Geography 340: Settlements of Rural Canada: Fall, 2019

Class Times:
Tuesday and Thursday, 2:30 – 3:50, EV1, 132

Prerequisite:
GEOG 101 (or permission of instructor)

Instructor:
Clare Mitchell, EV1 Room 224
E-mail: cjamitch@uwaterloo.ca
Office hour: Wednesdays, 2:30-3:30, or by appointment

Course Description:
Canada’s rural settlements have undergone significant change over time. In this course, we describe, explain and interpret this change by examining their evolving spatial patterns and identities. More specifically, we consider the original form and function of Canada’s smallest places, the processes responsible for their decline, and how some are currently being re-invented. At the end of the course, student presentations will demonstrate the shifting identities of formerly resource-dependent municipalities across Canada and provide recommendations to guide their economic future.

Learning Objectives:
1. To gain knowledge and critical understanding of the key concepts, current advances, and theoretical approaches in the field of rural geography.
2. To understand the research methods of rural geographers, and how these methods are used to address the issues facing Canada’s smaller settlements.
3. To improve written and oral communication skills.
4. To gain experience in working with others.

Course Management:
The course is managed through LEARN. Power point slides will be posted immediately before each class. Lecture attendance is necessary since the slides do not contain all the lecture material. Required readings, and announcements will also be posted at this site.

Course Requirements (see LEARN for details):

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight %</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>20</td>
<td>Sept. 26th</td>
<td>Covers lectures 2 - 6 (long answer format)</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
<td>TBD</td>
<td>Covers material presented since the midterm test (long answer format)</td>
</tr>
<tr>
<td>Community Transition Project</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual paper</td>
<td>30</td>
<td>Nov. 18th</td>
<td>Submit 2000-2500-word paper to digital drop box by 11:59 pm</td>
</tr>
<tr>
<td>Group presentation</td>
<td>10</td>
<td>Slides: Nov. 25th Presentations: Nov. 26 &amp; 28</td>
<td>Submit slides to digital drop box by 11:59 pm. A 25-minute presentation will be given on an assigned date.</td>
</tr>
</tbody>
</table>

Note: The late penalty is two marks per day; exceptions will be made for valid and documented medical reasons. If the class is small, then individual, rather than group presentations may be held.
Schedule (Subject to change)

Note: all readings are posted on the web site, unless otherwise noted.

Part 1: Traditional Rural Settlements (pre 20th century)

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 September 5</td>
<td>Introduction to Geography 340</td>
</tr>
<tr>
<td>2. September 10</td>
<td>Interpreting “rural”</td>
</tr>
<tr>
<td>3. September 12</td>
<td>The Hutterite colony: A traditional rural settlement Description of Community Transition Project</td>
</tr>
<tr>
<td>4. September 17</td>
<td>Traditional dispersed settlement patterns</td>
</tr>
<tr>
<td>5. September 19</td>
<td>Traditional nucleated settlement patterns</td>
</tr>
<tr>
<td>6. September 24</td>
<td>Traditional morphology</td>
</tr>
<tr>
<td>7. September 26</td>
<td>TEST</td>
</tr>
</tbody>
</table>

Part 2: Declining Rural Settlements

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. October 1</td>
<td>Depopulation in agricultural regions</td>
</tr>
</tbody>
</table>
Part 3: Re-inventing Rural Settlements

10. October 8
The nature of re-invention
No reading

11. October 10
Re-invention approaches I

*Reading week*

12. October 22
Re-invention approaches II

13. October 24
Re-invention approaches III

14. October 29
Re-invention influences I: Rural re-population

15. October 31
Re-invention influences II: Rural re-population continued

16. November 5
Re-invention influences III: Heritage commodification

17. November 7
Re-invention influences IV: Place-branding


18. November 12  
Re-invention impacts: Rural gentrification


19. November 14  
Re-invention impacts: Confrontation in the countryside


*Submit digital copy of paper by November 18th, 11:59 pm*

**Part 4: Re-inventing rural settlements: case studies**

20. November 19  
Mandatory presentation planning session. Failure to attend without a valid medical reason will result in a two-mark penalty.

21. November 21  
Mandatory presentation planning session. Failure to attend without a valid medical reason will result in a two-mark penalty.

*Submit presentation slides by 11:59 pm on November 25th*

22. November 26  
Presentations

23. November 28  
Presentations

24. December 3  
Summary or make-up class

**Notes:**

**Academic integrity:** To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read *Policy 70, Student*
Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.