Diverse places, identity & belonging

Exploring Islam on Campus

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| Target group | University students (likely first or second year) |
| Duration | 1 hour, approximately (with possibility of extension) |
| Subjects | Primarily aimed at **geography** students, but could be adapted for an interdisciplinary lesson in: anthropology, sociology, religious studies, media studies, politics and more. |

**Overview**

This seminar:

* Draws on the research report, [Re/presenting Islam on Campus report](https://www.soas.ac.uk/representingislamoncampus/publications/file148310.pdf), published by SOAS, University of London. The project researched identity and belonging in relation to the university space.
* Utilises themes and illustrations from the animation, [Outside the Box](https://www.youtube.com/watch?v=P-qeQ3kiW7E).
* Employs a ‘Community of Inquiry’ approach to establishing a safe space to explore these issues, given the sensitivities around the topics discussed.
* To be used alongside: *University Seminar: Diverse Places: Islam on Campus* (.ppt), containing teaching guidance embedded in speaker notes.

**Seminar aims**

* To explore the ideas of **place-making**, **place** and **scale** in relation to **identity**, **belonging** and our **local area** - using research on how Islam is experienced on Campus

**Seminar objectives**

* To learn about the meaning of ‘place’; how it is created, represented and experienced
* To critically think about the subjective nature of place and how our identities can shape the way we interact with particular places
* To explore the concept of ‘scale’, which refers to the different hierarchies in which ‘place’ is experienced (global, national, local, home, body etc.)
* To examine how different scales relate to one another, such as the global and the local and how our identities shape the way these scales are experienced

**Key concepts**

* Place, Place-making & Scale
* Identity & Belonging
* Ethnography & Autoethnography
* Islamophobia

**Pre-seminar reading**

* Students could look at the [Re/presenting Islam on Campus report](https://www.soas.ac.uk/representingislamoncampus/publications/file148310.pdf) and read part of it before the lesson
* Suggested required reading from pages 4 -13, to familiarize the students with the context of the project and its research methods
* Depending on the subject that is being taught, different aspects of the report can be assigned for pre-reading. Quantitative and qualitative data can be found throughout the report (pages 19 - 60), so pre-reading can be tailored to the seminar/subject
* Students could be asked to read something from the further reading (listed below), or other readings that the lecturer wants to discuss in relation to place-making

**Seminar outline**

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| **Starter**  **(5 min)** | **Community of Inquiry:** Establish with your students what a safe space is and why it is important. Students will be faced with a ‘problem’ in this lesson that they must work together to solve and as a result, a safe space must be established. Discuss and establish the values the students want to set |
| **Main**  **(12 min)** | **Place-making, place and scale:** Introduce/re-cap these three key-terms with students. Read Massey’s (1991) extract ‘Global Sense of Place’. The key question that will be explored in the lesson is:  How and why are places experienced differently? |
| **Case Study**  **(13 min)** | **Exploring the research: Islam on campus:** Discuss the key findings and research methods of the Re/presenting Islam on Campus report. Students should have read part of the report prior to the class. Students to discuss the images from the ‘Outside the Box’ animation in relation to identity, belonging and place |
| **Activity**  **(20 min)** | **Reflecting on Place-making:** To begin thinking about place-making and our experiences of place, have students draw a map of campus (or the local area) and include specific locations they use/are important to them. Have students write a narrative account alongside their map. Encourage students to think about questions of belonging, place-making and identity. |
| **Plenary**  **(10 min)** | Students to **discuss** initial learnings and reflections from the activity. Connect these concepts with any pre or follow up readings and broader subject-specific themes. |
| **Assignments &**  **extensions** | Students could create an **ethnographic narrative** on their local area, **co-design an inclusive space** on their own or with other students and/or potentially engage in **further readings** (see below) |

**Resources**

* [Re/presenting Islam on Campus Report](https://www.soas.ac.uk/representingislamoncampus/publications/file148310.pdf), SOAS
* [Outside the Box animation](https://www.youtube.com/watch?v=P-qeQ3kiW7E), PositiveNegatives
* [About Re/presenting Islam on Campus](https://www.youtube.com/watch?v=9PzwS23CA3U&feature=emb_logo), Prof. Alison Scott Baumann
* [Islam on Campus: research methods & animation](https://youtu.be/BVpg2_JuW2w), Dr Alyaa Ebbiary
* [Edward Said - Framed: The Politics of Stereotypes in News](https://youtu.be/4QYrAqrpshw), Al Jazeera
* [Space matters – but how, why and to whom?](https://blogs.shu.ac.uk/sioe/2016/06/29/space-matters-but-how-why-and-to-whom/?doing_wp_cron=1597872127.8597071170806884765625#), Sheffield institute of Education
* [Diverse Places and the High Street](https://www.rgs.org/schools/teaching-resources/diverse-places-and-the-high-street/), Royal Geographical Society (with IBG)

**Further reading**

* Abu El-Haj, T.R. and Bonnet, S.W (2011) Education, Citizenship and the Politics of Belonging: Youth From Muslim Transnational Communities and the ‘War on Terror’. *Review of Research in Education.* 35(1), 29-59
* Ahmed, S. (2012) *On being included: Racism and diversity in institutional life*. Duke University Press
* McKittrick, K. (2011) On Plantations, prisons and a black sense of place. *Social and cultural geography*, 12(8)
* Puwar, N. (2004) *Space invaders: Race, gender and bodies out of place*. Berg.
* Said, E. (2003) *Orientalism*. Penguin books: London
* Scott-Baumann, A and S Perfect (2020) *Freedom of speech on British university campuses: Islam, charities and counterterrorism.* London: Routledge

**Teaching Guidance**

Anti-racism & Safe Spaces in classrooms

* [A Community of Inquiry: talking to Muslims](https://www.heacademy.ac.uk/system/files/max_farrar_case_studies.pdf), Professor Alison Scott-Baumann
* [Creating Safe Spaces](https://www.tes.com/teaching-resource/creating-safe-spaces-12081148), PositiveNegatives
* [Building the Anti-racist Classroom](https://barcworkshop.org/resources/recommended-reading/)
* [Safe Space, Towards a reconceptualization](https://onlinelibrary.wiley.com/doi/abs/10.1111/anti.12089), Antipode

Research Methods

* [Qualitative vs. Quantitative Research Methods](https://learn.g2.com/qualitative-vs-quantitative-data)
* [Defining ethnography](https://methods.sagepub.com/reference/the-sage-encyclopedia-of-communication-research-methods/i4910.xml)
* [What is autoethnography](https://qualpage.com/2018/11/15/what-is-autoethnography/)

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