



## Course Outline

INSTRUCTOR:	Dr. Jutta Gutberlet	Lectures:	Monday & Thursday
Office:	DTB B-312		10:00 to 11:20AM
Phone:	472 4537	Location:	MacLaurin MAC – D111
E-mail:	<a href="mailto:gutber@uvic.ca">gutber@uvic.ca</a>	Office Hours:	Monday 11:30-12:30PM or by appointment

### COURSE OVERVIEW

This course examines geographic thoughts and practices. We will critically review early developments in the discipline and will then focus on contemporary Geography, by identifying a broad spectrum of different approaches and methods applied within Geography. What differentiates Geographers from other scholars? What specific contributions can the discipline make? What are the tools and methods Geographers use? We will discuss diverse ways of doing Geography, from physical to human and the in-betweens.

The proposed readings focus on contentious contemporary themes, ranging from indigenous Geography to Geographies of waste, applying different lenses to analyze various aspects and diverse questions related to these themes. Students will apply their own geographic interests in their individual research project, focused on one of the multiple approaches in geography. A field-visit and guest speakers will provide hands-on and in-depth information related to the topics. The student project will involve 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 main interests within geography. There will be room for reflections and discussions on specific questions as to how knowledge is created in Geography, how it is disseminated and who benefits from it? 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.

### 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 specific topics, we will learn about academic writing and the application of particular 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.

*"We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day."*

**SEMINAR TOPICS AND SELECTED READINGS**

<b>Week</b>	<b>Dates</b>	<b>READINGS</b>
<b>1</b>	10.01.	Introduction to the course content. <b>Multiple approaches and applications to Geography</b> - 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.
<b>2</b>	14.01. 17.01.	<b>What does it mean to be a Geographer?</b> - Cutter et al. (2002) The Big Questions in Geography. <i>Professional Geographer</i> , 54 (3): 305–317. <b>Some of the big challenges in Geography</b> - Dicken, P. (2004) Geographers and ‘globalization’: (yet) another missed boat? <i>Transactions of the Institute of British Geographers</i> , 29 (1): 5–26.
<b>3</b>	21.01. 24.01.	<b>Geography and philosophy: The evolution of geographic thought and research traditions</b> - Keighren, I. M. (2017) History and philosophy of geography I: The slow, the turbulent, and the dissenting. <i>Progress in Human Geography</i> , 41(5) 638–647. <b>Methods in Geography</b> - Kwan, M.-P. (2012) The Uncertain Geographic Context Problem. <i>Annals of the Association of American Geographers</i> , 102(5) 958–968.
<b>4</b>	28.01. 31.01.	<b>Indigenous Geography</b> -Arvin, M. Tuck, E. & Morrill, A. (2013) Settler colonialism Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy. <i>Feminist Form.</i> , 25(1): 8-34. <b>White supremacy and masculinity</b> - 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.
<b>5</b>	04.02. 07.02.	<b>Spatial representation, cartography and community mapping</b> - Parker, B. (2006) Constructing Community Through Maps? Power and Praxis in Community Mapping. <i>The Professional Geographer</i> , 58 (4): 470–484. <b>Critical GIS</b> Roche, S. (2017) Geographic information science III: Spatial thinking, interfaces and algorithmic urban places – Toward smart cities. <i>Progress in Human Geography</i> , 41(5) 657–666.
<b>6</b>	11.02 14.02.	<b>Geographies of Waste</b> - Moore, S. (2012) Garbage matters: Concepts in new geographies of waste. <i>Progress in Human Geography</i> , 36(6): 780–799. <b>Social Geography of Waste</b> - Edwards, F. & Mercer, D. (2008) Gleaning from Gluttony: an Australian youth subculture confronts the ethics of waste. <i>Australian</i>



		<i>Geographer</i> , 38 (3): 279-296.
7	18.2.- 22.2.	<b>No classes Reading break</b>
8	25.02. 28.02.	<b>Cultural Geography of Waste</b> - Gregson, N.; Metcalfe, A. & Crewe, L. (2007) Identity, mobility, and the throwaway society. <i>Environment and Planning D: Society and Space</i> , 25: 682-700. <b>Field trip:</b> Introduction to Waste Geographies
9	04.03. 07.03.	<b>Economic Geography and alternatives</b> - 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> . <b>The Informal Economy</b> - Inverardi-Ferri, C. (2017) The enclosure of “waste land”: Rethinking informality and dispossession. <i>Transactions of the Institute of British Geographers</i> , 43: 230–244.
10	11.03. 14.03.	<b>Environmental Geography</b> - Lepawsky, J. & McNarb (2010) Mapping international flows of electronic waste. <i>The Canadian Geographer</i> , 54 (2): 177–195. - Mitchell, A. (2015) Thinking without the ‘circle’: Marine plastic and global ethics. <i>Political Geography</i> , 47: 77-85.
11	18.03. 21.03.	<b>Political Geography</b> - Kuus, M. (2019) Political geography I: Agency. <i>Progress in Human Geography</i> , 43(1) 163–171. <b>Urban Political Geography</b> - Swyngedouw, E. (2009). The Antinomies of the Postpolitical City: In Search of a Democratic Politics of Environmental Production. <i>International Journal of Urban and Regional Research</i> , 33(3), 601-620.
12	25.03. 28.03.	<b>Challenges and directions in geography</b> - Castree, N. (2014) The Anthropocene and Geography I: The Back Story. <i>Geography Compass</i> 8/7: 436–449. Marston, S.A.; Jones III, J.P. & Woodward, K. (2005) Human geography without scale. <i>Trans Inst Br Geogr.</i> 30: 416–43.
13	01.04. 04.04.	- <b>Student Presentations</b> - <b>Student Presentations</b>  - <b>Research Paper Due</b>

## REQUIRED TEXTS

There is no course text and the weekly mandatory readings are available at Course Space.

## FIELD TRIP

There is a **mandatory** half-day field trip on February 28<sup>th</sup>. Students should arrange their schedule early on in order to be able to participate. Further information will be provided in class.

## MARK ALLOCATION

Discussion leader	20%
Written responses to the weekly reading	20%
Concept paper	40%
Paper presentation	10%
Attendance and class participation	10%

## ASSIGNMENT DETAILS

### *I. Discussion leader (twice during the term) 20%*

In **Week 2** students sign up for **discussion leader** for 2 classes. This entails the preparation of a short (10-15 minutes) presentation, summarizing the reading and offering critical reflections. The student will lead the in-class discussion, engaging the class with thoughtful provocations that have emerged from the reading. You must prepare a list of at least 5 questions to be asked during the class.

### *II. Written responses to the weekly readings (4 responses 5% each) 20%*

A major aim for this class is to develop critical reading and analysis skills. By this we mean (1) honing your ability to summarize the main arguments of the text, (2) ask relevant and insightful questions of the text, and (3) develop your own insights and analysis into the text/important themes of the course.

Students have to provide a written critical analysis on the two assigned weekly readings (maximum length: 1000 words), to be handed on **Thursdays** You have to hand in a total of 4 responses during the course. Even if you are not writing a response that week you are still required to do the readings and come prepared to class, contributing to the discussion.

### *III. Research paper (40%)*

This paper assignment will assess your ability to do research outside of class and tie your analysis back to key themes covered during this section. Details on this assignment will be posted to Course Spaces by the beginning of Week 2. Papers will be handed in class on **April 4th**.

In the research paper, the student connects at least 2 of the topics covered in class. It is expected that you answer the questions as to why geography and what kind of geographic framework you are building on in your discussion. What is the particular lens you are



taking? You have to provide key references demonstrating engagement with the literature (Maximum length 3500 words).

***IV. Individual paper presentation (10%)***

In **Week 13**, students will present their research and findings. You may use PowerPoint or any other related computer software as a visual supplement to the oral presentation. Ideally, we will schedule approximately 10 minutes for each presentation, plus an additional 5 minutes for questions/answers. This may be change depending on how many students are enrolled 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.

**GRADING SYSTEM as per the Academic Calendar**

Grade	Grade point value	Grade scale	Description
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding and excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good and solid</b> 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>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	0-49%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

**GEOGRAPHY DEPARTMENT INFO**

- Geography Department website: <http://geog.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield – [geogadvisor@uvic.ca](mailto:geogadvisor@uvic.ca)

### **POLICY ON LATE ASSIGNMENTS**

Work submitted late will be accepted with a 5% daily penalty (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 with me 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 the instructor and your reasons have been deemed valid.

### **POLICY ON ATTENDANCE**

Class will start on time. If you have to come into class late, please do so in the least disruptive manner possible. **As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures.** 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. The use of computers and other electronic devices in class should be limited to activities related to the course. Please turn cell phones off during class—**ringers, earphones and texting are disruptive and unacceptable.**

### **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:** <http://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 <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

### **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 Resource Centre for Students with a Disability (RCS D <http://rcsd.uvic.ca/>) as soon as possible. The RCS D 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.



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 [www.uvic.ca/svp](http://www.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](mailto:svpcoordinator@uvic.ca) - **Web:** [www.uvic.ca/svp](http://www.uvic.ca/svp)

### **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.

### **DISCLAIMER**

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

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