

**Landscapes**  
**Geog/ENST 3691 – Winter 2023**  
**In-person lecture – RC2003 (also ATAC3009 as announced)**  
**Tuesdays & Thursdays 11:30 am till 1:00 pm**  
**January 9, 2023 – April 11, 2023**  
**Instructor: Reg Nelson – rjnelson@lakeheadu.ca**

**Course Description:**

A detailed overview of the bio-cultural regions of the world, focussing on their pre-industrial state, the impacts of globalization, and current and future efforts to foster long-term bio-cultural sustainability.

**Course Organisation:**

**Online Reading and Discussion**

A large component of this class (40%) will be online written discussion threads based upon the weekly readings, using the D2L platform. These weekly discussions will be in lieu of a single large essay type assignment. It is intended to focus everyone’s attention on the readings each week, to facilitate discussion so that we can learn from each other, and to break up, what might otherwise be a single large writing assignment, into smaller more manageable chunks. It will also free up time during the lecture sessions for working on assignments.

**In-class lecture, presentations and practical work**

We will be meeting twice a week, Tuesdays and Thursdays at 1130. The standard classroom will be RC2003. The GIS computer lab (ATAC3009) has also been booked and we will periodically meet there as announced in class, by email, and on D2L. Each class will be a mix of lecture, discussion, and practical work.

**General Themes by Week**

<b>Week of:</b>	<b>Focus and Themes</b>
January 9	<b>Introductory Lecture</b> – introductions, orientation, course resources and format.
January 16	<b>What is a landscape?</b>
January 23	<b>Reading the Landscape</b>
January 30	<b>Region and Regionalism</b>
February 6	<b>Religious Landscapes</b>
February 13	<b>Ways of Seeing the Landscape</b>
<b>February 20</b>	<b>Reading Week</b>
February 27	<b>Landscape and Culture</b>
March 6	<b>Economic Landscapes</b>
March 13	<b>Political Landscapes</b>

March 20	<b>Landscapes and Globalization</b>
March 27	<b>Climate Change Impacts</b>
April 3	<b>Future Landscapes</b>
April 10	<b>Last Day of Classes – April 11 is makeup for Friday April 7– no class this week</b>

## Expectations:

[Student Code of Conduct](#): please read and be familiar with your responsibilities and expectations.

Academic Integrity - substantiated instances of academic dishonesty will be promptly reported.

If you are having difficulty, please:

- discuss it with me - "I value integrity more than a deadline" - let's work it out.
- access one of the many other supports available - see the section below for other resources.

A large part of this course will be facilitating discussion both online and in-class. Statements that are demeaning, that are based upon personal characteristics, or that can be perceived as aggressive will not be tolerated.

## Supports:

Please talk with me if you are experiencing difficulty. I may not always be able to help but will try to direct you to someone who can. Supports available include, but are not limited to:

- [Student Accessibility Services](#) - "facilitates the provision of academic accommodations for students with temporary and/or permanent disabilities/medical conditions." Academic Accommodation is available to all students that need it and will be facilitated by Student Accessibility Services.
- [Student Health and Wellness](#) - "provides a range of counselling options, health services, and wellness programs."
- [Student Success Centre](#) - can help with "time management, reading and note taking, study skills, exam preparation, resume and cover letter, job searching, networking and much more."
- [Academic Support Zone](#) - part of the Student Success Centre focused on tutoring, writing, math skills and other academic resources.
- [Indigenous Student Services Centre](#) - "Our aim is to help Indigenous students to achieve success in their academic goals through a variety of support services."
- [LUSU Student Centres](#) - don't forget that your student fees help fund the [Food Resources Centre](#), [Gender Equity Centre](#), [Pride Central](#), [Aboriginal Awareness Centre](#), [Multicultural Centre](#) and a [Sustainability Initiative](#).

## Evaluation:

Your assignments and other marked components of the course are designed to facilitate learning and understanding and to provide evidence of these achievements.

All assignments must use **APA 7<sup>th</sup> Edition** formatting where possible. For example, an essay should use APA styling for all components while a website must, at a minimum, employ in-text citations and have an APA formatted reference list. If in doubt ask. I will often consult the Purdue University Writing Lab for their [APA Formatting and Style Guide \(7<sup>th</sup> Edition\)](#).

Assignment/ Project	Description	Deliverables/Breakdown	Mark
AIM Course	Academic Integrity Matters	Upload 2 certificates to Course Site.	5%
Online Discussion	Weekly discussion based upon the readings	Contribute to discussion threads as prompted each week	40%
Reading the Landscape	An essay/article that describes your personal experience of a local landscape.	An APA formatted article of approximately 2,500 words.	15%
Bio-cultural Region Project	An essay/article/project that incorporates a multi-dimensional view of a chosen landscape/region	An essay or approved project examining a specific landscape. A portion of the mark will be reserved to evaluate progress each week and for a presentation in-class.	40%

## Assignments/Projects/Presentations

AIM Course (5%):

**AIM Certificate & 2022-23 Refresher Module**

**Due: Jan 14**

**NOTE: This course and the refresher must be completed and uploaded the first week. No other assignments will be accepted until the two certificates have been uploaded to D2L.**

The AIM Course is available through Lakehead University MYCOURSELINK. Both the 8 module AIM course and the 2022-2023 refresher must be completed. This should take about an hour to complete and is intended to be an easy 5% towards the entire course.

Go to MyCourseLink (<https://mycourselink.lakeheadu.ca>)

- Log in using your Lakehead username and password
- Click "Self Registration" from the menu at the top of the page
- Select "Academic Integrity Matters (AIM)" from the list
- Follow the steps presented until it confirms that you've been registered
- Complete the modules

After you have completed the 8 modules you must also complete the 2022-2023 Refresher module (this will only become available after completing the original AIM course).

Upload the Certificates to Assignment 1 on the Course D2L site. Note that these **must be the PDF files** generated in the Awards section of D2L, not a screenshot.

## Online Discussion (40%):

### Each of 10 weeks – 4% each

### Due each week as detailed below

Each week there will be 2-3 readings (usually one deep reading and 1 or 2 lighter articles/videos). We will not start the discussions until the second week, so you can start reading the week before. There will be a discussion for each of the remaining 11 weeks meaning that everyone can miss one week without penalty.

- Read/view the readings
- Compose a post of about 400-500 words (or as specified) in response to the prompt(s)/question(s) by Tuesday night each week.
- Post 2 responses of about 100-200 words to others' posts by Friday night – try to foster a conversation about the main themes in the readings and the course.

Your posts must be formatted in APA:

- Use in-text citations to refer to the articles being referenced.
- Include full APA references for articles that are not part of the weekly readings.
- It is better to post 3-4 thoughtful well researched responses rather than numerous superficial comments (Posting “Ya, that’s a really good idea!” is not a good response).
- You can post more than 4 times each week, especially if you feel the need to clarify a point brought up by someone else, but everyone is encouraged to post a maximum of 4 times most weeks.

## Reading the Landscape: (15%)

**Due: February 11**

The first few weeks we will be reading about the definition of landscapes and examples of “reading” or exploring the landscape. Emulating these examples you will be asked to explore an urban neighbourhood, record your thoughts and impressions, then write an article of approximately 2,500 words. Additional photographs, maps, diagrams, or any other media that imparts your experience are encouraged. Must be submitted to D2L as a Word Document or PDF.

## Bio-cultural region project (40%)

Create a multi-media project based on a chosen bio-cultural region. This assignment will be assessed in three parts.

1. In-class work – five weeks of the course will consist of working in-class on your project and will include discussions, short presentations and critiques of each other’s progress. The intent is for everyone to collaborate and help make each of your projects stronger. You will be assessed 1% of the mark for each class for a **total of 10%** based upon demonstrable progress on your project and participation in the group discussion and activities.
2. Submission of your project to D2L. Your project must include one original map based upon your bio-cultural region. **20%**

3. Short presentation to the class about your project. This cannot be the same format as your project but you can use the research from your project, the pictures and diagrams that you have collected and, of course, the map you have created. **10%**

Think of the project you submit to D2L as showing the instructor what you have learned about your bio-cultural region and also demonstrating understanding of concepts learned in class such as ontological orientation, and the different meanings of 'landscape' and 'region.' The presentation is for teaching others about your bio-cultural region. It is not necessary to teach them about all of the various concepts covered in class, these should inform what you present and how you present it.

## Rubric

All assignments and presentations will be evaluated by your ability to incorporate the various themes explored during the course. You should properly cite and reference the weekly readings in the course and/or other academic articles and book chapters, plus sources introduced during presentations in class.

It will also be useful to study [Bloom's Taxonomy](#) as visualized in the pyramid graphic. In many situations remembering and understanding facts and concepts is sufficient. For the course assignments higher levels of the framework must be demonstrated in order to achieve grades of 80-100%.

	Rating			
	4	3	2	1
<b>Assignment Basics</b>				
<b>Sources</b>	Uses multiple research-quality sources	Uses multiple sources	Information from few sources or lower-quality sources	Information from a single source.
<b>Themes/Ideas</b>	Logical sequencing and structure while demonstrating synthesis of ideas	Logical sequencing and structure while demonstrating a summary of ideas	Little organization or structure. Still addresses important themes/ideas	Little organization or structure and doesn't adequately address themes/ideas
<b>Bloom's Taxonomy</b>	Demonstrates ability to critique and evaluate concepts and develop original ideas.	Ability to apply information in new situations and demonstrate technical knowledge.	Demonstrate understanding of ideas/concepts in different contexts.	Demonstrate knowledge of basic concepts and ideas as described in readings and discussions.
<b>References/Citations</b>	Excellent use of APA (7 <sup>th</sup> ed.) formatting	Good use of APA formatting with some difficulties	Citations and references are present but with little consistency and formatting.	Little structure to citations and references.

<b>Specific to Presentations</b>				
<b>Presentation Style</b>	Excellent pacing and structure to presentation. Follows time constraints	Good pacing to presentation. Exceeds 2 or 3 minutes less/more than time constraint	Sequencing and pacing do not contribute to presentation of material.	Presentation not adequately planned and executed.
<b>Use of multi-media (images, maps, graphics, audio, video)</b>	Excellent use of multi-media to illuminate ideas and themes	Good use of multi-media to illuminate ideas and themes	Little use of multi-media to illuminate ideas and themes	No attempt or haphazard attempt to use multi-media
<b>Note:</b> language can be used to illuminate ideas. There may be instances where projects do not benefit from multi-media but may instead be more forcefully illustrated with poetry or prose. This will be taken into account.				
<b>Answer questions</b>	Excellent ability to answer questions with references to course material and other academic sources.	Illustrates ability to clearly answer questions and knowledge of relevant sources.	Can answer questions within the context of presentation/project material and sources	Difficulty answering questions using sources referenced in the presentation/project.