Winter 2017

CDNS 5201 Critical Perspectives on Canadian Feminism/
GEOG 5406 Special Topics in Cultural Geography:

Emotional Geographies

Instructor: Sophie Tamas
Office: Loeb 331A
Phone: 613 520 2600 ext 3578
Email: sophie.tamas@carleton.ca
Office hours: TBD

Tuesdays, 2:35-5:25, DT 1216

I. Course Description

Emotional geographies focus on the interactions between feelings, affects, bodies, matter, and places, building on feminist efforts to challenge and replace androcentric approaches to understanding the self, society, nature, time, and place. This course offers an eclectic tour of international, interdisciplinary studies of spirits, shame, guilt, sadness, love, attention, anxiety, belonging, and intimacy, loosely organized around their manifestation in academic cultures and knowledge practices.

It aims:
-to introduce a wide range of recent publications in feminist, critical, and emotional geographies;
-to notice connections across scale and discipline, and between theory and practice;
-to learn by doing, sensing, feeling, playing, and enacting as well as description and analysis;
-to denaturalize the theoretical tools that we think with in order to open up space and provide language for thinking (and acting) differently, including a turn toward appreciative and assets-based modes of analysis; and
-to foster critical reflection on our own academic backgrounds, plans, and identities.

II. Preclusions

There are no courses precluded by this course.

III. Texts

Three or four articles or chapters will be assigned per week and made available on CULearn or online. Students are expected to read all materials assigned each week before class. **Readings are subject to change until the start of term.** The reading list provided in the course outline posted on CULearn will remain current.

IV: Course calendar

Jan 10 - Week 1: Opening

Jan 17 - Week 2: What is emotional geography?
-Steve Pile, Emotions and affect in recent human geography. Transactions of the Institute of British Geographers 35, 2010, 5-20.

-Carolyn Pedwell and Anne Whitehead, Affecting feminism: Questions of feeling in feminist theory. Feminist Theory 13 (2), 2012, 115-129.
-Rebekah Widdowfield, The place of emotions in academic research. Area 32 (2), June 2000, 199-208.

Jan 24 - Week 3: The feel of the academy
-Alison Mountz et al. For slow scholarship: Feminist politics of resistance through collective action in the neoliberal university. ACME: An E-Journal for Critical Geographies, 14 (4), 2015, 1235-1259.
-David Lewkowich, Reminders of the abject in teaching: Psychoanalytic notes on my sweaty, pedagogical self. Emotion, space and society 16, 2015, 41-47.
-Alison Pullen and Carl Rhodes, Dirty writing. Culture and Organization 14 (3), 2008, 241-259.
-Aparna Rita Mishra Tarc, Wild reading: This madness to our method. International Journal of Qualitative Studies in Education 26 (5), 2013, 537-552.

Jan 31 - Week 4: Spirits & Spectres
-Lisa Blackman, Embodying affect: Voice-hearing, telepathy, suggestion and modelling the non-conscious. Body and Society 16 (1), 2010, 163-192.
-Julia L. Cassaniti, Intersubjective affect and embodied emotion: Feeling the supernatural in Thailand. Anthropology of Consciousness 26 (2), 2015, 132-142.
-Sophie Tamas, Ghost Stories. Emotion, Space and Society 19, 2016, 40-44.

Feb 7 - Week 5: Shame and Guilt
-Elspeth Probyn, Everyday Shame. Cultural Studies 18 (2/3), March/May 2004, 328-349.
-Elspeth Probyn, Shame in the habitus. Sociological Review 52, October 2004, 224-248.
-Elspeth Probyn, Writing Shame. In Melissa Gregg and Gregory J Seigworth, Eds. The affect theory reader. Durham, NC: Duke University Press, 2010, 71-92.
-Jacqueline Kennelly, 'It's this pain in my heart that won't let me stop': Gendered affect, webs of relations, and young women's activism. Feminist Theory 15 (3), 2014, 241-260.

Feb 14 - Week 6: Love
-Carey-Ann Morrison, Lynda Johnston, and Robyn Longhurst, Critical geographies of love as spatial, relational and political. Progress in Human Geography 37 (4), 2012, 505-521.
-Heidi Nast, Loving….whatever: Alienation, neoliberalism and pet-love in the twenty-first century. ACME: An International Journal for Critical Geographies 5 (2), 2006, 300-327.
-Andrew Metcalfe and Ann Game, Potential space and love. Emotion, Space and Society 1, 2008, 18-21.
-Mandy Len Catron, To fall in love with anyone, do this. The New York Times, January 9 2015. Available online at: http://www.nytimes.com/2015/01/11/fashion/modern-love-to-fall-in-love-with-anyone-do-this.html?_r=0

Feb 28 - Week 7: Sadness (and writing)
-Ann Cvetkovich, Depression is ordinary: Public feelings and Saidiya Harman's *Lose Your Mother.* Feminist Theory 13 (2), 2012, 131-146.
-Alette Willis, Restorying the self, restoring place: Healing through grief in everyday places. Emotion, Space and Society 2, 2009, 86-91.
-Linda Kauffman, The long goodbye: Against personal testimony, or An infant grifter grows up. In Linda Kauffman, Ed. American feminist thought at century's end: A reader. Oxford: Blackwell, 1993, 258-277.

March 7 - Week 8: Attention

-Maria Cichosz, The potential of paying attention: Tripping and the ethics of affective attentiveness. Emotion, Space and Society 10, 2014, 55-62.
-Paul Kingsbury, Unearthing Nietzsche's bomb: Nuance, explosiveness, aesthetics. ACME: An International journal for Critical Geographies, 9 (1), 2010, 48-61.
-John Law, And if the global were small and noncoherent? Method, complexity, and the baroque. Environment and Planning D: Society and Space, 22, 2004, 13-26.

March 14 – Week 9: Anxiety
-Eve Kosofsky Sedgwick, Paranoid reading and reparative reading, or, you're so paranoid, you probably think this essay is about you. In Touching Feeling. Durham, NC: Duke University Press, 2002, 123-151.
-Heather Love, Truth and its consequences: On paranoid reading and reparative reading. Criticism 52 (2), Spring 2010, 235-241.
-Deborah Britzman, Between psychoanalysis and pedagogy: Scenes of rapprochement and alienation. Curriculum Inquiry 43 (1), 2013, 95-117.
-Ashley Barnwell, Creative Paranoia: Affect and social method. Emotion, Space and Society 20, 2016, 10-17.

March 21 - Week 10: Belonging
-Sarah Wright, More-than-human, emergent belongings: A weak theory approach. Progress in Human Geography 39 (4), 2015, 391-411.
-Leeane Betasamosake Simpson, Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. Decolonization: Indigineity, Education & Society 3 (3), 2014, 1-25.
-Elizabeth St. Pierre, Nomadic inquiry in the smooth spaces of the field: A preface. Qualitative Studies in Education 10 (3), 1997, 365-383.

March 28 - Week 11: Intimacy
-Bronwyn C. Parry, Inventing Iris: Negotiating the unexpected spatialities of intimacy. History of the Human Sciences, 21 (4), 2008, 34-48.
-Diana Adis Tahhan, Touching at depth: The potential of feeling and connection. Emotion, Space and Society 7, 2013, 45-53.
-Kym Maclaren, Touching matters: Embodiments of intimacy. Emotion, Space and Society 13, 2014, 95-102.
-Leslie Jamieson, The Empathy Exams. Minneapolis, MN: Graywolf Press, 2014, 1-31.

April 4 - Week 12: Closing.

V: Evaluation

Grades will be based on a mix of self-evaluation, peer-evaluation, and instructor assessment.

Grading Scheme

Course Journals: 30%

Students will be asked to create a course journal, with one entry per week. Entries will discuss and critically reflect on the readings and in-class activities, and connect the dots between course

content and the student's own academic perspectives, perceptions, and plans. Some class time will be provided for journaling each week, but students will also have to work on them outside of class (ie, by taking notes while reading). Journals will be reviewed at mid-term and handed in at the last class.

Participation: 40%

The success of small graduate seminars depends on having students who are present, actively engaged, and well-prepared, every week. Students are expected to read all the assigned materials, before class, and may be called on to lead in-class discussions related to any of the readings. This takes a lot of time, so it is worth a lot of your mark. Participation self-assessments will be integrated into weekly in-class journaling activities. Students will also be asked to reflect on their peers' contributions to the class. Students with a disability or other constraint that unavoidably limits their participation should discuss their needs with the instructor early in the term.

Synthesis: 30%

In order to consolidate and reflect on their own learning, students will be asked to pick 3-5 theories, ideas, concepts, or key words from the material encountered in this course, and to put these tools to work in relation to their own academic projects. In the last class, each student will provide a brief oral presentation of their synthesis (format will depend on enrollment). Students will also hand in, as a take-home exam, a 5-10 page written synthesis, which clearly describes the source and nature of these tools, and their significance for the student. A more detailed description of this assignment will be developed in consultation with the class.

Communication of Grades

Grades will be posted on CULearn as the become available. However, 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.

VI: Academic Conduct

Students are expected to be punctual, as a courtesy to their classmates and teachers, and to conduct themselves in a way that fosters the open exchange of ideas and perspectives. Mutual respect is required in all face-to-face and written interactions. If something is inhibiting your participation or making you uncomfortable in class, it is your responsibility to promptly bring this issue to the attention of the Instructor. Creating an inclusive, welcoming learning environment takes a team effort. We rely on feedback from students to make this the best experience possible.

The quality and usefulness of this course depends on students being present, prepared, and attentive. Web-browsing, texting, chatting, tweeting, facebooking, gaming, online shopping, or otherwise causing a distraction is not permitted in class, because it harms your classmates' ability to learn. Students who are inattentive will be asked to put their gadgets away and/or asked to leave. If an exceptional circumstance (such as having a sick child) requires the student to remain accessible to others during class time, please discuss this situation with the Instructor before class.

Academic Integrity

Ideas and the words that express them are the currency of the academic world. Good scholarship locates itself within its field by showing, through proper use of citations and bibliographies, whose ideas it has borrowed and built upon. Scholarship that fails to do so steals intellectual property and cannot contribute to the advancement of knowledge.

Plagiarism is defined by the Carleton University Senate as "presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own." This can include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting it as your own, without proper citation or reference to the original source;
- Submitting work written, in whole or in part, by someone else;
- Using ideas, direct quotations, or paraphrased material without appropriate acknowledgement in any academic assignment;
- Using another's data or research findings without attribution;
- Using direct quotations without quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission from the instructor.

Plagiarism is a serious offence that cannot be resolved directly with the instructor. All suspected cases are sent to the Associate Dean, who conducts a rigorous investigation, including an interview with the student. Penalties are not trivial and can include failing the course.

It is the students' obligation to ensure that they are familiar with the rules for proper citation and attribution of sources. I urge you to be extremely careful in this regard, particularly if you are using on-line or other non-standard sources. The library website offers a wide range of style guides and other citation tips as well as subject area specialists who would be happy to assist you.

VII: Requests for Academic Accommodations

Some students need special arrangements to meet their academic obligations during the term. All students who are struggling with their studies or circumstances are encouraged to speak to their Teaching Assistant or their Instructor, and/or to get in touch with the friendly folks here:

The Student Academic Success Centre - Drop-in academic support - 302 Tory
The Writing Tutorial Service - 4th floor Library
International Student Services - 128 University Centre
Office of Student Affairs - 430 Tory, www.carleton.ca/studentaffairs
Health and Counselling Services - 2600 Carleton Tech and Training Centre
www.carleton.ca/health

Academic Accommodations 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.

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. You should then make an appointment to speak with me about your needs at least two weeks prior to the first academic event requiring accommodation.

Students requiring accommodations for religious observances should write me a formal, written request for alternate dates or means of satisfying academic requirements. Such re- quests should be made in the first two weeks of class, or as soon as possible, and no later than two weeks before the compulsory academic event. We will work out accommodations directly and individually in a way that does not disadvantage the student. Those with questions about the eligibility of religious events or practices for academic accommodations may refer to the Equity Services website for a list of holy days and Carleton's accommodation policies, or con- tact an Equity Services advisor for assistance.