

**Cultural Landscapes Syllabus**  
**GEOG 4911/ANTH 4813**  
**8:30 – 10 AM T/R Via Zoom**  
**Professor: Dr. Martha Dowsley [mdowsley@lakeheadu.ca](mailto:mdowsley@lakeheadu.ca)**  
**Teaching Assistant: Laura Gosse [lgosse@lakeheadu.ca](mailto:lgosse@lakeheadu.ca)**

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

### **Logistics**

Because this class is being taught remotely, I want to increase the interaction time we have so that you may ask questions and engage with the material. To that end, I've posted all the slide shows and homework on the D2L site. You are expected to have gone through the slides, answered any questions, completed any activities assigned in them *and* completed the reading related to them BEFORE we meet. Basically, read the schedule below from left to right and do things in that order.

Classes are held Tuesdays and Thursdays vis Zoom. Tutorials will usually be held on Thursday to go over the readings of that week. We don't have to meet every Tuesday, but, sometimes we meet Tuesday for a guest speaker (which will be included on quizzes - so be sure you attend!), a catch-up tutorial, presentations, or a review session. Tuesday and Thursday meetings are highlighted in different colours on the schedule below to help you take note of the day of the next meeting.

### **Zoom Meetings**

The course has meetings set every Tuesday and Thursday. Only attend the ones in the schedule below. The other times can be used for individual meetings with the prof/TA as needed.

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 and Teaching Assistant**

- **PLEASE SUBMIT YOUR PAPERS TO LAURA'S EMAIL [lgosse@lakeheadu.ca](mailto:lgosse@lakeheadu.ca)**
- Discussion posts go directly on D2L under the Discussions tab
- Email the prof with questions or to set up a private meeting: [mdowsley@lakeheadu.ca](mailto: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 essays

### **How to Succeed in this Course**

This is a senior undergraduate course that is pedagogically expected to prepare you for graduate and professional schools or to launch your career. A higher level of independence and motivation is expected than in 3<sup>rd</sup> 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 suggested that you **go through the slide stack 2x before tutorial**, so you retain more information, engage with the questions and videos and better understand the structure of the lecture and 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.

## Class Schedule

Date	Class #	Class Topic	Homework – complete after you have read the slides
Tuesday Sept 8 Everyone meets via zoom, 8:30 am	1	Introduction to Course Just come to the zoom meeting, found on the course page on the right under the calendar  (Slides will be posted too)	After the zoom meeting learn about UNESCO cultural landscapes: <a href="https://whc.unesco.org/en/criteria/">https://whc.unesco.org/en/criteria/</a> review the criteria, then explore the list <a href="https://whc.unesco.org/en/culturallandscape/">https://whc.unesco.org/en/culturallandscape/</a> and choose 2 cultural landscapes, compare 3 different features of them, <b>post</b> a picture of each with your 1 paragraph comparison (The 2 <sup>nd</sup> and 3 <sup>rd</sup> Canadian ones are off limits) This is to test your posting ability -doesn't count as September's discussion post
	2	Birth of Cultural Geography and Environmental Determinism	Mindeleff 1897 Env. Det and architecture in SW
Thursday Sept 10 <sup>th</sup> Tutorial covers slides and homework from classes 1 and 2			
	3	Human-Nature Relationships Criticisms of Environmental Determinism Intro to Chaco Canyon Case Study	Damas 3 Inuit societies
	4	Sauer, Hoskins and Jackson Mid-20 <sup>th</sup> c Chaco research	Sauer Crown and Wills Pueblo Bonito
Thursday Sept 17 <sup>th</sup> Tutorial covers classes 3 and 4 *DON'T FORGET THE DISCUSSION BOARD!*			
	5	Chaco Canyon research to ~ 1990 Part I (5 and 6 are one slide stack)	Anscheutz et al. Judd's excavation report
	6	Chaco Part II	
Thursday Sept 24 <sup>th</sup> Tutorial covers classes 5 and 6 *DON'T FORGET THE DISCUSSION BOARD!*			
	7	The non-material landscape Marxism, Feminism, Race	Duncan and Duncan Race and Landscaping Levkoe and Offeh-Gyimah Ontario Farm Internships
Tuesday Sept 29 <sup>th</sup> Guest Speaker Dr. Charles Levkoe			
	8	Chaco Canyon Cultural Landscape	Cameron and Toll Org. of Production at Chaco Richards Creating the Centre of the World
Thursday Oct 1 <sup>st</sup> Tutorial covers classes 7 and 8			
	9	Chaco Canyon as a Centre Place in the Landscape	Robertson and Richards Brace
Tuesday Oct 6 Tutorial covers class 9 and REVIEW *ALSO email prof your topic for Paper 1 by midnight*			
Thursday Oct 8 <sup>th</sup> QUIZ -on-line for 1 hour			
<b>READING WEEK</b>			
	10	Landscape Theory and Phenomenology	TBA Ingold Temporality of Landscape
	11	UNESCO Program	TBA
Thursday Oct 22 <sup>nd</sup> Guest Speaker Dr. Jill Taylor-Hollings on creating a Canadian UNESCO site			
	12	No Class – work on Paper 1	
Tuesday Oct 27 <sup>th</sup> Tutorial will cover classes 10, 11 *PAPER 1 DUE BY MIDNIGHT -EMAIL TO <a href="mailto:lgosse@lakeheadu.ca">lgosse@lakeheadu.ca</a> *			
	13	Ethnoecology; Concepts of Place	Basso Wisdom sits in Places
Thursday Oct 29 <sup>th</sup> Presentations of Paper 1			

	14	Managing Natural Resources: Common property theory; Co-management	TBA
Tuesday Nov 3 <sup>rd</sup> Presentations of Paper 1			
	15	Complexity theory; Social-Ecological Systems	TBA
Thursday Nov 5 <sup>th</sup> Tutorial covers classes 13, 14, 15 *EMAIL PROF YOUR TOPIC FOR PAPER 2*			
	16	Ecosystem Services; Conservation and Cultural Landscapes	TBA
	17	What is Culture? Case study of Canadian Inuit	TBA
Thursday Nov 12 <sup>th</sup> Tutorial covers classes 16 and 17			
	18	No class- work on Paper 2	
	19	No class- work on Paper 2	
Thursday Nov 19 <sup>th</sup> Tutorial REVIEW			
Tuesday Nov 24 <sup>th</sup> Presentations Paper 2			
Thursday Nov 26 <sup>th</sup> QUIZ -on-line for 1 hour			
Tuesday Dec 1 <sup>st</sup> Presentations Paper 2			
Thursday Dec 3 <sup>rd</sup> Presentations and Course Conclusion *Paper 2 DUE BY MIDNIGHT*			

### Grades

Discussion Board Posts	(10 marks for posts, 10 marks responses)	20%
Paper 1	Chaco canyon paper	15%
Paper 2	Theory paper	25%
Tutorial Participation	Attendance, contributions, 2 presentations	20%
Quizzes	2 quizzes	20%

### Discussion Board Posts

**20%**

Each month (September, October, and November) students must **submit one post** to the discussion board. These are a minimum of 8 sentences long and directly relate to one of the topics covered in the classes. Formal referencing is needed (ex. Metcalfe 2010) but the list of references is not needed if it is a reference from the homework because we should all know which paper you are referring to (if you include an outside source, please include the full reference at the end of your post for us). Marks are given for format, grammar, and referencing (basically good academic behaviour!) (3/10), and then for the quality of your post (7/10). Students are encouraged to go beyond the class work, find another reference, rebut, or critique something presented in class, or write a landscape description using one of the ways that landscapes are theorized in class. (30 marks over the semester).

Each month (September, October, November) students must **post 2 responses** to the posts of other students. These must be thoughtful and add something to the discussion. Responses need a minimum of 4 sentences, should use the same referencing as for posts and **MUST** reply to something a student has said in their post or their response to a post. Marks for format, grammar, and referencing (2/5) and quality (3/5). (30 marks over the semester).

- Posts for the previous week's classes should be posted by midnight Friday and replies by midnight Sunday so we have a chance to read them and consider them for the week's tutorials. Posts later than these times won't count.

### Paper 1 Chaco Canyon as Cultural Landscape

**15%**

Your research question is: How does evidence from Chaco Canyon increase our understanding of this theory/idea about cultural landscapes?

Explore the archaeological evidence from Chaco Canyon to reconstruct an aspect of the cultural landscape using a particular theoretical perspective. It is key to illustrate theoretical idea you are following and provide a theory section near the start of the paper to situate your paper within that context. Then, the body of the paper must discuss how evidence from Chaco links to this theory. A conclusion links that new information from Chaco to the broader research on that theory.

- Theory papers like Anshuetz et al. and references therein can be used to help link your paper to theory.
- Provide at least 3 pictures through your paper (or as title page) that you refer to in the text and that link directly to the way you are exploring the cultural landscape
- Length is 1500 - 1700 words
- Submit to [lgosse@lakeheadu.ca](mailto:lgosse@lakeheadu.ca) by midnight of Tuesday October 27<sup>th</sup>, ensure your name is on the paper and a word count on the first page/cover page – submit as Word doc so we can make comments for you
- Include at least 10 references that you cite in the text. Use Chicago style referencing (There is an example essay with notes on style at the bottom of the D2L site Table of Contents (under all the slide set and homework).

### Example topics

You can select a topic either through a theoretical idea you find interesting, or a case study you are excited by. Either way, you must follow the above instructions and link the data to a theory and conclude the paper focusing on how the evidence from Chaco added something to the theory.

### 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

Examples of case study topics – NOTE: you must still select a theoretical position as an interpretive lens and answer the main question (How does evidence from Chaco Canyon increase our understanding of this theory/idea).

Let's say you select agriculture from the list below. Next you need to choose a theoretical position – ex. Phenomenology. Then find out what we have learned from Chaco regarding how people experienced their food system – how did it change through time in technology, cuisine, farming practices.

Let's say you pick Cultural Ecology to go with your agriculture focus. 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.

Example of what that means: Maybe you find in your 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 gender both in new methods to examine gender and food, and in questioning the assumed dominance of women in food preparation.

### Topic ideas

- Astronomy
- Influence of, and interactions with neighbours: Mexico, SW, Pacific area, plains cultures
- Change in cultural landscapes -the Rio Grande Pueblos, Hopi and Zuni identities today
- Agriculture / Food system / Meat sources
- Change in cultural landscapes -the Rio Grande Pueblos, Hopi and Zuni relations to the land historically or today
- Water and Ritual – (For a ritual paper, you might like to bring in a living case study for comparison as we cannot know what the Ancestral Puebloans did exactly in their rituals, we have only the ideas from modern descendants. So maybe use the evidence we have and compare Ancestral Puebloan and Balinese or Mayans or other groups known for Ritual Water management)
- Pottery (Crown has a couple of great papers on gender and age of potters)
- Social complexity and Chaco canyon

### 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 investigations
- Journals to explore through the Lakehead library: *Antiquity*, *Landscapes*, *American Antiquity*, *Journal of Archaeological Research*, *Annual Review of Anthropology*

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

- These sites have specific resources for Chaco and the Southwest: <http://www.chacoarchive.org/cra/> ; <https://www.crowcanyon.org/>

### Mark Distribution 15% of grade

Followed proper reference style, # of references and included pictures	2.5%
Paper is between 1500 and 1700 words in length, proper grammar, style, format	2.5%
Content – did you focus on a theory (or a couple) and how evidence from Chaco Canyon has contributed to our understanding of that idea (THIS IS MANDATORY -BE SURE YOU ANSWER THIS)	10%

### **Paper 2 Critical Review of a Cultural Landscape-related Theory**

**25%**

In the class, we've only had time to touch on the main ideas in the development of the concept of cultural landscapes. Explore one of the theories raised in class. Use the references mentioned in class and those in the general class library folder to explore topics and give you ideas to start exploring through the university library. Your paper must summarize the history of the theory you discuss (no more than 1/3 of the paper, be sure to highlight key ideas), then review current papers (last 5 years), critiques and future directions. You must show you understand the theory and how it applies to landscapes.

Ideas:

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

- Length is 2500 words (2400 - 2600 words)

- Submit to [lgosse@lakeheadu.ca](mailto:lgosse@lakeheadu.ca) by midnight of Thursday December 3<sup>rd</sup>, ensure your name is on the paper and a word count on the first page/cover page – submit as Word doc so we can make comments for you
- Include 14-16 references that you cite in the text. Use Chicago style referencing

***Mark Distribution*** 25% of grade

Followed proper Chicago reference style, 14-16 references	3%
Paper is appropriate length, proper grammar, style, format	7%
Content	15%

**Tutorial Participation and Presentations** **20%**

Students are expected to participate in our zoom tutorials by answering questions from homework and slides, sharing ideas and discussing topics from the discussion board. This is worth 10%. Each student will also give 2 short presentations worth 5% each:

*Presentation for Paper 1* 5% of total grade

5-minute presentation

The goal of this presentation is for you to learn how to give a very short, focused and powerful presentation

You will have to give such presentations in your professional life, so practice on us where the stakes are lower

You must use visuals - it doesn't have to be powerpoint

Your final slide should be a list of the references used in the presentation (feel free to make it pretty too!)

Slides: 2%; Verbal Presentation: 3%; Time: pass/fail - you will be cut off at 5 min

*Presentation for Paper 2* 5% of total grade

10-minute presentation

Expand on the lessons you learned making your first presentation and watching the presentations of your classmates

Slides: 2%; Verbal Presentation: 3%; Time: pass/fail - you will be cut off at 10 min

**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 GEOG 4911/ANTH 4813, 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.