

Ruth Wynn Woodward Advanced Seminar: Gender, Place and Culture
Simon Fraser University
GSWS 333-4 Fall 2012
Wednesdays, 9:30 -13:20
Burnaby, TASC2-8201

Instructor: Dr. Tiffany Muller Myrdahl
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Office Hours: Tuesdays, 10 AM to noon or by appointment

Required texts

- Moss, Pamela & Falconer Al-Hindi, Karen (eds). 2008. *Feminisms in Geography: Rethinking Space, Place, and Knowledges*. Rowman & Littlefield.
- Kern, Leslie. 2009. *Sex and the Revitalized City*. UBC Press.
- Readings on reserve or electronically accessed through the SFU Library.
- Content on course blog: <http://tmullermyrdahl.org/rww-seminar-homepage/> and its associated RWW pages.
- You may also be given class hand-outs that will be required reading.

Bring the readings to class and be prepared to discuss them.

Course Content and Purpose

This course is an exploration into and conversation about the geographies of social inclusion in the city. We will develop a nuanced understanding of the relationships between bodies (identities/ subjectivities/ embodied practices/ modes of planning and governance), social relations, and cities. At the same time, we will investigate how and by whom social inclusion is practiced and experienced in cities, or not. *Women* and *gender* will often be at the centre of our analyses, but the scope of our feminist urban imaginations will not be limited to women and gender. We will use an intersectional, feminist geographical lens to guide our discussions: we will ask how intersecting power relations are spatialised, and how embodied experiences of identity and difference shape our perceptions and understandings of space and place.

We will use a range of materials, activities, and formats to consider the urban form (including its material, discursive, and symbolic elements: the built environment; dominant social relations; laws and policies; oral histories and archival materials; and cultural and memorial landscapes) and examine: the *forces that shape* the urban form, the *effects* of urban form, and the *interventions* that people have made to make cities more just and equitable.

Learning Outcomes

The goal of this course is to engage students in conversation and critical analysis about social inclusion in the city, where an intersectional framework for thinking about women's lives is the central lens of analysis. It provides students with an opportunity to explore the work of feminist geographers and the myriad ways scholars/ activists seek to address justice and equity in cities. It also offers students experience in the praxis of feminist/urban activism by engaging with WICI, Women Transforming Cities, and other on-the-ground initiatives.

Class Format

The course will be conducted as a combination of lecture, open discussion, field exercise, in class activities, directed writing, and student-led seminar. The success of the class **depends on informed discussions**: you are expected to attend class, read the materials before our meetings, and come to class prepared to participate.

Course Evaluation

There are four key components of this course; students are expected to participate in, and will be evaluated on, each of them. Separate sheets for each assignment will be available by Sept 12. The GSWs Grading Rubric is attached to the end of this syllabus.

1. Attendance and Participation (20%). Seminars require willing participants: students who come prepared, are willing to ask questions and share insights, and are willing to take the risks of working through suggested interpretations of the course material. **Scholarship and activism happen in conversation with others. Students need to be willing to participate in that conversation.** Participation therefore includes taking some of the responsibility for generating the points of entry and direction of the in-class conversation. See [Assignment: Posting A Pre-Meeting Question/Comment](#).
2. Reading responses (500 words x 10)(25%). Reading responses are brief engagements with ideas raised in the readings. You will write a total of 10 reading responses over the course of the semester, each approximately 500 words. See [Assignment: Reading Responses](#).
3. Student-led seminar facilitation (25%). Beginning with the September 26 class period, each class will include a one-hour period in which a small group of students facilitate the class discussion. Each group will generate and submit a facilitation plan prior to the session they will facilitate. See [Assignment: Class Facilitation](#).
4. Praxis portfolio (30%). The assignment asks you to develop an outreach activity that explores questions of social inclusion with one target group of your choosing. Your portfolio will consist of the outreach activity and several supplemental written materials, including: a discussion of the goals and aims of the exercise; a commentary on anticipated challenges; and a short paper that connects the exercise you developed to course readings. The praxis portfolio will require you to do fieldwork and additional reading. Deadlines for individual elements of the praxis portfolio are spread over the course of the term, and the complete portfolio is due on 12/10. See [Assignment: Praxis Portfolio](#).

Students with Disabilities

If there are circumstances that affect your ability to participate in the classroom and/or in written or fieldwork assignments, please arrange a time to discuss your situation with me. It would be helpful for you to contact the SFU Centre for Students with Disabilities at 778.782.3112 or www.students.sfu.ca/disabilityaccess.html beforehand.

Academic Honesty

The Department of Gender, Sexuality, and Women's studies encourages clarity of thought and expression and good writing. Students will be evaluated on these skills in all courses given by the department. The Department will follow policy t10.02 with respect to "intellectual honesty," and "academic discipline" (www.sfu.ca/policies/teaching). You may also refer to SFU's Code of Academic Integrity and Good Conduct (S 10.01) www.sfu.ca/policies/gazette/student/s10-01.html and to the Principles and Procedures for Student Discipline (S 10.02) www.sfu.ca/policies/gazette/student/s10-02.html. You may wish to consult Purdue's Online Writing Lab for their helpful "Best Practices for Research and Drafting": <http://owl.english.purdue.edu/owl/resource/589/03/>

A few more points about participation that show up on all of my syllabi...

These points go without saying, but I'll say them anyway: Conducting other business while in this class is rude and gives the impression that you were raised by wolves. Don't discredit yourself and whoever else had a hand in raising you by behaving boorishly. Please turn off cell phones before you enter the classroom, and do not read other materials in class: if you must study or read the newspaper, do so elsewhere. You are responsible for all information disseminated in class, posted on the course website, and all course requirements. You may not record class proceedings without explicit prior consent from me. Finally, students are expected to respect each other and me, even when you disagree with points that are raised. Racism, sexism, homophobia, and other forms of bigotry will not be tolerated in this class.

Calendar for the RWW Seminar

The following calendar identifies the lecture and readings for each class meeting. **Be prepared to discuss the readings on the day/s they are listed on the calendar.** On the Monday prior to each class meeting, you may access the course blog [<http://tmullermyrdahl.org/rww-seminar-homepage/>] to get a short introduction to the weekly topic and readings.

Please note: Readings occasionally need to be shifted or changed. If I/we need to make any adjustments to the calendar, I will announce this in class, on the course blog, and via SFU email.

September 5: “Means, Not Ends”

Reading

- Monk & Hanson, Chapter 1 in Moss & Falconer *AI-Hindi* (pp. 33-48)
- Hanson & Monk, Chapter 3 in Moss & Falconer *AI-Hindi* (pp. 60-67)
- Curran & Breitbach (2010) Notes on women in the global city: Chicago, *Gender, Place & Culture: A Journal of Feminist Geography*, 17, pp. 393-399
- Toronto Women’s City Alliance (2010) Communities in which Women Count: http://www.twca.ca/TWCA-publications/uploads/TWCA_June_2010a.pdf

September 12: “A Rhizomatic Overview of Feminist Geographies”

Reading

- Moss & Falconer *AI-Hindi*, An Introduction (pp. 1-27)
- Moss & Falconer *AI-Hindi*, Shared Mobility (pp. 247-256)
- Raghuram & Madge, Chapter 18 in Moss & Falconer *AI-Hindi* (pp. 221-229)
- Nagar, Chapter 9 in Moss & Falconer *AI-Hindi* (pp. 120-129)

September 19: “Feminist Geographical Imaginations”

Reading

- Pratt, Chapter 2 in Moss & Falconer *AI-Hindi* (pp. 49-59)
- Pratt, Chapter 4 in Moss & Falconer *AI-Hindi* (pp. 68-74)
- England, Chapter 15 in Moss & Falconer *AI-Hindi* (pp. 199-206)
- Gökarksel (2012) The intimate politics of secularism and the headscarf: the mall, the neighborhood, and the public square in Istanbul, *Gender, Place & Culture: A Journal of Feminist Geography*, 19, pp. 1-20

September 26: “Claiming Space and Finding Voice in the City”

Reading

- Women in Cities International (2010) *Together for Women’s Safety*. (Jigsaw exercise: Each student will read one case study; these will be assigned in class on Sept 19.)
- Gurstein & Vilches (2010) The just city for whom? Re-conceiving active citizenship for lone mothers in Canada, *Gender, Place & Culture: A Journal of Feminist Geography*, 17, pp. 421-436
- Waite & Conn (2011) Creating a space for young women’s voices: using ‘participatory video drama’ in Uganda, *Gender, Place & Culture: A Journal of Feminist Geography*, 18, pp. 115-135
- Walks (2012) Anything but scattered: The proposed sale of Toronto Community Housing’s standalone scattered-site housing..., *Neighbourhood Change Research Partnership Policy Brief 2*

October 3: “An Embodied Sense of Place”

Reading

- Montserrat Degen & Rose (2012) The sensory experiencing of urban design: The role of walking and perceptual memory, *Urban Studies*, pp. 1-17
- Koefoed & Simonsen (2011) ‘The stranger’, the city and the nation: on the possibilities of identification and belonging, *European Urban and Regional Studies* 18, pp. 343-357
- Cope (2008) Patchwork neighborhood: children’s urban geographies in Buffalo, New York, *Environment and Planning A*, 40, pp. 2845-2863

October 10: “The State of the City: Gender Mainstreaming and Intersectional Analysis”

Reading

- Alston (2009) Drought policy in Australia: gender mainstreaming or gender blindness?, *Gender, Place & Culture: A Journal of Feminist Geography*, 16, pp. 139-143 ONLY
- Sandnes (19.08.2011) The downside of state support. Interview with Madeleine Kennedy-Macfoy, Kilden web magazine <http://eng.kilden.forskningsradet.no/c52778/nyhet/vis.html?tid=77415>
- Haslie (04.02.2011) Lack of cooperation. Interview with Cecilie Thun, Kilden web magazine <http://eng.kilden.forskningsradet.no/c52778/nyhet/vis.html?tid=75280>
- City for All Women Initiative (Ottawa) governance structure: <http://www.cawi-ivtf.org/governance>
- City of Ottawa and CAWI (2008) Gender Equality Lens: <http://www.cawi-ivtf.org/sites/all/files/pdf/publications/GenderEqualityLensGuide-08-en.pdf>

October 17: “Generating a Holistic View of Urban Health”

Reading

- Hanson (2010) Gender and mobility: new approaches for informing sustainability, *Gender, Place & Culture: A Journal of Feminist Geography*, 17, pp. 5-23
- Bourassa et al (2004) Racism, sexism, and colonialism: The impact on the health of Aboriginal women in Canada. *Canadian Woman Studies/ Les Cahiers de la Femme*, 24, pp. 23-29
- Native Women’s Association of Canada (2012) Gender Matters: Building strength in reconciliation. Broad based recommendations http://www.nwac.ca/sites/default/files/imce/Gender%20Matters%20English/7-NWACrecommendations_GM.pdf
- Anders Whitney for Toronto Centre for Active Transportation and Clean Air Partnership (2012) Complete Streets Gap Analysis http://tcat.ca/sites/all/files/Complete_Streets_Gap_Analysis.pdf

October 24: “Engagements with Participatory Planning: Women’s Safety Audits, Rescue Geographies, and Creating ‘Creative Cities’”

Reading

- Pollock & Sharp (2012) Real participation or the tyranny of participatory practice? Public art and community involvement in the regeneration of the Raploch, Scotland, *Urban Studies*, pp. 1-17
- Jones & Evans (2012) Rescue Geography: Place making, affect and regeneration, *Urban Studies*, 49, pp. 2315-2330
- Review WICI (2010) *Together for Women’s Safety*
- Lozner (2004) Diffusion of local regulatory innovations: The San Francisco CEDAW ordinance, *Columbia Law Review*, 104, pp. 768-800

October 31: “The Cultural Politics of ‘Revitalization’”

Reading

- Kern, Introduction and Chapters 1 and 2
- O’Donnell (2011) Children, Youth and the Culture Plans of Canadian Cities <http://mammalian.ca/Writing/Darren%20%27Donnell%20One.pdf>
- Boyd (2010) Producing Vancouver’s (hetero)normative nightscape, *Gender, Place & Culture: A Journal of Feminist Geography*, 17, pp. 169-189

November 7: “Urban Citizenship and Community”

Reading

- Kern, Chapters 3-5
- Bosco, Aitken & Herman (2011) Women and children in a neighborhood advocacy group: engaging community and refashioning citizenship at the United States-Mexico border, *Gender, Place & Culture: A Journal of Feminist Geography*, 18, pp. 155-178
- van Eijk (2010) Exclusionary policies are not just about the ‘neoliberal city’: A critique of theories of urban revanchism and the case of Rotterdam, *International Journal of Urban and Regional Research*, 34, pp. 820-834
- Driskell, Fox & Kudva (2008) Growing up in the new New York: youth space, citizenship, and community change in a hyperglobal city, *Environment and Planning A*, 40, pp. 2831-2844

November 14: “Stories of the City”

Reading

- Biss (2009) “No Man’s Land” in *Notes from No Man’s Land: American Essays*, pp. 145-169
Minneapolis: Graywolf Press
- High (2009) Sharing authority: An introduction, *Journal of Canadian Studies/Revue d’Études canadiennes*, 43, pp. 12-34

Students will read and report on one of following (assignments will be made in class on Nov 7):

- Histoires de Vie Montreal/ Montreal Life Stories: <http://www.lifestoriesmontreal.ca/>
- Memoryscapes and Public History: <http://storytelling.concordia.ca/memoryscapes/WebsiteSections/01Projects/projects01.html>
- The Sturgeon Falls Mill Closing Project: http://storytelling.concordia.ca/high/sturgeon_falls/index.html
- Sharing Authority with Baba: <http://www.sudburyukrainians.ca/index.html>
- New York City Taxi Driver Oral History Project: <http://www.nyctaxisoralhistory.com/project/>
- DSNY Freshkills Oral History Projects: <http://www.dsnyoralthistoryarchive.org/>
- Act Up Oral History Project: <http://www.actuporalhistory.org/>
- Rescue Geography: The Eastside Project: <http://www.rescuegeography.org.uk/eastside.htm>
- Rescue Geography: Cycling Project: <http://www.rescuegeography.org.uk/cycle/default.htm>
- Komagata Maru Continuing the Journey: <http://komagatamarujourney.ca/intro>
- Other local oral history options may be added to this list.

November 21: “Measuring and evaluating ‘successful’ inclusion”

Reading

- Shaw (2012) How do we evaluate the safety of women? In *Building Inclusive Cities*, Whitzman et al pp. 184-201
- Khosla & Dhar (2012) Safe access to basic infrastructure In *Building Inclusive Cities*, Whitzman et al, pp. 117-139
- Khosla (no date) Vienna, Austria: A model city for gender mainstreaming: http://www.twca.ca/TWCA-publications/uploads/Case_Study_Vienna_GM.pdf
- <http://www.inclusivecities.org/>
- Bauriedl, Chapter 10 in Moss & Falconer *AI-Hindi* (pp. 130-139)
- Vaiou, Chapter 16 in Moss & Falconer *AI-Hindi* (pp. 207-214)

November 28: “Reflections on the Performativity of Knowledge and the Changing Urban Landscape”

Reading

- Browne, Chapter 11 in Moss & Falconer *AI-Hindi* (pp. 140-148)
- Roelvink (2011) Eve Kosofsky Sedgwick and the imagining of diverse economic possibilities, *Progress in Human Geography*, 35, pp. 125-127
- Houston, McLean, Hyndman & Jamal (2010) Still methodologically becoming: collaboration, feminist politics and ‘Team Ismaili’, *Gender, Place & Culture: A Journal of Feminist Geography*, 17, pp. 61-79
- Modlich (2012) Women Plan Toronto (1985 - 2000) and Toronto Women’s City Alliance (2004 - and struggling on): Experiences and lessons, *Universitas Forum*, 3: <http://universitasforum.org/index.php/ojs/article/view/74/375>

DEPARTMENT OF GENDER, SEXUALITY, AND WOMEN'S STUDIES

Guidelines for Assigning Grades

The Department of Gender, Sexuality, and Women's Studies has decided to have a uniform grading scheme. This will be used by all instructors who use numbers, rather than letters, when assigning grades. It would be helpful to students to have this grading scheme distributed as part of the course.

<u>Letter Grade</u>	<u>Percent Range</u>	<u>Comments</u>
A+	95-100	Outstanding performance. Represents work of exceptional quality. Content, organization and style all at a high comprehension of the subject and use of existing research and literature where appropriate. Also uses sound critical thinking, has innovative ideas on the subject, and shows engagement with the topic.
A	90-94	
A-	85-89	
B+	80-84	Good performance. Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and engagement in the work. Good use of existing knowledge on the subject.
B	75-79	
B-	70-74	
C+	65-69	Satisfactory performance. Adequate work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or engagement in the work. Adequate use of the literature.
C	60-64	
C-	55-59	Marginal performance. Minimally adequate work, barely at a passing level, serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal engagement in the paper. Poor use of research and existing literature.
D	50-54	
F	0-49	Failing work.
FD	0-49	Failed for Academic Dishonesty – this grade can only be assigned by the Department Chair