

University of Victoria  
Department of G/P y3r2C /PiyJET EMC /P A/CID 56BDC BT1

Within the field, feminist geographers and geographies have contributed enormously to our knowledge and understanding of social constructions of gender, sexuality and identity since at least the 1970s. However, there are several other approaches that are also important including post-structural, anarchist and post-modern theorists. More recently they have been joined by scholars contributing LGBT insights and critiques, as well as those informed by discussions of masculinities. Together these scholars have produced a rich and diverse field of vibrant and dynamic inquiry, as well as suggesting ways to grapple with how to apply our greater understanding to practical and relevant action in our lived experience of the workplace, the home, schools, recreational facilities, and other personal activity spaces.

While this course is designed to be co-constructed the following are some of the themes and sites of inquiry that I anticipate we will explore:

- Feminist, Lesbian, Gay, Bisexual, Trans, and Masculinist discourses as they relate to geographies of social justice
- Creation, loss, and (re)claiming of identities
- The body as a site of struggle
- Private, public (and intermediate) personal spaces at different scales
- Intersections with locations of home, work, volunteering and service, education, environment, leisure, and so on.
- Intersections with identities of kinship and family, (dis)ability, indigeneity, class, ethnicity, race, religion, belief systems, age, nationality, ways of knowing,

## How to prepare for class

Go to the CourseSpaces site for this course **201701 GEOG 391 A01 (21733)**. Download the “session outline” for the next class and read it over. Make a note of the learning goals to see what you will be looking to learn in the next class and make a note of any additional learning goals or questions you have personally.

Read the pages I have assigned and/or other assigned resources and activities. Write down on the session outline your answers to the questions I have written to help guide your reading/preparation. Consider packing a small snack/drink (that you can eat in a small space). The class is late afternoon. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged. But, no nuts please (classmates might have allergies).

*NOTE: Please kindly do not record (audio or video) any aspects of the course without first having written permission from me. Privacy laws require we must ask our colleagues first.*

## REQUIRED COURSE READINGS and RESOURCES:

Many of the readings we will explore in this course will be from *Gender, Place and Culture: a journal of feminist geography*, which is available online from the library. ISSN 0966-369X (Print); ISSN 1360-0524 (Online). Call number is GF1.G44. Note: Please do not be put off by the subtitle of this journal. It does not just address feminist geography topics.

**Other readings or resources** will be posted each week along with the class outlines as course interests emerge from participants.

## COURSE COMPONENTS

The course is designed to achieve the learning goals and outcomes stated above. All aspects of the course may be assessed on exams. The requirements for each component will be further discussed in class.

**Class Meetings and Participation**—We will all meet together twice a week (Tuesdays and Thursdays).

Classes may include mini-lectures, guest speakers, activities, film clips, presentations, student lead segments and discussion of materials. I may bring visitors to class occasionally when their research work is relevant to our learning and I think you might enjoy meeting them and hearing about the kinds of geography they do. Your participation grade will reflect your willingness to engage in both your own questions and reflections in class, as well as those of your colleagues.

**Student facilitation segments**—Starting in week 2, each student (or pair of students) will pick one class where they will prepare and lead a 30 minute discussion on an article of their choosing. I will meet with the facilitator(s) ahead of the class to help them prepare a discussion outline, develop key questions for us all to think about, and communicate the reading to everyone. The presenter(s) will identify and explain the main concepts from the reading, and then generate a discussion based on the questions identified. Articles should be chosen from *Gender, Place and Culture* (accessed via the library) OR from another journal relevant to your interests (please check with me first if choosing something from another journal). When selecting a reading (or other resource), please treat others as you would wish to be treated yourself. Personally I prefer a few short pages packed with interest, and whose concepts are accessible to me, over a high volume of pages packed with jargon that I am asked to skim through. Note: I promise there is no competition for the longest or hardest reading! Please also be conscious of triggering. We all have areas of extreme sensitivity. If you choose a reading that has

**Activity space journaling**—Choose one activity space you will be in at least once per week (home, school, workplace, gym, volunteer site, etc.) and commit to reflecting (free writing) on the application of concepts learned from class to that space for 10 minutes in your journal after each class. What application might concepts from class have in your activity space? What connections does thinking about these concepts help you make as you navigate your daily life? Does your learning change your behaviour or your experience in any way? Sometimes you might make profound connections; other times not. Don't worry, just keep writing and I anticipate you will be surprised at what emerges.

**Advocacy/Application Project**—Explore the importance of the concepts of gender, sexuality and identity (one, two, or all three) in a particular geographical context that is important and meaningful to you. Generate a concrete outcome that advocates for change. For example, suppose you want to become an elementary school teacher, you could design one lesson plan for a module taught in the current BC curriculum that would change your students' learning in positive and age appropriate ways around gender identity. OR, for example, suppose you volunteered in a refugee welcome centre, you could help design a resource brochure for that refugee community that took account of gender relations for that community. There are many different possibilities. Please be creative. Pick something that really interests you, connects to your activity spaces, and where you would like to make a difference.

**Creative Representation**—Our identity(ies) and understanding of same is often hard to express in words. By the end of the course I would ask you to submit creative piece that represents (re)claiming identity(ies). This need not be explicit. It can reveal as much or as little as you wish (that is safe for you). You also do not have to be a skilled artist. It could be a photo, a graphic, a craft application, a ceramic tile, as well as a drawing, sketch or painting, etc. The choice is yours. We will share and reflect on our creations in the last class of the term.

**Resources**—I will put any supporting learning resources for the course identit



