

# Geography 391: Landscapes of the Heart



University  
of Victoria

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

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Office: DTB 214 | office hours Mondays 1:30-3pm

Fall 2019 | Course meets Tuesdays 2:30 – 5:30pm in Cornett B107

## Course Overview

Grounded in human 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 relationships (to place and to other species). 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 us and the landscapes around us.

## Learning Goals

- Demonstrate a solid foundation and appreciation for the diversity of contemporary perspectives in place theory and place-making practices, geohumanities, post-humanism and creative geographies;
- Demonstrate an understanding of debates in human geographical inquiry and debate as concerning landscape, aesthetics, place-making, creative and post-human 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.

### Mandatory texts:

1. Lyn Baldwin, *Finding Place*
2. Annie Dillard, *Pilgrim at Tinker Creek*

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.

## Assessment (Grade allocation)

	Marks	Important dates/deadlines
1. <b>Participation</b>	10%	Throughout the semester
2. <b>Reading responses</b>	25%	Throughout the semester
3. <b>Seminar presentation</b>	15%	As applicable; select your date of choice
4. <b>Research Essay</b>	25%	Due Nov. 19 in class
5. <b>Field journal</b>	25%	Present and submit Dec. 3 in class

## Course Components & Assignments

*Class Meetings and Participation*—We will meet together once a week (Tuesdays). 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.

### ***Participation 10%***

Quality contributions to class discussions (including being well-prepared by doing the readings, asking questions, offering answers, and active listening) **and** attending one relevant event during the term, writing up and submitting a short well-written overview of the event (1-2 pages), what you learned and how it related to class.

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### ***Seminar Presentation 15 %***

Starting in Week 2, working by yourself or in groups of 2, you will pick one class where you will prepare and lead a 30 minute discussion on one of the course readings. **In essence, your role is to go over the main points of the weekly reading, offer 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 can, if you wish, 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.

You should meet with me ahead of the class to help prepare a discussion outline, develop key questions for us all to think about, and communicate the readings to everyone.

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### ***Short Written Responses to the Readings 25%***

***Length: 2 pages (typewritten); 5 responses at 5% each for a total of 25%***

You will produce five **thoughtful, engaged** written reflections (which can include a set of questions you have, comments, and/or criticisms on each group of assigned readings for the weekly class meetings, as well as things the readings make you think of and connections you are making between each week's readings). You are responsible for handing in 5 responses, which means that for the field trip weeks and three other weeks out of our meetings you get a free pass and are not required to hand in an assignment. **These are due at the beginning of the class in which we are discussing the readings.** 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.

At the end of each reflection assignment, please include a couple of discussion questions that can be used in class. From time to time I will call on you to use these.

I will not chase you by email, but do not neglect to do these. I strongly suggest you not leave them all to the last half of the semester. Missing just two out of five can drop your grade by 10 percent! Make sure you keep your returned assignments; I may ask for them at the end of the semester.

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### ***Field Journal 25%***

Our connection to place and landscape are often hard to express in only words. We will complete 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.

Elements:

1. Leave a page at the beginning for your table of contents
2. The journal will include one entry from each of the field trips
3. The journal will include AT LEAST four additional entries you'll complete by visiting additional landscapes on your own time.
4. Also include one "narrative map" entry in the style of Denis Wood's work (as discussed in class)
5. Completing the minimum requirements will get you a B; go further for an A
6. 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.
7. The journal can include all of the elements we learn, including text, image, sound tapestries, landscape renderings, and free writing; add new ones as you discover them.

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.

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### ***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 19, 2018.

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**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.

## 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 10)	Intro: Where have we come from?
2 (Sept 17)	Setting the stage: Why are we in trouble? Landscape; Science/Art, Power, Gender & Place
3 (Sept 24)	Landscapes I: field trip (Field journaling)
4 (Oct 1)	What theories can address our current challenges? First Nations; Aesthetics; Enlivenment Guest speaker
5 (Oct 8)	How should we approach our connection to the world? NRT; Geohumanities intro
6 (Oct 15)	How do we live in the world as if it were home? Indigenous perspectives; queer perspectives; political perspectives
7 (Oct 22)	Landscapes II: field trip
8 (Oct 29)	Responses; thoughts; emotions: Creative geographies
9 (Nov 5)	Wilderness poetics; environmental despair
(Nov 12)	NO CLASS (Remembrance Day & Reading Break)
10 (Nov 19)	Landscapes of the Heart I: Entanglement Paths, walking, seeing
11 (Nov 26)	Landscapes of the Heart II: Nature writing Jamie; Thoreau; Dillard Guest speaker
12 (Dec 3)	What next? Student presentations, Final reflections & last class

## Geography Department Info

Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)

Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## 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.

## 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.

## Sexualized Violence Prevention and Response at UVic:

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](http://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: [svpcordinator@uvic.ca](mailto:svpcordinator@uvic.ca) Web: [uvic.ca/svp](http://uvic.ca/svp)

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## Notes on Self Care:

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/](http://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/](http://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/](http://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](http://uvic.ca/services/indigenous/students/programming/elders/index.php)