



Geography 391

Landscapes of the Heart

Tentative course outline subject to change. See CourseSpaces site for updates.

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Fall 2017 | Wednesdays 1:30 – 4:30pm

Course Overview

Grounded in humanistic geography and qualitative methods, this course investigates the meaningful non-tangible relationships between humankind and environment. These relationships include emotional attachment (to place), aesthetics (of landscape), ethics (of environment), and spirituality (sacred space). We will examine these ideas through exploration of the geohumanities; ways of seeing or apprehending the world; ways of being in place; ways of translating or reproducing the world; and possible paths forward in the relationship between humans and the landscapes that surround them.

Learning Goals

- Demonstrate a solid foundation and appreciation for the diversity of contemporary perspectives in geohumanities, creative geographies and geopoetics;
- Demonstrate an understanding of debates in human geographical inquiry and debate as concerning landscape, aesthetics, place-making, spirituality, creative geographies
- Cultivate one's own "geographical imagination" by critically assessing current geohumanities scholarship
- Clarify one's own relationship to place and place-making through experiential field trips, personal reflection and attention to varied landscapes
- Gain experience in the practice of various geohumanities creative techniques (visual art, writing, memory mapping, etc)

Course readings & supplies

There are two mandatory textbooks for this course as well as mandatory CourseSpaces readings, around all of which the course is has been designed. Reading – and engaging with the readings (highlighting, underlining, taking good notes etc.) – is essential for your enjoyment of and success in this course.

You will also need to purchase some supplies for this course. Make sure you have:

- a heavy grade, unlined notebook, suitable for sketching and water colouring. A water colour sketch pad is best, but a Moleskine or other blank book will do. The better the paper, the more polished your final products will look. **The notebook should be a minimum of 5 x 7 inches (a regular sized journal).** Bigger is better. You want room to give space to what you create.
- a black ink waterproof drawing pen or at least a good drawing pencil
- a basic set of watercolour paints (the round, two-tiered set are fine)
- a water brush (plastic water colour brush with a built-in reservoir you can fill with water)

All of these can be found at the UVic bookstore, or at Art World or Island Blue, downtown. They should come to about \$25 total. You can also check online and order from Amazon, with a free, student Prime account (not that I advocate ordering anything from Amazon).

Course Policies

1. Contact me before class or field trips if you must miss (for legitimate, documented reason). Zero tolerance for missing the final project presentation.
2. Plagiarism – zero tolerance (see UVic’s [academic integrity policy](#))
3. Accessibility – please meet with me and the [Centre for Accessible Learning](#) early if you may need accommodation
4. Do your part to ensure a safe, kind, engaging classroom. Be punctual, respectful, open to diversity, compassionate, and attentive. Please turn your cell phones off in class, unless we’re looking something up.

Course Components & Assignments

Class Meetings and Participation—We will meet together once a week (Wednesdays). Classes may include lectures, guest speakers, field trips, film clips, presentations, student lead segments and discussion of materials. I may bring visitors to class occasionally when their research work is relevant to our learning and I think you might enjoy meeting them and hearing about the kinds of geography they do. Your participation grade will reflect your willingness to engage in both your own questions and reflections in class, as well as those of your colleagues. ▣

I will put any supporting learning resources for the course (from me or other colleagues in the course) on the CourseSpaces site.

Attendance and Class Participation 5%

This includes engaging in discussion, asking questions, offering answers, and active listening, where none is prioritized over the others. If you regularly attend classes, show up to class prepared, and remain committed to and engaged with the course materials throughout the term, this is an easy 5% to achieve.

Seminar Presentation 15 %

Starting in Week 2, working by yourself or in groups of 2, you will pick one class where, together, you will prepare and lead a 30 minute discussion on one of the course readings. **In essence, your role is to summarize the weekly reading, offer some critical reflections, and engage the class with some questions of importance that you have drawn from the reading to stimulate our discussion.** This is similar to what you will have prepared for your weekly written responses each week, but you are expected to go a little deeper into the literature so that you can bring in some additional insights. Thus, during your week to present it is important that you go beyond the assigned readings, drawing on personal experiences or any other supplemental material you can think of (short films, comic strips, games, art, maps, etc.) that you think might be useful. Your weekly topic will also become the topic of your term research paper, which will give you a jump on preparing to write your essay, so pick something that interests you. We will determine who presents what week during our first class meeting, although there may be some rescheduling should individuals join or withdraw from the course.

I can meet with the facilitators ahead of the class to help them prepare a discussion outline, develop key questions for us all to think about, and communicate the readings to everyone.

Short Written Responses to the Readings 30%

Length: 1-2 pages (typewritten, of course); 6 responses at 5% each for a total of 30%

You will produce one **thoughtful, engaged** set of questions, comments, and/or criticisms on each group of assigned readings for the weekly class meetings. You are responsible for handing in 6 responses, which means that for the field trip weeks and two other weeks out of our meetings you get a free pass and are not required to hand in an assignment. It is up to you to choose what weeks you don't want to hand in an assignment, but you are still responsible for doing the readings that week and coming to class prepared to discuss them.

Field Journal 25%

Our connection to place and landscape are often hard to express in only words. We will complete three field trips during the semester. During these excursions, you will learn and practice different ways of apprehending landscape, connection to place/landscape and documenting of your results; this will form the start of a field journal that reflects your experiences in various landscapes. The journal will include one entry from each of the field trips (field journaling intro; memory mapping; field journaling II) plus two additional entries you'll complete by visiting two additional landscapes on your own time. The journal should incorporate the techniques we have studied in class and engage with landscape in a way that is meaningful and thoughtfully engaged with the course material. The journal can include all of the elements we learn, including text, image, sound tapestries, landscape renderings, and free writing.

When completing your journal, think about and incorporate, whenever possible, the following:

- What application might concepts from class have in the place you've chosen that day?
- What connections do these concepts help you make as you navigate the world?
- Does your learning change your behaviour or your experience in any way?
- Sometimes you might make profound connections; other times not. Don't worry, just keep creating and I anticipate you will be surprised at what emerges.

You do not have to be a skilled artist to complete this project well. We will share and reflect on our creations in the last class of the term.

Research Essay 25%

Working off of the topic covered in your seminar presentation, go more in depth and write a research paper (max. 2500 words) on an aspect of your topic. You should meet with me to discuss and hone your topic before finalizing it. If you want to make this into a creative/critical essay, please also pass your idea by me before you begin. The paper is due November 22, 2017.

Assessment (Grade allocation)

	Marks	Important dates/deadlines
1. Participation	5%	Throughout the semester
2. Reading responses	30%	Throughout the semester
3. Seminar presentation	15%	As applicable; select your date of choice
4. Research Essay	25%	Due November 22 in class
5. Field journal	25%	Present and submit on the last class (Nov. 29)

Rules regarding late assignments: In order to be fair to students who meet the deadlines, if you submit an assignment late you will lose marks in the following way. The late penalty is 20% per day. All assignments must be submitted but after 5 days you will receive no grade. Again, to be fair

to everyone, exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner stating the reason for your inability to attend class a maximum of one week later). ■

Undergraduate Grading Standards

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%	49% or Less

Note on marks: A-level marks (80%+) reflect exceptional (beyond expectations), outstanding, or at least highly competent efforts. B+/B level marks (73-79%) reflect good or at least acceptable efforts (usually above the class average). B-/C+ level marks (65-72%) represent average efforts, showing some understanding but deficient in some way. C/D level marks (50-64%) represent passable but largely insufficient efforts, while F marks (<50%) represent failing the course.

Notes on learning expectations

1. Think deeply about why you are here and what you want to get out of your experience at UVic in the short time you'll be here. Use this time wisely to develop skills and good habits around critical thinking*, effective written and visual communication, working with others, problem solving, empathic listening, organization, perseverance, and initiative.
2. I consider such skill development and good habit formation as being at least as important as content mastery in this course. While I want you to learn important things about landscape, place, geohumanities and ways of seeing, I also want you to develop particular skills and habits. Keep in mind future people you will work with will be just as concerned with your skills and habits as your marks.
3. Effective learning involves recognizing how the course material is directly relevant to your life – in this case how your own story is woven into the story of a landscape. Rather than think of classes as irrelevant drudgery that you have to get through, think of them as unique opportunities for personal transformation and growth.
4. *Note: critical thinking is often misrepresented as cynical, pessimistic, or “being against things.” In this class it should rather be understood in terms of:
 - healthy skepticism with received wisdom, recognizing the things that could /should be otherwise
 - ceaseless, piercing questioning of status quo “common sense”
 - trying to make important linkages and connections
 - recognizing and evaluating multiple perspectives and the values and assumptions underlying each (including our own)

- evaluating evidence and arguments (while recognizing power relations in knowledge claims)
- arriving at defensible positions on issues and working towards a more respectful, inclusive, just, and fair world.

Notes on Assignments

Assignments: For all assignments use 12 pt Serif font, 1-inch margins, number pages, and a list of references. DO NOT include a title page (save paper!), but DO include your title, your name, my name, the course number, and the date at the top of the first page. Staple your paper in the top left corner (NO FANCY BINDERS!!!). Please follow the word length requirement.

Referencing: Students are required to follow a standard referencing style, using in text citations and bibliography (usually AUTHOR-DATE in human geography). Exact formatting can be of your own choice, but please examine and follow a geography journal such as Annals of the Association of American Geographers, Transactions of the Institute of British Geographers, or Progress in Human Geography for examples of proper citation styles.

Course Experience Survey

I value your feedback on this course. Towards the end of term, 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 more detailed information nearer the time but please be thinking about this important activity during the course.

Tentative Schedule

This schedule is subject to change but gives you a sense of how the course will progress. Consult the CourseSpaces site for updates as well as the required weekly readings.

Week	Topic
1 (Sept 6)	Intro: Where have we come from?
2 (Sept 13)	Setting the stage: Why are we in trouble? Landscape; Science/Art, Power, Gender & Place
3 (Sept 20)	How should we approach our connection to landscape? First Nations; Aesthetics; Earth Writing
4 (Sept 27)	Landscapes I: field trip (Field journaling)
5 (Oct 4)	What are others doing? ANT; NRT; Geohumanities intro
6 (Oct 11)	What are others doing? Geopoetics; Storytelling;
7 (Oct 18)	Landscapes II: field trip Woodwynn Farms
8 (Oct 25)	What are others doing? Creative geographies; Wilderness poetics; Visual art; Memory mapping
9 (Nov 1)	Memory mapping: field trip
10 (Nov 8)	Case studies I: Landscapes of the heart Garry oak burial cairns; Lilburn; Magrane; Acker
11 (Nov 15)	NO CLASS (Reading Break)
12 (Nov 22)	Case studies II: Landscapes of the heart Jamie; Sacks: Oaxaca Journals; Thoreau; Dillard
13 (Nov 29)	What next? Student presentations, Final reflections & last class