



DEPARTMENT OF GEOGRAPHY

**Course Outline
GEOG 324 Directions in Geography**

INSTRUCTOR:	Dr. Jutta Gutberlet	Lectures:	TWF 12:30 pm - 1:20 pm
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COURSE OVERVIEW

This course examines geographic thoughts and practices. We will briefly review the early to contemporary development of geography as a discipline. We will identify the broad spectrum of different approaches and methods applied within the discipline. What differentiates geographers from other scholars? What specific contributions can the discipline give? How? We will discuss the diverse ways of doing geography, from physical to human geography and the in-betweens.

The proposed readings focus on the overarching theme “waste” and apply different lenses to analyze various aspects and diverse questions related to this theme. 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 theme and the geography. Students will work on their research projects, engaging with those geographic approaches they are most attracted to. The project involves literature review and discussions on how geography contributes to the debate of relevant contemporary issues.

During the final weeks we will discuss present-day inquiries in geography: (1) the planetary challenges that come with the *Anthropocene*, and (2) the recent societal challenges related to instability and violence.

Throughout the course we will identify and review the students’ perspectives and major interests within geography. There will be room for reflections and discussions on specific questions as to how knowledge is created in geography. 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. Students may also suggest specific readings.

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 a specific topic we will learn about academic writing and the application of specific 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.

REQUIRED TEXTS

See required weekly readings in Table below. Additional suggested readings will be taken in during class from the students.

FIELD TRIP

There will be a **mandatory** half-day field trip on January 29th. Students need to arrange their schedule early on in order to be able to participate. Further information will be provided in class.

MARK ALLOCATION

Discussion leader	10%
Written responses to the weekly reading	40%
Concept paper	30%
Paper presentation	10%
Attendance and class participation	10%

SEMINAR TOPICS AND SELECTED READINGS

Week	Dates	READINGS
1	5.1.	Introduction to the course and content. What are your specific interests?
	6.1.	Defining the field of Geography. - Cutter et al. (2002) The Big Questions in Geography. <i>Professional Geographer</i> , 54 (3): 305–317.
	8.1.	What does it mean to be a Geographer ? - Skole, D. L. (2004) Geography as a Great Intellectual Melting Pot and the Preeminent Interdisciplinary Environmental Discipline. <i>Annals of the Association of American Geographers</i> , 94 (4): 739-743.

2	12.1. 13.1 15.1	<p>Research traditions and philosophy in Geography and evolution of geographic thought</p> <p>- Peet, R. (1998) Modern geographical thought. Oxford: Blackwell, Chapter 1 Introduction: Geography, Philosophy and Social Theory, pp. 1-33.</p> <p>- Lees, L. (1999) Critical geography and the opening up of the academy: lessons from 'real life' attempts. <i>Area</i> 31 (4): 377-383.</p>
3	19.1. 20.1. 22.1.	<p>Methods applied in researching and explaining geographical phenomena in Geography</p> <p>- Johnston, R. (2003) Geography: a different sort of discipline? <i>Transactions of the Institute of British Geographers</i>. 28 (2): 133-141.</p> <p>Spatial representation, cartography and community mapping</p> <p>- Parker, B. (2006) Constructing Community Through Maps? Power and Praxis in Community Mapping. <i>The Professional Geographer</i> 58, (4): 470-484.</p> <p>Place and place naming</p> <p>- Tucker, B. & Rose-Redwood, R. (2015). Decolonizing the map? Toponymic politics and the rescaling of the Salish Sea. <i>The Canadian Geographer</i>, 59 (2): 194-206.</p>
4	26./27.1. 29.1.	<p>No classes</p> <p>Field trip: Introduction to the overarching research theme: Waste Geographies</p>
5	2.2. 3.2. 5.2.	<p>Cultural Geography</p> <p>- Reno, J. O. (2014). Toward a New Theory of Waste: From "Matter out of Place" to Signs of Life. <i>Theory, Culture & Society</i>, 31(6), 3-27.</p> <p>- Hird, M. J. (2012). Knowing waste: Towards an inhuman epistemology. <i>Social Epistemology</i>, 26(3-4), 453-469.</p> <p>- Edwards, F. & Mercer, D. (2008) Gleaning from Gluttony: an Australian youth subculture confronts the ethics of waste. <i>Australian Geographer</i>, 38 (3): 279-296.</p>
6	9.2. -12.2.	<p>No classes Reading break</p>
7	16.2.	<p>Social Geography</p> <p>- Aparcana, S. & Salhofer, S. (2013) Application of a methodology for the social life cycle assessment of recycling systems in low income countries: three Peruvian case studies. <i>International Journal of Life Cycle Assessment</i> 18 (5): 1116-1128.</p> <p>- Moore, S. (2012) Garbage matters: Concepts in new geographies of waste. <i>Progress in Human Geography</i>, 36(6) 780-799.</p>

	17.2. 19.2.	
8	23.2. 24.2. 26.2.	<p>Economic Geography</p> <ul style="list-style-type: none"> - Graham, S. & Thrift, N. (2007) Out of order: understanding repair and maintenance. <i>Theory Culture & Society</i> 24 (3): 1–25. - 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. - 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>. Chichester: John Wiley & Sons Ltd.
9	1.3. 2.3. 4.3.	<p>Environmental Geography</p> <ul style="list-style-type: none"> - Lepawsky, J. & McNarb (2010) Mapping international flows of electronic waste. <i>The Canadian Geographer</i>, 54 (2): 177–195. - King, M. & Gutberlet, J. (2013). Contribution of cooperative sector recycling to greenhouse gas emissions reduction: a case study of Ribeirão Pires, Brazil. <i>Waste Management</i>, Vol. 33, Issue 12, pp.: 2771-2780. - Mitchell, A. (2015) Thinking without the ‘circle’: Marine plastic and global ethics. <i>Political Geography</i> 47: 77-85.
10	8.3. 9.3. 11.3.	<p>Political Geography</p> <ul style="list-style-type: none"> - Corvellec, H; Zapata Campos, M. J. & Zapata, P. (2013) Infrastructures, lock-in, and sustainable urban development: the case of waste incineration in the Göteborg Metropolitan Area. <i>Journal of Cleaner Production</i> 50 (1): 32-39. - Cook, I. (2010) Geographies of food: ‘Afters’. <i>Progress in Human Geography</i>, 35: 104-120. - Hird, M. J. et al. (2014) Making waste management public (or falling back to sleep). <i>Social Studies of Science</i>, 44(3) 441–465.
11	15.3. 16.3. 18.3.	<p>Challenges and directions in geography</p> <ul style="list-style-type: none"> - Castree, N. (2014) The Anthropocene and Geography I: The Back Story. <i>Geography Compass</i> 8/7: 436–449. - Castree, N. (2014) The Anthropocene and Geography II: Current Contributions. <i>Geography Compass</i> 8/7: 450-463. - Castree, N. (2014) The Anthropocene and Geography III: Future Directions. <i>Geography Compass</i> 8/7: 464-476.

<p>12</p>	<p>22.3. 23.3. 25.3.</p>	<p>Challenges and directions in geography - Fournier, V. (2012) Escaping from the economy: the politics of degrowth. <i>International Journal of Sociology and Social Policy</i>. 28 (11/12): 528 – 545. - Klein, N. (2015) This changes everything. N. Y. Simon & Schuster, Ch. 11, pp. 367- 387.</p> <p>Holiday No Class</p>
<p>13</p>	<p>29.3. 30.3. 1.4.</p>	<p>Student Presentations</p>

ASSIGNMENT DETAILS

I. Discussion leader (once or twice during the term, depending on enrolment) 10%

In Week 1 all students have to sign up for their role as discussion leader. Students will prepare a 10 to 15 minutes presentation on one of the weekly reading or on their own suggested reading. The student will then lead the in-class discussion for one to two classes over the course of the semester. The role of the discussion leader is to summarize the reading and offer critical reflections on the reading. The discussion leader will engage the class with questions and thoughtful provocations that have emerged when doing the reading. At the end of each class the discussion leaders must submit the following: (1) a short commentary on the reading (1 page max.) and (2) a list of at least 5 questions planned to ask during the class. If you choose your own reading, then please provide the reference one week ahead of the presentation date.

II. Written responses to the weekly readings (4% each and 10 responses = 40%)

All students have to provide questions, comments, and/or criticisms on the assigned readings for the weekly class meetings and elaborate on them. Each student is responsible to hand in a total of 10 responses, which gives you 2 weeks without handing in an assignment. You can choose the date you would like a ‘free pass’. However, you are still required to do the readings that week and are responsible for coming to class prepared and contribute to the discussion.

Each assignment is expected to be of 1 to 2 pages of length (spaced 1.5). The responses are due at the end of each class, throughout the term.

III. Concept paper (30%)

You will develop a specific idea that interests you within Geography. You will revise the existing literature for the topic. You will elaborate on a specific, real world experiences related to your research idea and discuss the topic (based on literature and own ideas). In your research paper you should engage in answering the questions as to why geography and what kind of geography you are building on in your theoretical discussion. What is the particular lens you are taking in geography? You have to provide key references

demonstrating engagement with the literature. The concept paper should around 10 pages (approximately 5000 words, including references). **The paper is due in class in Week 12.**

IV. Individual paper presentation (10%)

In Week 13, the students will give a presentation on their research and the findings discussed in the concept paper. Students can use PowerPoint or any other related computer software as a visual supplement to the oral presentation. Ideally, we will schedule 10 minutes for each presentation, plus an additional 5 minutes for a questions/answers session. However, this may be altered somewhat depending on how many students enrol 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.

COURSE POLICIES

Classroom policies

- Please turn cell phones off during class—ringers, earphones and texting are disruptive and unacceptable.
- 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.

Written assignments

- **Formatting:** Coursework must be word-processed, 1.5-spaced, 12-point font size. Assignments should be proofread prior to submission to insure that they are free of grammatical and spelling errors and must include a list of all references cited in the text, using the APA citation style. All coursework should include the student's name and student number, the course's code and name, and that of the instructor, in order to avoid loss or improper identification. No need to use a cover page.
- **Submission guidelines:** All assignments must be submitted on the date specified. And must be done **exclusively** for this course.
- **Late submissions:** Work submitted late will be accepted with a 5% daily reduction (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 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 me and your reasons have been deemed valid.

Plagiarism

It is your responsibility to be familiar with and understand the information on plagiarism. Read carefully the sections "Avenues of Appeal" (p. 17), "Plagiarism and Cheating" (p. 19), and "Evaluation of Student Achievement" (pp. 21-22), in the *UVic Calendar*. Also see UVic Libraries' plagiarism policy at <http://library.uvic.ca/instruction/cite/plagiarism.html>.

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course, is listed among academic offences.

Accessibility

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 (RCSA) as soon as possible. For more information see: <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. Please notify me immediately if any date proposed for assignments or papers conflicts with dates of special significance in your religion/culture. I will arrange alternative dates to accommodate these individual needs.

Geography grading system

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%	0-49%

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.

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