What is gender? How is it manifested in rural and urban space throughout the globe in different cultures? What is the role of power (patriarchal, heteronormative, colonial, post-colonial, Western) in shaping place and space? And how do space and place in turn construct gender? In this course we will look at some of these practical and theoretical challenges through the lens of feminist geography.

The course is divided in four progressive units:

1. We will go through the basic concepts that have shaped feminist geography. In this unit you will be provided with the methodological and practical basis to tackle the course by learning presentations and writing skills which will be necessary to pass the assignments.

2. We will focus on gender and how it has shaped the development rhetoric throughout time. Several case studies will be presented to you to learn about the challenges that women and men are faced with nowadays in relation to natural resource extraction and access and migration.

3. We will dwell on the most recent disciplinary and theoretical ramification of feminist geographies: i.e. sexuality, masculinity, emotions and embodiment. Qualitative methods as interviews and observations will also be dealt with in this part of the course as the 3rd and 4th assignments will be based on these research methods.

4. We will conclude the course focusing on geography as a profession of planners and scholars. First we will debate how and whether gender is taken into account in city planning and how it is manifested in the academia.

Expected learning outcomes

By the end of the semester you are expected to have developed the ability to:

- Develop and practice skills to read, evaluate, and communicate both orally and in written form current scholarship in feminist geography
Analyze the social construction of gender and its impact on our lives;

Compare women’s and gender roles in different geographical contexts

Think critically about the relationship between patterns of privilege and gender, sexuality, race, age and other social dimensions

Learn a general history of the sub-discipline of feminist geography and what it contributes to geography more generally

Learn about and practice qualitative research methods in geography

Relate course themes and concepts to current events

Network, build a sense of community, in the class and beyond

Professor’s expectations

This is a reading intensive course, so to excel you must 1) attend lectures (attendance taken daily); 2) read and analyze readings before lectures; 3) participate in classroom through the daily “check-ups” and emerging discussions; 4) write effectively, correctly, analytically and concisely; 5) present effectively, analytically and timely and 6) seek assistance in timely fashion from the Professor should you fall behind or experience difficulties.

eCampus / Communication

You must bring this syllabus to every class and refer to it often when wondering about upcoming classes and activities. You will find most answers here.

Regular use of the course website on eCampus is required. Make sure that your web browser (i.e. Firefox, Internet Explorer, Safari) is configured correctly. You must check your MIX email and eCampus daily for course communication.

When contacting me via email, please be succinct yet clear, and have the courtesy to write in complete sentences. Do not expect quick answers within 48h, as I will not check emails at night or during weekends. I reserve the right to make changes to the schedule, readings and assignments due to unforeseen circumstances e.g. bad weather. In that case you will receive a notification via email or via eCampus.

I do strongly encourage you to ask questions before, during or after the class so that all your colleagues can be aware of the answer. It is also your duty to write your question and the answer you got from me in the forum on the eCampus so those that are not present can be equally informed.

For those on the writing course: I expect you to come to office hours upon appointment once a month to discuss your papers. You will be provided with written feedbacks from your papers during those times and if needed, you will be asked to rewrite the papers. To structure and write your papers, please refer to

Texts

We do not use a textbook in this course. Instead, we will draw from a number of sources to learn about gender and geography. Most of these sources are journal articles that will be available to you in the class eCampus site, otherwise they are available in the WVU library databases.

Course Materials

- For this course you need a three-ring binder, which will hold your portfolio of writing assignments and activities.
- Please always bring a writing utensil (pen or pencil).
- I will post outlines of my lectures on eCampus. Often they will contain keywords and pictures, so it is crucial for you to take notes consistently. If you happen to miss class, you should get the notes from a couple of colleagues.

Classroom etiquette

The class experience is an integral part of our learning and doing feminist geography. To maximize this experience and to use it as a source of reflection on the topics we discuss in class these rules should be followed:

- Unless otherwise indicated, desks should be clear of laptops, mobile phones, iPads, etc. while in class. Disruptive students will be asked to leave. Studies show that you learn more by writing notes on paper, rather than typing on your laptop. http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away http://www.theguardian.com/education/2016/may/11/students-who-use-digital-devices-in-class-perform-worse-in-exams?CMP=share_btn_tw
- No eCigarettes permitted in the classroom
- Some topics of the class will focus on provocative issues. You are encouraged to think critically and ask stimulating questions, but always respectful towards your colleagues and your Professor. The classroom environment must be safe and respectful in order for everyone to feel free to voice their points of view without experiencing criticism or mock from their peers. Disrespectful students will be asked to leave.
- Stay awake, or stay at home. Be on time and minimize getting up during class time (we will stretch halfway through). Distracted students will be asked to leave.
- Please feel free to refer to me with either my first or last name; and with the title of Doctor or Professor. Please avoid referring to me as “ma’am” or “Mrs Caretta.”

Social Justice

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans’ status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.
Disability

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700).

Academic integrity and honesty

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

A zero score will be assigned to any paper or exam for any student violating these policies. In some cases further measures will be taken in accordance with University regulations. Be sure that you understand what constitutes plagiarism, or cheating for that matter, since the ramifications are detrimental. Assignment will be checked with the software “Turn-it-in” to identify plagiarism.

You are not allowed to distribute or reproduce my course material in any form. All course materials and other materials provided to students for this course are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Campus Student Code.

Evaluation & Grading

The final grade will be 100 points in total subdivided in:

10pt Attendance and participation

15*4 = 60pt Symposia

30pt Final Take Home exam

Points and Corresponding Letter Grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
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<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Partial grades for symposia will be posted on eCampus.

Attendance and participation (10p): Attendance is required and I will take attendance every day. I trust that it is for your interest to attend the class not just because participation is graded, but because you will want to make the best out of the course and participate in the debates which will go beyond the readings assigned. If you miss a class, contact a couple of your colleagues to get their notes. More than two undocumented absences will have an adverse effect on your final grade and so will consistent lateness. Additionally, in the last slide of each lecture I will provide you with some
questions which I will ask you at the beginning of the following lecture. You are expected to know the answers and to be able to critically argue about them. Not being able to answer will affect negatively your final grade. Moreover, active participation entails asking questions, reflecting on the topics at hand, sparking discussion, provide examples and insights to the issues at stake and respectfully supporting the learning of your colleagues.

**Symposia (4*15p):** All assignments should be uploaded electronically on the course eCampus and delivered as a hard copy to the professor the day they are due in class. Delay in turning in the assignment will be docked by 20% every day they are late.

To facilitate the completion of your assignments Linda Blake from LibWVU has compiled a Gender&Geography guide [http://libguides.wvu.edu/gendergeography/home](http://libguides.wvu.edu/gendergeography/home)

Please note that without a University approved excuse (e.g. a letter stating that you were hospitalized or participating in a University activity), there are no make-up exams in this course. If you know ahead of time that you cannot make it to more than one symposium or the final take home exam hand-out and due date (e.g. for a ‘day of special concern’) and believe that you have extenuating circumstances, contact me immediately and I will assess your situation. Only under extreme circumstances will a make-up be allowed.

**Symposia instructions**

Each symposium will make up for 15% of your final grade. **You can miss only one of the symposia and must contact me in advance to let me know. You can make up the symposium by writing a 1000 words (12p times new roman, 1,5 line spacing) essay according to the symposium instructions.** You must upload the document at latest one week after the symposium and email it to the professor. Word Files must be titled as follows S(symposium)#_LASTNAME_AUTHORLASTNAME. Ex: S1_CARETTA_KOBAYASHI

If you are late, you will invalidate the symposium and hence the overall course.

**If you miss more than one symposium you will invalidate the course.** Please note that without a University approved excuse (e.g. a letter stating that you were hospitalized or participating in a University activity), there are no make-up exams in this course. If you know ahead of time that you cannot make more than one symposium (e.g. for a ‘day of special concern’) and believe that you have extenuating circumstances, contact me immediately and I will assess your situation. Only under extreme circumstances will a make-up be allowed.

**Symposium 1 _ Gender and Geography 101**

In this symposium you will work in pairs or in three. A list of group members and relative group number must be provided to the Professor during the second lecture. Each group will read one article. These articles are among the classics of Gender & Geography/ Feminist Geography. These will serve you for the final home exam so you must provide the best possible account for your colleagues as you might not have the time to read them all during the course.

<table>
<thead>
<tr>
<th>Group number</th>
<th>Reading</th>
</tr>
</thead>
</table>
You will be given **15 minutes** to present the article according to the suggestions of the 25th August lecture and related readings. **Power point presentations are required. Come to class 15 minutes in advance to upload your ppts on the computer.** Everyone in the group must intervene during the presentation. Time will be kept and you will not be allowed to go over time. Hence: rehearse beforehand! Additionally, **each one of you individually has to provide a A4 page of bullet points (12p times new roman; 1,5 line spacing) summing up the reading. Bring a hard copy for the Professor.**

This **presentation will make up for 15% of the final course grade.** You will be graded according to 1) clarity of the ppt; 2) capability to convey main message of the article; 3) capability to stimulate discussion with your colleagues; 4) time keeping; 5) bullet points clarity; 6) participation during discussion of other groups’ presentations.

**For those on the writing course:** write a 1000 words paper (excluding references and notes; APA style; 12p times new roman, 1,5 line spacing) based on Nash (1994), Kobayashi (1994) and Haraway (1988) discussing how fieldwork and ethnographic research is approached by feminist geographers. Upload on eCampus on September 1st at 10am naming the file according to the instructions below.

**Presentations and A4 sheets must be uploaded on September 1st on the eCampus** so that your colleagues can access it in order to use the literature for the final home exam. PPT and Word Files **must be titled as follows S1_GROUP#_LASTNAME1_LASTNAME2_LASTNAME3_AUTHORLASTNAME.** Ex for group 1: S1_GROUP1_CARETTA_ROOT_AXE_KOBAYASHI

**Symposium 2 _ Gender and Water**

This symposium will focus on access to environmental resources from a gender perspective and particularly women’s access for winter.
The movie “The source” [http://www.imdb.com/title/tt1686067/] will be available to you to watch through eReserves at the library (more instructions to come). Additionally, you will read parts of my dissertation: Caretta and Börjeson, 2015; Caretta, 2015. In the symposium we will have a discussion around the focus of the movie and how it relates to the issues we have explored so far in the course i.e. gender theory, space, patriarchal systems, control over resources etc. and the literature you have read so far.

**Prepare a 500 words essay** (excluding references; APA style [https://owl.english.purdue.edu/owl/resource/560/01/]) (12p times new roman, 1,5 line spacing) with your analysis relating to the course literature – not just my dissertation! – (Walliman, 2006a will help you think about the video material analysis) and **include two questions which we will discuss in the symposium.** Word Files **must** be titled as follows S2_LASTNAME. Ex: S2_CARETTA. Essays **must be uploaded on September 27th on the eCampus and a hard copy must be provided to the professor.**

*This symposium will make up for 15% of the final course grade.* You will be graded according to 1) clarity of the essay; 2) capability to connect it with the course literature; 3) capability to stimulate and participate to discussion with your colleagues.

**For those on the writing course:** write a 1000 words paper (excluding references and notes; APA style; 12p times new roman, 1,5 line spacing) reviewing the movie, discussing it in relation to the course literature, my dissertation (Caretta and Börjeson, 2015; Caretta, 2015) and another scientific article that you will find on the topic of women and water. Upload on eCampus on September 27th at 10am naming the file according to the instructions above.

**Symposium 3 _ Geographies of Sexuality**

This symposium will be based on observation of sexuality manifestation in public space. The discussion will focus on how sexuality is manifested or not in the location you decided to observe and must be related to course literature. Examples of locations can be: campus during lunch time, gym after classes, Saturday open air market, and restaurant for families, downtown student pubs at night etc. In some cases, observation will require participation otherwise you might attract the attention of studied sample and disrupt the phenomenon you are investigating.

You will work in pairs or three. You will have to decide a location and time for your observation by October 13th and communicate it to the Professor and your colleagues to avoid overlap i.e. two groups observing same spot during the same time.

You will be given **15 minutes** to present. **Power point presentations are required. Come to class 15 minutes in advance to upload your ppts on the computer.** Pictures can be included. Everyone in the group must intervene during the presentation. Time will be kept and you will not be allowed to go over time. Hence: rehearse beforehand!

*This presentation will make up for 15% of the final course grade.* You will be graded according to 1) clarity of the ppt; 2) capability to connect it with the course literature; 3) capability to stimulate discussion with your colleagues; 4) time keeping; 5) participation during discussion of other groups’ presentations.

**For those on the writing course:** write a 1000 words paper (excluding references and notes; APA style; 12p times new roman, 1,5 line spacing) reporting on the results of your observation discussing the challenges of ethnographic fieldwork and of the method of observation. Relate the results to the course literature and other literature of your choice on the topic. Upload on eCampus on October 27th at 10am naming the file according to the instructions below.
Presentations must be uploaded on October 27th on the eCampus. PPT **must** be titled as follows S3_GROUP#_LASTNAME1_LASTNAME2_LASTNAME3. Ex for group 1: S3_GROUP1_CARETTA_ROOT_AXE

**Symposium 4 _ Interview**

This symposium will be based on an interview that you will have carried out with a person (any gender) with whom you can dwell further one of the topics presented in the course, relate to the course literature and experiment with the interview method. Example of possible interviewees can be: city planner, NGO representative, soup kitchen volunteer, working/stay at home mother, couple with children, female and male roommates, scholar, a disabled student, an immigrant worker etc.

You will conduct this activity singularly. The symposium will be an open discussion where you will orally present (no need for a powerpoint this time) the results, the analysis and the challenges of your interview.

Prepare **two A4 pages** 1) **bullet points** (12p times new roman; 1,5 line spacing) summing up the results of the interview and how they can be analyzed according to the course literature; 2) **interview guide** (i.e. list of questions you had prepared). **Bring a hard copy for the Professor of each sheet. Upload as a single word file the documents on the eCampus November 15th. Word Files must be titled as follows S4_LASTNAME. Ex: S4_CARETTA.

**This presentation will make up for 15% of the final course grade.** You will be graded according to 1) clarity of the oral presentation; 2) capability to connect it with the course literature; 3) capability to stimulate discussion with your colleagues; 4) interview guide; 5) bullet points clarity.

**For those on the writing course:** write a 1000 words paper (excluding references and notes; APA style; 12p times new roman, 1,5 line spacing) reporting on the results of your interview discussing the challenges of ethnographic fieldwork and of the method of observation. Attach also the interview guide (excluded from the word count). Relate the results of your interview to the course literature and other literature of your choice on the topic. Upload on eCampus on November 15th at 10am naming the file according to the instructions above.

**Home exam (30p):** It will consist of five questions where you will be asked to demonstrate your ability to critically analyze and discuss the topics covered in the course through the support of the course literature. Studying readings, lectures, and discussions will allow you to pass the exam. **The exam will be the same for those on the writing course.**

Each answer should be maximum 800 words with APA reference style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/), 12p times new roman and 1,5 line spacing.

Answers should (1) have a clear introduction that hooks in the reader, introduces the problem you are addressing, and provides the structure of your answer. The rest of the answer should (2) provide background in the form of a literature review/ review existing evidence, 3) analyze evidence in relation to the literature and share some important insight you’ve gained, 5) conclude with a revisiting of the main points laid out in the answer and stating the relevance of the argument.

**How to read the professor’s comments on your written assignments**

I warmly recommend you all to use as guide in your writing:

When grading your written assignment, I will provide you with an overall written comment, which will build on content, structure and writing style. Often when it comes to writing style and structure there are some recurring issues, which I will signal with a letter. Here is the legend on what different letters mean:

A tense
B sentence is too long, needs to be rephrased/simplified/divided into 2
C noun singular/plural
D synonym needed
E structure: the paragraph is not consequential, difficult to follow the red thread
F Spelling
G Reference needed
H Referencing style
I Unclear/missing subject
J Unclear sentence, needs to be rephrased/simplified
K Repetition, can be more concise

Grading scale

You will not be given your final grade if you do not fill in the course evaluation.

Grade A: Excellence in understanding of the theoretical field and the research field. Creativity and thorough knowledge concerning theoretical perspectives and methods. Systematic, consistent and reflective discussions and argumentations. Original formulation with relevance for the research field. Demonstrated consciousness about the possibilities and restrictions of research and about ethical questions. The prose is vigorous and fresh, and the writer is clearly in control of the standard conventions of American prose.

Grade B: Very good understanding of the theoretical field and the research field. Demonstrated thorough knowledge about theoretical perspectives and methods. Systematic, consistent and reflective discussions and argumentations. Demonstrated consciousness about the possibilities and restrictions of research and about ethical questions. It is well organized with good supporting details. The writing is fluent, and there are only minor errors in the mechanics of writing which do not interfere with reading.

Grade C. Good understanding of the theoretical field and the research field. Demonstrated understanding about perspectives and methods Systematic discussions and arguments. Demonstrated awareness about the possibilities and restrictions of research and about ethical questions. The writing is clear and coherent with relatively few errors in usage and mechanics, but the writer fails to demonstrate any particular strength which would distinguish an above-average text.

Grade D. Satisfactory understanding of the theoretical field and the research field. Demonstrated understanding of the theoretical field and the research field. Discussions about perspectives and methods. Demonstrated satisfactory awareness about the possibilities and restrictions of research
and about ethical questions. The writing is clear and coherent with relatively few errors in usage and mechanics, but the writer fails to demonstrate any particular strength which would distinguish an above-average text.

**Grade F.** Partly lack of understanding for the literature in the theoretical field and research field. Some discussions about perspectives and method. Insufficient awareness about the possibilities and restrictions of research and about ethical questions. It fails to present its basic ideas, either because of poor organization and lack of clarity or because the writing reflects a lack of control over the basic conventions of standard American usage or it represents dishonest work by the student, principally the use of ideas or writing which are clearly not one’s own work.

**Course schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic covered</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-aug</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23-aug</td>
<td>Basic concepts</td>
<td>Massey, 1994, pp 177-211; Chap 1 and 6 Rose, 1993; Rose, 1997</td>
<td>Provide groups subdivision for Symposium 1</td>
</tr>
<tr>
<td>25-aug</td>
<td>Presentation skills</td>
<td>Walliman, 2006d; Davis, 2004; <a href="http://www.skillsyouneed.com/presentation-skills.html">http://www.skillsyouneed.com/presentation-skills.html</a></td>
<td></td>
</tr>
<tr>
<td>30-aug</td>
<td>Writing skills</td>
<td>Walliman, 2006b and 2006c;</td>
<td>Written reports &amp; Oral presentation</td>
</tr>
<tr>
<td>01-sep</td>
<td>Symposium 1: G&amp;G 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06-sep</td>
<td>Symposium 1: G&amp;G 101</td>
<td></td>
<td>Written reports &amp; Oral presentation</td>
</tr>
<tr>
<td>08-sep</td>
<td>Feminist critics to development part 1</td>
<td>Chap 7 Peet &amp; Hartwick, 2009; Chap 4 Kabeer, 1994</td>
<td></td>
</tr>
<tr>
<td>13-sep</td>
<td>Feminist critics to development part 2</td>
<td>Chant &amp; Gutmann, 2002; Mohanty 1988 and 2003</td>
<td></td>
</tr>
<tr>
<td>15-sep</td>
<td>Feminization of poverty</td>
<td>Chap 4 Saunders, 2002; Chant, 2016; Pearce, 1978</td>
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</tr>
<tr>
<td>20-sep</td>
<td>Case study 1: land grabbing in Mozambique</td>
<td>Behrman et al., 2012.</td>
<td>Watch from eCampus - autonomously. I will be available for mtg per appointment</td>
</tr>
<tr>
<td>22-sep</td>
<td>Movie &quot;The source&quot;</td>
<td>Walliman, 2006a; Heath and Luff, 2008; Caretta, 2015; Caretta &amp; Börjeson, 2014</td>
<td></td>
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<tr>
<td>27-sep</td>
<td>Symposium 2: G&amp;H2o</td>
<td></td>
<td>Written reports &amp; Oral presentation</td>
</tr>
<tr>
<td>4-oct</td>
<td>Migration. Case study 3: Sweden</td>
<td>Silvey, 2006; Webster &amp; Handrikman, 2016;</td>
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</table>
## Literature

The literature listed here will serve you as a compass to follow the lectures, which will add knowledge and not necessarily reproduce the content of the literature. Some texts are classics of feminist geography and although, they might seem dated, they are fundamentals to understand the origins of this field within our discipline.

Most of the literature is available on the WVU library databases. If not the literature has already been uploaded to eCampus. **Literature has to be read BEFORE the lecture which should be used as an opportunity to ask for clarifications on issues/phrasings/concepts that might be new or difficult to grasp.**


