

GEOG 2300: Space, Place, and Culture

Winter 2025

****Course outline for web. Full syllabus provided in class****

Instructor: Dr. Emilie Cameron
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Office Hours: by appointment

Course Description:

The purpose of this course is to critically engage the geographic dimensions of social and cultural life. We will learn how social difference and social change are organized and expressed geographically. How do space and place reinforce and naturalize processes of differentiation based on 'race', class, ability, gender, sexuality, and age? How is social difference organized and expressed within bodies, rooms, buildings, neighborhoods, cities, and globally? And how is geography connected to processes of social change and transformation?

We will begin by familiarizing ourselves with some key concepts in social and cultural geography, and then apply these to a range of topics. Our goal will be to analyze social phenomenon geographically, to learn how to think geographically, and to deepen our understanding of the geographic dimensions of social issues.

Discussion and participation are an important part of this class: be prepared to speak up, share ideas, and ask questions. Students will also be expected to read academic articles and become familiar with the ways in which geographers think, read, and write. Students can expect to develop their writing and critical thinking skills as the course progresses.

Lectures (2 hours weekly):

Wednesdays, 11:35am to 1:25pm

Discussion Groups (1 hour weekly):

Each student must register in a Discussion Group that they will attend weekly for supplementary material, discussion of assigned readings, submission of assignments, and help with course material or assignments. **It is essential that you attend Discussion Groups.** Teaching Assistants will guide discussions and be available for extra help during these times. Discussion Groups are scheduled on Thursdays at 9:35am; 10:35am; and 2:35pm.

Course Readings: will be provided on ARES. Students are not required to purchase textbooks or other learning materials for this course.

Teaching Assistants:

Mikayla Hinton, MikaylaHinton@cmail.carleton.ca
Eyram Agbe, EyramAgbe@cmail.carleton.ca

Course Communications:

Wherever possible course content will be posted and communicated using **Carleton Brightspace**. For any instructor questions regarding assignments, exams, lectures, the syllabus, or other course details,

please **post your question in the “Ask the Instructor” discussion forum on Brightspace**. Answers will be posted publicly so others can benefit from the information, and students are encouraged to answer each others’ questions too.

If you have questions about your personal circumstances, please email your TA or me directly. **Please include the course number in the subject line of any course-related emails** (i.e. GEOG2300 - subject of email). We will do our best to respond promptly, but emails received beyond regular weekday hours (9am - 5pm) will be addressed on the next working day.

Learning Outcomes

By the end of the class, students will have improved their abilities to:

- Define key geographic concepts and apply them to the study of a particular place;
- Describe how geography produces and reinforces processes of differentiation based on ‘race’, class, ability, gender, sexuality, and age;
- Critically analyze the geographic dimensions of social issues and social change;
- Work incrementally on a writing assignment, incorporating feedback before and after submission to improve writing and critical thinking skills;
- Actively participate in academic learning and discussion processes, including engaging with ideas, asking good questions, persevering, receiving feedback, and active listening.

Evaluation

Participation (15%): Participation is an important part of this class. Attendance in class and in discussion groups is mandatory and is a part of your participation mark. Participation also includes reading the assigned materials carefully, making notes, and coming to discussion group and class prepared to discuss the readings and your own ideas.

Essay assignment (25%): 1200-1500 words, essay outline due January 24, draft due February 9, final version due February 16. Details will be provided in class.

- The purpose of this assignment is to help you gain familiarity with the conceptual materials covered in the first few weeks of class and apply them to something that is familiar to you. It is also to help you practice working incrementally on a writing assignment and incorporate feedback from your TA and your peers.
- Choose a place that is meaningful or interesting to you. Develop a 1200-1500 word essay in which you: a) describe the ways in which belonging and exclusion are organized geographically within this space (who belongs? What tacit rules shape this place? How do you know?); b) describe the history of this place and how that history is either displayed/celebrated or hidden; and c) describe this place’s connection to broader structures and flows (how does it relate to capitalist flows? To larger systems of cultural meaning? What legal or administrative forces shape it?).
- An essay **outline** is due **Friday January 24 at 9pm on Brightspace** (5%). This is a 1-2 paragraph document (max 1 page) in which you identify the place you will write about and briefly describe how you will organize your essay, touching on each of the required elements (belonging/exclusion; history; larger structures and flows). Be sure to identify a **preliminary**

thesis statement and the **evidence** you will use to develop your argument. Essay outlines will be submitted and graded on Brightspace. Feedback will be provided within 1 week.

- Your **draft essay** is due **Thursday February 6** in discussion groups. Students will read each others' drafts in discussion groups that week and provide constructive feedback to each other. Please bring a hard copy to discussion group that day.
- **Final essays** are due **Friday February 28 at 9pm on Brightspace** (20%). The essay should be approximately 1200-1500 words and **no more than 1800 words**. It must include a word count (not including bibliography) at the end of the document and a complete bibliography. Please list **your name and the name of your TA on the front of your assignment**.
- Essays will be returned on March 19. Students who wish to revise and resubmit their assignments may do so by March 26. Further details on revision protocols will be provided in class.

Midterm (25%): in class, February 26. The midterm will emphasize course readings, lecture materials, and discussion up to and including February 12. Further details will be provided in class. **There will be no alternative midterm dates, please ensure your reading week travel plans do not conflict with the midterm.**

Final exam (35%): during the scheduled exam period. The final exam will cover lecture materials, course readings, and discussions from the entire term, with an emphasis on materials covered after the midterm.

Schedule

Week	Date	Lecture Topic	Deadlines
1	Jan 8	Introduction	
2	Jan 15	Thinking geographically	
3	Jan 22	Landscape	Essay outlines due Friday Jan 24 on Brightspace
4	Jan 29	Settler colonialism, land, and resource extraction	Essay outlines returned by Jan 30
5	Feb 5	Belonging and exclusion	
6	Feb 12	Commodities	Draft essays due Thursday Feb 6 (hard copy)
	Feb 19	READING WEEK – no class	
7	Feb 26	Midterm in class	Essays due Friday February 28 on Brightspace
8	Mar 5	Housing	
9	Mar 12	Work	
10	Mar 19	Consumption	Essays returned March 19
11	Mar 26	NO LECTURE	Revised essays due March 26
12	Apr 2	Review for final exam	

Course Policies

Grades:

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Standing in a course is determined by the course Instructor subject to the approval of the Faculty Dean. This means that grades submitted by the Instructor may be subject to revision. No grades are final until they have been approved by the Dean. Standing in the course will be shown by alphabetical grades.

Laptops and Cellphones: Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. I understand that some students prefer to type notes rather than write notes using a pen and paper. Responsible use of laptops is permitted, although students are encouraged to put laptops away during class discussions and to take notes using pen and paper. **Students using their laptops to check email, social media, or other non-course related activities will be asked to leave their laptops at home. Cell phones are not permitted in class.** If you are expecting an urgent call, please ensure the ringer is off and please step outside. If you require use of a laptop for other reasons, please discuss this with the instructor.

Academic Integrity: Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism.

The University Academic Integrity Policy (<http://www2.carleton.ca/studentaffairs/academic-integrity/>) defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission or assessed content prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course. ***It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your course work conforms to the principles of academic integrity.***

Statement on generative AI (i.e., ChatGPT):

Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards, as noted above. This includes not just your written assignments (i.e., reading responses, in-class writing exercises, exams) but also your oral contributions to class (contributions to class discussion, oral presentations, and other forms of oral participation). Using generative AI tools in this course undermines the development of core academic skills your assignments are meant to support, including reading and comprehension skills, critical analysis skills, and effective oral and written communication skills. Use of generative AI could result in a mark of “0” on the assessed content or referral to the Associate Dean for potential violation of Carleton’s academic integrity policy.

Statement on Student Mental Health: As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/> or the options below:

Emergency Resources (on and off campus)

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>

- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Lateness and Missed Class Policy: Attendance is mandatory in this class. Late arrival and early departure from class will impact participation grades. Students who miss class will not be given make up assignments or activities. Students who miss the midterm will not be permitted to write a make-up exam (except in cases of emergency). Late assignments or exams will be deducted 5% per day, including weekends and holidays. Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of your assignments.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions should be made to the instructor in advance of the deadline, where possible. In case of missed deadlines due to unforeseen circumstance, a medical note (or other applicable form of documentation, including Carleton's self-declaration form) should be provided within 5 days of the missed deadline in order to negotiate new deadlines. Please do not hesitate to contact me if you require accommodation for any other reasons.

Academic Accessibility and Accommodations: This course is intended for all Carleton students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that can affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are encouraged to contact me by email, phone, or during office hours to discuss your specific needs. Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Additional Resources: There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. In addition to support I can offer you as the course instructor, there are a number of support services and resources available on campus, including: The Centre for Student Academic Support (<https://carleton.ca/csas/>) to help you in achieving academic success in various aspects of your university program; Carleton Writing Services (<https://carleton.ca/csas/writing-services/>) to help you improve your writing skills; and The MacOdrum Library (www.library.carleton.ca) which offers library, research, learning, and IT support. Free counselling is available to students through Health and Counselling Services (<https://carleton.ca/health/counselling-services/>). See also the mental health resources listed above.