

**Geography 218—A01**  
**Social & Cultural Geography**  
**University of Victoria**  
**Spring 2020**

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<b>Office hours:</b>	Mondays & Thursdays, 11:30am—12:40pm, or by appointment
<b>Course time:</b>	Mondays & Thursdays, 1:00pm—2:20pm
<b>Course location:</b>	Clearihue Building, Room A212

**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 FORMAT

The course format consists of lecture sessions during the regularly scheduled meeting time for this class (Mon/Thur, 1:00pm—2:20pm) as well as lab sessions that meet on different days depending on the course section number. For the most part, lab sessions will be held at two-week intervals, with the first lab meeting during Week 2 (see Course Schedule below for a full listing of the weeks that labs will meet). The material covered in the labs is meant to complement the lectures and to provide a setting for more in-depth engagement with the major themes of the course.

## READINGS

### Required Course Texts

- All reading materials for this course will be available on CourseSpaces (<http://coursespaces.uvic.ca>).

## ASSIGNMENTS & GRADING SCHEME

Your final grade will be based on the following calculation:

Midterm Exam	20%
Final Exam	25%
Place-Making Research Paper	25%
Lab Assignments	20%
Lab Attendance & Participation	5%
Class Attendance	5%
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<b>Total:</b>	<b>100%</b>

**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 (i.e., Lab Assignments + Lab Attendance & Participation).

## Grading Scale

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	<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
B	5	73-76%	
B-	4	70-72%	

			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</b> , or <b>minimally satisfactory</b> . These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal Performance</b> . 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>

### **COURSE MANAGEMENT SYSTEM: COURSESPACES**

We will be using the CourseSpaces management system as a medium for the posting of relevant course materials and related course information (<http://coursespaces.uvic.ca>). Powepoint files for each lecture will be posted on CourseSpaces at the end of each week.

### **COURSE ASSIGNMENTS**

#### Midterm Exam (20%) and Final Exam (25%)

The course will have a midterm exam and a final exam. Each exam will consist of a combination of multiple-choice and short essay questions. The final exam will be cumulative and held during the regular final exam period.

#### Place-Making Research Paper (25%)

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). Below are step-by-step instructions for completing this assignment:

- 1) **Selecting a topic:** Get an early start on the first few weeks’ 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 naming 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. *Note:* students may either work individually or in pairs of two on this assignment, although partners should be from the same lab section.

- 2) **Submitting a proposal:** During Week 4, submit a 1-page proposal to your lab instructor at the start of the lab session 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 academic sources and 5 media 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 media 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) **Writing 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 8-10 pages, double-spaced, 12-pt 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. It should be divided into different section with bold headings, and below is a guide to help you format the paper:

- 1. Introduction (approx. 1 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. Section that reviews academic geography literature on broad theme of relevance to your research topic (approx. 3 pages)**

*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. Section that examines the details of the case study topic itself drawing upon popular media sources and relevant academic literature (approx. 5 pages)**

*In this section, provide a descriptive account and critical analysis of the case study you have chosen to investigate drawing upon relevant media sources, etc.*

- 4. Conclusion (approx. 1 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 instructions on the following website to follow proper APA citation format:

<https://www.uvic.ca/library/research/citation/documents/apa.pdf>

*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” that describes the content of each figure that is placed directly below the image.

- 5) ***Deadline for submitting the paper:*** The paper should be submitted at the start of class on Thursday, April 2. Late submissions will receive a grade reduction unless there is a university-excused accommodation. ***[Note: Make absolutely sure to include your name, lab instructor’s name, and lab section on the first page of your paper.]***

#### Lab Assignments (20%)

There will be a total of 6 labs over the course of the semester. Students will be evaluated based upon lab assignments. For further details, see the GEOG 218 Lab Manual, which is accessible on CourseSpaces. (*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, which consists of a combination of Lab Assignments and Lab Attendance/Participation).

#### Class Attendance (5%) & Lab Attendance/Participation (5%)

Attendance will be taken during each lab session as well as periodically during lectures throughout the semester, so it is expected that students will attend lectures and labs on a regular basis. Each student will also be evaluated based on their level of active participation in lab discussions.

### **OFFICE HOURS**

I strongly encourage you to come to my office hours. As the course instructor, my main goal is to help you learn, so if you have any questions about the material, or the class in general, you are more than welcome to come speak with me during office hours. If you are not available during that time, email me to set up an appointment.

### **EMAIL**

Send all email to me or your lab instructor using the email address listed on the first page of the syllabus or that provided by your lab instructor. Please include the course number (GEOG 218) in the email subject title. We will do our best to respond promptly to your questions. If you have a question concerning your course grade, please speak with your lab instructor during office hours rather than via email.

### **UVIC’S ACADEMIC INTEGRITY POLICY**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members, and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is

designed to ensure that the university's standards are upheld in a fair and transparent fashion (<http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcI.html>).

## **PLAGIARISM**

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>

## **UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY**

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 Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (<https://www.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.

## **UVIC POSITIVITY AND SAFETY STATEMENT**

The University of Victoria is committed to promoting, providing, and protecting a positive and safe learning and working environment for all its members.

## **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. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. 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 student 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](#).

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

### **COURSE EXPERIENCE SURVEYS (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.

### **COURSE SCHEDULE**

Below is the course schedule for the entire semester. I will do my best to stick to this schedule, although I do reserve the right to make changes if necessary.

## **Course Schedule**

### **Week 1**

Monday, January 6: Introduction to social & cultural geography

*No readings assigned*

Thursday, January 9: Place-making, culture, and the social production of landscape I

*Readings*

Staeheli, L. and D. Mitchell (2009), "Place, Politics of," in N. Thrift and R. Kitchin (Eds.), *International Encyclopedia of Human Geography*, Oxford: Elsevier, p. 185-192.

### **Week 2 (LAB 1: Reimagining 'place' in UVic's cultural landscape)**

Monday, January 13: Place-making, culture, and the social production of landscape II

*Readings*

Brasher, J., Alderman, D., and Inwood, J. (2017), "Applying Critical Race and Memory Studies to University Place Naming Controversies: Towards a Responsible Landscape Policy," *Papers in Applied Geography* 3(3-4): 292-307.

Thursday, January 16: Geographical approaches to reading the cultural landscape

*Readings*

Gibson, C. and G. Waitt (2009), "Cultural Geography," in N. Thrift and R. Kitchin (Eds.), *International Encyclopedia of Human Geography*, Oxford: Elsevier, p. 411-424.

### **Week 3**

Monday, January 20: Rewriting the landscape: culture jamming and graffiti as spatial inscription  
*Readings*

Lees, L. (2001), "Towards a Critical Geography of Architecture: The Case of an Ersatz Colosseum," *Ecumene*, 8(1): 51-86.

Thursday, January 23: Geographies of artscares and architectural landscapes  
*No readings assigned*

### **Week 4 (LAB 2: Fieldtrip: Street art at the Wildfire Bakery)**

Monday, January 27: Film—Graffiti Wars  
*No readings assigned*

**Note: 1-page research proposal due in lab this week.**

Thursday, January 30: In-class activity—discussion of Lees and Mitchell assigned readings  
*Readings*

Mitchell, D. (2008), "New Axioms for Reading the Landscape: Paying Attention to Political Economy and Social Justice," in J. Westcoat Jr. and D. Johnson (Eds.), *Political Economies of Landscape Change: Places of Integrative Power*, Dordrecht: Springer, p. 29-50.

### **Week 5**

Monday, February 3: Race, space, and the cultural politics of social identity  
*Readings*

Bednasek, C.D. and A. Godlewska. (2009), "The Influence of Betterment Discourses on Canadian Aboriginal Peoples in the Late Nineteenth and Early Twentieth Centuries," *The Canadian Geographer* 53(4): 444-461.

Thursday, February 6: Film—Between: Living in the Hyphen  
*Readings*

Tolia-Kelly, D.P. (2009), "Hybridity," in N. Thrift and R. Kitchin (Eds.), *International Encyclopedia of Human Geography*, Oxford: Elsevier, p. 258-263.

### **Week 6 (LAB 3: Race, space, and the cultural politics of social identity)**

Monday, February 10: Midterm exam review  
*No readings assigned*

Thursday, February 13: Midterm  
*No readings assigned*



## **Week 7**

Monday, February 17: Class cancelled, reading break  
*No readings assigned*

Thursday, February 20: Class cancelled, reading break  
*No readings assigned*

## **Week 8**

Monday, February 24: Gender, place, and culture  
*Readings*

Orozco, E.F. (2019), "Mapping the Trial of Violence: The Memorialization of Public Space as a Counter-Geography of Violence in Ciudad Juárez," *Journal of Latin American Geography* 18(3): 132-157.

Thursday, February 27: In-class activity—discussion of Bednasek & Godlewska, Tolia-Kelly, and Orozco assigned readings  
*No readings assigned*

## **Week 9 (LAB 4: Gendered spaces in Victoria)**

Monday, March 2: Social geographies of the lifecourse  
*Readings*

Chiu, C. (2009), "Contestation and Conformity: Street and Park Skateboarding in New York City Public Space," *Space and Culture* 12(1): 25-42.

Thursday, March 5: Social geographies of religion  
*No readings assigned*

## **Week 10**

Monday, March 9: Film—Totem: The Return of the G'psgolox Pole  
*No readings assigned*

Thursday, March 12: Film—Totem: Return and Renewal  
*No readings assigned*

## **Week 11 (LAB 5: Contested landscapes of cultural heritage)**

Monday, March 16: Guest speaker  
*No readings assigned*

Thursday, March 19: Tourism, culture, and the geographical imagination  
*Readings*

Guiney, T. (2018), “‘Hug-an-Orphan Vacations’: ‘Love’ and Emotion in Orphanage Tourism,”  
*The Geographical Journal* 184(2): 125-137.

## **Week 12**

Monday, March 23: In-class activity—discussion of Chiu and Guiney assigned readings  
*No readings assigned*

Thursday, March 26: Guest speaker  
*No readings assigned*

## **Week 13 (LAB 6: Place-making research paper presentations)**

Monday, March 30: Doing social & cultural geography: research methods and ethics  
*Readings*

Longhurst, R. (2009), “Interviews: In-Depth, Semi-Structured,” in N. Thrift and R. Kitchin (Eds.), *International Encyclopedia of Human Geography*, Oxford: Elsevier, p. 580-584.

Dowling, R. (2009), “Ethical Issues in Research,” in N. Thrift and R. Kitchin (Eds.), *International Encyclopedia of Human Geography*, Oxford: Elsevier, p. 595-600.

Thursday, April 2: Final exam review session and course wrap-up  
*No readings assigned*

**\* Note: Submit Place-Making Research Paper at the start of class on April 2.**

**\* The final exam will be scheduled during final’s week: time and location to be announced.**