



DEPARTMENT OF GEOGRAPHY

**Course Outline
GEOG 324 Directions in Geography**

INSTRUCTOR: Dr. Jutta Gutberlet
Office: DTB B312
Phone: 472 4537
E-mail: gutber@uvic.ca

Lectures: M & Th: 10:00am - 11:30am
Location: Clearihue Building A307
Office Hours: M & Th: 11:30am - 12:30pm
or by appointment

COURSE OVERVIEW

This course examines geographic thoughts and practices. We will briefly review the early to contemporary development of geography as a discipline. We will identify the broad spectrum of different approaches and methods applied within the discipline. What differentiates geographers from other scholars? What do we have in common? What specific contributions can the discipline give? How? We will discuss the diverse ways of doing geography, from physical to human geography and the in-betweens.

The proposed readings focus on contemporary issues discussed in Geography, ranging from policy, power relations and governance issues to touching on the multifaceted themes of waste, water and the environment. We will discuss present-day inquiries in Geography, addressing everyday local issues to the planetary challenges that come with the *Anthropocene*, and some recent societal challenges related to instability and violence.

We will learn about different ontological and epistemological lenses used in Geography to analyze diverse aspects and questions related to the course themes. A field-visit and guest speakers will provide hands-on and in-depth information related to some of the themes and Geographies discussed in class. Students will work on a research project of their own interest, engaging with one of the multiple approaches in Geography. The project involves literature review and discussions on how geography contributes to the debate of relevant contemporary issues.

Throughout the course we will identify and review the students' perspectives and major interests within Geography. The course will allow for reflections, discussions, critique and suggestions related to questions on how knowledge is created in the various areas within Geography. The course format comprehends lectures, in class discussions and debates, film screenings, student presentations and a one-day field trip. In class participation is key to thrive in this course. Students may also suggest specific readings or topics they would like to see addressed.

LEARNING OUTCOMES

This course seeks to provide the students with insights on the history, development and contemporary thoughts related to geography. The students will be exposed to diverse perspectives and approaches within physical and human geography. By examining featured topics we will learn about academic writing and the application of specific research methods for the inquiries under study. The course aims at promoting creativity and reflections on the students' own research interests, by critically assessing geographical scholarship in different areas. In this course the students will be engaged in presenting, discussing and producing essays.

REQUIRED TEXTS

See required weekly readings in Table below. All readings are available on Course Space. Additional readings may be suggested.

FIELD TRIP

There will be a **mandatory** half-day field trip on February 2nd. Students need to arrange their schedule early on in order to be able to participate. Further information will be provided in class.

MARK ALLOCATION

Discussion leader	10%
Written responses to the weekly reading	40%
Concept paper	30%
Paper presentation	10%
Attendance and class participation	10%

SEMINAR TOPICS AND SELECTED READINGS

WEEK	DATE	CONTENT & READING
1	5.1.	Introduction to the course content and defining the field of Geography. - Cutter et al. (2002) The Big Questions in Geography. <i>Professional Geographer</i> , 54 (3): 305-317.
2	9.1.	What does it mean to be a Geographer? - Skole, D. L. (2004) Geography as a Great Intellectual Melting Pot and the Preeminent Interdisciplinary Environmental Discipline. <i>Annals of the Association of American Geographers</i> , 94 (4): 739-743.

	12.1.	Geography and its future. - Hanson, S. (2004) Who Are “We”? An Important Question for Geography's Future. <i>Annals of the Association of American Geographers</i> , 94:4, 715-722.
3	16.1.	Research traditions and philosophy in Geography - Peet, R. (1998) Modern geographical thought. Oxford: Blackwell, Chapter 8 Conclusion: Geography as Social and Spatial Theory, pp. 292-302.
	19.1.	The evolution of geographic thought Lees, L. (1999) Critical geography and the opening up of the academy: lessons from ‘real life’ attempts. <i>Area</i> 31 (4): 377-383.
4	23.1.	Methods applied in researching and explaining geographical phenomena - Johnston, R. (2003) Geography: a different sort of discipline? <i>Transactions of the Institute of British Geographers</i> . 28 (2): 133-141.
	26.1.	Place and place naming - Tucker, B. & Rose-Redwood, R. (2015). Decolonizing the map? Toponymic politics and the rescaling of the Salish Sea. <i>The Canadian Geographer</i> , 59 (2): 194–206.
5	30.1.	Spatial representation, cartography and community mapping - Parker, B. (2006) Constructing Community Through Maps? Power and Praxis in Community Mapping. <i>The Professional Geographer</i> 58, (4): 470–484.
	2.2.	Field trip
6	6.2.	Materiality and a cultural geography perspective - Kirsch, S. (2012) Cultural geography I: Materialist turns. <i>Progress in Human Geography</i> 37(3) 433–441.
	9.2.	Subculture - Edwards, F. & Mercer, D. (2008) Gleaning from Gluttony: an Australian youth subculture confronts the ethics of waste. <i>Australian Geographer</i> , 38 (3): 279-296.
7	13.2.	Reading Break
	16.2.	
8	20.2.	Water governance - Harris, L. (2009) Gender and emergent water governance: comparative overview of neoliberalized natures and gender dimensions of privatization, devolution and marketization. <i>Gender, Place & Culture</i> , 16:4, 387-408

	23.2.	Politics of waste - Demaria, F. & Schindler, S. (2015) Contesting Urban Metabolism: Struggles Over Waste-to-Energy in Delhi, India. <i>Antipode</i> Vol. 48 No. 2 2016 ISSN 0066-4812, pp. 293-313
9	27.2.	Feminist Geography - Knopp, L. (2004). Ontologies of place, placelessness, and movement: queer quests for identity and their impacts on contemporary geographic thought. <i>Gender, Place & Culture</i> , 11(1), 121-134.
	2.3.	White supremacy and masculinity - Gahman, L. (2015) White Settler Society as Monster: Rural Southeast Kansas, Ancestral Osage (Wah-Zha-Zhi) Territories, and the Violence of Forgetting. <i>Antipode</i> Vol. 48 No. 2 2016 ISSN 0066-4812, pp. 314-335
10	6.3.	Economic Geography - Gibson-Graham, J. K. (2012) Diverse Economies: Performative Practices for “Other Worlds. In Barnes, T. J.; Peck, J. & Sheppard, E. <i>The Wiley-Blackwell Companion to Economic Geography</i> . Chichester: John Wiley & Sons Ltd.
	9.3.	- Graham, S. & Thrift, N. (2007) Out of order: understanding repair and maintenance. <i>Theory Culture & Society</i> 24 (3): 1-25.
11	13.3.	Environmental Geography - Lepawsky, J. & McNarb (2010) Mapping international flows of electronic waste. <i>The Canadian Geographer</i> , 54 (2): 177-195.
	16.3.	Environmental Ethics - Mitchell, A. (2015) Thinking without the ‘circle’: Marine plastic and global ethics. <i>Political Geography</i> 47: 77-85.
12	20.3.	Global challenges - Castree, N. (2014) The Anthropocene and Geography I: The Back Story. <i>Geography Compass</i> 8/7: 436-449.
	23.3	Global challenges - Fournier, V. (2012) Escaping from the economy: the politics of degrowth. <i>International Journal of Sociology and Social Policy</i> . 28 (11/12): 528 - 545.
13	27.3.	Student presentations
	30.3.	
14	3.4.	Future directions in geography Marston, S.A.; Jones III, J.P. & Woodward, K. (2005) Human geography without scale. <i>Trans Inst Br Geogr.</i> 30: 416-43

ASSIGNMENT DETAILS

I. Discussion leader (once or twice during the term, depending on enrolment) 10%

In Week 1 all students have to sign up for their role as discussion leader. Students will prepare a 10 to 15 minutes presentation on one of the weekly reading or on their own suggested reading. The student will then lead the in-class discussion for one to two classes over the course of the semester. The role of the discussion leader is to summarize the reading and offer critical reflections on the reading. The discussion leader will engage the class with questions and thoughtful provocations that have emerged when doing the reading. At the end of each class the discussion leaders must submit the following: (1) a short commentary on the reading (1 page) and (2) a list of at least 5 questions planned to ask during the class. If you choose your own reading, then please provide the reference one week ahead of the presentation date.

II. Written responses to the weekly readings (4% each and 10 responses = 40%)

All students have to provide questions, comments, and/or criticisms on the assigned readings for the weekly class meetings and elaborate on them. Each student is responsible to hand in a total of 10 responses, which gives you 2 weeks without handing in an assignment. You can choose the date you would like a 'free pass'. However, you are still required to do the readings that week and are responsible for coming to class prepared and contribute to the discussion.

Each assignment is expected to be of 1 to 2 pages of length (spaced 1.5). The responses are due at the end of each class, throughout the term.

III. Concept paper (30%)

You will develop a specific idea that interests you within Geography. You will revise the existing literature for the topic. You will elaborate on a specific, real world experiences related to your research idea and you will discuss the topic (based on literature and own ideas). In your research paper you should engage in answering the questions as to why geography and what kind of geography you are building on in your theoretical discussion. What is the particular lens you are taking in geography? You have to provide key references demonstrating engagement with the literature. The concept paper should be around 10 pages long (approximately 5000 words, including references). **The paper is due in class in Week 12.**

IV. Individual paper presentation (10%)

In Week 13, the students will give a presentation on their research and the findings discussed in the concept paper. Students can use PowerPoint or any other related computer software as a visual supplement to the oral presentation. Ideally, we will schedule 10 minutes for each presentation, plus an additional 5 minutes for a questions/answers session. However, this may be altered somewhat depending on how many students enrol in the course.

V. Attendance and Participation (10%)

Students are expected to attend and actively participate in all classes. To achieve full participation marks means that the student engages in the discussion and actively listens, poses questions and provides answers or contributions when possible. This is an easy mark to get, by regularly attending class and coming prepared.

COURSE POLICIES

Classroom policies

- Please turn cell phones off during class—ringers, earphones and texting are disruptive and unacceptable.
- Students are expected to do the assigned readings in advance and be prepared to participate in class discussions and in-class activities. Please note that participation does count towards your grade.

Written assignments

- **Formatting:** Coursework must be word-processed, 1.5-spaced, 12-point font size. Assignments should be proofread prior to submission to insure that they are free of grammatical and spelling errors and must include a list of all references cited in the text, using the APA citation style. All coursework should include the student's name and student number, the course's code and name, and that of the instructor, in order to avoid loss or improper identification. No need to use a cover page.
- **Submission guidelines:** All assignments must be submitted on the date specified. And must be done **exclusively** for this course.
- **Late submissions:** Work submitted late will be accepted with a 5% daily reduction (including weekend days), up to seven days after the due date. If needed, you may submit your assignment during the weekend as a way to minimize late penalties. In case of an outstanding valid situation you must contact me, preferably in advance. I cannot consider a particular situation unless I know about it, so do not wait until the end of the term to communicate if something did come up. For health reasons, a doctor's certificate must be submitted. No extensions will be granted unless you have communicated with me and your reasons have been deemed valid.

Plagiarism

It is your responsibility to be familiar with and understand the information on plagiarism. Read carefully the sections "Avenues of Appeal" (p. 17), "Plagiarism and Cheating" (p. 19), and "Evaluation of Student Achievement" (pp. 21-22), in the *UVic Calendar*. Also see UVic Libraries' plagiarism policy at <http://library.uvic.ca/instruction/cite/plagiarism.html>.

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course, is listed among academic offences.

Accessibility

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 Resource Centre for Students with a Disability (RCSD) as soon as possible. For more information see: <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please notify me immediately if any date proposed for assignments or papers conflicts with dates of special significance in your religion/culture. I will arrange alternative dates to accommodate these individual needs.

Geography grading system

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

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 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.

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