

GGR 327: Gender & Geography

SSH 1069 . MW 4-6pm

Instructor:

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Office hours:

MW 215-345pm
SSH 5038

Office hours:

Time and location TBA
[To be posted on Blackboard]

About the course:

This course explores the vibrant, if often contentious, field of feminist geography. As a field, feminist geography has a relatively short but rich history, stemming in part from post-war feminist political movements. Today, feminist geography is characterised by its continued commitment to the politics of the personal, the contestation of knowledge production and agonistic conversations with other approaches, including queer, anti-racist, post-structuralist and Marxist theories. It covers many thematic areas, from established research on women's participation in the paid labour market and the emergence of gendered divisions of work in the home to more nascent areas of inquiry on such topics as the cultural politics of masculinity, gender and affect and the geographies of the techno-cultural body.

Feminist geography, like feminist theory more broadly, can best be described by its multiplicity - particularly of the methodological and ethical interventions it seeks to make and of theoretical understandings of what counts as the subjects and objects of knowledge production. In this course, we will focus on a particular approach within feminist geography -- the 'third wave' approach. This third wave feminist geography questions taken-for-granted categories of analysis, arguing (1) for an expansive and agonistic definition of 'gender', (2) for an interlocking approach to the politics of subjectivities and difference, and (3) for new ways of understanding the relationship between the social and the spatial.

In this course, we will de-familiarize spaces that may be intimately familiar -- spaces of the home, the workplace, urban public spaces, the nation, the border and the world -- by examining how, in their constant becoming, these spaces produce and are produced by gendered relations. We will also complicate our understandings of such socio-spatial processes as the economy, geopolitics, international development and domestic work by assessing how profoundly productive they are in constituting particular gendered subjectivities and spatialities.

Very important proviso:

As mentioned, given that feminist geography often tackles controversial social issues, this course will likely deal with topics that may elicit difficult discussions. We will not shy away from these topics, and we will uphold the university's own statement of institutional purpose by asking difficult questions about the cherished beliefs of society vis-a-vis gender politics. And we will do this with an

open mind and respect for one another. As it is not the goal of the course to learn immutable facts, we will engage in dialogue and debate. In order for this to happen effectively, it is crucial that we make our classroom into a safe space by respecting each other despite our differences. In this spirit, I want to issue a reminder: that our classroom, like the university more broadly, is governed by comprehensive policies on anti-harassment and anti-oppression. Any breaches of these policies will be taken seriously.

Goals of the course:

- To examine how knowledge production in geography is implicated in the on-going contestation of gender and other modalities of social difference
- To learn about how feminist geographers respond to social issues
- To read about and evaluate feminist-geographic interventions within and outside the academy
- To encourage the development of critical analysis of gender politics and geography
- To develop and hone research, writing and discussion skills

Required readings:

We will be using journal articles that are available online through the UofT library system. Instructions on how to access these articles via the library website will be posted on Blackboard.

Course format:

For this protracted summer course, we will meet for two hours a day, twice a week, for a total of eleven classes for the term. Most of the class will be devoted to the delivery of lectures, but from time to time, we will also use videos as a learning tool. We will also devote about 20 minutes of each class to discussions. Please use this time to ask for clarifications on lectures or the readings.

This means that it is important that (1) you come to class prepared to discuss the readings and (2) ready to listen attentively and respectfully to the discussion. Once during the term, at the end of a class, you will be asked to write a response of up to two paragraphs on a topic covered during that class. This will count towards half of your participation mark (or 5% of the grade for the course).

Evaluation:

Participation (10%)	<i>On-going</i> (Half of this mark will be based on an in-class writing exercise).
Midterm (25%)	<i>In-class (June 6)</i> - Two short answers and an essay
Paper proposal (10%)	<i>Due June 13</i> – 1 double-spaced page + bibliography page
Term paper (30%)	<i>Due June 22</i> Papers should be 8 double-sided pages with 1” margins on all sides and in 12-point Times New Roman. All papers must use in-text, APA-style citations. Please adhere to these requirements or else penalties will be assessed. Given the page limit, it is important that your papers be succinct.
Final exam (25%)	<i>TBA (Exam period)</i> - Two short answers and an essay

Late submissions:

Late work will be accepted without penalty only if you submit a valid medical or registrar's note with your assignment. Late work will be assessed the following deductions: **20% for the first day** and **10% for subsequent days**, including weekends. Late assignments will *not* be accepted by email – a hard copy must be submitted directly to me or to the Geography front office (SSH 5047). Late work will only be accepted up to *five working days* after the deadline. (NB: The in-class exercise and midterm are not covered under these conditions. Please note that the Geography front office closes at 430pm.)

Accessibility needs:

The University of Toronto Accessibility Services Office aims to facilitate barrier-free education for all students. If you wish to learn more about the services they provide, have accessibility concerns or require accommodations, please visit <http://www.accessibility.utoronto.ca/> as soon as possible.

Writing and academic integrity

If you think you may require help with your writing skills, please visit your college's writing centre. To check out what services are available or to book an appointment, visit the central university website on writing : <http://www.writing.utoronto.ca/>.

Additionally, plagiarism and other forms of academic dishonesty are serious and will be dealt with to the full extent possible under university policies. These offences include absent or improper citation of others' work, the inclusion of false references, the re-submission of work for which you have already gotten credit and cheating during examinations. To familiarize yourself with what counts as academic dishonesty, please visit the following University of Toronto websites:

- Rules and Regulations: <http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm>
- 'How not to plagiarize': <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Course site on Blackboard:

This course will use Blackboard primarily for three reasons: (1) course announcements, (2) posting of important documents, e.g., syllabus, assignment instructions, and (3) email correspondence.

To access the GGR 327 course site, go to the UofT portal log-in page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you are logged in, look for the course link under the 'My Courses' module. Please make sure that the email you have on ROSI is one that you check regularly, since this is the email that Blackboard uses to communicate with you. Ideally, this would be a utoronto email. Forwarding your utoronto email to another account (e.g., hotmail, gmail) is not advisable, as emails from the instructor might end up in your spam or junk mail folder. Also, please note that any marks posted on Blackboard are *provisional* and that only marks posted on ROSI are treated as official.

Course schedule:

1	May 16 (Mon): Course introduction and histories of feminist geographies	<i>What does gender have to do with geography? How did we get here? How are processes of knowledge production in geography and cognate disciplines gendered?</i> <i>Film: Clip from "Homer's Phobia" (The Simpsons, 20 minutes)</i> *** Review of syllabus and introduction to class expectations ***
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2	<p>May 18 (Wed): ‘Third wave’ feminisms and the gendered geographies of knowledge production</p>	<p><i>How has the idea of ‘gender’ been complicated in the social sciences and in the discipline of geography? How are spaces of knowledge production gendered?</i> (NB: While there are more readings for this class than ‘usual’, the assigned articles are generally short)</p> <p>Mohanty, CT. (1988). Under western eyes: feminist scholarship and colonial discourses. <i>Feminist Review</i>, 30(4): 61-88.</p> <p>Kobayashi, A. (1994). Coloring the field: gender, race and the politics of fieldwork. <i>The Professional Geographer</i>, 46(1): 73-80.</p> <p>Domosh, M. (2000). Unintentional transgressions and other reflections on the job search process. <i>The Professional Geographer</i>, 52(4): 703-708.</p> <p>Sundberg, J. (2003). Masculinist epistemologies and the politics of fieldwork in Latin Americanist geography. <i>The Professional Geographer</i>, 55(2): 180-190.</p> <p>*** The University is closed on May 23 (Mon) for Victoria Day. ***</p>
3	<p>May 25: The politics and spaces of gender ‘at home’</p>	<p>How has the ‘home’ been theorized by feminist geographies?</p> <p>hooks, b. (1990). Homeplace: a site of resistance. In her <i>Yearning: race, gender and cultural politics</i>. Southend Press.</p> <p>Oswin, N. (2010). The modern model family at home in Singapore: a queer geography. <i>Transactions of the Institute of British Geographers</i>, 35(2): 256-268.</p> <p>Guest lecture: Caitlin Henry, Ph.D. candidate in Geography</p>
4	<p>May 30: Working bodies: geographies of labour, economy and gender</p>	<p><i>How are labouring bodies and workplaces produced through gendered norms?</i></p> <p>Bakan, A. and Stasiulis, D. (1995). Making the match: domestic placement agencies and the racialization of women’s household work. <i>Signs</i>, 20(2): 303-335.</p> <p>McClelland, S. (2005). Nanny abuse. <i>The Walrus</i>. Available online: http://www.walrusmagazine.com/print/2005.03-politics-international-labour-migration/</p>
5	<p>June 1: Sex in the city: gender, public space, violence, fear and the urban</p>	<p><i>In what ways is ‘the city’ a paradigmatic gendered space?</i></p> <p>Kern, L. (2010). Selling the ‘scary city’: gendering freedom, fear and condominium development in the neoliberal city. <i>Social and Cultural Geography</i>, 11(3): 209-230.</p> <p>Zerbisias, A. (2011). A new form of victim blaming in rapes. <i>The Toronto Star</i>. http://preview.tinyurl.com/3m94uf7</p> <p>** Review of expectations for mid-term exam **</p>

6	June 6: Midterm	No readings.
7	June 8: Mother-lands: gender and geographies of colonialism	<p><i>How are the politics of colonialism and the production of nation entangled with the politics of gender?</i></p> <p>Olund, EN. (2002). Public domesticity during the Indian Reform era, or Mrs. Jackson is induced to go to Washington. <i>Gender, Place and Culture</i>, 9(2): 153-166.</p> <p>Jiwani, Y. and Young, ML. (2006). Missing and murdered women: reproducing marginality in news discourse. <i>Canadian Journal of Communication</i>, 31(4): 895-917.</p> <p>Film: "Survival, Strength and Sisterhood" (2011, 32 minutes)</p> <p>** Review of expectations for term paper **</p>
8	June 13: Somewhere else: gender and immigration	<p><i>Why are processes of immigration and multiculturalism a concern for feminist geographers?</i></p> <p>Dua, E. (2007). Exclusion through inclusion: female Asian migration in the making of Canada as a white settler nation. <i>Gender, Place and Culture</i>, 14(4): 445-466.</p> <p>Film: "No Time to Stop" (1990, 29 mins)</p> <p>** Paper proposal due **</p>
9	June 15: Waging war: gender and geopolitics	<p><i>How has the militarized struggle for citizenship, territories and borders been fought in and through gendered discourses and bodies?</i></p> <p>Loyd, JM. (2009). "War is not healthy for children and other living things". <i>Environment and Planning D</i>, 27(3): 403-424.</p> <p>Puar, J and Rai, A. (2002). Monster, terrorist, fag: the War on Terrorism and the production of docile patriots. <i>Social Text</i>, 20(3): 117-148.</p>
10	June 20: Across borders: gender and development practices	<p><i>How do international development projects reconfigure gender relations and spaces across borders?</i></p> <p>McEwan, C. (2001). Post-colonialism, feminism and development: intersections and dilemmas. <i>Progress in Development Studies</i>, 1(2): 93-111.</p> <p>Elliott, S. (2010). Nike harnesses 'Girl Effect' again. New York Times. http://www.nytimes.com/2010/11/11/giving/11VIDEO.html</p>
11	June 22: The futures of feminist geographies: a review	<p>None.</p> <p>** Term paper due and review of expectations for final exam **</p>

(A) Paper proposal (10% - Due: June 13)

The paper proposal is meant to ensure that you get an early start in thinking about your term paper. It should consist of two parts: (1) a **double-spaced page content section** with 1" margins and 12-point Times New Roman text and a (2) **preliminary bibliography** with brief annotations.

The one-page content section should include the following:

- a) A general description of your empirical case (i.e., your film of choice in the case of a critical film analysis or your 'current event' in the case of a print media analysis)
 - *What does your film or current event deal with? How is this relevant to the course?*
- b) A statement of your research questions or thesis, ideally with particular attention to the relationships between gender, power and space
 - *What lessons can feminist geographers learn from your film or current event? OR How might your film or current event be explained by feminist geographers?*
- c) A short explanation of themes and issues that you will be addressing in the paper
 - *How will you be expanding on a lecture theme(s)?*

The preliminary bibliography should contain **two reviewed or edited academic sources** (journal articles, monographs/books or chapters in edited collections) that will help you make your arguments in the paper. This section should also briefly describe – using up to three sentences – what contribution *each* academic source might make to your paper. For example:

Catungal, J.P. and McCann, E. (2010). Governing sexuality and park space: acts of regulation in Vancouver, BC. *Social and Cultural Geography*, 11(1): 75-94.

This article examines how Stanley Park is produced as heteronormative space through tactics and discourses that delineate what acts, bodies and objects are in place or out of place in this iconic public space. It is useful for my paper (e.g., on the film *Rent* or on a recent gay bashing incident) for two particular reasons: (1) because it highlights how public debates about sexuality and HIV relate to contests over the public and residential spaces of the city and (2) because it highlights how some gendered and sexualized performances of the body are policed from particular areas of the city.

(B) Term Paper (30% - Due: June 22)

Papers should be up to **8 double-sided pages** in length with 1" margins on all sides and written in 12-point Times New Roman. You must draw on **seven scholarly texts** (e.g., peer-reviewed journal articles, chapters from edited collections or books) in your discussion, including **at least two from the course readings**. Failure to adhere to these guidelines will result in penalties. Given the page limit, it is also very important that your papers be succinct.

The paper for the course should be **extended empirical discussions** of theoretical and empirical material that we have covered in the class. By ‘extended discussion’, I mean that the paper should not simply regurgitate what we have already done in lectures or course readings. It should develop ideas further by using one of the following approaches:

- a. **Print media analysis** – for this approach, you are to pick an event that has occurred in the last year and analyse how media coverage reproduces, problematizes or otherwise engages with gender, power and space. Paying particular attention to intersectional constructions of space and spatialized constructions of gendered intersectionality, your analysis should focus not on the aesthetic or stylistic approach of the news articles, but on the politics of coverage. Collect at least 7 different newspaper or magazine articles on the issue (NB: Beware of using the same newswire article published in different papers) OR
- b. **Critical film analysis** - for this approach, you are to choose one film out of the list below and write about how the film portrays the relationships among gender, space and power. This genre is not meant to be a simple movie review that analyses acting, writing or cinematography, but an analysis of the film as a representation of gendered geographies. Pay close attention to where things occur, why there and what these emplacements of social relations tell us about gender, power and space.

Your paper should engage in an extended discussion of one or two of the weekly themes. For example, a film review paper could develop the theme of “the politics and spaces of gender ‘at home’” (Week 4) by examining ‘queer’ families and homes in ‘The Kids are Alright’ (2010) or ‘The Birdcage’ (1996). A print media analysis paper could extend the discussions of ‘Gender and geopolitics’ (Week 10) by examining print media coverage of women’s participation in the recent pro-democracy revolts in Egypt or Tunisia.

One final reminder: as this is a course on “gender and geography”, your paper should engage the relationship between gender, power and space. A piece on gender or feminism alone, even if very good, will not do well unless it also engages with spatial theories and concepts.

(C) Midterm Exam (25% - June 6, in class)

The midterm exam will test your knowledge of course content from the first half of the course. You will have an hour and a half to complete the exam, the format of which will be as follows:

- Section 1: Two short answers (One will be mandatory, and the other will be your pick from two other choices)
- Section 2: One short essay (To be picked from two choices)

(D) Final Exam (25% - TBA: exam period)

The final exam will test your knowledge of course content from the second half of the course, though it is expected that content from the first half of the course will inform your overall grasp of the course. The format will be similar to the midterm in that it will have two short answers and an essay section.