

# GEOG 3411a – Cultural Geography: A Cultural Politics of Space

## Course Outline: Section 001 – Fall 2020

### 1. Course Information

#### 1.1. Location: Virtual

Lecture: Monday, 2:30-4:20 (Synchronous via Zoom)

Tutorial: Thursday 9:30-11:30 (Synchronous, plus group meeting via Zoom)

#### 1.2. Contact Information:

Instructor: Dr. Jeff Hopkins

Office Hours: Tuesday, 1:30-2:30, Thursday, 12:00-1:00

Email: [jhopkins@uwo.ca](mailto:jhopkins@uwo.ca)

### 2. Calendar Description

#### 2.1. Course Description

An examination of contemporary theories in cultural geography—ideology, identity, power, and space—and their application to contemporary issues such as class, consumption, gender, media, and racism. Emphasis is placed upon understanding and critiquing the social and political processes giving rise to cultural practices in their spatial contexts.

2 lecture hours, 2 tutorial hours, 0.5 course

Prerequisite(s): Third or fourth year status at the University. Two full courses in Geography or equivalent, or enrolment in the Minor in Environment and Culture, in any of the Global Development Studies modules, or permission of the instructor.

Prerequisite checking is the student's responsibility

#### 2.2. Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

### 3. Introduction

The primary goal of this course is to encourage *you* to expand, question, and critique your conceptions about culture, cultural diversity, and the politics of space. Aside from providing you with information about cultural geography--and such contemporary social issues as '*race*,' *class* and *gender*--you will gain an appreciation for the conflicts, pleasures, problems and possibilities that constitute the diverse social world of which you are very much an active agent. The approach employs *critical social theory*, wherein social issues of *power*, *justice*, *ideology* and

markers of *identity* interact to construct social systems, institutions, and cultures. As geographers, you will learn why space matters in the quest to understand cultural conflicts within our society, how cultural geographers analyze and critique social relations among various cultural groups, and what cultural geography contributes toward explaining, and one hopes, resolving cultural/spatial conflicts.

The subject of this course is '*cultural geography*': "*one of the most rapidly growing and energetic sub-fields of Anglophone geography over the past 30 years.*"<sup>1</sup>

In fact, there has been what is termed '*the cultural turn*' within many branches of human geography. The topics of 'culture' and the methods used to examine them are thus wide ranging. In this particular course we concentrate on two of the most prominent foci of contemporary cultural geography: 1) non-material culture, and by this is meant human creations such as *identity, ideology, power, meaning, and values*); and 2) the performance and enactment of these identities; for example, how '*racism*' is created, sustained, resisted and challenged by people in, over and through space. How such cultural attributes as *ethnicity, class, sexuality, gender* and other important markers of cultural identity are distributed *spatially*, how and why people are spatially included or excluded because of identity, and how the aspatial or non-spatial processes of economy, politics and power give rise to these cultural landscapes will drive our enquiry.

#### 4. Textbook & Tutorial Manual

There is no textbook in this course, but there is a set of mandatory weekly readings, which complement the lectures and tutorials available on OWL in the resources section. Given their number and the pace of the course, it is particularly important that you not fall behind in your readings. Do not strive to memorize the works: give them a serious read and get as much as you can from them. I welcome your constructive comments about the selected readings.

All reading materials will be accessible on-line . The materials or their web addresses will be posted on OWL, as will be the tutorial course pack. You are responsible for reading these mandatory works.

#### 5. Course Objectives & Format

This course has three primary content specific aims: 1) to explain and critique contemporary cultural conflicts theoretically, conceptually, and spatially, 2) by way of systematically identifying, analyzing and critiquing social-spatial conflicts toward, 3) recognizing, understanding, and challenging the misconceptions, inequities, and socio-political-spatial practices that promote cultural conflicts. Doing so will increase students' awareness, knowledge and understanding of contemporary social issues toward encouraging them to develop their

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<sup>1</sup>.Amin, A. (2009). 'Cultural Geography,' in *The Dictionary of Human Geography*, 5<sup>th</sup> edition. D. Gregory, R.J. Johnston, G. Pratt, M.J. Watts and S. Whatmore (eds), 129. West Sussex: Wiley-Blackwell.

own grounded opinions and thoughts about contemporary society and the roles space plays in promoting conflict and its peaceful resolution.

The lectures, class discussions, tutorial films and their exercises and reading materials, and written assignments in this essay-designated course, will exercise, strengthen and test your critical thinking, communication, and reading and writing skills. The mid-tem and final examinations will evaluate your comprehension of the course materials (*lectures, readings, class discussions, tutorial films*) and provide you with an opportunity to demonstrate your ability to think critically and independently about the issues and material covered.

The PowerPoint lectures will be posted in their entirety on OWL. I ask that you download these before our weekly lecture. Please keep them for your own use. These materials are copyrighted and belong to me. Do not post them elsewhere or share them with others: thank you.

Similarly, the tutorials will be virtual. You will be asked to view a film each week, meet to discuss via Zoom with several peers your answers to questions raised, and submit to OWL your group response. More about this below in section 8: Tutorials.

## 6. Learning Outcomes

In keeping with the *Undergraduate Degree Level Expectations* of our programs, this course promotes several objectives to varying extents:

1. Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
2. Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
3. Combine breadth of knowledge of Geography with understanding of selected sub-fields (*i.e. Cultural Geography*).
4. Synthesize and evaluate geographical information from diverse sources.
5. Collect, analyze and interpret geographical data in relation to social systems.
6. Analyze real-world problems and policy applications using geographical concepts, skills and understanding.
7. Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically.

Among the generic skills practiced and enhance are as follows:

1. Spatial thinking, spatial analysis and spatial processes of human interactions (*e.g. cultural, social, political, economic, scientific*).
2. Literature and secondary data sources; information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
3. Critical and reflective reading, listening, thinking.
4. Writing—education and practice in writing essays.
5. Oral communication: structured class discussions (seminars, small-group interaction,

- debates).
6. Project planning, management and design: time management, independent major research project.
  7. Inter-personal skills: leadership, team facilitation.

## 7. Evaluation

Assignment	Weight	Assigned On	Due Dates
Tutorial Write-Ups	20% (10x2%)	Weekly Tutorial	Fridays, 4:00 PM
Mid-Term Exam	20%	--	Mon., Oct. 26, 2 hours
Review Essay	30%	Monday, Oct 19 <sup>th</sup>	Mon., Nov. 30
Final Examination	30%	--	Dec. 11-12, 2 hours

How do I grade? I regard the mark of a low 'B' (70% - 73%) indicative of average work, both competent and acceptable. You have completed all of the assignments and readings and demonstrated a general understanding of the course material as evidenced in the essays, labs and final exam. A grade of mid to high 'B' (74%-79%) reflects evidence of an above average performance. Not only have you fulfilled the assignments in a more meticulous fashion, you have demonstrated a more thorough understanding of the material and gone a few extra steps beyond the average student as evidenced on the test and in your written work. An 'A' (80%-89%) is reserved for outstanding effort and achievement. Exceptional diligence, a thorough knowledge of the course material, and the ability to apply and convey concepts in an effective, logical and literate fashion are clearly evident. Hard labour and exceptional effort are necessary but not, by themselves, sufficient to warrant an 'A.' An 'A+' (90%+) is rare but is certainly possible. An exceptionally outstanding performance on the examination, and essays demonstrating a superb command of English and a critical mind capable of synthesizing complex facts and ideas to arrive at particularly astute conclusions, will earn this prestigious grade.

Your evaluation is based primarily on your ability to fulfill the primary objectives of the course as evidenced in your group tutorial exercises, two examinations, and the review essay. Emphasis in this upper-level geography course, and thus evaluation, is placed upon your reading, writing and critical thinking skills. Half of your grade, 50%, is based on two examinations. The precise format of these tests are explained well in advance of their sitting; these may include all or some of the following: essay questions, short answer, multiple choice, true/false, and fill-in-the-blank. One 2,000 word/eight typed-page review essay on a relevant topic will be worth the remaining 30% of your final course grade. More information about this assignment and its method of evaluation will be provided later and well in advance of its due date.

Students are responsible for material covered in the lectures as well as the assigned reading material and videos. To pass this course you must earn a final minimum mark of 50%.

For Western's NEW Policy on Accommodation for Illnesses please refer to the Academic Calendar' section on Academic Rights and Responsibilities.

## Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability. Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through

Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: You are responsible for your grades in this course.**

## 8. Course Content

There is a logic to the order and structure of the material presented. The first four lectures provide a macro-view of the major organizing structures of contemporary society and the conceptual underpinnings of cultural geography: *culture, multiculturalism, power, ideology* and *Marxism/Capitalism*. The subsequent lectures address major markers of cultural identities (*identity politics*) and the roles of space in their creation, practice, and resistance: *class, 'race'/ethnicities, sexualities, gender, body, age, and 'immigrant'*. As you will come to appreciate, space lays at the core of cultural conflicts as do its resolutions. We end on a positive note: the challenges of pursuing '*social justice*'—a more equitable society—and thus one more likely to be peaceful and stable.

Below is a general outline of the themes we will address in the readings, lectures, and tutorials. Successful completion of the review paper, the mid-term and the final examinations requires that you attend all lectures and tutorials, complete the assigned readings, and follow—if not actively participate in—the class discussions.

#	Lecture Topics	Dates
1	Culture Identities, Diversity & Canada's Multiculturalism	Monday, Sept 14
2	Ideology & the Power to Spatially In / Ex-clude	Monday Sept 21
3	'Culture War': Climate Change	Monday, Sept 28
4	Like Fish in Water: Capitalism & Neo-Liberalism	Monday, Oct 5
	<b>Thanksgiving – No Lecture/Tutorial</b>	Monday, Oct 12
5	Buying into Geographies of Consumption	Monday, Oct 19
	<b>Mid-term Examination</b>	Monday, Oct 26
	<b>Fall Reading Week: No Lecture or Tutorial</b>	Monday, Nov 2
6	Discourse, Representations & Identities in Everyday Geographies	Monday, Nov 9
7	Sexuality, Bodies & Space	Monday, Nov 16
8	Gendering Space: Masculine & Feminist Geographies	Monday, Nov 23
9	Geographies of Race & Racism	Monday, Nov 30
10	i. Post-Colonialism, Immigration & Canada's Contemporary Geographies	Monday, Dec 7

#	Lecture Topics	Dates
	ii. Cultural Rights, Cultural Justice, Cultural Geography	

The reading schedule is as follows:

**Lecture # 1 (Sept. 14<sup>th</sup>): 'Cultural Identities, Diversity & Canada's Multiculturalism'**

Norton, William and Margaret Walton-Roberts (2014). Chapter #1: Introducing Cultural Geography, in *Cultural Geography: Environments, Landscapes, Identities, Inequalities*. Don Mills: Oxford University Press, pp. 1-27.

Mitchell, Don (2000). Chapter #1: Culture Wars: Culture is Politics by Another Name, in *Cultural Geography: A Critical Introduction*. Malden, MA: Blackwell, pp.1-37.

**Lecture #2 (Sept. 21<sup>st</sup>): Ideology & the Power to Spatially In / Ex-clude**

Jackson, Peter (1989). Chapter #3: Culture and Ideology, in *Maps of Meaning*. New York: Routledge, pp. 47-75.

<https://ebookcentral.proquest.com/lib/west/detail.action?docID=166390>

**Tutorial Reading:**

Solomon, Jack (1988). 'What's in a Name? The Ideology of Cultural Classification,' in *The Signs of Our Time*. New York: Harper and Row, pp. 23-39.

**Lecture #3 (Sept. 28<sup>th</sup>): 'Culture Wars' of Climate Change**

Hoffman, Andrew John (June 2012). *Climate Science as Culture War*. Ross School of Business Paper No. 1361, [https://ssir.org/books/reviews/entry/climate\\_science\\_as\\_culture\\_war#](https://ssir.org/books/reviews/entry/climate_science_as_culture_war#)

**Lecture #4 (Oct. 5<sup>th</sup>): Like Fish in Water: Capitalism & Neo-Liberalism**

Mitchell, Don (2000). Chapter #3: From Values to Value & Back Again – The Political Economy of Culture, in *Cultural Geography: A Critical Introduction*. Malden, MA: Blackwell, pp. 66-88.

**Tutorial Reading:**

Harvey, David (2005). *A Brief History of Neo-Liberalism*. Oxford: Oxford University Press. (Chapters #3, pp. 64-86 & Chapter #4, pp.87-119).  
<https://ebookcentral.proquest.com/lib/west/detail.action?docID=4963818>

**Lecture #5 (Oct. 19<sup>th</sup>): Buying into Geographies of Consumption**

Crang, Mike (1998). Chapter #8: Geographies of Commodities and Consumption, in *Cultural Geography*. New York: Routledge, pp.120-14.

**Tutorial Reading:**

Jon Goss, Jon (2006) *Geographies of Consumption: The Work of Consumption*. *Progress in Human Geography* 20 (2), 237-49.

<https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/pdf/10.1191/0309132504ph486pr>

**Lecture #6 (Nov. 9<sup>th</sup>): Discourse, Representations & Identities in Everyday Geographies**

Rosati, Clayton (2007). *Media Geographies: Uncovering the Spatial Politics of*

Images. *Geography Compass* 1 (5), 995-1014.  
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1749-8198.2007.00053.x>

**Tutorial Reading:**

Rius, B. (1976). *Marx for Beginners*. New York: Pantheon Books.

**Lecture #7 (Nov. 16<sup>th</sup>): Sexuality, Bodies & Space**

Blunt, A. and J. Willis (2000). Sexual Orientations: Geographies of Desire, pp. 128-166. In *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Toronto: Prentice Hall.

**Tutorial Reading:**

Longhurst, Robyn (2000). 'Corporeographies' of Pregnancy: 'Bikini Babes'. *Environment and Planning D: Society and Space* 18, 452-472.  
<https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/pdf/10.1068/d234>

**Lecture #8 (Nov. 23<sup>rd</sup>): Gendering Space: Masculine & Feminist Geographies**

Barber, Lachlan B. (2019). Automobility and Masculinities between home and work: trucks as the 'new normal' in Newfoundland and Labrador. *Gender, Place and Culture* 26(2), 251-271.

<https://www.tandfonline-com.proxy1.lib.uwo.ca/doi/full/10.1080/0966369X.2018.1552926>

**Tutorial Reading:**

Blunt, A. and J. Willis (2000). Embodying Geography: Feminist Geographies of Gender, pp. 90-127. In *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Toronto: Prentice Hall.

**Lecture #9 (Nov. 30<sup>th</sup>): Geographies of Race & Racism**

Mitchell, Don (2000). Chapter #9: 'A Place for Everyone' – Cultural Geographies of Racism, in *Cultural Geography: A Critical Introduction*. Malden, MA: Blackwell, pp. 230-258.

**Tutorial Reading:**

Satzewich, Vic (2011). Islamophobia: A New Racism? in *Racism in Canada*. Don Mills: Oxford University, pp. 83-100.

**Lecture #10 (Dec. 7<sup>th</sup>): i) Post-Colonialism, Immigration  
& Canada's Contemporary Geographies**

Blunt, A. and J. Willis (2000). Decolonizing Geography: Postcolonial Perspectives, pp. 167-202. In *Dissident Geographies: An Introduction to Radical Ideas and Practice*. Toronto: Prentice Hall.

**Tutorial Reading:**

Chomsky, Noam (2003). 'Imperial Grand Strategy,' in *Hegemony or Survival: America's Quest for Global Dominance*. New York: Metropolitan Books, pp. 11-49.

**ii) Cultural Rights, Cultural Justice, Cultural Geography**

Mitchell, Don (2000). Chapter #11: Cultural Rights, Cultural Justice, Cultural Geography, in *Cultural Geography: A Critical Introduction*. Malden, MA: Blackwell, pp. 287-294.



## 9. Tutorials

Considerable emphasis in this course is upon improving your skills of critical interpretation. Much of the reading material will prove challenging and will demonstrate, by way of example, how one might systematically critique various social issues from the critical and spatial perspective of a cultural geographer. The tutorials will give you an opportunity to apply and question the lecture and reading material through the viewing and subsequent self and group reflection about several documentary films. The content of these documentaries is directly related to the themes of this course and are intended to not only augment the lectures and readings, but more importantly, exemplify the actual practice of analyzing the cultural politics of space. Given the contentious nature of the topics covered and the diversity of views you will bring to these lectures and tutorials, I suspect you will have an intellectually stimulating time. That is my hope.

The tutorial instructions and the links to the videos are posted on OWL. There may be a reading assigned to accompany the video and there are questions that I ask you to ponder and write down your thoughts. The tutorial is 'officially' scheduled for Thursday mornings from 9:30-11:20. However, you are free to view the video and respond to the questions at anytime during the week assigned.

In order to share your ideas and thoughts about the videos with your peers, you will be required to meet in assigned groups of approximately five at an agreed upon time each week, be it in person or through a medium of your choice (*e.g. Zoom*). Having viewed the film and completed the accompanying reading and questions independently, you will share your answers to the questions posed. The rotating student assigned to submit the group's collective responses will write up the answers and submit them to their drop box on OWL each Friday by 4:30 pm. Each successfully completed tutorial response is worth 2% for each group member (10 tutorials x 2% = 20% of final course grade). More details about the tutorials is available in the tutorial pack available on OWL.

Do note that these tutorials are *not* optional: you are expected to view the videos, complete any accompanying readings, and answer all questions posed. Those who do not participate fully in the weekly group tutorial meetings with their peers will received 0/2 as the discretion of the one responsible for writing and submitting the report that week.

<b>Tutorial Schedule</b>	<b>Week of</b>
Multiculturalism Contested Film: 'The M Word' <a href="https://uwo.kanopy.com/video/m-word">https://uwo.kanopy.com/video/m-word</a>	Sept. 14
Ideology in Practice Film: 'Jesus Camp' <a href="https://vimeo.com/38531263">https://vimeo.com/38531263</a>	Sept. 21
Climate Change as Cultural Conflict Film: 'Climate Change Is Simple' (17 Minutes) <a href="https://www.youtube.com/watch?v=A7ktYbVwr90">https://www.youtube.com/watch?v=A7ktYbVwr90</a>	Sept. 28

Tutorial Schedule	Week of
Film: <i>'Good News on Climate Change! We're Safe. We're Adaptable. Six points for Discussion'</i> (8 Minutes) <a href="https://www.youtube.com/watch?v=Np_CHy9qI4M">https://www.youtube.com/watch?v=Np_CHy9qI4M</a> Film: <i>'Climate Change: Are You Scared Enough?'</i> (10 Minutes) <a href="https://www.youtube.com/watch?v=LXw8EEIXKk0">https://www.youtube.com/watch?v=LXw8EEIXKk0</a>	
Capitalism: A Positive Perspective Film: <i>'The Real Adam Smith: Ideas that Changed the World'</i> <a href="https://www.youtube.com/watch?v=8ruiUOQERnw">https://www.youtube.com/watch?v=8ruiUOQERnw</a>	Oct. 5
Why Consumer Culture? Film: <i>'Affluenza'</i> <a href="https://www.youtube.com/watch?v=G2m32ZUeAIA&amp;t=262s">https://www.youtube.com/watch?v=G2m32ZUeAIA&amp;t=262s</a>	Oct. 19
Capitalism: A Critical Perspective Film: <i>'Masters of Money-Karl Marx &amp; Marxism'</i> <a href="https://www.youtube.com/watch?v=lyrhoHtSkzg&amp;t=20s">https://www.youtube.com/watch?v=lyrhoHtSkzg&amp;t=20s</a>	Nov. 9
Emergence of Contemporary Gay Resistance Film: <i>'Stonewall Uprising'</i> <a href="https://uwo.kanopy.com/video/stonewall-uprising">https://uwo.kanopy.com/video/stonewall-uprising</a>	Nov. 16
Bodies and Public Spaces Film: <i>'Free the Nipple'</i> <a href="https://www.youtube.com/watch?v=u4YQz_BAaOA&amp;t=674s">https://www.youtube.com/watch?v=u4YQz_BAaOA&amp;t=674s</a>	Nov. 23
Constructing Identity Politics: Racism Film: <i>'Race-The Floating Signifier'</i> <a href="https://uwo.kanopy.com/video/race-floating-signifier-stuart-hall">https://uwo.kanopy.com/video/race-floating-signifier-stuart-hall</a>	Nov. 30
Post-Colonialism & Contemporary Imperialism Film: <i>'Why We Fight'</i> <a href="https://www.youtube.com/watch?v=Hn6aw9sKEws">https://www.youtube.com/watch?v=Hn6aw9sKEws</a>	Dec. 7

## 10. Zoom Format and Etiquette

Lectures will be synchronous—live via Zoom—during our regularly scheduled lecture time on Mondays, 2:30-4:20. You can download the Zoom app to your laptop or phone at the following address: <https://wts.uwo.ca/zoom/index.html>. The weekly Zoom address will be posted on OWL.

Delivering and receiving lectures in this format is far from ideal, and we need to be patient with one another. Toward minimizing problems, below are several participant expectations we must all respect. Students who do not follow these guidelines will be removed from the Zoom meeting if necessary.

- Mute your microphone if you are not talking
- Use your real name
- Be on time

- Only post chat messages relevant to the lessons
- If you have a question, please raise your 'hand' in the 'reactions' icon at the bottom of your screen or post a chat message to me.
- I would prefer to see your face and you mine, rather than turning off your video. I won't demand this of you but seeing your reaction would certainly help me 'read' the audience and assist me to better convey the material.

## **11. Make-up Examinations, Late Submissions, Extensions**

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office within 48 hours of the scheduled exam, otherwise the instructor will assign a grade of zero.

The format and content of make-ups may differ substantially from the scheduled test or examination.

Assignments submitted late will lose 5% of the assignment's value each day, including weekends. Assignments submitted after four days late will receive zero but will be graded for your educational benefit. All requests for extensions on assignments must be made in writing to me at least two weeks before the due date. You may have up to three days beyond the initial due date. Material submitted beyond the new due date will be penalized as per the course penalty (5% per day). Never slip assignments under a door. Submit late assignments in the 'Geography Drop Box' adjacent the door of room 2322A SSC (main geography office).

## **12. Electronic Devices**

Never record digitally or otherwise any part of the class lectures or tutorials/labs without prior and specific permission from the instructor. If you are found doing so you will be expelled from the course.

## **13. Email Communication**

Please use e-mail judiciously. Read the course outline and all assignments thoroughly and completely before asking questions, the answers to which may well be found in the outline or assignment. If you have long and complex questions—and I hope you do—I will be delighted to address them during office hours or during the lecture. I want to help you succeed: good communication is necessary for you to do so. Take advantage of my office hours.

Office hours aside, please do not expect an instantaneous response to emails: it may take 24-36 hours. I am unlikely to respond to emails after 5:00 pm and never on weekends. Please use proper English in your correspondence. Communication, like politeness, is a two-way street, and I shall extend to you the same courtesies. Thank you for respecting these boundaries.

## **14. Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Plagiarism is stealing: it is unacceptable, and those who tempt fate will be persecuted to the fullest extent allowed under the university's regulations. Penalties may include the following:

- i. Zero on the plagiarized assignment
- ii. An 'F' in the course
- iii. Expulsion from the university

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## 15. Appeals

Requests to have an examination or assignment formally re-evaluated must be done within one week of receiving the graded assignment. In this concise, written request to me you will specify the aspects of your work that you would like re-visited and the justification for doing so. ***Please be aware that disliking or disagreeing with your grade is no grounds for re-assessment.***

Should you feel that your final grade in the course is biased, inaccurate or unfair, you do have the right to appeal your final mark. Please refer to the *Western Calendar* prior to doing so (see web site below). In an attempt to avoid such time-consuming and stressful procedures for all, be assured that each and every piece of work is graded carefully and thoroughly. ***Be aware that marks may be raised--as well as lowered--through an appeal process.***

You are advised to read the course calendar to familiarize yourself with Western's regulations and procedures concerning appeals, grades, regulations, penalties and such at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). Alternative Examination Dates, Dropping the Course

The date of the final examination is set by the Office of the Registrar and will not be changed. If you consider that you have grounds to write a final examination on an alternate date, you must follow the procedure established by the Dean's Office and complete the appropriate forms. The same holds for dropping the course

## 16. Western's Commitment to Accessibility

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website.

More information about "Accessibility at Western" is available.

## 17. Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's Health and Wellness website for more information on mental health resources.

## 18. Support Service

Registrarial Services: <http://www.registrar.uwo.ca>

Student Development Services: <http://www.sdc.uwo.ca/>

Mental Health: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit the site below for more information on mental health resources: <http://www.uwo.ca/uwocom/mentalhealth/>.

## 19. Mutual Expectations

Because this course addresses many contemporary and controversial issues—discrimination and power, gender, language, racism, sexuality—we all must respect the thoughts and opinions of one another. Our tutorials and lectures are open intellectual forums to explore cultural issues from a geographical perspective; everyone's voice and interpretations are welcome. Respecting each other and being sensitive toward each other is vital. As the course instructor, I will provide you with a set of theoretical concepts, models and various interpretations of cultural conflicts, as I understand them. Using these models and concepts, you will be encouraged and challenged to develop your *own* interpretations of various cultural conflicts. In other words, ***your grounded interpretations and opinions in no way whatsoever need parallel my own to succeed in this course.*** Freedom of thought and expression is strongly encouraged, and please do so in a courteous, responsible, and respectful manner.

**Trigger Warning:** Some of the lecture topics, readings, and films may be intellectually uncomfortable. Some of the cultural conflicts addressed in the course—*e.g. racism, sexism, homophobia*—may challenge one's established understandings, beliefs, attitudes and experiences. Such challenges are fundamental to a university education: it means our ideas are being contested as we struggle to resolve cognitive dissonance: the state of having inconsistent thoughts, beliefs, or attitudes (*e.g. You self-identify as non-racist and then recognize one or more of your actions or beliefs fit the criteria of 'racism'*). Please review the lecture topics, the PowerPoint lectures, the assigned reading list and tutorial assignments in advance. Should you anticipate that any of these materials may trigger emotional trauma—not intellectual discomfort, but an extraordinarily

stressful event that shatters your sense of security and well-being—you may choose not to participate in that class or tutorial. Please contact me as soon as possible so that we may arrive at a suitable means for you to address the materials you have missed.

We should expect each of us—including me—to come prepared for, and attend, all lectures regularly and punctually. We should strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. If we all abide by this code of civility, we set the stage for a mature, safe and stimulating intellectual forum. Included below is the *Code of Conduct for Students, Staff, and Faculty for the Department of Geography. The University of Western Ontario Code of Student Conduct* is available at <http://www.uwo.ca/univsec/board/code.pdf>: please familiarize yourself with both of these documents.

Finally, if you have problems, questions, ideas or concerns with any aspect of the course, please raise the matter before, during or after class, or during my office hours. I welcome your questions and constructive criticisms. I am approachable and want to assist you to succeed.

## **20. Geography Code of Conduct**

### **CODE OF CONDUCT FOR STUDENTS, STAFF, AND FACULTY FOR THE DEPARTMENT OF GEOGRAPHY**

Affiliation with the Department of Geography presumes mutual respect among students, staff, teaching assistants, and faculty. A positive atmosphere of professionalism and collegiality is essential for everyone to perform to the best of his or her abilities. This requires respect for the opinions and questions of others and behaviour that is, at all times, courteous, and conducive to creating a pleasant and productive environment for learning and working.

As members of a Department of Geography, we are expected to show special respect for our environment, being individually responsible for promoting a clean and safe work environment within the facilities of the Department and the Social Science Centre, including classrooms, laboratories, the Map Library, offices, hallways, washrooms, exterior grounds, and the facilities and vehicles used in field courses and field trips.

It is inevitable that misunderstandings will occur from time to time. However, it is in everyone's interest to try and resolve problems in a non-confrontational manner. Threatening, violent, or abusive behaviour, harassment (including sexual and racial harassment), rudeness (in person, in writing, or on the telephone), and abuse of authority, for whatever reasons, corrode good working and learning conditions.

Incidents that cannot be resolved amicably may be reported to the Chair of the Department (661-3653). The Chair will consider appropriate actions for resolving the problem, usually after consultation with the parties involved. If required, contact with university services (e.g., Police, Equity) or civil authorities will be invoked.

#### **Student Use of University Facilities and Classroom Decorum:**

Students are expected to comply with the authority of University staff and faculty on all matters relating to access to facilities (offices, classrooms, laboratories, and Map Library) and to use of equipment and resources.

Students are expected to attend all lectures and laboratory sessions regularly and punctually.

Instructors are responsible for maintaining an appropriate academic atmosphere in all class activities; students are expected to cooperate in this effort.

Actions that impede instruction deter the ability of students to learn, or show disrespect for instructors and fellow students, will not be condoned in Geography classrooms and labs. Such actions include reading during lectures, disturbing consumption of

food or drink, use of Walkman's and radios, and disruptive conversation. Serious disrespect for classroom decorum should be reported to the instructor and, if required, to the Chair of the Geography Department (SSC 2429, Telephone 661-3653).

Students are expected to adhere to University standards of academic honesty, as outlined under "Scholastic Offences" in the Western Calendar. Unacceptable practices include cheating, impersonation, plagiarism, misrepresentation of research, falsification of documents, obstructing the academic activities of another, aiding or abetting academic misconduct, and abuse of confidentiality. In addition to incurring penalties, as outlined in the Calendar, some academic offences may fall under the Criminal Code of Canada.

*Approved on behalf of Faculty, Staff, and Students by the Council of the Department of Geography on 4 March 1994.*

## **21. Important Dates**

September 9: Classes resume

September 17: Last day to add a first term half course

October 12: Thanksgiving Holiday – Department Office Closed

November 2 to November 8: Fall Reading Week

(No classes; Department Office open)

November 12: Last day to drop a first term half course without penalty

November 30: Last day to drop a full course without penalty

December 9: Classes end

December 10: Study day

December 11-22: Examination Period

**PLEASE NOTE** *Course content & order of presentations may deviate from this general outline due to unforeseen circumstances.*