



fall 2020

# People, Places and Environments

department of geography and environmental studies  
geog/enst 1020a

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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 those 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 online for you to go over in your own time, and tutorials and optional live question and answer 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 improve skills in reading and writing across a range of styles and media
2. Recognize, describe and explain different fields of human geography
3. Practice interpreting events, conditions and processes using perspectives from different fields of human geography
4. Practice constructing and illustrating sound arguments
5. Begin to compare and contrast between different human geography perspectives

## Active Learning, Care and Accessibility

To get the most out of your university experience (including doing well in courses), you need to be an active learner. That means scheduling your time to balance and make tradeoffs between different obligations. It also means taking the initiative in your learning, including engaging in participation opportunities, if you can, 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 when you are unclear about what is permitted please take advantage of student success resources around writing, research and citation [see list on page 6], 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](http://carleton.ca/health)] for ideas around physical and mental 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/](http://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 is stronger with 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 though it will be 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 cuLearn, 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 events and conditions of the day including urban development, ongoing colonialism and refusals, developments in capitalism, and the climate crisis.

### Introductions

wk1  
September 9 introduction lecture released \*  
September 14 live introduction [optional + recorded]  
September 14 + 15 tutorials

### Unit 1: Cultural geography

wk2  
September 16 lecture released  
September 21 live Q+A [optional + recorded]  
September 21+22 tutorials

wk3  
September 23 lecture released  
September 28 live Q+A [optional + recorded]  
September 28+29 tutorials

### Unit 2: Cartography

wk4  
September 30 lecture released  
October 5 live Q+A [optional + recorded]  
October 5+6 tutorials

### Thanksgiving

October 12 no Q+A  
October 12+13 no tutorials

### wk5

October 14 lecture released  
October 19 live Q+A [optional + recorded]  
October 19+20 tutorials

### Fall Break

October 26 [no class activities]

### Unit 3: Political geography

wk6  
October 21 lecture released  
November 2 live Q+A [optional + recorded]  
November 2+3 tutorials

wk7  
November 4 lecture released  
November 9 live Q+A [optional + recorded]  
November 9+10 tutorials

### Unit 4: Economic geography

wk8  
November 11 lecture released  
November 16 live Q+A [optional + recorded]  
November 16+17 tutorials

wk9  
November 18 lecture released  
November 23 live Q+A [optional + recorded]  
November 23+24 tutorials

### Unit 5: Population + Health geography

wk10  
November 25 lecture released  
November 30 live Q+A [optional + recorded]  
November 30+December 1 tutorials

wk11  
December 2 lecture released  
December 7 live Q+A [optional + recorded]  
December 7+8 tutorials

### Unit 6: Digital geography

wk12  
December 8 lecture released  
December 11 live Q+A [optional + recorded]  
No 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 understanding and ability to apply ideas from readings and lectures. All assignments should be submitted on cuLearn.

Assignment 1: Cultural Geography (12%)  
due September 30 by 11:59p

Assignment 2: Cartography (14%)  
due October 21 by 11:59p

Assignment 3: Political Geography (14%)  
due November 11 by 11:59p

Assignment 4: Economic Geography (15%)  
due November 25 by 11:59p

Assignment 5: Population+Health Geography (15%)  
due December 9 by 11:59p

Assignment 6: Compare and Contrast (20%)  
case selection due December 11 by 11:59p  
full assignment due December 23 by 11:59p

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.

Final Reflections (5%)  
For each of your assignments you will also be asked to reflect on your own learning. The final assignment is an opportunity for you to reflect on your learning throughout the course.  
due December 23 by 11:59p

All assignment evaluations will be returned on cuLearn.  
Major assignments will receive letter grades.  
Remember to read comments and not just look at your grade.  
These comments will help you to improve your work throughout the term.

Late assignments will be accepted but points will be deducted, details of the policy will be discussed in class.  
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 Senate defines plagiarism as ‘presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.’ This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in ‘substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.’

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.

## 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 [...] 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. For more details click here.

Religious obligation: write [...] 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. For more details click here.

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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with [instructor] 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 must be provided to students who compete or perform at the national or international level. Write 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>”

# 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 of cuLearn.

## Introductions

wk1

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

## Unit 1: Cultural geography

wk2

1. Rogers, Alisdair, Noel Castree and Rob Kitchin (editors). 2013. *Cultural geography*. in *A Dictionary of Human Geography*. Oxford: Oxford University Press.
2. Creswell, Tim. 2010. *New cultural geography – an unfinished project?* *cultural geographies*. 17(2):169-174.

wk3

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. "Why every Navajo baby's first laugh is celebrated". 2020. Unreserved. CBC, Toronto, January 21
3. Murphy, David. 2016. *The first Black arts festival was shaped by Cold War politics*. *The Conversation*. April 1.
4. CUAG. 2020. *Virtual visit: Uprising: The Power of Mother Earth – Christi Belcourt – A Retrospective with Isaac Murdoch*.

## Unit 2: Cartography

### wk4

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.

### wk5

1. Iganagni, 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. Anti-Eviction Mapping Project. 2018. AEMP handbook by the Anti-Eviction Mapping Project (AEMP). in Moshula Capous-Desyllas and Karen Morgaine (eds) *Creating Social Change Through Creativity: Anti-Opressive Arts-Based Research Methodologies*. London: Palgrave Macmillan. 289-308.
4. Wiseman, Andrew and Pierre Béland. 2015. OpenStreetMap responds in Nepal. *Open Source*. May 18.

## Unit 3: Political geography

### wk6

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.

### wk7

1. McCreary, Tyler in dialogue with Chris Andersen, Adam Gaudy and Brenda Macdougall. 2019. Urban Métis communities: The politics of recognition, reflexivity, and relationality. in Heather Dorries, Robert Henry, David Huggill, Tyler McCreary and Julie Tomiak (eds) *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. Winnipeg: University of Manitoba. 151-174.
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 Elene Lam and Chanelle Gallent. 2020. When your money counts on it: Sex work and transformative justice. in Dixon, Ejeris and Leah Lakshmi Piepzna-Samarasinha (eds) *Beyond Survival: Strategies and Stories from the Transformative Justice Movement*. Chico CA: AK Press. 191-204.
4. Halais, Flavie. 2020. Cities race to slow climate change—and improve life for all. *Wired*. January 1.

## Unit 4: Economic geography

### wk8

1. Mann, Geoff. 2013. *Disassembly Required: A Field Guide to Actually Existing Capitalism*. Chico, CA: AK Press. Chapter 2.
2. Phelps, Jacob and Kiran Asher. 2014. On 'economy vs. environment': How history can guide discussions today. *CIFOR*. September 23.



#### wk9

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. Gross, Daniel A. 2015. The economics of chocolate. Smithsonian Magazine. February 11.

#### Unit 5: Population + Health geography

##### wk10

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

##### wk11

1. 'Back into the closet' LGBTQ seniors face housing discrimination. 2019. Ottawa Morning, CBC. November 12.
2. Watson, Chelsia. 2019. OHIP for all. The Peak (Navigating Deportation). December 27.
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

##### wk12

1. 'Hello Lamp Post invites people to strike up playful conversations with familiar city objects using a simple text message system. 2013. Playable City.
2. 'Inuit sharing ancient knowledge of ice, sea and land with new app' The Canadian Press/CBC North. December 5.
3. Heintz, Lara G.B (dir). 2017. The People's Network. Motherboard and CNET.
4. 'Audrey Tang [Taiwanese Digital Minister] - We, in the Time of Corona'. 2020. NHK World - Japan. August 31.