

**Geography 218**  
**Social & Cultural Geography**  
**University of Victoria**  
**Spring 2021**

*We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.*

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<b>Office hours:</b>	By appointment via Zoom
<b>Course time:</b>	Mondays and Thursdays, 1:00pm-2:20pm PST
<b>Course location:</b>	Fully online and blended (mix of synchronous and asynchronous sessions)
<b>Lab Instructors:</b>	Christine Todd ( <a href="mailto:greenchristine11@gmail.com">greenchristine11@gmail.com</a> ) Katlyn Keats ( <a href="mailto:kkeats@uvic.ca">kkeats@uvic.ca</a> )

**ETHICS OF CARE IN THE TIME OF COVID-19**

*I appreciate that this is a difficult time for everyone with a global health crisis, economic hardship, and social inequities unevenly affecting people around the world, including students at UVic. Your education is important, but your health and well-being come first. If there are any health, economic, or related issues that are having a negative impact on your ability to take this course throughout the semester, please feel free to let me know, and I'll do my best to find a reasonable accommodation when possible.*

**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.

## **CLASS FORMAT**

Due to COVID-19, the format for this course will be hybrid, consisting of a mix of synchronous Zoom sessions (i.e. lectures and discussions) and asynchronous course material posted to Brightspace (i.e. audio-lectures, films, etc.). For the most part, Monday classes will be synchronous (real-time) Zoom sessions and Thursday classes will be asynchronous audio-lectures or films posted to Brightspace. The only exceptions to this will be Monday, March 15 (when an asynchronous film is scheduled) and the last day of class, Thursday, April 8 (when we'll have a real-time Zoom session for a final exam review and course wrap-up). Otherwise, all other Thursdays will be asynchronous. For our Monday Zoom sessions, students will be expected to have read the assigned readings prior to class each day. In addition to the midterm and final exam, the main assignments for the course will be a research paper and lab assignments. Lab sessions will meet via Zoom 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.

## **ZOOM CLASS SESSIONS**

All links and instructions for joining Zoom class sessions are available at the end of this syllabus under the heading "Zoom Links for Synchronous Class Sessions." We will be using the same reoccurring Zoom link for all of our Zoom class sessions. I will also send out email reminders with the instructions for joining Zoom lectures each week as well. In order to access Zoom sessions, make sure you have logged into your Zoom account via UVic's web portal (<https://uvic.zoom.us>) first before trying to access this class's Zoom session links.

## COURSE MANAGEMENT SYSTEM: BRIGHTSPACE

We will be using the Brightspace course management system as a medium for the posting of relevant course materials and related course information (<https://bright.uvic.ca>). Zoom videos and audio-lectures will be posted on Brightspace each week.

## READINGS

### Required Course Texts

- All reading materials will be available on the Brightspace page for this class (<https://bright.uvic.ca>).

## ASSIGNMENTS & GRADING SCHEME

Your final grade will be based on the following calculation:

Midterm Exam	25%
Final Exam	25%
Place-Making Research Paper	20%
Lab	30%
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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.

## 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 excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	

<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>

## COURSE ASSIGNMENTS

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

The course will have a midterm exam and a final exam. The format for both exams will consist of multiple-choice questions, and the exams will be taken via Brightspace. The final exam will be cumulative and held during the regular final exam period. Additional instructions will be provided prior to each exam.

### Place-Making Research Paper (20%)

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 week’s 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 renaming 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 via Brightspace 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 7-8 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. ½ 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. Literature Review (section that discusses 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. Case Study (section that examines the details of the case study topic itself drawing upon popular media sources and any other relevant sources) (approx. 3-4 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. ½ 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 on Brightspace by 11:59pm on Thursday, April 8. 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.***]

6) ***Paper Rubric***

Papers will be assessed in relation to the following considerations:

- a) Quality of writing
- b) Quality of structure/organization
- c) Quality of content
- d) Demonstration of critical thinking skills
- e) Proper use of citations/bibliographic references (no plagiarism, please!)

***Lab (30%)***

There will be a total of 6 labs over the course of the semester, only 3 of which will include written lab assignments. Students will be evaluated based upon lab assignments, a research presentation, and their attendance and participation in lab sessions. For further details, see the GEOG 218 Lab Manual, which is accessible on Brightspace. (***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.***)

**OFFICE HOURS**

Since face-to-face office hours are not possible this semester, I will be holding office hours by appointment via Zoom. If you would like to speak with me about anything related to the course, your degree program, geography, or life generally, please feel free to send me an email ([redwood@uvic.ca](mailto:redwood@uvic.ca)) and we’ll arrange a time that works for us to meet virtually.

**EMAIL**

Send all email to me using the email address listed on the first page of the syllabus ([redwood@uvic.ca](mailto:redwood@uvic.ca)). Please include the course number (GEOG 218) in the email subject title. I will do my best to respond promptly to your questions.

**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 ([https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk\\_0xsM\\_V](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V)).

## **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**

Given that this course will be delivered virtually this semester, I will be video-recording all Zoom sessions and posting these videos as well as asynchronous audio-lectures on Brightspace for your academic use in this course. 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. 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.

## **STUDENT WELLNESS**

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. <https://www.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. <https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

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. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

## **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 11: Introduction to social & cultural geography

**[Zoom Class Session]**

*No readings assigned*

Thursday, January 14: Place-making, culture, and the social production of landscape I

**[Asynchronous Audio-Lecture Posted on Brightspace]**

*Readings*

Staheli, 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.

Dublow, J. (2009), "Landscape" in N. Thrift and R. Kitchin (Eds.), *International Encyclopedia of Human Geography*, Oxford: Elsevier, p. 124-131.

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

Monday, January 18: Place-making, culture, and the social production of landscape II

**[Zoom Class Session]**

*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 21: Film—Colonization Road: The Path of Reconciliation is Long and Winding

**[Asynchronous Film Posted on Brightspace]**

*No readings assigned*

Film link: <https://www.youtube.com/watch?v=u03qLJ50bf4>

### Week 3

Monday, January 25: Guest speaker—Wil Patrick

**[Zoom Class Session]**

*No readings assigned*

Thursday, January 28: Geographical approaches to reading the cultural landscape

**[Asynchronous Audio-Lecture Posted on Brightspace]**

*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 4 (LAB 2: Self-guided fieldtrip—Street art at the Wildfire Bakery)**

Monday, February 1: Rewriting the landscape: culture jamming and graffiti as spatial inscription & discussion of Gibson/Waite and Evered readings

**[Zoom Class Session]**

*Readings*

Evered, K. (2019), “Erasing the Place of Dissent: Inscriptions and Eliminations of Gezi Park Graffiti,” *Area* 51(1): 155-165.

***Note: 1-page research proposal due on Brightspace by 11:59pm PST on February 1.***

Thursday, February 4: Film—Graffiti Wars

**[Asynchronous Film Posted on Brightspace]**

*No readings assigned*

Film link: <https://www.youtube.com/watch?v=ulOiB3xEkzM&t=5s>

## **Week 5**

Monday, February 8: Midterm exam

**[No Zoom Session—Timed Midterm Exam on Brightspace]**

*No readings assigned*

Thursday, February 11: Film—Between: Living in the Hyphen

**[Asynchronous Film Posted on Brightspace]**

*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.

Film link: [https://www.nfb.ca/film/between\\_living\\_in\\_the\\_hyphen](https://www.nfb.ca/film/between_living_in_the_hyphen)

## **Week 6**

Monday, February 15: No class, reading break

*No readings assigned*

Thursday, February 18: No class, reading break

*No readings assigned*

## **Week 7 (LAB 3: Race, space, and the cultural politics of social identity)**

Monday, February 22: Race, space, and the cultural politics of social identity

**[Zoom Class Session]**

*Readings*

Summers, B. and Howell, K. (2019), “Fear and Loathing (of Others): Race, Class and Contestation of Space in Washington, DC,” *International Journal of Urban and Regional Research*, DOI:10.1111/1468-2427.12811.

Thursday, February 25: Gender, place, and culture  
**[Asynchronous Audio-Lecture Posted on Brightspace]**  
*No readings assigned*

## **Week 8**

Monday, March 1: In-class activity—Discussion of Bednasek/Godlewska, Summers/Howell, and Porter et al. readings  
**[Zoom Class Session]**  
*Readings*

Porter, L., Spark, C., and de Kleyn, L. (2020), “Navigating the Neighbourhood: Gender, Place and Agency in Children’s Mobility,” *Children’s Geographies*, OnlineFirst, DOI:10.1080/14733285.2020.1787950

Thursday, March 4: Social geographies of the lifecourse  
**[Asynchronous Audio-Lecture Posted on Brightspace]**  
*No readings assigned*

## **Week 9 (LAB 4: We’re the future: community organizing in a time of crisis)**

Monday, March 8: Social geographies of religion  
**[Zoom Class Session]**  
*Readings*

Block, T. (2010), “Religion, Irreligion, and the Difference Place Makes: The Case of the Postwar Pacific Northwest,” *Histoire Sociale/Social History* 43(85): 1-30.

Thursday, March 11: Interactive online activity—“ArcGIS Hub: Language and Religion”  
**[Asynchronous Online Activity]**  
*Readings*

Go to the following link: <https://hub.arcgis.com/datasets/b2b9d029ccc04d8db430a15138c28a9e>, and complete the tasks provided to explore the relations between global patterns of language and religion.

Accompanying map URL link: <http://esriurl.com/humanGeoInquiry6>

**Note:** There is no write-up to be submitted for this online activity; however, content from this activity may be covered in the final exam.

## **Week 10**

Monday, March 15: Film—Totem: The Return of the G'psgolox Pole  
**[Asynchronous Film Posted on Brightspace]**

*No readings assigned*

Film link: [https://www.nfb.ca/film/totem\\_the\\_return\\_of\\_the\\_gpsgolox\\_pole/](https://www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole/)

Thursday, March 18: Film—Totem: Return and Renewal  
**[Asynchronous Film Posted on Brightspace]**

*No readings assigned*

Film link: [https://www.nfb.ca/film/totem\\_return\\_and\\_renewal/](https://www.nfb.ca/film/totem_return_and_renewal/)

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

Monday, March 22: Guest lecture—Christine Todd  
**[Zoom Class Session]**

*No readings assigned*

Thursday, March 25: Tourism, culture, and the geographical imagination  
**[Asynchronous Audio-Lecture Posted on Brightspace]**

*Readings*

Nisbett, M. (2017), “Empowering the Empowered? Slum Tourism and the Depoliticization of Poverty,” *Geoforum* 85: 37-45.

## **Week 12**

Monday, March 29: The ethics of doing social and cultural geographical research & discussion of Nisbett reading

**[Zoom Class Session]**

*No readings assigned*

Thursday, April 1: The future of social and cultural geographies  
**[Asynchronous Audio-Lecture Posted on Brightspace]**

*No readings assigned*

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

Monday, April 5: No class, Easter Monday

Thursday, April 8: Final exam review session and course wrap-up  
**[Zoom Class Session]**

*No readings assigned*

**\* Note: Submit Place-Making Research Paper on Brightspace by 11:59pm PST on April 8.**

*\* The time and date of the final exam will be announced once the final exam schedule is released and will consist of a timed exam on Brightspace.*

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