



**University
of Victoria**

This course is being taught on the traditional, ancestral, and unceded territories of the Lək̓ʷəŋən Peoples, known today as the Esquimalt and Songhees Nations, and the WSÁNEĆ Peoples. Throughout the term, we will deepen our understanding of what it means to live and learn within the specific cultural, political, and historical Indigenous territories in which we are situated.

PERSONAL SPACE: EXPLORING GEOGRAPHIES OF GENDER, SEXUALITY AND IDENTITY

Instructor: Justin Rhoden

Course Code: GEOG409 A01 (21617)- Spring 2025

Email: jrhoden@uvic.ca

Course Time: Tuesday & Wednesday 2:30pm – 3:50pm

Office: DTB B208

Location: Clearihue C113

Office Hours: Tuesday 4:00 pm – 5:00 pm

COURSE DESCRIPTION

This course explores how our collective disciplinary geographical interests in gender, sexuality, and identity intersect with our personal and unique spaces of reflection, action and interaction. It was developed at the request of past and present students in Geography who wanted to explore a variety of identity issues in a safe environment. For this reason, the course is designed to be somewhat co-created and student directed. I will bring content knowledge, introduce you to some geographers who are well-known (and definitely worth getting to know) in the field, help you sample the literature and key ideas, and generally support your learning in any way I can. I hope you will bring your own context and questions to explore.

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 LGBTQ2+ 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.

Although 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, Non-binary, Queer, Two-Spirit and Masculinist discourses as they relate to geography
 - 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, relationships to nature, and so on
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LEARNING OUTCOMES:

- Gain the ability to link theoretical perspectives to lived experiences and realities.
- Ability to recognize, critique, and challenge “othering” based on gender, sexuality, and identity.
- Critical appreciation for the complex roles and multiple ways in which geographies are implicated within and woven through our everyday lives.
- Apply concepts from the course to your own personal space.
- Read and be inspired by critical thinkers in the field.
- Demonstrate, and engage in, co-created learning with your peers.

- Improve your understanding of how the social constructs of gender, sexuality and identity underlie many issues of social injustice.

You can expect to acquire the following skills:

- **Critical Thinking:** by applying seminar discussions and readings through weekly reflections, students will develop an ability to think critically about the geopolitical ideas that have historically shaped and continue to inform political events.
 - **Communication:** to develop written communication skills through written work, and to develop verbal communication skills and self-confidence through seminar discussions as well as student presentations.
 - **Time Management and Personal Responsibility:** by attending seminars and by handing in assignments on time.
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REQUIRED TEXT(S)

There is no required textbook for this course. All readings are available through the UVIC libraries.

EVALUATION

Assignment	Due Date	Value
In Class and Online Participation	ongoing	20%
Class Facilitation	TBD	15%
Paper Proposal	Feb. 11	15%
Peer Review	Feb. 14	10%
Term Paper	Mar. 29	35%
Creative Identity Representation	Apr. 2	5%

ASSIGNMENT AND ASSIGNMENT DETAILS

1) PARTICIPATION (20%) – ONGOING THROUGHOUT TERM

- IN-CLASS PARTICIPATION

Students are expected to actively engage in classroom discussion by asking questions, offering answers, and active listening. This is not an attendance grade, however, if you don't attend it is impossible to participate in-class.

- ONLINE PARTICIPATION

Students are required to post brief (200-300 words) but thoughtful reading reflections on the discussion forum on Brightspace (<https://bright.uvic.ca>). The purpose of the reading reflection is to encourage students to complete and begin thoughtfully engaging with the readings before class time. Reading reflections **SHOULD NOT BE SUMMARIES** of the readings but rather initial thoughts and reactions to the articles, questions they raise for you, key themes and ideas you gravitated to, moments they inspired you to reflect on and so on. Reading reflections are due each Monday at 11:59pm.

2) CLASS FACILITATION (15%)

Starting in week 2, each student (or pair of students) will pick one class where they will prepare and lead a 60-minute discussion on the readings for the week. 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(s) to everyone. The presenter(s) will identify and explain the main concepts from the reading, the significance of these ideas/interventions, and then generate a discussion based on the questions identified.

Please use the “**Facilitation Sign-up Sheet**” on Brightspace to sign up for a date by January 10, 4:00pm.

3) **TERM PAPER AND PAPER PROPOSAL (50%)**

Throughout the course, you are encouraged to think critically about the theoretical and empirical relevance of the issues we will explore and how they shape they shape our own social locations as this will prepare you for your final essay. Although the thesis and aim of the essay are up to you, you will need to demonstrate your critical engagement with (at least) one of the course's major themes.

In this essay, you are expected to demonstrate that you understand the concepts you have chosen at a theoretical level. You will also need to show a 'real world' application of the concepts by providing empirical examples, or a case study – preferably one that has not been addressed in one of the weekly presentations (but we can discuss this further). Empirical examples may include drawing on a newspaper article, a TV show or film, a song or music video, or some other life experience, which should put the theoretical concept at an 'everyday' level to you. Make the theoretical material! The term paper consists of two parts (1) a paper proposal and annotated bibliography and (2) a final "Term Paper".

- **PAPER PROPOSAL – (15%) – DUE FEBURARY 11, 11:59PM**

Students are required to submit a paper proposal in preparation of their final paper. There are two necessary components for your proposal i) write-up of your research questions and rational and ii) an annotated bibliography.

- i) For your write-up, please describe what you proposed to research. A brief overview, what questions you will answer, the reason why it is a relevant question, and what theory you will include in your analysis.
- ii) For your annotated bibliography, please include ten sources (a minimum of six academic) relevant to your topic and recent (i.e., from 2005 – present). If you are using an older source, please describe why this is still relevant even with age. Clearly and concisely describe how each source may be useful in your final paper.

PAPER PROPOSAL FORMAT

Paper proposal should include your name on the top right-hand corner of your first page (not a title page).

1. The proposed title of your paper
2. Background/ Context
3. Research question
4. Significance of the research/why does it matter?
5. Theories used / theoretical framework (Be specific!)
6. Annotated Bibliography high-quality academic sources relevant to the topic above.

See “Term Paper Proposal” on Brightspace for more details

- TERM PAPER- (35%) – DUE MARCH 29, 11:59PM.

Your final paper should build on the feedback from your paper proposal to craft a thoughtful, and engaging research paper. Final papers should be 15-20 pages double-spaced, Times New Roman, 12 Font, 1” Margins. Your final Paper should include:

1. A title page with the title of your paper, name, course code, date,
2. Abstract (150-250 words)
3. Introduction/Background
4. Theoretical Frameworks
5. Discussion
6. Conclusion

See “Term Paper Guidelines” on Brightspace for more details

4) PEER REVIEW WORKSHOP- (10%) DUE FEBURARY 14, 11:59PM

Students will be responsible for undertaking reviews of two of their peers’ research proposals and annotated bibliographies. On February 12, each student will bring two extra printed copies of their research proposals. These copies will be circulated to two peers and students will each be responsible for completing two reviews of their peers’ work. Students will be assessed on the level of effort, detail, and

engagement that they put into the peer review. Completed peer reviews will be submitted via Brightspace by February 14th 11:59PM.

5) CREATIVE REPRESENTATION – (5 %)

Our identity(ies) and understanding of same is often hard to express in words. By the end of the course I will ask you to submit a creative piece that represents (re)claiming identity(ies). This need not be explicit - it can reveal as much or as little as you wish. 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 on *April 2, 2025*.

IMPORTANT ASSIGNMENT NOTES:

EXPECTATIONS FOR WRITING

For all written course assignments, students will be evaluated on their analytical skills, writing, referencing, and their ability to develop and sustain an argument. Assessment of writing skills will include elements such as grammar, punctuation, sentence structure, clarity, and organization. Students are encouraged to make use of the services offered through the Centre for Academic Communication:

<https://www.uvic.ca/learningandteaching/cac/>

GUIDELINES FOR FORMATTING ASSIGNMENTS

All written assignments are to be submitted in Times New Roman, 12pt font, double-spaced with standard margins. You are welcome to use MLA, APA, or Chicago style but must be consistent with your choice.

GUIDELINES FOR SUBMITTING ASSIGNMENTS & LATE ASSIGNMENTS

Written assignments are to be submitted on Brightspace by midnight on the day they are due. Late

assignments are penalized 5% per day (including weekends and holidays). Note that an assignment submitted ten or more days after the due date will be assigned a grade of 0%. Students are responsible for any assignments announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements.

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

UVIC's Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange

appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environments for all its members.

SEXUALIZED VIOLENCE RESOURCE OFFICE (SVRO)

If you have been directly or indirectly impacted by sexualized violence, reach out to the SVRO for information, advice, resolution options (restorative and disciplinary) as well as support options and referrals. The SVRO is both survivor-centred and trauma-informed in their approach.

eqhr01@uvic.ca

Sedgewick C Wing

www.uvic.ca/svp

EQUITY AND HUMAN RIGHTS (EQHR)

UVic Equity and Human Rights is a resource for students, staff and faculty who have experienced discrimination and harassment and are looking for informal and formal resolution options as well as advice, coaching and/or education. We are available for confidential consultations so that you can ask questions and learn your options.

eqhr01@uvic.ca

Sedgewick C Wing

www.uvic.ca/equity

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international

students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

Health and Wellness:

Remember to take care of yourself throughout the term! Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* uvic.ca/services/cal/. *The sooner you let us know your needs the quicker we can assist you in achieving your learning*

goals in this course.

Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

uvic.ca/services/indigenous/students/programming/elders/index.php