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 knowledgeable 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

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

Mark Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>% of final grade</th>
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<tbody>
<tr>
<td>Discussion Lead x2 (minimum)</td>
<td>15%</td>
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<tr>
<td>Written response to discussion questions x2 (minimum)</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
</tr>
<tr>
<td>Essay Proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
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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:*


**September 18: Focus on Place**

*Required Reading:*


At least one of:


*Supplementary Reading:*


September 25: Focus on Networks

Required Reading:

At least one of:


Supplementary Reading:


October 2: Focus on Scale

Required Reading:

At least one of:


Supplementary Reading:
October 9 – Focus on Territory

Required Reading:


At least one of:


October 16 – Multispatial Approaches

Required Reading:


At least one of:


October 23 – Mid-Term Exam

October 30 – Fall Break

November 6 – Bodies, Homes and Emotions

Required Reading (at least two of):


Supplementary Reading:

November 13 – Neoliberalism

Required Readings (at least two of):


Required Readings (at least two of):

Eaton, Emily, 2008, “From feeding the locals to selling the locale: Adapting local sustainable food projects in Niagara to neo-communitarianism 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):


**Supplementary Readings**


**November 27 – Transnationalism**

*Required Readings (at least two of):*


*Supplementary Readings:*


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

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 and 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
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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.