

**GEOG 3026 – TOPICS IN THE GEOGRAPHY OF CANADA  
THEME FOR FALL 2015: GEOGRAPHIES OF SOCIAL MOVEMENTS IN CANADA**

Precludes additional credit for GEOG 2505 (no longer offered)  
Prerequisites(s): GEOG 1020 or ENST 1020 and second-year standing, or  
permission of the Department

Instructor: Dr. Fran Klodawsky; [fran.klodawsky@carleton.ca](mailto:fran.klodawsky@carleton.ca)  
Tel: (613) 520-2600 ext 8689

Seminars: Fridays, 8.30 am – 11.25 am

Office Hrs: Thursdays, 1.30 pm – 3.30 pm or by appointment, Loeb A301A

### **Course Description**

While social movements have not, typically, been the focus of most geographers' investigations, critical geographers have identified a range of concepts that are relevant to the study of social movements, including place, network, territory and scale. The examination of these concepts through case studies of Canadian social movements is the focus of this course. The case studies will involve a variety of themes, including among others: environment, food security, securitization, urban reform, and human rights in relation to issues such as: disability, gender, Indigeneity, labour, migration, race/ethnicity, refugee status, sexual orientation. In the second half of the course, the value of a geographical lens in the study of social movements will be further explored in relation to key social science themes, including bodies and emotions; neoliberalism; media and framing; and transnationalism.

### **Course Objectives**

By the end of course, students should be able to:

- Define, describe and assess the utility of key geographical concepts that are relevant to understanding social movements.
- Apply a geographical lens to the study of social movements in Canada.
- Discuss and write knowledgeably about key characteristics of and debates about selected social movements in Canada.
- Demonstrate refinements in their critical thinking, presenting and writing skills overall.

### **Course Texts**

Assigned readings will be available via ARES and culearn. There is no assigned text for the course.

## Course Calendar: Overview

Date of Class	Topic	Assigned Readings/Assignment Information
September 4	Introductions	Discussion Lead and Written Response to Questions
September 11	What Are Social Movements and Why Do Their Geographies Matter	Discussion Lead and Written Response to Questions
September 18	Focus on Place	Discussion Lead and Written Response to Questions
September 25	Focus on Networks	Discussion Lead and Written Response to Questions
October 2	Focus on Scale	Discussion Lead and Written Response to Questions
October 9	Focus on Territory	Discussion Lead and Written Response to Questions
October 16	Spatializing the Study of Social Movements	Discussion Lead and Written Response to Questions Essay Proposal Due
October 23	Mid-Term Exam	Mid-Term Exam
October 30	Fall Break – No Class	Fall Break
November 6	Bodies and Emotions	Discussion Lead and Written Response to Questions
November 13	Neoliberalism	Discussion Lead and Written Response to Questions
November 20	Media and Framing	Discussion Lead and Written Response to Questions
November 27	Transnationalism	Discussion Lead and Written Response to Questions
December 4	Reflections	Final Essay Assignment is Due

## Teaching Format

The course will combine introductory remarks by the instructor with multiple other formats, including small-group, peer-led and other in-class discussion.

## Evaluation

### Discussion Lead (15%) and Written Response to Questions (15%):

Students will take turns leading small group discussions of the weekly readings, guided by questions provided in advance by the instructor. Scheduling for the discussion leads will take place in the first class and on a first-come, first served basis going forward. As part of this assignment, students will also submit a one-page response to at least two of the questions assigned for that week's discussion (further details to be provided in class).

### **Class Participation (10%):**

Participation is a crucial component of this class. Participation includes attendance, doing thorough and critical readings of the assigned materials, contributing effectively in class discussions, and responding to your peers' presentations and interventions.

### **Essay Proposal (5%) and Final Essay (30%):**

The paper assignment (10-12 typed, double-spaced pages) requires you to select a specific geographic concept (e.g. scale, network, territory, place) and provide an in- depth description and assessment of the utility of this concept in the context of a particular issue that has been the focus of social movement activity in Canada (e.g. food security, GBLTQ rights, gender equality, labour rights, etc.).

A two-page proposal and rationale for your intended focus is due no later than the beginning of class on October 16. The final essay is due in the last class of the term, December 4<sup>th</sup> (further details to be provided in class).

### **Mid-Term Exam (25%):**

The in-class mid-term exam will test your knowledge of all the major ideas, concepts, and social movement case studies that have been examined up until that point in the syllabus. The mid-term exam will consist of both short answer and essay-type questions and will take place on October 23<sup>rd</sup>.

### **Mark Distribution:**

Component	% of final grade
Discussion Lead x2 (minimum)	15%
Written response to discussion questions x2 (minimum)	15%
Mid-term exam	25%
Essay Proposal	5%
Final Essay	30%
Class Participation	10%

### **Minimum standards to be in good standing**

To be considered in good standing at the end of the term, students must have attempted the midterm exam, submitted the research paper, and satisfied the following attendance requirements:

From September 4 to 28: attend at least 3 seminars

From October 2 to November 6: attend at least 3 seminars

From November 13 to December 4: attend at least 2 seminars

## Course Outline

### September 4: Introductions

Introductions, Objectives

### September 11: What Are Social Movements and Why Do Their Geographies Matter?

*Required Reading:*

Ramutsindela, M., 2009, "Social Movements", *International Encyclopedia of Human Geography*, Sage, pp. 199-203.

Thrift, Nigel, 2009, "Space: the Fundamental Stuff of Geography", in N. Clifford et al (editors) *Key Concepts in Geography*, 2<sup>nd</sup> edition, Sage, pp. 85-96

Smith, Miriam, 2014, "Introduction: Theories of Group and Movement Organizing", in M. Smith (editor) *Group Politics and Social Movements in Canada*, Toronto: University of Toronto Press, pp. xi - xxxi

### September 18: Focus on Place

*Required Reading:*

Castree, N., 2009, "Connections and Boundaries in an Interdependent World", in N. Clifford et al (editors) *Key Concepts in Geography*, 2<sup>nd</sup> edition, Sage, pp. 153-172.

*At least one of:*

Larsen, S., 2008, "Place making, grassroots organizing and rural protest: A case study of Anahim Lake, British Columbia", *Journal of Rural Studies*, 24, pp. 172-181.

Nash, Catherine, 2006, "Toronto's gay village (1969-1982): plotting the politics of gay identity", *Canadian Geographer*, 50(1): 1-16.

*Supplementary Reading:*

Churchill, David S., 2010, "American Expatriates and the Building of Alternative Social Space in Toronto, 1965-1977", *Urban History Review*, 39(1): 31-44.

Fast, Dany, Shoveller, Jean, Shannon, Kate and Kerr, Thomas, 2010, "Safety and danger in downtown Vancouver: Understandings of place among young people entrenched in an urban drug scene", *Health and Place*, 16, pp. 51-60.

## **September 25: Focus on Networks**

### *Required Reading:*

Grabher, G., 2009, "Networks", *International Encyclopedia of Human Geography*, Sage, pp. 405-411.

### *At least one of:*

Choudry, Aziz, 2013, "Labour struggles for workplace justice: Migrant and immigrant worker organizing in Canada", *Journal of Industrial Relations*, 55(2), pp. 212-226.

Staaggenborg, Suzanne, and Lecomte, Josée, 2009, "Social Movement Campaigns: Mobilization and Outcomes in the Montreal Women's Movement Community", *Mobilization* 14(2): 163-180.

### *Supplementary Reading:*

Levkoe, Charles Z., 2014, "The food movement in Canada: a social movement network perspective", *The Journal of Peasant Studies*, 41(3), pp. 385-403.

Levkoe, C., Wakefield, S., 2014, "Understanding contemporary networks of environmental and social change: complex assemblages within Canada's 'food movement'", *Environmental Politics*, 23(2), pp. 302-320.

## **October 2: Focus on Scale**

### *Required Reading:*

Sayre, N.F. and A.V. Di Vittorio, 2009, "Scale", *International Encyclopedia of Human Geography*, Sage, pp. 19-27.

### *At least one of:*

Johnston, Josée, Baker, Lauren, 2005, "Eating outside the box: FoodShare's good food box and the challenge of scale", *Agriculture and Human Values*, 22, pp. 313-325.

Friedmann, Harriet, 2007, "Scaling up: Brining public institutions and food service corporations into the project for a local, sustainable food system in Ontario", *Agriculture and Human Values*, 24: 389-398.

### *Supplementary Reading:*

Kitchen, R., and R. Wilton, 2003, "Disability activism and the politics of scale", *Canadian Geographer*, 47(2), pp. 97-115

## **October 9 – Focus on Territory**

### *Required Reading:*

Delaney, D., 2009, "Territory and Territoriality", *International Encyclopedia of Human Geography*, Sage, pp. 196-208.

### *At least one of:*

Barker, A., 2015, "A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism", *Globalizations*, 12 (1), pp. 43065.

Montsion, Jean Michel, 2015, "Disrupting Canadian sovereignty? The 'First Nations & China' strategy", *Geoforum*, 58: 114-121.

## **October 16 – Multispatial Approaches**

### *Required Reading:*

Van Neste, Sophie and Laurence Bherer, 2014, "The Spatial Puzzle of Mobilising for Car Alternatives in the Montreal City-region", *Urban Studies*, 51(11), pp. 2406-2425.

### *At least one of:*

Desmarais, A., and Wittman, H., 2014, "Farmers, foodies and First Nations: getting to food sovereignty in Canada", *The Journal of Peasant Studies*, 41(6), pp. 1153-1173

Zajko, Mike, Béland, 2008, "Space and protest policing at international summits", *Environment and Planning D*, 26, pp. 719-735.

## **October 23 – Mid-Term Exam**

## **October 30 – Fall Break**

## **November 6 – Bodies, Homes and Emotions**

### *Required Reading (at least two of):*

Miklavcic, Alessandra, 2011, "Canada's Non-status Immigrants: Negotiating Access to Health Care and Citizenship", *Medical Anthropology*, 30(5), pp. 496-517.

Mann, Ruth M., 2008, "Men's Rights and Feminist Advocacy in Canadian Domestic Violence Policy Arenas", *Feminist Criminology*, 3(1): 44-75.

Ross, Stephanie, 2011, "Social Unionism in Hard Times: Union-Community Coalition Politics in the CAW Windsor's *Manufacturing Matters* Campaign", *Labour/Le Travail*, 68: 79-116.

*Supplementary Reading:*

Giesbrecht, Jodi, 2010, "Accommodating Resistance: Unionization, Gender, and Ethnicity in Winnipeg's Garment Industry, 1929-1945", *Urban History Review*, 39, pp. 5-19.

**November 13 – Neoliberalism**

*Required Readings (at least two of):*

Teelucksingh, C., and Polarnd, B., 2011, "Energy Solutions, Neo-Liberalism, and Social Diversity in Toronto, Canada", *International Journal of Environmental Research and Public Health*, 8: 185-202.

Prudham, S., 2008, "Tall among the trees: Organizing against globalist forestry in rural British Columbia", *Journal of Rural Studies*, 24, pp. 182-196.

Salmon, Amy, 2011, "Aboriginal mothering, FASD prevention and the contestations of neoliberal citizenship", *Critical Public Health*, 21(2):; 165-178.

*Supplementary Reading:*

Walia, H. 2010, "Transient servitude: migrant labour in Canada and the apartheid of citizenship", *Race & Class*, 52(1): 71-84.

Eaton, Emily, 2008, "From feeding the locals to selling the locale: Adapting local sustainable food projects in Niagara to neocommunitarianism and neoliberalism", *Geoforum* 39: 994-1006.

Rodgers, Kathleen, Knight, Melanie, 2011, " "You just felt the collective wind being knocked out of us": The deinstitutionalization of feminism and the survival of women's organizing in Canada", *Women's Studies International Forum*, 34, pp. 570-581.

**November 20 – Discourse and Framing**

*Required Readings (at least two of):*

Carroll, William K., Huxtable, David, 2014, "Expose/Oppose/Propose: The Canadian Centre for Policy Alternatives and the Challenge of Alternative Knowledge", *Labour/Le Travail*, 74, pp. 27-50.

Monaghan, Jeffrey, and Walby, Kevin, 2012, "Making up 'Terror Identities': security intelligence, Canada's Integrated Threat Assessment Centre and social movement suppression", *Policing and Society*, 22(2): 133-151.

Willow, A., 2012, "Re(con)figuring Alliances: Place Membership, Environmental Justice, and the Remaking of Indigenous-Environmentalist Relationships in Canada's Boreal Forest",

*Human Organization*, 71(4), pp. 371-382.

*Supplementary Readings*

Stoddart, Mark C.J., and MacDonald, Laura, 2011, “ “Keep it Wild, Keep it Local”: Comparing News Media and the Internet as Sites for Environmental Movement Activism for Jumbo Pass, British Columbia”, *Canadian Journal of Sociology*, 36(4): 313-334.

Sandberg, L. Anders, and Foster, Jennifer, 2005, “Challenging Lawn and Order: Environmental Discourse and Lawn Care Reform in Canada”, *Environmental Politics* 14(4): 478-494.

**November 27 – Transnationalism**

*Required Readings (at least two of):*

Abji, Salina, 2013, “Post-nationalism re-considered: a case study of the ‘No One Is Illegal’ movement in Canada”, *Citizenship Studies*, 17(3-4): 322-338.

Friendmann, Harriet and McNair, Amber, “Whose Rules Rule? Contested Projects to Certify ‘Local Production for Distant Consumers’”, *Journal of Agrarian Change*, 8(2-3): 408-434.

Nash, Catherine J. and Browne, Kath, 2015, “Best for society? Transnational opposition to sexual and gender equalities in Canada and Great Britain”, *Gender, Place and Culture*, 22(4): 561-577.

*Supplementary Readings:*

Nicol, Nancy and Smith, Miriam, 2008, “Legal Struggles and Political Resistance: Same-Sex Marriage in Canada and the USA”, *Sexualities*, 11(6): 667-687.

Monforte, Pierre and Dufour, Pascale, 2013, “Comparing the protests of undocumented migrants beyond contexts: collective actions as acts of emancipation”, *European Political Science Review*, 5(1): 83-104.

**December 4 – Overview and Reflections**



## Important Additional Information

- Knowledge of the content of this syllabus is your responsibility;
- Audio-recording of lecture is not permitted;
- Check CULearn regularly for further details about readings and assignments;
- All entertainment/personal communication/music devices must be switched off and be out of sight for the duration of the class (breaks excepted!)
- Email sent to the professor or the TA must come from your Carleton email account.
- The instructor may adjust course grades at the end of the term to approximate a bell shaped distribution for the class.
- Professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author. They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author.

## Retain copies of work submitted

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for any reason.

## Communication with the instructor

You are encouraged to contact the instructor with questions and concerns about the course, readings, or assignments. As you know, e-mail is excellent for conveying simple information but not a good medium for complex communication. Feel free to send messages to the instructor when you can realistically expect that your question can be answered in one or two sentences. Questions like “what are you looking for on the exam?” are inappropriate for an e-mail format. For this kind of complex information, please e-mail the instructor to schedule an appointment and speak with her in person. It is important to include the course code in the subject line of all e-mails, to prevent messages from being automatically redirected to the instructor's junk e-mail box.

## Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

WDN = Withdrawn from the course; ABS = Student absent from final exam; DEF = Deferred (See above);

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## Drop date

Please check the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment.

## Instructional & Conduct Offences

Instructional offences include (among other activities): cheating, contravening examination regulations, plagiarism, submitting similar work in two or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about University regulations which define and regulate these offences is presented in the Undergraduate Calendar: <http://calendar.carleton.ca/undergrad/regulations/>

## Note on Plagiarism

Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to): copying from a book, article or another student; downloading material or ideas from the Internet and replicating these verbatim or without citation; or otherwise submitting someone else's work or ideas as your own.

University regulations stipulate that allegations of plagiarism, cheating or any violations of examination conduct rules will be thoroughly reviewed. If the instructor suspects that a student has submitted plagiarized work, the submitted assignment will be forwarded to the Chair of the Department of Geography and Environmental Studies. If it is agreed that an instructional offence may have been committed, the case will be forwarded to the Associate Dean (Undergraduate Affairs) of the Faculty of Arts and Social Sciences. University procedures do not permit the instructors to discuss the allegations with you. You will receive a request from the Associate Dean's Office to discuss this matter in person with two Associate Deans. They decide if an instructional offence has occurred, following an interview with the student, and decide what, if any, any penalties are warranted. Thus, you are advised to keep all research notes and printouts from web sites, even after you submit your paper.

The key to avoiding plagiarism is to learn how to do research and how to cite sources properly. The following web sites provide advice:

<http://www.library.carleton.ca/help/avoid-plagiarism>

<http://owl.english.purdue.edu/owl/resource/589/01/>

## Writing tutorial service

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

### Academic standing and conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2013/2014 Carleton University Undergraduate Calendar. This document can be accessed online at: <http://calendar.carleton.ca/undergrad/>

## Academic accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

☒ For students with disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health

disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable). Paul Menton Centre, Room 501, Unicentre

☒ For religious observance: Students must work out accommodation (for alternate dates and/or means of satisfying academic requirements) on an individual basis with the instructor in the first two weeks of class. Consult the Equity Services website or an Equity Advisor for the policy and list of Holy Days. Equity Services: 613 520 5622

☒ For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services (ext. 5622) to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first event in which it is anticipated the accommodation will be required.

### **Student life services**

Student Life Services, located in Room 501 of the Unicentre, offers a range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions.