

GEOG 2300: Space, Place and Culture (Winter 2021)

Course Outline*

*The instructor reserves the right to make changes in listed content and assessment, without taking away from the general 'feel' of the course.

Date Range: January 14 - April 8, 2021 (winter break: Feb. 13 – 21)

Delivery: online blended (synchronous virtual participation mixed with asynchronous participation)

Lectures: Thursdays, 18:05 - 19:55 [1.5h synchronous lecture w/ 2 breaks & Zoom chat + PP postings on cuLearn]

Tutorials [asynchronous discussion forums on cuLearn].

Below is the calendar scheduling, to be adapted as per Participation needs — see Grading section.

A1 → Mon, 09:35 - 10:25

A2 → Mon, 10:35 - 11:25

A3 → Mon, 14:35 - 15:25

Instructor: Mihaela Vieru (mihaela.vieru@carleton.ca)

Online Office Hours: by appointment

Prerequisite(s): 2nd year standing or permission of the Department

Course resources: all materials are available online — academic articles, mass media pieces, NGO reports, videos, films etc.

I. COURSE AT A GLANCE

Description

This course introduces students to social-cultural geographies in Canadian and global life, bringing into discussion contemporary issues and highlighting the continuum with political and economic geographies at various scales. It is structured to encourage discussions, contestations, and multiple perspectives.

What role do you play in today's social-cultural-economic-political configurations? How do they influence your sense of space/place/self, as well as your sense of the 'other'? How do you experience the banal, such as shopping, watching the news, or traveling? Such questions will guide our critical reading of different interlocking geographies, mapping out interests and power relations at work in the construction of our identities and everyday lives. Themes include: culture, space, place, and identity formation; diversity, multiculturalism, and urban spaces; youth, bodies, and consumption; heritage and cultural memory; mobilities & transnationalism; borders, borderlands, and securitisation; the Arctic, climate change, and geopolitics of the North; geographies of violence and conflict; global capitalism and inequality; cultures of resistance & activism.

The goal is to critically engage with: i) the organisation and spatial distribution of social and cultural identity markers (e.g. race, gender, religion, ethnicity, Indigeneity, class, citizenship); ii) the power processes that attach meaning and value to both material expressions (e.g. things) and non-material performances (i.e. inclusion / exclusion); iii) the economic and political underpinnings of the cultural landscapes that are generated.

Objectives for students:

- To develop the conceptual framework to critically investigate social-cultural landscapes
- To gain awareness of social & cultural selves within diverse spaces and of the economic & political implications of locations (and vice-versa)
- To employ participant observation, content/textual analysis, and reflexive practices as research and inquiry methods
- To relate social & cultural geography to the broader theories & debates in social sciences and to practice interdisciplinarity

II. EVALUATION

1. Assignment 1 = 15% (asynchronous), 2 pages, due Feb. 11 midnight EST

Photo reflection: from space to place to identity

- Draw on your own experiences and on lectures and course materials to describe how one particular space has, for you, become a place and what implications it has on your identity. Reflect on how you have learned to embody this place. What makes it a place for you? How does it engage your senses? What impact does it have on how you relate to others within and outside that place?
- Include 1-3 pictures (of your own or not) that ground your reflection at the beginning of paper, and offer: i) a short quote from course materials, with proper referencing, that captures the 'essence' of the respective picture(s); ii) a short blurb (100-150 words) that summarizes the takeaways from your paper

2. Assignment 2 = 15% (asynchronous), 2 pages, due Mar. 18 midnight EST

Blog: Meaningful land acknowledgement — what does reconciliation mean to you?

- Draw on lectures and course materials, including extra resources (to be provided), to write a *meaningful* land acknowledgement as if located in Ottawa (Carleton) or elsewhere in Canada. How do you relate to the land and to the Indigenous people of the land? Why? What does reconciliation mean to you?
- Include five self-calls to action to which you commit personally, explain why, and describe how they connect / contribute to the Truth and Reconciliation Commission Calls to Action.

3. Assignment 3 = 20% (asynchronous), due throughout term but no later than Apr. 8 midnight EST

PP submission on course theme(s)/case study

- Choose a course theme (can be a combination of 2 themes) on a topic that interests you the most and select a case study that reflects that theme (can be from Course Outline or one of your choice)
- Put together a PP (15-25 slides), including notes, pics, graphs etc., focusing on the case study and grounding its presentation in the course theme (info on PP structure on cuLearn)
- Include one slide with 4 relevant discussion questions (2 of your own + 2 from the cuLearn discussion forum on that theme)

4. Participation = 15% (asynchronous), due midnight EST each Mon. of the week following lecture

Discussion Forums on cuLearn

- Discussion questions will be posted by the TA each Thur. evening, after class
- Students are required to comment on those questions and on colleagues' responses, ask supplementary questions, provide examples (from readings & experience) on a rolling basis till Mon. the week after
- You will be graded on depth of comments/questions, with particular attention to connections made between theory and practice, and between issues and themes in this course

5. Take-home exam = 35% (asynchronous), due date: any day during exam period (Apr. 16-27)

- content: concepts (to define and explain significance) + brief reading question + short essay
- it will be posted on cuLearn on Apr. 16, and an exam review will be offered the last day of classes

III. WEEKLY TOPICS (readings TBD)

Jan. 14 (CLASS 1). Course Introduction: Structure & Expectations. The Social & Cultural in Human Geography: Interdisciplinary Perspectives. **Focus on Assignment 3 due throughout term**

Jan. 21 (CLASS 2). Geographical Interplays: Culture, Space, Place and Identity + **Assignment 1 introduced**

Jan. 28 (CLASS 3). Diversity, Multiculturalism, and Urban Spaces

Feb. 4 (CLASS 4). Youth, Gendered Bodies, and Consumer Culture

Feb. 11 (CLASS 5). Heritage, Cultural Memory, and the Making of Place & Meaning + **Assignment 1 due**

Feb. 18 (NO CLASS). Winter break

Feb. 25 (CLASS 6). Mobilities, (Trans)nationalism, and Spaces of Belonging + **Assignment 2 introduced**

Mar. 4 (CLASS 7). Borders and Borderlands: Securitisation and Cultural-economic Negotiation

Mar. 11 (CLASS 8). Imagining the North: the Battle for the Arctic. De-colonization & Reconciliation?

Mar. 18 (CLASS 9). Geographies of Violence and Conflict + **Assignment 2 due**

Mar. 25 (CLASS 10). Geographies of Numbers? Global Capitalism & Neoliberalism at Work

Apr. 1 (CLASS 11). Progressive Social Change: Cultures of Resistance & Activism

Apr. 8 (CLASS 12). Wrapping-up & Exam Review + **Assignment 3 last day of submission**

IV. SYSTEM REQUIREMENTS

1. cuLearn platform

Students are asked to use **cuLearn** on a regular basis for course information and activities (e.g. Course Outline, PP for lectures, discussion forums, assignment submissions, announcements, grade viewing).

See [browser requirements](#) for cuLearn, as well as how to access different [conferencing tools](#).

2. Zoom platform

Lectures and chats during lectures will be delivered synchronously, using Zoom. Occasionally, your TAs may opt to use Zoom for particular purposes, with advance notice. System requirements for Zoom:

- **OS:** Windows 10, 8, 7, macOS X 10.9, Ubuntu 12.04, iOS, Android, BlackBerry
- **Memory:** 2 GB RAM
- **Processor:** Single Core 1 GHz+
- **Bandwidth:** 1.5 Mbps upstream and 1.5 Mbps downstream for group calling (720p HD video)
 - Use a [speed test](#) to check bandwidth use
- **Connection:** Broadband wired (Ethernet — preferred) or wireless (3G or 4G/LTE)
- **Hardware:** Computer or mobile device (ideally with headset or earbuds, webcam)

Need more details? See full list of system requirements for using Zoom on your [desktop](#) & [mobile](#) device.

Student-specific Zoom resources (including how to set up an account) can be found on the [Carleton Online website](#). For Zoom and other technical support (including account and educational technology application support), please contact [ITS service desk](#) and see [FAQ](#). For any other concerns, please contact instructor.

V. RULES AND REGULATIONS

Submission of assignments

All assignments are to be submitted electronically via cuLearn. You must also keep a copy of all work submitted throughout the term. You must have an e-copy on hand to resubmit, should a problem arise.

Extensions

Extensions will be granted for legitimate reasons by the instructor — please contact your instructor to discuss *in advance* of the issue encountered.

Late policy

Late assignments will be penalized 2% for each calendar day past the due date, unless an extension has been arranged with the instructor.

Plagiarism

Plagiarism is defined as the passing off of anyone else's work as one's own. Plagiarism occurs when a student either a) directly copies more than one or two sentences of another's written work without acknowledgement; or b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her work. The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include: 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; submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another's data or research findings; failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks; handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs." Instructors who notice plagiarism have to refer the case to the Office of the Dean. Students are reminded that plagiarism is an extremely serious academic offence, and can result in a range of penalties including failure in the course. It is in students' best interest to keep all of their drafts and research notes after submitting work. Prior approval of the instructor must be obtained if you intend to submit work which has previously or concurrently been submitted, in whole or in part, for credit in this or any other course.

VI. ACADEMIC ACCOMMODATION

Long-term medical issue. Please secure a doctor's note for any long-term medical issue that might prevent you from completing course work in a substantial manner (e.g. missing *considerable* course content, impossibility to complete multiple assignments and exams etc.) and present it to the instructor.

Short-term medical issue. For accommodation requests related to COVID-19 (e.g. cold, fever, self-isolation etc.), please complete [this self-declaration form](#) in lieu of securing a doctor's note or medical certificate, and relay it to the instructor or Registrar's Office, depending on the kind of work the deferral is requested for (details in the form).

Family/pregnancy or religious obligation. Please send an email to the instructor 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.

Students with disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please consult the protocols [here](#). After requesting accommodation from PMC, please contact instructor to ensure accommodation arrangements are made.

Survivors of sexual violence. As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. More information about the services available at the university & about sexual violence / support [here](#).

Student activities. Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Contact

the instructor 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.

Please consult [Equity Services and Inclusive Communities](#) for additional support information (e.g. crisis support, Indigenous-specific support, discrimination and harassment etc.).

VII. ACADEMIC ASSISTANCE (WRITING / RESEARCH)

Writing standards for this course include paper organization standards, correct grammar, spelling, punctuation, correct [citation](#). Please consult the [Writing Services](#) and support available to you at Carleton.

For assistance with **research**, please consult the [Geography Subject Guide](#) (it includes many research and writing starting points for students). Also, see the online [Omni Search Tips Guide](#). For any library research assistance inquiries, you can also contact Geography research specialist [Susan Tudin](#).

For general **research essay structure** help, please consult different online sources, such as the [Harvard Writing Center](#) or other sources recommended by the librarian.