

COURSE OUTLINE: GEOG 3691 – LANDSCAPES OF THE WORLD – Fall 2014

Text: Wylie, J. 2007. Landscape. Routledge Publishing. 264 pp.
(ISBN-13: 978-0415341431).

Time / Location: Lecture: T-Th 10:00-11:30 RB 3049

Instructor: Dr. Mitchell Taylor, Department of Geography
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Office Hours: Office location: RC 2006E Thunder Bay Campus. If you wish to see me in person, please call first to be sure I am there, or make an appointment.

Communication: Please use the email address above for all digital communications. I will not monitor the D2L communication option just because there is no need for two independent addresses. Please consult the reference materials before messaging me with a question. The Course Outline will be updated periodically, so check it periodically.

Introduction:

“Somehow to have something physical that generates ideas is more interesting to me than just an idea that might generate something physical “. (Smithson 1996)

“Landscape is tension”. (Wylie 2007)

Landscape is a core concept in the discipline of geography, and this course examines physiographic, biological, cultural and historical approaches to the term. Since landscape is an ambiguous and contested idea, the course begins with a review of the word’s use in geographical study, including a discussion of how landscape as a ‘way of seeing’ emerged in modern societies. The term “landscape” is used in many ways by various disciplines, including geography. Essentially “landscape” refers to a sense of place in a user-defined context that gives the term a specific meaning. “Landscape’ is thus more of a point of view than a thing; and the term can refer to a collection of attributes that are both material and ideological. The value of “landscape” as a concept depends on the congruence between the definition and the ideas that are expressed. The flexibility of the term “landscape” provides capacity for original research and communication of complex and holistic insights. Unfortunately, this same flexibility can also cause the term to become misused and lend credibility to a perspective or an argument that has no merit.

The course outline is an expression of an intention and can be modified by the instructor as required to meet course objectives, accommodate contingencies, and correct any errors.

Our goal is learn to see the world as a kaleidoscope of landscapes, without losing the rigor and discipline of rational inquiry.

Readings:

Bélanger, Pierre, “Landscape as infrastructure,” *Landscape Journal*, vol. 28, n° 1, 2009, p. 79-95.

Denis Cosgrove, “Prospect, Perspective and the Evolution of the Landscape Idea,” *Transactions of the Institute of British Geographers* 10.1 (1985) 45-62.

Jackson, John Brinckerhoff, “The Word Itself,” *Discovering the Vernacular Landscape*, New Haven: Yale University Press, 1984, p. 1-8.

Jackson, John Brinckerhoff, *Discovering the Vernacular Landscape* (New Haven: Yale University Press, 1979).

Levinson, S.C. 2008. Landscape, seascape and the ontology of places on Rossel Island, Papua New Guinea. *Language Sciences* 30: 256–290.

Meinig, J.W. The Beholding Eye: Ten versions of the Same Scene. *Collected Essays*. 35-46.

Meinig, Donald W, ed., *The Interpretation of Ordinary Landscapes* (Oxford: Oxford University Press,1979).

Experiment Resources. 2008. How to Write a Research Paper. Retrieved [Date of Retrieval] from Experiment Resources: <http://www.experiment-resources.com/write-a-research-paper.html>

Landscape Presentation:

Students will identify a topic area and use the landscape approach to organize the topic in a manner that is comprehensive and rational. The scope and scale of the landscape should be appropriate to the topic area. Social, economic, political, physiographic, biological, climatological, temporal geological or any organizing principle can be used to develop criteria for exploring and describing landscapes. The highest marks will accrue for projects that use multiple criteria to illustrate a thesis or identify a creative approach to identifying tension and reconciliation in their topic area. Landscape perspectives will be explained in both general (lecture) and specific (laboratory case study) terms.

This assignment has 2 components: the outline and the power-point presentation. The lab sessions and assigned readings will cover the relevant research and writing skills involved.

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Date	Lecture Topic	Readings
Sept 09	Introduction to Landscapes	Chapter 1, Meining (Interpretation)
Sept 11	Landforms & Landform Regions	Lypsky and Romportl
Sept 16	Ecological Land Classification & Landform Quiz	MacFadden
Sept 18	Natural-Cultural Landscape	Jackson (Two Landscape Types)
Sept 23	Meining 10 Versions	Chapter 1 (10 versions written)
Sept 25	Religious Landscapes	Chapter 2 Jackson (The word itself)
Sept 30	Culture and Landscape Geography	Cultural Landscapes
Oct 02	Ways of Seeing: Cultural and Anthropological	Chapter 3 Berkes & Davidson-Hunt
Oct 07	Ways of Seeing: Physiographic and Biogeographical	Chapter 3
Oct 09	Ways of Seeing: Subversion and Communication	Chapter 3
Oct 14	Cultures and Landscapes	Chapter 4
Oct 16	Cultures and Landscapes	Chapter 4
Oct 21	Landscapes as Phenomena: Cause	Chapter 5
Oct 23	Landscapes as Phenomena: Effect	Chapter 5
Oct 28	The World as a Landscape Dialog	Chapter 6
Oct 30	Midterm Exam	None
Nov 04	Classification of Landscapes	Classify and Consider
Nov 06	Outlines, Essays, and Scientific Writing	
Nov 11	Remembrance Day	
Nov 13	Rediscovering the Vernacular Landscape	Jackson Selections
Nov 18	Economic Landscapes	Outline: Essay
Nov 20	Political Landscapes	Outline: Scientific Paper
Nov 25	Environmental Landscapes	Power-Point :5 slides
Nov 27	Landscape Presentations	None
Dec 2	Landscape Presentations	None

Grading Protocol:

Landscape Project Outline	5%
Landscape Project Presentation	10%
Landscapes Final Paper	20%
Midterm Exam	25%
Final exam	30%
Assignments and Quizzes	10%
Total	100%

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Deferred Examinations and Assignments:

You must take examinations during their scheduled periods, and submit assignments on the day that they are due. If absence from a lecture exam or missed due date for a report is for a University approved reason (e.g., illness, death in the family, official University business) and course organisers are given the appropriate documentation (required in ALL circumstances) arrangements to help students meet course requirements can be made. Applications for a deferred midterm exam or report must be submitted with appropriate documentation to mktaylor@lakeheadu.ca at least three working days prior to the exam/due date.

Special Circumstances or Disabilities:

Students with special circumstances or disabilities are encouraged to contact the Learning Assistance Center right away so that appropriate accommodations can be arranged. It is not necessary to get my permission or support. The Learning Assistance Center will notify me of any accommodations that are required, and this information will be kept confidential.

Academic Honesty:

The Guidelines for Academic Conduct from Lakehead University (Code of Student Behaviour and Disciplinary Procedures) may be found at:

><http://vpacademic.lakeheadu.ca/?display=page&pageid=46><

Honesty and integrity are expected in class participation, examinations, assignments, and other academic work. Expectations include:

- Perform your own work unless specifically instructed otherwise;
- Use your own work to complete assignments and exams;
- Cite the source when quoting or paraphrasing someone else's work;
- Follow examination rules;
- Be truthful on all university forms;
- Discuss with your professor if you are using the same material for assignments in two different courses;
- Discuss with your professor if you have any questions about whether sources require citation;
- Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

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