and spatial distancing of "others"

Undo privilege, undermine capitalism or create something new

Required Texts: (Please bring your text to class for reference.)

1. *Penguin Atlas of the Status of Women in the World (SWW)*
2. *Cities and Gender (CG)*
3. *Space, Place and Sex (SPS)*
4. *Begging as a Path to Progress (BPP)*
5. *Country Boys: Masculinity and Rural Life (CB)*

Syllabus Disclaimer: This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be and are likely to be necessary. Your patience, good humor and attentiveness are appreciated.

Course Activities and Assessment:

A. Class Participation: (Total Participation Points=233)

This course will be run as a cross between a lecture and a seminar. Because the readings and discussions are the very basis of this class, attendance is mandatory. To ensure that the classes are successful and interesting, participants must have completed the readings before each class. Endeavor to read critically, seeking not only to understand the content but also to evaluate the significance and validity of an author's argument and evidence. Every student is required to contribute to the critical discussion of the readings with thoughtful analysis and prepared questions. **Participation in class is worth almost HALF of your final grade** and will be evaluated as follows:

1. Attendance (25*3=75)

Attendance is required and will be taken in class. Attendance at each class period that will be graded is worth 3 points. You may miss one class period without penalty. Making up any missed class activities (lecture notes, small-group work, etc) will be your responsibility. In-class work that is graded (writing exercises, assessments, etc) cannot be made up, even with an excused absence.

2. Discussion Participation (19*3=57)

You will be evaluated during each class period on your participation in the discussion. Each class period you will have the opportunity to earn 3 pts worth of discussion points. You can miss ONE discussion period without penalty. Discussion will be graded accordingly:

+	3	Present, attentive and contributing thoughtful, reasoned, concise and articulate ideas frequently (i.e., on at least three occasions).
O	2	Present and attentive and contributing ideas occasionally (less than three times); OR Present and contributing frequently, but with reactive or off-topic ideas.
-	1	Present and attentive but not speaking; OR Present and inattentive; OR Present and dominating conversation with reactive or off-topic contributions.

3. Reading Comprehension (19*5=95)

Every day you will bring one statement or one question about the reading or discussion. This should be an insight or any other thoughtful and reflective assessment of the reading. You will be evaluated on how well your contribution relates to or reflects on the content of the assigned reading. All questions must be posted to the ELC site by NOON on the day of class. You will be allowed to miss ONE (or drop your lowest score). Questions of

interest to the entire class will be chosen for discussion at length, so write them well!

B. Discussion/Class Leader: (2*25=50 points)

Each class session will begin with a synopsis and overview of the readings by two-three student leaders. Discussion leaders will sign up for two classes to lead at the beginning of the semester, and will write position papers based on the readings and bring questions and comments to class. Your leadership of discussion will take approximately five minutes and will require you to succinctly summarize the readings, their relevance to the objectives of the course and pose some questions for discussion. You will be evaluated on how well you integrate your knowledge of the readings with the objectives of the course. Presentations and position papers together are worth 25 points. The in-class presentation must be given to receive full credit.

Position Papers: For each discussion you lead, you will write a 2-3 page position statement about the required reading. The position paper will include a summary of the reading (1-1.5 double spaced pages pp), critical engagement with class concepts and themes (1-1.5 pp) and questions for discussion. For full credit, upload a digital copy to ELC by 5pm the day prior to class and hand in a paper copy in class.

C. Other assignments: (1* 50 = 50)

During the course of the semester you will be given an assignment to complete outside of class. This will be an experiential learning activity that you will complete in small groups. More information will be supplied in class.

D. Final Paper/Project: (150 points)

As a final assessment of your engagement with the material discussed in the course, you will EITHER be required to write a 15-20 page research PAPER on a topic of your choosing and/or with guidance from the instructor OR develop a final group project that results in either a meaningful TOUR of gendered space in Athens or a FILM/ART WORK based on some dimension of gender in space. A report, guide or other paper of at least 5 pages in length must accompany the TOUR or FILM/ART option. You will be evaluated on how well you integrate class concepts (i.e., the mutuality of gender and space) with your chosen topic. You and I will discuss this project/paper throughout the semester and you will be given as much guidance as you need in the process. You will be required to hand in 1) a proposal mid-February (10 points), 2) a first draft of the paper/project in mid-April for my appraisal and evaluation (10 points) and 3) a final paper/project in May (100 points). You will also be required to give a presentation/tour (30 points) in the last weeks of class.

*Graduate students will be expected to supply a research paper of the standard required for publication and/or a thesis/dissertation chapter and/or thesis/dissertation proposal. Graduate student presentations will take place the last day of class, and will be 15-20 minutes in length.

E. Other Activities/Assessment

1. Extra Credit: Documentation of attendance (a half page summary of event and ticket stub, program etc) of approved and announced cultural events throughout the semester following the event, and only one event per week will be put towards your grade.

2. Evaluation: Four times throughout the semester we will take time to cooperatively evaluate the class. This will involve an assessment of me as an instructor, your participation in the class (which will include a review of grades, etc) and the class materials. We will also discuss how the class might be improved or developed further.

Grading: Total points = (477—may be subject to change)

A	94-100%	B	83-86%	C	73-76%	F	<59%
A-	90-93%	B-	80-82%	C-	70-72%		
B+	87-89%	C+	77-79%	D	60-69%		

A more qualitative description:

A	An A student actively and regularly participates in class, demonstrates an excellent working knowledge of the readings, actively participates in discussions, and hands in (on time) complete, well written and creative papers
B	A B student regularly participates in class, demonstrates average knowledge of the readings, participates in discussions, and turns in a well written, but partially complete (or late) papers
C	A C student infrequently participates in class, demonstrates partial knowledge of the readings, rarely participates in discussions, and turns in incomplete and/or poorly written (and/or late) papers
D	A D student has little to no participation in class, demonstrates very little knowledge of readings, does not participate in discussions, and turns in incomplete and poorly written (and/or late) papers
F	A failing student has failed to deliver anything on two or more aspects of evaluation in the class (attendance, assignments, discussions)

Other Policies and Useful Information:

Contacting Me: Phone calls and visits during office hours are the best way to reach me. Please consult the syllabus, website your classmates, or me before, during or after class if you have questions about the class. Use email as a last resort and only for items that are 1) urgent and/or 2) very personal. Please address me either as Dr. Trauger or Amy, whichever you prefer.

Course Website: The course website is on WebCT. You should have it listed as a course under “My Courses”. <http://webct.uga.edu>

Borderline grades: If you have a borderline grade (i.e. a few percentage points below an A, B or whatever you want in the class) and have attended class regularly, and taken advantage of at least three extra credit opportunities (if they have been made available), contact me at the end of the semester and request a re-evaluation of your grade. I will see what I can do.

Late Assignments: Position papers are due IN CLASS, and a digital copy must be uploaded to E prior to class. Do NOT email me your papers. Late assignments or emailed assignments will have an automatic **five** point reduction.

Discussion Ground Rules: Everyone must participate in an engaged and meaningful way. If you are not involved (not coming to class, not contributing to discussion, writing, work, etc), your performance will be assessed as such. Everyone must also participate with an open mind and an open heart. We will engage with controversial and difficult issues that may involve a lot of disagreement. You must all disagree with each other and/or state opinions with respect for others and with integrity, or you will be asked to leave the class.

Academic Honesty: Academic honesty is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the University of Georgia, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the university's culture of honesty requires students to be academically honest in all academic work and to not tolerate academic dishonesty of others. Academic honesty includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Anyone in violation of these policies will receive a failing grade for the course. More detailed information about academic honesty can be found at: http://www.uga.edu/ovpi/honesty/culture_honesty.htm.

An Invitation to Students with Disabilities: The University of Georgia Geography Department follows the regulations outlined in the Americans with Disabilities Act, and is committed to providing access for all people with disabilities. The University and this Department will provide accommodations if notified. Please call the University of Georgia Disability Resource Center—706.542.8719 (voice), 706.542.7719 (fax), or 706.542.8778 (tty)—for information about architectural access and to arrange for sign language interpreters, assistive listening devices, large print, audio, or Braille. This office is located at 114 Clark Howell Hall on the University of Georgia's campus.

Academic Freedom: The free and respectful exchange of ideas will be welcomed in this classroom, especially when controversial issues are explored and as you develop your own perspectives on these issues. You will be evaluated on the merits of your knowledge and performance and not on the basis of your personal characteristics or viewpoints.

Decency Pledge: I ask that you be kind, honest, open and decent to each other and to me in this class. I will do the same for you.

Course Schedule:

Mon.	Date	Subject	Reading	Notes
Jan	11	SNOW DAY ☺		
Jan	13	Introduction/Housekeeping/ Gender AND Geography		
Jan	18	Gender and Geography	Review Articles-TBA	CME Asng
Jan	20	Gender and Geography	Review Articles-TBA	
Jan	25	<u>Status of Women/Gendered Trends-Overview, Families and Birthrights</u>	SWW, pp 13-43	
Jan	27	""-Bodies and Work	SWW, pp 44-73	
Feb	1	""-Inequality and Power	SWW, pp 73-107	
Feb	8	<u>Cities/Gender-Theory, Context</u>	CG, pp 1-96	
Feb	10	""-Globalization and Life	CG, pp 97-156	
Feb	15	""-Work and Mobility	CG, pp 157-219	
Feb	17	""-Poverty and Policies	CG, pp 219-295	
Feb	22	<i>Class Discussion of Projects</i>		CME Prop Due
Feb	24	<u>Space/Place/Sex-Introduction</u>	SPS, pp 1-40	
Feb	1	""-Home and Community	SPS, pp 41-78	
Mar	3	""-City and County	SPS, pp 79-112	
Mar	8	""-Nations and the World	SPS, pp 113-161	
Mar	10	<i>Class Discussion of CME</i>		CME Due
Mar	15	<i>Spring Break-No Class</i>	NO CLASS	
Mar	17	<i>Spring Break-No Class</i>	NO CLASS	
Mar	22	Begging-Introduction	BPP, pp 1-28	Proposals Due
Mar	24	Begging-Childhood on the Streets	BPP, pp 29-73	*Withdraw Deadline*
Mar	29	Begging-Race and Gender	BPP, pp 73-118	
Mar	31	Country Boys-Practices	CB, pp 1-65	
Apr	5	Country Boys-Representations	CB, pp 67-84,121- 161	
Apr	7	Country Boys-Representations	CB, pp 163-215	
Apr	12	Country Boys-Changes	CB, pp 218-253, 268-275	
Apr	14	<i>Research Break-No Class</i>	NO CLASS	
Apr	19	<i>Research Break-No Class</i>	NO CLASS	
Apr	21	<i>Presentations/Tours</i>		Draft Due
Apr	26	<i>Presentations/Tours</i>		
Apr	28	<i>Presentations/Tours</i>		
May	4	Conclusions/Final Paper Due		Final Due

Corporeal Marker Exercise

Due: 3/8/2011

Food for Thought

Expectations of “appropriate” behavior in public space shape and condition our identities. What are the cultural expectations of behavior in public space? How do you know? How does it feel to be “out of place” in public space? How does this affect how you do or do not conform to the expectations of public space? How would you expect this experience to be different in different places such as a small town or a big city (i.e. a different place with different kinds of public spaces)?

Overview

Students will alter their body in some visible and obvious way that would be seen as “out of place” in the public spaces of Athens, Georgia (i.e., cross dressing, superheroes) or do something in public space that disrupts the norms as you understand them. * Students will go as a group into three different public spaces, and go alone into three additional public spaces, and 1) observe the reactions of those around them and 2) determine whether and how they are made to feel “out of place”. Students will then reflect on the experience in a 2-3 page essay and in discussions in class.

*Absolutely no offensive, intentionally disrespectful and/or illegal (i.e. racist, sexist or homophobic) outfits/activities such as black face, Fred-Phelps-like protests, panhandling or the like will be tolerated. Dr. Trauger must approve of your activities first.

Assessment

1. 25 points for paper on A) your “identity” and why your group chose that one, B) where you went as a group and alone C) whether and how you were made to feel “out of place” D) whether there were differences in your experience when you were alone or in the group E) whether there were differences in the kinds of places you visited and why F) explain (using the texts in the class) how this relates to cultural difference and public space. 15 points for your presentation in class of your experience; 10 points for your proposal

Assessment Rubric

A	Working knowledge of readings, active participation in group, a complete, well written and creative essay citing three or more readings from class
B	Knowledge of readings, participation in group, a well written, but partially complete essay citing two or fewer readings from class
C	Partial knowledge of readings, low participation in group, an incomplete and/or poorly written essay citing one or fewer readings from class
D	No knowledge of readings, no participation in group discussions, an incomplete and poorly written essay citing no readings from class
F	Two or more requirements not completed

Readings

Recommended: Cresswell, Tim. 1996. *In place, out of place: geography, ideology and transgression*. Minneapolis: University of Minnesota Press, chapters 1 and 2.