GEOG 347/705
Cultural Geography

Hunter College, CUNY
Spring 2012

Calendar Description
This course provides an overview of the field of cultural geography. It will cover the basics as well as recent developments in social and cultural geographic theory. The main focus is to understand relationships between cultures and environments through geographical analyses of processes, landscapes, and identities.

Instructor
Dr. Traci Warkentin
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Course consultation: Wednesdays 12:00-2:00pm, or by appointment (twarkent@hunter.cuny.edu)

Course Management
In this course both the instructor and students are considered teachers and learners actively engaging and interacting with each other through lectures, readings, discussions and activities. Together we will study, critique, remember, imagine and create the learning environment. It is expected that all the course readings will be done and classes actively engaged in through participating fully in the discussions and activities presented. Assignments will ask students to critically consider their role in the relationship created between learner and learning context.

Time and Location
Monday and Wednesday 14:10 – 17:25pm
HN 1022

Description
This course begins with an overview of fundamental themes in cultural geography as grounding for a critical examination of “culture” through the lens of geography. Throughout the course, students will develop a multidimensional understanding of human-environment relations, and how they are made manifest in, as well as a response to, a variety of landscapes. This will include the examination of issues of power, performance, diversity and hegemony through case studies.

Course Objectives
Through taking this course, students will:
1. be familiarized with the major themes and debates within cultural geography;
2. understand the reciprocal, yet often unequal, relations between culture and nature, humans and environments;
3. develop analytical skills for interpreting everyday landscapes;
4. have an understanding of, and be able to interpret, spaces and places in relation to gender, race, sexuality, class, and species.

Organization of the Course
The course will be conducted in a seminar format. It is essentially a discussion-based course. Each seminar will consist of an interactive lecture, which includes formal presentations by the Instructor throughout which questions, comments and discussion will be encouraged and facilitated. Lectures will be supplemented with audio and visual materials (including materials from websites, powerpoint presentations, video and film clips). Also, there may occasionally be small group exercises related to the themes of the lecture and readings. All
seminars are based on the readings for that date. Participating in these discussions and a familiarity with the required readings are central to success in this course. Readings listed under a particular date are assigned for class discussion for that date.

Evaluation
The grade for the course will be based on the following percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Landscape Interpretation</td>
<td>25%</td>
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<tr>
<td>Group Project: Mapping Exercise</td>
<td>25%</td>
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<tr>
<td>Group Project Presentation</td>
<td>15%</td>
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<tr>
<td>Mid-term Exam</td>
<td>25%</td>
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<tr>
<td>Participation &amp; Reading Quizzes</td>
<td>10%</td>
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**Landscape interpretation (25%)**
This assignment will ask that you choose a particular, actual landscape and perform a landscape analysis. Final product will be 4-5 pages in addition to maps and images. Detailed instructions to be given in class.

**Group Project: Mapping Exercise (25%)**
Groups will generate Maps of Meaning. Details to be given in class.

**Group Project Presentation (15%)**
Each group will present their map to the class and elaborate on the process of developing it.

**Mid-term Exam (25%)**

**Participation (10%)**
As a seminar course, a substantial proportion of your mark will be based on your interaction with your peers as well as your instructor. The goal of this course is to encourage a collaborative and creative working and learning environment—your engaged participation is therefore a vital component to its success. Participating in discussions will be difficult if the readings are not done ahead of time. They are integral to each seminar including presentations, discussions, and small group assignments. You will be expected to demonstrate your knowledge and critical assessment of class readings, thoughtfulness regarding issues raised in readings, and to draw connections between theoretical ideas and specific issues in all of these venues. Evaluating participation is always a subjective process; however, the following elements will be taken into account when determining the participation mark:

- **Quality of Participation** - This means coming to class prepared, having done the required readings and actively engaging in various activities including class discussions, asking questions during informal presentations/lectures, and taking part in small group and individual in-class exercises. This also means actively respecting your peers and contributing positively to the group dynamic, for example, by being courteous and respectful of others, not dominating conversations and discussions, allowing others to speak and be heard.

- **Reading Quizzes** – There will be pop quizzes throughout the course to evaluate student comprehension of the required readings. They will be held at random.

**Graduate Student Discussants**
Graduate students are expected to act as a discussant for a minimum of one class, which involves preparing questions for the class and taking the lead in the discussion that day. Please consult with the instructor about your preferred date/topic, or one will be assigned to you.
Required Reading
The following books are required reading for the course:


Additional required readings will be made available online.

Schedule of Topics and Readings
The following list of lecture topics and readings is subject to change. Remember that the readings listed under each date are assigned for that week and will be discussed in the seminar on that date.

**January 30**
**Introduction to Cultural Geography**

**February 1**
**Historical Development of Cultural Geography**
Required Reading:
1) Course Text: Chapter 1. Culture Wars: Culture is Politics by Another Name, pp. 3-36.

**February 6**
**Cultural Production**
Required Reading:

**VIDEO: Helvetica**

**February 8**
**Cultural Landscape and Maps of Meaning**
Required Reading:
1) Course Text: Chapter 4. The Work of Landscape: Producing and Representing the Cultural Scene, pp. 91-119.

**February 13**
**Lincoln’s Birthday – College Closed**

**February 15**
**Maps of Meaning**

**February 20**
**Presidents Day – College Closed (MOVED TO TUESDAY FEB 21)**

**TUESDAY February 21**
**Cultural Landscape and Social Reproduction**
Required Reading:
1) Course Text: Chapter 5. Metaphors to Live By: Landscape as Systems of Social Reproduction, pp. 120-144.

**February 22**
**Cultural Politics and Manufactured Landscapes**

**VIDEO: Manufactured Landscapes**
February 27  Cultural Politics and Manufactured Landscapes

VIDEO: Manufactured Landscapes

February 29  Cultural Politics and Spaces of Resistance
Required Reading:

March 5  Landscape Interpretation
March 7  Landscape Interpretation

March 12  Geographies of Sex and Sexuality
Required Reading:

Additional Graduate Required Reading:

March 14  Geographies of Gender
Required Reading:

March 19  Geographies of Gender
Required Reading:

March 21  MID-TERM EXAM

March 26  Geographies of Race
Required Reading:

March 28  Geographies of Race
Required Reading:

April 2  Maps of Meaning
April 4  Maps of Meaning
April 9  SPRING RECESS
April 11  SPRING RECESS
April 16  Animal Geography
Required Reading:

April 18  Geographies of Human-Animal Relationships
Required Reading:

April 23  Urban Culture and Geographies of Waste
Required Reading:

VIDEO: Crapshoot

April 25  Place and Cultural Identity
Required Reading:

May 2  Group Presentations
May 7  Group Presentations
May 9  Group Presentations

Attendance, Grading and Lateness Policies:
As stated earlier, the participation of each student is vital to the whole learning community. Students must be present to participate, thus attendance will be taken for every class and fieldtrip. Consideration on compassionate grounds will be given to students who must miss a class due to extenuating, personal circumstances and/or medical reasons. Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the assignments must be received by the Instructor on the due date specified for the assignment. Assignments must be handed in directly to the Instructor. In the interests of fairness, scores will drop 5% for each day after the due date that an assignment is turned in, except for excused medical reasons when supported by written documentation (e.g., a doctor’s letter). **No late assignments will be accepted more than one week late.**

Academic Honesty:
Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonest, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.