



**GEOG 218
Social & Cultural Geography**

Instructor: Wil Sahar Patrick

Office Location: DTB B214

Contact: wpatrick@uvic.ca

Office Hours: Fridays, 11:00–1:00 pm (or by appointment).

Lecture Times: Mondays and Thursdays, 10:00–11:20 am

Lecture Location: Clearihue (CLE) A224

Lab Instructors

Wuni Wuntah, jmwuntah@uvic.ca

- B01, Mondays, 2:30–4:20 pm

- B02, Tuesdays, 10:30–12:20 pm

Hazim Ismail, muhammadismail@uvic.ca

- B03, Wednesdays, 8:30–10:20 am

- B04, Wednesdays, 12:30–2:20 pm

Lab Instructor Location: DTB B311

We acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees and Esquimalt Nations, and WSANEC peoples whose historical relationships with the land continue to this day.

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. 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>).

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

READINGS

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

WEEKLY CALENDAR

Week	Date	Topic	Lab and Course Notes
1	January 6 & 9	What is Social Geography?	No Labs
2	January 13 & 16	Cultural Geography & The Cultural Turn	Lab 1: Social and Cultural Geography January 19: Last day for 100% reduction of second term fees for dropped courses
3	January 20 & 23	Reading the Landscape & Monumentality	Lab 2: Dérive Due: Paper Proposal January 22: Last day for adding courses that begin in the second term
4	January 27 & 30	Art, Graffiti & Culture in the Landscape	Lab 3: Wildfire Bakery Fieldwork Due: Dérive worksheet due
5	February 3 & 6	Racialization, Space, & Cultural Politics of Identity	Lab 4: Racialization & Space; Literature Review Due: Wildfire Bakery worksheet
6	February 10 & 13	Review & Midterm	Lab 5: Review & Case Study Due: Literature Review Assignment
7	February 17 & 20	Reading Break	No Labs
8	February 24 & 27	Gender, Intersectionality, Place, & Culture	Lab 6: Gendered Spaces in Victoria Due: Case Study Assignment February 28: Last day for withdrawing from full year and second term courses without penalty of failure
9	March 3 & 6	Geographic Imaginaries and Imaginary Geographies	Lab 7: Geofictions Due: Gendered Spaces Worksheet
10	March 10 & 13	Infrastructure, the Commons and Public Space	Lab 8: Work Block

11	March 17 & 20	Geographies of War & Conflict	Lab 9 & 10: In-lab presentations
12	March 24 & 27	Language, Geography, & Culture	
13	March 31 & April 3	Review	No Labs Due: Research Paper, April 4

EVALUATION

In lab participation (evaluated throughout the term)	5%
Lab assignments and worksheets	30%
Final research paper	15%
Midterm	20%
Final Exam	30%

COURSE ASSIGNMENTS

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

The course will have a midterm exam (February 13, 2025) 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 (15%)

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).

The Place-Making Research Paper will consist of five components 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 (approx. 3 pages): this section should discuss literature on broad theme of relevance to your research topic. 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 (approx. 2 pages): In this section, provide a descriptive account of the case study you have chosen to investigate drawing upon relevant media sources, etc.
4. Discussion (approx. 2 – 3 pages): In this section, provide a critical analysis of your case study with the framework and concepts developed your literature review.
5. 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 Friday, April 4. Late submissions will receive a grade reduction of 20% 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.]

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 3, 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) **Submitting a literature review:** During Week 6, submit the literature review assignment to your lab instructor via Brightspace.

5) **Submitting a case study:** During Week 6, submit the literature review assignment to your lab instructor via Brightspace.

6) **Drafting 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.

Lab (35%)

There will be a total of 6 lab assignments over the course of the semester:

1. Dérive Lab worksheet (3%)
2. Wildfire Bakery worksheet (4%)
3. Paper Proposal (3%)
4. Literature Review (5%)
5. Gendered Spaces worksheet (5%)
6. Case Study (5%)

Students will be evaluated based upon lab assignments, including a research presentation (5%), and their attendance and participation in lab sessions (5%). 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*).

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	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.
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.

POLICY ON LATE ASSIGNMENTS

Assignments are due **before** the start of your scheduled lab time during the week indicated in the Weekly Calendar. Late assignments and/or project work will be penalized 20% per day. Exceptions will only be granted for medical or compassionate reasons. *Only the course instructor can grant exceptions.* When contacting me please let me know what lab section you are in. I will need to notify your LA if an exception is granted.

Exams can only be missed for medical or compassionate reasons. Only the course instructor can grant exception. If an exception is granted, the student may be provided at alternate date/time to write the exam. If this date/time is not agreeable for whatever reason the weight of the missed evaluation component will be added to the final exam. If you miss a final exam (regardless of the reason and want the chance to write) you must apply for a [Request for Academic Concession through the registrar's office](#).

Conflicts with work, holidays or travel plans are not considered an acceptable reason to apply for a deferred assignment or project extension or miss an exam.

POLICY ON ATTENDANCE

Attendance is expected for lectures and lab assignment work periods. Recordings of lecture material or laboratory material are not provided (see the **Course Policy on Recording of Lectures and use of Course Materials** below). Lab attendance is part of the lab participation and students must pass both the Lecture and Lab portions of the course to receive a grade. If a student misses a lecture or lab, the student must visit the office hours of myself or their lab assistant to discuss missed material. If the student is not available for office hours, then the student must contact myself or the lab assistant to schedule another time.

ACADEMIC INTEGRITY

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.**

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

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

Please be advised that in this course you are not authorized to use any form of generative AI. In order to successfully complete course activities, generative AI is not required nor welcomed. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As the University of Victoria states on its Academic Integrity Policy "Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility." Therefore, I expect you to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from use generative AI.

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](#).

EMAIL

Send all email to me using the email address listed on the first page of the syllabus (wpatrick@uvic.ca). Please include the course number (GEOG 218) in the email subject title. I will do my best to respond during business hours (9:00 am – 5:00 pm) promptly to your questions, however I do receive a large volume of emails daily, so it may take up to two business days (Monday – Friday) to receive a response.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented 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 (uvic.ca/services/cal/). The CAL staff is 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.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. If there are any concerns, please contact me.

SEXUALIZED VIOLENCE RESOURCE OFFICE (SVRO)

If you have been directly or indirectly impacted by sexualized violence, reach out to the SVRO for information, advice, resolution options (restorative and disciplinary) as well as support options and referrals. The SVRO is both survivor-centred and trauma-informed in their approach.

eqhr01@uvic.ca
Sedgewick C Wing
www.uvic.ca/svp

EQUITY AND HUMAN RIGHTS (EQHR)

UVic Equity and Human Rights is a resource for students, staff and faculty who have experienced discrimination and harassment and are looking for informal and formal resolution options as well as advice, coaching and/or education. We are available for confidential consultations so that you can ask questions and learn your options.

eqhr01@uvic.ca

Sedgewick C Wing

www.uvic.ca/equity

RESOURCES FOR INTERNATIONAL STUDENTS

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.

COURSE EXPERIENCE SURVEY (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 online 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.* 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.* 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* 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.*

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.* uvic.ca/services/indigenous/students/programming/elders/index.php

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.