



THE UNIVERSITY OF
WINNIPEG

Department of Geography

GEOG-2408(3)-770 | Environmental Perception and Human Behaviour

Term: Spring, 2024

Professor: Jane Shulman

Day/Time: Tuesdays, Wednesdays & Thursdays from 1:00 - 3:00 p.m. (May 6 – June 17, 2024)

Course Delivery: Online Synchronous (Zoom)

Recurring Zoom link: <https://us06web.zoom.us/j/81410236608>

Meeting ID: 814 1023 6608 **Passcode:** 221811

Email: j.shulman@uwinnipeg.ca (Please do not email me through Nexus)

Office Hours: By appointment (via Zoom)

Teaching Assistant: Camille Forbes forbes-c24@webmail.uwinnipeg.ca

Course Description

This course focuses on varied themes and topics relating to perceptions of physical and social environments. Variations in the perception, images, and attitudes held by individuals and groups within different societies are examined and related to varied behavioral responses within a spatial and environmental context. Topics in this course include perception of natural hazards (floods, droughts, frosts, hail, etc.); perception of natural resources and the management of natural resources; images of urban neighbourhoods, cities, metropolitan regions, provinces, countries, the world; mental maps; attitudes towards resource development and the implications for local, regional, and national planning.

The objective of this course is to challenge students to look differently at familiar environments. Through a study of the spaces, places and accompanying perceptions and behaviours that we might take for granted, we will consider the meanings infused in our physical and social environments, and how those meanings change through different lenses. Engaging with methods including mental mapping and PhotoVoice, students will examine their own geographic perceptions and behaviours. We will also study ways that scientists and activists communicate to peers and the public about the environmental and health impacts of human behaviours, considering which approaches work well, and why, including the campaigns of influencers aiming to communicate environmental messages through social media. Through a variety of readings, screenings and activities, students will have an opportunity to look at how environmental perceptions are shaped, beliefs are formed, and behaviours change over time.

Required Technology

Zoom - for live classes and appointments with the instructor.

Nexus - to submit assignments, access required readings, videos and websites, find the syllabus, assignment descriptions, grading rubrics and graded assignments.

Use your WebAdvisor User ID and Password to log into the course Nexus page at <https://nexus.uwinnipeg.ca>.
If you are having difficulties with Nexus, contact the help desk at (204) 786-9149 or servicedesk@uwinnipeg.ca.

Required Texts

Readings for each week are to be completed before the Tuesday class of that week unless otherwise noted. Students can expect between 50-75 pages of reading most weeks.

Required readings include book chapters, academic journal articles, media articles, and blogs. All readings are available on the course Nexus site. The complete list of readings is in the Schedule section of this syllabus.

Assignments

Detailed assignment descriptions and grading rubrics will be posted to Nexus. We will discuss each assignment in depth in class. Graded assignments will also be posted to Nexus.

All assignments must be submitted via Nexus. Please do not email assignments to the instructor.

There will be a **deduction of 10% per day on late assignments. Assignments will not be accepted more than 7 days after they are due.**

If you are struggling with an assignment or with any of the material, please arrange to meet with the instructor to ask for help well before the due date.

All written assignments must be typed, and the use of AI text-generating tools is strictly prohibited.

There are three assignments in this course. Each assignment is meant to weave together readings, class discussions, and your reflections about environmental perceptions and behaviours. In order to do well on the assignments, it is important that you attend class and keep up with the readings, as you will be expected to reflect your accumulated learning in these assignments.

Assignment	Due Date	Value
PhotoVoice Assignment #1	Upload to Nexus by 11:59 p.m. on Thursday, May 23	35% of final grade
PhotoVoice Assignment #2	Upload to Nexus by 11:59 p.m. on Thursday, June 6	35% of final grade
Presentation & Written Summary	In class on your assigned date during the last week of the course. Summary must be submitted to Nexus by 11 a.m. on the day of your presentation.	30% of final grade

**PhotoVoice Assignment #1 due Thursday, May 23 by 11:59 p.m. (upload to Nexus)
35% of final grade**

**PhotoVoice Assignment #2 due Thursday, June 6 by 11:59 p.m. (upload to Nexus)
35% of final grade**

For these assignments, you will produce a PhotoVoice inspired by a theme related to environmental perception and/or behaviour that we have studied in this course.

PhotoVoice is a research method that combines photo and a written reflection to explain a situation, a space, a feeling, or an observation on a specific theme. For example, if you were prompted to produce a PhotoVoice about living in a densely populated city, you might take a photo of a broken-down bus shelter with people standing outside in the rain waiting for a bus because the shelter is unusable. You would then write a reflection about how you found the situation you photographed, what you observed, how it aligned or challenged your perceptions, how it related to a theme and material from this course, and anything else that you noticed.

Each of your PhotoVoice assignments will be **inspired by a theme we read about in the course**. The purpose is to relate your PhotoVoice to the course material that inspired it and reflect your understanding of the theme. Each PhotoVoice assignment will feature **one photo and a reflection of 400-500 words** based on questions that will be provided. We will spend a good deal of class time before the assignments are due looking at examples of PhotoVoice projects and discussing your ideas.

Please discuss your PhotoVoice ideas with the instructor well before the deadline if you are unsure about how to do these assignments and/or want to make sure your ideas are appropriate for the assignments.

Presentation and Written Summary

5 to 7-minute presentation and 400-500-word summary

30% of final grade

Due on your assigned date during the last week of the course

Summary must be uploaded to Nexus by 11 a.m. on the day of your presentation

In your 5 to 7-minute presentation, you will share with your classmates the work you did in one of your PhotoVoice assignments and discuss your process. How is your PhotoVoice related to a course theme? How did you choose the image? What message(s) were you trying to communicate? How did your process compare in your first and second PhotoVoices? How did your environmental perceptions change as you took photos of and reflected on familiar (or unfamiliar) surroundings?

The purpose of the presentation is to help your classmates learn by seeing your environmental perceptions and observations, and for you to learn from theirs. It will be fascinating to see how differently students interpret the course material and their surroundings, and how perceptions and behaviours may have changed.

Participation and Classroom Conduct

Classes will be conducted online using a combination of **Nexus** Communication Tools and **Zoom**. Students should be available during the posted lecture time for live streaming, discussions, video screenings, or field work unless otherwise specified. Readings, video links and other course materials will be posted on Nexus.

Field work and hands-on learning will be an important part of our studies, even though this is an online course. **Wednesday classes in Weeks 2, 3, 4, and 5 (May 15, May 22, May 29, and June 5) will be dedicated to working on exercises related to our readings and discussions. On those days, we will not meet on Zoom.** This will be an opportunity to observe the way that people use spaces in real time, and you will be encouraged to think about the environmental perceptions and behaviours at play. This field work will help with your PhotoVoice assignments, as you will be able to generate ideas and practice your skills. We will discuss your findings during the following classes.

A recurring Zoom link will be sent at the beginning of the course to all students registered for the course. The same link can be used for all lectures. Please arrive for class on time. **You are strongly encouraged to have your video on during lectures and discussions.** Classes will be structured to be as interactive as possible, and it is more enjoyable (and a lot easier to engage and get to know each other) if we see your face. If you prefer not to have your video turned on, **please consider uploading a photo of yourself to your Zoom profile** so that we can see (a version of) you and we are not just looking at your name in a box.

Please arrive at Zoom classes on time and keep your microphone on mute unless you have a question or comment, or you are participating in a discussion. If you have a question, you can use the 'raise hand' feature and the instructor will call on you when ready. Live lectures will not be recorded.

Attendance

You will get the most from this course if you come to class prepared. This means completing the assigned readings, paying attention to lectures and screenings, and participating in class discussions and group activities with thoughtful and respectful comments and questions. Meaningful contributions can include silent participation (attentive listening, nodding etc.).

Classes will operate as a space for us to explore ideas and reflections about the course content and learn together. If you have strong feelings about material we study, and you wish to comment, or if you disagree with someone else's comments, please choose your words carefully. Please relate your comments and questions to the material (not just opinions). If you notice that you are speaking more than others, please give others a chance to share.

During class time, please turn off and put away phones and all other devices unless you are using a device to take notes.

Making audio or video recordings of our Zoom classes is strictly prohibited unless you have made arrangements with the instructor in advance. This is a privacy issue and very serious.

Please find more information below on the UWinnipeg's regulations regarding a Respectful Learning Environment.

Grading Scale

A+	90 - 100%	GPA 4.50	C+	65 - 69%	GPA 2.5
A	85 - 89%	GPA 4.25	C	60 - 64%	GPA 2.0
A-	80 - 84%	GPA 4.0	D	50 - 59%	GPA 1.0
B+	75 - 79%	GPA 3.5	F	Below 50%	GPA 0
B	70 - 74%	GPA 3.0			

NOTE: The numeric boundaries separating letter grades may be adjusted at the request of the Departmental Review Committee. Grades are not final until approved by the University Senate.

Notes and Regulations

Office hours and communication

Office hours are by appointment and will be conducted via Zoom.

To contact the instructor outside of class time, please email j.shulman@uwinnipeg.ca. Please do not expect a response on evenings, weekends and holidays.

Possible Changes to Course Outline

This course outline should be considered a guideline only. Time constraints and other unforeseen factors may require that some topics be omitted or covered in less detail than indicated. A permitted or necessary change in mode of delivery may require adjustments to important aspects of this course outline, such as the class schedule and the number, nature, and weighting of assignments and/or exams.

Class Cancellation Notifications

When it is necessary to cancel a class due to exceptional circumstances, students will be contacted via their uwinnipeg.ca email. Students are reminded that they should regularly check their uwinnipeg.ca e-mail addresses to ensure timely receipt of correspondence from the university and/or their course instructor.

Back-up files

It is the student's responsibility to retain a material copy or digitized copy of all assignments submitted for grading in the event that a duplicate copy is required.

Final date to withdraw without academic penalty: June 5, 2024

Students are encouraged to contact the instructor before withdrawing in case I can be of help. Ceasing to attend classes or never attending classes does not constitute a withdrawal. Please note that withdrawing before the final withdrawal date does not necessarily result in a fee refund. For additional information concerning proper withdrawal procedures, please refer to Course Drop Information: <https://www.uwinnipeg.ca/registration/course-drop-information.html>

Important Calendar Dates

Monday, May 20 - Victoria Day (University closed)

For a complete list of important dates, please visit

<https://www.uwinnipeg.ca/academics/calendar/dates.html>

The first day of class is Tues. May 7, 2024. The last class is Thurs. June 13, 2024.

Academic Misconduct Policy and Procedures

<https://www.uwinnipeg.ca/policies/docs/policies/academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/policies/docs/procedures/academic-misconduct-procedures.pdf>

Regulations, Policies, and Academic Integrity

Students are encouraged to familiarize themselves with the Regulations and Policies found in the University Academic Calendar at

<https://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>.

Particular attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals). It is critically important to maintain academic integrity in your work.

Plagiarism, cheating, and other forms of academic misconduct will not be permitted. Even unintentional plagiarism is a form of academic misconduct. Similarly, uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is a form of misconduct, as it involves aiding and abetting plagiarism.

An updated and expanded U of Winnipeg library site outlining principles of Academic Integrity can be found at <https://library.uwinnipeg.ca/use-the-library/help-with-research/academic-integrity.html>.

Respectful Learning Environment

Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of platform being used.

Behaviour, communication, or acts that are inconsistent with a number of UW policies could be considered non-academic misconduct.

Respectful Working and Learning Environment Policy

<https://www.uwinnipeg.ca/respect/respect-policy.html>

Acceptable Use of Information and Technology

<https://www.uwinnipeg.ca/policies/docs/policies/acceptable-use-of-information-technology-policy.pdf>.

Non-Academic Misconduct Policy and Procedures

<https://www.uwinnipeg.ca/policies/docs/policies/student-non-academic-misconduct-policy.pdf>

<https://www.uwinnipeg.ca/policies/docs/procedures/student-non-academic-misconduct-procedures.pdf>

Academic Integrity and AI Text-Generating Tools

The use of AI tools is strictly prohibited in this course. Students must follow principles of academic integrity (e.g., honesty, respect, fairness, and responsibility) in their use of material obtained through AI text-generating tools (e.g., ChatGPT, Bing, Notion AI, etc.). Students may face an allegation of academic misconduct if using them to do assignments.

Copyright and Intellectual Property

Course materials are the property of the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides—irrespective of format. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before, for example,

photographing, recording, or taking screenshots of slides, presentations, lectures, and notes on the board. Students found to be in violation of an instructor's intellectual property rights could face serious consequences pursuant to the Academic Misconduct or Non-Academic Misconduct Policy; such consequences could possibly involve legal sanction under the Copyright policy <https://copyright.uwinnipeg.ca/basics/copyright-policy.html>

Research Ethics

Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. For submission requirements and deadlines, see <https://www.uwinnipeg.ca/research/ethics/human-ethics.html>

Privacy

Students should be aware of their rights in relation to the collecting of personal data by the University (<https://www.uwinnipeg.ca/privacy/admissions-privacy-notice.html>), especially if Zoom is being used for remote teaching (<https://www.uwinnipeg.ca/privacy/zoom-privacy-notice.html>) and testing/proctoring (<https://www.uwinnipeg.ca/privacy/zoom-test-and-exam-proctoring.html>)

Accessibility Services and Deaf and Hard of Hearing Services

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations are encouraged to contact Accessibility Services at 204.786.9771 or <https://www.uwinnipeg.ca/accessibility-services/> to discuss appropriate options. All information about a student's disability or medical condition remains confidential.

Academic Accommodation for Religious Reasons. Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. The instructor will then provide opportunity for students to make up work without penalty. A list of religious holidays can be found in the 2023-24 Undergraduate Academic Calendar: <https://www.uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

Student Wellness. The University of Winnipeg provides comprehensive general and specialized counselling and health services to all students for free at the Wellness Centre, located on the first floor of Duckworth Centre (1D25). For more information see <https://www.uwinnipeg.ca/studentwellness/>

Indigenous Student Services. Indigenous students seeking additional supports, academic or other, are encouraged to contact the Aboriginal Student Services Centre (ASSC). The ASSC offers a variety of support services, and was created to maintain a safe, educational and culturally sensitive environment for all Aboriginal students (First Nation, Metis and Inuit) as they pursue their academic studies at The University of Winnipeg. More information can be found at: <http://www.uwinnipeg.ca/assc/>.

English Competency and Writing Centre Students registered for this course are expected to demonstrate competency in English appropriate to university-level courses. Students needing additional assistance may contact the Writing Centre at <https://www.uwinnipeg.ca/writing-centre/index.html> for writing resources and tutoring services.

COVID-19

Students can find answers to updates and frequently asked questions related to COVID-19 here: <https://www.uwinnipeg.ca/covid-19/index.html>

Schedule

Readings for each week are to be completed before the Tuesday class of that week, unless otherwise noted. All required readings are posted on the Nexus course page.

Please note that the lecture and screening themes are subject to change. The list of topics serves as an outline. Topics may be added, removed, or changed as time allows.

Week 1 - May 7-9, 2024

Perceptions, beliefs, and the cultural turn in human geography

Recommended readings this week:

1. Mercier, Michael, and William Norton. *Human Geography*. Oxford University Press, 2019. (p. 6-34, p. 170-173, p. 178-196)
2. Homer-Dixon, Thomas. *Commanding Hope: The Power We Have to Renew a World in Peril*. Knopf Canada, 2020. (Ch. 11)

Week 2 – May 14-16, 2024

Counter-mapping, city-dwelling, queer belonging, and the multiple meanings of space

Required reading before May 14 class:

1. Jacobs, Jane. *The Death and Life of Great American Cities*. Vintage, 1992. (Ch. 2 & Ch. 3)
2. Nelson, Melissa J. "Place Names Are Powerful: Counter-Mapping Indigenous Spaces & Place Names." *Melissajnelson.com*. March 31, 2017. <https://melissajnelson.com/explore/digital-history/place-names-are-powerful-counter-mapping-indigenous-spaces-place-names/>

Week 3 – May 21-23, 2024

Environmental toxins, body burden, disease prevention, and climate protection

PhotoVoice Assignment #1 due by 11:59 p.m. on Thursday, May 23 (via Nexus)

Required reading before May 21 class:

1. Carson, Rachel. *Silent Spring*. Mariner, 2022. (p. x-xix, p. 187-198)
2. Steingraber, Sandra. *Living Downstream: An Ecologist's Personal Investigation of Cancer and the Environment*. Da Capo Press, 2010. (p. xi-xxvi, p. 239-259, p. 287-290)

Week 4 - May 28-30, 2024

Medical geography and exclusionary environments

Required reading before May 28 class:

1. Zook, Julie, and Kerstin Sailer. *The Covert Life of Hospital Architecture*. UCL Press, 2022. (Ch. 1)
2. Akbari, Zahra, and Allison Williams. "Understanding Women's Unpaid Work and Domestic Work: Using Photovoice to Capture Immigrant Carer-Employee Experiences in Southern Ontario, Canada." *Geography, Health and Sustainability*. Routledge, 2021. 112-126.
3. Mingus, Mia. "Reflections on an Opening: Disability Justice and Creating Collective Access in Detroit." *Leaving Evidence*. Aug. 23, 2010.
<https://leavingevidence.wordpress.com/2010/08/23/reflections-on-an-opening-disability-justice-and-creating-collective-access-in-detroit/>

Week 5 - June 4-6, 2024

Storm chasers, meme-makers, and contemporary environmental activism

PhotoVoice Assignment #2 due by 11:59 p.m. on Thursday, June 6 (via Nexus)

Required reading before June 4 class:

1. Cornelio, Gemma, Sandra Martorell, and Elisenda Ardèvol. "My Goal is to Make Sustainability Mainstream": Emerging Visual Narratives on the Environmental Crisis on Instagram." *Frontiers in Communication* 8 (2024).
2. Rahhal, Natalie. "Storm Chasing is an Exhilarating Rush. But is it Worth the Risk?" *National Geographic*. Aug. 17, 2022
<https://www.nationalgeographic.com/travel/article/storm-chasing-is-an-exhilarating-rush-but-is-it-safe>
3. Urquhart, Ian. "How ideology is Darkening the Future of Renewables in Alberta." *The Conversation*. April 16, 2024
<https://theconversation.com/how-ideology-is-darkening-the-future-of-renewables-in-alberta-226776>

Week 6 - June 11-13, 2024

Student Presentations

Course wrap-up. How have our environmental perceptions and behaviours changed?