

DIRECTIONS IN GEOGRAPHY
GEOG 324, A01
SPRING 2021

"We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day."

COURSE OUTLINE

INSTRUCTOR: Sharon Dias, PhD
Candidate

Welcome to GEOG 324 Directions in Geography! A little word from your instructor:

I am a geographer passionate about the relationships between people, cities, environment and housing. These major topics have driven my work with research to take a special look at the spatial and social interactions of low-income communities on urban settlements. I am currently a PhD candidate at University of Victoria, where I am in a Joint PhD Program in partnership with the Federal Fluminense University in Rio de Janeiro, Brazil. My current research draws upon the impacts of financialization of housing on low income people, particularly women and racialized population in the Global South/Latin America/Brazil in times of Covid-19. As an instructor, my goal is to support your learning development by making this a safe and exciting educational environment for you all, a place where we can advance science and geographical knowledge in our complex world, envisioning to tackle socio-spatial and environmental issues and to build a better society for us all.

Welcome to our class!



Office: Online
E-mail: sharonddias@uvic.ca
Lectures: **Monday (self-paced study) & Thursday (online lecture)**
Time: 10:00 to 11:20AM
Location: Online / Zoom
Office Hours: Thursday 11:30-12:30PM
or by appointment

*****NOTE: THIS COURSE WILL BE A COMBINATION OF ASYNCHRONOUS AND SYNCHRONOUS TEACHING AND LEARNING.**

Mondays: During the self-paced study students will reflect on the readings, take notes and prepare for the Thursday lecture by developing questions and bringing examples from the materials and other sources they have been provided with.

Thursdays: Instructor will give a lecture, critically explain the topic of the week, readings content, ask questions, showcase data related to the topic of the week, engage with students and promote group activities.

PERMANENT LECTURE ZOOM LINK:

Join Zoom Meeting through the link posted at Brightspace

COURSE OVERVIEW

This course examines geographic thoughts and practices. We will critically review early developments in the discipline and will then focus on contemporary Geography, by identifying a broad spectrum of different approaches and methods applied within Geography. What differentiates Geographers from other scholars? What specific contributions can the discipline make? What are the tools and methods Geographers use? We will discuss diverse ways of doing Geography, from physical to human and the in-betweens.

The proposed readings focus on contentious contemporary themes, ranging from indigenous Geography to Geographies of waste, housing and Covid-19 applying different lenses to analyze various aspects and diverse questions related to these themes. Students will apply their own geographic interests in their individual research project, focused on one of the multiple approaches in geography. Online field-visit and guest speakers will provide hands-on and in-depth information related to the topics. The student project will involve literature review and discussions on how geography contributes to the debate of relevant contemporary issues and can help to solve a variety of societal issues.

Throughout the course, we will identify and review the students' perspectives and main interests within geography. There will be room for reflections and discussions on specific questions as to how knowledge is created in Geography, how it is disseminated and who benefits from it? The course format comprehends lectures, in class discussions, and debates, film screenings, student presentations and a virtual field trip. In class participation is key to thrive in this course.

LEARNING OUTCOMES

This course seeks to provide the students with insights on the history, development and contemporary thoughts related to geography. The students will be exposed to diverse perspectives and approaches within physical and human geography. By examining specific topics, we will learn about academic writing and the application of particular research methods for the inquiries under study. The course aims at promoting creativity and reflections on the students' own research interests, by critically assessing geographical scholarship in different areas. In this course, the students will be engaged in presenting, discussing and producing essays.

REQUIRED COURSE READINGS AND ADDITIONAL SOURCES

They are all posted on the course page on Brightspace (<https://bright.uvic.ca/d2l/home>).

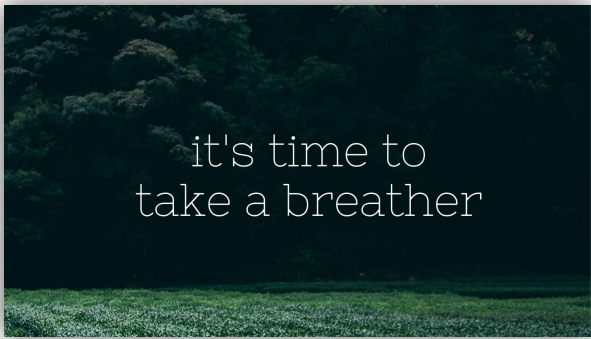
Eventually, there will be some additional sources and breaking-news added to the list according to the ongoing scientific development in our world.



ONLINE LECTURES TOPICS AND SELECTED READINGS

Please remind that we will meet online every Thursday at 10am, and come as prepare as you can.

Week	Dates	READINGS
	<p><i>*Self-pace</i></p> <p><i>*Online lecture</i></p>	All the readings have been posted at Brightspace
1	<p>11.01.</p> <p>14.01.</p>	<p>Multiple approaches and applications to Geography - Hanson, S. (2004) Who Are “We”? An Important Question for Geography's Future. <i>Annals of the Association of American Geographers</i>, 94 (4): 715-722.</p> <p>Lecture – Course Introduction and ongoing Directions in Geography</p>
2	<p>18.01.</p> <p>21.01.</p>	<p>What does it mean to be a Geographer? - Cutter et al. (2002) The Big Questions in Geography. <i>Professional Geographer</i>, 54 (3): 305–317.</p> <p>Some of the big challenges in Geography - Dicken, P. (2004) Geographers and ‘globalization’: (yet) another missed boat? <i>Transactions of the Institute of British Geographers</i>, 29 (1): 5–26.</p> <p>Lecture</p>
3	<p>25.01.</p> <p>28.01.</p>	<p>Geography and philosophy: The evolution of geographic thought and research traditions - Keighren, I. M. (2017) History and philosophy of geography I: The slow, the turbulent, and the dissenting. <i>Progress in Human Geography</i>, 41(5) 638–647.</p> <p>Methods in Geography - Leszczynski, A. 2020. Digital Methods II: Digital-visuals methods. <i>Progress in Human Geography</i>, 43(6), 1143–1152. - DeLyser, D.; Sui, D. 2012. Crossing the qualitative-quantitative divide II: Inventive approaches to big data, mobile methods, and rhythm analysis. <i>Progress in Human Geography</i> 37(2), 294-305.</p> <p>Lecture – Group Presentations</p>

4	<p>01.02.</p> <p>04.02.</p>	<p>Indigenous Geography -Arvin, M. Tuck, E. & Morrill, A. (2013) Settler colonialism Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy. <i>Feminist Form.</i>, 25(1): 8-34.</p> <p>Rose-Redwood, R., Barnd, N.B., Lucchesi, A.H., Dias, S., & Patrick, W. (2020). Decolonizing the Map: Recentring Indigenous Mappings. <i>Cartographica: The International Journal for Geographic Information and Geovisualization</i> 55(3), 151-162. https://www.muse.jhu.edu/article/766913.</p> <p>Lecture - Group Presentations</p>
5	<p>08.02.</p> <p>11.02.</p>	<p>Spatial representation, cartography and community mapping - Parker, B. (2006) Constructing Community Through Maps? Power and Praxis in Community Mapping. <i>The Professional Geographer</i>, 58 (4): 470–484.</p> <p>Critical GIS Roche, S. (2017) Geographic information science III: Spatial thinking, interfaces and algorithmic urban places – Toward smart cities. <i>Progress in Human Geography</i>, 41(5) 657–666.</p> <p>Lecture</p>
6	<p>15.02 – 19.02 Family Day and week of Reading Break</p>	
7	<p>22.02.</p>	<p>Political Geography - Ferreti, F.; Pedrosa, Breno. 2017. Inventing Critical Development: A Brazilian geographer and his Northern networks. <i>Transactions of the Institute of British Geographers</i>.</p> <p>Urban Geography</p>



	25.02.	<p>-Ananya Roy (2016) What is urban about critical urban theory?, <i>Urban Geography</i>, 37:6, 810-823, DOI: 10.1080/02723638.2015.1105485</p> <p>- Drew Kaufman (2020): Expulsion: A type of forced mobility experienced by homeless people in Canada, <i>Urban Geography</i>, DOI: 10.1080/02723638.2020.1853919</p> <p>Lecture</p>
8	<p>01.03.</p> <p>04.03.</p>	<p>Economic Geography and alternatives</p> <p>- Gibson-Graham, J. K. (2012) <i>Diverse Economies: Performative Practices for Other Worlds</i>. In Barnes, T. J.; Peck, J. & Sheppard, E. <i>The Wiley-Blackwell Companion to Economic Geography</i>.</p> <p>The Informal Economy</p> <p>- Inverardi-Ferri, C. (2017) The enclosure of “waste land”: Rethinking informality and dispossession. <i>Transactions of the Institute of British Geographers</i>, 43: 230–244.</p> <p>Lecture – Written response to selected readings (20%) Research Paper Outline Due (1 page outline - Optional)</p>
9	<p>08.03.</p> <p>11.03.</p>	<p>Environmental Geography</p> <p>- Lepawsky, J. & McNarb (2010) Mapping international flows of electronic waste. <i>The Canadian Geographer</i>, 54 (2): 177–195.</p> <p>- Mitchell, A. (2015) Thinking without the ‘circle’: Marine plastic and global ethics. <i>Political Geography</i>, 47: 77-85.</p> <p>Lecture</p>
10	<p>15.03.</p> <p>18.03.</p>	<p>Geographies of Waste</p> <p>- Moore, S. (2012) Garbage matters: Concepts in new geographies of waste. <i>Progress in Human Geography</i>, 36(6): 780–799.</p> <p>- Edwards, F. & Mercer, D. (2008) Gleaning from Gluttony: an Australian youth subculture confronts the ethics of waste. <i>Australian Geographer</i>, 38 (3): 279-296.</p> <p>Lecture</p>

11	22.03.	Challenges and directions in geography: Geographies of Covid-19 - Castree, N. (2014). The Anthropocene and Geography III: Future Directions. <i>Geography Compass</i> , 8(7), 464-476. -Rose-Redwood, et al. 2020. Geographies of the COVID-19 pandemic. <i>Dialogues in Human Geography</i> , 10(2), 97-106.
	25.03.	Lecture
12	29.03.	<i>Online lecture - We do Science: Scientific Communication Workshop</i>
	01.04.	Students in Class presentations – 1st round - Research Paper Due for All Students
13	05.04	Easter Monday
	08.04	Students in Class presentations – 2nd round

REQUIRED TEXTS

There is no course text and the weekly mandatory readings are available at Brightspace.

MARK ALLOCATION

Group Work	20%
Written response to selected readings	20%
Research paper	30%
Paper presentation	20%
Attendance and class participation	10%

ASSIGNMENT DETAILS

I. Group Work: Geographers who change the world (20%)

In **Week 2** you will sign up for group presentation about the academic-social-environmental work and engagement of one or two geographers who have changed the world in different scales (locally, regionally, nationally, internationally). I will provide each group with suggestions of some geographers they might want to develop a work about. This group work entails the preparation of a short (10-15 minutes) presentation, summarizing some of the



following aspects: early life, geography studies, research agenda and development, theoretical contributions, research findings, possible applications of that geographer's work, and critical reflections. The group will present their findings as slide-show (you can use different tools such as Prezi, Canva, Powerpoint), etc. to raise awareness and promote discussion, engaging the class with thoughtful provocations that have emerged from the research. The group must also prepare five engaging questions for the public. This is a great opportunity for you to know about concreted example and life path of important geographers and to engage with our course community.

II. Written response to selected readings (20%)

A major aim for this class is to develop critical reading and analysis skills. By this we mean (1) honing your ability to summarize the main arguments of the text, (2) ask relevant and insightful questions of the text, and (3) develop your own insights and analysis into the text/important themes of the course. In **Week 8**, you will provide a short article review also known as written critical analysis on 2 readings of your preference from our reading list (maximum length: 1000 words you can write a bit more if you wish), to be posted on **Thursdays**.

Ideally, the texts will you be choosing from the course list should be there readings that most speak to you, that you want to know more about, and that are related to topics in geography that you see yourself working on or researching about. This assignment is a great opportunity to start building on your research paper (details below). For this assignment, please follow the tips on academic writing and guidelines provided at Brightspace.

III. Research paper (30%)

This paper assignment will assess your ability to do research outside of class and tie your analysis back to key themes covered during this section. Details on this assignment will be posted Brightspace by the beginning of Week 2. Papers will be uploaded to Brightspace on **April 1st**.

In the research paper, you will connect at least 2 of the topics covered in class. It is expected that you answer the questions as to why geography and what kind of geographic framework you are building on in your discussion. What is the particular lens you are taking? You have to provide key references demonstrating engagement with the literature (Maximum length between 3000 words).

IV. Individual paper presentation (20%)

In **Week 12 and 13**, students will present their research and findings. You may use PowerPoint or any other related computer software as a visual supplement to the oral presentation. Ideally, we will schedule approximately 10 minutes for each presentation, plus an additional 5 minutes for questions/answers. This may be change depending on how many students are enrolled in the course.

V. Attendance and Participation (10%)

Students are expected to attend and actively participate in all classes. To achieve full participation marks means that the student engages in the discussion and actively listens, poses questions and provides answers or contributions when possible. This is an easy mark to get, by regularly attending class and coming prepared.

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.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geog.uvic.ca>
- Advising: geogadvising@uvic.ca

POLICY ON LATE ASSIGNMENTS

Work submitted late will be accepted with a 5% daily penalty (including weekend days), up



to seven days after the due date. If needed, you may submit your assignment during the weekend as a way to minimize late penalties. In case of an outstanding valid situation you must contact me, preferably in advance. I cannot consider a particular situation unless I know about it, so do not wait until the end of the term to communicate with me if something did come up. For health reasons, a doctor's certificate must be submitted. No extensions will be granted unless you have communicated with the instructor and your reasons have been deemed valid.

POLICY ON ATTENDANCE

Class will start on time. If you have to come into class late, please do so in the least disruptive manner possible. **As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures.** Students are expected to do the assigned readings in advance and be prepared to participate in class discussions and in-class activities. Please note that participation does count towards your grade. The use of computers and other electronic devices in class should be limited to activities related to the course. Please turn cell phones off during class.

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:** <http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html>. If you have any questions or doubts, talk to me, your course instructor. For more information, see <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

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 Resource Centre for Students with a Disability (RCSd <http://rcsd.uvic.ca/>) 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.

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 www.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:** svpcordinator@uvic.ca - **Web:** www.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.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

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