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**COURSE OUTLINE - GEOG 252**

**Introduction to Coastal Geography**

Mondays and Wednesdays 4:30-5:50pm in Cornett A221



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**We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.**

Furthermore, UVic recognizes that colonization and associated attitudes, policies and institutions have significantly changed Indigenous peoples' relationship with this land. And for many years those same things served to exclude Indigenous students from higher education.

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The **course website** is used extensively and is available on **[coursespaces.uvic.ca](https://coursespaces.uvic.ca)** (check it regularly)

**Office Hours:** Tuesdays 4-6pm

**Office Location:** DTB B214

**Contact:** [mtfuller@uvic.ca](mailto:mtfuller@uvic.ca)

**COURSE DESCRIPTION**

In this course, we will explore a wide variety of coastal topics from biophysical, ecological, and social-cultural perspectives. Topics focus on coastal landscapes and communities and will include the fundamentals of coastal oceanography, climate, biodiversity, water quality, fisheries, First Nations, tourism and a broader set of implications for protection, conservation and restoration.

Almost half of the world's population lives on the coast and this percentage is increasing. These people are increasingly vulnerable to climate change, declining fisheries, and other hazards, some much more than others. Generation after generation, coastal people are committed to living and working on the coast. Coastal ecosystems provide more than a third of the world's ecosystem goods and services that we rely on. Not all these interests go well together, and many look for ways to enhance ecosystem integrity, socio-economic sustainability and cultural resurgence. As a student in this course you will

develop a solid foundation in Coastal Geography by examining the three main units of the course: the Biophysical module explores coastal formations, processes and habitats; Coastal Communities concerns the diversity, vulnerability and resiliency of people living in coastal regions; Human Use examines the utilization of coastal areas and their natural resources and conservation approaches.

**KEY THEMES:** Biophysical coastal features, coastal communities, human use, natural resources, sustainability.

## **ABOUT YOUR INSTRUCTOR**

**Matt Fuller** is a PhD candidate in the Geography focusing on Critical Geography and Political Ecology. He has a Masters in Environmental Studies and B.A. in social movement theory and media justice from the Evergreen State College in Olympia, Washington. His research focus is on environmental and climate justice, especially pertaining to how Indigenous and other frontline communities resist and respond to the harmful presence of fossil fuel megaprojects in their own backyards. Matt's PhD dissertation is in collaboration with Lummi Nation and is examining toxic hot spots and other contaminants in the Salish Sea that are adversely affecting the Southern Resident Orca families. Matt has spent 20+ years as a community organizer, activist and musician in the US and has worked closely with the Lummi Nation Sovereignty and Treaty Protection Office on projects for the last five years.

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**REQUIRED TEXT(S)** - There is no required text for this course. All readings (required and recommended) will be posted on coursespaces.

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## **LEARNING OUTCOMES**

***By the end of this course you will be able to***

- (1) appreciate the breadth and complexity of coastal environments;
- (2) be able to recognize and explain the importance of coastal processes, land forms and habitats;
- (3) understand the range of coastal communities, what makes many of them unique, perhaps vulnerable, and what resiliency and resurgence look like for these communities;
- (4) appreciate the complexities of managing human use on the coast, and explore a range of coastal planning tools and approaches towards achieving ecological integrity and socio-economic sustainability;
- (5) gain field experience by applying knowledge gained to a coastal area; and
- (6) develop your creative skills through a visual essay.

## **CLASSROOM ACTIVITIES**

Our learning community will meet twice a week and I ask that you come prepared with the week's readings and contribute to classroom discussions and lecture activities. Though there is no "participation grade," in my experience showing up and contributing in class lends itself to better course grades overall. We will draw on scientific papers and guest presentations but also on events captured in the media and controversies surrounding coastal geography.

You will submit critical reading reflections fairly frequently. These readings form the basis for our active learning experiences and for the candor and collaboration we seek to foster in the classroom. During class sessions you will have the opportunity to engage actively in think-pair-share, full-class and small group discussions, peer teaching and problem-solving activities to further explore the complexity of coastal issues.

You will prepare a visual essay on the various dimensions of the coastal geography of a specific coastal area that you will visit during the term. You will also present a Pecha Kucha on the selected coastal area. Please find detailed information on assignments below.

We might have the opportunity to go on a fieldtrip to the Cowichan Estuary. The Cowichan Estuary is a perfect example of bringing together the many themes we will discuss in class. Dates are still being organized but the field trip will probably be in October.

## EVALUATION

Assignment/Exam	Due Date/Time	% of Final Grade
Reading Reflections	Eight in total (each worth 4%) - Various dates throughout term (see coursespaces)	32%
Pecha Kucha Presentations	Various dates throughout term (see coursespaces)	8%
Visual Essay	Monday, December 2nd	20%
Midterm Exam	Monday, October 16th	15%
Final Exam	Exam period (to be determined)	25%

### Critical reading reflections (32% of final grade) -rubric on coursespaces

Readings on topics of Coastal Geography will be assigned throughout the term and will be posted on Coursespaces. These readings set the context and enable active learning through discussions and group tasks during class time. There will be eight reading assignments in total. These writings should be no longer than 500 words each. You will summarize the main points of the readings. Highlighting 'sticking points' that are confusing is encouraged and feel free to make connections to other readings, courses or personal experience. You must go beyond simply summarizing the article and demonstrate your own critical and applied thinking. Use paragraph form, 12pt font and 1.5 spacing with normal margins. Grading guidelines will be posted on coursespaces and you will be submitting these there, as well.

### Visual Essay (25% of final grade) -rubric on coursespaces

Working in small groups, students will complete a photo essay or video essay that integrates the themes of the course. Your visual essay should describe and analyze the 'character' of the coastal area you observed by describing the various dimensions of the coastal geography of the area based on first hand experience and research. Spend some time observing a coastal area. The area may be in Victoria or elsewhere, but you must visit the area during the term. You are strongly advised to visit your site several times during the term to observe changes due to weather, time of day, time of year etc and to get more than a snapshot of the place. Additional information can be gathered from sources such as print material, websites, or talking to people you see at the site. The assignment should integrate (1) an overview of the area including location; (2) a description of the biophysical features and processes, e.g., habitats, organisms, substrate, physical processes; (3) a description of coastal communities, development, resource use, conservation and other human activity; and (4) critical thinking that reflects concepts covered in class. You may submit your assignment in one of two formats that combines imagery (photos and/or video) and verbal description (text and/or audio). Please see me if you have other creative ideas for presenting your visual essay as well.

**Photo Essay:** 10-12 pages (printed, scrap book style). Should include photos and associated text. May also include other items, e.g., pressed seaweed for a scrapbook.

**Video Essay:** 10-12 minutes. Includes both video and/or still imagery with voice-over audio. You must submit a PDF document of the script, including citations.

**Pecha Kucha** (8% of final grade) -rubric on coursespaces

Pecha Kucha is a presentation style in which concise and fast-paced presentations are delivered in a series. Each group will make a Pecha Kucha presentation in Power Point of their visual essay coastal area. Four Pecha Kucha sessions will be scheduled throughout the term. Each Pecha Kucha presentation will include 7 image slides (1 image per slide; no added text other than image credit, if necessary) shown for 30 seconds each (3½ minutes in total). At least 4 of the 7 images must have been taken by the students and 1 of the slides must include a map showing the location of the coastal area (with credit to the source of the image). The aim of the presentation is to introduce your visual essay study site and highlight key aspects of the site.

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
  - Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)
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## POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. This commitment extends into our classroom and we will discuss what makes for a safe, productive and positive learning community in our first meetings. Together we will come up with a class compact that will serve as a guiding document for how we treat one another in the learning community and in our academic spaces for the courses.

## POLICY ON LATE ASSIGNMENTS

Deadlines are important to keep you on track in this course and to be fair to all students. All assignments are due at the start of class or at their pre-determined time posted online on coursespaces. For each day an assignment is late there will be a 10% penalty. I understand that challenging moments arise in our day to day lives, whether it might be medical situations or other personal circumstances, and that many of you work hard on top of full-time school. The earlier you come to speak to me the better I can help you.

## ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html)

Plagiarism can be a tricky slope and many students are unaware that they might be committing it. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php). If you have any questions or doubts, you can always come to talk to me or send me an email.

## ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL as soon as possible <https://www.uvic.ca/services/cal/>). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119  
Phone: 250.721.8021  
Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
Web: [uvic.ca/svp](http://uvic.ca/svp)

## COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the

department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

## WEEKLY CALENDAR

[The schedule below is preliminary. Topics and readings will be updated on CourseSpaces.](#)

DATE:	TOPICS:	READINGS, DELIVERABLES:
Wed Sept 4th	Course Introduction	
Mon Sept 9th	Importance of coastal areas	Martínez, M.L., Intralawan, A., Vázquez, G., Pérez-Maqueo, O., Sutton, P. and Landgrave, R., 2007. The coasts of our world: Ecological, economic and social importance. <i>Ecological Economics</i> , 63(2-3), pp.254-272.
Wed Sept 11th	<b>Intro to biophysical processes and ecologies</b>	Due - Reflection 01
Mon Sept 16th	Coastal formations and processes	Klee, G.A. 1999. <i>The Coastal Environment</i> . Prentice Hall, USA. Chapter 1: The Coastal System, pp. 4- 14, Coastal Formations, pp. 14-28.
Wed Sept 18th	Tides and Waves	Due - Reflection 02
Mon Sept 23rd	Productivity, Estuaries	See coursespaces for readings
Wed Sept 25th	Coastal Ecologies I	See coursespaces for readings
Mon Sept 30th	Coastal Ecologies II	See coursespaces for readings Due - Reflection 03
Wed Oct 2nd	TBA – <i>guest speaker TBA</i>	See coursespaces for readings
Mon Oct 7th	<b>Introduction to Coastal Communities</b>	See coursespaces for readings
Wed Oct 9nd	Foundations of coastal human geographies	Due - Reflection 04
Mon Oct 14th	Thanksgiving – No Class	Thanksgiving – No Class
Wed Oct 16th	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>
Mon Oct 21st	Coastal histories, coastal trajectories	See coursespaces for readings
Wed Oct 23rd	Coast Salish geographies, Indigenous resurgence	Due - Reflection 05
Mon Oct 28th	Social-economic connections and considerations	Pecha Kucha, See coursespaces for readings
Wed Oct 30th	Coastal Environment Justice – <i>guest speaker TBA</i>	Pecha Kucha
Mon Nov 4th	<b>Introduction to human management and use</b>	Pecha Kucha, See coursespaces for readings
Wed Nov 6th	Management regimes, from local to global	Pecha Kucha, Due - Reflection 06
Nov 11th-13th	<b>READING BREAK – NO CLASS</b>	<b>READING BREAK – NO CLASS</b>
Mon Nov 18th	Coastal political ecologies	See coursespaces for readings
Wed Nov 20th	Indigenous coastal management/protection	Due - Reflection 07
Mon Nov 25th	Case Studies & principles of protected areas	Case study readings
Wed Nov 27th	Case Studies & principles of conservation, restoration – <i>guest speaker TBA</i>	Case study readings, Due - Reflection 08
Mon Dec 2nd	<b>Visual Essay Presentations</b>	<b>Visual Essay Presentations</b>
Wed Dec 4th	Class potluck, Where do we go from here?	

## DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change.

## NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Feel free to come to talk to me with any concerns or issues.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* [uvic.ca/services/counselling/](http://uvic.ca/services/counselling/)

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* [uvic.ca/services/health/](http://uvic.ca/services/health/)

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* [uvic.ca/services/cal/](http://uvic.ca/services/cal/). *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*  
[uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)