



COURSE OUTLINE

Social and Cultural Geography

Instructor	Professor Teresa Dawson, tdawson@uvic.ca
Lab Assistants	James Roszel, jroszel@uvic.ca; William (Wil) Sahar Patrick, wpatrick@uvic.ca; Nic Jekill, njekill@uvic.ca
Class time	Mondays and Thursdays 10-11:20AM (followed by office hours—please see below)
Location	CLHA224. NOTE: IS REALLY IMPORTANT TO YOUR SUCCESS THAT YOU ATTEND CLASS.
Office Hours	Mon + Thurs 11:30AM-12:30PM <u>and</u> <i>by appointment</i> if those times do not work for you.
Lab times/links:	Please check the Calendar/Registration to determine your lab section and times. You should only attend the lab for which you are registered.

Please kindly...

- Remember that all lecture and lab notes, course materials, exams and quizzes are my intellectual property, and are for instructional purposes only. You should not share them with anyone else without my prior written permission.
- Do not record (audio or video), or take photos of, any aspects of the course such as labs or lectures without first having written permission from me. It is important we respect privacy of others in the course.

Brightspace site: There is a **Brightspace** site for this course called **Spring 2024 GEOG 218 A01 - B01 - B04 X**. It is best accessed through your UVic page and SSO. Please go to the site often.

Communications:

- *Course information, tips, reminders, lab outlines, FAQs, all notices:* The Brightspace site is where I will put anything I think might help you. Please check your preferred email address is correct so you do not miss anything. Please check you have the correct site.
- *Emailing me:* tdawson@uvic.ca. Please put <Geog218: your name: brief subject> in the heading. This allows me to sort at the end of each day to check for emails and not miss anything.
- *Making an appointment:* I welcome you to discuss your geography ideas and questions at times other than office hours. However, I am often in meetings or teaching other courses, so I do not want to miss you. Please **email tdawson@uvic.ca minimally before 4:00pm the night before to make an appointment for the next day (more time is appreciated)**. Please also make sure you cancel the appointment if you are not coming to allow someone else to benefit from the slot.

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. The study of social and cultural geography 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

- Build on the foundational academic knowledge and skills of GEOG 101b
- 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

- Build on the concepts, curiosities and interests you developed in GEOG 101b.
- Acquire a deeper and more nuanced understanding of the major concepts and approaches in the fields of social and cultural geography and learn about some interesting case studies you might want to pursue further in 3rd year.
- 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 learning how to write a the quintessential academic paper in Human Geography (to support the rest of your undergraduate career).

Building Community

We have a challenge in this course. There are a lot of us! However, to succeed collectively we have to build an academic community. This means sharing with each other and being prepared to reach out to, talk to, and help, people we do not know in order to create “connections in a crowd.” This is much harder with a large number of people but I also know it is essential to everyone’s success so I hope you will help me do it. Please bring your ideas to class...and share them. Please check in on your neighbour. Please speak up when it matters.

How to Prepare for Class (these are tips based on the current research into learning)

Before each class...

- Go to the Brightspace site for this course. Download the “outline” for the next week and read it over. Check any concepts you should already know (from 101b) and then look for new ones you want to learn.
- I suggest printing out the outline and having it on the desk in front of you to write on OR having the outline ready on a separate device for you to type into.
- Look up in the textbook any concepts or terms you don’t recognise or are unsure of in the outline.
- Read the pages I have assigned you from the textbook and/or other assigned resources and readings and think about the questions you have.

The day of...

- Come to class with all aspects of your being (show up, mentally engage, think of questions to ask, answer the questions I ask you, help others). I really mean it. Showing up is the greatest predictor of success in class.
- Consider having a small snack/drink handy. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged. Just no nuts please in case people have allergies.

Ongoing follow up...

In 101b we got into the habit of searching for human geography concepts in the *Globe and Mail* and other newspapers using the 5Rs. In 218, we will expand this idea, to look to other sources, such as scholarly articles, films, books, and music. Identify your favourites. Talk to your friends about them. This will help you to see how everything around you can relate to our class conversations.

REQUIRED COURSE READINGS:

The Newcastle Social Geographies Collective, 2021. *Social Geographies: An Introduction*. Lanham, Maryland: Rowman and Littlefield.

This **textbook** is available via the bookstore <https://www.uvicbookstore.ca/text/>. There are at least two

options: e-version, and paperback. Here is a direct link to the publisher where you can also obtain it.
<https://rowman.com/ISBN/9781786612311/Social-Geographies-An-Introduction>

Access to Netflix and Prime—yes you did read this correctly! As part of your lab assignments I am going to be asking you to watch specific movies for analytical purposes. Be creative about this. I suggest getting into a study group, to share with one person who has access (you could offer to take the popcorn if they provide the access), or taking out a “trial” membership and then cancelling it once the course is done. I have tried hard to choose films from easily accessible and a minimal number of platforms, so you don’t have to pay for multiple items.

Other scholarly readings, resources and materials as well as optional items of interest are all provided on Brightspace under the relevant weeks.

COURSE COMPONENTS

The course is designed to achieve the learning goals and outcomes stated above. Each component is specifically designed to achieve a particular outcome and collectively they will give you a strong understanding of key debates, ideas and issues in social and cultural geography. All aspects of the course will be assessed on tests and exams.

Class Meetings—We will all meet together in lecture twice a week (Mondays and Thursdays). Lectures will include class activities, in order to ensure that you understand the really important concepts. Lectures will also introduce lab assignments and help you to understand how they relate to other aspects of the course.

Labs—Labs are once per week starting Week 2 taught by our geography teaching assistants (TAs) overseen by our Senior Lab Instructor. While there are assignment aspects each week, you will not always attend lab in person but may be asked to do other activities so please read the instructions carefully. I really encourage you to get to know your TA. They are an invaluable resource for you. Lab sessions form an integral part of the course. You will be able to explore concepts from lecture in more depth, learn new ideas, and develop geographic and academic skills in a variety of formats, including learning the genre of the academic research essay. Attendance in labs is mandatory. Lab material is examinable in the midterm and final. All gradable assignments will be handed in and handed back using Brightspace drop boxes. Detailed instructions will be provided.

GRADE BREAKDOWN FOR EVALUATION

	Marks	Important Dates
Lab assignments	45*	Due on dates provided by your TA. Includes components of research paper.
Engagement	5	Throughout the term (labs and lectures)
Midterm	20	Thursday Feb 15 th in-class. Instructions provided.
Final Exam	30	Timed in-person in University Exam Period.
TOTAL	100	

*The exact breakdown of lab marks and scheduled activities will be provided by your TA in Lab 1.

Undergraduate Grading Standards (per the Academic Calendar)

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+	6	77-79%	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.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
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.

Important notes regarding overall grades:

- All students are required to show a UVic ID before taking exams.
- You must take both exams (midterm and the final) and submit all lab assignments minimally within 5 business days of the deadline (see below) to pass the course.** Even if you are too late to get a grade for an assignment, you must still submit it to pass. This is because the assignments build your leaning in the course. *Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. N is a failing grade and factors into GPA as a value of 0.* If you are considering a deferral, please understand that certain essential components of this course cannot be completed after the course ends despite the “N” grade. Always check with me first.
- Even if you join the course late, you are still expected to catch up with the Lab assignments and Lecture materials.** You will need to quickly develop a plan and communicate this to your TA to make up the work missed.
- If at any time for any reason you are not able to fulfill your obligations to your lab in a timely manner you must email your TA immediately. Failure to do this can negatively impact the grades of other students and hence your own.

Policy on late assignments

Deadlines for lab assignments will be given in Lab 1. Assignments are due before your lab begins on the day of your lab. To be fair to everyone, if you submit an assignment late, the penalty is 20% per day. **All assignments must be submitted to pass the course, but after 5 days you will receive no grade.** Exceptions can only be granted by Prof. Dawson, not your TA.

GENERAL LECTURE AND LAB SCHEDULE (a more detailed outline will be provided each week)

Week of	Concepts and Ideas that start this week.	Text (other readings are on Brightspace per week) TNC = The Newcastle collective, textbook (2021)	Lab activity
Week 1 Jan 8	Introducing Social and Cultural Geographies and Key Concepts and Themes	TNC Chapter 1, pp 3-28	LABS START NEXT WEEK. Due: Getting-to-know-you Questionnaire <i>Submit your questionnaire in >Brightspace> course tools>assignments</i>
Week 2 Jan 15	Place Making and cultural landscapes of Identity	TNC Review (“look through,” <i>not</i> “read all of”) Part D (Issues) for ideas for your paper.	Lab 1: Tips for success, explanations of lab requirements <i>Activities</i> <ul style="list-style-type: none"> Get to know your colleagues in Lab Learn how to succeed in 218 Understanding expectations for Place-Making Research Paper process (<i>read over guidelines ahead of time and bring questions</i>). Review APA style + Academic Integrity standards.
Week 3 Jan 22	Gender NOTE: Jan 24 is last day for adding courses	TNC Chapter 16	Lab 2: Film + worksheet #1 (workblock)
Week 4 Jan 29	Sexualities	TNC Chapter 17	Lab 3: In-Person discussion of worksheet findings and research paper workshop #1.

Week 5 Feb 5	Race	TNC Chapter 13	Lab 4: Film + worksheet #2 (workblock) Study for midterm exam
Week 6 Feb 12	Indigeneity MID-TERM EXAM THURSDAY Feb 15TH <i>Full details will be provided ahead of time</i> Please remember to bring your ID.	TNC Chapter 8	Lab 5: In-Person discussion of worksheet findings and research paper workshop #2.
Week 7 Feb 19	READING BREAK. NO CLASSES ALL WEEK.		NO LABS this week.
Week 8 Feb 26	Class <i>NOTE: Feb 29 last day for dropping courses</i>	TNC Chapter 15	Lab 6: Film + worksheet #3 (workblock)
Week 9 Mar 4	Religion	TNC Chapter 14	Lab 7: In-Person discussion of worksheet findings and research paper workshop #3.
Wk 10 Mar 11	Disability	TNC Chapter 18	Lab 8: Film + worksheet #4 (workblock)
Wk 11 Mar 18	Age	TNC Chapter 19	Lab 9: In-Person discussion of worksheet findings and research paper workshop #4
Wk 12 Mar 25	Migration	TNC Chapter 26	Lab 10: Workblock to assemble the components of your research essay, and edit and polish it to professional standard. TAs will be available for consultation.
Wk 13 April 1 April 4	Monday April 1: NO CLASSES Living in the spaces between.	Read for Thurs class. TNC Chapter 20	NO in-person LABS THIS WEEK. COMPLETE REMAINING ASSIGNMENTS and FINISH ANY MISSING ELEMENTS. IMPORTANT NOTE: BE SURE YOU HAVE COMPLETED AND SUBMITTED ALL LAB ASSIGNMENTS FROM THE TERM. YOU MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE. Any questions please ask your TA. Catch up with any readings so you have everything ready for the exam. Please use your time wisely.
Wk 14 April 8	LAST CLASS is Monday April 8 Performing Place: Review of key concept and ideas for the Exam	Return to Chapter 1. Complete any missing readings on Brightspace.	NO LABS THIS WEEK.
TBA	FINAL EXAM in University Exam Period <i>Full details provided</i>	Exam is scheduled by the University Registrar's Office and is 3 hours, in-person.	

Note: While every effort will be made to maintain the above schedule, policies, procedures, assignments, labs and exams, as outlined in this syllabus, they may be subject to change in extenuating circumstances.

Acknowledging our presence on the land

UVic's Territory Acknowledgement reads as the following. "We acknowledge and respect the **lək̓ʷəŋən** peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and **WSÁNEĆ** peoples whose historical relationships with the land continue to this day." I hope each of us, from here locally or from far away in lands with other colonial histories, will think about how we can make real meaning from this statement in our own contexts and lives. This is a theme we will return to often in this course.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or 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 sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course. Please do not worry; I am fully able to implement their recommendations regarding accommodations such as differences in length of timed exams.

A note about triggering and self-care

In many ways, the most important pre-requisites for this course are an open heart and an open mind, as well as a willingness to engage thoughtfully with challenging or difficult material. Each of us brings our unique passions, experiences and histories with us to the class. We have no idea what others have struggled with, or overcome, to join us. For this reason, kindness to each other will be imperative if we are all to succeed. Diversity of knowledge and backgrounds can only enhance the learning for all of us. However, each of us can inadvertently be triggered by a topic, a phrase, a reference, an image, an association, and so on. While I do everything I can to prevent us from experiencing any kind of trauma in this class, and would never intentionally cause anyone harm, I acknowledge that triggers are many and varied and often unpredictable for each and every one of us, particularly at present. For this reason, please have a plan to cope should something arise for you, by for example stepping away, having a cup of tea, or going for a walk. As always, do not hesitate to contact me if I can help or support you in any way, and as the need arises. If you would like me to be aware of something you are struggling with in the course material or approach, please don't hesitate to let me or your TA know.

Masking and health

We do not know peoples' personal situations or individual needs, as well as who may be living with vulnerable individuals, so we will respect everyone's choices to wear or not wear a mask in lecture and lab. We will also follow University Policies and Guidelines on health matters. If you feel seriously unwell, obviously you should stay home and not attend class. Any questions don't hesitate to ask me or your TA.

Making sure you retain your academic integrity in this course

Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat. In plain language, usually problems arise if you try to submit work that you did not create, if you copy someone else's answers or if you use someone else's words without using quotation marks and giving proper credit to the person who wrote them. If you have any questions or doubts, please talk to me. For more information, see uvic.ca/learningandteaching/cac/index.php.

Providing feedback via the Course Experience Survey (CES)

I value your feedback on this course. At the end of term, you will have the opportunity to complete an anonymous survey regarding your learning experience in this course (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Department of Geography improve the overall program for students in the future. The survey is accessed via ces.uvic.ca 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, and it will be one of our in-class activities, but please be thinking about this important activity during the course.

ADDITIONAL RESOURCES TO SUPPORT YOUR SUCCESS

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working

environment for all its members. Remember to take care of yourself. Do your best to maintain a healthy lifestyle 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. There are many resources available to support your success, so make sure you know where to go when you need help. The following are some examples:

Academic Advising <http://www.uvic.ca/services/advising/>

Academic Calendar (including key dates such as add and drop deadlines) <https://www.uvic.ca/calendar/dates/>

Centre for Academic Communication (the Writing Centre) <https://www.uvic.ca/learningandteaching/cac/>

Centre for Accessible Learning (CAL)

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/services/cal/>. Please note I am able to implement their recommendations regarding accommodations such as differences in length of timed exams using the online system.

Coop and Career Services <https://www.uvic.ca/coopandcareer/>

Counselling Services offer free professional, confidential, inclusive support to currently registered UVic students <https://www.uvic.ca/services/counselling/>

Elders' Voices The Office of Indigenous Academic & 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 [uvic.ca/services/indigenous/students/programming/elders/index.php](http://www.uvic.ca/services/indigenous/students/programming/elders/index.php)

Geography Department <https://www.uvic.ca/socialsciences/geography/>

- Geography Undergraduate advising and registration geogadvising@uvic.ca.
- Geography Department Chair geogchair@uvic.ca

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/>

International Students and the UVic Global Community

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

MacPherson Library <http://www.uvic.ca/library/>

Math and Stats Assistance Centre

<https://www.uvic.ca/science/math-statistics/current-students/undergraduate/msac/index.php>

Plagiarism Guide (how not to...) from the Library online <https://www.uvic.ca/library/help/citation/plagiarism/>

Positivity and Safety and Professional Code of Conduct for Students

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The January 2021 *Tri-faculty code of conduct for students* can be found here and is useful to review. <https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

Sexualized violence resource office, EQHR; Sedgewick C119, <https://uvic.ca/svp>

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, contact: 250.721.8021, svpcordinator@uvic.ca

Undergraduate Calendar (includes policies and regulations such as: **academic integrity** at Section 7, **academic concessions** at Sections 10 and 11) <https://www.uvic.ca/calendar/undergrad/index.php#/content/62daf5e88b7d47001d0fc385>

Key academic dates are here: <https://www.uvic.ca/calendar/dates/>

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

Acknowledgement

I wish to acknowledge my deep gratitude to Dr. Reuben Rose-Redwood, who originally developed this course and shared all of his materials and advice with me so generously, whilst simultaneously encouraging me “do my own thing.” Also to a series of previous instructors, such as Dr. Jennifer Mateer and others, who have added their own resources and experiences. Finally, to all the students in my former classes at UVic who have shared their “resource finds” with me because they found them interesting and thought others might too. Each and every one has added a voice to this tapestry. The benefits are for everyone, the errors are mine alone.