

2020 Provost Diversity Curriculum Grant Report

Challenging Assumptions: We Can All Be Feminist Geographers

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Goals

The main goal for this project was to develop and teach a new course in the Geographic Science program, “Feminist Geography.” The course aimed to attend to legacies of and modern realities of marginalization and oppression, focusing on topics around social identities and the politics of space. It also aimed to ask students to challenge social assumptions about differences at multiple scales. Specific goals for the grant included:

- Offering two iterations of “Feminist Geography” under a rotating topics course designation
- Proposing “Feminist Geography” as a standalone GEOG course
- Curating a new, two-course option for sequential study on feminist and gendered geographies

Outcomes

This grant enabled me the time to achieve each goal and resulted in several positive outcomes for my students, the GS curriculum, and for my own development as a social justice educator and scholar. Specifically:

- The grant afforded me the opportunity to develop the new course during Summer 2020 in preparation for its first offering in Fall 2020. The timing of this opportunity became especially salient due to the complexity of global challenges and inequities brought to light in 2020 – many of which became focal points for discussion and learning in the course. I developed the curriculum with current events in mind, adopting a combination of older and newer readings, news articles, videos, and other media.
- With a few revisions, I offered a second iteration in Spring 2021. Both received overwhelmingly positive evaluations. Highlights for students included exposure to new ideas and ways of thinking as well as opportunities for reflection and discussion on topics like feminist science, privilege, identity, and justice.
- I proposed the course as a standalone 300-level course for GS elective credit. The proposal was approved by GS faculty and is currently moving through the university approval process.
- In the same proposal, I also proposed a second standalone 400-level course for GS advanced sequence credit, “Gendered Geographies.” This is a course I have previously taught several iterations of under a different rotating topics course designation. The proposal puts “Feminist Geography” as the first of the two-course option for sequential study for GS majors, and this was also approved by GS faculty.
- Both iterations of “Feminist Geography” included non-GS majors, offering opportunities for students to exchange ideas from different academic backgrounds. Relatedly, both “Feminist Geography” and “Gendered Geographies” have received preliminary approval to offer credit to WGSS students as well.

Appendices included in the following pages

Appendix A: Syllabus (Spring 2021)

Appendix B: Sample of anonymous student reflections

Appendix C: Proposal for new GEOG courses

Final notes

I believe this grant offered so much value and potential for my students, the Geographic Science program, and for my own growth – thank you for your support on this proposal!

APPENDIX A. Syllabus, Geog 350: Topics in Geography – Feminist Geography

Spring 2021 | 3 credits | Tuesday/Thursday 4.20–5.35pm | Hybrid: EnGeo 1209 and online
Dr. Kayla Yurco (she/her/hers) | yurcokm@jmu.edu | EnGeo 2109 | Office hours TBA

Course description

Welcome to Geog 350! This is a survey course of feminist geography: a field of scholarship and practice that explores how geography can illuminate our understandings of gender and other social categories, and how feminist approaches can conversely illuminate geographic processes. We will first examine gender and women's issues as related to geographic theory and practice. Then, tracing the evolution of the field of feminist geography itself, we will consider power dynamics as related to many types of identities (not just gender but other social categories such as ethnicity, race, sexuality, and others that may be visible, invisible, static, and/or dynamic) and subjectivities (the ways in which our experiences shape our understanding about ourselves, others, and the world around us). Our discussions will foreground the idea of intersectionality, emphasize the concept of embodiment, and prioritize participatory and inclusive methods in knowledge production. As such, this course roots itself in social justice concerns: in contextualizing diverse social identities within space and place, we will foster personal and collective commitments to promoting equity, access, and inclusion from the local to the global.

Course objectives

After successfully completing this course, you will be able to:

1. Describe the connection of gender to other social categories, and explain how these relationships are influenced by and influencing of spatial structures of society.
2. Identify and analyze the politics of social difference in everyday events as related to geographic concepts of space, place, and scale.
3. Articulate how global, institutional, and intimate spaces are gendered, racialized, classed, and more.
4. Develop critical thinking, writing, and speaking skills relevant to complex issues in feminist geography.
5. Recognize and describe the value of reevaluating one's own perceptions of feminist geographic processes over time.

A note on my teaching philosophy and an invitation to our class community

Learning *how to learn* about the world around you and how to present analyses and arguments in a concise yet informative manner is critical for our modern era. In this course we will certainly learn about topics listed above and others, but we will also learn about learning as a process (e.g., research techniques, discussion strategies, and writing skills); we will, ideally, learn about ourselves; and we will certainly learn from one another. I offer this to let you know I care just as deeply about iteratively developing our critical thinking and communication skills as I do our discipline-specific content. I also care very deeply about intentionally building a class community of which we all want to be part. And, last but most importantly, I care about each of you! I will do my best to ensure that your perspectives, concerns, questions, and stories will be welcomed, received with gratitude, and respected, whether about our content or course itself. Some of the materials covered in this course may be considered challenging, and I see it as my responsibility to help you process complexity in a constructive and productive manner. In so doing, we'll work to think across disciplinary perspectives, cultural norms, and our own assumptions and biases. In this forum, intimidating remarks, particularly of sexist, racist, or homophobic natures, will not be tolerated. We will all treat each other with respect. Failure to do so will result in a failure to complete this course successfully. As a scholar, educator, and lifelong student, I am committed to doing all that I can to ensure our classroom is an open space for growth and the exchange of ideas. If you take this course, I ask that you commit to the same.

Course format

Due to the COVID-19 pandemic, this course is formally designated as a "Hybrid" course. Class will be largely conducted via discussion and group activities through live interactions online over Zoom or in-person. This semester will require us to be flexible in a dynamic situation; please refer to Canvas for regular updates on course meetings.

Assignments

The list below serves as a brief overview of class assignments. We will discuss detailed instructions for each assignment throughout the semester in class. I am also happy to discuss them with you individually as is helpful.

Involvement (10%). Your “Involvement” forms the basis for how we shape our class into a place we all want to be and learn. Involvement means that you come to class having carefully completed the required reading assignments and that you are ready to discuss the material. You don’t have to have all the answers, only the willingness to think with us. Given the importance of discussion and in-class activities for this course, attendance is expected. Additionally, active, thoughtful, respectful, and regular involvement with the course materials, activities, your classmates, and me is necessary for your success in this course. I recognize that all students learn and interact with others differently, and I will make a strong effort to accommodate all learning styles to ensure that you are comfortable participating in class in a variety of ways. Please talk with me if I can do more to create a positive learning environment for you. If you ever have questions regarding this component of your grade, please ask.

Reading Reflections (RRs) (10 @3% each = 30% total). Reading Reflections (RRs) are an opportunity to engage with, question, and critically reflect on required readings, and they are intended to help you prepare for class. RRs should be ~450–600 words and are to be turned in before the start of class in the appropriate folder on Canvas. These are NOT to be a summary of reading materials. Rather, they are a space for your reactions, questions, challenges, disagreements, and connections – thoughts that will help demonstrate that you are prepared to contribute meaningfully in class. Please also include 2–3 “Discussion Questions” for class discussion in your RRs and have your assignment accessible during class. One RR may be turned in on any day that there is assigned reading (please see course schedule below) and, if multiple readings are assigned for that day, your RR must discuss all of them. Late reflections are generally not accepted, as the main goal is to prepare for class. We will discuss more details in class.

In-Class Essay (2 @15% each = 30% total). There will be one In-Class Essay roughly midway through the course intended to help you articulate what you have learned so that you may draw from these insights as you prepare for later class assignments. There will be a second In-Class Essay at the end of the term intended to help you reflect on your perspectives related to course content as a whole. These are not exams per se; they are opportunities for you to apply course concepts to ongoing events and to reflect on the evolution of your personal perspectives related to feminist geography. We will discuss more in class to help you prepare.

Project (30% total). You will choose a topic or case study of special interest to you and work to explain and analyze it from a feminist geographic lens; i.e., by applying some of the concepts, theories, and frameworks we discuss in class to your topic. We will use some class time, including a Project Workshop, to help you make progress on your topic choice. Then, you will conduct research out of class and write a **Proposal (10%)** that details your topic choice and preliminary research. Later in the semester you will give a 10-minute **Presentation (10%)** on this topic during class. Finally, you will write a **Peer Reflection (10%)** that will let you engage with your classmates’ presentations and synthesize course themes. We will discuss each aspect of the project in class.

Grading summary

Involvement	10%
Reading Reflections (10 @3%)	30%
In-Class Essay (2 @15%)	30%
Project (Proposal @10%, Presentation @10%, Peer Reflection @10%)	30%
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	100%

Assessment

A	>94	B+	87-89	C+	77-79	D+	67-69	F	<59
A-	90-93	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

Other important notes

Required texts: There is no required textbook; all readings and other media will be posted on Canvas.

Late work: Please plan ahead to the best of your ability to complete your work on time, and please let me know if and when I can do more to support you. Given the nature of the assignment and many options throughout the semester, Reading Reflections will generally not be accepted late. Other assignments will only be accepted late on a case-by-case basis. If, for example, you are ill or if you experience an emergency, please inform me as soon as you are safe, well, and able to do so, and I will do my best to work with you. If you feel you are struggling or falling behind for any reason, please see me so that we can work together to ensure a positive experience in this course.

Add/drop: Please note that the deadline for adding or dropping this course through MyMadison for the Spring 2021 semester is January 29, 2021. The deadline to withdraw with a "W" grade for the Spring 2021 semester is March 19, 2021. If you have concerns about your grade or want to consider the option to withdraw, please feel free to talk with me in advance of the deadline.

Inclement weather: Classes do not meet when the university is closed. In the event of inclement weather, please check <http://www.jmu.edu/> for information.

Academic integrity and disruptive behavior: JMU's Honor Code is posted in the *Student Handbook* and is available online at <http://www.jmu.edu/honorcode/code.shtml>. It is your responsibility to familiarize yourself with and comply with the JMU Honor Code, and I am always happy to help you understand any part of the code. Especially relevant to our course is how to properly reference other people's scholarly work. This practice strengthens your scholarship by offering you greater authority and by placing your work within larger intellectual discussions. You must provide proper citations when you reference others' ideas, and you may not copy or paraphrase material from other sources without acknowledging them. This constitutes plagiarism, whether intentional or not, and plagiarism is a serious academic offense. You also may never turn in an assignment that you did not write entirely yourself or turn in an assignment for this class that you have previously turned in for another class. Engaging in such activities may result in a failing grade for the class and/or suspension. Let us avoid any of these outcomes: please see me at any time if you have questions about what constitutes plagiarism or about how to properly cite reference material.

Inclusion: JMU is a community dedicated to diversity and inclusivity. As faculty, we believe that learning environments should support a diversity of thoughts, perspectives, experiences, and identities. We invite you to share anything with us that might help create a more inclusive and welcoming learning environment.

Accessibility: This course is intentionally designed to be welcoming and accessible to everyone. Please let me know immediately if you encounter a required element, resource, or activity in the course that is not accessible to you. Also, I invite you to let me know of changes I can make so that the course is more welcoming and accessible to students who take this course in the future. If you have a documented disability or think you may have a disability and request reasonable accommodations to participate in this class, complete course requirements, or benefit from the university's programs or services, please contact the Office of Disability Services (ODS) as soon as possible (disability-svcs@jmu.edu or 540-568-6705). The ODS works confidentially in partnership with students, faculty, and other departments to ensure equal access through universal design and reasonable accommodations.

Religious observations: I am happy to provide reasonable and appropriate accommodations to students requesting scheduled absences for religious observations. Please notify me as early as possible so that we may consider and discuss alternative assignments if necessary.

Basic needs and security: If you, or someone you know, are having difficulty accessing sufficient food to eat every day or lack a safe and stable place to live, you are encouraged to contact the Dean of Students for support (deanofstudents@jmu.edu or 540-568-6468). Additionally, if you are comfortable doing so, please notify me so that I may provide additional resources.

Wellbeing: As a university student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges, you are encouraged to connect with the Counseling Center (<https://www.jmu.edu/counselingctr/> or 540-568-6552). Their services are free and confidential, and they can direct you to other available resources.

Course schedule

Please note that this schedule is subject to change. Canvas will have the most up-to-date schedule with required readings, assignment instructions, and assignment due dates. To help you plan, an asterisk (*) in the first column indicates each day that you have a Reading Reflection opportunity.

Dates and course topics	Important notes
<i>Part I. Setting intentions</i>	
Week 1 (1/19, 1/21)	
Week 2 (1/26*, 1/28*)	
Week 3 (2/2*, 2/4*)	
Week 4 (2/9, 2/11*)	2/9: No class (Assessment Day)
<i>Part II. Bodies in spaces and places</i>	
Week 5 (2/16*, 2/18)	2/18: No class (Dr. Yurco at conference)
Week 6 (2/23*, 2/25)	2/25: Project Workshop
Week 7 (3/2*, 3/4*)	
Week 8 (3/9*, 3/11)	3/11: In-Class Essay 1
<i>Part III. Alternatives to traditional geographies</i>	
Week 9 (3/16*, 3/18*)	3/18: Project Proposal due
Week 10 (3/23*, 3/25*)	
Week 11 (3/30*, 4/1*)	
Week 12 (4/6*, 4/8)	4/8: No class (JMU Break)
<i>Part IV. (Feminist) ways of knowing geography</i>	
Week 13 (4/13*, 4/15)	
Week 14 (4/20*, 4/22*)	
Week 15 (4/27, 4/29)	4/29: Peer Reflection due
Final Exams (4/30–5/6)	TBA: In-Class Essay 2

Addendum to syllabus: Course materials (posted on Canvas)

Class topic	Readings
Part I. Setting intentions	
Introduction	n/a
The danger of a single story	<ul style="list-style-type: none"> Chimamanda Ngozi Adichie (2009), "The danger of a single story" (TED)
History of feminist geography	<ul style="list-style-type: none"> Ann Oberhauser, et al. (2018), "Engaging feminist spaces: Introduction and overview" (<i>Feminist Spaces: Gender and Geography in a Global Context</i>)
History of feminism	<ul style="list-style-type: none"> Constance Grady (2018), "The waves of feminism, and why people keep fighting over them, explained" (Vox) Alisha Haridasani Gupta (2021), "Fulfilling a promise: A cabinet that 'looks like America'" (NYTimes)
Defining feminism	<ul style="list-style-type: none"> bell hooks (2000), excerpts (<i>Feminism is for Everybody</i>)
Performativity	<ul style="list-style-type: none"> Michael Kimmel (2017), "Introduction" (<i>The Gendered Society</i>) Emma Goldberg (2020), "Women doctors ask: Who gets to decide what's 'professional'?" (NYTimes)
Subjectivities and identities	<ul style="list-style-type: none"> UC Davis, LGBTQIA Resource Center Glossary (https://lgbtqia.ucdavis.edu/educated/glossary)
Part II. Bodies in spaces and places	
Bodies in cities	<ul style="list-style-type: none"> Leslie Kern (2020), "Is it time to build feminist cities?" (Vox) Julianne McShane (2020), "What does a more feminist city look like? Ask this geographer" (<i>The Lily</i>)
Mapping bodies	<ul style="list-style-type: none"> Marianna Pavlovskaya and Kevin St. Martin (2007), "Feminism and geographic information systems: From a missing object to a mapping subject" (<i>Geography Compass</i>) Cathy Newman (2014), "Mapping out the hidden world of women cartographers" (<i>National Geographic</i>)
Gendered natures	<ul style="list-style-type: none"> Charis Thompson and Sherilyn MacGregor (2017), "The death of nature: Foundations of ecological feminist thought" (<i>Routledge Handbook of Gender and Environment</i>) Carolyn Merchant (1980), excerpt from <i>The Death of Nature</i>
Gendering climate change	<ul style="list-style-type: none"> Marcela Tovar-Restrepo (2017), "Planning for climate change" (<i>Routledge Handbook of Gender and Environment</i>) Katharine Wilkinson (2018), "How empowering women and girls can help stop global warming" (TED)
Part III. Alternatives to traditional geographies	
Deconstructing race	<ul style="list-style-type: none"> American Anthropological Association (1998), "Statement on race" Elizabeth Kolbert (2018), "There's no scientific basis for race – it's a made-up label" (<i>National Geographic</i>)
Centering Black geographies	<ul style="list-style-type: none"> Camilla Hawthorne and Brittany Meche (2016), "Making room for Black feminist praxis in geography" (<i>Society and Space</i>)
Challenging ableist geographies	<ul style="list-style-type: none"> Vera Chouinard (1997), "Making space for disabling differences: Challenging ableist geographies" (<i>Environment and Planning D: Society and Space</i>)
Disability studies	<ul style="list-style-type: none"> Cara Giamio (2017), "How to learn geography with your hands" (Atlas Obscura)

	<ul style="list-style-type: none"> • Andrea Massey (2020), "Reveal: Empowering people with visual impairments to navigate the world" (ESRI)
Queering geography	<ul style="list-style-type: none"> • Jen Jack Giesecking (2013), "A queer geographer's life as an introduction to queer theory, space, and time" (<i>Queer Geographies</i>)
LGBTQ spaces and places	<ul style="list-style-type: none"> • Jen Jack Giesecking (2016), "LGBTQ spaces and places" (from <i>LGBTQ America: A theme study of LGBTQ history</i>)
Queer ecologies	<ul style="list-style-type: none"> • Alex Johnson (2011), "How to queer ecology: One goose at a time" (<i>Orion Magazine</i>)
Part IV. (Feminist) ways of knowing geography	
Situating feminist knowledges	<ul style="list-style-type: none"> • Joanne Sharp (2005), "Geography and gender: Feminist methodologies in collaboration and in the field" (<i>Progress in Human Geography</i>) • Melissa Wright (2008), "Gender and geography: Knowledge and activism across the intimately global" (<i>Progress in Human Geography</i>)
Positionality	<ul style="list-style-type: none"> • Dana Cuomo and Vanessa Massaro (2016), "Boundary-making in feminist research: new methodologies for 'intimate insiders'" (<i>Gender, Place & Culture</i>)
Doing feminist geography	<ul style="list-style-type: none"> • Linda McDowell (1997), "Women/gender/feminisms: Doing feminist geography" (<i>Journal of Geography in Higher Education</i>)
Thinking forward	<ul style="list-style-type: none"> • Luvvie Ajayi (2017), "Get comfortable with being uncomfortable" (TED)

APPENDIX B. Sample of anonymous student reflections

*Students were asked to reflect on **the greatest strengths of feminist geography** as well as the question “**should all geography be feminist geography?**”*

“Change is the greatest strength of it all. The field of feminist geography is new and the ideas that come about through it are new to society. It is human nature to shy away from change and accept what is comfortable to us. I think what makes feminist geography so powerful is that it is not comfortable to us, it is asking us to challenge the beliefs we have acquired throughout our lives. In other words, to reflect on invisible and visible identities of a person and challenge the assumptions you have made about them. As a society, we are learning to accept change and realize that humans are complex but as we continue to experience life, we should be willing to accept change in our thinking process.”

“Applying the ideas of positionality to any social identity I come across in my life is so important because it helps you recognize the distance and place I am in when researching something and to recognize that identities and privileges that I have impact my knowledges that I may be spreading to other people. Going on after this course and learning those important lessons will certainly help me be more inclusive, respectful, openminded, and ready to be presented with identities and knowledge that I may have no experience with.”

“This semester taking feminist geography has done nothing short of fully opening my eyes to what the world could and should be. Feminist geography, despite the name, does not only involve women and women in geography rather how to be inclusive in geography and recognizing issues and hardships it may cause for others then figuring out a way to fix it.”

“I stand by that this is one of my favorite classes that I have taken at JMU. I feel as though I have walked away with such a new way of thinking about ideas relating to race and gender. In addition, I have gained a new appreciation for these topics and feel that every single student should be required to take this as a general education course.”

“I think I became comfortable with being uncomfortable and let myself lean into this section of class with so much new information and let myself ask questions and reflect on myself in these situations.”

“I think that the three greatest strengths of Feminist Geography are how broad it is, inclusivity, and the critical lens it provides... the subject of Feminist Geography is so broad which allows us to apply it to many different things from population diversity within cities to the portrayal of women in manga. The door can be wide open with this subject and I think that the presentations we did this semester provide a great example of how diverse we can get. It went from the like a girl campaign to gender roles on the show *Friends* and provided insight to topics I never thought of.”

“I think that all geography can be feminist geography and it should be as it provides yet another perspective or way of looking at a situation. If we can declare that Geography is the mother of all science and how most sciences can relate back to geography, then there is nothing stopping us from saying the same about Feminist Geography.”

“I really think that we should include feminist geography to be more mainstream as it has changed my way of thinking drastically this year and could do the same for almost all of society if they had access to the same perspective I was introduced to. This subject has connected with me on levels I did not even know of myself until I took this class and I know could provide such a huge perspective on today’s issues if it were to be included in all of geography.”

“...the third strength of feminist geography comes down to uncovering the historical importance of female bodies in scientific fields across time and space. I had never heard of or learned about the women we had discussed in class, such as Donna Haraway or Marie Tharp, who had a major influence in the world of cartography and geography as a whole. By learning about prominent female figures within science, I felt as though I was discovering something that should be taught in classrooms all over the country. Women are known to have been written out of various forms of scientific and historical findings for centuries, and the same goes for almost all areas of academic and social life as well. I hope that strong and prominent female and feminine figures continue to fight for positions alongside their male counterparts, because it is important for the future of young people and how they perceive the world.”

“Thanks again... in the end it has helped me a lot and educated me in ways I desperately needed.”

APPENDIX C. Proposal for new GEOG courses

This proposal has been approved internally by Geographic Science faculty and is moving through the university-wide approval process.

The two proposed courses listed here represent courses new to the Geographic Science program that may be taken as standalone courses or in sequence for both breadth and depth in the field of feminist and gendered geographies.

Geog 377: Feminist Geography (3 cr.)

Geog 477: Gendered Geographies (3 cr.)

Geog 377: Feminist Geography (3 cr.)

- Currently taught as GEOG 350: Topics in Geography (“Feminist Geography”)
- Taught 2 iterations: Spring 2021, Fall 2020
- Developed through support from a 2020 Provost Diversity Grant

Course description (for catalog):

This course introduces the field and practice of feminist geography with emphasis on understanding gender and other social categories such as race, class, and sexuality through a geographic perspective. Concepts and topics examined include the relationship of such identities to spatial politics, culture, knowledge, and social justice.

Prerequisite: GEOG 200 or GEOG 210 or GEOG 215 or GEOG 280, or permission of instructor.

Course overview (from 2021 syllabus):

This is a survey course of feminist geography: a field of scholarship and practice that explores how geography can illuminate our understandings of gender and other social categories, and how feminist approaches can conversely illuminate geographic processes. We will first examine gender and women’s issues as related to geographic theory and practice. Then, tracing the evolution of the field of feminist geography itself, we will consider power dynamics as related to many types of identities (not just gender but other social categories such as ethnicity, race, sexuality, and others that may be visible, invisible, static, and/or dynamic) and subjectivities (the ways in which our experiences shape our understanding about ourselves, others, and the world around us). Our discussions will foreground the idea of intersectionality, emphasize the concept of embodiment, and prioritize participatory and inclusive methods in knowledge production. As such, this course roots itself in social justice concerns: in contextualizing diverse social identities within space and place, we will foster personal and collective commitments to promoting equity, access, and inclusion from the local to the global.

Course objectives (from 2021 syllabus):

After successfully completing this course, you will be able to:

1. Describe the connection of gender to other social categories, and explain how these relationships are influenced by and influencing of spatial structures of society.
2. Identify and analyze the politics of social difference in everyday events as related to geographic concepts of space, place, and scale.
3. Articulate how global, institutional, and intimate spaces are gendered, racialized, classed, and more.
4. Develop critical thinking, writing, and speaking skills relevant to complex issues in feminist geography.
5. Recognize and describe the value of reevaluating one’s own perceptions of feminist geographic processes over time.

Geog 477: Gendered Geographies (3 cr.)

- Currently taught as GEOG 470: Senior Seminar in ECSD (“Gendered Geographies”)
- Taught 3 iterations: Spring 2021, Spring 2019, Spring 2018
- Taught currently with human-environment focus but written here to broaden possible emphases

Course description (for catalog):

This seminar examines the gendered nature of local, global, and everyday geographies. Concepts and theories explored emphasize how gender and other social categories such as race, class, and sexuality intersect with geographic concepts of space, place, and scale. Specific topics may vary by semester and emphasize human, human-environment, or other geographic foci.

Prerequisite: Senior standing and either GEOG 308 or GEOG 377 [new], or permission of instructor.

Example course overview (from 2021 syllabus – human-environment emphasis):

This seminar course examines the diverse ways in which geographers have considered, analyzed, and redefined gender, and how human-environment geography may continue to progress by way of women’s, gender, and sexuality studies. The first part of the course will cover conceptual foundations of gendered geographies, including topics such as sex versus gender, feminism, feminist geography, intersectionality, and the spatial politics of gender and other subjectivities (race, class, sexuality, etc.), among others. In the second part we will critically examine gendered dynamics of human-environment geography via case studies about conservation, development, natural resource management, urban planning, and other related topics. In the final part of the course, we will collaborate for you to iteratively develop an individual research paper related to course themes. This course will be discussion-based with opportunities for you to delve deeply into material through reading and writing and to facilitate discussions related to your interests. This means that our course material is flexible and that you will help drive decisions for content with respect to evolving class interests and goals.

Example course objectives (from 2021 syllabus – human-environment emphasis):

After successfully completing this course, you will be able to:

1. Understand conceptual foundations of and recent paradigm shifts in gendered geographies and apply them to human-environment processes.
2. Analyze gendered dynamics as related to a range of natural resource types (e.g., forestry, agriculture, water, wildlife), resource user groups, resource management practices, and regions around the world.
3. Appreciate and articulate the complexities of gendered geographies, including but not limited to social, cultural, political, economic, and environmental aspects of related human-environment issues.
4. Discuss (in verbal and written form) with proficiency specific example(s) of gendered geographies related to your areas of interest.