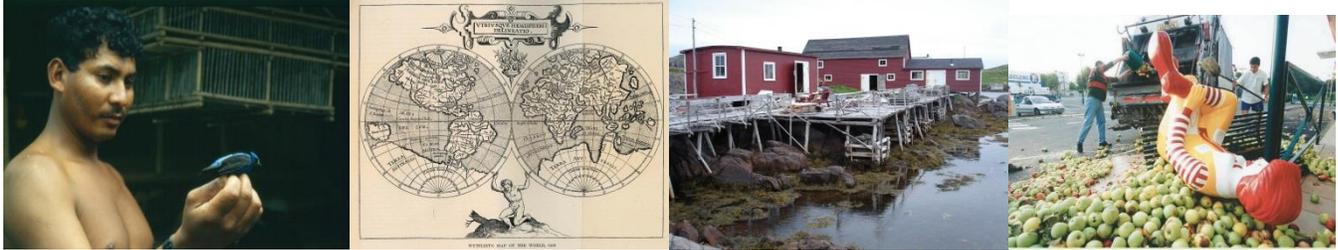


COURSE OUTLINE

Geographies of Culture and Identity (GEOG 3021)

Department of Geography and Environmental Studies, Carleton University, Winter 2018



Course instructor: Derek Smith, B449 Loeb Building
Email: dereka_smith@carleton.ca
Telephone: (613) 520-2600 x 8131

Office hours: By appointment.

Teaching assistants: Gabrielle Hardy, PhD candidate (Geography)

Calendar description:

Examination of culture, identity and place over time. Colonial and other historical processes that have shaped societies from place to place; relationships between cultural groups and their natural surroundings; gender, ethnicity, nationality and other dimensions of identity; impacts of globalization.

Course description:

Culture has been and continues to be a central theme in geography. This is reflected in a tradition of looking at relationships between distinct peoples' way of life and their natural surroundings as well as in current debates related to landscape, place and identity. Colonial and other historical processes that have shaped societies and identities around the world are also of central concern, and provide context needed to better understand contemporary landscapes and places. In an increasingly globalized world, cultural geographers will continue to make important contributions in how to interpret the complex cultural dimensions of economic, social, political, and environmental change.

The purpose of this course is to examine a broad spectrum of concepts and approaches in cultural geography through a combination of lectures, videos, in-class student discussions and other classroom activities, readings, and assignments. Together we will explore topics including cultural landscapes, relationships between people and nature, place and identity, nations and states, colonial legacies, globalization and cultural diversity, and other related concepts and issues. The content will reflect an international approach, but with somewhat greater emphasis on Canada.

Prerequisites: The calendar notes that [GEOG 2300](#) and third-year standing are required prerequisites. Please contact the instructor as soon as possible if you do not have the prerequisites for this course. It will be assumed that students have sufficient background in human geography, as well as the writing skills and critical thinking abilities expected of third-year students. Students who do not have the prerequisites may be at a significant disadvantage.

Course objectives:

- To become familiar with the historical development and current orientations of the field of cultural geography;
- To become knowledgeable about a wide range of core concepts in this field;
- To develop an understanding of different methodological and theoretical approaches in cultural geography; and
- To improve critical thinking and writing skills, and the ability to evaluate and critique academic publications.

Class format:

The course meets for 80 minutes twice per week. Classes will combine lectures, class discussion, and small group classroom activities. This class will have a significant **active** learning component, meaning that students will not simply listen to the instructor, but will instead have the opportunity to participate actively in the class. Regular attendance and **coming to class prepared** are extremely important for learning course material and for the participation grade.

cuLearn and communications:

The cuLearn site for this course will contain the course outline, lecture slides (usually – but not always – available before class), and assignment marks. Announcements will be communicated by email. Your grades will be posted on cuLearn as they become available. Please notify the teaching assistant or instructor of any omissions or inaccuracies. The best way to reach me is usually to send an email or call me, and leave a number where I can reach you if I am not available to answer the call. I am also very happy to meet with students in my office, by appointment. Whenever possible, I will return calls and email inquiries within 24-36 hours (but note that I will not respond over the weekend). Please use your Carleton email account for all course-related correspondence, and place “GEOG 3021” in the subject heading.

Electronic devices:

The use of laptops in class (e.g. taking notes during class) is permitted. However, students are prohibited from using their laptops to check email, Facebook or to engage in other non-course related activities. Those who do will be asked to not use their laptops in class. Students are also requested to turn off cell phones during the class.

Required readings:

There is no required textbook for this course. The required readings consist of one reading for every class of the term, except for the first lecture, the day of the mid-term and in-class final exam, and the last day of class. All readings will be available through cuLearn unless otherwise noted. To access the readings, log in to cuLearn and click on the “View course in Areas” button in the Library Reserves section in the left-hand column of the main page, and a new window will open with the list of readings. Most are linked to PDF documents. One or more of the required readings may be chapters in books that are only be available at the reserve desk – these are indicated in the reading list by “BOR”.

The readings for the course have been selected from a wide range of books and journals and represent a broad array of theoretical debates, concepts, issues, and case studies. An attempt has been made to include readings that address current debates and new frontiers; to include case studies from a variety of regional settings; and to introduce you to some of the key journals that publish research in cultural geography and related fields. The readings both complement and reinforce the lectures, but also cover material that may not be discussed in class. Keep in mind that although the readings have been placed into specific themes, many of the authors “stray” into other topics that are addressed more directly at other stages in the class. Take note of the author’s affiliation, the year and place of publication, and any other information that might help you contextualize what you are reading. Use an on-line mapping site to find the location of a case study for regions you are not familiar with, to provide some geographic context. **It is very important that you read the materials in advance of class to be able to participate in class discussion and small group activities.** Videos shown during class are also required material that will be included on the midterm and final exam, so if you miss a class it is important to view the video afterwards. In many

cases, a web link will be provided in the lecture slides; when this is not possible (e.g., for videos on loan from another university), it is your responsibility to bring this to the attention of your TA or instructor to make whatever arrangements are needed for viewing the film.

For students who wish to review introductory material in cultural geography, the following texts are useful. The book by Norton is on reserve for four-hour loans and the Atkinson book is available in the reference section of the library:

- Atkinson, David, editor (2005) *Cultural Geography: A Critical Dictionary of Key Concepts*. New York: I.B. Tauris. (Call number GF41 C8523)
- Norton, William (2006) *Cultural Geography: Environments, Landscapes, Identities, Inequalities*. Second edition. Don Mills, Ontario: Oxford University Press. (Call number GF41 N66)

The following is a very useful Canadian writing guide available through the library catalogue:

Minister of Public Works and Government Services Canada. 1997. *The Canadian Style: A Guide to Writing and Editing*. Toronto, Ontario: Dundurn Press in co-operation with Public Works and Government Services Canada Translation Bureau. (Electronic version available through the library catalogue)

For additional library research on the topics addressed in class or in your assignments, the following library subject guide is a useful place to begin: <http://www.library.carleton.ca/research/subject-guides/geography>.

Writing Tutorial Service:

Writing is a critical component of this course. Students who are having writing difficulties, or who simply want to improve their writing skills, should consider making use of the writing tutorials provided by Carleton University: <http://www.carleton.ca/sasc/writing-tutorial-service/>. Also, you can earn up to two bonus points for participating in writing and other workshops through an incentive program that has been set up for you, as explained below.

Incentive Program:

This class has been registered with the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Skill Development Workshops are designed to help students cultivate and refine their academic skills for a university environment. You will earn a 1% bonus mark for each workshop you participate in (that will be added to your final grade), for a maximum of 2 bonus marks. Skill Development Workshops are available all term, but must be completed by April 11th, 2018 to receive credit. To see the complete Skill Development Workshop schedule, please visit mySuccess via Carleton Central. If you have any questions, please contact the Centre for Student Academic Support at csas@carleton.ca or at 613-520-3822.

Course evaluation:

| | <u>Percent</u> |
|--|----------------|
| Attendance / Class participation | 20 |
| Written commentaries (3 commentaries x 5 percent per commentary) | 15 |
| Mid-term examination | 20 |
| Photographic essay | 25 |
| In-class final examination | 20 |

Assignments will be graded on a scale from A+ to F. The evaluation will take into account the content in relation to the purpose of the assignment, as well as the quality of written expression and overall presentation. Whenever possible, assignments will be returned to you in class one week after they are submitted. Please include a title, your name and student number, the course number and instructor's name, and the date on all of your written assignments at the top of the first page. Please also retain an additional hard copy for your records.

Written commentaries:

For this class, a written commentary consists of a two to three page (about 500 words) description and analysis/discussion of one of the required readings. A total of *three* written commentaries are required for this course, one for each of the three readings that have been selected (those marked with an “***” in the schedule below). Each of the commentaries should above all demonstrate that you have read and reflected on the content of the reading. The commentary should include a synthesis and discussion of what you feel to be the most important concepts, issues and/or arguments in the reading. It is not necessary to address all of the issues that are discussed in the reading in your written commentary (particularly in the case of the longer articles), but it is important to provide a synthesis that provides a good understanding of what the reading is about. The commentary should also provide a discussion of key ideas, concepts, and/or issues in reading, especially those that relate to the course. For example, what does the reading say or demonstrate about the theme of the class for which it was assigned? You may also include your own critique, by highlighting important issues that are neglected, a weakness of an argument, or if applicable, methodological limitations that affect the results. (You are not expected, however, to comment on the quality of the writing, or how interesting it is or is not.) You are also encouraged to integrate relevant personal observations from your own life or connections to current events as examples of the issues or ideas you discuss in your commentary – things that are happening in Ottawa or elsewhere in Canada or around the world. Your discussion may also include something about the implications of the main points being made – can the ideas, for example, be used to address specific social issues or improve current policies? The written commentary should represent your own, unique response to the concepts and issues addressed. You are encouraged to discuss the readings and concepts with your classmates, but the commentary must be entirely your own work. A complete reference for the reading should be included at the end of your commentary. If you choose, you may use quotes from the reading as part of your commentary, but you must use quotation marks and correct citations (e. g., “Fisher 2000, 2”). References to other sources (e.g., other required readings) can strengthen a written commentary but are not required. However, if you do use other sources, you should cite them in the main body of your commentary where appropriate (e. g., “Alfredsson 2008”) along with a full citation at the end of the commentary. Please also include a title.

A hard copy of the commentary is due at the beginning of class on the day that the reading is assigned (for example, the written commentary on the reading by Cresswell (2009) is due at the beginning of class on January 25).

Photographic essay:

The photographic essay represents a significant, independent project that more or less replaces the “traditional” term paper. While less writing is required, the conceptual content and the room for original expression will provide an opportunity for a rich learning experience that links the concepts of the course with your own environment. The photographic essay should consist of *six* entries, each consisting of (i) a photograph that is somehow connected to one or more themes of the class, (ii) a quote from one of the required readings or some other academic source, and (iii) an original caption averaging about 150-200 words. The author, location, and approximate date taken must be included directly below each photograph. The purpose of the caption is to describe what is in the photograph and what it shows about one of the main themes of the course. In some cases the connection between the academic quote and the rest of the entry will be obvious, but if not, the caption can be used to make the connection apparent. At least four of the photographs should be taken by you (preferably during this course) but other photographs may be used, provided that they can be adequately described and referenced. The photographic essay should also include a 300-500 word narrative that summarizes your approach and explains common ideas and connections among the photographs and discusses the story they tell. This introduction should not consist of a reiteration of the essay entries. More explanation about the purpose and expectations of this assignment will be provided in class. If you do not have access to a camera, please see me as soon as possible. The photographic essay will be due **April 9**, the last day of class.

Examinations:

The mid-term exam (20%) and final exam (20%) will be comprised of short answer and longer essay questions that will test students on their understanding of concepts, issues, and themes covered in lectures, required readings,

videos and class discussion. The mid-term exam will focus on material covered in the first half of the course and the final exam will focus on the entire course up to that point, but with more emphasis on the second half of the course. Both exams will include short answer questions and longer essay questions.

There will be no make-up for the mid-term exam. If a student misses the mid-term exam for a legitimate reason, the final exam will be reweighted to count for 40% percent of the final grade. A make-up for the final exam, if needed, will be arranged before the end of term. Proper documentation (e.g., medical note) is required. Without proper documentation, a grade of zero will be assigned for a missed mid-term or final exam. Please get in touch with the instructor within 48 hours if at all possible to set up a make-up for the final exam, if necessary.

Late or deferred submissions:

A late submission of a written commentary or the photographic essay without prior permission will result in a penalty equivalent to **10 percent per day** after the designated due date. Assignments submitted through the Departmental drop-box slot (Room B342, Loeb Building) on the due date after class will be considered one day late. For all assignments submitted through the drop-box (for which there is no date-stamping service), an email attachment of the assignment must be sent to the instructor immediately before or after the assignment is dropped off to verify time of submission.

Students who are unable to complete assignments on time because of illness or other circumstances beyond their control may request an extension from the course instructor within five days after the deadline to negotiate a new deadline. Permission will only be granted if the request is supported by a medical certificate or other supporting documentation. Conflicts arising due to religious obligations should be indicated in advance.

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/howdol/plagiarism.html>.

Course schedule and required readings

Subject to change (advance notice will be provided)

Jan 9 *Culture, place and time – key themes in cultural geography* - No required readings.

CULTURE AND PLACE

Jan 11 *Culture and geography*

Crang, Mike (1998) "Locating culture." Chapter 1 in *Cultural Geography*, pp. 1-13. Routledge Contemporary Human Geography Series. New York: Routledge.

Jan 16 *Cultural landscapes*

Crang, Mike (1998) "People, landscapes and time." Chapter 2 in *Cultural Geography*, pp. 14-26. Routledge Contemporary Human Geography Series. New York: Routledge.

Jan 18 *Cultural regions*

Trépanier, Cécyle (1991) The Cajunization of French Louisiana: Forging a regional identity. *Geographical Journal* 157(2): 161-171.

Jan 23 *The politics of culture*

Mitchell, Don (2000) "Culture wars: Culture is politics by another name," Chapter 1 in *Cultural Geography: A Critical Introduction*, pp. 3-16 (only). Malden, Massachusetts: Blackwell Publishers.

Jan 25 *Place*

*** Cresswell, T. (2009) Place. In *International Encyclopedia of Human Geography*, edited by Rob Kitchin and Nigel Thrift, pp. 169-177. Amsterdam, The Netherlands: Elsevier.

COLONIAL AND POSTCOLONIAL GEOGRAPHIES

Jan 30 *Postcolonial perspectives*

Blunt, Alison and Jane Wills (2000) Chapter 5 "Decolonising geography: Postcolonial perspectives," pp. 167-181 (only). In *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Harlow, England: Prentice Hall.

Feb 1 *Constructing the "other"*

Sharp, Joanne P. (2009) Chapter 1 "Imagining the World," (including special topic boxes) pp. 10-28. In *Geographies of Postcolonialism*. London, UK: Sage Publications.

Feb 6 *Colonial geographies*

Sharp, Joanne P. (2009) Chapter 3, "Landscapes of Power," pp. 55-68, In *Geographies of Postcolonialism*. London, UK: Sage Publications.

Feb 8 Mapping colonial spaces

Edney, Mathew G. (1993) The patronage of science and the creation of imperial space, 1799–1843: The British mapping of India, 1799–1843. *Cartographica* 30(1): 61-67.

Feb 13 Postcolonial identities

McKay, Deirdre (2006) Rethinking indigenous place: Igorot identity and locality in the Philippines. *Australian Journal of Anthropology* 17(3): 291-306.

Feb 15 MID-TERM EXAMINATION

WINTER BREAK – Classes suspended, February 19-23

PEOPLE AND NATURE**Feb 27 Cultural and political ecology**

Scales, Ivan R. (2012) Lost in translation: Conflicting views of deforestation, land use and identity in western Madagascar. *The Geographical Journal* 178(1): 67-79.

Mar 1 Traditional ecological knowledge

Pierotti, Raymond and Dan Wildcat (2000) Traditional ecological knowledge: The third alternative (commentary). *Ecological Applications* 10(5): 1333-1340.

March 6 Social nature

*** Palmer, Lisa (2007) Interpreting 'nature': The politics of engaging with Kakadu as an Aboriginal place. *Cultural Geographies* 14: 255-273.

IDENTITY AND GEOGRAPHY**March 8 Gendered spaces**

Christie, Maria Elisa (2006) Kitchenspace: Gendered territory in central Mexico. *Gender, Place & Culture* 13(6): 653-661.

March 13 Race – Illusion or reality?

Shad, Adrienne (2001) "Where are you really from?" Notes of an "immigrant" from North Buxton, Ontario. In *Talking About Identity*, edited by Carl E. James and Adrienne Shadd, pp. 10-16. Toronto, Ontario: Between the Lines.

Mar 15 Ethnicity and difference

Ship, Susan Judith (2001) Jewish, Canadian, or Québécois? Notes on a diasporic identity. In *Talking About Identity*, edited by Carl E. James and Adrienne Shadd, pp. 20-27. Toronto, Ontario: Between the Lines.

Mar 20 National identities

Gannon, Marin J. and Rajnandini Pillai (2013) The Canadian backpack and flag. In, *Understanding global cultures: Metaphorical journeys through 31 nations, clusters of nations, continents and diversity*. Fifth edition. Chapter 14, pp. 217-226.

Mar 22 Indigenous identities

*** Coates, Kenneth (1999) Being aboriginal: The cultural politics of identity, membership and belonging among First Nations in Canada. In *Futures and Identities: Aboriginal Peoples in Canada*, edited by Michael Behiels, pp. 23-41. Montreal, Quebec: Association for Canadian Studies.

March 27 FINAL EXAMINATION**THE CULTURAL DIMENSIONS OF GLOBALIZATION****March 29 Cultural imperialism**

Sharp, Joanne P. (2009) Chapter 5, "Coke or Mecca-Cola? Globalization and cultural imperialism," pp. 82-104. In *Geographies of Postcolonialism*. London, UK: Sage Publications. (BOR)

April 3 Global culture? / Career Services workshop

Balko, Radley, 2003. Globalization & culture. *Global Policy Forum*. Available at <https://www.globalpolicy.org/component/content/article/162/27607.html>.

April 5 Cultural hybridity

To be determined

Apr 9 Course conclusion

No required readings

*Note: Schedule and readings subject to change.
Any changes will be announced in advance by email.*