



Theme

Ideas and resources

References

Books:

- Clift, S., M. Luongo and C. Callister, Eds. (2002). *Gay tourism: culture, identity and sex*. London and New York, Continuum.
- Flint, C and D. Flint (2001). *Urbanisation: changing environments*. (2d ed). London: Collins Educational.
- Kramer, J. L. (1995). Bachelor farmers and spinsters: gay and lesbian identities and communities in rural North Dakota. *Mapping desire: geographies of sexualities*. D. Bell and G. Valentine. London and New York, Routledge: 200-213.

Activities

Urban geographies: city case studies

A rare curriculum example of teaching about homosexuality is published in *Urbanisation: Changing Environments* (Flint and Flint, 2001 pp93-94). Under the section on patterns of inequality, Paris and Brighton have been selected for Key Stage 4 students to interrogate the multiple relationships between urban areas and their LGB populations.

In particular, the following topics can be introduced:

- social and political changes and their impact on the city
- gentrification and the 'pink pound'
- location of services for LGB people
- specific social spaces (such as gay villages).

Students can research a range of 'gay capitals' and other cities from across the globe in order to begin questioning the politics of:

- ghettoisation versus integration of identity groups
- cluster mapping and the ways in which it can mislead

- visible and invisible identities in relation to income
- multiple identities and how the boundaries of sexuality, race, ethnicity, gender, disability and class intersect.

Migration geographies: rural-urban migration

Many cities, such as Amsterdam and Manchester, and parts of cities, for example London's Soho, San Francisco's Castro and Tokyo's Shinjyuku-ni-chome districts, attract the in-migration of substantial numbers of LGB people. Geography teachers can examine migration patterns of LGB populations to stimulate explorations of:

- the push and pull factors of migration
- why city living appears to hold particular attraction for certain groups within the general population
- the politics of inclusion/exclusion and how these affect individuals and groups in terms of education, employment, leisure, amenities and housing.

Conversely, teachers and students can unsettle dominant notions of cities as gay magnets by examining LGB populations in rural areas such as North Dakota (see Kramer, 1995 – more details in Resources, above).

Tourism

As an expression of temporary migration, tourism offers a space for geography teachers to interrogate LGB holidaymaking (see Clift et al., 2002 – more details in Resources). For example, the Spanish resort of Sitges, Olivia cruises, Dinah Shore Week, Fire Island in New York State or Sydney can be used to examine:

- the relationship between holiday places and lesbian and gay identity construction
- economic activity and the 'pink pound'
- interdependencies between different parts of the world.