

## **Cultural Landscapes and Identity in Canada**

**Instructor:** Peter Thompson, School of Indigenous and Canadian Studies,  
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**Office Hours:** 15:45-16:45, or by appointment

**Classroom:**

**Meeting times:** A.M. 10:00 – 11:40; P.M. 14:00 – 15:40

**Teaching Assistant:** Denisa Krásná, [415695@mail.muni.cz](mailto:415695@mail.muni.cz)

### **Course Description:**

Landscape has always been a durable and important marker of Canadian cultural identity, from the fear of the harsh and forbidding landscape characteristic of early settlers, to the idea of the landscape as a source of spiritual renewal for romantic poets, to the relationship between Indigenous peoples and the land. At the same time, the relationship between Canadians and the land has always been at least in part defined in economic terms: Canada's natural resources fuelled settlement, position the country as an important exporter of oil, timber, and fresh water, and have led to contests between the settler society and Indigenous communities.

### **Structure of the Class:**

This course will function as an informal seminar in which every member of the class has a responsibility to foster discussion, approach topics respectfully and seriously, and contribute to the overall learning environment. In order to achieve this, students are expected to come to class having done the readings and with questions about the material and the larger objectives of the course. Each class will begin with a short overview of the topic by the instructor and will include broader discussions of the issues and break-out workshops and exercises.

### **Course Objectives**

1. To examine the role of landscape and space in understanding Canadian cultural identity.
2. To introduce students to recent scholarship in spatial identity theory, heritage studies, and cultural studies.
3. To encourage students to critically examine the conflict between environmental determinism and social construction as it relates to perceptions of the built and natural environment in Canada.

4. To improve students' critical thinking skills, critical reading skills, and written and oral communication through class discussions and written assignments.

## **Assessment**

### **1. Student Portfolio (50% -5 X 10%)**

You will reflect on issues and ideas raised in each class by writing a 500-word reply to a question provided by the instructor at the end of each day. The goal is to demonstrate knowledge of issues raised in class and the readings and to connect them to course objectives. **Submit by 3 May, 2019.**

### **2. Research Essay (50%)**

Students will write a research essay (B.A. students: 2000 words; M.A. students 3000 words). Topics and guidelines will be discussed in the first class and then throughout the sessions. **Submit by 17 May, 2019**

## **Course Readings**

The readings for this course are available on the course ELF page.

### **Class 1: Introductions: discussion of student landscape responses**

#### **Class 2: Canada and Cultural Landscapes**

Northrop Frye, "From 'Conclusion to the Literary History of Canada.'" *Unhomely States: Theorising Canadian Postcolonialism* 9-20.

Margaret Atwood, "From *Survival*," *Unhomely States: Theorising Canadian Postcolonialism*. 20-39.

Eva Mackey. "Death By Landscape: Race, Nature and Gender in Nationalist Mythology," *Canadian Women's Studies* (2000). 125-130.

#### **Class 3: Contesting Landscape**

Leanne Betasamosake Simpson, "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation," *Decolonization: Indigeneity, Education & Society* 3 (2014), 1-25.

Eve Tuck and K. Wayne Yang. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* Vol. 1, No. 1, 2012, pp. 1-40 (read p 1-10)

Chelsea Vowel, "Beyond Territorial Acknowledgments," <https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/> blog, September 23, 2016,

#### **Class 4: Monuments**

Chelsey R. Carter, "Racist Monuments Are Killing Us," *Museum Anthropology* 41, no. 2 (2018): 139-141.

Gwendolyn W. Saul and Diana E. Marsh, "In Whose Honor? On Monuments, Public Spaces, Historical Narratives, and Memory," *Museum Anthropology* 41, no. 2 (2018): 117-120.

Boffa, Adriana. "The Question of Residential Schools in Canada: Preserve, Demolish, or Repurpose?," *Canadian Social Studies* 49, no. 1 (2017): 11-14.

Davidson, Tonya. "Imperial Nostalgia, Social Ghosts, and Canada's National War Memorial." *Space and Culture*, May 2016; vol. 19, 2: pp. 177-191

#### **Class 5: Urban Landscapes**

Julie Tomiak. 2016. "Unsettling Ottawa: Settler Colonialism, Indigenous Resistance, and the Politics of Scale." *Canadian Journal of Urban Research* 25.1, 8-21.

David Hugill. "What is a Settler Colonial City?" *Geography Compass* 2017.

Jennifer Nelson. "The Space of Africville, Creating, Regulating and Remembering the Urban 'Slum'", *Race, Space and the Law, Unmapping White Settler Society*, Between the Lines, Toronto, c2002. 211-232.

#### **Class 6: Discussion of research projects and interests**

#### **Class 7: Industrial Landscapes**

W.G. Hoskins. "The Industrial Revolution and the Landscape" *The Cultural Geography Reader* ed. Oakes and Price. New York: Routledge, 2008. 105-114.

Carol Diehl. "The Toxic Sublime" (Edward Burtynsky), *Art in America*, February, 2006. 188-123.

William Cronon. "The Trouble With Wilderness; or, Getting Back to the Wrong Nature." *Uncommon Ground: Rethinking the Human Place in Nature*. Ed. William Cronon. New York: Norton, 1996. 69-90.

#### **Class 8: Post-Industrial Landscapes**

Linkon, Sherry Lee. 2013. "Narrating the Past and Future: Deindustrialized Landscapes as Resources." *International Labor and Working Class History* 84: 38-54.

Navratil et al. "Brownfields do not "only live twice": The possibilities for heritage

preservation and the enlargement of leisure time activities in Brno, the Czech Republic" *Cities* 74 (2018): 52-63.

High, Steven. "The Landscape and Memory of Deindustrialization." *Corporate Wasteland* 2007.

<https://books.google.ca/books?id=vnjYBAAAQBAJ&printsec=frontcover&dq=Steven+high+corporate+wasteland&hl=en&sa=X&ved=0ahUKEwjO14T3hYDhAhXr6oMKHVU8DUwQ6AEIKTAA#v=onepage&q=Steven%20high%20corporate%20wasteland&f=false>

### **Class 9: Tourist Landscapes**

Alexander Wilson. "The View from the Road." *The Culture of Nature: North American Landscape from Disney to the Exxon Valdez*. Toronto: Between the Lines, 1991. 19-53.

Vaughan, R.M. 1994. "Lobster Is King: Infantilizing Maritime Culture." *Semiotexte(e)* 6 (2): 169-72.

Wyile, Herb. 2008. "Going Out of Their Way: Tourism, Authenticity, and Resistance in Contemporary Atlantic Canadian Literature." *English Studies in Canada* 34 (2-3): 159-80.

### **Class 10: Conclusion**