This course asks how feminist geographies might help us understand critical questions about spatiality & power relations. How do gender, race, sexuality, class and other social forms of differentiation intersect to constitute particular spaces, places, or boundaries? And, what do feminists have to say about how spaces, places, and boundaries are mobilized to justify geographies of separation and enmity in the form of exclusionary immigration policies, militarized borders, and war? Finally, how have feminists worked across boundaries to contest violence and inequalities? These are questions that we, as students of the world, must contemplate in order to understand and make responsible decisions about current issues, such as continuing gender inequities in universities, including UBC; immigration policies; and the war in Afghanistan, to name just a few examples.

The **COURSE OBJECTIVE** is to introduce feminist geographical thinking about the ways in which social forms of differentiation intersect to constitute particular spaces, places, or boundaries. By the end of this class, I hope you will be able to: 1) invoke feminist analyses of various geographical issues; 2) assess and discuss how gender, race, class and other social forms of differentiation are constructed through daily discourses and practices in and through specific spaces such as the family, educational system, and state institutions; and 3) develop your ability to voice your perspective on these issues. Developing your ability to deploy feminist forms of analysis will put you in a better position to contest the ways in which spaces, places, or boundaries further or justify social inequalities as well as advance alternative constructions that promote inclusion and dignity.

**CLASS FORMAT:** The class is designed as a seminar and your contributions to each meeting will provide the substance of the course. This means that it is critical you do the assigned reading for each week; this requires a time commitment, but hopefully not an onerous one. Open and frank discussions about class dynamics will help to ensure the workload is appropriate. As this class is usually made up of students from various disciplines, each of you will bring different experiences & knowledges. Hence, I encourage peer teaching and working in small groups. In sharing what we know, we will all learn more.

**REGULAR ATTENDANCE IN CLASS IS EXPECTED; PLEASE NOTIFY ME IN CASE OF ILLNESS OR FAMILY CONFLICT.**

Your **RESPONSIBILITIES** include:
- Attending & participating in class (defined below)
- Reading all required course materials
- Bringing two discussion questions to each class (to be turned in)
- Presenting on a key term or concept (see below)
- Writing **four 5-page journal entries** (see below)

Your **FINAL GRADE** will be based upon:
- Class participation 10%
- Discussion questions 10%
- Journal entries (15%x2, 20%x2) 70%
- Oral presentation 10%
**Due Dates:** Your journal due dates are: 2 October, 23 October, 13 November, and 6 December. All assignments must be typed, double spaced in 12 pt. font (preferable Times) and submitted on Vista on the due date by midnight. You will be penalized for each day you are late (2% per day) unless you have a doctor’s note or you have discussed the reason with me PRIOR to the due date.

A **COURSE PACKET** of required readings is available at Copiesmart in the Village; call ahead to check on availability (222-3189). The course packet does NOT contain articles available on-line through the UBC Library; those available ON-LINE are marked as such.

**RESOURCES:**
Lecture Series Centre for Women’s and Gender Studies, UBC, Wednesdays from 12:00 to 1:00 pm
http://www.wmst.ubc.ca/

The Geographical Information Center (GIC), Room 112, has useful reference materials including:

For those unfamiliar with the concepts of gender and histories of feminism in geography, you may want to consult the following, on reserve in the GIC.

Relevant websites:
*Hook & Eye, fast feminism, slow academe* http://www.hookandeye.ca
Female Science Professor http://science-professor.blogspot.com
Feministing http://feministing.com/
Finally, a Feminism 101 blog http://finallyfeminism101.wordpress.com/

**UBC POLICIES, STANDARDS, & SUPPORT**
For grading policies, regulations, and standards at UBC, please visit the UBC website.
http://www.students.ubc.ca/calendar/index.cfm?tree=3,42,96,0

I expect you to follow UBC’s guidelines for **academic honesty and integrity**. Please consult the UBC website for detailed information. http://www.students.ubc.ca/calendar/index.cfm?tree=3,286,0,0

The university is committed to supporting students who might experience difficulty during the semester. If you find yourself in a difficult situation, which is causing you to miss class and assignments, you should contact Student Health Service, Counseling Services and your dean or director as soon as possible to request an academic concession. www.students.ubc.ca/calendar/index.cfm?tree=3,48,0,0

The University provides support to students with disabilities; contact the Disability Resource Centre.
http://www.students.ubc.ca/access/drc.cfm

**READING SCHEDULE**

**September 14:** Introduction: why feminism & geography?
September 21: Last day for changes in registration & withdrawal

September 21: Feminist Geographies: Contesting Exclusion in the Academy

Additional sources of interest:
2009 UBC Faculty Association Newsletters [Vista]

September 28: Feminist Epistemologies: Rethinking Geography

Additional sources of interest:

October 2nd First Journal Due

October 5: Feminist Encounters with Nature/Culture Binaries
J Moeckli, B Braun 2001 Gendered natures: feminism, politics, and social nature in *Social Nature: Theory, Practice and Politics*

Additional sources of interest:


**October 12: Feminist Geographies: rethinking space through the body**

*Body*, 2009, *Dictionary of Human Geography*, pp. 50-52


**Additional sources of interest:**


**October 19: Feminist Geographies of Space & Place**


**Additional sources of interest:**


**October 23rd Second Journal Due**

**October 26: Queering Feminist Geographies**


**Additional sources of interest:**


**November 2: Decolonizing Feminist Geographies**

K. McKittrick. 2006. Introduction & The authenticity of this story has not been documented: auction blocks, in *Demonic Grounds: Black Women and the Cartographies of Struggle* Minnesota U.P.

*Additional sources of interest:*


**November 9: Feminist Geographies of the Nation**


*Additional sources of interest:*


**November 13th Third Journal Due**

**November 16: Bounding the National Body & the Politics of Immigration**


*Additional sources of interest:*


**November 23: Gendering Militarism**


*Additional sources of interest:*

Revolutionary Association of the Women of Afganistan – http://www.rawa.org/

Optional Film: Silent Waters. 2004. Sabiha Sumar, director. Available at most commercial video stores.

November 30: To be Decided Collectively

December 6th Fourth Journal Due

Instructions for Assignments

Class Participation
Class participation is defined by regular class attendance and participation in class discussions. To prepare for class discussion, I recommend you take notes on the assigned reading and ask yourself the following questions: what is the MAIN argument of the reading? How does the author support her/his argument? What narrative strategies does the author use to get his/her point across? Please bring your notes to class.

Discussion questions
Each class, please bring two typed (or printed) questions about the readings to each class. These questions will help to motivate intelligent and provocative discussion. You might come up with a question by identifying a passage or idea you find interesting and you would like to explore more. Or you might identify a section that is confusing or contains undeveloped concepts or terms. You also might identify a passage with which you disagree.

Presentations
To facilitate lively discussion and contribute to peer teaching, each of you will present on key terms or concepts at least once during the semester. These will be decided in class or in discussion with me. The ten-minute presentation may be done individually or with a partner.

I recommend you prepare notes and use visuals to help us understand and follow your presentation. You will be evaluated on the basis of: 1) how you present the content (your ability to convey ideas in a logical fashion in clear language accessible to all); and 2) the overall presentation (time management; visual aides; communication). As a courtesy to others, I will use a timer to ensure you stick to your allotted time! Therefore, it is imperative that you time your presentation prior to coming to class.

Journal Entries
The journal is designed to be a space in which you engage with the course material on your own terms. It is self-reflexive and analytical, personal and political. In the journal, you will outline how you are processing/synthesizing/experiencing/debating the course material. I will evaluate the journals on the basis of level of engagement and effort.