

Beyond the gender binary: Exploring the spatial nature of gender identities within educational sites.

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Aims:

Was the sexed nature of these spaces apparent and felt by the individual and how does this affect the use of space?

Does the spatialised interpretation of gender bring privilege or repression to the individuals?

How do individuals with non-binary or trans* identities experience spaces within educational settings?

Methodology :

Due to the experience based nature of this project an in-depth qualitative research structure, focused on the participants feelings, was adopted (Browne, 2008). This involved one on one interviews lasting between 30 mins to an hour, the transcriptions and analysis from these interviews formed the basis of the research project, supplemented with academic reading to frame the project within current academic theory and debate.

Wider Debate

Identity politics with LGBTQ community (Sanchez & Vilain, 2012)

Reflective of broader inequality – patriarchal values effect the response to gender transgressions

Threats or perceived threat to masculinity is received with more negativity than other transgressions due to the value placed on masculinity (Halberstam, 1998)

Implications

- Need for role models
- Education
- Participants felt barred from engaging in further study due to past experience

Transgression of gender assumptions was met with negative response

Results

Subtle but institutionalised

Gender is performed in spatialised ways

Bibliography

- Browne, K. (2008). Selling My Queer Soul or Queering Quantitative Research? *Sociological Research Online* 13(1)11
- Halberstam, J. (1998). *Female Masculinity*. Durham: Duke University
- Sánchez, F. & Vilain, E. (2012). "Straight-Acting Gays": The Relationship Between Masculine Consciousness, Anti-Effeminacy, and Negative Gay Identity., *Archives of Sexual Behavior*, Vol.41(1), pp.111-119