How is space and place gendered?
How do markers of race, class and gender intersect in our bodies and lives?
How are war, work, nature and nationalism shaped by norms of masculinity and femininity?
How do patriarchy, capitalism, and racism structure our social world?
What can a feminist ethic bring to research methodology?
How has feminist theory troubled and reworked the discipline of Geography?

1. Introduction:

In the four decades Feminist thought has significantly transformed the discipline of geography and our broader understanding of space and place. In this class we will review key feminist geography writings produced over this time and the key shifts in feminist geographic thought. In particular, we will focus on transformations in work on knowledge and knowledge production; economic processes including labor, reproductive and productive work, migration, development and globalization; and political processes such as those of colonialism and nationalism, geopolitics and transnationalism. In doing so we will draw on and explore a range of strands of feminist theory including; Marxist, postcolonial, post structural, intersectional and transnational feminisms.

2. Course Objectives:

Intellectual goals:
- To review the key strands of feminist thought within the discipline of Geography
- To review a series of broader theoretical concepts that are central to feminist theory
- To explore the ways in which feminist geography can extend, develop and complicate your own research theoretically and methodologically
- To explore the varied ways in which feminist geography has conceptualized space, place and subjectivity.

Goals for developing written/oral skills:
- To write in a range of forms including short think pieces, critical analysis papers, and one longer piece related to your own research.
- To practice acting as ‘discussant’ - summarizing and presenting your ideas and the ideas of others to facilitate intellectual development
- To engage in respectful and intellectually productive conversation
- To read critically within a discipline for shifts in intellectual approaches, methods and analysis.
3. Course readings:

We will read a series of academic articles and book chapters that will be posted on our class Moodle page. You can access this page from [www.ecampus.fiu.edu](http://www.ecampus.fiu.edu). Please bring a hard copy of the books/papers to class, laptops are not permitted during seminar.

4. Assignments:

**Attendance (10%)**

You are required to come to all seminar sessions, to arrive on time, to be well prepared to discuss all the reading material and to engage actively with your peers. Absences or late arrival will only be accepted with a medically validated illness. Missing seminar, arriving late and/or unprepared, using cell phones in class, failing to actively and/or respectfully participate will affect your overall grade. Active and respectful engagement also necessitates that you are reflective of your presence in class. If you know you have a tendency to dominate, work on listening actively and facilitating the discussions of others. If you are shy encourage yourself to speak at least three times during session.

**Weekly blogs (20%)**

*Due by midnight on Tuesdays. Please post at our Moodle site.*

Each week as a way to prepare for class I would like you to complete a short (450-500 word) blog or ‘think piece’. This serves a number of purposes; it will encourage you to read the material closely and critically, it will give us lots of rich material to discuss in class, and it will help you focus on a few key ideas that you may choose to take up in your longer papers. It is also an engaging way to hear from your peers outside of the classroom. Use this blog:

- to review the key themes in the readings
- to identify connections between at least 2 of the pieces
- to pick out one or two key concepts that you want to talk more about in class
- to discuss how the pieces made you feel (intrigued, confused, angry, excited…)
- to raise questions for your peers that we can then take up in our discussion sessions.

Note that your blog can be informal but you should always seek to be respectful in our shared learning space. Points will be deducted for late blogs or blogs over or under the word limit.

**Discussant on the blogs and reading material x 3 (15%)**

*Sign up on day 1 of class for 3 presentation dates*

In each of our class sessions we will have 1-2 student discussants. Each student will act as discussant 3 times during the quarter. You will be expected to draw both on the reading material and your peers’ blogs in your role. As discussant you must:

- start the class by briefly reviewing the articles and blogs and presenting what you see as 1-2 key concepts, the key argument/geographic approach, the connections between the pieces and perhaps between the pieces and those from past weeks.
- then facilitate discussion amongst the other students in the room. You should do this by highlighting 2-3 common, interesting, challenging and/or provocative questions raised in the blogs from which we can build a discussion.
As a rule we will spend the first part of the class discussing what is useful, productive, engaging about the pieces before we move into criticism. When we do so, as facilitator/discussant, your role will be to highlight critiques you have identified or that were raised in the blogs. You should aim to facilitate during the sessions when you are not writing a more lengthy reflection paper and to coordinate with your co-facilitator. Remember that as facilitator/discussant, once you have presented your opening segment you should be speaking the least but be working the hardest on encouraging others to share their ideas.

Critical analysis papers (3 x 5 pages) (25%)
Sign up on day 1 of class for submission dates
Due in hard copy form in-class 3 times during the semester

During the semester you will write 3 critical analysis papers. These papers provide you with space to develop your thoughts and may also form the theoretical foundations for your final paper. They will be graded on a letter scale. Papers receiving an “A/A-” grade will do all of the following clearly:

- succinctly outline the key argument of one or more of the pieces and tell me how the author makes this argument (i.e., what evidence do they use, what theoretical approach, what methods?)
- take up a particular theme/concept/idea that it engages with and that you find interesting, problematic, useful etc. How do you understand what that theme/concept/idea means? How is it useful (or not) in pushing feminist thought and feminist engagements with geography forward? How might it be useful in your own work? What criticisms do you have and why?
- close with analytical questions that demonstrate constructive engagement with the ideas presented in the paper but that push the piece forward in some way – either empirically, methodologically or theoretically.

You may use these papers to connect key course themes with your own intellectual trajectory and to move it forward in new ways, however the piece should focus primarily on an engagement with the theory we have covered in class.

Final paper (30%)
Full Draft due: Week 13 or 14 (in-class)
Final due: Week 16, Wednesday 25th April (via turnitin.com) or earlier.

I leave your culminating paper for the class deliberately loose and open. Very broadly speaking your final paper must demonstrate an engagement between your own research, at least 1 of the strands of feminist theory (Marxist, Postcolonial, Poststructural, Political Ecology etc) that we have discussed in class and with at least 1 of the key concepts (Intersectionality, Empowerment, Transnationalism, Identity, Positionality etc). Beyond this I am open to accepting a range of written material.

- You may choose to develop one or more of your reflective papers into a sustained theoretical engagement with some of the ideas and approaches we have covered in class and that you feel will in the future be useful for an empirical chapter of your dissertation, making sense of your fieldwork notes etc. If you are developing the foundations of your project this may be particularly helpful for you.
- If you are at the writing stage you may use this paper to write a portion of the MA or PhD dissertation, a research or grant proposal, or one of the empirical chapters.
- If you are finishing up or well into the writing process you may choose to develop a chapter you have already written so that it engages with feminist theory with a view towards journal publication.
If your own work is still in development, or you want a break from it, you may take up a new empirical focus (one that came up in class or that is totally different) and use it to explore the theoretical material covered in class. Please arrange to meet with me during my office hours between to discuss what would work best for you wherever you are in the MA or PhD process.

Course outline:

**PART 1: KNOWLEDGE/ METHODOLOGY**

**Week 1, January 11th**

**Remaking Geography through Feminism: Critiques of Disciplinary Patriarchy**

*Due: Blog by Tuesday at 6pm*

Introductions to the class, review of the course syllabus, and sign up for facilitation, reflection paper, and final paper presentation dates.


**Week 2, January 18th**

**Science, Subjectivity and Space: Feminist Interventions**

*Due: Blog by Tuesday at 6pm, Optional critical analysis paper*


**Week 3, January 25th**

**Power and the Production of Knowledge: Feminist Methodologies**

*Due: Blog by Tuesday at 6pm, Optional critical analysis paper*


**Week 4, February 1st**

**Theorizing Gender and/in Space: Critical Perspectives**

*Due: Blog by Tuesday at 6pm, Optional critical analysis paper*

We’ll focus this week on how feminist geographers have theorized space and place in differing ways.

- Massey, D. (1994) Space, Place, Gender: Introduction in *Space, Place and Gender* Minneapolis: University of Minnesota Press pp. 185 – 190

**PART II: FEMINIST ECONOMIC GEOGRAPHIES**

**Week 5, February 8th**

**Political economies of gender I: Feminist engagements with class, work and labor**

*Due: Blog by Tuesday at 6pm, Optional critical analysis paper*


**Week 6, February 15th**

**Development and Gender I: Adding Women In (WID, WAD, GAD)**

*Due: Blog by Tuesday at 6pm, Optional critical analysis paper*

‘Development from a Gender Perspective’ in Reversed Realities: Gender Hierarchies in Development Thought Verso: London, New York pp. 1-95


Week 7, February 22nd
Nature/Nurture: Ecofeminisms and Feminist Political Ecology
Due: Blog by Tuesday at 6pm, Optional critical analysis paper


Week 8, February 29th
Political Economies of Gender II: The Global Intimate
Due: Blog by Tuesday at 6pm, Optional critical analysis paper


Week 9, March 7th
Development and Gender II: Neoliberalism, self-improvement and the work of empowerment
Due: Blog by Tuesday at 6pm, Optional critical analysis paper

Week 10, March 14th
Spring break. No class. Use this time to rest and work on the drafts of your final papers.

PART III: FEMINIST POLITICAL GEOGRAPHIES

Week 11, March 21st
Engaging the State I: colonial and postcolonial feminist geographies
Due: Blog by Tuesday at 6pm, Optional critical analysis paper


Week 12, March 28th
Engaging the State 2: (trans)nationalism and feminism
Due: Blog by Tuesday at 6pm, Optional critical analysis paper


Week 13, April 4th
Intersectional Approaches: Complicating Gender through Analyses of Race and Difference
Due: Blog by Tuesday at 6pm, Optional critical analysis paper, Paper presentations group 1


Week 14, April 11th
Queering Feminist Geographies
**Due: Blog by Tuesday at 6pm, Optional critical analysis paper, Paper presentations group 2**


Week 15, April 18th
The Emotional Turn: Thinking and Feeling in New Feminist Geographies
**Due: Blog by Tuesday at 6pm, Optional critical analysis paper**


Final Paper due April 25th by midnight at turnitin.com.