

GEOG436 Feminist economic geography: gender, identities & social change

Class Time: Wednesday 8:30-11:20, AL 209

Instructor: Dr. Nancy Worth, nworth@uwaterloo.ca

Office hours: Monday 9:00-11:00 in EV1-229

Course Description

What are the power relations that underlie the gendered division of labour? To what degree has all work under neoliberalism become women's work? How do we factor care work into the economy, whether paid or unpaid? These are some of the orienting questions for this course, where we will examine the economic through a feminist geographer's lens.

After first setting out the diverse aims of feminist economic geography, the course examines two central areas of concern—the gendered division of labour (Section 1) and care work (Section 2). The course then moves beyond gender to examine how a diverse group of embodied actors engage with the economy (Section 3). Section 4 concludes the course with feminist critiques of capitalism and responses to economic crisis. To engage with these ideas, the course combines lectures, readings, and class discussions with a range of extended material (films, art, policy documents) on LEARN.

Note: this course also counts toward Women's Studies plans

Lecture Schedule (dates and topics are approximate and may be subject to change)

Week 1	January 9	Introducing Feminist Economic Geography
Week 2	January 16	Gender segregation and sexism in the labour market
Week 3	January 23	Interactive service work & the feminization of precarious work
Week 4	January 30	Unpaid Domestic Labour
Week 5	February 6	Paid Domestic Labour
Week 6	February 13	Children and Youth
Week 7	February 20	<i>Reading Week</i>
Week 8	February 27	Disability
Week 9	March 6	Film: <i>Deux Jours, Un Nuit</i>
Week 10	March 13	Sexuality
Week 11	March 20	Race and Indigeneity
Week 12	March 27	Responses to financial crisis and essay support session
Week 13	April 3	Challenging Neoliberalism

Course Objectives

- To understand why feminist economic geography emerged within economic geography as a subfield that critiques and extends 'the economic'
- To appreciate how (unpaid) labour and social reproduction more broadly are central to the function of the economy

- To examine how embodied social differences (gender, age, sexuality, race etc) shape workers' experiences and their negotiations of economic life
- To demonstrate an awareness of key contemporary debates in feminist economic geography in North America, Europe and elsewhere
- To develop academic writing skills, applying course material to a critical writing portfolio and final essay

Readings

You will be assigned approximately two required readings per week, either journal articles or book chapters. Links will be available on the course LEARN page.

Several textbooks will also be referenced, but not used as required readings. They will be available through the library and will support your work in the course.

Texts: Aoyama, Y., Murphy, J., and Hanson, S. (2010) Key Concepts in Economic Geography, London: Sage

Massey, D. (1994) Space, Place and Gender, Cambridge: Polity Press [NB Section III]

Assessment

Participation	Contributing to discussions	5
Student Led Seminar	Leading a seminar	10
Portfolio of Critical Writing	2 or 3 from week 1-6, Due February 13 th at 4:30 2 or 3 from week 8-12, Due March 27 th at 4:30 (Total of 5 responses x 6% each)	35
Essay Outline	Due March 1 st at 4:30	10
Final Essay	Due April 5 th at 4:30	40

Participation

Full marks for participation requires a signed attendance sheet and active participation in 10 seminars.

Student-led Seminar

During Weeks 5 to 13, students will give an interactive seminar on a topic related to the weekly theme. The number and size of teams, as well as the length of seminar will be dependent on final class enrolment. You will be asked indicate your interest in series of topics via a survey. If applicable, you will be assigned to groups accordingly by the third week of class. All team members are expected to participate equally in the preparation of the seminar. All team members will fill out a self- and peer-evaluation grid, which will be used in the overall assessment. Your marks will be adjusted on the basis of peer evaluation. Your mark will not increase or decrease by any more than 15% based on the peer evaluation. Additional instruction will be provided in class and via LEARN.

Your group will be responsible of organizing the format of the interactive session, providing questions to get us started, and encouraging participation of the group.

As always, you will need to do all the required reading, but for your week you and your group need to provide discussion questions, as well as interesting methods for sharing information—posters?, getting people to talk to each other? You're welcome to come to my office hours to discuss your plans.

At the end of the session a 1 page lesson plan will be handed in. Detailed assessment criteria to follow.

Portfolio of Critical Writing:

You are required to submit 5 separate pieces of critical writing to Crowdmark, two from Week 1-6 and three from Week 7-13. **Responses are due on Tuesdays, before 5PM.** In class or via email on February 13th, let me know which two responses you wanted marked from Week 1-6. In class or via email on March 27th, let me know which three responses you wanted marked from Week 7-13. Late entries will have a penalty of 10%/day. If you have a serious issue that prevents you from submitting work (illness, bereavement etc) please contact Nancy as soon as you can to figure out an alternative.

You are encouraged (but not required) to write each week, and then choose your best 5 entries (2 or 3 from the first half of term, 2 or 3 from the second).

Each piece of critical writing should be close to *500 words* in length, excluding references. The goal of these pieces of writing is for you to reflect critically on the week's readings. The purpose is NOT to give a full account of the article(s), but rather to engage with aspects of the argument being made or perspective being put forward, and develop that in depth, taking into account other readings and aspects of the course. You thus have considerable latitude to decide on what aspects they would like to delve deeper into, but should keep in mind that this is a piece of academic writing. Thus it is not an opportunity to simply express how one feels or give one's opinion (e.g. 'this made me feel such and such'), but to develop a defensible critical argument drawing on your own critical faculties as well as the wealth of resources you have at your disposal. Please indicate a word count at the end of each of the critical reflections.

I will provide general feedback each week. Anyone who would like more detailed comments is welcome to come see me in my office hours.

Key assessment criteria

- High quality pieces of work will be carefully edited and tightly written, and will demonstrate that the student has been able to develop an argument effectively and situate that argument within broader thinking on the relevant issues.
- Original, independent writing and research

Final Essay

You are required to write one of the following essays [topics to follow], or propose another topic for my approval. The essay will count for 50% of your final mark for the course (10% for the plan, 40% for the final paper). The essay is due at 4:30 on April 5th. The word limit is 3500 words, excluding the list of references.

Although you can and should draw on reading from the course outline, you will be expected to have read more widely than this. Please be sure that your essay develops a critical argument rather than just providing an overview or discussion of the topic. Please be sure to follow the usual conventions of good writing, and be absolutely certain that the essay is referenced properly using internal citations and Harvard style (for those who are uncertain, I am happy to provide guidelines on referencing). You should not collaborate with anyone else in the preparation of your answers – please direct any questions to me. [Specific assessment criteria to follow on LEARN]

Lecture Format

Each class is 2 hours and 50 minutes long, with a short break halfway through. You're welcome to bring drinks/snacks. Attendance will be taken.

The first half of the class will be a lecture. The second half will be a lecturer-led or student-led seminar. At the end of the session I will sum up, making connections to past/future weeks' topics and answering any questions.

Reading List

Week 1 Introducing Feminist Economic Geography

Indicative reading: Oberbauser, Ann M. (2008) 'Feminism and Economic Geography: Gendering Work and Working Gender' *A Companion to Economic Geography* London: Blackwell. pp60-76

Johnson, L (2011) Feminist Economic Geographies *The SAGE Handbook of Economic Geography* Andrew Leyshon, Roger Lee, Linda McDowell & Peter Sunley (eds) London: Sage [online]

All commentaries (2016) 'Feminism and Economic Geography: 25 years after Father and Ford' *Environment and Planning A* 40:10 pp. 2067-2099.

Part 1: Women's work and men's work?

Week 2 Gender segregation and sexism in the labour market

Valentine, G., Jackson, L and Mayblin, L. (2014) Ways of Seeing: Sexism the Forgotten Prejudice? *Gender, Place & Culture* 21:4, pp.401-414

N. Worth 'Who we are at work: millennial women, everyday inequalities and insecure work' *Gender Place & Culture* 23:9 pp1302-1314

YWCA Hamilton & Workforce Planning Hamilton (2016) *Advancing Women in the Skilled Trades*
<http://www.advancewomenintrades.com/about-the-toolkit/>

Week 3 Interactive service work & the feminization of precarious work

McDowell, L. (2009). 'Warm Bodies: Doing Deference in Routine Interactive Work' *Working Bodies: Interactive Service Employment and Workplace Identities*. Oxford: Wiley-Blackwell. pp191-211.

Strauss, K. and S. McGrath (2017). "Temporary migration, precarious employment and unfree labour relations: Exploring the 'continuum of exploitation' in Canada's Temporary Foreign Worker Program." *Geoforum* 78: 199-208.

Coulter, K. (2016) The Gender Wage Gap in Ontario's Retail Sector: Devaluing Women's Work and Women Workers <https://revolutionizingretail.files.wordpress.com/2012/06/the-gender-wage-gap-in-ontarios-retail-sector-devaluing-womens-work-and-women-workers.pdf>

Part 2: Care work

Week 4 Unpaid Domestic Labour

Cox, R. (2013) House/Work: Home as a Space of Work and Consumption *Geography Compass* 7:12 pp821-831.

McDowell, L. (1999) 'Home, Place & Identity' *Gender, Identity, and Place: Understanding Feminist Geographies* Minneapolis: University of Minnesota Press. pp71-95

Week 5 Paid Domestic Labour

Pratt, G. (2012) 'Enterprising women, failing children: Living with the contradictions of (neo)liberalism' *Families Apart: Migrating Mothers and the Conflicts of Labor and Love* Minneapolis: University of Minnesota Press. pp1-40.

Lam, T. and B. S. A. Yeoh (2016). "Migrant mothers, left-behind fathers: the negotiation of gender subjectivities in Indonesia and the Philippines." *Gender, Place & Culture*: 1-14.

Yea, S. (2015) Rethinking Remittances through Emotion: Filipina Migrant Labourers in Singapore and Transnational Families Undone *Transnational Labour Migration, Remittances and the Changing Family in Asia* Palgrave Macmillan pp 257-282.

Part 3: Beyond the 'rational economic actor'—embodied workers

Week 6 Children and Youth

Katz, C. (2004). 'Children's Work and Play' in *Growing Up Global: Economic Restructuring and Children's Everyday Lives*. Minneapolis: Minnesota University Press. pp 59-108

Willis, Paul (1981) 'Labour power, culture, class and institution' in *Learning to Labor: How Working Class Kids Get Working Class Jobs* New York: Columbia University Press pp 89-116

McDowell, L. (2007). Respect, deference, respectability and place: what is the place with/for working class boys. *Geoforum*, 38, 276-286.

Week 7 Reading Week

Week 8 Disability

Wilton, R. and Evans, J. (2016), Social enterprises as spaces of encounter for mental health consumers. *Area*, 48: 236–243.

Dyck, I. (1999). Body troubles: Women, the workplace and negotiations of disabled identity. In R. Butler & H. Parr (Eds.), *Mind and Body Spaces: Geographies of Illness, Impairment and Disability*. London: Routledge. pp. 119-137

Chouinard, V. and Grant, A. (1995), On not being even anywhere near 'the project': ways of putting ourselves in the picture. *Antipode*, 27: 137–166.

Week 9 FILM *Deux jours, une nuit* (2014)

Baum, C. (2015). "A Working-Class Tale of Embodiment and Belonging: Two Days, One Night." *New Labor Forum* 24(3): 102-104.

Watkins, R. (2016) "Turning the Social Contract Inside Out: Neoliberal Governance and Human Capital in Two Days, One Night" paper presented at the *Annual Meeting of The Western Political Science Association*. Available: https://wpsa.research.pdx.edu/papers/docs/Governance%20and%20Human%20Capital%20in%202D1N_Watkins.pdf

Waite, L. (2009). "A Place and Space for a Critical Geography of Precarity?" *Geography Compass* 3(1): 412-433.

Week 10 Sexuality

Lewis, NM (2012) Gay in a 'government town': the settlement and regulation of gay-identified men in Ottawa, Canada *Gender, Place & Culture* 19:3 pp 291-312.

Di Felicianantonio, C and Brown, G.P. (2015) Introduction: The Sexual Politics of Austerity. *ACME: An International Journal for Critical Geographies*, [S.l.], v. 14, n. 4, p. 965-974 Available at: <<http://ojs.unbc.ca/index.php/acme/article/view/1259/1109>>.

Brown GP (2015) Marriage and the Spare Bedroom. Exploring the sexual politics of austerity in Britain. *ACME: An international e-journal for critical geographies*, 14 (4), pp. 975-988

Week 11 Race & Indigeneity

Bonds, A. (2013) Racing Economic Geography: The Place of Race in Economic Geography *Geography Compass* 7:6 398-411

Mills, S.E. (2011) White and Aboriginal women workers' perceptions of diversity management practices in a multinational forest company *Labour/Le Travail* 67: 45-76.

Schurr, C. (2016) 'From biopolitics to bioeconomies: The ART of (re-)producing white futures in Mexico's surrogacy market' *Environment and Planning D: Society and Space*

Section 4: Experiencing austerity & challenging capitalism

Week 12 Responses to financial crisis

Hall, SM (2016) 'Everyday Family Experiences of the Financial Crisis: Getting By in the Recent Economic Recession' *Journal of Economic Geography*. 16, 2, pp305 330

Gibson-Graham, J. K., et al. (2013). 'Take back work' *Take Back the Economy: An Ethical Guide for Transforming Our Communities*. Minneapolis, University of Minnesota Press. pp17-48.

Week 13 Challenging Neoliberalism and essay support session

The Killburn Manifesto <https://www.lwbooks.co.uk/soundings/kilburn-manifesto> We will divide the book between us, with a collective presentation/discussion

Course Policies

Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Unclaimed assignments:

Unclaimed assignments will be retained for ... [period of time*]; or: “until one month after term grades become official in quest”. After that time, they will be destroyed in compliance with UW’s [confidential shredding procedures](#).

Communications with Instructor and Teaching Assistants:

All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Dr. Nancy Worth acknowledges that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River