

Cultural Landscapes Syllabus
GEOG 4911 WDF/ANTH 4813
Tues/Thurs 10-11:30 am Via Zoom
Professor: Dr. Martha Dowsley mdowsley@lakeheadu.ca

Welcome to the class! I hope you will have as much fun taking it as I've had creating it. I'm excited to interact with you and see what we can share with each other over the semester.

Zoom Meetings

The course has meetings set every Tuesday and Thursday from 10-11:30 am. Occasionally our meeting is cancelled to give you a chance to catch up on writing or studying. You can still come to the zoom though if you want to attend as an office hour. See the schedule below.

The links can be found on the D2L Calendar on the landing page for the class (on the right), or on the Course Schedule link above the Table of Contents on the D2L content site.

Communicating with the Professor

- **Please submit assignments to the assignments folder on the web site**
- Email the prof anytime with questions or to set up a private meeting: mdowsley@lakeheadu.ca

Course Learning Outcomes

1. Become familiar with the concept of cultural landscapes
2. Understand and discuss the various theories and ideas that have contributed to the concept
3. Link and apply theoretical ideas to case study cultural landscapes
4. Express your understandings through quizzes, written and verbal discussions, and a term paper

How to Succeed in this Course

This is a senior undergraduate course that is expected, (based on the university curriculum) to prepare you for graduate and professional schools or to launch your career. A higher level of independence and motivation is expected than in 3rd year courses. To this end, there is quite a lot of material in the slides and readings, and a considerable amount of theory. Multimedia links, key terms, review questions, tutorial questions and suggestions for taking a break are included in the slides to help you engage with the material, reflect on it and help you learn in manageable pieces. It is required that you **go through the slide stack before class**, so you retain more information, engage with the questions and videos and better understand the theories presented. The readings are each accompanied by a question sheet that provides background information and draws attention to the key points. Download the question sheets – they are Word docs and you can fill them in as you read and have a nice summary of the reading ready for reference (and the open book tests). Class time is a discussion format where we answer questions, review the homework and summarize the slides.

Class Schedule

Date and Class Number	Topic	Due Dates and Homework
Tues Jan 9 Class 1	Introduction to Course Section 1 History to mid 20 th century -Geography and Archaeology as the Founders of Landscape Approaches	Mindeleff 1897 Env. Determinism and architecture in Southwest USA UNESCO Cultural Landscapes

Thurs Jan 11 Class 2	Birth of Cultural Geography and Environmental Determinism	Damas
Tues Jan 16 3	Human-Nature Relationships Criticisms of Environmental Determinism Chaco Canyon Case Study	Sauer Crown and Wills
Thurs Jan 18 4	Chaco Canyon Case Study	Cameron and Toll Anscheutz et al 2001
Tues Jan 23 5	Chaco Canyon as a Cultural Landscape	Richards Creating the Centre of the World Witt and Primeau
Thurs Jan 25 6	Chaco Canyon as a Centre Place in the Landscape	Homework for AFTER THE QUIZ: Duncan and Duncan Race and Landscaping Levkoe and Offeh-Gyimah Ontario Farm Internships
Tues Jan 30 7	Quiz	
Thurs Feb 1 8	Section 2 More Recent Theoretical Concepts of Landscape Non-material landscape Marxism, Feminism, Race	Ingold The Temporality of Landscape
Tues Feb 6 9	Landscape and Time	TBA
Thurs Feb 8 10	Theory discussion	Basso
Tues Feb 13 11	Phenomenology Posthumanism and Place	TBA
Thurs Feb 15 12	UNESCO's Program	
Feb 19-23	Reading week	
Tues Feb 27 13	Review	TBA
Thurs Feb 29 14	Quiz	
Tues Mar 5 15	Section 3 Landscape as Relationship Guest Lecture - Africa	TBA
Thurs Mar 7 16 Drop Date is March 8th	Examples from Native American cultures	Paper outline
Tues Mar 12 17	TBA	TBA
Thurs Mar 14 18	TBA	TBA
Tues Mar 19 19	Australian Examples	TBA
Thurs Mar 21 20	Quiz	
Tues Mar 26 21	European Examples	

Thurs Mar 28 22	Term Paper Presentations	
Tues Apr 2 23	Term Paper Presentations	
Thurs Apr 4 24	Term Paper Presentations	Term Paper Due by midnight to the assignments folder

Learning Evaluations

Class Participation		15%
Quizzes	3 Quizzes @ 15% each	45%
Term Paper Outline		10%
Term Paper		25%
Term Paper Presentation		5%

Class Participation

Students should attend class with cameras on and contribute to discussions either orally or through the chat. Other activities such as in class quiz questions, posting or reviewing materials on the website etc. may also contribute to this evaluation.

Quizzes

Three quizzes will be held on-line during the class period to assess your learning of each of the three sections of material. These will consist of multiple choice and paragraph long written questions.

Term Paper Outline

Submit to the Assignments folder a 1-2 page outline of your paper topic, including at least 5 references to prove your topic is adequately researched and you can find enough information. Your outline should include the title/topic, which must have both a case study and a theory. Your paper will explore the theory and what has been learned about it from this case study. (there is an example below). You can choose Chaco Canyon as a case study if you like.

Sections of the Outline: Topic/Title, Theoretical foundation, Case Study justification, 3-4 subtopics of recent research (each with a few bullet points and references), Conclusion -what does this case study add to our theoretical understanding of cultural landscapes?

Term Paper

- Length is 1500 - 1700 words
- Submit to the assignment folder by midnight of the due date, ensure your name is on the paper and a word count is on the first page/cover page – submit as Word doc so comments can be made
- Include 14-16 references that you cite in the text. Use Chicago style referencing

Marking scheme:

- | | |
|--|------|
| • Followed proper Chicago reference style, 14-16 references | 2.5% |
| • Paper is appropriate length, proper grammar, style, format | 2.5% |
| • Content | 20% |

Ideas:

Did you like phenomenology? (read Tuan and Ingold). Were you intrigued by the discussions of race and landscape through the history of academia? (read Semple's Environmental Determinism from the 1920s, then more recent authors

such as Duncan and Duncan or Lakehead's own Levkoe). Do you want to explore how the idea of cultural landscapes is being used and newly theorized today for biodiversity conservation and also for economics (like the slow food movement, common property theory, ecosystem services or biocultural conservation)? Do the fuzzy definitions of landscape and culture bother you? Maybe you should explore the idea of borderlands (mentioned in Anscheutz et al., US/Mexico border as example).

You can also change the scale you explore from a group of people (ex. Race and Landscape- Cosgrove, Semple, Duncan and Duncan) down to the individual (ex. Loneliness discussed by Tuan), or up to the global (How should we use Planet Earth? Cosgrove). Or you could explore theories around how cultural landscapes change with time.

Examples of Cultural Landscape Theories:

- Cultural Marxism (issues of labour, power and economic organization, class and social organization power structures in economics – trade, geography of trade)
- Feminism (gender or other division of activities like age, ethnicity, of power structure, changes through time)
- Phenomenology – the sensory experience of living in Chaco canyon – What was naturally present, what sensory experiences were manipulated (visual, auditory etc.) and how was it used for cultural ends?

*In some cases it might be best to select more than one theoretical position in order to better capture an understanding of the case study aspect of cultural landscape -example given for agriculture below

Example Term Paper Project–

Let's say you select agriculture in Chaco Canyon as your topic. Next you need to choose a theoretical position – ex. Let's say you pick Cultural Ecology. You should consider information from Chaco in light of this – find papers that calculate -how much time and effort were required to grow or transport food to the site – was it actually efficient to farm there? Or did food come from elsewhere? What technology did they have to increase crop production and thus free up more time for ceremonial labour?

In any case, be sure you conclude the paper by showing what we've learned about the theory more generally from its application at Chaco, since that is your case study.

Example of what that means: Maybe you find in a peer-reviewed paper on gender and food, that it was men, not women who likely made the food at some point in Chaco's history but then the gender switched to women in the later period and into historic record. Maybe researchers used new techniques for establishing gender of activities through the Chaco research. Your conclusion should focus on these new finding because it contributes to future research on the archaeology of the landscape.

Reference Material

-There are 2 library folders on the D2L site: 1. Chaco canyon and 2. General Cultural Landscape readings. These give you the opportunity to browse topics and begin your investigation

Also, search for your topic on JSTOR, an article database available through the library.

Term Paper Presentation

Grading: Slides: 2%; Verbal Presentation: 3%; Time: pass/fail

Requirements: Discuss your term paper with the class for between 8 and 10 minutes. Provide at least 6 slides to support your discussion of your theory and case study.

Presentation Tips

- Do not force the audience to read a lot of text. It is hard to do while you are talking to them

- Use a font and colour scheme that are not too jarring (ex. Don't use a fancy script, or crazy colour scheme)
- Do not leave a slide up for more than 1.5 minutes – it's boring
- Make the title slide interesting - you have just a few seconds to grab people's attention and engage them
- Use interesting pictures and summarize the main points on the slide - the slide should illustrate what you are SAYING not replace your voice (and technology sometimes fails, so you don't want to feel panicked if that happens in 'real life', instead you should be able to give the presentation with no visuals)

University Notice

In the context of remote instruction and participation, video and audio recordings of class activities will be made to ensure students' and instructors' easy and comprehensive access to those activities. The recordings are confidential and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Todd Randall, Dean of Science and Environmental Studies, Thunder Bay campus.