

Geography 218
Social & Cultural Geography
University of Victoria
Spring 2023

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor:	Jennifer Mateer, Ph.D.
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Office hours:	Tuesday 1:00pm-2:30pm
Course time:	Mondays and Thursdays, 10:00am-11:20pm
Course location:	Cornett A221
Lab Instructors:	Wil Sahar-Patrick – wpatrick@uvic.ca Sid Boegman - sboegman@uvic.ca Chris Fortney - cfortney@uvic.ca

COURSE DESCRIPTION

Welcome to Geography 218! The aim of this course is to provide an introduction to the fields of social and cultural geography. Over the course of the semester, we will examine the major themes of social and cultural geographical scholarship, with a particular focus on the interpretation of cultural landscapes, place-making, and the contested nature of social identities, including feminist and queer geographies. The study of social and cultural geography entails more than simply exploring the “exotic” and “far-away” as cultural curiosities. Rather, it calls upon us to rethink the everyday spaces within which we construct our own geographical imaginations, as well as how cultural practices intersect with the broader structures of social power. By focusing on the key concepts of “cultural landscape,” “social space,” and “sense of place,” human geographers explore how such spaces often become the site of social struggles over meaning, memory, identity, embodied practices, and the very formation of our geographical imaginations. In this class, we shall therefore explore the cultural politics of landscape and the spatial struggles over social space.

COURSE OBJECTIVES

- Provide a broad overview of the key concepts and approaches in social and cultural geography.
- Examine the contested politics of place-making as a social and cultural practice.
- Explore the relations between social identity and the production of geographical space.
- Critically analyze and contribute to contemporary scholarship in social and cultural geography.

LEARNING OUTCOMES

- Acquire a general understanding of the major concepts and approaches in the fields of social and cultural geography.
- Gain an appreciation for the role that social power plays in the formation of socio-spatial identities and the processes of place-making.
- Develop the ability to critically assess the material and symbolic aspects of cultural landscapes.
- Improve competency in interpreting scholarly literature in social and cultural geography and enhance research skills by writing an academic paper.

COURSE MANAGEMENT SYSTEM: BRIGHTSPACE

We will be using the Brightspace course management system as a medium for the posting of relevant course materials and related course information (<https://bright.uvic.ca>).

READINGS

Required Course Texts

- All reading materials will be available on the Brightspace page for this class (<https://bright.uvic.ca>).

ASSIGNMENTS & GRADING SCHEME

Your final grade will be based on the following calculation:

Midterm Exam	20%
Final Exam	30%
Place-Making Research Paper	20%
Lab	25%
Participation in Lab	5%
Total:	100%

In order to get a passing grade in the course as a whole, each student must have a passing grade in the Lab component of the course, as well as the lecture portion.

Grading Scale

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85-89%	
A-	7	80-84%	

B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

COURSE ASSIGNMENTS

Midterm Exam (20%) and Final Exam (30%)

The course will have a midterm exam and a final exam. The format for both exams will consist of multiple-choice questions, short answer questions, and essay questions. The final exam will be cumulative and held during the regular final exam period. Additional instructions will be provided prior to each exam.

Place-Making Research Paper (20%)

In this class, we will be exploring how “places” are socially produced and performatively enacted through a variety of place-making practices. The making of “place” is often a highly contested process, especially when there are competing visions and claims over space. The aim of the Place-Making Research Paper is to provide the opportunity for each student to examine a particular case study of place-making from anywhere around the world. Topics will vary from one student to another, but the overall themes to be considered should relate in some fashion to the broad thematic areas of this course (Note: since this is a course on social and cultural geography, paper topics should focus on these aspects of the place-making process in particular). Below are step-by-step instructions for completing this assignment:

- 1) **Selecting a topic:** Get an early start on the first week’s assigned readings for the course to get a sense of what the notions of “place” and “cultural landscape” are all about. Then, begin to think of any examples you are aware of that involve an attempt to actively construct a “place.” This could be anything from a conflict over the renaming of a street to a struggle over whether particular types of religious architecture are permissible in a given area, to name just two among the many potential topics. Students should consult their lab instructor about selecting a relevant topic.

- 2) **Submitting a proposal:** During Week 4, submit a 1-page proposal to your lab instructor via Brightspace including: your name, preliminary paper title, a purpose statement paragraph explaining the topic and case study to be investigated, and a preliminary bibliography listing at least 10 relevant citations (at least 5 of which should be academic, peer reviewed sources).
- 3) **Conducting the research:** Once you have selected a research topic and it has been approved by your lab instructor, you should continue to collect popular media sources (newspaper or magazine articles) as well as academic sources (geography journal articles, scholarly books, etc.) related to the general topic. Keep in mind that the popular sources you find will likely deal with the details of a particular event, whereas the scholarly literature may address a more general theme of relevance to your topic.
- 4) **Writing your research paper:** After the initial groundwork is completed for conducting your research, you should begin writing a draft of your paper. The paper should be 7-8 pages, double-spaced, 12-pt Times New Roman font size, 2.54 cm margins, not counting any other accompanying materials such as photographs, maps, etc., all of which should be included in an appendix at the end of the document. Also, please do not include large spaces between paragraphs to increase the page count! The paper should draw upon a combination of popular media, academic geography journal articles/books, and a selection of the assigned readings for this course. It should be divided into different sections with bold headings, and below is a guide to help you format the paper:

- 1. Introduction (approx. ½ page)**

Introduce the goal and objectives of the paper in this short section. Also make sure to explain how the paper will be organized so the reader has a 'road map' of the structure of the paper as a whole.

- 2. Literature Review (this section should discuss literature on broad theme of relevance to your research topic (approx. 3 pages)**

For instance, if you were to write a paper on a particular case study of a dispute over a street name in Victoria, this section would review the geographic literature on the cultural politics of street naming more generally without getting into the details of the Victoria case study.

- 3. Case Study (section that examines the details of the case study topic itself drawing upon popular media sources and any other relevant sources) (approx. 3-4 pages)**

In this section, provide a descriptive account and critical analysis of the case study you have chosen to investigate drawing upon relevant media sources, etc.

- 4. Conclusion (approx. ½ page)**

In this concluding section, provide a summary of your main arguments and discuss how your analysis of the case study contributes to the broader literature in social and cultural geography.

For both in-text citations and your bibliography, please use the guide posted on Brightspace.

Note: all images, maps, photographs, etc., should be listed with appropriate reference numbers (e.g., Figure 1, Figure 2, etc.) in an appendix at the end of the paper, not within the text itself, although you should make direct reference to each figure in the body of the essay, by saying “(Figure 1),” etc., at the end of a sentence just as you would for in-text citations. Make sure to also include a “figure caption” placed directly below the image that describes the content of each figure.

- 5) ***Deadline for submitting the paper:*** The paper should be submitted on Brightspace by 11:59pm on Monday April 3rd. Late submissions will receive a grade reduction of 10% per day unless there is a previously discussed accommodation. [***Note: Make absolutely sure to include your name, lab instructor’s name, and lab section on the first page of your paper.***]

Lab (30%)

There will be a total of 5 lab assignments over the course of the semester. Students will be evaluated based upon lab assignments, including a research presentation, and their attendance and participation in lab sessions. For further details, the instructions of each lab will be posted to Brightspace. (**Note: In order to get a passing grade in the course as a whole, each student must have a passing grade in the Lab component of the course, as well as the lecture portion.**)

EMAIL

Send all email to me using the email address listed on the first page of the syllabus (jmateer@uvic.ca). Please include the course number (GEOG 218) in the email subject title. I will do my best to respond promptly to your questions, however I do receive a large volume of emails daily, so it may take 48 hours to receive a response.

UVIC’S ACADEMIC INTEGRITY POLICY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members, and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university’s standards are upheld in a fair and transparent fashion (https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V).

PLAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else’s work as your own without the use of proper citation or (b)

paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>

UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (<https://www.uvic.ca/services/cal>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing, and protecting a positive and safe learning and working environment for all its members.

POLICY ON CHILDREN IN CLASS

It is my belief that if we want women and parents in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is, thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women or people can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in my class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Nonparents in the class, please reserve seats near the door for your parenting classmates.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's [Intellectual Property Policy](#) (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the students registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the [Centre for Accessible Learning \(CAL\) website](#) for more information. You should be aware that there are [policies and legislation](#) regarding academic accommodation. Should you have any questions please contact the [Copyright Office](#).

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support, please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: uvic.ca/svp

COURSE EXPERIENCE SURVEYS (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time, but please be thinking about this important activity during the course.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services—Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>

Health Services—University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>

Centre for Accessible Learning—The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

Elders’ Voices—The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

COURSE SCHEDULE

Below is the course schedule for the entire semester. I will do my best to stick to this schedule, although I do reserve the right to make changes if necessary. Please make sure to check Brightspace for the most accurate information on readings, topic, and guest speakers.

Week	Date	Topic	Lab
1	January 9 & 12	Introduction to Social and Cultural Geography and Understanding Place	
2	January 16 & 19	Place-making	Lab 1: Place and UVic’s cultural landscape
3	January 23 & 26	Cultural Landscapes and Geopolitical Imaginaries	Lab 1 Due (via BrightSpace)
4	January 30 & February 2	Geographies of Art and Resistance	Lab 2: Field trip to Wildfire Bakery Research paper proposal due (via BrightSpace)

5	February 6 & 9	Gender and Intersectionality	Lab 2 Due (via BrightSpace)
6	February 13 & 16	Review Midterm 16th	Lab 3: Gendered Spaces
7	Feb 20 & 23	Reading Break	No labs
8	February 27 & March 2	Queer Geographies	Lab 3 Due (via BrightSpace)
9	March 6 & 9	Race and Social Identity	Lab 4: Race, Space and Social Identities
10	March 13 & 16	Political Ecology	Lab 4 Due (via BrightSpace)
11	March 20 & 23	Music Geographies	Lab 5A: Research paper presentations
12	March 27 & 30	Cultural Heritage and Decolonization	Lab 5B: Research paper presentations
13	April 3 & 6	Review	Research Paper Due (via BrightSpace)