Syllabus: GGR 1822H Queer Geographies
Mondays 10:10 am-12pm
Location SS5016G (online participation possible)

Instructor
Natalie Oswin, Associate Professor
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Office Hours: By appointment

Course Description
Queer “is about messing things up, creating disorder and disruptive commotion within the normative arrangements of bodies, things, spaces and institutions” (Manalansan, 2015: 567). In this course, we will explore queer in this manner – as mess maker, disruptive force, and sanctuary for social difference. Though formal legal equality for LGBT people has been achieved in some countries around the world, homophobia and transphobia persist everywhere. So do heteronormativity (the privileging of certain heterosexual or ‘straight’ subjects over others) and homonormativity (the privileging of some homosexual or ‘queer’ subjects over others). We will explore queer thought as spatial thought, especially via its connections to postcolonial, critical race, and feminist theories. We will consider how dynamics of race, gender, class, colonialism, and geopolitics are central to expressions of sexual politics, and how queer theory and social movements build frameworks for social and spatial justice.
Assignments and Evaluation
Seminar attendance and participation (ongoing): 20%
Reading journal (ongoing): 20%
Book review (due November 29): 25%
Final paper (due December 20): 35%

Seminar Attendance and Participation
Ongoing: 20%
Participating in class discussions is a fundamental part of your work in this course. You are asked to do all of the required readings before class each week and to come prepared to take part in respectful and thoughtful discussion. It is recognized that we all come to the class with different backgrounds and comfort levels in engaging in group discussions. To that effect, participation grades will not be based on those who speak the most or the loudest. Your evaluation will be based on the quality of your contributions, the constructiveness of your engagements both with your peers’ comments and the course material, and your efforts to foster a supportive space in the classroom and a productive learning experience for everyone.

Reading Journal
Ongoing: 20%
I normally assign weekly 2 page reading responses so that I can see how students are engaging with the readings, and to help me facilitate our seminar discussions. In this pandemic time, I want to cut down on formal writing assignments, so am cutting this out. But I do still want to include credit in the evaluation scheme for the time and effort you spend taking notes and reflecting on the required readings. So you will keep a weekly reading journal on Quercus. It will include your notes and informal questions/ reflections on each article. This will help you stay on track with the readings and aid you in thinking across them throughout the semester.

Book Review
Due November 29: 25%
As one of two formal writing assignments for the course, you will choose a recent book and write a 1500-2000 word review of it in relation to the course themes. Here are some suggestions, but you are welcome to propose others:

The due date for this assignment is November 29, the day of our week 11 class. So that we can learn from one another’s reviews, that class is dedicated to brief presentations and discussions of the reviews.

Final Paper
Due December 20: 35%
Drawing mostly on the course assigned readings, write a 4000-4500 word essay on one theme or keyword of your choice. More details will be provided in class. Due date: December 20

Late Penalties
If you are unable to turn in the Book Review or Final Paper by the stated deadlines, please speak with me. I will not assign late penalties, but need to be kept apprised to manage my own workload and to ensure adherence to university deadlines for grade submissions.
Assigned Readings
PDFs of all readings are available through Quercus.

Course Schedule
Week 1 – September 13
Introduction
The first class will introduce the themes of the course, the class format, the assignments, and learning expectations, as well as giving us space to get to know each other. No required readings.

Week 2 – September 20
Queer as critique

Week 3 – September 27
Queer time, postcolonial space

Week 4 – October 4
National Desires I
Week 5 – October 18
National Desires II


Week 6 – October 25
Metronormativities I


Week 7 – November 1
Metronormativities II


Week 8 – November 8
Migrations and Mobilities I


**Week 9 – November 15**

Migrations and Mobilities II


**Week 10 – November 22**

Criminalization and Incarceration


**Week 11 – November 29**

Book review presentations and discussion

No assigned readings.

**Week 12 – December 6**

Wrap up

Policies
The department’s full Graduate Course Policies apply to all courses offered.

Accessibility Services
The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity
Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses without the knowledge of the instructors, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The SGS Academic Integrity Resources webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Religious Accommodations
Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a
compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Copyright in Instructional Settings
If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor’s written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor’s consent shall not be unreasonably withheld.

Extension Requests
The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension beyond a grade deadline, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Mental Health Statement
As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress.

Please take the time to inform yourself of available resources, including:

- Geography & Planning Mental Health Support Website
- Graduate Wellness Services
- Student Mental Health Resources
- Emergency support if you’re feeling distressed

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.
Other Student Services and Support Resources

- [Links to Additional Student Services and Support Resources](#) (general services and support for students, international student support, Health & Wellness, financial aid and professional development)