**Department of Geography**

**Department/Program:** Geography  
**Year:** 2009  
**Course Title:** Introduction to the Regional Geography of Canada  
**Course Timetable:** M, T, W, Th, F, 1:00 p.m. – 3:30 p.m. (Summer Term 2)  
**Location(s):** Lecture – Buchanan, Room D218  
Seminar – Buchanan, Room B303

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### I. Course Information

**Instructor:** Matt Dyce  
**Office Location:** Room 210A, Geography Building  
**Office Phone:** (604) 822-2663  
**Office Fax:** (604) 822-6150  
**Office Hours:** Tues 4:00 – 4:50 or by appointment  
**E-mail address:** mdyce@interchange.ubc.ca  
**E-mail policy:** replies will be given within 24 hours of your message

### II. Course Overview

**Course Description:** In 1983 geographer William Wonders wrote that “Geography and history have combined to endow Canada with strong regional identities. Whether such a variety makes for an interesting, rich and confident nation or for a diverse, inherently weak one may be debated.” In this course we will engage the debate suggested by Wonders in an examination of the contours and the contexts of Canadian regions and regional identities, paying close attention to the role that physical and human geographies continue to play in Canadian society. This course begins with an overview of the regional perspectives that geographers have employed in order to study and represent Canada: physiography, landscape studies, ‘sense of place,’ the core-periphery model, and the idea of ‘fault-lines.’ Fault-lines are the rifts in the cultural fabric that challenge the uniformity of the Canadian nation. These are the power-relationships that Wonders was asking about; the ongoing historical and geographical tensions between Aboriginal and non-Aboriginal Canadians, between French and English speakers, between centralist and decentralist politics, between globalizing and localizing economic forces, and between new immigrants to Canada and those who identify themselves as ‘real’ Canadians. Following these fault-lines, most importantly we will respond to Wonders by asking
whether a ‘diverse’ Canada necessarily means an ‘inherently weak’ Canada? As we move through our discussion of Canadian regions and regionalism, four critical geographies will provide the thematic grounding of the course. How do the concepts of identity, place, nature, and power help us understand the Canadian geographical experience?

Prerequisites and/or Course Restrictions: None.

Format of the Course: Five one-hour lectures a week and five forty-minute seminars a week.

Objectives: By the end of this course you should be able to…

1. … explain the significance and history of the different Canadian geographical regions.

2. … explain and apply the ‘regional perspectives’ used by geographers to different areas and circumstances in Canada.

3. … explain and employ the four ‘critical geographies’ of identity, place, nature, and power.

4. … ?

What do you want to learn or understand about Canada? Fill out the enclosed survey sheet and return it at the end of class.
III. Course Materials

**Required:**


**Useful/Recommended:**


**Online Resources:**

Course Website: [http://www.vista.ubc.ca](http://www.vista.ubc.ca) – use your CWL to login to WebCT

**Other Helpful Materials:**


III. Due dates and Grading

*Assignment (750 words, 3pgs.) Due July 17th* 15%
*Seminar Participation* 10%
*Seminar Leadership* 10%
*Field Course* 5%
*Midterm examination in class, July 15th* 20%
*Final Examination* 40%

**Evaluation Chart:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Seminar Participation</th>
<th>Seminar Leadership</th>
<th>Assignments &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (0-49)</td>
<td>Unexcused absence</td>
<td>Unexcused absence / no familiarity with the seminar reading.</td>
<td>Failure to submit work.</td>
</tr>
<tr>
<td>D (50-54)</td>
<td>Unexcused absence</td>
<td>Seminar objectives are only partially achieved.*</td>
<td>Poor quality work / poor writing and/or frequent spelling and grammatical errors in assignments / minimal comprehension of exam questions and topics at hand / answers show no understanding of the themes and material in the course</td>
</tr>
<tr>
<td>C+/− (55-67)</td>
<td>No contribution /OR/ discussion contribution does not demonstrate any familiarity with the subject.</td>
<td></td>
<td>Satisfactory answer / acceptable writing / some spelling and grammatical errors in assignments / demonstrates a reasonable understanding of exam questions and topic at hand / answers connect sporadically to the themes and material in the course</td>
</tr>
<tr>
<td>B+/− (68-79)</td>
<td>Discussion contribution demonstrates good understanding of the subject.</td>
<td>Most seminar objectives are achieved and your discussion connects to the main course themes.*</td>
<td>Assignments and exam questions answered thoroughly and comprehensively / solid writing / minimal spelling and grammatical errors in assignments / answers show critical thought / answers draw broadly from the material and themes and material in the course</td>
</tr>
<tr>
<td>A+/− (80+)</td>
<td>Discussion contribution demonstrates high understanding of /OR/ critical engagement with /OR/ original contribution to the subject.</td>
<td>All seminar objectives are completed and your discussion reaches a critical engagement with the course themes.*</td>
<td>Excellent quality work demonstrating original critical thinking and a firm grasp of the assignment and/or exam questions / answers draw broadly upon and connect the themes and material in the course</td>
</tr>
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</table>

*What are your seminar objectives? Look under ‘Seminar Leadership’ in Section IV of your syllabus.*
IV. Seminars

Attendance: Regular attendance at lectures and workshop/seminars is expected of all students. (see http://www.students.ubc.ca/calendar/index.cfm?tree=3,36,0,0).

Completion and Submission of Work: Because Summer Term 2 is a compressed fifteen-day version of a regular thirteen-week course, students will be expected to do almost “a week’s work” every day. Normally this will consist of 2 to 3 hours of reading articles or sections from the textbook. The course assignment and exams are designed bearing in mind that limited time is available for extensive research and preparation. All course work should therefore be submission on the date indicated – no extensions will be granted. Late assignments will receive a 10% penalty per day (including Saturday and Sunday). Course assignments may not be submitted via fax or email.

Participation: Students are expected to come prepared to discuss the subject at hand and will receive minimal participation marks for attending seminars according to the Evaluation Chart (find it in III. Due Dates and Grading). Each seminar will have readings dedicated to a particular subject. Students are not expected to do any additional reading beyond those assigned in the course. Students’ final participation grades will be an average of all seminars. Students with special needs or requirements should contact the instructor.

Seminar Groups: The class will be divided into two permanent seminar groups. Each group will meet following the lecture to discuss the seminar readings for 40 minutes. Find your seminar Group (A or B) on WebCT (http://www.vista.ubc.ca) or by emailing the instructor. Please attend your scheduled seminar, arrive on time and be ready to participate.

<table>
<thead>
<tr>
<th>Class / Date</th>
<th>1:00-2:00</th>
<th>2:05-2:45</th>
<th>2:50-3:30</th>
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<tbody>
<tr>
<td>1. M, July 6th</td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. T, July 7th</td>
<td>Lecture</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>3. W, July 8th</td>
<td>Lecture</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>4. Th, July 9th</td>
<td>Lecture</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>5. F, July 10th</td>
<td>Field Course</td>
<td></td>
<td></td>
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<tr>
<td>6. M, July 13th</td>
<td>Lecture</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>7. T, July 14th</td>
<td>Lecture</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>8. W, July 15th</td>
<td>Mid-Term</td>
<td></td>
<td></td>
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<tr>
<td>9. Th, July 16th</td>
<td>Lecture</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>10. F, July 17th</td>
<td>Lecture</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>11. M, July 20th</td>
<td>Lecture</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>12. T, July 21st</td>
<td>Lecture</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>13. W, July 22nd</td>
<td>Lecture</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>14. Th, July 23rd</td>
<td>Lecture</td>
<td>A</td>
<td>B</td>
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<tr>
<td>15. F, July 24th</td>
<td>Review</td>
<td></td>
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**Seminar Leadership:** The first three seminars will be conducted by the instructor and will focus on the four main themes of the course: *identity, place, nature, and power.* The remaining seminars will be led by you and your peers in teams of 2 or 3.

During the first week of class, students will choose which of the eight Student Seminars they will team-lead. Each team member will receive the same grade.

As seminar leaders, your objectives are to *(a)* ensure the members of your seminar group understand the topic of the readings and the argument the author is making, *(b)* lead the group through an investigation of the reading, *(c)* convey your own thoughts on the subject, and *(d)* assist your peers in locating the article inside some or all of the four main themes of the course.

The last objective *(d)* is the most important: how does your seminar’s article connect to the other ideas we have been talking about? As seminar leaders, how you want to design and structure the discussion will be left up to you. You can do anything: start with a presentation, ask questions, or jump right into your discussion. What makes a good seminar will be reviewed during the first week of the course.

*Important:* Your seminar team should meet with the instructor for a few minutes at least a day before leading your discussion. There will be short breaks between lecture time and the start of the seminars and between the two seminar sessions. I am also available to meet immediately following each class.

*Note: Successful seminars depend on everyone arriving prepared. Showing up prepared to your peers’ seminars will help their grades improve just as much as yours will improve if everyone is prepared when it is your turn to lead a group!*

*Note: Because the course is only three weeks long, there isn’t a lot of time to prepare your seminars. These do not need to be elaborate (although creativity is encouraged!)-just understand and focus on your objectives (a through d).
V. Course Schedule

- **A note on lecture readings** in your course textbook: the page numbers below correspond to sections in each chapter. When the section you will read begins on the same page as the end of a previous section, read from where the new section begins. (Example: for Class 3, July 8th, you will read pages 203-207 in McGillivray. Consult your textbook - the section you will read is ‘Boom to Bust’)

- **A note on seminar readings:** there is no pre-prepared course-pack. Unless otherwise stated, all the readings you have been assigned are accessible available ONLINE through UBC Library (http://www.library.ubc.ca). The good news: you don’t have to pay for the printing and copyright costs involved in producing a readings package!! UBC has already purchased digital copies of everything we will be discussing. The bad news: finding articles in the UBC databases can be difficult if you are unfamiliar with the system. For help finding articles, visit http://www.library.ubc.ca/home/elink/article.html or drop by the Reference/Information Desk at your favourite campus library. Alternatively, I have linked the seminar readings for each week in .pdf format on WebCT (http://vista.ubc.ca) under the heading ‘Lecture and Seminar Materials.’

- **Seminar readings** are required to be completed for the date they will be discussed. Everyone reads at a different pace – while the lecture readings are best completed on the same day as the class, you may choose to leave them until the weekend or whenever you have more time.
1. **JULY 6**  
**INTRODUCTION TO CANADIAN REGIONAL GEOGRAPHY**  
McGillivray, 3-23

2. **JULY 7**  
**FOUR THEMES IN CRITICAL HUMAN GEOGRAPHY**  
**SEMINAR: CORE CONCEPTS, PART I – IDENTITY**  

3. **JULY 8**  
**THE MARITIMES: AFRICVILLE’S ‘SENSE OF PLACE’**  
McGillivray, 188-190, 203-207.  
**SEMINAR: CORE CONCEPTS, PART II – POWER AND PLACE**  

4. **JULY 9**  
**KNOWING NATURE: NEWFOUNDLAND AND THE COD FISHERY COLLAPSE**  
**SEMINAR: CORE CONCEPTS, PART III – NATURE**  
5. JULY 10

THE INTERPRETATION OF ORDINARY LANDSCAPES

FIELD RESEARCH: IDENTITY, PLACE, NATURE, AND POWER ON THE UBC CAMPUS


6. JULY 13

LANGUAGE & SOVEREIGNTY IN QUEBEC

McGillivray, 120-121, 128-134, 140-150.

STUDENT SEMINAR I

1. __________________________ 2. __________________________

3. __________________________ 4. __________________________


7. JULY 14

ONTARIO’S NEOLIBERAL REVOLUTION & THE MEGACITY

McGillivray, 161-165, 170-175.

STUDENT SEMINAR II

1. __________________________ 2. __________________________

3. __________________________ 4. __________________________

8. JULY 15  MID-TERM EXAM

VIDEO: GUY MADDIN’S “My Winnipeg” [2008].

9. JULY 16  CANADA’S NATIONAL POLICY: CORE-PERIPHERY RELATIONS & DE-INDUSTRIALIZATION

Visit: Infiltration
http://www.infiltration.org

STUDENT SEMINAR III

1. __________________  2. __________________

3. __________________  4. __________________


10. JULY 17  MODERNIST MONOLITHS & POSTMODERN PLAYGROUNDS:
SPACE & ARCHITECTURE IN WESTERN CANADA

Assignment #1 due in class

McGillivray, 264-266, 281-297

Visit: The West Edmonton Mall
http://www.westedmall.com/home/default.asp

STUDENT SEMINAR IV

1. __________________  2. __________________

3. __________________  4. __________________

11. **JULY 20**

**THE PROMISE OF EDEN: RACE, NATURE, GENDER & COLONIALISM IN THE WEST**

**STUDENT SEMINAR V**

1. ____________________ 2. ____________________

3. ____________________ 4. ____________________


12. **JULY 21’**

**DELGAMUUKW VS BRITISH COLUMBIA: EDWARD SAID, FRANZ FANON & THE POST-COLONIAL CRITIQUE**


**STUDENT SEMINAR VI**

1. ____________________ 2. ____________________

3. ____________________ 4. ____________________

13. **July 22’**

**Critical Geographies of Canada: Thinking About Power with Marx, Gramsci and Foucault**

**Student Seminar VII**

1. ______________________ 2. ______________________
3. ______________________ 4. ______________________


14. **July 23’**

**BC Speaker Series**

Guest: Jessica Dempsey, “Privatization on Reserves”

Markus Moos, “Imagery of Vancouver’s Urban Economy”

**Student Seminar VIII**

1. ______________________ 2. ______________________
3. ______________________ 4. ______________________


15. **July 24’**

**The North: Change and Continuity**

VI. Course Policies

Accommodation: UBC accommodates students with disabilities who have registered
with the Disability Resource Centre. Students with a disability who wish to have an
academic accommodation should contact the Disability Resource Centre without delay
(see http://www.universitycounsel.ubc.ca/policies/policy73.pdf).

The University accommodates students whose religious obligations conflict with
attendance, submitting assignments, or completing scheduled tests and examinations.
(see http://www.universitycounsel.ubc.ca/policies/policy65.pdf). Please let the instructor
know in advance, preferably in the first week of class, if you will require any
accommodation on these grounds.

Students who plan to be absent for varsity athletics, family obligations, or other similar
commitments, should not assume they will be accommodated, and should discuss their
commitments with the instructor before the drop date.

Academic Dishonesty & Plagiarism: Please review the 2009/10 UBC Calendar
‘Policies and Regulations’ section for the university policy on academic dishonesty.
http://www.students.ubc.ca/calendar/index.cfm?tree=3.54.0.0 Also visit
http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html for definitions, examples,
and methods for avoiding plagiarism.

Students should retain a copy of all submitted assignments (in case of loss) and should
also retain all their marked examinations. Students have the right to view their marked
examinations and with the instructor, providing they apply to do so within a month of
receiving their final grades. The examination remains the property of the university.

Classroom Behaviour: Everyone participating in GEOG 290 is expected to treat one
another with respect. This includes using considerate language, tolerating a diversity of
beliefs, and meeting with civil conduct. Students should arrive before the beginning of
lectures and not leave prior to the end. Cell phones should be silenced or turned off
during all in-class time.

Important Academic Dates:
8 July 2009: Last day for withdrawal from most three-week courses starting July 6
without withdrawal standing of "W" recorded on a student's academic record. Student
Service Centre remains open for course withdrawals with "W" standing.

15 July 2009: Last day for withdrawal from most three-week courses starting July 6 with
withdrawal standing of "W" recorded on a student's academic record.
VII. Assignment – Due in Class on July 17th

Interpreting Canadian Regional Geography

Outline: The study of regions has been central to Canadian geography programs since the 1950s. However, the way regions have been studied and the tools geographers use have changed greatly between the then and now. Not only have the methods and frameworks for regional studies altered, but some of the regions themselves have changed. In this assignment your task is to map and interpret some of the changes in the regional geography of Canada over the past 50 years. You will do so by comparing two texts: the textbook for this course (Brett McGillivray’s Canada: A Nation of Regions, 2006) and one textbook you are free to choose from the list below.


Scarfe, Neville V., George S. Tomkins and Doreen Margaret Tomkins. A New Geography of Canada. Toronto: W.J. Gate, Limited, 1963. [GB131.S34.c.27 in Koerner Reserve, Floor 3]


Where are these Books?: To ensure adequate access to the sources for this assignment, all of the above items have been placed on reserve in Koerner Library. You may consult
them in the reserve area or sign them out for short periods. Your course textbook is
available at the UBC Bookstore. I have requested an additional be purchased by the
Library and placed on reserve. It should be available in the Koerner Reserve Stacks by
Summer Term 2.

[FC76.M33 2006 in Koerner Reserve, Floor 3]

The Assignment: After reviewing the textbooks you will notice that since the 1960s
certain things have changed while others have remained constant in Canadian regional
graphy.

Part I (total 5 marks, 1 double-spaced page)
Identify one geographical perspective that has changed since the 1960s. Perhaps
an idea has disappeared (e.g. Nordicity, environmental determinism), perhaps a
new tool or theory has arisen (gender, GIS, postcolonialism), or perhaps a theme
has transformed. Provide a definition of the theme or concept and why you see it
as a change, then provide an example of how the textbook author(s) employs it.

Part II (total 5 marks, 1 double-spaced page)
Identify one geographical perspective that has remained constant since the 1960s.
Provide a definition of the theme or concept and why you identify it as a constant
then provide an example of how your textbook author employs it in the 1960s and
in our textbook from 2006. Explain why the theme or concept may be considered
the same between today and the 1960s.

Part III (total 5 marks, 1 double-spaced page)
Based on your review of the two textbooks (ours and one from the 1960s), are the
past 50 years of Canadian geography characterized by change or by continuity?
Support your answer using additional examples from the two texts.

Format: Label the three parts of your assignment and the page numbers clearly. Include
your name and the date each page. No title page is required, but make sure you include
the title of the early textbook you have chosen to review. Use double-spacing, Times
New Roman 12 point font, and the default margin settings on your word processor (left
and right 3.17 cm, top and bottom 2.54 cm). Include a bibliography and proper citations
when using quotes. You may use whichever citation format you wish – however, the
style you use must contain page numbers. Part of the challenge in this assignment is to
not exceed your three-page limit!!

Examples:
Author-Date in text citation: (McGillivray, 2006: 361)
University Press.

Chicago Style footnote: McGillivray, Canada: A Nation of Regions, 361.
Assignment Tips:

- There is nothing specific I am looking for here and there are no right or wrong answers. A change to one person may be a constant to another. Your grade will depend on how much thought and effort you put into the assignment.

- Do not try to read the books start to finish. Browsing for chapter titles, headings, and boldface words should give you an idea of what you want to look closer into.

- So you know what to look for, you may find it useful to browse through your McGillivray text first before consulting the earlier materials.

- Keep in mind that “McGillivray discusses the period from the 1970s to the year 2000 whereas the early author does not” isn’t considered a change between 1960 and 2006. This is a given, in the same way that “they both study Canadian regions” is not the kind of constant I am looking for! Pay attention to the concepts, themes, theories, and tools that each author uses.

- Plan out the entire assignment before you start writing. Once you have decided on what changes and constants you want to explore, check to make sure that good examples of how the textbook authors use them can be found in the text(s).

- Look at the first line of McGillivray’s text – he makes a major distinction between what we’re calling ‘themes’ or ‘perspectives’ and ‘examples’ in this assignment. The themes or perspectives in geography “may be very broadly defined as the study of the surface of the earth” whereas the examples you will want to use will refer to things that can be “virtually anything on the landscape” from physical features like mountains and lakes to human things like towns and railways. So the themes you can pull out refer to any kind of tool or analytical concept or perspective that geographers use to study the surface of the earth with. McGillivray lays out lots and lots of themes in Part I of the textbook, (pp. 3-118). Sometimes these themes are quite broad and overarching (e.g. economic perspectives, historical perspectives) and sometimes they are much more narrow, such as a particular economic theory or a specific way of interpreting historical events. What unifies all these themes/analytics/perspectives is that they can be put to use anywhere (e.g. economic perspectives can work on any of the Canadian regions). They are like tools in the sense that they can be picked up and moved and employed in other contexts. The examples you draw from, however, will usually be attached to areas of the earth (regions, cities, etc, ‘virtually anything on the landscape”). If you think of McGillivray’s book in terms of him using a set of different tools and themes to explain physical and human aspects of the earth, then Part II of the book is where you will find him putting his tools to work, and where you should be able to find lots of examples to include in your assignment.

- **HAVE FUN!!!**

VIII. Field Study
Interpreting Ordinary Landscapes
THE INTERPRETATION OF ORDINARY LANDSCAPES

FIELD RESEARCH: IDENTITY, PLACE, NATURE, AND POWER ON THE UBC CAMPUS

GEOG 290

DUE IN CLASS: 3:25 P.M. FRIDAY, JULY 10, 2009

Tim Cresswell explains that “it would be wrong to think of the university as a finished place.” For him, places are never ‘complete, finished, or bounded’ but always in a state of ‘becoming.’ What does he mean by this? The world that we occupy is clearly full of places we have not made ourselves, locations and environments that that represent meanings we have not given them. However, the meanings attached to place do not stay fixed because that is simply the way place is—they posses meanings because of the way that we use and perform place, and we do so according to the structures established to encourage and regulate certain types of behaviour: laws, property rights, work staff, physical architecture, pathways, signs, representations, ideas of place, and many more. In this way, places are always being made and remade by the social interaction between humans and geography. Who we are and how we behave changes according to the place we are in, while the meanings of places change when we start using and performing them differently—when we act ‘out of place.’

Your field study assignment is to interpret the relationship between people and place in the geographies of the UBC campus. Cresswell has laid out a number of different conceptual frameworks to borrow from—David Seamon’s phenomenology of place (p33-34), Allan Pred’s place as a ‘contingent process’ of structuration where people may find ‘agency’ (p34-37), Nigel Thrift’s embodied sense of place (p37), Edward Soja’s ‘trialectics of spatiality’ (p38), and Michel de Certeau’s place as the structured grid of every day life (p39). You also know from class that place can be approached as landscape, a highly constructed scene intended to represent social relationships and express ideology. What do the landscapes of UBC say to us about the kinds of identity we should have, what do they say about where power resides, what do they say about our relationship to nature, and what do they try to hide? With this host of tools at your disposal, you will be heading out into the UBC campus and spend some time interpreting the place indicated on the campus map. You will be observing and thinking about the way people use buildings and open spaces and you will be asking how identity, place, nature, and power operate on the UBC campus. What research methods you use are up to you – watch how people use the space, ask questions about it, compare the practice of place there to places nearby, or try using the space yourself.
Your field report will take the form of an ethnogeography (literally, culture(ethno)-earth(geo)-writing(graphia) but you are free to include diagrams, charts, maps, and depictions in any segment of the following assignment. I have also provided a series of writing boxes to help break down your field research into measurable parts. Once you are read to write-up your field research, make clear references to the Cresswell reading from “Place, Practice, and Process” and any of the material we have covered in lectures and seminars thus far.

*When it is relevant, your ethnogeography should also include…*

... a rationale for why you chose the method of place interpretation you did, every time you draw from Cresswell or the course material.

... clear indications of what methodology you have used to collect the information you have. (ie. Asking questions, observation)

... an explanation of what you mean by the terminology you are using when you refer to the four main themes of the course. (ie. Don’t just say “this landscape refers to the idea of nature” for example, when you could write “If we understand nature to be the social construction of non-humanity, then we can see how X landscape creates this affect by…”)

*Some instructions…*

1. Get into groups of five and collectively choose a place assignment from the folder at the front of the classroom.

2. Your entire group will only submit one copy of the assignment. Be sure to write legibly.

3. Take notes in the field and collect your information before writing up your good copy. Complete your work anywhere, but room B303 will be open as will D218. The sections of the assignment do not need to be completed in order.

4. This is worth 5% of your grade and will be assigned to the group. Your grade will be a measure of how well you incorporate the themes of the course and the reading into your field research and ethnogeography, how clear and concise your writing is, and how thoughtfully and critically you draw your conclusions.

5. Your group must collectively hand the assignment before the deadline. Class resumes at 3:25 P.M. sharp. The remaining 5 minutes
of the class will be an open discussion on the seminar leadership assignment.

6. Look both ways before crossing streets!!

7. Creativity is encouraged.
PARTS OF YOUR ETHNOGEOGRAPHY

Group Members:

Place Assignment:
What have you been assigned?

“Pre-search”:
What do you know about this place already? What do you expect to find there?

Place Geographies:
Draw two representations of your place in the boxes provided on this page. Come up with any type of representation you want (overhead map, landscape depiction, movement diagram). Choose a type of representation that will allow you to draw connections between what the place is intended to represent, how people use it, how it is in a process of ‘becoming.’

Observations:
The bulk of your ethnogeography. How is place being made at your assignment site? How does the place expect you to use it? Who is making it? What kinds of people? What ways is it being challenged? There are many questions you can ask of a place, these are just a few to get you started. Refer to the introduction to this assignment on what to include (justifying your methods, ref’s to Cresswell and the course, how to construct explanations, tie your ideas back to the four themes of the course).

Conclusions:
What have you learned about place today? What have your observations shown?
### Group Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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### Place Assignment:

<table>
<thead>
<tr>
<th>Place</th>
<th>Assignment</th>
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<tbody>
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### “Pre-search”:
What do you know about this place already? What do you expect to find there?

<table>
<thead>
<tr>
<th>Place</th>
<th>Geographies</th>
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<tbody>
<tr>
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</table>
Place Geographies:

Observations: