



Anthropology 598:B1 **Landscape and Culture: The Social Meaning of Place**

Winter Term 2021
Thursdays 1400-1650
Online via Zoom

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Links for class and office hours are available on eClass, at: <https://eclass.srv.ualberta.ca/my/>

Course Description:

This course is one in a series of departmental seminars offered on landscape and culture. In the current offering, we will explore how and why particular places are imbued with social meaning by, for, and between different cultural and linguistic groups; place-naming practices; place-associated discourse; and the collaborative production of travelers' maps as intercultural texts.

Readings:

Readings for the course are available via links in eClass, where you will find links to the University of Alberta Libraries Reading List Service (also known as Talis), and, where copyright permits, some readings are also available by PDF.

Additional readings will be made available on a weekly basis, and will draw from a broader list in the "Suggested Readings and Topics" section of the syllabus supplement, as well as from students' selections for their individual seminars.

Central Themes:

Place-naming practices

What counts as a named "place"? In the Sahaptin language, for example, it is not the river, but particular rapids, lips and cascades of waterfalls, and dipping rocks (such as *atim*, "sound of the falls") that are the named features (Hunn and Selam 1990, 157). For Western Apache, a particular named place on one river is found where "Water Flows Inward Under A Cottonwood Tree" (Basso 1996, 86), as viewed from a particular spot. In the Shuswap/*Secwepemctsin* language, *tsuksékusc*, "raked," (as if by animal claws) describes a place where part of an ancient trail was replaced by a section of a modern road, which bulldozers cut and gouged into a sidehill (Palmer 2005, x). These names do not appear on official maps sanctioned by nation states, but each of these examples is anchored to a story about experience on the land. A theoretical approach developed from linguistic anthropology and cognitive science informs much of the work studied in this section.

Narratives of place and place-associated discourse

The study of narratives of place, or place-related discourse, has re-emerged as an area of strong anthropological interest (Rodman 1992). Keith Basso has called for the attention of anthropologists to place beyond places as mere locations in which studied Peoples are situated. Attention to native constructions of place, enriched by the contributions of cultural geographers, including Yi-Fu Tuan, has since been expanding rapidly, and is indicative of the growth of ethnographically-centered investigations of place with an attendant focus on language. A "discourse-centered approach" to culture and language (Sherzer 1987; Urban 1991) provides the theoretical framework for much of the ethnographic work on place-naming practices featured in this section.

Maps and map-making

Individual and cultural conventions applied to mapping can vary widely from the conventions employed on published paper maps typically available from national governments. Examples of such mapping in Canada can be found in the collaborative efforts of several fur trade-era cartographers, including David Thompson, Peter Fidler, and several Indigenous guides, including Saukamapee, and many others who remain uncited on the maps. The historical geographer G. Malcolm Lewis has pointed out that the maps produced in cross-cultural encounters between travelers and residents are significant documents that provide insights into the ways people "chose objects and places as significant, and how they organized their perception of space" (1980, 19). Cross-cultural collaborations on traditional land use surveys, and GIS-based mapping projects in Canada today provide related insights, and are similarly powerful and problematic in their potential to provide tools for the subjugation of some populations.

Displacement and diasporas, non-places, contested places and place-making practices

The essays in this section are "...concerned with the undoing of one particular old certainty—the notion that there is an immutable link between cultures, peoples, or identities and specific places" (Lavie and Swedenburg 1996, 1, *cf.* Augé 1995). These essays challenge the primary emphasis on spatially anchored narrative, and draw us toward a consideration of transnational identities, power differentials, displacement of populations, and notions of borderland conflicts and crossings. As James Clifford (1997) points out, these studies of diasporas also reveal some of the commonalities in the experiences of uprooted populations.

Course Requirements and Grading:

Attendance (20%)

Because this class is a seminar, its success depends on the active participation of all members. Regular attendance, careful attention to readings, and active participation are essential, and will benefit both the individual and the group. Academic conferences and professional events that might take a person away for a single class are encouraged as an important part of academic life

and your development as a scholar, so please don't hesitate to take such an opportunity, but please do let me know when and why you would be missing a class. Classes on Zoom will also be recorded, so that in cases of illness or conference attendance, students are able to keep up with missed sessions. Breakout sessions are not recordable at this time.

Seminar Leadership (30%)

Each participant should be able to make use of this seminar to expand his or her own interests in landscape and culture. No prior expertise in the chosen topic area is assumed or required, and cross-disciplinary participation is encouraged. Students are welcome to lead seminars individually, or in teams of two as class size warrants. Dates for seminars need to be planned well in advance, and the scheduling will be completed by the second class of the term (January 21). We will all collaborate to ensure that each participant has a chance to present on their first or second choice of available dates. The instructor will lead the first two seminars, and further seminars during the term as required, to ensure that students have time to consider their choice of seminar topic and associated readings.

How to prepare for the seminar day you will lead:

- 1) Selecting the readings: Drawing from the *Suggested Readings and Topics* pages of the syllabus, and from other readings selected in consultation with the instructor at an individual session, each seminar leader (or team of leaders) will assign three to four readings to the class. A carefully chosen reading list is a key component of a successful seminar, and to find the best readings, you will likely have to dive into, and discard, a number of articles in order to find the most promising material, in addition to consulting the instructor and the reading list for time-tested favourites. Please schedule a meeting with the course instructor to take place at least one week prior to your distribution of the readings (i.e., at least two weeks before your presentation) to consider your final selections of readings for the class.
- 2) Providing access: The seminar leader is responsible for making the readings available to the class, bearing in mind the university's copyright arrangements and terms of fair use. Timely distribution of these readings, one week prior to the seminar you are leading is essential to the participation of your classmates. Properly formatted references and PDF's or links can be sent to your instructor for uploading to eClass.
- 3) Preparing the audience: A brief summary commentary and citation list, which provides the rationale for the selection of readings, should be sent in advance to orient the seminar participants, so that they may thoughtfully prepare comments and read articles with the seminar topic in mind. This summary can be as brief as a paragraph, and can include questions you hope to explore in class. Do include a proper citation list for the readings distributed. *Hint:* Explicitly naming your seminar topic helps with this. The English word, "seminar," derives from the Latin, seminarium, or "seed plot." Let this be

the place you plant these seeds, so that on the day, good conversation and questions grow out of the readings.

- 4) As seminar leader, you will lead the discussion of the articles for the day, and may also draw on brief film, sound, or other materials to enrich the offering if you so choose, bearing in mind that a seminar is principally a forum for discussion. As seminar leader, you will also be able to draw on the instructor for technical assistance; we have use of a 'smart' classroom, and you are welcome to test the features in advance. Seminar leaders may provide additional commentaries, lists of additional, optional readings, or prepare an exercise for the class in order to enhance their seminar offering.

Term Paper or UnEssay Project (40%)

Due dates and delivery

Please provide a 1-page ungraded proposal, including 3-4 key references, by **March 25**. Term projects or papers (7-10 pages, plus bibliography) are due by upload to eClass, and by email attachment to andie.palmer@ualberta.ca, after the last class of the term, on **April 28**, at 2 pm. (In other words, you are submitting your materials twice.) Where projects will require some other form of transmission, *e.g.*, in the case of material objects, please make arrangements in advance. The deadline for receipt of papers is firm. Of course, medical emergencies or cases of domestic affliction are grounds for delay, without penalty to grades, by notification to the instructor and by arrangement, and in accordance with UAPPOL guidelines.

Formatting

A polished term paper or UnEssay is expected. Use a standard anthropology style guide to format your writing and citations, as provided by the American Anthropological Association and the Canadian Anthropology Society (*i.e.*, *The Chicago Manual of Style* Author-Date system). Samples are posted on eClass. If you are student joining our class from another department, you may use a style guide acceptable to your home discipline for formatting. Where providing an UnEssay, the writing or mode of presentation can be unconventional, but citations should follow the above scholarly guidelines.

Putting your term paper to good use

You might consider the development of the term paper as an opportunity to read widely and deeply on a course-related topic that will enrich your thesis or dissertation preparation. In order for you to make the most efficient use of your time spent in graduate coursework, you are encouraged to write a paper that will assist in the preparation of some aspect of your thesis research, including a thesis chapter, a theoretical orientation or literature review, or the development of a new direction in your work.

A note on topic selection

In cases where term papers build on topics already presented in seminars, they should show considerable development beyond what has been presented in the seminar. If you decide to submit an UnEssay, be encouraged that such a creative, usually-online project —inspired by course materials and topics, and unique to each student— can take many forms. Please see the inspiration and evaluation guidelines for the UnEssay at D.P. O'Connell's

website: <http://people.uleth.ca/~daniel.odonnell/Teaching/the-unessay>. Some excellent 'model UnEssay' examples with photos are at: <https://s18tot.ryancordell.org/assignments/unessay/>. Additional examples are provided in eClass; in-class presentations and discussions will follow.

Presentation of term projects or papers to the class (10%)

At the end of the term, each participant will give an in-class presentation based on their term project or paper, to be followed by questions and discussion. Where possible, and according to class size, these presentations will be scheduled in the last class, **April 15**. This will permit presenters to gather valuable feedback on preliminary versions of their papers.

Thoughtful participation by all, including by providing suggestions and asking questions, is essential to the development of a final paper. Your support of your classmates as they face the challenge of writing and relating their ideas is both expected and highly valued. Your participation in the final classes also forms a significant part of your participation mark in the course.

Grading:

The university uses a 4-point grading system (see the University Calendar, Section 23.4). Scores are given as a percentage, and converted to letter grades on the following basis: Excellent: 94% or higher: A+; 90 or higher A; 81 or higher A-; Good: 78 or higher B+; 75 or higher B; Satisfactory: 70 or higher B-; 65 or higher C+. The passing grade for graduate courses is C+ on the University of Alberta's letter grading system. As an instructor I will also take into a student's account improvement over the course of the term, if this results in a more favourable final grade score for the student.

On request, I can provide representative examples of past graded materials, with advance notice in regularly scheduled office hours. There is no final examination in this course.

Course Planning Notes:	<i>blank dates available for graduate student seminar presentations</i>	
Week One	Jan 14	Introduction to the Course
Week Two	Jan 21	Instructor-led seminar
Week Three	Jan 28	Instructor-led seminar
Week Four	Feb 4	
Week Five	Feb 11	
Reading Week	Feb 15-19	No classes or regularly-scheduled meetings
Week Six	Feb 25	
Week Seven	Mar 4	
Week Eight	Mar 11	
Week Nine	Mar 18	
Week Ten	Mar 25	No regular class; alternative activities; proposals due
Week Eleven	Apr 1	
Week Twelve	Apr 8	
Week Thirteen	Apr 15	Final Student paper or unessay presentations
Exam Week	Apr 28	Final papers/unessays due by 1400; extra day for student paper presentations, as needed in the pending exam time of 1400 (attendance optional).

Suggested Readings and Topics

Please note: This reading list below for the student seminars is representative of the store of readings we will be able to draw upon for the course, for seminar leadership and the formulation of final papers. We will NOT have enough time together in class to read all of the articles listed on the following pages. This section is also a ‘living document,’ which may be continuously amended, and stands as a supplement to the syllabus.

An introduction to the development of theoretical positions on place and space: views from cultural geography, history, philosophy, human ecology, as well as social and cultural anthropology

Casey, Edward S.

- 1996 How to Get from Space to Place in a Fairly Short Stretch of Time: Phenomenological Prolegomena. In *Senses of Place*, Steven Feld and Keith Basso, eds. Pp.13-52. Santa Fe: School of American Research Press.

Cresswell, Tim

- 2015 *Place: An Introduction*. Second Edition. Chichester, West Sussex: John Wiley and Sons Ltd.

Duncan, James and David Ley

- 1993 Introduction: Representing the Place of Culture. In *Place/Culture/Representation*. James Duncan and David Ley, eds. Pp. 1-21. London: Routledge.

Feld, Steven and Keith Basso

- 1996 Introduction. In *Senses of Place*, Steven Feld and Keith Basso, eds. Pp.3-11. Santa Fe: School of American Research Press.

Gieseeking, Jen Jack and William Mangold, et al, eds.

- 2014 *The People, Place and Space Reader*. New York: Routledge.

Gupta, Akhil, and James Ferguson

- 1997 Culture, Power, Place: Ethnography at the End of an Era. In *Culture, Power, Place: Explorations in Critical Anthropology*. Akhil Gupta and James Ferguson, eds. Pp. 1-29. Durham: Duke University Press.

Heidegger, Martin

- 1971 Building, Dwelling, Thinking. In *Poetry, Language, Thought*, Albert Hofstadter, trans. New York: Harper Colophon Books.

Ingold, Tim

- 1986 Territoriality and Tenure: The Appropriation of Space in Hunting and Gathering Societies. In *The Appropriation of Nature: Essays on Human Ecology and Social Relations*. Pp. 130-164. Manchester: Manchester University Press.

- 2000 Hunting and Gathering as Ways of Perceiving the Environment. In *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*. Pp. 40-60. London: Routledge.
- 2011 *Being Alive: Essays on Movement, Knowledge, and Description*. New York: Routledge.
- Low, Setha
 2009 Towards an Anthropological Theory of Space and Place. *Semiotica* 175 (1/4): 21-37.
- Low, Setha M. and Denise Lawrence-Zúñiga
 2003 Locating Culture. In *The Anthropology of Space and Place: Locating Culture*. Setha M. Low and Denise Lawrence-Zúñiga, eds. Pp. 1-47. London: Blackwell Publishing Press.
- Rodman, Margaret C.
 1992 Empowering Place: Multilocality and Multivocality. *American Anthropologist* 94(3): 640-56. (Reprinted in Low and Lawrence-Zúñiga)
- Seamon, David
 n.d. Phenomenology, Place, Environment, and Architecture. *Environmental & Architectural Phenomenology Newsletter*. Accessible at: http://www.arch.ksu.edu/seamon/seamon_revieweap.htm
- Turkel, William J.
 2007 *The Archive of Place: Unearthing the Pasts of the Chilcotin Plateau*. Vancouver: UBC Press.
- Whitridge, Peter
 2004 Landscapes, Houses, Bodies, Things: "Place" and the Archaeology of Inuit Imaginaries. *Journal of Archaeological Method and Theory* 11(2):213-250. Special Issue: Recent Advances in the Archaeology of Place, Part II.
- Maps and map-making; maps as intercultural encounters**
- Beattie, Judith Hudson
 1986 Indian Maps in the Hudson's Bay Archives: A Comparison of Five Area Maps Recorded by Peter Fidler, 1801-1802. *Archivaria* 21:166-175.
- Carlson, Keith Thor, et al, eds.
 2001 *A Sto:lo-Coast Salish Historical Atlas*. Seattle: University of Washington Press; Vancouver, BC: Douglas and McIntyre; Chilliwack, BC: Sto:lo Heritage Press.
- Cruikshank, Julie
 1997 Yukon Arcadia: Oral Tradition, Indigenous Knowledge, and the Fragmentation of Meaning. In *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory*. Pp. 45-70; Notes 170-173. Vancouver: University of British Columbia Press.

- 2005 Mapping Boundaries: From Stories to Borders. In *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Pp. 213-242. Vancouver: UBC Press.

Fossett, Renee

- 1996 Mapping Inuktitut: Inuit Views of the Real World. In *Reading Beyond Words: Contexts for Native History*. Jennifer S.H. Brown and Elizabeth Vibert, eds. Pp. 74-94. Peterborough: Broadview Press.

Harley, J. B.

- 1989 Deconstructing the map. *Cartographica* 26(2):1-20.

- 1990 *Maps and the Columbian Encounter: An Interpretive Guide to the Travelling Exhibition, American Geographical Society Collection*. J.B. Harley, assisted by Ellen Hanlon and Mark Warhus. Milwaukee: Golda Meir Library, University of Wisconsin.

Hunn, Eugene S., E. Thomas Morning Owl, Phillip E. Cash Cash and Jennifer Karson Engum

- 2015 Čáw Pawá Láakwni: *The Are Not Forgotten. Sahaptian Place Names Atlas of the Cayuse, Umatilla, and Walla Walla*. Pendleton, Oregon: Tamástslíkt Cultural Institute and Portland, Oregon: EcoTrust.

Ingold, Tim

- 2007 Up, Across, and Along. In *Lines: A Brief History*. Pp. 77-102. New York: Routledge.

Lewis, G. Malcolm

- 1980 Indian Maps. In *Old Trails and New Directions: Papers of the Third North American Fur Trade Conference*. Carol M. Judd and Arthur J. Ray, eds. Pp. 9-23. Toronto: University of Toronto Press.

Ruggles, Richard I.

- 1991 *A Country So Interesting: The Hudson's Bay Company and Two Centuries of Mapping, 1670-1870*. Montreal: McGill-Queen's University Press.

Sletto, B.

- 2009 Special issue: Indigenous cartographies. *Cultural Geographies* 16(2), 147-152.

Sparke, Matthew

- 1998 Mapped Bodies and Disembodied Maps: (Dis)placing cartographic struggle in colonial Canada. In *Places through the Body*. Heidi J. Nast and Steve Pile, eds. Pp. 305-336. London: Routledge.

Strang, Veronica

- 1997 Chapter Nine: Mapping the Country: Representations of the Landscape. In *Uncommon Ground: Cultural Landscapes and Environmental Values*. Pp. 216-233. Oxford: Berg.

The Yukon Historical and Museums Association

1995 *The Kohklux Map*. Whitehorse: The Yukon Historical and Museums Association.

Wood, Denis

1992 *The Power of Maps*. New York: The Guilford Press.

Map collections online:

The William C. Wonders Map Collection Database at the University of Alberta (Partially accessible online) <https://maps.library.ualberta.ca/>

Wiley Digital Archives/Royal Anthropological Institute of Great Britain and Ireland/Wiley Online collection (Maps)

<https://app-wileydigitalarchives-com.login.ezproxy.library.ualberta.ca/rai/search;searchTerm=maps:selectedArchives=RAI>

Norman B. Leventhal Map Center Collection, Boston Public Library

<https://collections.leventhalmap.org/collections/commonwealth:41688024w>

N.B. The Center permits the development of digital map books and commentary for educational purposes, housed on their site.

Wiley Digital Archives/The Royal Geographical Society with The Institute of British Geographers (not part of the university library system at present, but

<https://www.wileydigitalarchives.com/wp-content/uploads/2020/09/WDA-RGS-factsheet-2020.pdf> for a free 1-month access available via wileydigitalarchives.com).

Place-naming practices

Basso, Keith H.

1980 Western Apache Place-Name Hierarchies. *Naming Systems: The 1980 Proceedings of the American Ethnological Society*. Elizabeth Tooker, ed. Pp. 78-94. Washington, D.C.: The American Ethnological Society.

1990 [1984] 'Stalking With Stories': Names, Places, and Moral Narratives Among the Western Apache. In *Western Apache Language and Culture: Essays in Linguistic Anthropology*. Pp. 99-137. Tucson: University of Arizona Press.

Cruikshank, Julie

1990a Getting the Words Right: Perspectives on Naming and Places in Athapaskan Oral History. *Arctic Anthropology* 27(1): 52-65.

Hohepa, Patu

2010 Chapter One. In *Hokianga: From Te Korekore to 1840*. Pp. 19-41. A Resource Document Commissioned by the Crown Forestry Rental Trust on behalf of the Hokianga Whānau, Hapū, Land and Resources Claims Collective.

Hunn, Eugene S.

1994 Place-Names, Population Density, and the Magic Number 500. *Current Anthropology* 35(1):81-85.

Hunn, Eugene S., with James Selam and Family

1990 *Nch'i Wàna, "The Big River": Mid-Columbia Indians and Their Land*. Seattle: University of Washington Press.

Johnson, Leslie Main

2000 "A Place That's Good," Gitksan Landscape Perception and Ethnoecology. *Human Ecology* 28(2):301-325.

Kari, Jim and James A. Fall

1987 *Shem Pete's Alaska: The Territory of the Upper Cook Inlet Dena'ina*. Fairbanks: Alaska Native Language Center.

Richardson, Allan & Brent Galloway

2011 *Nooksack Place Names: Geography, Culture, and Language*. Vancouver: UBC Press.

Sterritt, Neil, *et al.*

1998 *Tribal Boundaries in the Nass Watershed*. Vancouver: University of British Columbia Press.

Tunbridge, Dorothy

1986 *Flinders Ranges Dreaming*. Canberra: Aboriginal Studies Press.

Wichman, Frederick B.

1998 *Kaua'i: Ancient Place-Names and Their Stories*. Honolulu: University of Hawai'i Press.

For collaborative representations of placenaming practices, see the various links to the Salt Song Trail Project, including:

<https://www.youtube.com/watch?v=rg-bi83mMSI>

<https://www.linktv.org/shows/artbound/bringing-creation-back-together-again-the-salt-songs-of-the-nuwuvi>

<https://scahome.org/publications/proceedings/Proceedings.24Musser-Lopez1.pdf>

Narratives of place and place-associated discourse

Basso, Keith

1996 *Wisdom Sits in Places: Landscape and Language Among the Western Apache* by Keith Basso. Albuquerque: University of New Mexico Press.

Bierwert, Crisca

1999 Figures in the Landscape. In *Brushed by Cedar, Living by the River: Coast Salish Figures of Power*. Pp. 36-71; Notes 284-286. Tucson: University of Arizona Press.

Feld, Steven K

1996 *Waterfalls of Song: An Acoustemology of Place Resounding in Bosavi, Papua New Guinea*. In *Senses of Place*, Steven Feld and Keith Basso, eds. Santa Fe: School of American Research Press.

Feld, Steven K and Keith Basso, eds.

1996 *Senses of Place*. Santa Fe: School of American Research Press.

(In this volume, see also: 4. An Occupied Place / Kathleen C. Stewart -- 5. Your Place and Mine: Sharing Emotional Landscapes in Wamira, Papua New Guinea / Miriam Kahn -- 6. "Where Do You Stay At?": Homeplace and Community among the Lumbee / Karen I. Blu -- 7. Pleasant Places, Past Times, and Sheltered Identity in Rural East Anglia / Charles O. Frake -- Afterword / Clifford Geertz.

Forman, Murray

2000 'Represent': Race, Space and Place in Rap Music. *Popular Music* 19(1): 65-90.

Hirsch, Eric and Michael O'Hanlon, eds.

1995 *The Anthropology of Landscape*. Oxford: Clarendon Press, 1995.

Legat, Allice

2012 *Walking the Land, Feeding the Fire: Knowledge and Stewardship Among the Tlicho Dene*. Tucson: University of Arizona Press.

Morphy, Howard

1995 Landscape and the Reproduction of the Ancestral Past. In *The Anthropology of Landscape: Perspectives on Place and Space*, edited by Eric Hirsch and Michael O'Hanlon, pp. 184-209. Oxford: Clarendon Press.

Myers, Fred

1986 *Pintupi Country, Pintupi Self: Sentiment, Place, and Politics among Western Desert Aborigines*. Washington, DC: Smithsonian Institution Press.

Palmer, Andie Diane

2005 *Maps of Experience: The Anchoring of Land to Story in Secwepemc Discourse*. Toronto: University of Toronto Press.

Thornton, Thomas F.

2008 *Being and Place Among the Tlingit*. Seattle: University of Washington Press, in association with the Sealaska Heritage Institute.

Displacement, diasporas, non-places and place-making

Appadurai, Arjun

2003 [1996] Sovereignty Without Territoriality: Notes for a Post-colonial Geography." In *The Anthropology of Space and Place: Locating Culture*, Setha M. Low and Denise Lawrence-Zúñiga, eds. Pp. 337-349. London: Blackwell Publishing Press.

1996 "The Production of Locality" in *Modernity at Large: Cultural Dimensions of Globalization*. Pp. 178-199. Minneapolis: University of Minneapolis Press.

Augé, Marc

1995 *Non-Places: An Introduction to an Anthropology of Supermodernity*. John Howe, trans. London: Verso.

Bender, Barbara and Margot Winer, eds.

2001 *Contested Landscapes: Movement, Exile, and Place*. Oxford: Berg.

Clifford, James

1997 *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge, Mass.: Harvard University Press.

Escobar, Arturo

2001 Culture Sits in Places: Reflections on Globalism and Subaltern Strategies of Localization. *Political Geography* 20: 139-174.

Gupta, Akhil

1992 The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism. *Cultural Anthropology* 7(1): 63-79. (Reprinted in Low and Lawrence-Zúñiga)

Gupta, Akhil, and James Ferguson

1997 Beyond Culture: Space, Identity, and the Politics of Difference. In *Culture, Power, Place: Explorations in Critical Anthropology*. Akhil Gupta and James Ferguson, eds. Pp. 36-51. Durham: Duke University Press.

Harris, Cole

2002 Chapter 9: Native Space. In *Making Native Space*. Pp. 265 – 292. Vancouver: University of British Columbia Press.

Johnson, Leslie Main

2010 *Trail of Story, Traveller's Path: Reflections on Ethnoecology and Landscape*. Edmonton: Athabasca University Press.

Kuper, Hilda

2003 [1972] The Language of Sites in the Politics of Space. In *Culture, Power, Place: Explorations in Critical Anthropology*. Akhil Gupta and James Ferguson, eds. Pp. 247-263. Durham: Duke University Press.

Lavie, Smadar

1996 Blowups in the Borderzones: Third World Israeli Authors' Gropings for Home. In *Displacement, Diaspora, and Geographies of Identity*. Smadar Lavie and Ted Swedenburg, eds. Pp. 55-96. Durham: Duke University Press.

Lavie, Smadar and Ted Swedenburg, eds.

1996 *Displacement, Diaspora, and Geographies of Identity*. Durham: Duke University Press.

Low, Setha

2004 [2001] "The Edge and the Center: Gated Communities and the Discourse of Urban Fear." In *The Anthropology of Space and Place: Locating Culture*, Setha M. Low and Denise Lawrence-Zúñiga, eds. Pp. 387-407. London: Blackwell Publishing Press.

Mills, Carolyn

1993 Myths and Meanings of Gentrification. In *Place/Culture/Representation*. James Duncan and David Ley, eds. Pp. 149-170. London: Routledge.

Seed, Patricia

2001 "Imagining a Wasteland; or, Why Indians Vanish" In *American Pentimento: The Invention of Indians and the Pursuit of Riches*. Pp. 29–56. Minneapolis: University of Minnesota Press.

Treaty 7 Elders and Tribal Council, with W. Hildebrandt, S. Carter and D. First Rider

1997 *The True Spirit and Original Intent of Treaty Seven*. Montreal: McGill-Queen's University Press.

In addition to the categories that appear in the *Suggested Readings and Topics* section of the syllabus supplement above, see also: categories of organization as outlined in Low and Lawrence-Zúñiga's edited volume, *The Anthropology of Space and Place: Locating Culture*, London: Blackwell Publishing, 2003. This includes, **Embodied Spaces; Gendered Spaces; Inscribed Spaces;** and **Spatial Tactics**. Consider also, organization according to "**Acoustemologies of Place**" after Feld (1996) also referred to as "**Sonic Geographies**," and according to **local juridical traditions of land tenure**, after the Treaty 7 Elders, Goldschmidt, Myers, Palmer, and Harris, above.

Statement on recordings for this class:

This course is delivered synchronously, with occasional asynchronous components. Recording of discussion, and of synchronous lectures for posting on eClass for asynchronous viewing, will adhere to University of Alberta policy per pandemic procedures. Recording, and advice of recording, by the instructor, is provided in Zoom; students are not to record lectures or images themselves without securing additional permissions from the instructor. Covert recording is expressly forbidden. Consent of students as to recording is sought in the first class of the term. Some portions of recordings may be removed from eClass for reasons of compassion or decorum, without notice. In some cases, and where technical failures prevent recording, recordings may be unavailable. A record of written chat, including roll call, may be made by the instructor. Students may download written chat records listed as 'public' on Zoom sessions. All presenters, including the instructor and guest presenters, retain copyright to their presentations and course materials.

The student code, mandatory language for an official University of Alberta course outline or syllabus, with additional notes highlighted:

Student Resources: The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>. Additionally, the University's COVID-19 Information and Updates appear on that page.

Accessibility Resources: (online, with the physical location of services in 1 – 80 SUB as available)
The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage as soon as possible.

The ways that people learn are enormously variable; your instructor strongly supports the Student Accessibility Services system, and hopes that you will feel free to approach Accessibility Resources staff to discuss any special assistance you may require to reach your academic goals.

The Academic Success Centre: (online, with the physical location of services in 1-80 SUB as available)
[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (online, with the physical location of services in 1-42 Assiniboia Hall as available)
The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

First People's House: The First Peoples' House provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar." Or, see: <https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Assessment-and-Grading-Policy.pdf>

In compliance with academic regulations at the University of Alberta, each course outline must make clear reference to the student code of behaviour, and the instructor's responsibilities to the student, in part through certain mandatory quotations from the university policy as set down by the General Faculties Council. While much of the information contained in this section, drawn from the Code of Student Behaviour will be well known to most students, its inclusion in this document is required or strongly advised by the General Faculties Council and/or the Office of the Dean of Arts.

Academic Integrity: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." See: <https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour> and www.governance.ualberta.ca.

All students should consult [the Academic Integrity website](#). See: <https://www.ualberta.ca/current-students/academic-resources/academic-integrity/index.html>. If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](https://www.ualberta.ca/provost/dean-of-students/student-conduct-and-accountability/discipline-process). See: <https://www.ualberta.ca/provost/dean-of-students/student-conduct-and-accountability/discipline-process>

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

Learning and working environment:

“The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice, at:

<https://www.ualberta.ca/current-students/ombuds>

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community. [Your instructor has posted a fuller, personal oral acknowledgement of the land and Indigenous Peoples in a Welcome video, at the top of the eClass website.](#) Policy and Procedures are described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.”

Missing Term Work:

“When a student is unable to hand in an assignment (or other term work) on time or is absent from an examination, the student may apply for an excused absence. Students should contact their instructor as soon as they are able, having regard to the circumstances. If a student fails to notify an instructor of their request for an excused absence within a reasonable period of time, the instructor may deny the request unless the student provides a legitimate reason for the delay.

According to the University of Alberta Calendar, the following are examples of conditions that would justify consideration for an excused absence: Illness; Domestic Affliction; Religious Conviction. Students must apply to the instructor within two working days of the absence (or as soon as possible with due regard for the circumstances.)”

“Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted.

Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.”

The above University policy referring to missing term work was formulated in pre-pandemic circumstances, and your instructor is aware that the full scope of difficulties with access may not have been contemplated. Your instructor reserves the right to institute compassionate measures in unforeseen circumstances, in the best interests of the students, in keeping with the *Code of Student Behaviour*.

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#) This link updates to: <https://www.ualberta.ca/registrar/examinations/exam-guidelines-for-students/what-to-do-when-you-are-sick>

Unauthorized Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the content of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

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Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass.