

**GEOG 218: Social & Cultural Geography**  
**Department of Geography**  
**UNIVERSITY OF VICTORIA**  
**SPRING 2015**

**Schedule:** Mondays & Thursdays, 1:00pm—2:20pm

**Classroom:** Turpin Building, Room A104

**Instructor:** Dr. Jen Bagelman

**Office:** Turpin Building, Room TBA

**Office hours:** Mondays & Thursdays, 2:25pm—3:25pm or appointment

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**Course Description**

In a broad sense, social and cultural geography is the study of the interrelations of culture, society, place, and landscape. The very fabric of our everyday lives – from how we access food and how we move through our streets – is a matter of social and cultural geography. In this course, we will explore the central theories giving rise to the discipline of social and cultural geography, and how these concepts take on material, lived and spatial form.

The **first aim** of this course is to develop an understanding of the following: What is meant by ‘social and cultural geography’? To achieve this aim, we will spend the first three lectures exploring key *theories* of social and cultural geographic scholarship, with a particular focus on concepts such as: ‘cultural landscapes’, ‘place-making’, and a ‘sense of place’.

Following these foundational lectures we will then explore the **second aim** of this course: how is social and cultural geography enacted, or performed, in *practice* and what real effect does this have on our lives? In this class we will explore how social and cultural geographies take material effect by shaping our experiences of place; how we interact; how we move through and occupy certain spaces; and also how some are excluded from certain spaces. We will explore these questions in relation to 7 pressing themes, or issues: 1) art 2) gender 3) food 4) public space 5) labour 6) ‘slums’ 7) Indigenous representation.

How geographies are formed is a matter of power and politics, it also implies struggle. The **third aim** of this course is to explore the question of *resistance*. That is, how are struggles (on-the-ground as well as virtual, digital practices etc.) challenging exclusionary social and cultural geographies today?

**Course Format**

The course consists of two lectures per week in addition to lab sessions (see Course Schedule below for lab meetings). The material covered in the labs will complement the lectures and provide a setting for more in-depth engagement with the major themes of the course. Through these labs and lectures, we will develop an understanding of the 3 central aims.

**As noted above, these aims include:**

- 1) Examine and critically engage central theories of ‘social and cultural geography’
- 2) Explore and evaluate these theories in practice.
- 3) With reference to the 7 key themes explored in this class, develop an understanding of how social and cultural geographies are shaped and resisted today.

**Course Schedule**

Week & Topic	Readings & Labs
<p>Week 1: Monday January 5 <b>Introduction</b></p> <p>Thursday January 8 <b>Place-making I</b></p>	<p>No reading assigned</p> <p>Cresswell, T. (2009). "Place," in N. Thrift and R. Kitchin (Eds.), <i>International Encyclopaedia of Human Geography</i>, Oxford: Elsevier, p. 169-177. Please also see: <a href="http://booksite.elsevier.com/brochures/hugy/SampleContent/Place.pdf">http://booksite.elsevier.com/brochures/hugy/SampleContent/Place.pdf</a></p> <p>Staehele, L. and D. Mitchell. (2009). "Place, Politics of," in N. Thrift and R. Kitchin (Eds.), <i>International Encyclopaedia of Human Geography</i>, Oxford: Elsevier, p. 185-192.</p>
<p>Week 2: Monday January 12 <b>Place-making II</b></p> <p>Thursday January 15 <b>Cultural landscape</b></p>	<p>Azaryahu, M. (2012). "Hebrew, Arabic, English: The Politics of Multilingual Street Signs in Israeli Cities," <i>Social &amp; Cultural Geography</i>, 13(5): 461-479.</p> <p>Gibson, C. and G. Waitt. (2009). "Cultural Geography," in N. Thrift and R. Kitchin (Eds.), <i>International Encyclopaedia of Human Geography</i>, Oxford: Elsevier, p. 411-424.</p> <p>*LAB 1: Reimagining 'place' in UVic's cultural landscape</p>
<p>Week 3 Monday January 19 <b>Race &amp; Space</b></p> <p>Thursday January 22 <b>Race &amp; Space</b></p>	<p>McCormack, D. (2009). "Performativity," in N. Thrift and R. Kitchin (Eds.), <i>International Encyclopaedia of Human Geography</i>, Oxford: Elsevier, p. 133-136.</p> <p>Norton, J. and P.M. Baker (2007). "The Experiences of Whiteness Among Students at a BC University: Invisibility, Guilt, and Indifference," <i>BC Studies</i>, 153: 35-72.</p> <p>In-class film: <i>Stuart Hall—Race, the Floating Signifier</i></p>
<p>Week 4 Monday January 26 <b>ART – policing</b></p> <p>Thursday January 29 <b>ART – art wars</b></p>	<p>McAuliffe, C. (2012) "Graffiti or Street Art? Negotiating the Moral Geographies of the Creative City," <i>Journal of Urban Affairs</i>, 34(2): 189-206.</p> <p>In-class film: <i>Graffiti Wars</i></p> <p>*LAB 2: Fieldtrip: Street art at the Wildfire Bakery</p>

<p>Week 5 Monday, February 2 <b>GENDER –</b></p> <p>Thursday, February 5 Midterm</p>	<p>Longhurst, R. (2000). “‘Corporeographies’ of Pregnancy: ‘Bikini Babes,’” <i>Environment &amp; Planning D: Society &amp; Space</i>, 18(4): 453-472. Thursday, February 27: Geographies of sex and sexuality.</p> <p>No readings assigned in-class film: <i>Orchids—My Intersex Adventure</i></p> <p>No reading assigned</p>
<p>Week 6 Monday, February 9 <i>Reading Break</i></p> <p>Thursday, February 12 <i>Reading Break</i></p>	<p>No readings assigned</p> <p>No readings assigned</p>
<p>Week 7 Monday, February 16 <b>FOOD – dominant foodscapes</b></p> <p>Thursday, February 19 <b>FOOD – Reclaiming food commons</b></p>	<p>Tornaghi, C. (2014). “Critical Geography of Urban Agriculture,” <i>Progress in Human Geography</i>, 2014. And read: <a href="http://www.sfu.ca/~emccann/FINAL%20foodscapes%20urban%20poverty.pdf">http://www.sfu.ca/~emccann/FINAL%20foodscapes%20urban%20poverty.pdf</a></p> <p>Guest lecture: “Cultural geographies of Guerrilla Gardening” by Alsyha Punnett (Victoria Compost Education Centre)</p> <p>Guest lecture: “Picturing food geographies” by Carly Bagelman (Glasgow University).</p> <p>*LAB 3: Zine workshop</p>
<p>Week 8 Monday, February 23 <b>PUBLIC SPACE – relocating youth</b></p> <p>Thursday, February 26 <b>PUBLIC SPACE – Resisting youth relocation</b></p>	<p>Guest Lecture “Resisting Relocation” by Ben Isitt (Victoria City Council) Read: <a href="http://metronews.ca/news/victoria/745326/victoria-skater-not-on-board-with-discriminatory-bylaw/">http://metronews.ca/news/victoria/745326/victoria-skater-not-on-board-with-discriminatory-bylaw/</a></p> <p>Nemeth, J. (2006), “Conflict, Exclusion, Relocation: Skateboarding and Public Space,” <i>Journal of Urban Design</i>, 11(3): 297-318</p>
<p>Week 9 Monday, March 2 <b>LABOUR – Invisible domestic work</b></p>	<p>Please read Sept 2009 Walrus article: <a href="http://thewalrus.ca/nannys-other-family/">http://thewalrus.ca/nannys-other-family/</a>.</p> <p>And read this interview in <i>Society and Space</i>: <a href="http://societyandspace.com/material/interviews/interview-with-gerry-pratt/">http://societyandspace.com/material/interviews/interview-with-gerry-pratt/</a></p>

<p>Thursday, March 5 <b>LABOUR – Making the domestic visible</b></p>	<p>Pratt, G. and Johnston, C. (2013). “Staging Testimony in <i>Nanay</i>” <i>Geographical Review</i>, 103:2, 288-303. Please visit and read: Kwentong: Labour of Love by Alethea Balmes <a href="http://www.lcpcomicbook.com/comics.html">http://www.lcpcomicbook.com/comics.html</a></p> <p>*LAB 4: Gendered spaces</p>
<p>Week 10 Monday, March 9 <b>‘SLUMS’ – sanitation crisis</b></p> <p>Thursday, March 12 <b>‘SLUMS’ – poo protest</b></p>	<p>Listen to Roy’s podcast: ‘Are Slums the Global Urban Future?’ <a href="https://www.youtube.com/watch?v=ahG4qA1vHkw&amp;feature=youtu.be">https://www.youtube.com/watch?v=ahG4qA1vHkw&amp;feature=youtu.be</a></p> <p>McFarlane, C. (2008). Sanitation in Mumbai’s informal settlements: state, ‘slum’ and infrastructure. In <i>Environment and Planning Vol 40(1)</i> 88-107.</p> <p>Please read: <a href="http://groundup.org.za/article/real-art-makes-privileged-uncomfortable_2444">http://groundup.org.za/article/real-art-makes-privileged-uncomfortable_2444</a></p>
<p>Week 11 Monday, March 16 <b>INDIGENOUS REPRESENTATION/ RESISTANCE</b></p> <p>Thursday, March 19 <b>Case studies I</b> To be announced</p>	<p>Watson, A. and O. H. Huntington. (2008). They’re <i>here</i> and I can <i>feel</i> them: the epistemic spaces of Indigenous and Western knowledges. <i>Social and Cultural Geography</i> 9, 257–81.</p> <p>Guest Lecture “Geographies of Resistance” by Sarah Wiebe (University of Victoria).</p> <p>No readings assigned</p> <p>*Lab 5: Race, Space &amp; the cultural politics of social identity</p>
<p>Week 12 Monday, March 23: <b>Case studies II</b> To be announced</p> <p>Thursday, March 26: <b>Case studies III</b> To be announced</p>	<p>No readings assigned</p> <p>No reading assigned</p>
<p>Week 13 Monday, March 30 Class cancelled (additional office hours instead)</p> <p>Thursday, April 2 Final exam review session</p>	<p>No readings assigned Note: I will be in my office during the regularly scheduled class time for additional office hours to provide assistance to students on the paper.</p> <p>No readings assigned Note: Submit Place-Making Research Paper on April 2.</p> <p>*LAB 6: Place-making research paper presentations</p>

**Please note schedule is subject to readjustment if necessary**

## Texts

All assigned readings for this course will be available on CourseSpaces (<http://coursespaces.uvic.ca>) I will also post lecture notes here.

## Assignments and Grading

### Grade breakdown

Midterm Exam	20%
Final Exam	25%
Place-Making Research Paper	25%
Lab Assignments	20%
Lab Attendance & Participation	5%
Class Attendance	5%

### Grading Scale

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% <

### Undergraduate Grading

Grade	Description
A+ A A-	<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>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.
C+ C	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
D	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.

## Assignment Details

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

The course will have one midterm exam and a final exam. Each exam will consist of a combination of multiple-choice and short-answer/mini-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 that involves two or more conflicting social uses or cultural practices associated with a given “place.” 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. 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 notion of “place” is all about. Then, begin to think of any examples you are aware of that involve an attempt to actively construct a “place” which involves a conflict between two or more social groups. 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 between 5-10 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.*
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 New York City, this section would review the geographic literature on the cultural politics of street naming more generally without necessarily getting into the details of the New York 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:

<http://www.library.mun.ca/guides/howto/apa.php>

- 5) **Deadline for submitting the paper:** The paper should be submitted at the start of class on Thursday, April 2. Please note that absolutely no late papers will be accepted. Exceptions will be made only if the student and course instructor have made special arrangements prior to the due date to accommodate any legitimate university-excused absences or for a medical emergency. **[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 Moodle. (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.)

#### 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 our group discussions.

#### **Plagiarism and Academic Integrity**

All writing assignments should be written 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 quotation and citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. If you have any questions concerning matters of plagiarism, please discuss these matters with your lab instructor prior to submitting any assignments.

### **Course Values**

As a member of staff at the University of Victoria, I am committed to promoting, providing, and protecting a positive and safe learning and working environment for all its members.

### **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 Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://rcsd.uvic.ca>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **Course Evaluation 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 experiences. The survey is vital in 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. When it is time for you to complete the survey you will receive an email inviting you to do so. Also, if you have any feedback for me throughout the duration of the course, please do get in touch ☺