

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):

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

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)

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| 1 September 5 | Introduction to Geography 340 |
| 2. September 10 | Interpreting "rural"

Woods, M. (2005) Rural Geography: Processes, Responses and Experiences. In <i>Rural Restructuring</i> . Sage Publications. Los Angeles. Pp. 3-16.
https://books.google.ca/books?id=FRXxt1E9EEEC&printsec=frontcover&dq=editions:9pPDcEjKNZQC&hl=en&sa=X&redir_esc=y#v=onepage&q&f=false |
| 3. September 12 | The Hutterite colony: A traditional rural settlement
Description of Community Transition Project

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. |
| 4. September 17 | Traditional dispersed settlement patterns

Wonders, W. C. (1982) The Influence of the Surveyor on Rural Settlement Patterns in Canada. <i>Terraviva</i> 1: 15-26. |
| 5. September 19 | Traditional nucleated settlement patterns

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 24 | Traditional morphology

Hodge, G. and Gordon, D. (2014) <i>Planning Canadian Communities</i> (6 th edition). Thomson, United States. Read chapter 3: pages 38-51. |
| 7. September 26 | TEST |

Part 2: Declining Rural Settlements

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| 8. October 1 | 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. <i>Perspectives of Saskatchewan 1905-2005</i> . Winnipeg: University of Manitoba Press. Read pages 125-148. |
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9. October 3 Depopulation in resource regions

Story, K. and H. Hall (2018). Dependence at a Distance: Labour Mobility and the Evolution of the Single industry Town. *The Canadian Geographer*. 62 (2): 225-237.

Part 3: Re-inventing Rural Settlements

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

11. October 10 Re-invention approaches I

Blake, R. B. (2015). *Lions or Jellyfish: Newfoundland-Ottawa Relations since 1957*. Read Chapter 4. Co-operative Federalism: Newfoundland, Ottawa and Resettlement after 1965.

Reading week

12. October 22 Re-invention approaches II

Halseth, G. Markey, S. Ryser, L. Hanlon, N. and Skinner, M. (2017). Exploring New Development Pathways in a Remote Mining Town: The case of Tumbler Ridge, BC, Canada. *Journal of Rural and Community Development* 12, 2(30): 1-22.

13. October 24 Re-invention approaches III

Mitchell, C.J.A. and Shannon, M. (2018a). Are In-migrant Proprietors Driving or Enhancing Cultural Heritage Tourism in Transitioning Resource-dependent Communities? The case of Trinity, Newfoundland and Labrador. *The Canadian Geographer* DOI10.1111/cag.12465. pp. 1-16

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

Vaninni 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.

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

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.

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

Mitchell, C.J.A. and Shannon, M. (2018b) Exploring Cultural Heritage Tourism in Rural Newfoundland through the Lens of the Evolutionary Economic Geographer. *Journal of Rural Studies* 59: 21-34.

17. November 7 Re-invention influences IV: 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. **OR**

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.

18. November 12 Re-invention impacts: 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.
OR

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.

19. November 14 Re-inventionImpacts: Confrontation in the countryside

Simard, M. Guimond, L., Vézina, J. (2018). Neo-rural Populations and their Relations with Local Decision Makers in Rural Québec: Collaboration or Conflict? *GeoJournal* DOI: 10.1007/s10708-017-9789-4

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.