

GGR327 – Geography and Gender Fall 2015

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Instructor Office Hours: Monday, 1:30 p.m. - 2:30 p.m., or by appointment

Class time and location: Monday, 11 a.m. - 1 p.m., RW 143

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Course Web Site: This course makes use of Blackboard. Please refer to the course web site regularly for announcements, readings, assignment prompts, and course information:

<http://portal.utoronto.ca/>

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1. Course Overview

Description

Welcome! This course introduces students to feminist and queer approaches to space and spatiality. It explores how geography can open up understandings of gender, sexuality, and other modes of social difference. While feminist and queer geographies are diverse and contested fields, the course takes its cues in particular from so-called third-wave and post-structuralist engagements with gender. These theoretical frameworks emphasize the affective, performative, dynamic, and contingent character of gender, and gender's dense and complex relationships to sexuality, race, class, nation and other vectors of subject formation and social ordering.

The course critically engages four key concepts - **performativity**, **Orientalism**, **intersectionality**, and **affect** - in leading intellectual debates about gender, difference and space. It will help students develop an awareness of how processes of gendered and sexual identity and community formation are inherently spatial, and the significance of the work of feminist and queer geographers to political and intellectual struggles around difference. After four class meetings focused on these core concepts, we will explore the salience of those concepts in understanding the politics of gender at intertwined, contradictory geographical scales from the globe to the body. Through this exploration, we will see how feminist, queer and geographical insights contribute to broader debates on neoliberal globalization, migration and diaspora, nation-building, and urban change.

Course Goals

- To foster engagement with leading concepts in contemporary feminist and queer geographies and their significance to the politics of difference through a close reading of course texts.
- To nurture recognition of how institutional, global, everyday and intimate spaces are inherently gendered, classed, raced, sexualized, and more.
- To demonstrate the spatiality of the politics of difference, and the contributions of geographers and geographical analysis to struggles for social justice.
- To support students in learning from rigorous critical social theory by creating space for an attitude of humility and non-mastery.
- To cultivate and strengthen analytical reading, writing, and critical thinking skills.

Recommended Preparation: 8.0 FCE's including 1.0 FCE in Geography

Distribution Requirement Status: This is a Social Science course

Breadth Requirement: Society and its Institutions (3)

Course Format

This course will meet on Mondays, from 11 a.m. to 1 p.m. from September 14 to December 7, with a final exam review session on Wednesday, December 9 at the regular class time and location. The final exam will take place between December 11-22, with the date announced in class during the term. There will be no class on October 12 or November 9. Most of each class meeting will focus on lectures, with time for questions and answers. Each class meeting, 20-30 minutes of will be dedicated to small and large group discussions and writing exercises. **It is mandatory that you come to class, and that you attend class having completed all of the readings.** You will be asked to respond directly to readings in individual and small group writing exercises and in small and large group discussions.

Evaluation

Participation: 15%	<i>Ongoing</i> Written in-class exercises: 10% Participation in small and large group discussions: 5%
Film Analysis: 20%	<i>Hard copy due Monday, October 19 at the beginning of class</i> 1000 words or about 4 pages
Event Essay: 30%	<i>Hard copy due Monday, November 30 at the beginning of class</i> 2000 words or about 8 pages
Final Exam: 35%	<i>Date TBD</i> Combination of short answer and essay questions Details to follow

2. Course Policies

Discussing Difference

Talking and thinking hard about social difference can be emotionally charged work. We form strong attachments to particular ideological and emotional ways of making sense of the plural character of the world and our relationship to it. Being asked to grapple with difficult knowledge that might not square with our everyday ways of thinking and feeling is challenging.

In accordance with university policy, this classroom is not a space where sexist, racist, xenophobic, homophobic, ableist, transphobic, classist or otherwise discriminatory language will go unchallenged or unaddressed. But making this learning experience generative and valuable – not always easy for any of us – is up to all of us. Throughout the course, I will be professional, curious, humble, gentle, assertive, forthright, generous and real with you as we have challenging conversations. I would ask that you do the same with each other and with me.

Electronic Devices

Between listening, reading, writing, and speaking, this seminar invites your and my full attention – it's an opportunity for all of us to "single-task." Recent studies have demonstrated that use of personal computers and other devices can often distract us and detract from learning, and negatively affect marks. (See e.g. this recent McMaster University study <http://www.cbc.ca/news/technology/laptop-use-lowers-student-grades-experiment-shows-1.1401860>.) In the interests of promoting single-tasking, the use of laptops and cell phones is strongly discouraged. If you do bring a computer or tablet to class, please ensure you are using it in a way that doesn't distract your neighbours.

Taking photos and video recordings are not permitted. Audio recording requires permission of the instructor. Non-compliance with these rules on recording will be subject to disciplinary actions under the Code of Student Conduct. Students should note that since audio recordings of lecture are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.

Contacting Your Teaching Team

Your questions about the course are more than welcome at any time! Both the TA and I prefer to answer questions requiring longer or conceptual discussion in person in office hours, but we are happy to reply to short questions by email. If you have a question, to make the most effective use of your time and the time of your teaching team, be sure to **check the syllabus and Blackboard first**. If after checking the syllabus and Blackboard, you still have a short question, feel free to send an email. **Please allow all members the teaching team 2-3 working days (i.e. week days) to reply to email.** Emails about information covered in the syllabus and/or Blackboard may not be answered.

If you have a question about an assignment, you are welcome to discuss it with the TA or the instructor during office hours at any time. However, **to request a remark, please provide the TA with a written request of at least a full paragraph specifying where you think the evaluation does not match the work submitted.**

Accessibility

It is important to me to provide an accessible educational space to you in a way that also respects your privacy and confidentiality. 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 or email accessibility.services@utoronto.ca.

3. Course Readings

Where to Find Them

The readings for this course will be made available on Blackboard. All videos will be viewed in class, and then available in the Media Commons or online.

Reading Theory

The first few class meetings will engage with key concepts in feminist and queer social theory and their engagement by geographers. Critical social theory can be daunting to read and think with, because it challenges us to imagine other worlds, worlds we need to mourn or to build, and it challenges us to see our worlds differently. This critical work often requires transformative vocabulary in order to transform our thinking.

So when reading critical social theory or any challenging piece of writing, **please don't put too much pressure on yourself to understand absolutely everything immediately!** Many brilliant scholars spend their entire lives reading and writing about the work of a particular body of theory, and still never understand every little thing. Critical thought that makes the familiar strange and the strange familiar is *supposed* to be hard. **Keep at it, engaging the theory with humility and an openness to non-mastery.** Read closely, and see what you can take from the text, being generous with the author for being hard to understand, and being generous with yourself.

I'm here to help you get the most out of the readings in a way that makes the most of your time and effort. To support you as you read, I will be posting **guiding questions about key readings** on Blackboard a few days before each class. These questions will also be our starting points for discussions in class.

Course Schedule

Monday, September 14 – Introduction

Combahee River Collective. 1983. "The Combahee River Collective Statement." In *Home Girls: A Black Feminist Anthology*, edited by Barbara Smith, 264-274. New Brunswick, NJ: Rutgers University Press.

Butler, Judith. 2011. "Your Behavior Creates Your Gender." *Big Think*. <http://bigthink.com/videos/your-behavior-creates-your-gender>.

Monday, September 21 – Performativity

Butler, Judith. 1999 [1990]. "Subjects of Sex/Gender/Desire." In *Gender Trouble: Feminism and the Subversion of Identity*, 3-44. New York: Routledge. [selections: 3-11, 18-22, full paragraphs on 30, 33]

Pratt, Geraldine. 2004. "Spatialising the Subject of Feminism," in *Working Feminism*, 12-37. Philadelphia: Temple University Press.

Monday, September 28 – Orientalism and Intersectionality

Mohanty, Chandra T. 2003 [1984]. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*, 17-42. Durham, NC: Duke University Press.

Crenshaw, Kimberlé Williams. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43.6: 1241-1299. [Note: The Crenshaw reading appears to be very long – do not panic! It was published in a law journal, and in keeping with the conventions of law journals, has lengthy footnotes and margins. The word count of the article is in fact comparable to that of any standard journal article.]

Monday, October 5 – Affect

Ahmed, Sara. 2004. "Affective Economies." *Social Text* 22.2: 117-139.

Oliver, Kelly, 2004. "Why Turn to Psychoanalysis for a Social Theory of Oppression?" In *The Colonization of Psychic Space: A Psychoanalytic Social Theory of Oppression*, xiii-xxiv. Minneapolis: University of Minnesota Press.

Monday, October 12

Holiday; University closed

Monday, October 19 – Home

Guest lecture from TA Shannon Black, readings TBA

Monday, October 26 – City 1: Sex, Exclusion and the City

Kern, Leslie. 2010. "Securing Relations of Threat: The Intersection of Gender, Fear, and Capital. In *Sex and the Revitalized City: Gender, Condominium Development, and Urban Citizenship*, 127-147. Vancouver: University of British Columbia Press.

Nero, Charles I. 2005. "Why Are the Gay Ghettos White?" In *Black Queer Studies: A Critical Anthology*, 228-245.

Solnit, Rebecca. 2014. "Diary: Get Off the Bus." *London Review of Books* 36.4: 34-35.

Monday, November 2 – City 2: Alternative Urban Futures

Hard copy of event essay due at the beginning of class

Hayden, Dolores. 1980. "What Would a Non-Sexist City Be Like?: Speculations on Housing, Urban Design, and Human Work." *Signs* 5.3: 170-187.

Hanhardt, Christina. 2008. "Butterflies, Whistles, and Fists: Gay Safe Streets Patrols and the New Gay Ghetto, 1976-81." *Radical History Review* 100: 61-85.

In-class film: FIERCE!. 2001. *Fenced Out*. Paper Tiger Television.

Monday, November 9

Fall break; no class

Monday, November 16 – Nation 1: Race, Gender, and National "Natures"

Erickson, Bruce. 2013. "Introduction: Canoes and the Nature of Canada." In *Canoe Nation: Nature, Race and the Making of a Canadian Icon*, 1-33. Vancouver: University of British Columbia Press.

Thorpe, Jocelyn. 2011. "Introduction: Welcome to n'Daki Menan (Our Land)" In *Temagami's Tangled Wild: Race, Gender, and the Making of Canadian Nature*, 1-10. Vancouver: University of British Columbia Press.

Monday, November 23 – Nation 2: Imagining Nation Otherwise

Razack, Sherene H. 2002. "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George." In *Race, Space, and the Law: Unmapping a White Settler Society*, 121-156. Toronto: Between the Lines.

McKittrick, Katherine. 2006. "Nothing's Shocking: Black Canada." In *Demonic Grounds: Black Women and the Cartographies of Struggle*, 91-119. Minneapolis, MN: University of Minnesota Press.

Berlant, Lauren. 2007. "Citizenship." In *Keywords in American Cultural Studies*, edited by Bruce Burgett and Glenn Hendler, 37-42. New York: New York University Press.

Monday, November 30 – Globe 1: The Intimate, Global Workplace

Hard copy of film essay due at the beginning of class

Hochschild, Arlie Russell. 2002. "Love and Gold." In *Global Woman: Nannies, Maids and Sex Workers in the New Economy*, edited by Arlie Russell Hochschild and Barbara Ehrenreich, 15-30. New York: Henry Holt and Co.

Manalansan IV, Martin F. 2008. "Queering the Chain of Care Paradigm." *Scholar and Feminist*. http://sfonline.barnard.edu/immigration/manalansan_01.htm.

In-class film: Heymann, Tomer. 2006. *Paper Dolls*. Strand Releasing. [selections]

Monday, December 7 – Globe 2: Feeling Global, Feeling Diasporic

Brand, Dionne. 2005. *What We All Long For*, 1-5. Toronto: Vintage Canada.

Georgis, Dina S. 2006. "Cultures of Expulsion: Memory, Longing and the Queer Space of Diaspora." *New Dawn: The Journal of Black Canadian Studies* 1.1: 4-27.

In-class film: Fung, Richard. 1996. *Dirty Laundry*. V-Tape.

Wednesday, December 9 – Final Exam Review

Final Exam Date TBA

4. Assignments

General Requirements

For the two papers assigned in this course, please follow standard formatting guidelines for the social sciences and humanities: Use Times New Roman, 12 point font, double-spaced, with margins of 1" or 2.54 cm. Use any citation format in the social sciences or humanities you like (e.g. Harvard, Chicago, MLA, APA, ASA, AAA), but be sure to be consistent. More specific guidelines unique to each paper are included for each essay assignment below.

Assignment Submission

You must submit a hard copy of your assignments in class at the beginning of class (11:10 a.m.). Email submissions will not be accepted. Assignments submitted after class has started will be considered one day late. Please submit late assignments through the Drop Box in the Geography Main Office, Sidney Smith Hall 5047 (open Monday through Friday, 9 a.m. - 5 p.m). Since the Main Office doors are locked at closing time (sharp!), it's a good idea to plan to get there at least 15 minutes before. **The penalty for late assignments is 5% per day**, with the weekend counting as one day.

Please inform me immediately when health circumstances keep you from submitting an assignment as scheduled. You are responsible for providing official documentation explaining your absence as soon as possible. Please consult your college registrar if you are having difficulties during the term that prevent you from completing your course work. Your college registrar may be able to provide a letter documenting your situation in case of non-medical emergencies.

Academic Integrity

The strength of our work and conversations together in this course depend on our respect for and careful engagement with the thoughts and writing of others. That kind of respect means honouring and delimiting where the insights of others leave off and where our own thought picks up. Any breach of academic integrity will be regarded with extreme seriousness.

Examples of academic dishonesty include:

- Using someone's words or ideas without citing them, or without citing them properly
- Copying material word-for-word from a source and not placing the words in quotation marks
- Making up sources or facts
- Obtaining unauthorized assistance on an assignment
- Impersonation – passing off your work or participation as that of another person, or vice versa
- Using any unauthorized study aid
- Looking at someone else's answers, or letting someone look at your answers
- Falsifying documentation such as a doctor's note
- Any lingering ambiguity or lack of care about where your ideas and those of others begin and end

It is your responsibility to ensure that you are familiar with the requirements of academic integrity at the University of Toronto – see <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Participation Guidelines

Because this is a highly conceptual and politically engaged course that depends on your engagement with the material, with me and with each other, participation comprises 15% of your overall mark. Participation will be assessed in two key ways: written in-class exercises and notes on small-group discussions.

In five class meetings, you will be given time in class (roughly 25 minutes) to work on written in-class exercises worth two points each. These assignments will ask you to demonstrate your understanding of the course material, make a connection to your everyday life, or provide a real-world example to illustrate a concept. These exercises should not be difficult if you are keeping up with the readings, attending lectures, and thinking about ideas raised in the classroom discussion. Exercises may take place at the beginning of class or at the end, so it's in your interest to come to class prepared, show up on time, and remain present. Only students with documented excused absences will be able to make up in-class assignments.

10% of overall mark, 5 exercises, 2 points each

In five class meetings you will be asked to work in small discussion groups. During small group discussion time (about 15 minutes), I will share a prompt with you to discuss with your group members. Each week, one group member will take notes on the group discussion, noting each member's contributions and insights. I will collect these notes at the end of class to get a sense of what you discussed, and to keep track of how your conversations grow over the course of the term. In group discussions, please respect the efforts of your fellow group members by both stepping up and speaking, and stepping back and listening. Only students with documented excused absences will be able to make up in-class assignments.

5% of overall mark, 5 discussions, 1 point each

Essay Guidelines

Film Essay Guidelines

- Choose a film (fiction or documentary, for examples see my list on Blackboard or consult the course Library Research Guide) that addresses gendered themes in compelling, powerful, problematic or confusing ways. The film can be in any language.
- Study the film carefully. (I would recommend **watching at least twice if not three times**. Take notes during an early viewing, and then revisit them after.)
- Thinking through course readings and concepts, and your observations of the film, develop an **argument** about the relationships between gender, power, and space in the film and support it in essay form. How are gender, power and space represented in the film? How do gender, power and space surface in the content and structure of the film?
- The essay should not simply summarize or review the film – this is not Rotten Tomatoes! Rather, your essay should develop a relevant course theme in relation to the film.
- Make sure to relate your discussion of the film to at least two academic readings, at least one of them from the course, and at least one course concept. From the course so far, that includes **performativity, Orientalism, intersectionality, and affect**.
- Make sure the essay has a clear argumentative **thesis statement** introduced in the first paragraph. This argument should be developed throughout the body of the paper and reinforced in the conclusion.
- **You are encouraged to consult with your TA or the instructor on your choice of film and theoretical framework**
- **Due Monday, October 19 at the beginning of class**
- **800-1000 words or about 4 pages**
- **Marked out of 100, weighted at 20% of overall mark**

Event Essay Guidelines

- The idea in this assignment is to take a contemporary event or conflict relating to gender or sexuality and space and explore it in relation to some of the concepts and theories we are covering in the course. There are two options for the assignment:
 - Option A. How media coverage reproduces, problematizes or otherwise engages with discourses on gender, power and space. In this case, you could look at how the media represents the event, or explore different representations in the media.
 - Option B. Take an event and look at in terms of its connections to core course themes and academic literature (peer-reviewed journal articles and books). In this case, you are not interested in how the media represents the event. Rather, you are interested in what the event reveals about relationships between gender, space, and other relations of difference and power. Use newspaper articles to establish the details of the event and then use the academic literature to explore its significance.
- In both cases, make sure you pay particular attention to gender's encounters with multiple modes of subject formation, examining how gender relates to class, race, ethnicity, nation and sexuality.
- Be sure to incorporate at least two media articles (newspaper, magazine, TV clips, radio clips, blog posts) and at least four academic books or articles, though you are encouraged to go beyond that (and stronger essays normally will). You must draw upon at least two course readings and at least one course concept.
- Make sure to articulate an original argument about the event and its representation and/or significance. What does it show about the relationship between gender and

space? Or what does it show about the how gender issues are represented in the media?

- The essay should begin with an argumentative thesis statement, followed by a sentence outlining how the argument will be organized.
- Make sure to narrow your focus and emphasize how your current event is relevant to the course. What lessons can feminist and queer geographers learn from an analysis of your event?
- **You are encouraged to consult with your TA or the instructor on your choice of event and theoretical framework.**
- **Due Monday, November 30 at the beginning of class**
- **1800-2000 words or about 8 pages**
- **Marked out of 100, weighted at 30% of overall mark**

Final Exam

- The final exam will take place during the exam period for F courses, December 11-22. You will have two hours to write the exam.
- You will be asked to write a mix of short answers and essays.
- I will provide you with a final exam study guide before the exam, and dedicate the last class meeting, December 9, to final exam review.
- Marked out of 100, weighted at 35% of overall mark