

**GGR327 – Geography and Gender
Summer 2014**

Final Syllabus – Updated July 2, 2014

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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 and 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.

Critically engaging three key concepts - **intersectionality, performativity, reparativity** - in leading intellectual debates about gender, difference and space, the course 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 their salience 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 for two hours per class meeting, twice a week, from July 3 to August 12, with a final exam date to be announced during the term that will take place between August 13-19. Most of each class 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 crucial that you come to class, and that you attend class having read 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 Thursday, July 17 at the beginning of class</i> 1000 words or about 4 pages
Event Essay: 30%	<i>Hard copy due Tuesday, August 5 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 – not always easy – for any of us, but valuable – 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

Electronic communications technology can enhance the learning process in myriad ways. However, 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>.)

Multi-tasking can be hard on our capacities for learning, and for courtesy. This course emphasizes engagement with ideas and other people through reading, writing, research, and discussion. So there's already plenty of multi-tasking to do without adding the seductions and temptations of the electronic world! Consequently, **this classroom is a phone-free space**. Cell phones should be silent or off and stowed away during the entirety of the class.

You are also strongly encouraged to come to class prepared with non-electronic writing and note-taking supplies. I understand and respect that taking notes on a computer or tablet is the most effective note-taking method for many people. 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. You are at liberty to make your own decisions about how to use your computer, but make sure that those around you want to take notes, are not involuntarily afflicted by the effects of secondhand Tumblr/shopping/etc.

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 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

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

We will be reading a mix of journal articles and excerpts from books. Journal articles will be available through U of T libraries. Book excerpts will be available on Blackboard in accordance with the guidelines for fair dealing provided by the Scholarly Communications and Copyright Office at U of T Libraries. All videos will be viewed in class, and then available in the Media Commons or online, with links included.

Reading Theory

The first few weeks of the course will engage with key concepts in feminist and queer social theory and their engagement by geographers. Critical social theory can be daunting, 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.

Summer courses are highly compressed, asking everyone involved to do two weeks' worth of work in a single week. I'm here to help you get the most out of the readings in a way that makes the most of your time. 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

Thursday, July 3: Introduction

Combahee River Collective. 2001 [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>.

Tuesday, July 8: 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.

Thursday, July 10: Intersectionality 1: Postcolonial and Woman of Colour Feminisms

Mohanty, Chandra Talpade. 1984. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *boundary 2* 12.3/13.1: 333-358.

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 has very large footnotes and margins. The word count of the article is in fact comparable to that of any standard journal article.]

Tuesday, July 15: Intersectionality 2: Doing Difference Differently

Valentine, Gill. 2007. "Theorizing and Researching Intersectionality: A Challenge for Feminist Geography." *The Professional Geographer* 59.1: 10-21.

Nash, Jennifer C. 2008. "Re-Thinking Intersectionality." *Feminist Review* 89: 1-15.

Puar, Jasbir K. 2007. "Affect, Race and Sex." 205-216. In *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke University Press.

Thursday, July 17: Reparativity

Hard copy of film essay due at the beginning of class

Sedgwick, Eve Kosofsky. 2003 [1997]. "Paranoid Reading and Reparative Reading, or, You're So Paranoid, You Probably Think This Essay Is About You." In *Touching Feeling: Affect, Pedagogy, Performativity*, 123-149. Durham, NC: Duke University Press.

Gibson-Graham, JK. 2006. "Affects and Emotions for a Postcapitalist Politics." In *A Postcapitalist Politics*, 1-22. Minneapolis, MN: University of Minnesota Press.

Tuesday, July 22: Globe 1: The Intimate Globalization of Labour

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.

Film: Heymann, Tomer. 2006. *Paper Dolls*. Strand Releasing. [selections]

Thursday, July 24: Globe 2: (Be-)Longing in a Transnational World

Massey, Doreen B. 1994 [1991]. "A Global Sense of Place." In *Space, Place and Gender*, 146-156. Minneapolis, MN: University of Minnesota Press.

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.

Film: Fung, Richard. 1996. *Dirty Laundry*. V-Tape.

Tuesday, July 29: Nation

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.

Thursday, July 31: City

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

Kern, Leslie. 2010. *Sex and the Revitalized City: Gender, Condominium Development, and Urban Citizenship*, 1-14. Vancouver: University of British Columbia Press.

Tongson, Karen. 2011 "Relocations: Queer Suburban Imaginaries." In *Relocations: Queer Suburban Imaginaries*, 1-27. New York: New York University Press.

Tuesday, August 5: Home

Hard Copy of event essay due at the beginning of class

hooks, bell. 1990. "Homeplace: A Site of Resistance." In *Yearning: Race, Gender, and Cultural Politics*, 45-53. Boston: South End Press.

Oswin, Natalie. 2010. "The Modern Model Family at Home in Singapore: A Queer Geography." *Transactions of the Institute of British Geographers* 35.2: 256-268.

Cowen, Deborah and Emily Gilbert. 2008. "Citizenship in the 'Homeland': Families at War?" In *War, Citizenship, Territory*, edited by Deborah Cowen and Emily Gilbert, 261-280. New York: Routledge.

Thursday, August 7: Body

Grosz, Elizabeth. 1998. "Bodies-Cities." In *Places Through the Body*, edited by Heidi J. Nast and Steve Pile, 31-38.

Mohanram, Radhika. 1999. "The Cartography of Bodies." In *Black Body: Women, Colonialism, and Space*, 3-22. Minneapolis, MN: University of Minnesota Press.

Halberstam, Judith Jack. 2005. "Technotopias: Representing Transgender Bodies in Contemporary Art." In *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*, 97-124. New York: New York University Press.

Tuesday, August 12: 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 (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 (2:10 p.m.). Email submissions will not be accepted. Assignments submitted after class has started will be considered 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. - 4:30 p.m., except August 1st, when the office closes at 3 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. A signed U of T medical certificate is required for late assignments due to illness. 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 conversation together in this course depends 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
- 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

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 an intense, compressed 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 a record of small-group discussions.

In five class meetings you will be given time in class 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 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 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 other class meetings you will be asked to work in small discussion groups. During small group discussion time, I will share a prompt with you to engage 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 as a group over the course of the term

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 and at least one course concept. From the course so far, that includes **performativity, Orientalism, intersectionality, and affective encounter**.
- 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 Thursday, July 17 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 recent 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 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 other 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 (consult the course's Library Research Guide), though you are encouraged to go beyond that (and stronger essays normally will).
- Essay should begin with statement of problem and outline how the argument will be organized.
- Make sure to articulate an original argument about the event and its 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?
- 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 Tuesday, August 5 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 summer F courses, August 13-19. 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, August 12, to final exam review.
- Marked out of 100, weighted at 35% of overall mark