

GEOG 3009C Special Topics in Human Geography: Emotional Geographies

2025-26, Winter Semester, Department of Geography and Environmental Studies

Thursdays 11:35 – 1:25

Instructor: Sophie Tamas sophietamas@cunet.carleton.ca

Office: Loeb A 331

Brightspace course page link: <https://brightspace.carleton.ca/d2l/home/365746>

Virtual office hours: Mondays 10-11:30, passcode: Emogeo

<https://carleton-ca.zoom.us/j/96699680602?pwd=yVC2sXlpqjs4KZbHYRWEYYYFvMNmBI.1>

1. Course Description

Emotional geographies study feelings as spatial phenomenon that lend meanings to places. Students in this course will work together to read about, reflect on, render visually, and report on the emotional landscape of Carleton campus. How do academic spaces feel? Why? Where? For whom? And what does that do? Our learning will involve several tasks.

Reflexive Journaling

Students will be given a journal at the first class and be introduced to the journaling process, which has written and visual elements. These journals will be used every week both between classes (for manual reading notes) and in classes, for notes and visual activities (with materials supplied and no artistic skills required).

Collaborative Reading

Students will work together to expand a course concept glossary and create a gallery of one-page reading profiles, both on the course page in Brightspace. The glossary will come with a starter pack concepts that students should read **before the first class**.

The class will be divided into four groups. Each group will be assigned one quarter of the weekly reading list to discuss and introduce to the rest of the class. Classes will begin with discussion time. Group members will take turns leading this process, by a) bringing printed one-page reading profiles to class, using a provided template; b) leading group discussions of content and relevance; c) expanding/revising their reading profiles based on group discussions; d) telling the rest of the class about their readings; and e) posting revised one-page reading profiles to the gallery in Brightspace before the next class, where I will grade them and students may refer to them.

Group members who are not lead readers will each be expected to add a new concept to the course glossary on Brightspace after class every week (or substantially expand an existing one). Groups will therefore use their weekly reading discussion time to optimize the lead reader's lesson for the class, decide who will post which concepts, and consult on how they will be defined. Everyone is thus expected to post something after every class.

The lessons that students provide for each other on their readings will be peer reviewed, using provided cards which will also serve as attendance records. Following the four reading presentations, we will have a class conversation about their application to our mapping project. At the end of the class, students will be given some time and prompts for reflection in their journals, using provided materials.

Emotion Mapping

In February students will work together to collect data on emotion on campus, using an online mapping platform with a provided template. Every student is expected to make at least 5 pins per week on our digital campus map based on their observations of emotion on campus. At the same time, our collaborative reading will continue, with a focus on the four kinds of feeling being mapped (pleasant activating, unpleasant

activating, pleasant deactivating, and unpleasant deactivating). Classes will end with journal-based reflexive manual emotion mapping activities.

Collaborative Sensemaking

Analysis of the data will proceed in stages. In week 9, students will be asked to consolidate their personal findings and present them to their groups. In week 10, each group will be assigned one of the four kinds of feeling on which to focus their analysis, and students will work together to develop a shared set of conclusions and questions in relation to that feeling. This work will culminate in group presentations, with two presentations in each of the final two classes.

2. Preclusions

There are no preclusions for this course.

3. Learning Outcomes

By the end of this course, students will be able to:

- Explain the biological, spatial and social aspects of emotion;
- Understand the relationship between sensing, feeling, and thinking;
- Confidently discuss emotional and affective geographies;
- Observe and identify emotions in themselves and others;
- Describe the emotional dynamics of teaching and learning;
- Generate and analyse emotion maps.

4. Texts & Course Materials

Reading list is TBD. All readings will be posted on Brightspace. Course materials will be provided at no cost.

5. Course Calendar

Week	Topic	Deliverables
Jan 8: Week 1	Opening and orientation	In-class activities, journal distribution
Jan 15: Week 2	Naming feeling: The nature of emotion and affect	Reading journals, lead readers & glossary posts
Jan 22: Week 3	Spatializing feeling: Emotional geographies and cartographies	Reading journals, lead readers & glossary posts
Jan 29: Week 4	Academic feelings: Emotion in teaching and learning	Reading journals, lead readers & glossary posts
Feb 5: Week 5	Pleasant Activating: Interest and play	Reading journals, lead readers, glossary posts & mapping data
Feb 12: Week 6	Pleasant Deactivating: Care and contentment	Reading journals, lead readers, glossary posts & mapping data
Feb 19: Reading Week		Journal self-assessment
Feb 26: Week 7	Unpleasant Activating: Anger and fear	Reading journals, lead readers, glossary posts & mapping data
March 5: Week 8	Unpleasant Deactivating: Sadness and boredom	Reading journals, lead readers, glossary posts & mapping data
March 12: Week 9	Personal sensemaking	Fieldwork discussions & mapping analysis
March 19: Week 10	Group sensemaking & presentation planning	Collectivizing & focusing analysis
March 26: Week 11	Findings: Activating feelings	Group presentations
April 2: Week 12	Findings: Deactivating feelings	Group presentations Journal self-assessment
Exam Period	Scheduled exit interviews	Summary of glossary contributions and discussion of fieldwork

6. Evaluation

a. Summary Evaluation Elements

Assignment	% of Final Grade	Method
Journals	10%	Self-evaluated at mid-term and end of term
Lead Reader	15%	Posted on Brightspace and graded by Instructor
Reading Lessons	10%	Peer-evaluated in class
Presence	10%	Instructor-evaluated in class
Glossary	15%	Instructor-evaluated by discussion in exit interviews
Fieldwork	20%	Instructor-evaluated by pins and in exit interviews
Group Presentations	20%	Instructor-evaluated, graded as groups in class

b. Detailed Evaluation Elements

Journals 10%

Students will be given journals which they will use for collecting their thoughts and feelings about the readings, in-class visual exercises and discussion notes. Students will **bring their journals every week** so they can refer to and enrich their notes during lessons. This will include both their own group's conversation, and a record of what they learn from the other group's reading lessons. Journals will also be used in-class every week for visual work. I will not collect journals for evaluation, but I will circulate during group discussions and peek over shoulders to see if or how their work is showing up. Students will be asked to assess their own journaling practices at midterm and at the end of the term using a provided rubric on Brightspace. Self-assessments will each be graded pass/fail, with each one worth 5% of the final grade.

Lead Readers 15%

Every student will have at least two turns as lead reader, depending on enrollment. Lead readers will prepare a one-page profile of their group's assigned readings using a provided template, print two copies (one for me), and bring them to class to present to their groups. They will tape these one-page profiles into their journals, write around them to incorporate input from group discussion, then, with their group's support, use these expanded notes to give the rest of the class five minute lessons on their readings.

After class, Lead Readers will edit their one-page profiles based on peer input and post the updated profiles to Brightspace within the week. I will assess the posted profiles, with specific attention to how they changed from the original draft to the final profile following team discussions.

Reading Lessons 10%

Students will be given peer feedback cards every week on which they will evaluate the effectiveness of the 5-minute lessons provided by the Lead Readers from the other three groups, using a provided template.

Presence 10%

Being present in this course means attending classes in mind and body, **setting aside your screens** and being as punctual as possible. Peer feedback cards will be handed in and serve as a record of presence. Given the small class size and extensive collaborative work, attendance is expected unless there are exceptional circumstances that prevent it.

Glossary 15%

Students who are Lead Readers will each be expected to make a weekly contribution to the course glossary, by either adding a new concept or substantially expanding an existing one. At the end of the course, students will be asked to describe their contributions to the glossary in exit interviews, to be scheduled on Brightspace.

Fieldwork 20%

In weeks 5-8, every student is expected to place at least five pins on our collaborative digital emotion map every week, for a total of at least 20 pins per student. They can do so whenever and wherever they observe emotion on campus. Pins will be color-coded by feeling and include prompts for comments (on the internal and/or external signs observed, their duration, intensity, etc). Half the fieldwork grade is based on the quantity and quality of these pins. Students will also do retrospective manual emotion-mapping activities in class and in their journals. The other half of the fieldwork grade will be based on a discussion of their data collection process and their personal findings during exit interviews.

Presentations 20%

In the final two weeks, groups will present their analyses of the collected data, with each group focusing their findings on one of the four kinds of feelings under investigation. Groups will be collectively graded by the Instructor using a provided rubric. Students who feel that the group grade does not fairly represent their work can discuss this with me in their exit interviews.

c. Tests and Examinations

There is no final exam in this course. However, students will have exit interviews with the Instructor which may run into the exam period, scheduled by students on the course page in Brightspace.

c. Final Grade Approval

Grades will be posted on CULearn as they become available. However, 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. Students who wish to appeal or discuss their grade(s) are welcome to do so, as follows:

1. A 'cooling off' period of 24 hours is required. This is to ensure that students have the time to consider the evaluation provided.
2. Grade appeals must be made in writing and emailed to the Instructor with the course code in the subject line. To respect your confidentiality, correspondence must be sent from a Carleton email address. Students should summarize the grade they received and explain why they believe this evaluation is unfair or inaccurate.
3. The Instructor will arrange to meet with the student to discuss the grade. Grades may be increased, decreased, or remain the same.

7. Generative Artificial Intelligence (AI)

Students may use AI to support their comprehension of course concepts and the collection of knowledge. However, any written work submitted must be composed by the student and any data provided by AI must be traced back to

a credible source. Students are urged to consider the limitations of AI, including its tendency to hallucinate false information. <https://theconversation.com/what-are-ai-hallucinations-why-ais-sometimes-make-things-up-242896>. As our understanding of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

8. Statement on Academic Integrity

Mutual respect is required in all interactions. Conduct that inhibits the open and safe exchange of ideas and perspectives will not be tolerated. If something is inhibiting your participation or making you uncomfortable in class, it is your responsibility to promptly bring this issue to the attention of the Instructor. Creating an inclusive, welcoming learning environment takes a team effort. We rely on feedback from students to make this the best experience possible.

The usefulness of this course depends on your engagement. Courtesy protocols will be explained and expected. Please be aware that your attention (or lack thereof) is palpable; if you are distracted during class encounters this has a negative impact on the entire group. To help you remain attentive, our activities will include regular breaks and/or be short in duration.

If you live in circumstances that limit your availability, please let us know early in the semester so we can find solutions (for instance, you may have caregiving, health, or resource constraints). Unless there are exceptional circumstances, students are expected to schedule their employment or other activities around their class obligations.

Academic Integrity

Ideas and the words that express them are the currency of the academic world. Good scholarship locates itself within its field by showing, through proper use of citations and bibliographies, whose ideas it has borrowed and built upon. Scholarship that fails to do so steals intellectual property and cannot contribute to the advancement of knowledge.

Plagiarism is defined by the Carleton University Senate 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 it as your own, without proper citation or reference to the original source;
- Submitting work written, in whole or in part, by someone else;
- Using ideas, direct quotations, or paraphrased material without appropriate acknowledgement in any academic assignment;
- Using another’s data or research findings without attribution;
- Using direct quotations without quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission from the instructor.

Plagiarism is a serious offence that cannot be resolved directly with the instructor. All suspected cases are sent to the Associate Dean, who conducts a rigorous investigation, including an interview with the student. Penalties are not trivial and can include failing the course.

It is the students’ obligation to ensure that they are familiar with the rules for proper citation and attribution of sources. I urge you to be extremely careful in this regard, particularly if you are using on-line or other non-standard sources. The library website offers a wide range of style guides and other citation tips as well as subject area specialists who would be happy to assist you.

9. 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/>"

Emergency Resources (on and off campus)

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- 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/>
- 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>

10. Requests for Academic Accommodations

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).