For next time: consider doing a section on Ecofeminism and political ecology, using Kenya’s Green Belt Movement as a case study. Sources from Jessica McInchak’s paper:


In course evals, one student suggests having one more paper to develop writing skills, and that the new paper be somehow about the readings — I think this is a great idea since there is otherwise little way to hold students accountable for the readings.

This course is an introduction to core concepts in cultural geography. It places particular emphasis on how power dynamics around colonialism and postcolonialism, race, gender, and class are geographically embedded and constituted. We will learn to ask, and begin to answer, questions such as: What are the multiple social and spatial dynamics through which a place is produced? What are the uneven roles played by groups with different levels of power and unequal resources, such as corporations, the state, and social movements, in the representation of space and the production of place? How do diverse social groups understand, adapt, and modify their spatial environments, and what role does place play in their cultural forms and practices? As outsiders to a culture, how might we use geographic skills and spatial reasoning to learn more about its complex dynamics? Above all, the course aims to develop students’ skills in spatial thinking as a method of social and cultural analysis and a useful way of thinking about their place in the world. Since this is a sophomore seminar, course assignments are especially intended to cultivate and build students’ skills in research, information literacy, presentation, discussion facilitation, and writing.

Learning Objectives

- Develop a working vocabulary of core geographic concepts
- Develop analytical skills in spatial thinking and reasoning
- Learn about and employ the methods of geographers, including observation; mapmaking and map-decoding; data gathering and reporting; and geographic research and writing
- Apply spatial concepts, geographic vocabulary, and landscape interpretation to a variety of locations and situations both local and global
Develop strong skills in writing; research and information literacy; discussion facilitation and presentation

Assigned Texts
Additional readings are available through the college’s online full-text journals, while others are posted on Moodle. The location of articles is noted in the course schedule below.

Moodle Site
This course will use a Moodle site, where readings and assignment instructions will be posted. To access our Moodle site, go to moodle.kzoo.edu, scroll down to find the course listings for Spring 2012, click on “Anthropology and Sociology,” then click on “ANSO 278.”

Assignments and Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>25 percent</td>
</tr>
<tr>
<td>Home-Place Essay</td>
<td>15 percent</td>
</tr>
<tr>
<td>Team Project: Experiential Visit</td>
<td>25 percent</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td></td>
</tr>
<tr>
<td>- Proposal</td>
<td>Mandatory but not graded</td>
</tr>
<tr>
<td>- Bibliography</td>
<td>Mandatory but not graded</td>
</tr>
<tr>
<td>- Presentation</td>
<td>10 percent</td>
</tr>
<tr>
<td>- Rough Draft and Peer Critique</td>
<td>5 percent</td>
</tr>
<tr>
<td>- Final Paper</td>
<td>20 percent</td>
</tr>
<tr>
<td>Total</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

Course Policies

Attendance. I expect you to be present, fully prepared, and actively engaged in all course meetings. Although I do not have a strict attendance policy for this class, if you miss more than 3 classes (10 percent of the total), I will request a meeting with you; if you miss a class when you are scheduled to present, you will not have the opportunity to make it up. When possible, please notify me in advance when you will be absent. You will be held responsible for all material covered during the missed class session. Please make arrangements to get the notes from a classmate, and check with me to see if there were any handouts or announcements you missed.

Readings. Listed for each class session should be completed before you arrive at class, and you should be prepared to discuss and analyze them with your peers. When a source is listed as “available through college,” you are expected to find it independently through the college library’s online (full-text) databases. When a source is listed as “posted on Moodle,” you can find it as a PDF under that week’s schedule in the course Moodle site.

Late work. I do not accept late papers except in case of extreme illness, documented by a physician, or family emergency. I reserve the right to not accept papers that are more than one week late, regardless of the reason.

Academic Dishonesty. You are expected to do your own work and to represent your ideas honestly and with academic integrity. Plagiarism is defined as the unauthorized reproduction of someone else’s words or ideas without giving proper credit, whether intentional or not. Therefore, not knowing how to cite a source is NOT adequate justification for plagiarism, and you should consult with me if you have any doubts whatsoever about how, when, and why to provide citations. If I detect or suspect plagiarism, I will
report the incident to college administration. Please note that two documented instances of plagiarism will typically result in the student’s suspension or, in some cases, expulsion from the college.

### COURSE SCHEDULE

**Week One**  
Monday, March 26  
Introductions

Wednesday, March 28  
Understanding Space and Place: Foundations  
*Reading:*  
- Cresswell, *Place: A Short Introduction*, Chs. 1 & 2

Friday, March 30  
Foundations of Place, cont’d  
*Readings:*  
- Cresswell, *Place: A Short Introduction*, Ch. 3  

**Week 2**  
Monday, April 2  
The Politics of Place Representation  
*Reading:*  
- Cresswell, *Place: A Short Introduction*, Ch. 4

Wednesday, April 4  
Toponyms (Place Names)  
*Reading:*  

Friday, April 6  
Landscape: An Introduction  
*Readings:*  

**Week 3**  
Monday, April 9  
- **HOME-PLACE ESSAY DUE**
Wednesday, April 11
Theorizing the State in the Production of Space, Place, and Landscape

Readings:

Friday, April 13
Cartography: Deconstructing the Map

Reading:

Week 4
Monday, April 16
Counter-cartography

** Sign up for team meetings with professor this week

Readings:

Wednesday, April 18
Space, Place, and Social Movements

Readings:

Friday, April 20
Time in class to plan student-led site visits

Week 5
Monday, April 23
Unsettling the City

** Lesson Plan due for team-led experiential visits, with the one (1) source that is to be read by students identified and placed on Moodle as appropriate

Reading: Blomley, *Unsettling the City*, Preface and Ch. 1

Wednesday, April 25
Unsettling the City

Reading: Blomley, *Unsettling the City*, Chs. 2-3
Friday, April 27
Unsettling the City

** Proposal (one paragraph) for research paper due
• Reading: Blomley, Unsettling the City, Chs. 4-5

Week Six
Monday, April 30
Touristed Places
Readings:
• Stephen Wearing, Deborah Stevenson, and Tamara Young. “Introducing the Cultures of Tourism” and “Global Tourism, Local Cultures.” In Tourist Cultures: Identity, Place, and the Traveller (London: Sage, 2010). [Moodle]
• “A Slave’s World” Tour of Fredericksburg, Virginia. Go to: http://www.visitfred.com/podcasts#A_Slaves_World [Download the map, then watch the tour online]
• Temporary Travel Office: http://temporarytraveloffice.net/main.html
Under the headline “Current” on the right-hand side, click on the link for “Stories on reserve,” then click the red and blue logo. Read the text on the next page, then click on “Featured Tours” and choose one (or more) of the three tours on the map for further exploration: (1) Siting Expositions; (2) America Ponds; or (3) Dentimundo

Wednesday, May 2
Student-Led Place Experiences
• Student Facilitators: _______________________________________________________
• Site: ___________________________________________________________________
• Source to read and where to find it:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Friday, May 4
Student-Led Place Experiences
** Bibliography (5 scholarly sources) for research paper due
• Student Facilitators: _______________________________________________________
• Site: ___________________________________________________________________
• Source to read and where to find it:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Week Seven
Monday, May 7
Student-Led Place Experiences
• Student Facilitators: _______________________________________________________
• Site: ________________________________________________________________
• Source to read and where to find it:
  ________________________________________________________________
  ________________________________________________________________

Wednesday, May 9
Student-Led Place Experiences
• Student Facilitators: ________________________________________________
• Site: ______________________________________________________________
• Source to read and where to find it:
  ________________________________________________________________
  ________________________________________________________________

Friday, May 11
Student-Led Place Experiences
• Student Facilitators: ________________________________________________
• Site: ______________________________________________________________
• Source to read and where to find it:
  ________________________________________________________________
  ________________________________________________________________

Week Eight
Monday, May 14
Student-Led Place Experiences
• Student Facilitators: ________________________________________________
• Site: ______________________________________________________________
• Source to read and where to find it:
  ________________________________________________________________
  ________________________________________________________________

Wednesday, May 16
Student-Led Place Experiences
• Student Facilitators: ________________________________________________
• Site: ______________________________________________________________
• Source to read and where to find it:
  ________________________________________________________________
  ________________________________________________________________
Friday, May 18
Student Presentations -- Research-in-Progress

**Week Nine**
Monday, May 21
Student Presentations -- Research-in-Progress

Wednesday, May 23
Student Presentations -- Research-in-Progress

Friday, May 25
Student Presentations -- Research-in-Progress

**Week Ten**
Monday, May 28
No Class -- Memorial Day

Wednesday, May 30
**PEER CRITIQUE: DRAFT RESEARCH PAPERS DUE**

Friday, June 1
Conclusions; Course Evaluations

Final Research Paper Due TUESDAY, JUNE 5 BY 5 P.M., HARD COPIES ONLY to professor’s office (Dewing 309H).

**Details on Projects and Assignments**

**Project Two: TEAM PROJECT – EXPERIENTIAL VISIT**

The purpose of this project is to create opportunities for experiential learning about course concepts that are driven by your own interests, connections, and expertise. It is also an opportunity for you to practice your skills in research, teamwork, and discussion facilitation.

Working in teams of three students, you will plan and lead a class session in a site of your choice somewhere besides our regular classroom. These team-led experiential visits will occur during Weeks 8 through 10. This project moves on a very quick timeline, so you should start early and be prepared to meet with your teammates outside of class several times to research and plan your presentation, including identifying and locating appropriate scholarly sources, conducting a practice visit, planning your lesson, and making any necessary arrangements for access/transportation/etc.

*Guidelines for Site Selection:*
I encourage you to be as creative and innovative as possible in selecting your site. The place you choose might be a place that you regularly visit or that you have never visited before. It may be spectacular or mundane. Use your imaginations; I am really excited to see and visit the places that you select! In making your choice, please adhere to the following guidelines:

- The place should be within 15 minutes walking distance (just less than 1 mile) of campus.
- The place may be indoors or outdoors; however, it should accommodate 22 people reasonably comfortably.
- The place may be a “public” or “private” site; however, your team is responsible for securing access or permission for 22 people.

Recommended Process:

- Meet early with your teammates to brainstorm potential sites.
- Meet with the professor (required) to talk through your ideas.
- Finalize your site choice. Make any necessary arrangements for access.
- Conduct a thorough search of the literature on your topic (scholarship about the kind of place we will visit).
- Identify three (3) sources that your team will use as your references
- Identify one (1) source that other students in the class will read in preparation for your team’s site visit. Locate the source and post it, as necessary, on this course’s Moodle site.
- Plan a lesson (1 hour) to guide your classmates in exploration of this site [see further instructions below]

Guidelines for your Lesson Plan:

Your lesson plan should try to help the rest of the class create connections between the site we are visiting and course concepts and readings, especially the reading you have chosen for your classmates to read in preparation.

- Prepare a few opening comments/key points to frame the lesson. What main ideas do you want to emphasize? What central concepts do you want your classmates to have in mind throughout the class period? These should draw from the other two readings that your classmates have not read and should identify and clarify broader themes, demonstrating your (relative) mastery of the topic through your slightly more extended research.
- Prepare well-formulated discussion questions (perhaps 5-7; you may wish to have more up your sleeve in case one or two is a dead-end). These might focus on the reading(s), the site itself, or related/contrastng sites with which students may be familiar.
- Consider incorporating physical/embodied activities or other exercises within our visit to the site itself. In other words, we don’t have to sit in a circle and talk the whole time. Use your imagination -- What could we do on-site that would enhance student learning or better inform our discussion?
- Make sure to leave 5 minutes to wrap things up. Prepare a few closing points that you want to make sure your classmates have in their minds when they leave the session.

Your draft lesson plan should include an outline of your general plan, as well as a division of labor (who will do what). You will receive feedback from me on your draft lesson plan and will have an opportunity to revise it before actually leading the class. You will then turn in a final lesson plan during your team
session. You will be graded on both the final lesson plan and your facilitation of the class -- both content and skills are equally valued.

Project Three: RESEARCH PAPER AND PRESENTATION

For your final project in this class, you will research a geographic issue in a place or process with which you have a personal connection. If you will be studying away during your junior year, I urge you to choose that place as your topic. You might also choose to research the place that you or your family considers home, or a place or process that is meaningful to someone you care about, or a place that for whatever reason is personally significant. The scope and scale of this place or geographic process is open to your interpretation.

You will locate and read five (5) scholarly sources that will help you to better understand and interpret geographic issue(s) and/or human-environment relationships in your chosen site. At least two (2) of these sources should be written by geographers and/or be published in a geography journal. The other three (3) sources may come from any disciplinary tradition.

You will submit a proposal of your chosen topic and a bibliography of your five sources on dates specified in the course schedule, above.

You will deliver a 15-minute presentation on your research during Week 8 or 9 (dates will be assigned). I encourage you to use multimedia or other interactive materials. Be sure to leave a few minutes for questions/comments from other students at the end. Please practice ahead of time to ensure you are well organized and do not go over time. Though you should have completed all of your research by this point, you need not have written your paper by the time you give your presentation.

You will have a (mandatory) opportunity to receive peer feedback on a draft of your paper during Wednesday of Week 10’s class meeting.

You will turn in a 10-page research paper, incorporating all five sources, during Finals Week (Tuesday, June 5, by 5 pm). Hard copies should be delivered to the professor’s office (Dewing 309H).

Guidelines for effective research papers:

- Make sure to give your paper a title, but please just write it at the top of the paper. Do not include a separate title page.
- The paper must have a well-formulated argument (thesis) articulating your informed position based on your evaluation of your sources.
- It should have a well-crafted introduction and conclusion.
- Your paragraphs should be well organized with solid topic sentences, and each should use at least two forms of evidence (paraphrasing the argument or contribution of one of your sources; a direct quote; statistical, historical, or qualitative information; etc.).
- Please use Chicago style parenthetical or footnote citations.
- Include a formal, properly formatted bibliography at the end.
• Please, please, please staple your paper.