



fall 2021

People, Places and Environments

department of geography and environmental studies
geog/enst 1020a

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Office Hours: To Be Announced (TBA)
TAs: TBA

Course Description

Welcome to People, Places and Environments an introduction to human geography.

Geography is a methodology, a way of looking at the world that you can use in your studies, and when you are trying to make sense of events in everyday life.

Geographers work by asking questions like:

- + where are things happening?
- + what is happening here?
- + why is it happening here?
- + how does here compare to there?
- + how did things get this way here, and how are they changing?

Human geography specifically looks at the relationship between humans and the rest of the (built, digital, ecological) environment. In this course we will introduce various methods in human geography, demonstrate and practice how we can use these methods to make sense of events and conditions in the world, and think about how we might improve those conditions.

This is a first year course so there are no prerequisites, and the course is designed to provide a successful foundation for your university career.

Finally, this term is not normal!

Even though we'll still be providing opportunities for active and engaged learning we'll be doing this all online. The assumption is that everyone will have very different experiences of learning online, so the course is designed with flexibility in mind. Lectures and readings will be available asynchronously for you to go over in your own time, and tutorials and optional synchronous sessions will provide an opportunity to engage with and learn from the teaching team and each other.

Learning Outcomes

Participation in this course provides opportunities to:

1. Continue to practice skills in reading and writing across a range of styles and media;
2. Recognize and define key ideas from human geography;
3. Describe the connections between human geography and everyday questions and concerns;
4. Use key ideas to reflect on your own engagement and experiences in the world.

Active Learning, Care and Accessibility

One of the ways university is very different from secondary school is that to get the most out of the experience (including doing well in courses), you need to be an active learner. That means scheduling your time to think about balance and tradeoff between different obligations. It also means taking the initiative in your learning, including using available resources, participating when you can, and reflecting on what you are learning and how it might connect to your studies or everyday life.

Active learning also means taking risks, like sharing your ideas and understandings, trying new things, and listening with openness and care to different perspectives.

You are also expected to complete all of your work with honesty and integrity, and where you are unclear about what is permitted please take advantage of student success resources around writing, research and citation [see chart below], and do not hesitate to ask the teaching team!

While school is really important, even more than ever, taking care of yourself, your family and your community is more important.

You can get in touch with Health and Counseling Services [carleton.ca/health] for ideas around physically and mentally wellness, and when you are in need of health care. Awards and Financial Aid provides support for unexpected expenses or economic hardship [carleton.ca/awards/other-assistance-2/].

The details of your medical diagnosis, financial, family and community circumstances are your own stories to share or not share as you choose. But letting the teaching team know, in general terms, if something is impacting your learning means that we can work with you around accommodations, adjustments and alternatives to help you meet the requirements of the course.

The teaching team also believes the course will be made stronger through the participation of students with a wide range of abilities, disabilities, identities, skills and experiences. So we are working to make the course as accessible as possible for all students. Please do not hesitate to approach us if there is something that would support your learning, and that we may not have thought of, including accommodations and supports in addition to those listed on page 5.

There are also centres, groups and clubs across campus that are still working to provide information, and build community. Reaching out and getting involved, even if it's online or at a distance, can be another important way to improve your university experience [see list on page 6].

Texts

There is no textbook for this course. Required readings and the reading schedule will be posted on the course Brightspace, our online portal for the course.

Course Calendar

Throughout the course we will introduce keywords and methods from different areas of human geography. Then we will use these keywords and methods to help us understand specific cases focused on key events of the day including urban development, ongoing colonialism and refusals, developments in capitalism, and the climate crisis.

Introductions

September 8 asynchronous lecture released*
September 10 synchronous Q+A [optional + recorded]
September 10-14 tutorials

Fall Break

October 23-October 31
[no synchronous class activities]

Unit 1: Political geography

September 15 asynchronous lecture released
September 17 synchronous Q+A [optional + recorded]
September 17-21 tutorials

Unit 4: Economic geography

October 27 asynchronous lecture released
November 5 synchronous Q+A [optional + recorded]
November 5-9 tutorials

September 22 asynchronous lecture released
September 24 synchronous Q+A [optional + recorded]
September 24-28 tutorials

November 10 asynchronous lecture released
November 12 synchronous Q+A [optional + recorded]
November 12-16 tutorials

Unit 2: Cartography

September 29 asynchronous lecture released
October 1 synchronous Q+A [optional + recorded]
October 1-5 tutorials

Unit 5: Population + Health geography

November 17 asynchronous lecture released
November 19 synchronous Q+A [optional + recorded]
November 19-23 tutorials

October 6 asynchronous lecture released
October 8 synchronous Q+A [optional + recorded]
No Tutorials [Thanksgiving Break]

November 24 asynchronous lecture released
November 26 synchronous Q+A [optional + recorded]
November 26-30 tutorials

Unit 3: Cultural geography

October 13 asynchronous lecture released
October 15 synchronous live Q+A [optional + recorded]
October 15-19 tutorials

Unit 6: Digital geography

December 1 asynchronous lecture released
December 3 synchronous Q+A [optional + recorded]
No tutorials

October 20 asynchronous lecture released
October 22 synchronous Q+A [optional + recorded]
October 22 + November 1+2 tutorials

* Since we're all experimenting a bit this term the lecture release dates might need to change to support learning. Students will be given notice of any major changes.

Evaluation

Detailed assignment descriptions will be released throughout the term.

The main assignments correspond to the units of the course, and will require you to demonstrate your knowledge, comprehension and application of key ideas and methods. All assignments should be submitted on Brightspace.

All assignment evaluations will be returned on Brightspace, remember to read comments and not just look at your grade. These comments will help you to improve your work throughout the term.

Assignment 1: Cultural Geography (15%)
due September 30 by 11:59p

Lecture Reflections (5%)
each week there will be short reflection exercises embedded in the lectures to give you an opportunity to evaluate your understanding of readings and lectures.
due: ongoing, final date to submit December 23 by 11:59p

Assignment 2: Cartography (15%)
due October 14 by 11:59p

Assignment 3: Political Geography (15%)
due November 4 by 11:59p

Final Reflection (5%)
the final assignment is an opportunity for you to reflect on your learning throughout the terms, and what you want to do with it next.
due December 23 by 11:59p

Assignment 4: Economic Geography (15%)
due November 18 by 11:59p

Assignment 5: Population + Health Geography (15%)
due December 2 by 11:59p

Late assignments will be accepted but points will be deducted, details of the policy will be discussed in class.

Assignment 6: Compare and Contrast (15%)
due December 10 by 11:59p

Exceptions include lecture reflections and assignments due during finals period which cannot be submitted late.

"Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean." [source: FASS Undergraduate Teaching Regulation and Procedures 2020-2021, p18]

Academic Integrity

“The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course or even suspension or expulsion from the University.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation [...] as soon as possible after the need for accommodation is known to exist. [...].

Religious obligation: write to me with any requests for academic accommodation [...] soon as possible after the need for accommodation is known to exist. For more details [visit]: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term[...]. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

[source: FASS Undergraduate Teaching Regulation and Procedures 2021]

Resources for Student Success and Engagement

Carleton Online

[<https://carleton.ca/online/>]

resources and information for online learning at Carleton

Academic Advising Centre

[<https://carleton.ca/academicadvising/>]

help with study skills, getting clarity about the academic rules and academic planning

Centre for Student Academic Support (CSAS)

[<https://carleton.ca/csas/>]

help with writing, and peer tutoring and advice

Office of Student Affairs

[<https://carleton.ca/studentaffairs/>]

help with getting connected to resources for success in lots of areas including stress, health and finance

MacOrdum Library

[<https://library.carleton.ca/services/services-undergraduate-students>]

help with study, research and citation skills and research materials

Health and Counseling Services

[<https://carleton.ca/health/>]

physical and mental health care

Awards and Financial Aid

[<https://carleton.ca/awards/>]

financial support and planning

Paul Menton Centre

[<https://carleton.ca/pmc/>]

help with disability and course accommodations

Department of Equity and Inclusive Communities

[<https://carleton.ca/equity/>]

supports around equity, inclusion and discrimination, including peer support for sexual violence

The Ojigkwanong Indigenous Student Centre

[<https://carleton.ca/equity/focus/indigenous-initiatives/>]

provides a space for Indigenous (First Nation, Métis and Inuit) students to study, socialize and participate in cultural programming

International Student Services Office

[<https://carleton.ca/isso/>]

support for international students and Canadian students interested in international experiences

Carleton University Student Association (CUSA)

[<https://www.cusaonline.ca>]

CUSA runs various programs including nine service centres including a food centre, Hatch entrepreneurship program, Gender & Sexuality Centre, Womxn's Centre, Racialized & International Student Experience (Rise), the Wellness Centre.

This is also your organization, so you can get involved with existing initiatives, join clubs like Carleton Engineers Without Borders and Carleton Geography & Environmental Studies Student's Association, or propose your own clubs.

[<https://www.cusaonline.ca/clubs/cusahub/>]

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Reading List

Readings for the first week of each unit will be introductions to each field of human geography. We'll use these readings to learn keywords from each field and human geography more generally.

The second week of readings will be cases that we'll use to think about how the keywords and methods of human geography can help us understand events in the world.

The cases will focus on urban development, ongoing colonialism and refusals, developments in capitalism, and the climate crisis.

Links to readings and reflection questions will be posted in the appropriate units on Brightspace

Introductions

1. Vermette, Katherena. 2016. *The Break*. Toronto: House of Anansi Press. 1-5.

Unit 1: Political geography

week 1

1. Rogers, Alisdair, Noel Castree and Rob Kitchin (editors). 2013. *Political geography*. in *A Dictionary of Human Geography*. Oxford: Oxford University Press.
2. Michelle Daigle. 2018. *Embodying kinship responsibilities in and through nipi (water)*. in Jim Ellis (ed) *Water Rites: Reimagining Water in the West*. Calgary: University of Calgary Press. 1-11.

week 2

1. Hafez, Shady. 2021. *Algonquin Anishnabeg Vs. The Algonquins of Ontario: Development, Recognition & Ongoing Colonization*. Yellowhead Institute Brief, February 18.
2. Morrison, Sandra and Ingrid L.M. Huygens. 2019. *Explainer: The significance of the Treaty of Waitangi*. *The Conversation*. February 5.
3. Gallant, Chantelle interviewing Eleme Lam. 2020. *When your money counts on it: Sex work and transformative justice*. in Dixon, Ejeris and Leah Laksmi Piepzna-Samarainha (eds) *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Chico CA: AK Press. 191-204.
4. Murray, Hubert. 2021. *Landscape as resistance in the West Bank*. *Places*. June.

Unit 2: Cartography

week1

1. Rogers, Alisdair, Noel Castree and Rob Kitchin (editors). 2013. Maps. in A Dictionary of Human Geography. Oxford: Oxford University Press.
2. Qwan, Mei-Po and LaDona Knigge. 2006. Doing qualitative research using GIS: An oxymoronic endeavor? Environmental Planning A. 38:1999-2002.

week2

1. Ignagni, Sandra (dir). 2019. Highway to Heaven: A Mosaic in One Mile. NFB.

Mullen, Pat. 2019. TIFF Talk: Sandra Ignagni on 'Highway to Heaven: A Mosaic in One Mile'. Point of View Magazine. September 19.
2. Loften, Adams and Emmanuel Vaughan-Lee (dir). 2018. Counter mapping. Emergence Magazine.
3. Kelly, Madeleine ienerahawi and Gabrielle Fayant. 2020. Mapping Indigenous youth services in Ottawa. Yellowhead Brief. May 1.
4. Jones, Nicola. 2018. Redrawing the map: How the world's climate zones are shifting. Yale Environment 360. October 23.

Unit 3: Cultural geography

week1

1. Rogers, Alisdair, Noel Castree and Rob Kitchin (editors). 2013. Cultural geography. in A Dictionary of Human Geography. Oxford: Oxford University Press.
2. Hunt, Sarah and Cindy Holmes. 2015. Everyday decolonization: Living a decolonizing queer politics. Journal of Lesbian Studies. 19: 154-172.

week2

1. Chen, Carole. 2010. Dancing in the streets of Beijing. in Jeffrey Hou (ed) Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities. London: Routledge. pp21-35.
2. Lisk, Shelby. 2020. 'For our children': How families are passing down Indigenous languages. TVO. November 25.
3. Willsher, Kim. 2021. 'We want our riches back' – the activist taking treasures from Europe's museums. The Guardian. February 7.
4. Davis, Annalee. 2021. Walking Old Lands, Drawing New Lines. March 29.

Unit 4: Economic geography

week1

1. Mann, Geoff. 2013. Disassembly Required: A Field Guide to Actually Existing Capitalism. Chico, CA: AK Press. Chapter 2.
2. Ransby, Barbara. 2020. Racial Capitalism, Power & Resistance. Neighborhood Funders Group. January 15. [watch at least the first 15mins]

week2

1. Centre for Policy Alternatives. 2018. Police services. in Imagine a Winnipeg...: Alternative Winnipeg Municipal Budget 2018. Winnipeg: CCPA Mb Office. 83-87.
2. Tora, Talei. 2020. Two piglets for a kayak: Fiji returns to barter system as COVID-19 hits economy. The Guardian. May 8.
3. Langston, Abbie and Lorrie Chang. 2019. Kentucky communities unlock their cultural wealth to lead the way forward. PolicyLink. February 28.
4. CBC Arts. 2020. Giving back. Art, Death and Taxes. April 28.

Unit 5: Population + Health geography

week1

1. Rogers, Alisdair, Noel Castree and Rob Kitchin (editors). 2013. Population geography. in A Dictionary of Human Geography. Oxford: Oxford University Press.
2. Community Indigenous Learning Bundle – Maternal and Child Health

week2

1. Gahagan, Jacqueline and Ren Thomas. 2021. LGBTQ+ Canadian baby boomers in need of safer housing in senior years. The Conversation. January 13.
2. Kunze, Jenna. 2021. Meet the Inuk woman giving youth daily ‘reasons to stay alive’ through social media. Native News Online. February 9.
3. Africa Knows. 2017. Prof Bittina Ng’weno - University of California, Davis. USA . Africa Futures Workshop. March 7.
4. Ghenis, Alex. 2018. The impact of wheel life. 2018. New Mobility. September 1.

Unit 6: Digital geography

week1

1. Heintz, Lara G.B. (dir). 2017. The People’s Network. Motherboard and CNET.
2. Kohari, Alizeh. 2021. How to bring a language to the future. Rest of the World. February 9.
3. Semphere, Takendwa. 2020. Out distance from dirt. Africa is a Country. December 14.
4. Fisher, Laur, Robert Laubacher, Thomas Malone. 2014. How millions of people can help solve climate change. NOVA PBS. January 15.