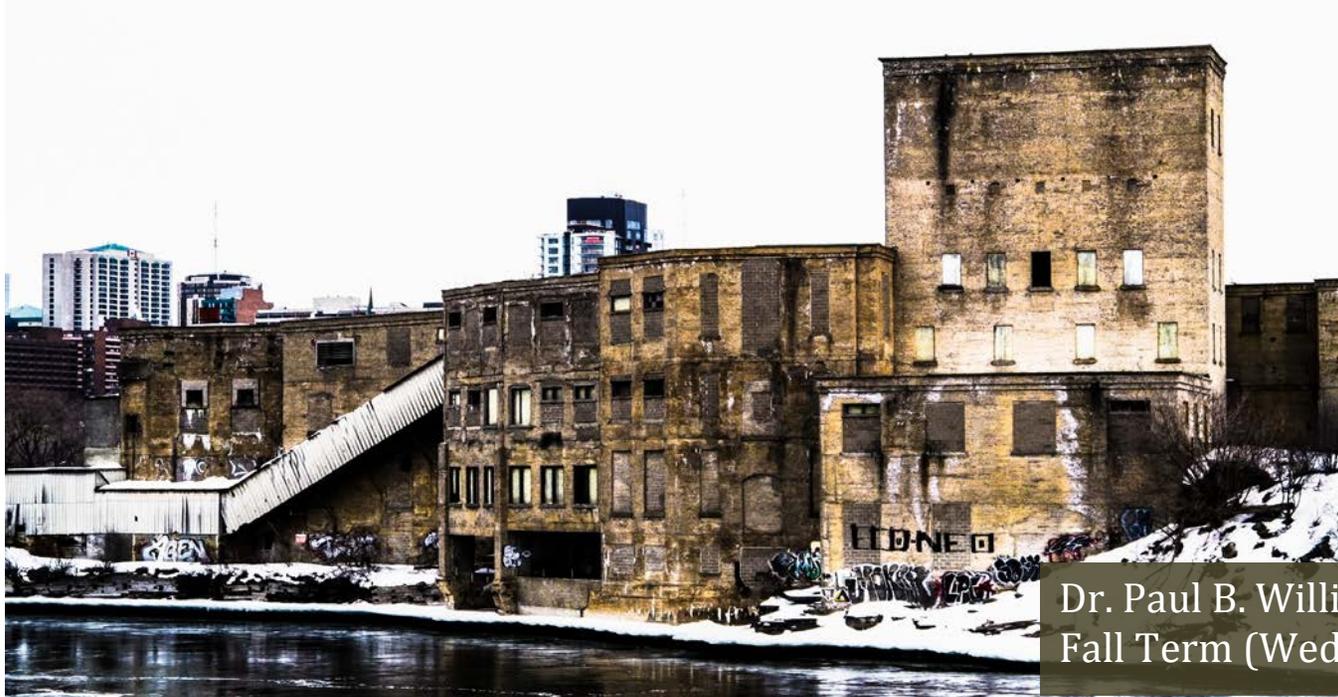


GEOG 4021 *Rethinking Urban Cultural Landscape(s)*

Exploring Urban Culture, Place & Identity – Past, Present and Future



Dr. Paul B. Williams
Fall Term (Weds. 8:35-11:25)

“Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.” Jane Jacobs, The Death and Life of Great American Cities, 1961

“... to human perception, a place is not a place until people have been born in it, have grown up in it, lived in it, known it, died in it – have both experienced and shaped it, as individuals, families, neighborhoods, and communities, over more than one generation. Some are born in their place, some find it, and some realize after long searching that the place they left is the one they have been searching for. But whatever their relation to it, it is made a place only by slow accrual, like a coral reef.” Wallace Stegner 1992

Dept. of Geography and Environmental Studies, Carleton University

GEOG 4021 *Rethinking the Urban Cultural Landscape*

**Exploring Urban Culture, Place & Identity
- Past, Present and Future?**

Class Time: Wed. 8:35 – 11:25 am.

Location: TBA

Instructor: Dr. Paul B. Williams

Office: TBA

Office hours: TBA

Telephone: TBA

E-mail: paul.williams@carleton.ca

Course Prerequisite: GEOG 3021 and fourth-year Honour's standing in Geography, or permission of the Department.

Cultural Geography concentrates on understanding the complex relationships between culture, place and identity in different geographical settings. As more and more people locate to urban areas, many cultural geographers have directed their focus on the how these relationships play out in urban environments.



But what constitutes “urban environments” and what makes them tick. We tend to think of modern cities as monolithic places, but they are multi-layered, dynamic and ever changing. Moreover, they continue to be experienced and imagined in a myriad of different ways. They are made up of a range of different “landscapes”, “places” and “cultures”. Furthermore, the cultural landscapes of Canadian cities are quickly changing and are constantly being reshaped.

In GEOG 4021, we will explore some developments and changes in the urban cultural landscape. We will address the changing nature of the city in the 21st century and look back on how different elements of city life have contributed to the overall feeling and creation of place and identity. In doing this, we will focus on some current and important new developments in Ottawa, including, Lebreton Flats and the Windmill Zibi development at Chaudiere Rapids.

This course will touch on a range of possible themes including, but not limited to, for example:

- Understanding Culture, Place and Identity in an Urban Context
- Reading the Urban Cultural Landscape
- The city in literature, art, film and photography
- Cultural expression and representation in urban areas
- Diverse communities – immigration, migration, ethnic enclaves
- Aboriginal culture in an urban environment.
- “Creative cities” – diversity, “gay ghettos”, artisans and gentrification
- Changing Place - Repurposing/ ReImagining place/ Adaptive reuse
- Commemorative, heritage and public spaces



Course Objectives:

- This course is intended to be an interactive forum in which you can explore and engage in discussions about current developments within cultural geography. In the process, you will become knowledgeable and develop a more critical understanding of conceptual, theoretical and methodological approaches in the field of cultural geography.
- You will be encouraged to bring your own ideas and experiences to bear on the topics we choose to pursue.
- There will also be a strong element of experiential, hands-on geography where you will actively pursue both an individual and a class-based project using field-observations, maps, archives, documents and other materials. In doing this, you will also be asked to conduct original research and to demonstrate your analytical and writing skills.



Course Text:

TBA

We may also be referring to:

The World Cities Cultural Forum 2013

Report: http://www.worldcitiescultureforum.com/sites/all/themes/wccr/assets/pdfs/WCCR2013_low.pdf

The Renewed Action Plan for Arts, Heritage and Culture in Ottawa (2013-18)

<http://www.artsoe.ca/uploads/advocacy/renewed%20ahc%20plan%20e.pdf>

Horizon 2067 The Plan for Canada's Capital National Engagement

http://www.ncc-ccn.gc.ca/sites/default/files/pubs/pfccreportenglishweb_0.pdf

Canada's Capital Core Area Sector Plan

<http://www.ncc-ccn.gc.ca/sites/default/files/pubs/Core-Sector-Report-2005.pdf>

Most of the remaining readings for this course, however, will be assigned on a weekly basis from journal, magazine and newspaper articles. We will also be viewing blogs and websites.



Assignments:

Individual Photo Commentaries (25%)

You will each be required to provide brief photo commentaries for discussion on a weekly basis. These commentaries will consist of an image (preferably one of your own) that illustrates an aspect of each week's discussion (these will be uploaded to the course page on CULearn the day before each class). You will also provide a very brief commentary (**no more than 250 words** for each photo) that explains what the image is attempting to show in terms of the topic of the week (derived from the readings), why you chose this image, what details are important to recognize, and where it was taken. **You must each do five (5 X 5%)**. Moreover, **you each must be prepared to discuss TWO of your commentaries with the class**. The commentaries must be submitted to me no later than 5:00p.m. on the day before the class and I will decide which one's will be discussed. If you are keen to share your commentary in the next class please indicate upon submission.

Class Project (35%)

We will be doing an in-class project that allows us to explore some of the methodologies employed by cultural geographers and applying these to a local situation. Last year, the focus was on a critical analysis of the proposed Windmill-Zibi re-development of the former Domtar Paper Works at Chaudiere Rapids.

As a class the students carried out a critical cultural landscape study of the area around the Chaudiere Falls on both the Ottawa and Quebec sides of the Ottawa River. This included: an understanding of the pre-Contact indigenous landscape; the early settlement and uses of the area; early industrialization; post-industrial disuse; and adaptive reuse and transformation. We were particularly focused on the latter as plans progress for the new Windmill-Zibi redevelopment. The goal was to understand the Zibi Project in the context of the ever-changing cultural landscapes of the area.

This year's project will take a similar approach to other areas of Ottawa-Gatineau. This will be a project that you, as a class, design, organize and carry out (with occasional input from me). To do this study, you will organize yourselves into different tasks. Each of you will be responsible for reporting on one aspect of the overall project. This will require: weekly reporting on findings and progress to the others in the team; a final presentation (both oral and visual) at the end of the term; and a write-up of your findings (see below). The final product will be turned into a static display in the University Library and I will also compile the reports into a final document.

Individual Study (30%)

This individual project requires you to document on a weekly basis your own research contribution for the class project in an online journal. You will first give some background information about your assigned research area and you will then record your observations and research findings as you proceed. You can use any means for recording the information – audio, photographic, video, charts, graphs, etc. – but you must include a **brief**, written commentary each time explaining what you are showing. You will then provide a 10-15 page written report that presents a reflective summary and an analysis of your contributions (the format of this will be discussed in class).

Participation (10%)

Given the nature of this course – the weekly discussions, the preparation of the class project and the small size of the group – attendance is compulsory. Class participation is also a fundamental component of any seminar. The assigned weekly reading material will provide the basis for our discussions. Classroom debates are meaningful and enriching only to the extent that all students have carefully read the assigned materials, and have taken some time to 'digest' and reflect upon them. It is important that you come to class with some questions and/or ideas to be discussed. Although regular participation in classroom discussions is expected from each student, you will not be graded on the number and/or length of your interventions, but rather on the quality and relevance of your contributions to the discussions.

If you cannot attend the seminar due to illness or for any other reason, please send me an e-mail stating the reasons for your absence. Advance notification is mandatory.

Academic accommodations:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website: <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>.

Academic dishonesty:

Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, including plagiarism. Students should be familiar with the University's Academic Integrity Policy (see <http://www2.carleton.ca/studentaffairs/academic-integrity/>).

For more information on plagiarism, its consequences and how to avoid committing plagiarism, see the MacOdrum Library web site on the topic: <http://www.library.carleton.ca/howdoI/plagiarism.html>.