

Syllabus

GGR360H1-S Culture, History, Landscape

Sidney Smith, Rm. 1070 – Tuesday, Thursday 10am-12pm

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Introduction:

This course's focus on landscape as a historically contingent and politically powerful concept requires that we acknowledge the all too often elided or erased historical and continual inhabitation of the land on which this course is convened. The territory this classroom sits on is the traditional territory of the Haudenosaunee, and most recently, the territory of the Mississaugas of the New Credit First Nation. The territory is the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Anishnaabe and allied nations to peaceably share and care for the resources around the Great Lakes. The land on which we are convening this course continues to be the home of indigenous peoples from across Turtle Island, and it is with gratitude that we convene this course on this territory.

The concept of "landscape" has a long history in geography, particularly among English language thinkers. The concept originates as a means to discuss the interactions of human action and the natural world. This course explores this concept from its historical roots in Anglophone geography to contemporary understandings of the relationship between humans and the spaces they inhabit.

This course will look at landscape as a product of historical processes and as a container of social and cultural values. In

so doing, it will be grounded in geographical scholarship, but it will also draw from across disciplinary lines, looking to art history, anthropology, sociology and beyond. The course focuses on the political and material consequences and effects of landscape particularly in examining contemporary approaches and scholarship.

The objective of this course is to reframe and de-stabilize the Anglo-American and European notions of landscape that take on the air of "common sense" in the broader cultural discourse and to give students the tools to understand, use and critique the appearance of landscape in both academic and popular culture. More practically, this course aims to introduce students to theoretical concepts around landscape and space in human geography and elucidate, through an interdisciplinary approach, how these ideas circulate both academically and in the world at large.

Evaluation:

Participation (Reading Responses, turned in hard copy, at the beginning of class): 15%

Assignment One (Due 7/12/2018, submitted electronically to Blackboard by 11:59pm): 20%

Assignment Two (Due 8/7/2018, submitted electronically to Blackboard by 11:59pm): 30%

Exam: 35%

Assignments:

Reading Responses:

These are short one-paragraph (no more than 200 words) responses which must be written in response to one of the required readings for the class for which they are submitted. You must submit **four (4)** over the course of the term. You may choose from any of the readings in the course, however they must be turned in for the class in which the reading is being covered (you may only choose one reading from a given class, i.e. you cannot choose a class with two readings and respond to both). They must summarize the author's argument and offer one substantive question that demonstrates engagement with the reading. These will not be graded, but will be awarded credit if turned in and containing the required details. They should be turned in, hard copy, at the beginning of each class.

Assignment 1:

A 3-page (900-1,000 words) essay using two readings from the course material to analyze a landscape representation or landscape phenomenon (this will be a literary, visual or academic deployment of landscape) from a list that will be provided. Alternative representations can be used with approval of the Course Instructor. You must use APA referencing and submit the essay electronically to Blackboard.

Assignment 2:

A 6-page (1,500-1,800 words) essay using two readings from the course material and two external **scholarly** sources to analyze a landscape or landscape phenomenon (this will be a literary, visual or academic deployment of landscape) from a list that will be provided. Alternative representations can be used with approval of the Course Instructor. You cannot repeat sources or landscape case studies from your previous assignment. You must use APA referencing and submit the essay electronically to Blackboard.

Exam:

The exam will take the form of a 6 short-answer questions and 1 short essay question.

Classroom Environment and Attendance:

All students are expected to attend class and complete readings as the readings and lectures are designed to work in concert for the course. All students are expected to treat their classmates with respect and dignity. We will be discussing some difficult subjects and class discussions will be expected to be handled with sensitivity and respect by all. Racism, homophobia, transphobia, and other oppressive behaviours will not be tolerated in the classroom.

Students who wish to be referred to by particular pronouns should feel free to contact me either during office hours, before/after class or via e-mail. I want to ensure all students feel safe and welcome in the classroom so please do not hesitate. Students will be expected to refer to their peers by their preferred pronouns.

Students who require accommodation or accessibility should first consult with the registrar/accessibility services, but then feel free to discuss with me how best to implement their accommodations.

I encourage all students to take notes via pen and paper, but also understand that this is often not possible for a variety of

reasons. I ask that if you wish you use your computer during class you sit in the front most rows of the classroom and use your computer only for note-taking.

Lecture slides will be posted the morning of lecture but are NOT a substitute for attendance.

Readings:

The readings for this course should be completed before the lecture. The readings are drawn from academic articles and book chapters. Links to PDFs or electronic versions of readings are provided in the syllabus. PDFs will be posted for readings not available electronically through the library.

Blackboard:

Assignments (other than reading responses) are to be turned in to Blackboard no later than 11:59pm on the due date of the assignment. As well, students should check Blackboard for the readings, important class documents and class announcements.

Late Assignment/Re-Grading Policy:

Late assignments will be penalized 5% for every day late, including weekends. Extensions can be granted, but will require documentation and prior discussion with the Course Instructor. Teaching assistants are not allowed to grant extensions.

If students wish to have an assignment re-graded, they should meet with the Course Instructor and present clear reasons in writing why they believe a grade issued is in error. Teaching assistants are not permitted to re-grade assignments. Re-grading does not guarantee a higher grade and can, in rare instances, result in a lowered grade.

TA Policy:

Please take advantage of TA office hours. They are there to help you. Please use TA's email correspondence only for scheduling and brief yes/no questions. Please raise more difficult questions at office hours or direct these questions to the Course Instructor during office hours.

READINGS AND CLASS SCHEDULE:

July 3: Class 1 – Introduction, overview and writing tips

(No Reading)

Theme: UNDERSTANDING LANDSCAPES

July 5: Class 2 – Landscape as Geographical Concept

Sauer, C. (1925) "The Content of Landscape" in *The Morphology of Landscape*. (p. 25-30) Berkeley: University of California.

Hunt, S. (2014) Ontologies of indigeneity: the politics of embodying a concept. *Cultural Geographies*, 21(1), 27-32.

July 10: Class 3 – Representation and Landscape

Rose, G. (1993) "Looking at landscape: the uneasy pleasures of power" in *Feminism and Geography: The Limits of Geographical Knowledge* (p. 86-112) Minneapolis: University of Minnesota Press.

Kaplan, C. (2006). Mobility and war: the cosmic view of US 'air power.' *Environment and Planning A*, 38(2), 395-407

July 12: Class 4 – Vision, Space, Power (Assignment 1 Due)

Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575-599.

Foucault, M. (2007). *Security, territory, population: lectures at the Collège de France, 1977-1978*. New York: Picador/Palgrave Macmillan. (Pages 12-23, subject to change in electronic version).

July 17: Class 5 – Landscape and History

McKittrick, K. (2006). "The authenticity of this story has not been documented: The auction blocks" in *Demonic grounds: Black women and the cartographies of struggle*. (p. 98-123). Minneapolis: University of Minnesota Press.

July 19: Class 6 – Landscapes, Capital and Resources

Coulthard, G. S. (2014). "For the Land: The Dene Nation's Struggle for Self-Determination" in *Red skin, white masks: rejecting the colonial politics of recognition*. (p. 51-78) Minneapolis: University of Minnesota Press.

Blomley, N. (2002). Mud for the Land. *Public Culture*, 14(3), 557-582.

July 24: Class 7 – Landscapes of Modernity and Urban Life

Benjamin, W. (2002). "Paris, Capital of the Nineteenth Century: Exposé (of 1939)" in *The arcades project*. (pp. 14-26). Cambridge, Mass.; London: Harvard University Press.

Manaugh, G. (2013, Spring). Forensic Topology. *Cabinet*, (49). Retrieved from <http://cabinetmagazine.org/issues/49/manaugh.php>

Theme: LANDSCAPE CASE STUDIES

July 26: Class 8 – Landscapes of War

Forsyth, I. (2016). More-than-human warfare. *Social & Cultural Geography*, 17(6), 798-802.

Gregory, D. (2016). The Natures of War. *Antipode*, 48(1), 3-56.

July 31: Class 9 – Landscapes of Security

Paglen, T. (2010). Goatsucker: Toward a Spatial Theory of State Secrecy. *Environment and Planning D: Society and Space*, 28(5), 759-771.

August 2: Class 10 – Landscapes of Evidence

Weizman, E. (2014). Introduction: Forensis. In *Forensic Architecture (Project)*, A. Franke, E. Weizman, & Haus der Kulturen der Welt (Eds.), *Forensis: the architecture of public truth* (pp. 9-32). Berlin: Sternberg Press.

Schuupli, S. (2014). Can the sun lie? In *Forensic Architecture (Project)*, A. Franke, E. Weizman, & Haus der Kulturen der Welt (Eds.), *Forensis: the architecture of public truth* (pp. 56-64). Berlin: Sternberg Press.

Aug 7: Class 11 – Resistant Landscapes (Assignment 2 Due)

Roy, A. (2011). The Blockade of the World-Class City: Dialectical Images of Indian Urbanism. In *Worlding cities: Asian experiments and the art of being global* (pp. 259–278). Chichester, West Sussex; Malden MA: Wiley-Blackwell.

Aug 9: Class 12 – Landscapes of the Anthropocene and the More-Than-Human World

Todd, Z. (2014). Fish pluralities: Human-animal relations and sites of engagement in Paulatuq, Arctic Canada. *Inuit Studies*, 38(1-2), 217-238.

Bennett, J. (2009). "Political Ecologies" in *Vibrant Matter: A Political Ecology of Things*. (pp.94-109) Duke University Press.