

Instructor: Maleea Acker | lmacker@uvic.ca

Office: DTB 214 | office hours TBA

Fall 2017 | Wednesdays 1:30 – 4:30pm

Course Overview

Grounded in humanistic geography and qualitative methods, this course investigates the meaningful non-tangible relationships between humankind and environment. These relationships include

Course readings & supplies

There are two mandatory textbooks for this course as well as mandatory CourseSpaces readings, around all of which the course is has been designed. Reading – and engaging with the readings (highlighting, underlining, taking good notes etc.) – is essential for your enjoyment of and success in this course.

You will also need to purchase some supplies for this course. Make sure you have:

- a heavy grade, unlined notebook, suitable for sketching and water colouring. A water colour sketch pad is best, but a Moleskine or other blank book will do. The better the paper, the more polished your final products will look. **The notebook should be a minimum of 5 x 7 inches (a regular sized journal).** Bigger is better. You want room to give space to what you create.
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I will put any supporting learning resources for the course (from me or other colleagues in the course) on the CourseSpaces site.

Attendance and Class Participation 5%

This includes engaging in discussion, asking questions, offering answers, and active listening, where none is prioritized over the others. If you regularly attend classes, show up to class prepared, and remain committed to and engaged with the course materials throughout the term, this is an easy 5% to achieve.

Seminar Presentation 15 %

Starting in Week 2, working by yourself or in groups of 2, you will pick one class where, together, you will prepare and lead a 30 minute discussion on one of the course readings. **In essence, your role is to summarize the weekly reading, offer some critical reflections, and engage the class with some questions of importance that you have drawn from the reading to stimulate our discussion.** This is similar to what you will have prepared for your weekly written responses each week, but you are expected to go a little deeper into the literature so that you can bring in some additional insights. Thus, during your week to present it is important that you go beyond the assigned readings, drawing on personal experiences or any other supplemental material you can think of (short films, comic strips, games, art, maps, etc.) that you think might be useful. Your weekly topic will also become the topic of your term research paper, which will give you a jump on preparing to write your essay, so pick something that interests you. We will determine who presents what week during our first class meeting, although there may be some rescheduling should individuals join or withdraw from the course.

I can meet with the facilitators ahead of the class to help them prepare a discussion outline, develop key questions for us all to think about, and communicate the readings to everyone.

Short Written Responses to the Readings 30%

Length: 1-2 pages (typewritten, of course); 6 responses at 5% each for a total of 30%

You will produce one **thoughtful, engaged** set of questions, comments, and/or criticisms on each group of assigned readings for the weekly class meetings. You are responsible for handing in 6 responses, which means that for the field trip weeks and two other weeks out of our meetings you get a free pass and are not required to hand in an assignment. It is up to you to choose what weeks you don't want to hand in an assignment, but you are still responsible for doing the readings that week and coming to class prepared to discuss them.

Field Journal 25%

Our connection to place and landscape are often hard to express in only words. We will complete three field trips during the semester. During these excursions, you will learn and practice different ways of apprehending landscape, connection to place/landscape and documenting of your results; this will form the start of a field journal that reflects your experiences in various landscapes. The journal will include one entry from each of the field trips (field journaling intro; memory mapping; field journaling II) plus two additional entries you'll complete by visiting two additional landscapes on your own time. The journal should incorporate the techniques we have studied in class and engage with landscape in a way that is meaningful and thoughtfully engaged with the course material. The journal can include all of the elements we learn, including text, image, sound tapestries, landscape renderings, and free writing.

When completing your journal, think about and incorporate, whenever possible, the following:

- What application might concepts from class have in the place you've chosen that day?
- What connections do these concepts help you make as you navigate the world?
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Week	Topic
1 (Sept 6)	Intro: Where have we come from?
2 (Sept 13)	Setting the stage: Why are we in trouble? Landscape; Science/Art, Power, Gender & Place
3 (Sept 20)	How should we approach our connection to landscape? First Nations; Aesthetics; Earth Writing
4 (Sept 27)	Landscapes I: field trip (Field journaling)
5 (Oct 4)	What are others doing? ANT; NRT; Geohumanities intro
6 (Oct 11)	What are others doing? Geopoetics; Storytelling;