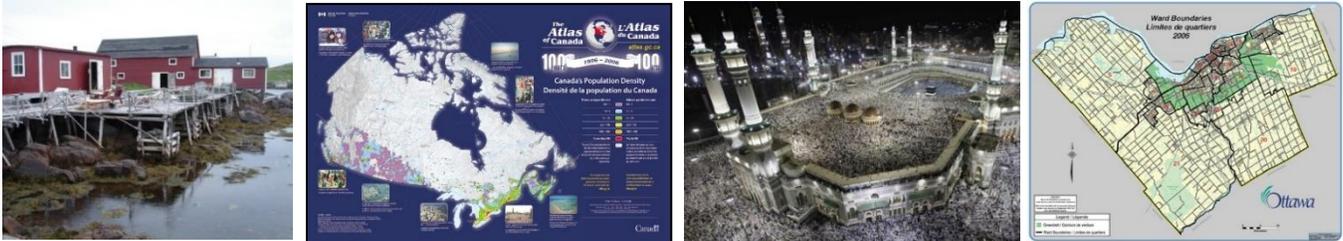


# Mapping culture, place and landscape

Department of Geography and Environmental Studies  
Carleton University, Winter 2023

*(Course topics and schedule subject to change. Last updated December 5, 2022.)*



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Schedule: Wednesdays, 8:35-11:25 am  
Room 615 Southam Hall

Course instructor: Derek Smith, B449 Loeb Building  
Email: [dereka\\_smith@carleton.ca](mailto:dereka_smith@carleton.ca)  
Telephone: (613) 520-2600 x 8131  
Office hours by appointment

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**Calendar description:** Selected topic or field of inquiry concerning the geographic dimensions of culture, identity and place.

**Prerequisites:** GEOG 3021 and fourth-year Honours standing in Geography, or permission of the Department.

**Course description:**

The purpose of this seminar course is to examine the geographic dimensions of culture, place and landscape. Together we will examine the many connections between culture and social identities (e.g., race, gender) on the one hand, and space, place, landscapes and regions, in both urban and other contexts, and at different scales. As part of this, we will examine how maps can be used to represent these relationships – not merely as tools for communication, but also as representations with social and political dimensions. We will also explore participatory, activist and artistic “counter” mappings that are employed to empower marginalized communities, recognize local geographic knowledge, and present alternative narratives.

**Course objectives and learning outcomes:**

- To gain knowledge and ability to apply key concepts in cultural geography;
- To become familiar with the field of critical cartography, and to develop skills in analyzing and “deconstructing” maps;
- To enhance critical thinking, writing, and presentation skills.

## Course format

The format of this seminar centres on in-person seminar meetings, combined with independent work. Seminar meetings will consist of lectures, class discussions, and small group activities. In between these meetings there will be required readings, short written assignments, and work towards completing a final project. Student participation is an important element of the seminar, and it is very important that you do this work before class so that you are prepared to participate effectively. Lecture slides will be made available on Brightspace (in most cases *after* each class). You will be notified of any updates or changes to the seminar schedule and activities by email (via Brightspace), so please check your Carleton email regularly.

## Brightspace and communications:

The Brightspace site for this course (see: <https://brightspace.carleton.ca/d2l/home/132479>) will contain the course outline, lecture slides, assignment instructions, and links to required readings. If needed, for support, go to <http://carleton.ca/students>. Technical questions can be directed to Computing and Communication Services at 613-520-3700 or at [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca).

Announcements will be communicated by email, via Brightspace. The best way to reach me is to send an email, and I would be very pleased to meet you in person in my office, via Zoom, or by telephone – by appointment. Whenever possible, I will return 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 include “GEOG 4021” in the subject heading.

## Required readings:

The required readings for the course have been selected from a range of books and journals and represent a broad array of theoretical debate, concepts, issues, and case studies. All readings will be made available through the Brightspace learning platform (look under the “Tools” menu, and select “ARES Reserves”), or directly from a website link sent my email and/or provided in the lecture slides. Some of the readings have been determined, and others will be assigned as the term progresses, but always with a minimum of one week advance notice. In addition to the required readings, students will also be responsible for seeking additional materials for their assignments.

For students who wish to review introductory material in cultural geography or examine concepts in more depth, the following book is useful. A physical copy of the book is available in the library reserves, and you will have access to a PDF version of the entire book through Ares – please note that the digital book is not for sharing and that you can only download up to 10% or one chapter of the book.

Atkinson, David, editor (2005) *Cultural Geography: A Critical Dictionary of Key Concepts*. New York: I.B. Tauris.

For an overview of the fundamentals of map design, the following is a useful guide:

Slocum, Terry A. (2009) *Thematic Cartography and Geovisualization*. Prentice Hall series in geographic information science. Pearson Prentice Hall, Upper Saddle River, NJ. (*Full text available through the library, at Hathi Trust*)

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>.

## Evaluation *(subject to change)*

	Percent
Short written assignments (5 in total)	35
Class participation	20
Student presentation	10
Final term project	35

Please submit a hard copy of all assignments at the beginning of class on the day that it is due, unless otherwise instructed. 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 with feedback 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 (you do not need a separate title page).

The short written assignments include commentaries on specific readings, one or more "take-home essays," an independent project proposal. More details will be provided during seminar meetings and in separate documents that will be provided.

Given that writing is a critical component of this course, I strongly encourage all students to take advantage of the free one-on-one writing consultations provided by the university (see: <https://carleton.ca/csas/writing-services/>). In addition, the following is a very useful Canadian writing guide available through the library. Ebooks and used copies are easy to find for under \$10.

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.

## Late policy

Developing effective time management and organization skills to complete academic work for multiple classes is indispensable for university students if they are to be successful. Meeting deadlines is a critical element of this. Late assignments will be accepted, but with a penalty of a 10 percent per calendar day. Assignments will not be accepted after 7 days. If you have a medical issue or there are extenuating circumstances, please contact me as soon as possible to discuss the situation.

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## Course topics and schedule *(subject to change)*:

### Week 1 (January 11) - Introduction to the course / Culture and geography

*No required reading*

### Week 2 (January 18) – Culture and geography (continued)

Required reading:

Jones, Rhys (2019) Place and identity: Wales, 'Welshness' and the Welsh language. *Geography*, 104(1): 19-27.

### **Week 3 (January 25) – What is a map? / Critical cartography / Map design**

#### Required reading:

Dodge, Martin (2015) Mapping and geovisualization. In, *Approaches to Human Geography: Philosophies, Theories, People and Practices*, Chapter 24, pp. 289-305. Stuart C. Aitken and Gill Valentine, eds. Los Angeles: Sage.

**\*\* Note – for this reading, you are only required to read the first three sections (“Introduction,” “Maps as Knowledge” and “What is a Map”), pages 289-298.**

Tyner, Judith (2018) Persuasive map design. In, *The Routledge Handbook of Mapping and Cartography*, Alexander J. Kent and Peter Vujakovic, editors, Chapter 32, pp. 439-449. Routledge.

Swords, Jon, Mike Jeffries, Holly East and Sebastian Messer (2019) Mapping the city: Participatory mapping with young people. *Geography*, 104(3): 141-147.

**\*\* Note – for this reading, you are only required to read the section entitled “Brief history of understanding maps” (pages 142-143).**

### **Week 4 (February 1) - Cultural regions**

#### Required reading:

Hogue, Michel (2017) The Métis homeland. *Canadian Geographic*, November/December, pp. 54-62.

**\*\* Written commentary on “The Métis homeland” due at the beginning of class.**

### **Week 5 (February 8) - Cultural landscapes**

#### Required readings:

Prosper, Lisa (2007) Wherein lies the heritage value? Rethinking the heritage value of cultural landscapes from an Aboriginal perspective. *The George Wright Forum* 24(2): 117-124. Available online at: [www.georgewright.org/242prosper.pdf](http://www.georgewright.org/242prosper.pdf)).

Nagata, Akira and Bixia Chen (2013) Urbanites help sustain Japan’s historic rice paddy terraces. *Development & Society*, May 22, 2013. Available at: <https://ourworld.unu.edu/en/the-people-who-sustain-japans-historic-terraced-rice-fields>.

**\*\* Take home essay on the theme of “cultural landscapes” due at the beginning of class.**

### **Week 6 (February 15) – People and nature**

#### Required readings:

Ekers, Michael (2018) The social construction of nature. In *Companion to Environmental Studies*, N. Castree, M. Hulme and J. D. Proctor, editors, pp. 243-248. London/New York: Routledge.

Clayoquot Sound Trust (2019) What is a UNESCO biosphere region? Website available at: <https://clayoquotbiosphere.org/our-biosphere-reserve/overview>. Please pay particular attention to the map of the biosphere reserve and watch the embedded video “Canada’s Biosphere Reserves” produced by the Canadian Biosphere Reserves Association and the University of Saskatchewan (1 minute, 55 seconds).

**\*\* Final project proposal due at the beginning of class.**

**February 22 – Winter break, no class.**

## **Week 7 (March 1) – Place / Sense of place / Toponyms**

### Required readings:

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

Cogos, Sarah, Marie Roué, and Samuel Roturier (2017) Sami place names and maps: Transmitting knowledge of a cultural landscape in contemporary contexts. *Arctic, Antarctic, and Alpine Research*, 49(1): pp.43-51.

**\*\* Written commentary on “Sami place names” reading is due at the beginning of class.**

## **Week 8 (March 8) – Geographies of identity**

### Required reading:

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

Burgesson, Alfred and Grant Ruffinengo (2020) What is environmental racism? Talking with Nova Scotia's Ingrid Waldron. *The Chronicle Herald*, February 26, 2020. Available at:

<https://www.thechronicleherald.ca/salt/what-is-environmental-racism-talking-with-nova-scotias-ingrid-waldron-416132/>

## **Week 9 (March 15) – Indigenous geographies / Local geographic knowledge**

### Required reading:

Smith, Derek A., Peter H. Herlihy, Aida Ramos Viera, John H. Kelly, Andrew M. Hilburn, Miguel Aguilar Robledo, and Jerome E. Dobson, 2012. Using Participatory Research Mapping and GIS to Explore Local Geographic Knowledge of Indigenous Landscapes in Mexico. *FOCUS on Geography* 55(4): 119-124.

**\*\* Take home essay on the theme of “geographies of identity” due at the beginning of class.**

## **Week 10 (March 22) - Urban spaces**

### Required readings:

Bridge, Gary and Sophie Watson (2011). Reflections on division and difference. In *The New Blackwell Companion to the City*, edited by G. Bridge and S. Watson, pp. 501-510. Wiley-Blackwell.

Francis, Robert A. (2018) Urban ecology. In *Companion to Environmental Studies*, N. Castree, M. Hulme and J. D. Proctor, editors, pp. 471-476. London/New York: Routledge.

## **Week 11 (March 29) - Final project presentations**

## **Week 12 (April 5) - To be determined**

**\*\* Final projects due at the beginning of class**

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## **Statement on Plagiarism**

The University Academic Integrity Policy 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 prepared in whole or in part, by someone else;
- 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.

### **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>

## Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. 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.

*Feeling sick?* Remaining vigilant and not attending work or school when sick or with symptoms is critically important. 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.

*Masks:* Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

*Vaccines:* While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

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).

## Requests for 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (available here: <https://carleton.ca/equity/contact/form-pregnancy-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 (available here: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>).

*Academic Accommodations for 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 contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

*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. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

*Accommodation for 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. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.