Geography 500A – A01
Foundations in Geography
University of Victoria
Fall 2024

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Instructor:	Reuben Rose-Redwood, Ph.D. (he/him)
Office:	David Turpin Building, Room B354
Telephone:	(250)-721-7331
Email:	redwood@uvic.ca
Office hours:	Mondays, 3:00pm-4:15pm PST
Course time:	Mondays, 4:30pm-7:20pm PST
Course location:	Turpin Building, Room B215 (Geography Boardroom)
Course units:	1.5 units of course credit
Course website:	Brightspace: https://bright.uvic.ca

COURSE OVERVIEW

Foundations in Geography (GEOG 500A) is a core graduate seminar that provides a foundation for geographical inquiry by examining different traditions, concepts, and themes of geographical scholarship as well as building professional development skills for a career in geography. Over the course of the Fall term, we shall explore the history of geographical thought as well as key themes that span across the various subfields of the discipline. Students will write a mini-proposal on a potential research topic and a context paper that offers an in-depth literature review of their own area of interest while also collaborating together on a group project presentation. The overarching aim of the course is for students to engage with the diversity of research approaches in geography as well as develop the skills needed to effectively conduct advanced-level geographical research.

INTENDED COURSE LEARNING OUTCOMES

⇒ To explore the breadth of the discipline of geography by considering key themes that span across physical geography, human geography, human-environment interactions, and GIScience as well as build professional development skills for a career in geography.

⇒ To write a mini-proposal on a potential research topic and a context paper that provides an in-depth review of the literature in each student's area of research specialization with an aim of identifying gaps and potential research opportunities within the existing geographical literature.

⇒ To collaborate on a group project presentation that explores how geographical research approaches have changed over the course of the discipline's history.

CONTRIBUTIONS TO THE GEOGRAPHY GRADUATE PROGRAM LEARNING OUTCOMES

The overarching goal of the graduate program in the Department of Geography is to educate and train the next generation of professional geographers.

As core courses in the Geography Graduate Program, both GEOG 500A and GEOG 500B play a key role in advancing the main objectives of the program, including:

- develop a graduate-level understanding of fundamental concepts and skills in one or more of the major domains of geography: physical geography, human geography, human-environment interactions, and geographic information science;

- design, execute, produce, and disseminate original research relevant to the discipline of geography through teaching and research;

- produce graduates with strong writing, graphic, and verbal communication skills.

The vision of the Geography Graduate Program is to produce outstanding geography graduate students who have contributed new knowledge to the discipline of geography.

COURSE FORMAT

The format for class sessions will be based upon a combination of <u>in-person</u> group discussions, writing workshops, and guest speakers. Students will have the opportunity to co-lead one class discussion. Each week, students are also expected to participate in a virtual discussion forum related to the assigned readings using the Brightspace online management system.

COURSE TEXTS

- All reading materials will be freely available on the Brightspace page for this class (https://bright.uvic.ca).

COURSE ASSESSMENT

Mini-Proposal	15%
Context Paper	30%
Group Project Presentation	20%
In-Class and Online Participation	25%
Leader of Group Discussion	10%
Total	**100%**

Grading Scale

As per the Academic Calendar:

Grade	Grade Point Value	Percentage	Description	Achievement of Assignment Objectives
A+	9	90 - 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 - 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80 - 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 - 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 - 76	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70 - 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 - 69		
C	2	60-64		
D	1	50-59		
F	0	0-49	Failing grade. Unsatisfactory performance. Wrote final examination and completed course requirements.	
N	0	0-49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.	

IMPORTANT NOTE ON "F" AND "N" GRADES

Students who have successfully completed the following required course components will be considered to have completed the course:

- Mini-Proposal
- Context Paper
- Group Project Presentation
- In-Class and Online Participation
- Leader of Group Discussion.[1]

An "F" means unsatisfactory performance, completed the course requirements (not eligible for Academic Concessions).

An "N" means failure to complete any of the above listed assignments. This will result in a grade of "N" regardless of the cumulative percentage of other elements of the course. "N" is a failing grade and factors into GPA as a value of 0 similar to an "F."

ASSIGNMENTS

Students are strongly encouraged to consult with their supervisor to discuss and receive supervisory feedback on drafts of written assignments for GEOG 500A <u>prior</u> to their submission to the course instructor, particularly for the Mini-Proposal and Context Paper assignments. As a content expert in your field of study, your supervisor can offer instructive guidance in the development of your research focus.

Mini-Proposal

Each Fall term, the Tri-Council funding agencies (SSHRC, NSERC, and CIHR) hold graduate funding competitions to support master's and doctoral student research. As part of the application process, applicants are required to write brief research proposals (1 page max for master's; 2 pages max for PhD) outlining their proposed research projects. For this course assignment, each student will write a mini-proposal following Tri-Council instructions and guidelines, and students are encouraged to submit their proposal for Tri-Council funding if they meet the eligibility requirements. If a student is ineligible for Tri-Faculty funding or has already successfully received Tri-Council funding for their current program of study and would like to consider adapting this proposal assignment to another funding opportunity, please contact the instructor to discuss an alternative assignment.

Students should prepare a rough draft of their mini-proposal to be shared with peers for feedback on <u>Monday, September 23</u> for an in-class writing workshop. Each of the Tri-Council programs have different deadlines, but, for the purposes of this course assignment, all mini-proposals will be due in .docx format using the following file name (LastName_FirstName_Context_Paper) by 12:00pm PDT on <u>Friday, October 4</u> (submitted via "Course Tools" → "Assignments" → "Mini-Proposal" on Brightspace). Further instructions for writing a Tri-Council research proposal are provided at the links below, which we will discuss in class at the beginning of the term.

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[1] "Successful completion" refers to the following for each required course component: Mini-Proposal (submitted), Context Paper (submitted), Group Project Presentation (submitted and presented), In-Class and Online Participation (participated in a <u>minimum</u> of 6 in-person class sessions and submitted a <u>minimum</u> of 6 online discussion forum postings), and Leader of Group Discussion (submitted and presented).

Master's (SSHRC, NSERC, & CIHR)
General
https://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp

Detailed Instructions
https://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/CGS_M-BESC_M_eng.asp

[Note: see "Outline of Proposed Research" (1 page max.) and "Bibliography/Citations" (1 page max.)]

Based upon the instructions provided by the Tri-Council at the link above, I would recommend that master's students should organize their mini-proposal along the following lines (although please consult your research supervisor for further guidance based on the expectations of your subfield):

Mini-Proposal Template (Master's Level)

- Include a title that captures the reader's attention and concisely summarizes your research project.
- Divide your 1-page proposal into sections, such as:
  - An introductory section with a heading such as "**Background**" or "**Context**" in which you provide "background information to position your proposed research within the context of current knowledge in the field."
  - A section with a heading such as "**Research Goals**" or "**Research Objectives**" in which you very concisely explain what the main research goals, objectives, and/or questions are for the proposed study.
  - A section on methodological and theoretical approach with a heading such as "**Methodological Approach**," "**Methods and Theoretical Framework**," or simply "**Research Approach**," in which you describe the main methodological and theoretical approach you plan to adopt for your study. When discussing data and methods, try to be as specific as possible since reviewers want to know what exactly you plan to do (i.e., what type of data you plan to collect, how you plan to collect it, what type of analysis you plan to conduct, etc.).
  - A final concluding section with a heading such as "**Significance**" or "**Significance of Proposed Research**," in which you explain how your study will contribute to both scholarship and society as well as why doing so is important and relevant.
  - Include a 1-page **Bibliography** that follows the Tri-Council instructions to include "citations for all works referenced in the research proposal. These citations should be in a format used by the primary discipline of the proposed research. You must ensure that all citations are clear and complete, to allow reviewers to easily locate the sources."

PhD (SSHRC & NSERC)
General
https://www.nserc-crsng.gc.ca/students-etudiants/pg-cs/cgsd-bescd_eng.asp

SSHRC Detailed Instructions
https://www.sshrc-crsh.gc.ca/funding-financement/instructions/doctoral/doctoral-eng.aspx

[Note for SSHRC Proposals: see "Research Proposal" (2 pages max.) and "Bibliography and Citations" (5 pages max.) sections.]

NSERC Detailed Instructions
https://www.nserc-crsng.gc.ca/OnlineServices-ServicesEnLigne/instructions/201/pgs-pdf_eng.asp
[Note for NSERC Proposals: see "Outline of Proposed Research" (2 pages max.) and "Bibliography" (5 pages max.) sections.]

Based upon the instructions provided by the Tri-Council at the link above, I would recommend that doctoral students should organize their mini-proposal along the following lines (although please consult your research supervisor for further guidance based on the expectations of your subfield):

Mini-Proposal Template (SSHRC & NSERC PhD Level)

- Include a title that captures the reader's attention and concisely summarizes your research project.
- Divide your 2-page proposal into sections, such as:
  - An introductory section with a heading such as "**Background**" or "**Context**" in which you provide "background information to position your proposed research within the context of current knowledge in the field."
  - A section with a heading such as "**Research Goals**" or "**Research Objectives**" in which you very concisely explain what the main research goals, objectives, and/or questions are for the proposed study.
  - A section on methodological and theoretical approach with a heading such as "**Methodological Approach**," "**Methods and Theoretical Framework**," or simply "**Research Approach**," in which you describe the main methodological and theoretical approach you plan to adopt for your study. When discussing data and methods, try to be as specific as possible since reviewers want to know what exactly you plan to do (i.e., what type of data you plan to collect, how you plan to collect it, what type of analysis you plan to conduct, etc.).
  - A section with a heading such as "**Significance and Expected Contributions to Advancing Knowledge**," in which you explain how your study will contribute to both scholarship and society as well as why doing so is important and relevant.
  - A section with a heading such as "**Level and Stage of Study**," in which you:
    - clearly state your current level of graduate study;
    - indicate at what stage you are in your thesis/research project;
    - provide the name of your supervisor of doctoral studies;
    - describe your role in the research project, particularly if your study is part of a larger project with your supervisor and/or research partners.
    - describe what you hope to accomplish during the award tenure and what will remain for you to do before you obtain your degree.
    - **Note:** Some students place this section at the beginning of their proposal, but I find it tends to fit better at the end. You may decide where this section fits best with your own proposal.
  - Include a 5-page **Bibliography** that follows the Tri-Council instructions to include:
    - a bibliography for your proposed research (do not upload publications or

include endnotes); and
- bibliographic details for all citations included in your research proposal (ensure that these are clear and complete to allow reviewers to locate the sources easily).

PhD (CIHR)
General and Detailed Instructions
http://www.cihr-irsc.gc.ca/e/38887.html [Note: see "Research Project Summary" (1 page max.)]

Based upon the instructions provided by CIHR at the link above, I would recommend that PhD students should organize their mini-proposal along the following lines:

Mini-Proposal Template (CIHR PhD Level)

- Include a title that captures the reader's attention and concisely summarizes your research project.
- Divide your 1-page proposal into sections, such as:
    - An introductory section with a heading such as "**Background**" or "**Context**" in which you provide "background information to position your proposed research within the context of current knowledge in the field."
    - A section with a heading such as "**Research Goals**" or "**Research Objectives**" in which you very concisely explain what the main research goals, objectives, and/or questions are for the proposed study.
    - A section on methodological and theoretical approach with a heading such as "**Methodological Approach**," "**Methods and Theoretical Framework**," or simply "**Research Approach**," in which you describe the main methodological and theoretical approach you plan to adopt for your study. When discussing data and methods, try to be as specific as possible since reviewers want to know what exactly you plan to do (i.e., what type of data you plan to collect, how you plan to collect it, what type of analysis you plan to conduct, etc.). When discussing your methods, make sure to clear describe your role in the research project, particularly if your study is part of a larger project with your supervisor and/or research partners.
    - If space allows, add a brief section with a heading such as "**Significance**," in which you briefly explain how your study will contribute to both scholarship and society as well as why doing so is important and relevant. If you run out of space, then just include one or two sentences at the end of the proposal that speak to its broader significance.
    - CIHR proposals are different from SSHRC/NSERC in that any references must be included *within* the 1-page limit of the main text of the proposal rather than on a separate page, so use citations strategically since you won't have space to include too many. All citations included in your research proposal should be referenced either in footnotes or a short **Bibliography** on the same 1-page document.

Master's and PhD Mini-Proposal Grading Rubric

Your mini-proposal will be evaluated based upon the following rubric:

a. Quality of content
b. Quality of organizational structure
c. Quality of written communication skills, including grammar and spelling
d. Proper use of citations and bibliographic references

Context Paper

The aim of the context paper is to give students the opportunity to explore one of the subfields of geography in greater depth by writing a literature review that situates the student's research interests within the context of existing scholarship and identifies gaps in the literature that indicate potential research opportunities. The paper should be 15-20 pages, double-spaced, 12-pt font, and 2.54 cm margins (not including bibliography). The bibliography should have a <u>minimum</u> of at least 25 references (students may select a citation style appropriate to their field of study, such as APA, Chicago, Harvard, MLA, etc.). This paper is not meant to be a research proposal, nor should it focus solely on past studies of the student's specific study site. Rather, the context paper is an opportunity to examine the broader literature of the subfield of most relevance to the student's area of research focus. Students should prepare a rough draft of their paper (at least half completed, or approx. 7+ pages) to be shared with peers for feedback on <u>November 18</u> for an in-class writing workshop. The final draft of the context paper should be submitted as a word document (.docx file) using the following file name (LastName_FirstName_Context_Paper) by 12:00pm PST on the last day of class (<u>December 2</u>) submitted via "Course Tools" → "Assignments" → "Context Paper" on Brightspace.

<u>Context Paper Template</u>

- Include a title that captures the reader's attention and concisely summarizes the main theme of your context paper.
- Literature review papers can be organized in a number of different ways. The most common types of format are: (1) thematic, (2) chronological, (3) paradigm, and (4) hybrid literature reviews. Each format type lends itself to a different organizational structure and the "hybrid" format combines two or more. Sample templates for each of these formats are listed below:

  - *Thematic Format*
    - Introduction
    - Overview of key themes
    - Theme 1
    - Theme 2
    - Theme 3, etc.
    - Conclusion

  - *Chronological Format*
    - Introduction
    - Section on early/foundational studies in the field
    - Section tracing genealogy of key studies and debates in the field over time
    - Section on current state of the field today
    - Conclusion

- *Paradigm Format*
  - Introduction
  - Overview of key theoretical paradigms in the field
  - Paradigm 1
  - Paradigm 2
  - Paradigm 3, etc. (or instead of devoting entire sections to specific paradigms, the middle of the paper could discuss convergences and divergences between different research paradigms)
  - Conclusion

- *Hybrid Format* (example: combining thematic and chronological)
  - Introduction
  - Overview of chronology of key themes as they emerged in the field
  - Chronology of Theme 1
  - Chronology of Theme 2
  - Chronology of Theme 3, etc.
  - Conclusion

The templates outlined above are meant to be suggestive guides for thinking about how you might structure your context paper. Regardless of which format you choose, please make sure to incorporate the following components in your Introduction and Conclusion sections:

- Introduction
  - Introduce the topic or area of interest
  - Provide background context for why it is important
  - Clearly and concisely describe the purpose of the paper
  - End the introduction section with a paragraph that explains the organizational structure of the paper (e.g., First, I provide an overview of…Next, I examine…, etc.)

- Conclusion
  - Summarize key points from the paper
  - Highlight specific gaps in the existing literature that could serve as the basis for future research and give several examples of specific research questions that deserve further inquiry
  - Explicitly describe which of the theoretical approaches you have reviewed most closely aligns with your *own* theoretical viewpoint and explain why
  - End the conclusion section by emphasizing why the topic of the paper is significant to both the advancement of knowledge in both academia and is of relevance to society more broadly

Context Paper Grading Rubric

Your context paper will be evaluated based upon the following rubric:

a. Quality of content
b. Demonstrates an ability to not only summarize existing literature but also to articulate one's

own viewpoint and judgment in relation to the topic under consideration
c. Quality of organizational structure
d. Quality of written communication skills, including grammar and spelling
e. Proper use of citations and bibliographic references

Group Project Presentation

Over the course of the Fall term, students will work in groups of 2-3 students on a group project that will involve preparing a presentation that traces the changing research approaches in a specific subfield of geography over the course of the past century. This task will be accomplished by:
- The course instructor will assign students into groups of 2-3 students at the start of term, and groups will be assigned a specific subfield of geography. If a student wishes to switch to a different group and they find another student willing to switch with them, both students must inform the course instructor of this change before class on October 7, since groups will be meeting to discuss the project in class on that day.
- Each group will select three geography journal articles on a common research topic from the subfield that their group has been assigned, consisting of (a) 1 article from the early-20th century (1900s-1930s), (b) 1 article from the 1950s/60s, and (c) 1 article from the 2020s. Please note that these three journal articles should come from one or more journals in the list of geography journals included in this syllabus under the heading of "A Selection of Relevant Geography Journals." Few of the journals on this list have issues going all the way back a century, but some of them do (e.g. Annals of the American Association of Geographers, Geographical Review).
- Once groups have selected their articles, they should consult with the instructor about which articles they have chosen by no later than October 21 and then prepare a 25-30 minute presentation that follows the outline below:
  - Introduce the subfield and specific topic of interest.
  - Summarize each of the 3 journal articles, comparing and contrasting the articles in terms of brief author biographies, background context of study and subfield, what type of literature reviews are provided, research approach, data/methods, writing style, anticipated audience, etc.
  - Discuss what the above comparison indicates about how the subfield has changed over time and explain how and why understanding the history of geographical thought can help us better understand this subfield today.
  - Conclude the presentation by speculating on how the subfield might develop in the future based on your assessment of how it has changed over the past century.
- The group presentations will be given on the last day of class (Monday, December 2). Please submit your presentation file (e.g. ppt format) using the following file name format (LastName_FirstName_Context_Paper) on Brightspace by no later than 11:59pm PST on Monday, December 2 so that I have a copy of the presentation slides to refer back to when grading this assignment (submitted via "Course Tools" → "Assignments" → "Group Project Presentation" on Brightspace).

Group Project Presentation Grading Rubric

Your group project presentation will be evaluated based upon the following rubric:

a. Quality of content and interpretation

b. Quality of organizational structure
c. Quality of presentation design aesthetics (audio/visual aids, presentation slide formatting, etc.)
d. Grammar and spelling on presentation slides
e. Proper use of citations and bibliographic references on presentation slides and inclusion of bibliography slide at the end of the presentation

In-Class and Online Participation

In-Class Participation
Each week, students are expected to have completed the assigned readings before the class session and actively participate in seminar discussions. Attendance and participation are important. Students who cannot attend class due to illness or another university-excused circumstance are asked to notify their instructor immediately. If illness, accident, or family affliction causes a student to fail to complete any assignment by the end of the term, students can complete a Graduate Academic Concession Form and submit it for consideration to the graduate program assistant/secretary.

Online Participation
Each week, students are required to post brief, but thoughtful, comments and reactions to the assigned readings in the discussion forum on Brightspace (https://bright.uvic.ca). By brief, I mean a short paragraph (200-300 words max.). The main purpose of these online discussion postings is to spark dialogue outside of the classroom setting in preparation for our in-class discussions. Initial postings on the readings should be made by all students no later than 9pm PST the day before each class session, but students can post their comments earlier. Students are also welcome to reply to each others' postings in addition to offering their own thoughts on the readings. These online postings are not expected to be polished pieces of writing; rather, the aim is to share some initial thoughts or questions about the readings that we will be discussing in class the following day. However, students are highly encouraged to move beyond surface-level statements, such as "I really liked reading #2" or "Reading #3 examined topic X"). If you liked a reading, explain *why* you liked it, what aspect of the author's argument you find most compelling (or not), and so forth. Direct engagement with a few short quotations from the readings is often a useful way to structure your commentary and is highly encouraged. Note: please do not simply summary the reading. Your peers have (hopefully) already done the readings and don't need it to be summarized in the discussion forum. Instead, tell us what you *think* about the readings.

Co-Leader of Group Discussion

Within the first week, students will be assigned to a specific week for which they will co-lead the discussion. In preparation, it is highly recommended that you do the readings for your assigned week several weeks in advance if possible. Each discussion leader must submit the following to the the course instructor via email by 12:00pm PDT/PST on the Friday before the class session: (1) an outline of the discussion format (e.g., how you plan to structure the discussion) and (2) a list of at least 10 questions that you could ask the class (keeping in mind that the lesson plan should consist of more than just asking a list of questions!). Those leading the discussion should contribute to the Brightspace discussion forum online by the Friday in advance of the Monday class session to set the tone of the online discussion. As the course instructor, I will also help guide the discussion and provide context for the readings.

GEOGRAPHY DEPARTMENT INFORMATION

- Geography Department website: uvic.ca/socialsciences/geography
- Geography Department Chair: geogchair@uvic.ca
- Geography Graduate Program Assistant: geog2@uvic.ca

COURSE EXPERIENCE SURVEY (CES)

Towards the end of the course, students will have the opportunity to complete an anonymous survey regarding their 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. *Note:* I will provide class time during the second to last class session for students to complete the CES in the classroom, although you may complete it outside of regular class time if you prefer.

OFFICE HOURS

I will hold weekly office hours and I encourage each of you to come to my office hours to discuss the course or any other questions you have about your graduate studies. If you cannot attend my office hours, we can schedule a personal appointment for another time either in-person or via Zoom.

EMAIL

Send all email to me using the email address listed on the first page of the syllabus (redwood@uvic.ca). Please include the course number (GEOG 500A) in the email subject title. I will do my best to respond promptly to your questions.

UVIC'S ACADEMIC INTEGRITY POLICY

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. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion (https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Sk_0xsM_V).

PLAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written

authorization. If you have any questions concerning matters of plagiarism, please see the following link: http://www.uvic.ca/library/research/citation/plagiarism/index.php.

COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

Any assignments completed for this course should reflect the student's own work rather than content and text automatically generated by artificial intelligence (AI) technologies. Students are welcome to use AI tools as part of the research process as an information-gathering tool, much as they would use Google to do online searches for relevant information. However, the final product of the submitted assignment should be based upon the student's own ideas and work instead of cutting and pasting content generated by AI. Violations of this policy will be treated as a case of plagiarism and a violation of UVic's academic integrity policy. If you use AI for any course assignments and are unsure whether such use may violate this policy, please consult with the instructor prior to submitting your assignment to ensure that this course policy on AI has not been violated.

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 CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (https://www.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.

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.

COPYRIGHT

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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

STUDENT WELLNESS

A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. 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. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. The UVic Student Wellness Centre provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

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. https://www.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. https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. https://www.uvic.ca/accessible-learning/index.php

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. https://www.uvic.ca/services/indigenous/students/programming/elders/index.php

LIST OF STUDENT RESOURCES

1. UVic Learn Anywhere. UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
2. Library resources
3. Indigenous Student Services (ISS)
4. Centre for Academic Communication (CAC)
5. Math & Stats Assistance Centre (MSAC)
6. Learning Strategies Program (LSP)
7. Community-Engaged Learning (CEL)

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8. [Academic Concessions](#)
9. [Academic Concessions and Accommodations](#)
10. Academic Accommodation & Access for Students with Disabilities – [Policy AC1205](#)
11. [Student Groups and Resources](#)
12. [Student Wellness](#)
13. [Ombudsperson](#)

UNIVERSITY STATEMENTS AND POLICIES

1. University Calendar – Section "[Information for all students](#)"
2. [Creating a Respectful, Inclusive and Productive Learning Environment](#)
3. [Accommodation of Religious Observance](#)
4. [Student Conduct](#)
5. [Non-academic Student Misconduct](#)
6. [Accessibility](#)
7. [Diversity/EDI](#)
8. [Equity Statement](#)
9. [Sexualized Violence Prevention and Response](#)
10. [Discrimination and Harassment Policy](#)
11. [Graduate Supervision](#)

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, graduate students in the Geography Department are also encouraged to meet with the Geography Graduate Advisor and/or Geography Graduate Program Assistant. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the Faculty Liaison for International Students in Geography (Prof. CindyAnn Rose-Redwood, [cindyann@uvic.ca](#)), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

A SELECTION OF RELEVANT GEOGRAPHY JOURNALS

General Journals

Applied Geography
Annals of the Association of American Geographers
Geo
Geoforum
GeoJournal
Geographical Review
Geography Compass
Journal of Geography

Journal of Geography in Higher Education
Singapore Journal of Tropical Geography
The Canadian Geographer
The Professional Geographer
Transactions of the Institute of British Geographers

Physical Geography Journals

Arctic and Alpine Research
Atmosphere-Ocean
Atmospheric Environment
Boundary-Layer Meteorology
Bulletin of the American Meteorological Society
Climate Research
Climate Change
Earth Surface Processes and Landforms
Geoderma
Geografiska Annaler. Series A. Physical Geography
Geomorphology
Global Ecology and Biogeography
Global Environmental Change
Holocene
Hydrological Processes
International Journal of Climatology
Journal of Arid Environments
Journal of the Atmospheric Sciences
Journal of Biogeography
Journal of Climate
Journal of Climate and Applied Meteorology
Journal of Coastal Research
Journal of Glaciology
Journal of Hydrology
Journal of Quaternary Science
Meteorology and Atmospheric Physics
Monthly Weather Review
Palaeogeography, Palaeoclimatology, and Palaeoecology
Physical Geography
Progress in Physical Geography
Quarterly Journal of the Royal Meteorological Society
Quaternary Science Reviews
Theoretical and Applied Climatology
Weather
Weatherwise
World Meteorology Organization Bulletin

Human Geography/Human-Environment Journals

ACME: An International E-Journal of Critical Geographies

Antipode
Area
Cities
City
Coastal Management
Cultural Geographies
Dialogues in Human Geography
Dialogues in Urban Research
Ecology and Society
Economic Geography
Environment and Planning A: Economy and Space
Environment and Planning B: Urban Analytics and City Science
Environment and Planning C: Politics and Space
Environment and Planning D: Society and Space
Environment and Planning E: Nature and Space
Environment and Planning F: Philosophy, Theory, Models, Methods, and Practice
Environmental Conservation
Environmental History
Environmental Management
Ethics, Place & Culture
Gender, Place and Culture
Geografiska Annaler: Series B, Human Geography
Growth and Change
Health and Place
Human Geography: A New Radical Journal
International Journal of Population Geography
International Journal of Urban and Regional Research
Journal of Cultural Geography
Journal of Historical Geography
Journal of Political Ecology
Journal of Rural Studies
Journal of Transport Geography
Local Environment
Ocean and Coastal Management
Political Geography
Population, Space and Place
Progress in Environmental Geography
Progress in Human Geography
Regional Studies
Social Georgaphy
Social and Cultural Geography
Social Science and Medicine D: Medical Geography
Space and Culture
Tijdschrift voor economische en sociale geografie
Tourism Geographies
Tourism Management
Urban Geography
Urban Studies

Waste Management
Water Resources Management
Water Resources Research

GIScience, Spatial Analysis, & Remote Sensing Journals

Acta Cartographica
Canadian Journal of Remote Sensing
Cartographic Journal
Cartographic Perspectives
Cartographica
Cartography and Geographic Information Science
Computers, Environments and Urban Systems
Earth Observation and Remote Sensing
Geocarto International
Geofocus International Review of GI Science and Technology
Geographical Analysis
GeoInformatica
Geomatica
Imago Mundi
International Journal of Geographic Information Science
International Journal of Remote Sensing
Journal of Environmental Informatics
Journal of Geographic Information and Decision Analysis
Journal of Geographical Systems
Journal of the Urban and Regional Information Systems Association (URISA)
Mappemonde
Mapping Sciences and Remote Sensing
Photogrammetric Engineering & Remote Sensing
Remote Sensing of Environment
Remote Sensing Reviews
Spatial Cognition and Computation
Surveying and Land Information Science
Transactions in GIS

COURSE SCHEDULE

Below is the course schedule of readings and assignments for the entire Fall term. I will do my best to stick to this schedule, although I do reserve the right to make changes if necessary.

Course Schedule Outline

SECTION 1: OVERVIEW

September 9

Part 1: Course overview
Readings

* Note: Please familiarize yourself with the *Geography Graduate Student Handbook* at the link below prior to attending the first class session:

https://www.uvic.ca/socialsciences/geography/assets/docs/geog-grad-handbook-2022.pdf

* Also, take some time to look over the academic and professional career-related materials on the American Association of Geographers webpage below:

https://www.aag.org/jobs-careers

* Optional reading: Rose-Redwood et al. (2024). "Re-imagining the Futures of Geographical Thought and Praxis." *Dialogues in Human Geography* 14(2): 177-191.

Part 2: Strategies of using scholarly databases for geographical research (guest visit: Daniel Brendle-Moczuk)

* Note: We'll be discussing UVic library database resources (particularly Web of Science):

- UVic Library Databases: https://www.uvic.ca/library/find/databases/index.php
- Web of Science Database: https://www.webofscience.com/wos/woscc/basic-search

September 16

Part 1: The graduate student experience in geography at UVic (guest visit: Kalum Delaney, Emma Bowick, Bonnie Gao, and Wil Patrick)

Part 2: Academic writing for geographers
Readings

Tyner, J. (2023). "Preface" (pp. 1-6), "Chapter 1: Academic Writing in Geography" (pp. 7-17), and "Chapter 3: Journal Articles" (pp. 31-66). *Academic Writing for Geographers: A Handbook*. Berlin: De Gruyter.

Gatrell, J., Bierly, G., Jensen, R., and Thakur, R. (2020). "Chapter 2: Literature Reviews" (pp. 15-28) and "Section 6.7: Proposal Structure" (pp. 64-67). *Research Design and Proposal Writing in Spatial Science*, Third Edition. Cham: Springer Nature.

SECTION 2: HISTORIES AND PHILOSOPHIES OF GEOGRAPHICAL THOUGHT

September 23

Part 1: Geographical traditions: past and present, take 1
Readings

Nayak, A. and Jeffrey, A. (2011). "Geographies of Empire: The Imperial Tradition." *Geographical Thought* (pp. 3-29). London: Routledge.

Lucchesi, A.H. (2018). "'Indians Don't Make Maps': Indigenous Cartographic Traditions and Innovations." *American Indian Culture and Research Journal* 42(3): 11-26.

Sheppard, E. (2022). "Geography and the Present Conjuncture." *Environment and Planning F* 1(1): 14-25.

Part 2: Mini-proposal peer-workshop

*** Come prepared to share and discuss a rough draft of your mini-proposal with the class on September 23.**

*** Note: Mini-proposals due by 12:00pm PDT on Friday, October 4, via Brightspace.**

September 30

NO CLASS—NATIONAL DAY FOR TRUTH AND RECONCILIATION
No assigned readings

October 7

Part 1: Geographical traditions: past and present, take 2
Readings

Orme, A. (2007). "The Rise and Fall of the Davisian Cycle of Erosion: Prelude, Fugue, Coda, and Sequel." *Physical Geography* 28(6): 474-506.

Judkins, G., Smith, M., and Keys, E. (2008). "Determinism Within Human-Environment Research and the Rediscovery of Environmental Causation." *The Geographical Journal* 174(1): 17-29.

Rose, M. (2021). "The Question of Culture in Cultural Geography: Latent Legacies and Potential Futures." *Progress in Human Geography* 45(5): 951-971.

Part 2: Context paper update and group project session

October 14

NO CLASS—THANKSGIVING BREAK
No assigned readings

October 21

Part 1: Submitting and publishing geographical research in academic journals (guest visit: Sophia Carodenuto)

Part 2: Categorizing the world and the making of geographical knowledge
Readings

Czuba, J. and Allen, G. (2023). "When Does a Stream Become a River?" *River Research and Applications* 39(9): 1925-1929.

Wartmann, F. and Purves, R. (2018). "'This is Not the Jungle, This is my *Barbecho*': Semantics of Ethnoecological Landscape Categories in the Bolivian Amazon." *Landscape Research* 43(1): 77-94.

Jones, R. (2009). "Categories, Borders and Boundaries." *Progress in Human Geography* 33(2): 174-189.

*** Note: Groups should consult via email with the instructor about their selection of 3 journal articles for the Group Project Presentation by October 21.***

October 28

Part 1: Engaging with geographical scale across the discipline
Readings

Sayre, N. and Di Vittorio, A. (2019). "Scale." *International Encyclopedia of Human Geography* (Second Edition, Volume 12), edited by A. Kobayashi, pp. 79-87. Amsterdam: Elsevier.

Dark, S. and Bram, S. (2007). "The Modifiable Areal Unit Problem (MAUP) in Physical Geography." *Progress in Physical Geography* 31(5): 471-479.

Havice, E., Campbell, L., and Boustany, A. (2022). "New Data Technologies and the Politics of Scale in Environmental Management: Tracking Atlantic Bluefin Tuna." *Annals of the American Association of Geographers* 112(8): 2174-2194.

Part 2: The challenges encountered when conducting geographical fieldwork (guest visit: Steve Lonergan)

SECTION 3: KEY DEBATES IN GEOGRAPHY

November 4

Part 1: Teaching and the pedagogies of geographic education (guest visit: Ian O'Connell)

Part 2: Rethinking nature and culture in the "wilderness" debate

Anderson, E. and Mammides, C. (2020), "The Role of Protected Areas in Mitigating Human Impact in the World's Last Wilderness Areas." *Ambio* 49: 34-441.

Cronon, W. (1996). "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature." *Environmental History* 1(1): 7-28.

Youdelis, M., Nakoochee, R., O'Neil, C., Lunstrum, E., and Roth, R. (2020). "'Wilderness' Revisited: Is Canadian Park Management Moving Beyond the 'Wilderness' Ethic?" *The Canadian Geographer* 64(2): 232-249.

November 11

No assigned readings

November 18

Part 1: Geographies of the Anthropocene
Readings

Lewis, S. and Maslin, M. (2015). "Defining the Anthropocene." *Nature* 519: 171-180.

Cook, B., L. Rickards, and I. Rutherfurd. (2015). "Geographies of the Anthropocene." *Geographical Research* 53(3): 231-243.

Simpson, M. (2020). "The Anthropocene as Colonial Discourse." *Environment and Planning D* 38(1): 53-71.

Part 2: Context paper writing workshop

* *Come prepared to share and discuss a rough draft of your context paper with the class on November 18.*

November 25

Part 1: The ethics of geographical research (guest visit: Noémie Boulanger-Lapointe, Deondre Smiles, Chris Darimont)

Part 2: Ethical debate in geography – the case of the Bowman Expeditions
Readings

Herlihy, P., Dobson, J., Robledo, M.A., Smith, D., Kelly, J., and Viera A.R. (2008). "A Digital Geography of Indigenous Mexico: Prototype for the American Geographical Society's Bowman Expeditions." *Geographical Review* 98(3): 395-415.

Wainwright, J. (2013). *Geopiracy: Oaxaca, Militant Empiricism, and Geographical Thought*. Cham: Springer.

Read the following chapters:
       Chapter 1 ("Letters from Oaxaca")
       Chapter 2 ("Geographers Respond: I")
       Chapter 3 ("Geographers Respond: II")

American Association of Geographers. (2021). "Statement of Professional Ethics." Acccessible at: https://www.aag.org/statement-of-professional-ethics.

December 2

<u>Group project presentations</u>

* Context paper due via e-submission on Brightspace by 12:00pm PST on December 2.

Sept. 17: Last day for 100% reduction of tuition fees for standard first term and full year courses.
Sept. 17: Last day for graduate students to register in a personal leave in first term.
Sept. 20: Last day for adding courses that begin in the first term.
Sept. 30: Last day for paying first term fees without penalty.
Oct. 8: Last day for 50% reduction of tuition fees for standard courses.
Oct. 31: Last day for withdrawing from first term courses without penalty of failure.