



# University of Victoria

Department of Geography

## Space, Place and Society: An Introduction to Human Geography

Geography 101B, Sections B01-B06, Spring 2022

### Course Syllabus

#### \*\*\*IMPORTANT\*\*\*

THIS CLASS WILL BE DELIVERED SYNCHRONOUSLY ONLINE USING ZOOM FOR BOTH LECTURES AND LABS UNTIL AT LEAST JANUARY 24 PER THE UNIVERSITY WEBSITE. AT THAT TIME IT IS LIKELY THE UNIVERSITY WILL REASSESS ITS DELIVERY METHODS AND SO WE MAY RETURN TO FACE-TO-FACE INSTRUCTION AT SOME POINT IN THE TERM. REGARDLESS, THE COURSE TEAM WILL CONTINUE TO DELIVER THE COURSE AND IT IS REALLY IMPORTANT TO YOUR SUCCESS THAT YOU ATTEND FULLY (CLASSES AND LABS WILL NOT BE RECORDED) AND KEEP YOURSELF INFORMED VIA THE COURSE BRIGHTSPACES SITE WHERE ALL INFORMATION WILL BE POSTED.

**Instructor** Professor Teresa Dawson, tdawson@uvic.ca

**Lab Assistants** Kinga Menu (Senior Laboratory Instructor), kmenu@uvic.ca (Labs B01 and B03)  
Sophie Fowler, sjfowler@uvic.ca (Labs B04 and B06)  
Joe Minor, josephminor@uvic.ca (Lab B02)  
Lauren Morash, lmorash@uvic.ca (Lab B05)

**Brightspaces site:** **Spring 2022 GEOG 101B A01 - B01 - B06 X**. Access this through your UVic page. Please go to the site often. **Be sure to set your preferred email to your uvic email address for best access.**

**Class time &** Mondays and Thursdays 1:00 – 2:20PM (followed by office hours)

**Zoom link** **Easiest access: go to Brightspaces...“Course Tools”....scroll to “Zoom”**

**Meeting ID:** [REDACTED] **Meeting Password:** [REDACTED]

**URL:** [REDACTED]

Be sure to sign in through your UVic account; otherwise you will not have full access.

**Office Hours** Mondays and Thursdays 2:20-3:20 PM ([see same Zoom link as above](#)) and by appointment if those times do not work for you.

**Lab times/links:** Please check the Calendar/Registration to determine your lab section and times. Zoom links for labs and TA office hours will be provided on the Brightspaces site. You should only attend the lab for which you are registered.

**Zoom etiquette:** I have set the Zoom so that you can join the class from 12:50PM onwards. This allows you to get settled and make sure everything is working. Class will start at 1:00PM. Put your video camera on, check your audio is muted, have your top right hand button on “speaker view,” and then pull the bar across so that the shared PPT and I are both about the same size (like a split screen). I also recommend you do not have the chat function open all the time. As a learner, I have found this distracting. We will use the chat but I will specifically ask you to open it to do an activity. I have set your audio to be off as you enter but please make sure you turn it off again after speaking (e.g. when you have asked a question). From my research, this set up should give you the best learning experience.

**NOTE:** Please kindly do not record (audio or video), or take photos of, any aspects of the course such as labs or lectures without first having written permission from me. Privacy and Intellectual Property laws require we must ask first.

**Technical requirements:** The most important thing to me is that we can see, hear and talk to each other. If we can do that, we can deal with almost anything else. I recommend ensuring that you have at least the minimal technical requirements for accessing your courses as specified on the UVic student page. **You do need a functioning camera and to have it on to engage fully in the course.** <https://www.uvic.ca/systems/status/features/min-tech-requirements.php>.

## Communications:

- *Course information, tips, reminders, lab outlines, FAQs, all notices:* The Brightspaces site is where I will put anything I think might help you. Please check your preferred email address is correct so you do not miss anything. Please check you have the correct site. It is the cross listed site.
- *Emailing me:* [tdawson@uvic.ca](mailto:tdawson@uvic.ca). Please put <Geog101b: your name: brief subject> in the heading. This allows me to sort at the end of each day to check for emails and not miss anything.
- *Making an appointment:* I welcome you to discuss your geography ideas and questions at times other than office hours. However, I am often in meetings or teaching other courses, so I don't want to miss you. Please email [tdawson@uvic.ca](mailto:tdawson@uvic.ca) minimally before 4:00pm the night before to make an appointment for the next day (more time is appreciated). Please also make sure you cancel the appointment if you are not coming to allow someone else to benefit from the slot.

## Description

Human geographers have a special way of looking at the world. We are curious as to how “where” things happen influences the “how” and “why” of them happening. We explore the relationship between humans and our environment at different scales (from the personal to the global). We search for knowledge and understanding that allows us to advocate for a better, more just society and we argue respectfully about what that means! We ask challenging questions. Why do some people have more and some less? What do healthy societies look like? How do you “read” an urban landscape to understand what is occurring in it? What role can each of us play in making a better world?

My goal during this course is to convince you of the value of human geography in understanding the world around you. I hope that by the end you will be able to “think like a geographer” and “see geography all around you” by knowing the kinds of questions human geographers ask to understand and address the issues they encounter. Of course, I also hope you will want to go on and study more geography. Along the way we will look at what human geographers do, explore some approaches and concepts they find useful in analysing issues, learn some concrete skills useful in any future context, and think about why scale matters.

## LEARNING GOALS AND OUTCOMES

- Know why human geography is important and how human geographers can make a difference. This means being able to explain to others why the relationships between “space,” “place” and “society” really matter to people and being able to give real world examples to support your points.
- Build a strong knowledge foundation on which you can rely for success in future geography courses or wherever your related interests may take you. This means learning about some of the most important ideas, techniques, concepts and questions in human geography and knowing when and how to use them appropriately. It also means developing an appreciation of the breadth and depth of interests that human geographers have.
- Learn to critically assess the validity of geographical data or images that are presented to you in the public arena. This means knowing enough about mapping and data representation skills to know what questions to ask to determine when the “facts” might not be the “facts.”
- Begin to develop your own sense of global citizenship that works for you (note: a lifelong process).
- Acquire a strong academic skills foundation on which you can rely for any future goals you may have. This means learning: excellent communications skills (in writing for different audiences, speaking/ presenting, advocating, listening, and working collaboratively in teams); strong research skills (to find the resources you need, to analyse data and to present it effectively); and how to ask really good questions, as well as to determine what evidence you need to answer them
- Get into the habit of being curious about things and challenging yourself to take learning risks.
- Love geography just a bit more at the end than you did at the beginning.

## Building Community

We have a challenge in this course. There are a lot of us! However, to succeed collectively we have to build an academic community. This means sharing with each other and being prepared to reach out to, talk to, and help, people we do not know in order to create “connections in a crowd.” This is much harder with a large number of people and over Zoom but I also know it is essential to everyone's success so I hope you will help me do it. Please bring your ideas to class...and share them. Please check in on your neighbour. Please speak up when it matters.

## How to Prepare for Class (these are tips based on the current research into learning)

Before each class:

- Go to the Brightspaces site for this course. Download the “lecture outline” for the next class and read it over. Make a note of the learning goals to see what you will be looking to learn in the next lecture and make a note of any additional learning goals or questions you have personally.
- I suggest printing out the lecture outline and having it on the desk in front of you to write on OR having the outline ready on a separate device for you to type into. I advise that it will be too hard to toggle back and forth between a split Zoom screen and your notes.
- Look up in the textbook any concepts or terms you don’t recognise or are unsure of in the outline.
- Read the pages I have assigned you from the textbook and/or other assigned resources and write down on the session outline your answers to the questions I have written to help guide your reading.

The day of:

- Please treat class as if you are physically going to school or work. I cannot emphasise how important it is to get up, shower, get dressed and have breakfast. I strongly recommend going outside for a very brief 5-10 minute walk to get your brain ready for the day. Particularly if you have back-to-back classes this will be essential for focus.
- Come to class with all aspects of your being (show up on video, mentally engage, think of questions to ask, answer the questions I ask you, help others). I really mean it. Showing up is the greatest predictor of success.
- Consider having a small snack/drink handy. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged.

Ongoing follow up:

- Find Saturday’s *Globe and Mail* online and get into the lifelong learning habit of searching for geography concepts, terms and ideas anywhere in the pages. Identify your favourite articles. Talk to your friends about them. This will help you to see how current events relate to class materials.

## REQUIRED COURSE READINGS:

Fouberg, Erin, H. *et al*, 2015. ***Human Geography: People, Place and Culture: Second Canadian Edition***. Mississauga, ON: John Wiley & Sons Canada, Ltd. This text is available via the bookstore. There should be two options: e-version, and hardcopy. E-text is cheapest. Both can also be accessed from the publisher (Wiley) directly and from other places such as Amazon.

***Globe and Mail***. You will need to read the G&M at least once a week. You can get it online. You might treat yourself to a student subscription for the three months of the course or you can get it free online from the Library. Ask your TA to show you how. Regardless, make sure you get the full articles version not the short/limited version.

**Other brief readings or resources** will be provided as needed to support key concepts or ideas of interest.

## COURSE COMPONENTS

The course is designed to achieve the learning goals and outcomes stated above. Each component is specifically designed to achieve a particular outcome and collectively they will give you a strong foundation in human geography. All aspects of the course will be assessed on tests and exams.

***Class Meetings***—We will all meet together synchronously (in real time) twice a week (Mondays and Thursdays) in “lectures” on-line via Zoom (or face-to-face later in the term, depending on what the university decides). Lectures will include class activities as well, in order to ensure that you understand the really important concepts. Lectures will also introduce lab assignments and help you to understand how they relate to other aspects of the course. I may bring visitors to class occasionally when their research work is relevant to our learning and I think you might enjoy meeting them and hearing about the kinds of geography they do.

***Labs***—Labs are once per week starting Week 2. Again they will be taught synchronously (in real time) on-line via Zoom (or face-to-face) by our very experienced geography teaching assistants (TAs) overseen by our Senior Lab Instructor. I really encourage you to get to know your TA. They are an invaluable resource for you. Lab sessions form an integral part of the course. You will be able to explore concepts from lecture in

more depth, learn new ideas, and practice geographic and academic skills in a variety of formats including discussions, reports, presentations, and videos. Attendance in labs is mandatory. Lab material is examinable in the midterm and final. All gradable assignments (which may be both individual and group based) will be handed in and handed back using Brightspaces drop boxes. This may change depending on course delivery method. Detailed instructions will always be provided.

**Fieldtrip**—One of the signature ways of learning in geography is the fieldtrip. In the current context we cannot take you physically on a fieldtrip but fieldtrips are such an important (and fun) part of geography learning that we have designed an interactive online mini-fieldtrip (in lab time) to give everyone a taste.

**Resources**—I will put any supporting learning resources for the course on the Brightspaces site.

## GRADE ALLOCATION FOR GEOG 101B

	Marks	Important Dates
Lab assignments	40*	Due on dates provided by your TA.
Engagement	5	Throughout the term (labs and lectures)
Midterm	20	Feb 17, timed on-line/F2F in class. Instructions to be provided.
Final Exam	35	Timed online/F2F in University Exam Period—as applicable.
<b>TOTAL</b>	<b>100</b>	

\*The exact breakdown of lab marks and scheduled activities will be provided by your TA in Lab 1.

### Important notes regarding overall grades:

- All students are required to log in via the UVic SSO and using their preferred uvic email when taking an exam in this course.
- **You must take both exams (midterm and the final) and submit all lab assignments minimally within 5 business days of the deadline (see below) to pass the course.** Even if you are too late to get a grade for an assignment you must still submit it to pass. The reason for this is that the assignments build your leaning in the course.
- **Even if you join the course late, you are still expected to catch up with the Lab assignments and Lecture materials.** You will need to quickly develop a plan and communicate this to your TA to make up the work missed.
- If at any time for any reason you are not able to fulfill your obligations to your lab team in a timely manner you must email all team members to let them know immediately and must copy your TA on the note. Failure to do this can negatively impact the grades of other students and hence your own.

### **Rules regarding late assignments**

Deadlines for submission of your lab assignments will be given to you in your labs by your TA. Lab assignments are due before your lab begins on the day of your lab (or before). To be fair to students who meet the deadlines, if you submit an assignment late you will lose marks in the following way. The late penalty is 20% per day. All assignments must be submitted but after 5 days you will receive no grade. Again, to be fair to all, exceptions will only be granted for medical reasons. Exceptions can only be granted by the course instructor, not your lab instructor.

### **Undergraduate Grading Standards (per the Academic Calendar)**

Grade	Grade point value	Grade scale	Description
<b>A+</b>	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.
<b>A</b>	8	85-89%	
<b>A-</b>	7	80-84%	
<b>B+</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>B</b>	5	73-76%	
<b>B-</b>	4	70-72%	
<b>C+</b>	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>C</b>	2	60-64%	

<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	0-49%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

## GENERAL LECTURE AND LAB SCHEDULE (detailed outlines will be provided each week)

Week of	Concepts and Ideas that start this week.	Text and other Readings (F = Fouberg <i>et al</i> , 2015 textbook)	Lab activity
Week 1 Jan 10	The questions human geographers ask ... and the maps we use to find our answers	F Chapter 1, pp. 1-20; pp. 36-37 and pp. 62-63. Appendix A (maps)  Solving the cholera mystery ( <i>reading on Brightspaces</i> )	<b>No formal Lab. Take home activity to prep for Lab 1.</b> <ul style="list-style-type: none"> <li>Instructions will be given in lecture on Thursday.</li> </ul> <b>Due: Concept map (by Jan 14)</b> <i>Submit photo of your map in &gt;Brightspace&gt; course tools&gt;assignments&gt; concept map.</i>
Week 2 Jan 17	Social geography: exploring identity	F Chapter 7  Arbutus Review (Fall 2014, Vol. 5, No. 1, pp. 1-19.) <a href="http://journals.uvic.ca/index.php/arbutus">http://journals.uvic.ca/index.php/arbutus</a>  Blaze Carlson, Kathryn, 2012. Accessed online at <a href="http://news.nationalpost.com/2012/07/06/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada/">http://news.nationalpost.com/2012/07/06/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada/</a>	<b>Lab 1: Introductions, concept map, PtN Project intro</b> <i>Please read over Lab 1 before attending.</i> <ul style="list-style-type: none"> <li>Introductions, logistics and tips for success</li> <li><i>Activities</i> <ul style="list-style-type: none"> <li>Get to know your colleagues in Lab by sharing your concept maps (<i>bring a copy of the concept map you submitted in Brightspace last week</i>).</li> <li>Learn how to succeed in 101b Newspaper Assignments using the 5 Rs test (<i>please read article posted in Lab 1 before lab session</i>).</li> <li>Review APA style.</li> <li>Understand expectations for the <b>Planning the Neighbourhood (PtN)</b> project (overview).</li> </ul> </li> </ul>
Week 3 Jan 24	Cultural Geography: reading human landscapes  <b>Wed Jan 26—last day for adding courses.</b>	F Chapter 8	<b>Lab 2: Fieldtrip to Cadboro Bay</b> (virtual and interactive). Demonstrates how to do observational fieldwork for the PtN Project. <b>Due: Your 3 questions (Muddy points) about Planning the Neighbourhood (PtN) Project</b> <i>Submit in Brightspace &gt;coursetools&gt; assignments&gt; Muddy Points</i>
Week 4 Jan 31	Urban geography: the role and power of cities	F Chapter 10 <i>Activity: Learn to graph the rank-size rule.</i> <i>Please bring the materials you need to learn to draw the rank-size rule graph and calculate the data.</i>	<b>Lab 3: Fieldwork observation for PtN</b> <b>NO FORMAL LAB. Primary research work block.</b> <b><u>NOTE: You must have read and understood the ethics of research information provided by your TA BEFORE you go into the field.</u></b> <ul style="list-style-type: none"> <li>Go to your study area, and in the field, apply the example of field observation and analysis from lecture and Lab 2 using your expert lens.</li> <li>Make observations and produce field notes from</li> </ul>



			<p>the field. Research must be conducted a) within current health protocols for your specific location (your health and safety are the top priority) and b) using ethical research principles as laid out in the posted lab. Ex. Photos are very useful but may only be taken within the research ethics parameters provided.</p> <ul style="list-style-type: none"> <li>• Begin to formulate initial ideas for a proposal as to what is missing that might improve your community.</li> </ul> <p><b>Newspaper #1 due</b> Submit in Brightspace&gt; course tools&gt; assignments&gt;newspaper #1  <b>Due: Map of your study area</b> Submit in Brightspace&gt; course tools&gt; assignments&gt; PtN map</p>
Week 5 Feb 7	Political Geography: understanding nations and their role in international relations	F Chapter 3	<p><b>Lab 4: Conducting Secondary research for PtN</b></p> <ul style="list-style-type: none"> <li>• Learn the power of secondary research skills.</li> <li>• Team meetings for PtN</li> <li>• <b>Complete research assignment</b> posted in lab 4.</li> </ul> <p><b>Due: Field notes</b> Submit in Brightspace&gt; course tools&gt; assignments&gt; PtN field notes  <b>Due: Lab 4 Research assignment: 72 hours after end of Lab time</b> Submit in Brightspace&gt; course tools&gt; assignments&gt; Lab 4</p>
Week 6 Feb 14	<p>Finish up any remaining lecture items above and review for mid-term.</p> <p><b>MIDTERM IN CLASS THURS FEB 17</b>  <b>Full details will be provided ahead of time</b></p>	<p>Timed online (delivered via Brightspaces) <b>OR</b>  Face-to-Face (depending on university policy).</p>	<p><b>Lab 5: PtN Writing and presentation support tutorial</b>  Bring resources obtained from Lab 4 as well as all primary and secondary data collected.</p> <ul style="list-style-type: none"> <li>• You will receive mentoring on analysing your data and report writing.</li> <li>• Then time will be provided for your team to work together intensively on writing and presenting your planning recommendations. (Break out groups).</li> </ul>
Week 7 Feb 21	<b>NO CLASSES/Labs (READING WEEK)</b>		<p><b>READING WEEK</b></p> <ul style="list-style-type: none"> <li>• Please collect data for ancestral migration narratives project (to use in lecture next week)</li> <li>• <b>Newspaper #2 due</b> Submit in Brightspace by regular lab time coursetools&gt;assignments &gt;newspaper #2</li> </ul>
Week 8 Feb 28	<p>Migration and Diffusion: voluntary migrants, victims of forced relocation, and refugees</p> <p><b>Mon Feb 28—last day for withdrawing without penalty of failure.</b></p>	<p>F Chapter 5  Please bring your ancestral narratives findings from Reading Week</p>	<p><b>Lab 6: PtN Proposal Presentation Group #1</b>  <b>Due: PtN Presentations Group #1</b>  <b>Due: PtN Written Planning Proposals Group #2</b>  Submit in Brightspace coursetools&gt;assignments&gt;PtN proposal. See PtN project expectations (updated field notes to be included with written proposals)  <b>Group #2 Engaged Audience attendance required</b></p>
Week 9 Mar 7	Population Geography: anticipating demographic trends	<p>F Chapter 4  Please bring the materials you need to learn to draw a population pyramid.</p>	<p><b>Lab 7: PtN Proposal Presentation Group #2</b>  <b>Due: PtN Presentations Group #2</b>  <b>Due: PtN Written Planning Proposals Group #1</b>  Submit in Brightspace coursetools&gt;assignments&gt;PtN proposal. See PtN project expectations (updated field notes to be included with written proposals)  <b>Group #1 Engaged Audience attendance required</b></p>
Week10 March 14	Economic Geography: perspectives on models	<p>F Chapter 11  F Chapter 13</p>	<p><b>Lab 8: Globalisation: “What is in my closet?”</b>  Bring a favorite clothing item for lab activity.</p>

	of progress and development	<i>Make sure you have completed the table on the outline ready for the final</i>	<b>Due: Worksheet (24 hours after end of Lab)</b> <i>Submit in Brightspace coursetools&gt;assignments&gt;what's in my closet?</i>
Week 11 March 21	Globalisation	F Chapter 2 F Chapter 12	<b>Lab 9: Globalisation: Textile fashions</b> “How Fair is Fashion?” Film as a data resource. <b>Newspaper #3 due at start of of Lab time</b> <i>Submit in Brightspace coursetools&gt;assignments&gt;Newspaper #3</i> <b>Due: How Fair is fashion worksheet (24 hours after the end of lab)</b> <i>Submit in Brightspace coursetools&gt;assignments&gt;How Fair is Fashion</i>
Week 12 Mar 28	Geographies of health, well-being and sustainability	F Chapter 6 F Chapter 9	<b>Lab 10 Globalisation debate</b> <b>Due: Pro and Con debate outline worksheet (24 hours after end of lab)</b> <i>Submit in Brightspace coursetools&gt;assignments&gt;Globalisation outline</i>
Week 13 April 4	Human Geography revisited: review with concept map Geography matters: where do we go from here?	Return to Chapter 1. Complete any missing readings  <b>LAST lecture is Thursday APRIL 7</b>	<b>Draw your summary “course concept map”</b> to help you study for the final exam and show you how much you have integrated your learning. Instructions will be provided in lecture. <b>Due end of day April 8:</b> <i>Submit in Brightspace coursetools&gt;assignments&gt;Course Map</i>
TBA	<b>FINAL EXAM in University Exam Period</b> <i>Full details will be provided ahead of time</i>	Timed online (delivered via Brightspaces) <b>OR</b> Face-to-Face (depending on university policy).	

**Note:** While every effort will be made to maintain the above schedule, policies, procedures, assignments, labs and exams, as outlined in this syllabus, they may be subject to change in extenuating circumstances.

### Acknowledging our presence on the land

UVic’s Territory Acknowledgement reads as the following. “We acknowledge and respect the ɬəkwəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEC peoples whose historical relationships with the land continue to this day.” I hope each of us, whether here locally or far away in lands with other colonial histories, will think about how we can make real meaning from this statement in our own contexts and lives. This is a theme we will return to often in this course.

### A note about triggering and self-care

In many ways, the most important pre-requisites for this course are an open heart and an open mind, as well as a willingness to engage thoughtfully with challenging or difficult material. Each of us brings our unique passions, experiences and histories with us to the class. We have no idea what others have struggled with, or overcome, to join us. For this reason, kindness to each other will be imperative if we are all to succeed. Diversity of knowledge and backgrounds can only enhance the learning for all of us. However, each of us can inadvertently be triggered by a topic, a phrase, a reference, an image, an association, and so on. While I do everything I can to prevent us from experiencing any kind of trauma in this class, and would never intentionally cause anyone harm, I acknowledge that triggers are many and varied and often unpredictable for each and every one of us, particularly at present. For this reason, please have a plan to cope should something arise for you, by for example stepping away, having a cup of tea, or going for a walk. As always, do not hesitate to contact me if I can help or support you in any way, and as the need arises. If you would like me to be aware of something you are struggling with in the course material or approach, please don’t hesitate to let me or your TA know.

### Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/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 sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please do not worry. I am fully able to implement their recommendations regarding accommodations such as differences in length of timed exams using the online system.

### **Making sure you retain your academic integrity in this course**

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.**

According to the University of Victoria's Calendar "Academic integrity requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Thus, any action that you take that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of your scholarly work and violates the fundamental academic rights of members of our community." In plain language, usually problems arise if you try to submit work that you did not create, if you copy someone else's answers or if you use someone else's words without using quotation marks and giving proper credit to the person who wrote them. If in doubt please always ask! **Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

### **Providing feedback via the Course Experience Survey (CES)**

I value your feedback on this course. At the end of term, you will have the opportunity to complete an anonymous survey regarding your learning experience in this course (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Department of Geography improve the overall program for students in the future. The survey is accessed via [ces.uvic.ca](http://ces.uvic.ca) 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, and it will be one of our in-class activities, but please be thinking about this important activity during the course.

## **ADDITIONAL RESOURCES TO SUPPORT YOUR SUCCESS**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. Remember to take care of yourself. Do your best to maintain a healthy lifestyle 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. There are many resources available to support your success, so make sure you know where to go when you need help. The following are some examples:

**Academic Advising** <http://www.uvic.ca/services/advising/>

**Centre for Academic Communication (the Writing Centre)** <https://www.uvic.ca/learningandteaching/cac/>

### **Centre for Accessible Learning (CAL)**

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/services/cal/>. Please note I am able to implement their recommendations regarding accommodations such as differences in length of timed exams using the online system.

**Coop and Career Services** <https://www.uvic.ca/coopandcareer/>

**Counselling Services** offer free professional, confidential, inclusive support to currently registered UVic students <https://www.uvic.ca/services/counselling/>

**Elders' Voices** The Office of Indigenous Academic & 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)

**Geography Department** <https://www.uvic.ca/socialsciences/geography/>

- Undergraduate advising and registration [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca).
- <https://www.uvic.ca/socialsciences/geography/undergraduate/advising/index.php>



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

**International Commons and UVic Global Community**

- <https://www.uvic.ca/international/home/international-commons/index.php>
- <https://www.uvic.ca/international/home/global-community/index.php>

**MacPherson Library** <http://www.uvic.ca/library/>

**Math and Stats Assistance Centre**

<https://www.uvic.ca/science/math-statistics/current-students/undergraduate/msac/index.php>

**Positivity and Safety and Professional Code of Conduct for Students**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The January 2021 *Tri-faculty code of conduct for students* can be found here and is useful to review. <https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

**Sexualized violence resource office, EQHR**; Sedgewick C119, <https://uvic.ca/svp>

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](https://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, contact: 250.721.8021, [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

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