

**Geography 340: Settlements of Rural Canada  
Fall, 2017**

**Class Time:**

Tuesday and Thursday, 11:30 – 12:50, EV1, 350

**Prerequisite:**

GEOG 101 (or permission of instructor)

**Instructor:**

Clare Mitchell, EV1 Room 224

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Office hours: Tuesdays, 1:00 – 2:00

**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 they are currently being re-invented. At the end of the course, student presentations will demonstrate the shifting identities of 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 after each class. Lecture attendance is necessary since the slides do not contain all the material covered in class. Required readings, and announcements will also be posted at this site.

**Course Requirements:**

Component	Weight %	Date	Notes
Test #1	20	Oct. 5	Long answer format
Test #2	30	Nov. 14	Long answer format Covers material since test #1
Project	50		
Individual paper	30	Nov. 3	Submit to digital drop box by 11:59 pm
Group presentation	10	<i>Slides:</i> Nov. 22 <i>Presentation:</i> Nov. 23/28/30	Submit slides to digital drop box by 11:59 pm. A 25-minute presentation will be given on the assigned date.
Individual reflection	10	December 7	Submit to digital drop box by 11:59 pm

The late penalty is two marks per day; exceptions will be made for valid, and documented, medical reasons

### Project:

The purpose of this assignment is to determine if, and how, a Canadian settlement is transitioning away from resource-dependency to assume a new identity. There are four components: a paper, which will be prepared individually, a 25-minute group presentation (with slides), which will be prepared during two mandatory classes, and, an individual reflection on the presentations, which is due one week after classes end. Further information about this assignment is posted on the course website.

### Schedule (Subject to change)

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

#### Part 1: Traditional Rural Settlements (pre 20<sup>th</sup> century)

- |                 |   |
|-----------------|---|
| 1 September 7   | Introduction to Geography 340   |
| 2. September 12 | Interpreting "rural"<br><br>Woods, M. (2005) Rural Geography: Processes, Responses and Experiences. In <i>Rural Restructuring</i> . Sage Publications. Los Angeles. Pp. 3 -16.<br><a href="https://books.google.ca/books?id=FRXxt1E9EEEC&amp;printsec=frontcover&amp;dq=editions:9pPDcEjKNZQC&amp;hl=en&amp;sa=X&amp;redir_esc=y#v=onepage&amp;q&amp;f=false">https://books.google.ca/books?id=FRXxt1E9EEEC&amp;printsec=frontcover&amp;dq=editions:9pPDcEjKNZQC&amp;hl=en&amp;sa=X&amp;redir_esc=y#v=onepage&amp;q&amp;f=false</a> |
| 3. September 14 | The Hutterite colony: A traditional rural settlement<br><br>Janzen, R. A. and Statton, M. (2010) <i>The Hutterites in North America</i> . John Hopkins University Press. Baltimore MD. Read chapters 1 and 11.<br><b>Last day to select your municipality for study (see web site for list of potential places)</b>   |
| 4. September 19 | Traditional dispersed settlement patterns<br><br>Wonders, W. C. (1982) The Influence of the Surveyor on Rural Settlement Patterns in Canada. <i>Terraviva</i> 1: 15-26.   |
| 5. September 21 | Traditional nucleated settlement patterns<br><br>Pauls, R. (2015) <i>Mennonites, Hydro and the Grand River: An exploration of C.F. Whebell's "Corridors: A Theory of Urban Systems" As Applied to Waterloo Township, Ontario</i> . University of Waterloo. Read pages 17 to 46.   |
| 6. September 26 | Traditional morphology<br><br>Hodge, G. and D. Gordon (2014) <i>Planning Canadian Communities</i> (6 <sup>th</sup> edition). Thomson, United States. Read chapter 3: pages 38-51.   |

## Part 2: Declining Rural Settlements

7. September 28                      Depopulation in agricultural regions
- Stabler, J.C. and Olfert, M.R. (2009) "One Hundred Years of Evolution in the Rural Economy". In Jene Porter et al. eds. *Perspectives of Saskatchewan 1905-2005*. Winnipeg: University of Manitoba Press. Read pages 125-148.  
<https://books.google.ca/books?id=VlpVfAQekzUC&printsec=frontcover&dq=Perspective+s+of+Saskatchewan+1905-2005.&hl=en&sa=X&ved=0ahUKEwjEoNf80tvJAhXRj4MKHVWDAHgQ6AEIHDA#v=onepage&q&f=false>
8. October 3                              Depopulation in resource regions
- Rollwagen, K. (2007) When Ghosts Hovered: Community and Crisis in a Company Town, Britannia Beach, British Columbia, 1957-1965. *Urban History Review / Revue d'histoire urbaine*, 35 (2): 25-36.
9. October 5                              **Test #1**

## Part 3: Re-inventing Rural Settlements: Approaches and Processes

10. October 12                            Intervention and the Exogenous Approach
- Blake, R. (2015). *Lions or Jellyfish? Newfoundland-Ottawa Relations since 1957*. University of Toronto Press. Read chapter 4: pages 125-151.
11. October 17                            The Endogenous Approach
- Markey, S., Halseth, G. and Manson, D. (2012). *Investing in Place: Economic Renewal in Northern British Columbia*. Vancouver, UBC Press. Read chapter 3: pages 51-83.
12. October 19                            The Neo-endogenous and Neo-exogenous Approaches
- Mitchell, C.J.A. and O'Neill, K. (2016). Mine site re-purposing in Atikokan, Ontario: an application of the 'transition template.' *The Extractive Industries and Society*.  
<http://dx.doi.org/10.1016/j.exis.2016.09.005>    **OR**
- Steel, C. E. & Mitchell, C. J. A. (2017). Economic transition in the Canadian north: Is migrant-induced, neo-endogenous development playing a role? *The Journal of Rural and Community Development*, 12(1), 56-75.
- Interview with Zita Cobb: <http://www.azuremagazine.com/article/interview-with-zita-cobb-fogo-island-inn/>

13. October 24                      Processes: Place-branding
- Stern, P. and Hall, P. (2010) Historical Limits: Narrowing Possibilities in 'Ontario's Most Historic Town'. *The Canadian Geographer* 54(2): 209-227.
- Stolarick, K.M. Denstedt, M. Donald, B, Spencer, G.M. (2010) Creativity, Tourism and Economic Development in a Rural Context: The Case of Prince Edward County. *Journal of Rural and Community Development* 5(1): 238-254.
- Recommended: Cleave, E. and Arku, G. (2015) Community Branding and Brand Images in Ontario, Canada. *Place Branding and Public Diplomacy*. 11: 65-82.
14. October 26                      Processes: Rural in-migration (ex. New rural farmers)
- Ngo, M. and Brklacich, M. (2013) New farmers' Efforts to Create a Sense of Place in Rural Communities: Insights from Southern Ontario, Canada. *Agriculture and Human Values* 31: 53-67.
15. October 31                      Processes: Counterurbanization (e.g. Radical ruralites)
- Vannini P. and Taggart, J. (2013) Voluntary Simplicity, Involuntary Complexities, and the Pull of Remove: The Radical Ruralites of Off-grid Lifestyles. *Environment and Planning A*, 45: 295-311.
- Mitchell, C.J.A. and Shannon, M. (2017). Establishing the routes to rural in-migrant proprietorship in a Canadian tourism region: a mobilities perspective. *Population, Space and Place*. DOI: 10.1002.psp.2095.
16. November 2                      Processes: Heritage commodification
- Mitchell, C.J.A. (2013) Creative Destruction or Creative Enhancement? Understanding the Transformation of Rural Spaces. *Journal of Rural Studies*. 32: 375-387.
- Submit digital copy of paper by Friday, November 3<sup>rd</sup>, by 11:59 pm**
17. November 7                      Processes: Rural gentrification
- Guimond, L., Simard, M. (2010) Gentrification and Neo-rural Populations in the Québec Countryside: Representations of Various Actors. *Journal of Rural Studies* 26: 449-464.
- Nepal, S. and Jamal, T.B. (2011) Resort-induced Changes in Small Mountain Communities in British Columbia, *Mountain Research and Development* 31(2): 89-101.
18. November 9                      Processes: Countryside conflict
- Masuda, J. and Garvin, T. (2008) Whose Heartland? The Politics of Place in a Rural-urban Interface. *Journal of Rural Studies*, 24(1): 112-123.
- Mair, H. (2009) Searching for a New Enterprise: Themed Tourism and the Re-making of One Small Canadian Community. *Tourism Geographies*, 11(4): 462-483.
19. November 14                      **Test #2**

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

20. November 16 In-class mandatory group planning session. Failure to attend and remain for the full 80-minutes without a valid medical reason will result in a two-mark penalty.

21. November 21 Mandatory group planning session. Failure to attend and remain for the full 80-minutes without a valid medical reason will result in a two-mark penalty.

**Submit presentation slides by 11:59 pm on November 22**

22. November 23 Group Presentations 1-3

23. November 28 Group Presentations 4-6

24. November 30 Group Presentations 7-9

#### Notes:

##### ◆ Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

lecture content, spoken and written (and any audio/video recording thereof); handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides); questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

##### ◆ 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. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>. Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71

– Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **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.

◆ **Mental Health:**

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

◆ **Religious Observances:**

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

◆ **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. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

◆ **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) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

◆ **Unclaimed assignments:**

Unclaimed assignments will be retained until one month after term grades become official in quest"]. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

◆ **Communications with Instructor and Teaching Assistants:**

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

◆ **Turnitin:**

Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. To better understand the meaning of

'similarity' in Turnitin, see

[https://guides.turnitin.com/01\\_Manuals\\_and\\_Guides/Student/Classic\\_Student\\_User\\_Guide/17\\_Similarity\\_Check#Viewing\\_an\\_Originality\\_Report](https://guides.turnitin.com/01_Manuals_and_Guides/Student/Classic_Student_User_Guide/17_Similarity_Check#Viewing_an_Originality_Report).

Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

◆ **Recording lectures:**

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

◆ **Co-op interviews and class attendance:**

Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.