

GEOG 387: Geography & Gender

Instructor

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Lecture

Friday, 10:30 to 12:20, Room AQ5018

Tutorials

Friday, 12:30 to 2:20 pm, Room AQ5015, Tutorial Instructor Rini Sumartojo
Monday, 12:30 to 2:20 pm, Room AQ5025, Tutorial Instructor Rini Sumartojo
Wednesday, 12:30 to 2:20 pm, Room Saywell Hall 10061, Tutorial Instructor Christiana Miewald

REQUIRED TEXTS

Domosh, M . and Seager, J. *Putting Women in Place: Feminist Geographers Make Sense of the World* (New York: Guilford Press, 2001).

Readings available via electronic reserves at the library <http://troy.lib.sfu.ca/screens/reserves.html>

Handouts, Web Pages, & Videos will supplement the readings. Students are also responsible for these.

Additional Resource:

International Encyclopedia of Human Geography, editors-in-chief, Nigel Thrift and Rob Kitchin (2009) available on-line at <http://troy.lib.sfu.ca/record=b5523443~S1a>

A copy of this syllabus and other class handouts will be made available on WebCT

COURSE DESCRIPTION

This course will provide students with an introduction to geographical perspectives on gender and society at a number of scales. It will involve an examination of gender in relationship to topics including: i) the body and health, ii) domestic space and caregiving, iii) the workplace, iv) the built environment, v) politics, and iv) global migration. The class will examine the nature of the public and private spheres, how work is defined and performed, gender and geographical divisions of labor, and the gendered experiences of political activism and struggle. By the end of the course, students will be able to critically analyze gendered concepts such as “the home” and “work”, to analyze the gendered nature of space and place, and to make connections between gender and other forms of identity (e.g., class, race, ethnicity).

EVALUATION

Critical Essays (4)	40%
Mid-Term Exam	25%
Final Exam (Take Home)	15%
Tutorial Participation and Assignments	20%

Tutorial Participation and Class Discussion will account for **20%** of the course grade. There are two elements of this grade: (1) A basic requirement is that all students come prepared to tutorials, having read the required readings (5%). Beyond this, there will be group discussions as well as written and oral activities that are part of tutorials that will comprise your grade (15%).

Critical Essays are written responses to questions posed by the instructor that draw upon lecture, readings, films/videos and/or your personal experience.

- Critical essays will account for **40%** of your grade.
- Critical essays are intended as a measure of how well you understand and are able to integrate ideas, facts and arguments presented in lecture and the readings. Critical Essays are treated as **take-home mini exams** so I will not be able to answer questions or review drafts.
- Each student is expected to write **4** critical essays during the course of the class (i.e., each individual essay is worth 10% of your grade), you can choose which weeks to do them **but at least 2 must be done before the mid-term**. Critical essays are to be between 4 and 6 pages (double spaced, 12 point font, Times New Roman) in length. There will be no critical essays in the week of the mid-term exam.
- Questions will be sent to class members via email on Friday afternoon after lecture and are due on the following Friday prior to the beginning of class via email or at the beginning of class if submitting a hard copy.
- Critical essays will be graded on the extent to which the student incorporates relevant materials (readings, lectures, films etc.) and personal experience/observation. Not including insights from lecture and readings in your response will result in **a substantial reduction in points**. You may include additional information (articles, books, examples) as well, but you are not required to do so.
- **Citations:** Be specific by citing a particular article (for example, "As Moreland notes, there is a clear relationship between neighborhood characteristics and availability of fresh produce"). Lecture material can be cited as follows, "As was noted in lecture, cardiovascular disease is a primary cause of mortality in Canada." If you are citing a direct quote or specific data from the readings make sure to include the page number and if you are including additional material, you will need a bibliographic reference (you can choose the style, just be consistent).
- All basic grammar rules apply! Critical essays that are poorly written (e.g., have grammatical errors) or do not include clear and specific references to readings, lectures and films will be penalized. Each piece should have an introduction, an argument supported by evidence and a conclusion.

GRADING SCHEME

A+	=	90% and above	C+	=	67% - 69.99%
A	=	85% - 89.99%	C	=	63% - 66.99%
A-	=	80% - 84.99%	C-	=	60% - 62.99%
B+	=	77% - 79.99%	D	=	50% - 59.99%
B	=	73% - 76.99%	F (fail)	=	49.99% and below
B-	=	70% - 72.99%			

****Note:** the following performance standards guide the grading in this class:

Excellent = A; Good = B; Satisfactory = C; Marginally Satisfactory = D; Unacceptable = F.

These match the standards in the University Calendar (www.reg.sfu.ca/calendar).

POLICIES

- **EXCUSED ABSENCES:** If you are absent from class on a day in which you are formally participating (e.g., participating in your group presentation), you must: (1) contact one of your instructors before, or in the 24 hours following, the end of the relevant class; and (2) provide a written doctor's or other official's note stating that you were incapacitated and/or unable to attend. If in doubt, contact one of us.
- **LATE ASSIGNMENTS:** These will only be accepted without penalty if you provide your instructors with the same documentation as required for formal participation (see above). Otherwise, late assignments will be penalized 5% if handed in during the 24-hour period after the deadline and another 5% for each 24-hour period thereafter.
- **CHEATING AND PLAGIARISM:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. You are also plagiarizing if you change a few words in a quote then use it in your paper without citation. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which knowledge cannot be safely communicated. **You are responsible** for understanding SFU's policy www.lib.sfu.ca/researchhelp/writing/plagiarism.htm
- **STUDENTS WITH DISABILITIES.** Efforts will be made to accommodate students with disabilities. Students with disabilities are responsible for making their needs known to your instructors and for seeking available assistance in a timely manner. Anyone who feels they need an accommodation based on a disability should contact your instructors as soon as possible.
- Students are expected to **ATTEND ALL CLASSES** and to take notes. Class notes will **not** be available from the instructor – it is your responsibility to take careful notes during lecture. Students who do not attend on a regular basis will not do well in this course. Furthermore, in an upper-level course, **READING** the assigned course readings is essential but it is only the first step.
- **ETIQUETTE:** You must **arrive on time, do not eat or drink in a disruptive manner, do not sleep or read non-course materials** during class and **keep unrelated conversations to a minimum** during class time. Please **turn cell phones off or to vibrate** during class and please **do not text message, surf unrelated web sites, etc.** on any internet-connected device during class. These activities are annoying and distracting to those around you and to me.

COURSE SCHEDULE

DATES	THEME AND READINGS
Jan 7	<i>Introduction: Gender and Geography</i>
Jan 14	<i>The Body and Embodiment</i> Readings: <ul style="list-style-type: none">• Domosh and Seager, <i>Preface and Chapter 4, On the Move</i>, pp. 110-128• Colls, Rachel. 2006. "Outsize/Outside: Bodily bignesses and the emotional experiences of British women shopping for clothes." <i>Gender, Place & Culture: A Journal of Feminist Geography</i> 13:529-545.• Doan, Petra L. 2010. "The tyranny of gendered spaces – reflections from beyond the gender dichotomy." <i>Gender, Place & Culture: A Journal of Feminist Geography</i> 17:635-654.
Jan 21	<i>Health</i> Readings: <ul style="list-style-type: none">• Boyer, Kate. 2010. "Of care and commodities: breast milk and the new politics of mobile biosubstances." <i>Progress in Human Geography</i> 34:5 -20.• Coyle, Fiona. 2004. "'Safe space' as counter-space: women, environmental illness and 'corporeal chaos'." <i>Canadian Geographer / Le Géographe canadien</i> 48:62-75.• Dyck, Isabel, and Parin Dossa. 2007. "Place, health and home: Gender and migration in the constitution of healthy space." <i>Health & Place</i> 13:691-701.
Jan 28	<i>Home</i> Readings: <ul style="list-style-type: none">• Domosh and Seager, <i>Chapter 1, Home</i>• Christie, Maria Elisa. 2004. "Kitchenspace, Fiestas, and Cultural Reproduction in Mexican House-Lot Gardens." <i>Geographical Review</i> 94:368-390.• Johnson, Louise C. 2006. "Browsing the Modern Kitchen—a feast of gender, place and culture (Part 1)." <i>Gender, Place & Culture: A Journal of Feminist Geography</i> 13:123-132.
Feb 4	<i>Food</i> Readings: <ul style="list-style-type: none">• Buckingham, Susan. 2005. "Women (re)construct the plot: the regen(d)eration of urban food growing." <i>Area</i> 37:171-179.• Hovorka, Alice J. 2006. "The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana." <i>Gender, Place & Culture: A Journal of Feminist Geography</i> 13:207-225.• New Cairns, Kate, Josée Johnston, and Shyon Baumann. 2010. "Caring About Food." <i>Gender & Society</i> 24:591 -615.
Feb 11	<i>Work</i> Readings:

- *Domosh and Seager, Chapter 2, Women at Work*
- *Oberhauser, Ann. 1995. "Towards a Gendered Regional Geography: Women and Work in Rural Appalachia." Growth and Change 26:217-244.*
- *Whitson, Risa. 2009. "'The Reality of Today Has Required Us to Change': Negotiating Gender Through Informal Work in Contemporary Argentina." Annals of the Association of American Geographers 100:159-181.*

Feb 18 **READING BREAK**

Feb 25 **Mid-Term Exam**

Migration

March 5

Readings

- *Domosh and Seager, Chapter 4: On the Move, pp 129-139*
- *Park, Hijin. 2010. "The stranger that is welcomed: female foreign students from Asia, the English language industry, and the ambivalence of 'Asia rising' in British Columbia, Canada." Gender, Place & Culture: A Journal of Feminist Geography 17:337-355.*
- *Pratt, Geraldine. 2009. "Circulating sadness: witnessing Filipina mothers' stories of family separation." Gender, Place & Culture: A Journal of Feminist Geography 16:3-22.*

March 12 **Tourism**

Readings

- *Freidus, Andrea, and Nancy Romero-Daza. 2009. "The space between: globalization, liminal spaces and personal relations in rural Costa Rica." Gender, Place & Culture: A Journal of Feminist Geography 16:683-702.*
- *Jacobs, Jessica. 2009. "Have sex will travel: romantic 'sex tourism' and women negotiating modernity in the Sinai." Gender, Place & Culture: A Journal of Feminist Geography 16:43-61.*
- *Malam, Linda. 2008. "Bodies, beaches and bars: negotiating heterosexual masculinity in southern Thailand's tourism industry." Gender, Place & Culture: A Journal of Feminist Geography 15:581-594.*

March 19 **The City**

Readings:

- *Domosh and Seager, Chapter 3, the City*
- *Boyd, Jade. 2010. "Producing Vancouver's (hetero)normative nightscape." Gender, Place & Culture: A Journal of Feminist Geography 17:169-189.*
- *Doan, Petra L. 2007. "Queers in the American City: Transgendered perceptions of urban space." Gender, Place & Culture: A Journal of Feminist Geography 14:57-74.*
- *Kern, Leslie. 2010. "Selling the 'scary city': gendering freedom, fear and condominium development in the neoliberal city." Social & Cultural Geography 11:209-230.*

March 26 **Marginalization and Homelessness**

Readings

- Gurstein, Penny, and Silvia Vilches. 2010. "The just city for whom? Re-conceiving active citizenship for lone mothers in Canada." *Gender, Place & Culture: A Journal of Feminist Geography* 17:421-436.
- Klodawsky, Fran. 2006. "Landscapes on the Margins: Gender and homelessness in Canada." *Gender, Place & Culture: A Journal of Feminist Geography* 13:365-381.
- Robertson, Leslie. 2007. "Taming Space: Drug use, HIV, and homemaking in Downtown Eastside Vancouver." *Gender, Place & Culture: A Journal of Feminist Geography* 14:527-549.

April 1 *Nature and the Environment*

Readings

- *Domosh and Seager, Chapter 6, The Environment*
- Little, Jo. 2007. "Constructing nature in the performance of rural heterosexualities." *Society and Space* 25:851-866.
- Stoddart, Mark C.J. n.d. "Constructing masculinized sportscares: Skiing, gender and nature in British Columbia, Canada." *International Review for the Sociology of Sport*.
- Wilson, Kathi. 2005. "Ecofeminism and First Nations Peoples in Canada: Linking culture, gender and nature." *Gender, Place & Culture: A Journal of Feminist Geography* 12:333-355.

April 8 *The Media and Technology*

Readings

- Chan, Annie Hau-Nung. 2008. "'Life in Happy Land': using virtual space and doing motherhood in Hong Kong." *Gender, Place & Culture: A Journal of Feminist Geography* 15:169-188.
- Huh, Searle, and Dmitri Williams. 2010. "Dude Looks like a Lady: Gender Swapping in an Online Game." Pp. 161-174 in *Online Worlds: Convergence of the Real and the Virtual, Human-Computer Interaction Series. Springer London*
- Craine, James, and Stuart Aitken. 2004. "Street fighting: Placing the crisis of masculinity in David Fincher's 'Fight Club.'" *GeoJournal* 59:289-296.

Final Exam Due Saturday, April 16 2011 by midnight via email.
(Take Home)