Geography 4UF3                                                                    Fall Term: 2016
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Geography of Gender

Course Overview

In this course students have the opportunity to engage with key contributions to the feminist geographic literature concerned with how gender and intersecting differences (e.g. class, race, ability) shape people's experiences of society and space. The course is organized as a senior seminar. Seven classes are devoted to in-depth discussion of two assigned readings. In addition, we will view and discuss three documentary films. These films address important course-related issues facing women and men today. Through discussion students will have an opportunity to consider what these films reveal about the geography of gender and how these issues might be addressed.

Assigned Readings

A custom courseware package with the assigned readings is available from the main McMaster University Campus Store at the estimated price of $25.00.

Expectations

This is a senior seminar course with considerable weight placed on student-led discussion of the readings. I want to be clear with you that the course will not work if students don’t complete the readings, think about the content of the readings and come to class prepared to discuss the material. As this is a relatively small class, it will be very clear if you have not read and prepared for discussion.

As indicated below, 60% of your final grade will come from participation in the class. Each week I will monitor the quality of students' participation (e.g. insightfulness of questions and comments, demonstrated comprehension of key themes within the readings and documentary films). Participation grades will be based on these evaluations. This does not mean that you have to say as much as possible in class –keep in mind that quantity and quality are not the same thing. But I do expect each of you to contribute something to discussion each week.

Assessment

Assessment for this course is based on participation in class, as well as completion of a learning journal and a short essay assignment. The distribution of grades is as follows:
1. Attendance and active participation in class: 60%:

The breakdown for this grade is as follows:

Attendance: 20%
Leading class discussion: 20%
Active participation in class discussions: 20%

2. Journal and short essay (Assignment 1): 40%

Readings and Participation

Seven classes are devoted to in-depth discussion of two of the assigned readings. To prepare for these classes you MUST complete the readings prior to class and prepare notes to help you participate in the discussion. The following tasks, adapted from Fawcett Hill's (1977) *Learning Through Discussion*, can be used to structure your discussion preparation:

<table>
<thead>
<tr>
<th>Task</th>
<th>Notes</th>
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<tr>
<td>1. <strong>Definition of terms and concepts</strong></td>
<td>List terms or concepts of which you are unsure.</td>
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<td>Where possible, suggest what you think the term/concept means or give an example to clarify the meaning.</td>
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<td>2. <strong>Statement of author's message</strong></td>
<td>Write down your version of a brief, general statement of the author's message</td>
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<td>3. <strong>Identification of major themes</strong></td>
<td>Identify major themes in the reading</td>
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<td>For each theme, formulate a question to initiate discussion</td>
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<td>4. <strong>Integration of material with other knowledge</strong></td>
<td>How does this reading relate to material covered in this or other classes (does it substantiate, contradict or amplify previous material)?</td>
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<td></td>
<td>How might this material relate to examples beyond class (media content, personal experiences, etc)?</td>
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<td>5. <strong>Evaluation of author's presentation</strong></td>
<td>What was your overall reaction to the reading?</td>
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<td></td>
<td>Formulate a question to elicit others’ reactions.</td>
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<td></td>
<td>Explain why you would support/question the validity of the author’s arguments. Explain why/how you think the material is or is not useful.</td>
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For each class in which we discuss readings you should come to class with a copy of the readings and your notes for discussion. Two or three students will be assigned to lead the discussion, and I expect all other students to participate in the discussion. At the end of each session I will ask a few students to hand in.
their notes for evaluation. These will be assessed based on substantive content and evidence of critical thinking in relation to the readings. The notes do not need to be typed up.

Course Policies

1. Contact with me: I am available to meet with you by appointment (please arrange a meeting via email: chouinar@mcmaster.ca). I will try to respond to email queries within 1-2 working days, however you should not expect an immediate response to email queries. What this means is that you cannot rely on last minute help to complete assignments. Please plan accordingly.

2. If you require academic accommodation for any aspect of this course please let me know this as soon as possible.

3. Late assignments and absence from class: A penalty of 10% will be assigned for each day an assignment is late. If the assignment is more than three days late it will not be graded. Absence from class will result in a diminished participation grade. Exceptions to these policies will be made if there is evidence of a medical or family emergency. All documentation of such emergencies should be submitted to the office of the Associate Dean, Faculty of Social Sciences.

4. Academic Dishonesty:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. You are urged to treat this matter with the utmost seriousness.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do
not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

Students are asked to enroll themselves in this class using the class ID (13129081) and Turnitin password GeogGender12.

5. Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Please note: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.
Course Schedule & Topics

Week 1
Tuesday, September 6
(11:30 a.m. to 2:20 p.m.)
Introduction to the Course

Week 2
Tuesday, September 13
Approaches to the Geography of Gender

Week 3
Tuesday, September 20
Gender & The Global City

Week 4
Tuesday, September 27
Gender & the Global City cont’d:
“Sex Slaves” (film)

Week 5
Tuesday, October 4
Gender and the Global City cont’d:
Gender & the Workplace

Midterm Recess & Break: No class Tuesday, October 11 or Tuesday October 18

Week 6
Tuesday, October 25
Gender, Sexuality & Space

Week 7
Tuesday, November 1
Gender, Sexuality & Space cont’d;
“Freeheld” (film)

Week 8
Tuesday, November 8
Gender & the Racialization of Space

Week 9
Tuesday, November 15
Gender, Violence, Domestic Violence & Fear

Week 10
Tuesday, November 22
Gender, Domestic Violence & Fear
“Sin by Silence” (film)

Assignment #1 due (in class)

Week 11
Tuesday, November 29
Gender & Disability
Week 12
Tuesday, December 6

**Concluding Thoughts**

**Assigned Readings**

*(Please note: A custom courseware package with the assigned readings is available from the main McMaster University Campus Store at the estimated price of $25.00).*

**Week 2: Approaches to the Geography of Gender**


**Week 3: Gender & The Global City**

Saskia Sassen (2004) “Global Cities and Survival Circuits” in Barbara Ehrenreich and Arlie Russell Hochschild eds. *Global Woman: Nannies, Maids and Sex Workers in the New Economy* Henry Holt and Company, 254-274. *(Note: due to copyright restrictions this chapter is not included in your courseware package. The book chapter from Global Woman has been placed on reserve in Mills Library).*


**Week 4: Gender & The Global City cont’d:**

“Sex Slaves” film. No additional readings.

**Week 5: Gender & The Global City cont’d: Gender & the Workplace**


Week 6: Gender, Sexuality & Space


Week 7: Gender, Sexuality & Space cont’d

“Freeheld” (film) No additional readings.

Week 8: Gender & the Racialization of Space


Week 9: Gender, Violence, Domestic Violence & Fear


Week 10: Gender, Domestic Violence and Fear

“Sin by Silence” (film). No additional readings.

Week 11: Gender & Disability

Vera Chouinard (2012) “Pushing the Boundaries of Our Understanding of Disability and Violence: Voices from the Global South (Guyana)” *Disability and Society* 27(6), 777-792.