



FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 517.02: WILD PSYCHOGEOGRAPHY

FALL 2022

Class Schedule (M/W/3:30 – 4:45/EDC 252/in person)

Instructor	Professor Banting
Email:	pbanting@ucalgary.ca
Web Page:	D2L (access via MyUofC portal); https://profiles.ucalgary.ca/pamela-banting
Office Hours:	Thursdays 2:00 to 4:00 (zoom unless otherwise arranged)

Course description:

In a fossil-fueled world in which, for example, most of our food travels between 1500 and 3000 miles to land on our plates (our food is more well-travelled than we are), what is the meaning of walking, foot travel and other forms of bodily motion and locomotion? When people spend more time on freeways, in the air, and on the information highway than face-to-face, what is the meaning of places – or faces or feet and legs – for that matter? What are the connections between face and place, and how can foot travel give us back both of those? How do we make sense of a world where under globalization not only data and packages but animals, animal products and parts, and even human organs and blood are rushed frenetically around the world? Where even bees are no longer local but trucked hundreds of miles from farm to farm to farm? In what ways do our largely stationary lives inhibit or skew our understanding of the natural world and wild animals? What is the meaning of the picaresque narrative among citizens whose devices are mobile, not us? While considerable critical and theoretical attention has been paid of late to the figure of the flâneur and his jaunts and ambles around the urban metropolis, far less attention has been paid to moving through ‘natural’ environments.

Walking will be the primary form of locomotion we will consider and practice (a walking practice, like a yoga practice?) in the course, but we may also read relevant books and articles about and/or create projects around the following: swimming, hiking, cycling, kayaking, paddleboarding, canoeing, doing physical work in nature, horseback riding, tracking, and other forms of movement.

We will begin with Rebecca Solnit’s book *Wanderlust: A History of Walking* by exploring walking and the roles it has played in the Western cultural and literary inheritance.

We will explore points of intersection between movement and other variables such as knowledge, engagement with the world, writing, books, reading, reading the land, consciousness of space, sense of place, the nature of land (what *is* land?), rhythm and stride or other gaits, corporeality, affect (emotion), and community.

We may consider such topics as how locomotion is local motion: how corporeal motion, awareness of our surroundings and self-awareness interconnect; legs, locomotion and poetic composition (Wordsworth's legs); feet, boots and shoes (Tim Ingold); the literary tradition of the ramble; acquiring a sense of place in a new landscape via walking; birdwatching; natural history observation; swimming; diving in a cold sea to visit an octopus; contemporary pilgrimages (religious pilgrimage such as the Santiago de Compostela or the pilgrimage in *The Canterbury Tales*, runners' marathons, 'bagging' mountain peaks); tours and tourism; emotional geographies; animal geographies (*Being Caribou*); movement and epistemology (Tim Ingold, David Macauley); how our relationships with other animals are inflected by the fact that many of them can outrun us (and some can eat us); practicing flâneurie while female, Black, Brown or Indigenous; urban nature and urban flâneurie within the built environment; walking and environmental or other forms of activism; digital flâneurie: telemobility, or the flâneur as phoneur; automobility, biomobility (Shukin); journeying through toxic landscapes (radioactive spaces, tar sands, fracked areas, smoke, sites of former forest fires); housework as a form of flâneurie (the image of the home-maker gliding around her floors led by her Swiffer) vs. the lady as a tramp; and more. Research will be conducted via the library, the internet and the legs or other limbs.

The literature of walking exceeds the quantity of critical examination of such literature and as such presents a valuable opportunity for original research (Honours or Master's theses, for instance, PhD dissertation, annual undergraduate conferences, writing samples for applications to grad school or for job applications).

Course learning outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of a range of literary, cultural-historical and theoretical texts, topics and questions;
2. Understand that writing and creative production is not solely the product of isolated, sedentary, indoor practices;
3. Research and draft a proposal, a necessary skill in most fields and professions;
4. Practice traditional scholarship, narrative scholarship and research-creation and design and in a disciplined way successfully carry out a work of narrative scholarship or research-creation on some aspect of wild psychogeography.

Texts:

Rebecca Solnit, *Wanderlust: A History of Walking*

Ken Ilgunas, *Trespassing Across America: One Man's Epic, Never-Done-Before (and Sort of Illegal) Hike Across the Heartland*

Linda Hogan, *The Radiant Lives of Animals*

Dan Rubinstein, *Born to Walk: The Transformative Power of a Pedestrian Act*

Karsten Heuer, *Being Caribou: Five Months on Foot with an Arctic Herd*

Learning technology requirements:

N/A.

Assessments and Evaluation:

Proposal for your psychogeography project: (300 to 500 words; due no later than Sept. 19 th)	10%
Psychogeography project: (due November 14 th)	40%
Research essay: (2500 words/10 pp., due Nov. 30 th)	25%
Final take-home exam Distributed in class Dec. 7, due Dec. 12 by 4:30 p.m.)	<u>25%</u>
TOTAL	100%

Completion of assignments: Students must complete and submit ALL of the above assignments in order to be eligible for a passing grade in the course.

Exam: There will be a final take-home examination in this course. The take-home exam will be distributed in class on December 7th and is due no later than Monday, December 12th at 4:30 p.m. via electronic submission to our D2L site. There will NOT be a registrar-scheduled examination in this course.

Extra credits: There are no extra credit assignments.

Style: MLA Style, but Chicago Style is acceptable too. Just be consistent with whichever style you choose. Don't blend them.

Google Alerts: You might wish to set a few google alerts for terminology or writers/scholars associated with keywords or intriguing terms pertaining to the course. E.g., you might want to set one for "psychogeography" and one for "walking literature" or "walking in literature." It is fun to have some potential research come to you.

Proposal: We will discuss what a proposal is and how to craft one in class. Essentially, a proposal contains your rationale for your project (why you choose to do what you are going to do), the context (critical, historical or theoretical), your thesis, and methodology. It will be between 300 and 500 words.

Going over the list of assigned readings, the course outline and keywords in the class schedule may inspire and direct you in your psychogeographic project.

NOTE: Students may NOT write their research paper and do their seminar presentation on the same primary text(s), topics or questions. The goal of a course is to learn as much as possible, not as little as possible.

Psychogeography project: Any form of motility may be an acceptable basis for your project (e.g., wheelchair travel or other movement aids, digital mobility). Design and propose your project tailored to your interests, needs and abilities. You could design a terrific project about wheeling wild, for instance. Talk with me and others in the course about what you are thinking of doing.

Your analytical essay and/or your major project have the potential to morph into an honours thesis or a proposal and project for a Master's degree.

Active learning: This course will be conducted as a mixture of lecture, class and small-group work, discussion, walking, and other forms of learning. Respectful and thoughtful participation in all such activities is compulsory. A crucial part of intellectual work in general is being able to speak about it with others. In short, students will be expected to assume the role of active participants in the co-construction and dissemination of knowledge rather than that of merely passive consumers of it.

Attendance: Active learning is premised on being present. A strong commitment to class attendance, completing the assigned readings **in advance** of the class for which they are scheduled, avidly participating in your own and others' learning, demonstrating respectful, accountable and open intellectual engagement with the course materials and with fellow students and professor are very important components of learning. A class is a community, a group of living, breathing, thinking, responding, feeling, knowledge-creating beings. It is also a workplace, a working group, a think tank. We generate some of our best ideas and insights collectively, and this is both a good skill to acquire and it is one of the most pleasurable and memorable aspects of university. Intermittent attendance (more than a couple of absences per term) *always* results in losing one's place in terms of the material, assignments and the others in the course, and it can be a challenge to regain one's momentum. Obviously, this does not apply in the event of illness. This paragraph is about skipping classes while perfectly healthy.

Downloads: Please download from D2L and save to your own computer both 1) the course syllabus and 2) the class and reading schedule for easy reference throughout the term and so that you can access it even if your internet access is temporarily unavailable.

Formatting: All written assignments must be double-spaced in 12-point font with 1" margins on all four sides of the page. Times New Roman is the default font for work in English literature, though you can use another easily readable, professional font. "Fun fonts" do not make anyone's work appear professional.

Written assignments should be submitted in .doc format, not .pdf.

Late penalties will be deducted for late assignments. Late penalties can and sometimes do result in a failing grade on an assignment so students will want to start assignments well in advance of the due

date. The late penalty for assignments is one mark per day late. If an assignment is assessed, for instance, at 18/25, and it is two days late, the grade will be reduced by 2 marks/percent to 16/25.

Technology: The use of laptop and mobile devices in class is totally acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's **Internet and email use policy**. Electronic devices are permitted during the take-home examination.

Surfing the web, checking email or social media, taking calls or texting during class is distracting to you and to the people around you!! Taking calls or texting by leaving the classroom is also very disruptive to everyone and is not allowed.

Office hours: if you need some course-related guidance, assistance or advice, please make an appointment by emailing me in advance to set up a time. I will be happy to meet with you.

Taking notes: Research has shown that handwritten class notes are markedly superior in terms of acquiring a more thorough understanding of course material and for retention of material in one's memory. How you take notes is up to you, but please take extensive notes, and remember to take them of any films, videos or podcasts on the course. Films are vivid and you think you will remember them in sufficient detail to analyze and think about them, but unless you are a highly visual person you probably won't.

Annotations and Underlining: I highly recommend that you **annotate and underline** your course texts. Underlining and annotating in the margins are the best ways of acquiring and consolidating your knowledge of textual material and the best strategy for studying. 'Make tracks' in your text (though not, of course, in any library books, not ever) and you will be far more likely to take ownership of the knowledge we will be co-creating in the classroom. It is also vastly more efficient when it is time to prepare for class, prepare questions for your peers and carry out your research.

Conduct:

Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Policy on use of electronic devices:

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's **Internet and email use policy**. Electronic devices are not permitted during the Final Examination.

Grading System:

Grades will be calculated as percentages according to the following Departmental table:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

- Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There is no D- grade.
- Final grades that end in a point 5 (.5) will be rounded up to the next whole number before being converted to a letter grade (A, B, C, etc.) using the table above.

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

[English Department Website:](#)

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support:

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

[Academic regulations and schedules](#)

Student Academic Accommodations:

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca
Website: <http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual violence policy:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI):

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.