

# **GEOG4670 Gender Geography – Winter 2010**

**Department of Environment and Geography  
Clayton H. Riddell Faculty of Environment, Earth, and Resources  
University of Manitoba**

**Professor: Dr. Bonnie C. Hallman**

## **General Information**

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- Office hours: Monday 11:30-12:30 or by appointment
- Course time: MWF 10:30-11:20am
- Room: 204 St John's College

## **Course Description and Delivery**

This seminar is intended to develop a depth and breadth of understanding appropriate to the honours undergraduate/graduate level in the area of gender geographic scholarship. It is not a course in feminist political theory or activism, but rather asks us to examine what we can learn about how humans live on the earth if we see them as gendered, just as we may also see them through the categories of race, ethnicity, class, age *and combinations of these categories*. It requires a mature approach and positive commitment to reading the assigned materials and coming to class prepared for discussion. This course meets twice a week. Generally, the first weekly meeting will be a discussion/presentation led by a student and guided by the instructor, based on the assigned readings for that week. Discussion will then open up to address queries from students and the instructor/facilitator that build upon the earlier discussion. The second weekly class will be a mix of lecture, film and discussion, guest speakers and/or possible field / active-learning exercises.

## **Course Objectives**

- To provide a critical overview and examination of gender geographic scholarship from a variety of critical social theory perspectives.
- To increase students' overall understanding of theory and methods used in gender and feminist geographies.
- To increase students' skills in the analysis, critique and writing of scholarly papers.
- To increase students' skills in public speaking and presentation skills

## Required Reading

Weekly journal article readings are noted in the accompanying Topics List. All students are expected to read the papers for each week and to be prepared to engage in / lead discussion.

## Student Evaluation

***Participation and Learning Journal - 40% the completed journal is due during the first week of exams. In Winter 2010 the learning journal is due April 16<sup>th</sup>.***

*"Reflection...in the context of learning is a generic term for those intellectual and affective activities in which individuals engage and explore their experiences in order to lead to new understandings and appreciations"* (Boud et al., 1985:19)

The learning journal is a tool for deepening your engagement with the materials presented in this course. It requires commitment and time to go beyond recording information, to reflecting on how the information presented to you makes you think and feel; how you can connect that information to existing knowledge and personal experience; and how it takes your thinking into new areas and leads to new insights. It is also a tool for examining your own learning processes and progress over the term.

You are expected to make at least *weekly* entries in your learning journal diary, where you engage with the weekly readings, information and discussions from class, information from your own research for your paper, as well as other knowledge and experiences as you deem relevant.

The journal is assessed for its completeness, engagement with the ideas and concepts of the course, and the development of insights and knowledge that extend what is presented in the course. A fuller explanation of assessment of the journal will be presented in class.

The process, and progress, of the learning journals will be discussed regularly in class. Students are encouraged to raise questions, and share observations, in class, and to at any time seek guidance on how to approach how they develop the learning journal.

Format is at the discretion of the student, however in the past three-ring binders or blank notebooks have been used successfully and are recommended.

**Research Paper - 35%** The final paper is due at the last class meeting. In the Winter 2010 term the last class meets on April 9<sup>th</sup>.

The page limit is 18-20 pages. This does not include references or any graphics or maps. The final paper must use 12 point font and be double-spaced.

At least 15 referenced scholarly sources are required, at least 5 of which must be journal articles. The rest can be books, chapters in books or relevant websites.

*The topic MUST be discussed with, and approved by, the instructor*

**MAKE AN APPOINTMENT TO DISCUSS YOUR IDEAS – COME BACK OFTEN!** The topic must explore an issue or theme within gender/feminist geographies; students are encouraged to develop their topic from a theme presented in the course.

**Presentation - 25%: To be scheduled during the final two class meetings.** This presentation is based on the paper produced for this course. Think of it as an opportunity to creatively share what you have investigated with your seminar colleagues. The presentation can take one of three forms:

1. *A lecture-style oral presentation:* traditional public speaking; should include some form of audio-visual aide (e.g., handouts, overheads); may include some kind of activity for the audience.

2. *A PowerPoint presentation:* flexible - can be stand-alone or interactive for presenter and/or audience; opportunity to easily use multi-media (images, text, music etc..) to convey information.

3. *A video presentation:* creative possibilities are expanded re: conveying what you learned in your term paper; possibility to convey experiences or conditions on film that are more difficult to do in the other two presentation forms.

Each presentation, regardless of format, will be about 20 minutes in length, and will: 1) demonstrate the purpose of, or position taken in, your paper; 2) provide meaningful, relevant information to support the purpose of, or position taken in your paper; 3) provide information in a well-organized and meaningful manner; and, 4) encourage classmates to ask questions.

### **Grade Schedule**

A+ = 90% +

A = 80-89%

B+ = 75-79%

B = 70-74%

C+ = 65-69%

C = 60-64%

D = 50-59%

F = less than 50%

## **Academic Dishonesty**

Every year at the University of Manitoba, several students cheat in their course work, tests and essays, or plagiarize in their written work. The penalties are severe, including suspension or expulsion for the university, because taking the ideas and words or others is considered theft. Please review the university's policy on plagiarism, cheating and examination impersonation (U of M Undergraduate Calendar).

The common penalty in the Riddell Faculty for plagiarism in a written assignment, or cheating in a test or exam, is an 'F' on the paper and an 'F' in the course. For the most serious acts of plagiarism, such as the purchase of an essay, the penalty can also include suspension for up to 5 years from registration in courses taught in a department or Faculty. The Faculty reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

## **VW Date**

This is the last date, each term, for the voluntary withdrawal from a course without an academic penalty. The specific date for the current term is found on the university website.

## **Additional Information**

- Refrain from bringing food and drink into the classroom
- Turn off all electronic devices (e.g., cell phones) during class time. If you must have it on, set it to vibrate.
- Laptops are permitted for note taking, however the professor reserves the right to have the laptops turned off if students are off-task
- The correct way to address the instructor is as Professor Hallman or Dr. Hallman. Anything else is inappropriate in an academic setting

