

# GEOG 2300: Space, Place, and Culture

## Winter 2023

DRAFT December 2023 | Final outline will be provided January 2023

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Office Hours: Tuesdays, 1:30pm-2:30pm

### **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 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):**

Tuesdays, 11:35am to 1:25pm, **Minto 5050**

### **Discussion Groups (1 hour weekly):**

Each student must register in a Discussion Group that they will attend regularly 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 Wednesdays at 11:35am; 12:35pm; and 3:35pm, in **Loeb A410**.

**Course Readings:** will be provided on ARES.

**Teaching Assistants:** TBA

### **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 and Evaluation

### 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 depends on 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%):** 800-1000 words, essay outline due January 25, draft due February 8, final version due February 15 in discussion groups. Details will be provided in class.

**Midterm (25%):** in class, March 7. The midterm will emphasize course readings, lecture materials, and discussion up to and including February 28. Details will be provided in class.

**Bonus presentation (optional, 2% bonus):** Students who wish to may present the main argument of their essays in 5 minute presentations on April 11. Further details and presentation guidelines will be provided.

**Final exam (40%):** 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.

## Lecture and Discussion Group Schedule

Week	Date	Lecture Topic	Deadlines	Readings/Discussion Groups
1	Jan 10	Introduction		<b>No discussion groups</b>
2	Jan 17	Thinking geographically		Massey, D., 2011. A counterhegemonic relationality of place. <i>Mobile urbanism: Cities and policymaking in the global age</i> , 17.
3	Jan 24	How is race organized geographically?	<b>Essay outline due Jan 25</b> (in discussion groups)	Razack, S. 2007. When Place Becomes Race. Excerpt in T. Das Gupta et al (eds.), <i>Race and Racialization: Essential Readings</i> , Toronto: Canadian Scholars Press, 74-82.
4	Jan 31	Landscape, wilderness, and empire	<b>Essay outlines returned Feb 1</b> (in discussion groups)	Cronon, W. 2003. The Riddle of the Apostle Islands, <i>Orion</i> , May/June 2003: 36-42.
5	Feb 7	Colonialism and land	<b>Draft essays due Feb 8</b> (in discussion groups)	<b>No assigned readings</b>
6	Feb 14	Housing and homelessness	<b>Final essays due Feb 15</b> (in discussion groups)	Hussein, N and Hawley, J. 2021. "Uneven development, discrimination in housing, and organized resistance." In Baqir, F., & Yaya, S. (Eds.) <i>Beyond Free Market: Social Inclusion and Globalization</i> . Routledge, pp. 141-56.
		<b>READING WEEK</b>		
7	Feb 28	Consumption and commodities		Mitchell D. 2003. California Living, California Dying: Dead Labor and the Political Economy of Landscape," in K. Anderson et al (eds.), <i>Handbook of Cultural Geography</i> London: Sage, pp. 233-248.
8	Mar 7	<b>Midterm in class</b>		<b>No discussion groups</b>
9	Mar 14	Work	<b>Essays returned</b> in discussion groups	Chua, C and Cox, S. 2023. Battling the behemoth: Amazon and the rise of America's new working class, <i>Socialist Register</i> 59: 120-140.
10	Mar 21	Gender, sexuality, and the body		Bender-Baird, K. 2016. Peeing under surveillance: bathrooms,

				gender policing, and hate violence, <i>Gender, Place &amp; Culture</i> , 23:7, 983-988
11	Mar 28	<b>NO LECTURE</b>		<b>No discussion groups</b>
12	Apr 4	Climate change	<b>Midterms returned</b> in discussion groups	Bridge, G. et al. 2013. Geographies of energy transition: Space, place and the low-carbon economy, <i>Energy Policy</i> , 53: 331-340.
13	Apr 11	Presentations and review		

Course Policies
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**Statement on COVID:** COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks continue. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette. If you feel ill or exhibit COVID-19 symptoms **do not come to class or campus**. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#). All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

**Masks:** Masks are not currently mandatory in university buildings and facilities. However, the university continues to recommend masking when indoors, particularly if physical distancing cannot be maintained. **\*\* Physical distancing cannot be maintained in our classrooms (Minto 5050 and Loeb A410) and there are members of our class with high medical risk factors/immune issues. As such, students will be asked to wear a mask during both lecture and discussion groups \*\***

**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, Facebook, 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](http://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. 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 Student Mental Health:** As a University 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. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Lateness, Missed Exams, and Extenuating Circumstances:** Students who miss tutorial 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 essays will be deducted 5% per day, including weekends and holidays. 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) should be provided within 5 days of the missed deadline in order to negotiate new deadlines (note: self-declaration forms are permitted for COVID-related absences). 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. I also encourage you to contact the Paul Menton Centre (613-520-6608, <http://www2.carleton.ca/pmc/accommodations/>) to obtain letters of accommodation and to develop an accommodation plan. For religious observances or pregnancy, you are welcome to consult with equity services (<http://www2.carleton.ca/equity/accommodation/>) or an equity advisor (613-520-5622), where you can also obtain letters of accommodation.

**Course Readings and Additional Resources:** The required course readings are available through the ARES system.

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](http://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.