



COURSE OUTLINE

GEOGRAPHY OF CANADA

In grateful acknowledgement of the L'kwungen & WSÁNEĆ peoples upon whose territories we are able to live and learn.

CONTACT

camo@uvic.ca (preferred) or 250-721-7330

Ways to contact me

- *Note: Before reaching out, please **review the course outline**, as much valuable information is included there.*
- I will host an **open office hour from 14:00-15:00 on Mondays** where anyone can attend and ask questions and discuss the course with others present.
- I will host an additional hour of **one on one meetings from 15:00-16:00 on Mondays**
 - **Procedure:** join Zoom sometime after 15:00; if I am not available (i.e. I am with another student), register by adding your name to the Chat and wait in the main Zoom space; I will meet with students in the Chat order in a separate breakout room.
- I have also set up a "**Course Info**" **discussion forum** (on Brightspace) where you can ask questions about the course. I will try to respond within 24 hours, and others can benefit from the answers. For questions of a more private/personal nature, you can **email me**. Note: I receive a high volume of messages and am not able to respond immediately. I will aim to reply within 24 hours (not including weekends). Please do not leave important matters to the last minute.

COURSE DESCRIPTION

This course introduces students to the interrelated **physical, cultural, historical and political geographies of Canada**. It involves lectures, videos, representations of Canadian art and music, and group discussions delivered this term online in live and self-guided formats. Classes are organized into three major sections.

The first section provides an overview of the Geography of Canada, asking: **what is Canada and who are Canadians?** We look at the study of geography, itself, consider Canada's geographic and political place in the world, survey the country's physical setting, interrogate the historical and contemporary stories or myths that sustain Canadian identity and nationalism, and interpret songs that help us understand some of the nuance of Canadian places: particularly cities and small towns.

In the second section, we consider **Canada at this time of crisis**, exploring daunting contemporary challenges facing Canadians including climate change, COVID-19 and imminent economic crisis, environmental degradation, natural hazards, and the Opioid overdose crisis.

In the third section, we turn to explore Canada's contested political geography specifically looking at **perennial social faultlines** or tensions at the heart of this large, diverse country. We do not shy away from highly controversial issues, grappling with relevant dimensions of Canada's complex historical and contemporary social setting. We investigate legacies of colonialism, Indigenous resistance, and resurgence; immigration and systemic racism in Canada (in particular looking at the experience of Black Canadians, in light of recent events), and finally regionalism (including resurgent Western Alienation). The point is to challenge our understandings of what Canada is, who Canadians are, who Canadian spaces are for, and what our collective future trajectory should be.

Intending neither to be uncritically patriotic nor treasonously cynical, this course will inspire important **new ways of seeing "Canada" and being "Canadian."**

COURSE FORMAT

Given the current situation and need for physical distancing, the course will be delivered online and will involve a mixture of self-guided activities and online live video lecture and discussion sessions.

Because of its online delivery there might be some additional challenges for you as a student. **Please read the following carefully and keep in mind for the course:**

- You can find useful information on online learning at the [UVic Learn Anywhere](#) portal.
- Much of this course will be delivered “live” on Mondays and Thursdays from 10:00-11:20 (Pacific Daylight Time) through the **Zoom** (video-conferencing) platform. All UVic students are automatically provisioned with access to Zoom. Log in through [uvic.zoom.us](#) or potentially through Brightspace (may be available by September 10, 2020) with your regular Netlink ID, password, and an access code for the class sessions (which will be posted on Brightspace prior to the first class).
- **Attending the live lectures** at the designated times is expected. Real-time interaction with the instructor and class-mates and the structure provided by having set times greatly enhances your learning experience. However, recognizing you may be facing unusual challenges in the context of the COVID-19 disruption and that you may be joining the class remotely from a vastly different time zone, attendance is not strictly mandatory. Lectures will be recorded and posted on Brightspace, although live group discussions will not be recorded.
- Note: on some days, there will be **self-guided learning** components and we will not meet for live sessions (see course schedule).
- **Brightspace** (which has replaced CourseSpaces) is the main course hub where you will access materials (e.g. the course outline, readings, links), complete quizzes and exams, submit assignments, check your grades, and engage in discussions.
- **Technology requirements:** You will need reliable access to the internet and a computer (preferably with webcam/microphone) or a smartphone to connect with the class for the online lessons (through Zoom). You should be comfortable using a word processor such as MS Word (Office 365) and will be required to submit some assignments in .doc or .pdf formats.
- The online format can seem strange and awkward at first, but we will do everything possible to make this a **comfortable and effective learning environment**. Keep in mind that we are all new to this format and we all need to be forgiving, open-minded, and adaptable. We’re in it together.
- Ensure you have a **distraction-free** space at home (or elsewhere) for the online classes.
- To help **build community**, you are encouraged to turn your video on during sessions. However, we fully understand there are circumstances for which you may be unwilling or unable to do so which is perfectly acceptable. Remember when joining with video, your classmates will be able to see your background... be wary. 😊
- The **“live” portion** of the course will involve lectures, break-out group sharing, class discussion, and time for questions and answers. Please listen carefully to directions given at the beginning of class around asking questions (through the Chat feature) and effective dialogue through this format. When you are not actively contributing, please ensure you “mute” yourself to reduce ambient noise. Also, **please be on time**, as joining late can be very distracting.
- Students less keen on sharing live will be able to participate through the [Brightspace forum](#). Both in live class discussions and in the online forum, please be respectful, constructive, and professional in all your online interactions. No falling into troll-mode.

EVALUATION

You will be evaluated on the following required elements:

| | | |
|--|--|-----|
| Due Oct 15 | Assignment #1: How places come to be + musical exploration of Canadian geography | 20% |
| Due Dec 3 | Assignment #2: Teaching guide accompanying media on a pressing Canadian issue | 25% |
| Ongoing (due Oct 8, Oct 26, Nov 5, Nov 16, Nov 30) | Self-guided studies – responses to self-guided study material (e.g. short summaries, quizzes) through Brightspace | 15% |
| Ongoing (final summary due date TBD) | Course engagement – based on contributions to live discussion and /or online forum. Students will submit a short summary reflecting on the nature and quality of their participation. | 5% |
| In December | Final exam (scheduled by the registrar) | 35% |

GRADING SYSTEM

As per the Academic Calendar:

| Grade | Grade point value | Grade scale | Description |
|------------------------------------|-------------------|-----------------------------|---|
| A+ A A- | 9 8 7 | 90-100% 85-89% 80-84% | Exceptional, outstanding and excellent 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. |
| B+ B B- | 6 5 4 | 77-79% 73-76% 70-72% | Very good, good and solid 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. |
| C+ C | 3 2 | 65-69% 60-64% | Satisfactory , or minimally satisfactory . These grades indicate a satisfactory performance and knowledge of the subject matter. |
| D | 1 | 50-59% | Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter. |
| F | 0 | 0-49% | Unsatisfactory 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. |

READINGS

There is no singular textbook for this course. Geog 306 involves a **diverse range of materials** including music, videos, podcasts and some readings. These **required sources of information** will be available online (usually posted on Brightspace). These should be read, watched, listened to etc. thoroughly and copies/notes accessible during class. Note reading, watching, listening **effectively is essential** for success in this course and materials will be tested on the final.

Be mindful that simply **reading (or watching/listening) without engaging with the material is useless** in that the material has no chance of moving from short to long term memory. It is critical to mark up, highlight, take notes and critically reflect while reading. Invest time and effort and you will be rewarded.

Canadian football player Pinball Clemons counsels that: “We all must suffer one of two pains in life: either the pain of [focus and] discipline or the pain of regret.” Commit this term if not to suffering at least to developing some discipline and focus, especially important given the online format.

TENTATIVE SCHEDULE

| Week | Date/Topic |
|---------|---|
| | What is Canada? Who are Canadians? |
| Week 1 | Sept 10 – Introduction |
| Week 2 | Sept 14 – Canada’s place in the world Sept 17 – Physical geographic setting |
| Week 3 | Sept 21 – Canadian Myths & National Identity Sept 24 – Canadian Myths & National Identity |
| Week 4 | Sept 28 – Settlement & development Oct 1 – Settlement & development |
| Week 5 | Oct 5* – Self-guided study 1: Musical Geographies (no live class) Oct 8 – Musical Geographies + Self-guided study 1 due |
| Week 6 | Oct 12 – No class (Thanksgiving) Oct 15 – Assignment #1 due |
| | Canada at a Time of Crisis |
| Week 7 | Oct 19 – Canada at a Time of Crisis – reflecting on climate change, COVID-19, and other contemporary crises Oct 22* – Self-guided study 2: on “natural” hazards + video: “Cascadia Subduction Zone” (no live class) |
| Week 8 | Oct 26 – “Natural Hazards” in Canada + Self-guided study 2 due Oct 29 – Environmental crises |
| Week 9 | Nov 2* – Self-guided study 3: on the Opioid Crisis (no live class) Nov 5 – Opioid crisis + Self-guided study 3 due |
| | Perennial Social Faultlines in Canada |
| Week 10 | Nov 9 – No Class Nov 12* – Self-guided study 4: on Colonialism, Indigenous resistance & resurgence (videos: “Kanehsatake: 270 Years of Resistance” & “BC Treaty Process”) (no live class) |
| Week 11 | Nov 16 – Colonialism, Indigenous resistance & resurgence + Self-guided study 4 due Nov 19 – Colonialism, Indigenous resistance & resurgence |
| Week 12 | Nov 23* – Self-guided study 5: on immigration and racism in Canada (no live class) Nov 26 – Immigration and racism in Canada + Self-guided study 5 due |
| Week 13 | Nov 30 – Regionalism Dec 3 – Course wrap up + Assignment #2 due |

* indicates days when there will be no live class and you will work on a self-guided study.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. Please consult [Brightspace](#) frequently for any updates.

LEARNING OUTCOMES

This course presents an opportunity to learn about the geography of Canada, but more importantly an opportunity to develop certain skills and cultivate good habits. Specifically, disciplined and focused students will leave this course:

1. ... recognizing the value of geographic inquiry and the ability to marshal geographic concepts and approaches (both scientific and artistic) to understanding the Canadian context (and the world more generally).
2. ... with a more nuanced understanding of the concept of “place”, of particular places, and how places shape and our shaped through our collective lived experiences.
3. ... with a more nuanced understanding of how the physical environment along with other social/cultural factors and historical contingencies (along with ongoing processes of settler colonialism) have influenced the settlement, economic and political development in Canada and the ability to apply such knowledge in other contexts.
4. ... with a more nuanced understanding of the challenges of climate change, bio-diversity loss, the pandemic, the opioid crisis and the geophysical and social factors constituting so-called “natural” hazards (especially with reference to Canada).
5. ... with a more nuanced understanding of the concept of nationalism and how it has been articulated within the Canadian context, its promise in uniting people and concerns with respect to foreclosing other voices and glossing over historical and ongoing violence and injustices.
6. ... with a more diverse understanding of Canadian experiences including those of Indigenous peoples and people of colour, ongoing concerns and opportunities for reconciliation and making space for resurgence, and the diverse experiences of those in different regions of Canada
7. ... able to self-reflect on your own identity and relationship with Canadian nationalism
8. ... with enhanced critical thinking and communications skills: i.e. recognizing multiple perspectives and the values and assumptions underlying each (including our own) specifically with respect to Canadian social and environmental issues and representations of Canada and Canadian nationalism and being able to articulate a position on an issue (through the Op/Ed assignment).
9. ... with a better appreciation of the importance of a critical education for one’s own well-being and civic responsibility (i.e. recognition of one’s own linkages to Canadian concerns and solutions).
10. ... with better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

EXPECTATIONS OF STUDENT BEHAVIOUR

I will do everything I can to create an effective, engaging learning environment. I invite you to be part of something special. Please be punctual, respectful, compassionate, and attentive.

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**. If you have any questions or doubts, talk to me, your course instructor. Click [here](#) more information

POLICY ON LATE ASSIGNMENTS

Assignments will be accepted up to 3 days late with a 10% penalty per day applied.

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.

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. 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.

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.

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. 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

Web: uvic.ca/svp

NOTES ON SELF-CARE:

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.

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/

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/

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/. 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