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**COURSE OUTLINE**  
**Geography of BC (309)**

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**Lecture:** 4:30-5:50, Tues/Thurs, Elliot Building 060

**Office Hours:** Thursdays 6:00-7:00pm, or by appointment via Zoom/telephone

**Office Location:** (David Turpin Building) DTB B208

**Contact:** SAddie@Uvic.ca

We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

**CALENDAR DESCRIPTION:**

An examination of the physical, economic, and cultural landscapes that distinguish the cities and rural regions of Canada's West Coast province.

**COURSE DESCRIPTION**

This course introduces students to the human and physical geographies of the land now known as British Columbia. Beyond a simple identification of geographic “facts”, the course will require you to critically, and creatively engage historical, political, physical, and social geography approaches to understand if/how geography has and continues to shape human experience.

To accomplish this the course will orbit upon two themes, regionalism, and the deliberate construction of ‘BC’. We will evaluate how regions formed, the distribution and perception of these imagined communities, and will ultimately evaluate if/how regional lenses are a useful way of understanding the place and people of British Columbia.

**KEY THEMES:**

- The multi-disciplinary nature of Geography
- Regionalism
- Colonialism and endeavors to “construct BC”
- Interplay between landscape and Identity
- The defining physical geographic traits of BC

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**REQUIRED TEXT(S)**

There is no single text-book for this course. Each week has assigned mandatory readings which are available online without charge via the UVic Library, or the course’s Bright Space. It is expected that you will be reading at least one academic article each week, these readings will not be completely covered in lectures, and tests will cover material from both readings and lecture material.

## RECOMMENDED TEXT(S)

If you are unfamiliar with Geography as a discipline, or are entirely unfamiliar with British Columbia, you may want to download a free copy of “British Columbia in a Global Context”. This is an introductory text appropriate for an introductory class and may be a useful supplement if you find yourself frequently unfamiliar with the materials discussed in class.

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## LEARNING OUTCOMES

- Familiarity with the physical geography of British Columbia
- Understanding of the contested regional identities and how landscapes contribute to these identities.
- Awareness of historic, current and projected future trends in economic development across BC
- Engagement with current issues and approaches to land management, land ownership, and natural hazard abatement.
- Critical engagement with class colleagues to further interrogate theoretical and practical issues related to the concept of BC as a constructed place.

## EVALUATION

This class forgoes the traditional midterm/final exam to instead hold three in-class tests and a final reflective long form response completed at your own pace over a period of one week at the end of class. These short tests will be held monthly (Oct. 2<sup>nd</sup>, October 30<sup>th</sup>, Dec.2<sup>nd</sup>). These tests will review only the material from the readings and lectures since the previous test.

Detailed directions on assignments will be posted to bright space following in-class discussion as appropriate.

Graded Element	% of Final Grade	Submission Deadline
Unit Review Tests	45 (3x15)	Test #1-Oct 2 <sup>nd</sup> Test #2-Oct. 30 <sup>th</sup> Test #3-Dec. 2 <sup>nd</sup>
Long form cumulative response	5	Assigned: Dec. 2 Due: Dec. 9
Annotated Bibliography <small>*Topic must be selected by Oct. 2<sup>nd</sup> on Bright Space</small>	10	Due: Oct. 14 <sup>th</sup>
Academic Poster	30	Due: Nov. 20 <sup>th</sup>
Participation in group discussions and Response to Presentations	10	

## GRADING SYSTEM

As per the Academic Calendar:

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

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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## BRIGHTSPACE

Brightspace will be used for periodic communications, and for the selection of discussion groups/term project topics.

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## POLICY ON LATE ASSIGNMENTS

Unless otherwise altered via written announcement on Brightspace by the lecturer or Marking/Teaching Assistant all assignments must be submitted via Brightspace by end of day (11:59PM) on the day noted in this syllabus. If there is a incongruence between this syllabus and the specific document provided by the the lecturer or Marking/Teaching outlining the assignment, that document will take precedence.

**Each Day Late will result in the reduction of a letter grade.**

## **POLICY ON ATTENDANCE**

Attendance is required for all presentations and tests. Please note that recordings of lectures will not be made, and 50% of the final grade will be based on material in the readings and lecture.

## **ACADEMIC INTEGRITY**

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

**Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](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 [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

## **ACCESSIBILITY**

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

## **POSITIVITY AND SAFETY**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

## **SEXUALIZED VIOLENCE RESOURCE OFFICE (SVRO)**

If you have been directly or indirectly impacted by sexualized violence, reach out to the SVRO for information, advice, resolution options (restorative and disciplinary) as well as support options and referrals. The SVRO is both survivor-centred and trauma-informed in their approach.

[eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)  
Sedgewick C Wing  
[www.uvic.ca/svp](http://www.uvic.ca/svp)

## **EQUITY AND HUMAN RIGHTS (EQHR)**

UVic Equity and Human Rights is a resource for students, staff and faculty who have experienced discrimination and harassment and are looking for informal and formal resolution options as well as advice, coaching and/or education. We are available for confidential consultations so that you can ask questions and learn your options.

[eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)  
Sedgewick C Wing  
[www.uvic.ca/equity](http://www.uvic.ca/equity)

## **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, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor ([geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, [cindyann@uvic.ca](mailto: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.

### **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 online 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.

### **NOTE:**

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

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

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

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

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

**KEY DATES:****ADD/DROP DATES**

- **September 16<sup>th</sup>**  
Last day for 100% reduction of term fees for dropped courses
- **September 19<sup>th</sup>**  
Last day for adding courses that begin in the term
- **October 31<sup>st</sup>**  
Last day for withdrawing from full year and term courses without penalty of failure

**NO CLASS DAYS**

- **September 30<sup>th</sup>**  
National Day for Truth and Reconciliation (No Class)
- **November 11<sup>th</sup>**  
Remembrance Day (No Class)

**WEEKLY CALENDAR**

WEEK	DATE	Lecture Topic
1	September 4	Introduction and Course/Assignment Outline
2	September 9/11	Regional Profiles and Regionalism as a Theory
3	September 16/18	Physical Geography of BC
4	September 23/25	Colonization, and 'Westward' & Transpacific Settlement
5	October 2*	Test #1 and assignment review.
6	October 7/9	Staple Economies: Mining, Forestry, and Community Dependency
7	October 14*	Annotated Bibliography Presentations and Discussion
	October 16	Staple Economies: Policy & Climate Change
8	October 21	Staple Economies: Policy & Climate Change (Continued)
	October 23	Land-use planning and the 'War in the Woods'
9	October 28	Replacing Staples: Tourism and the Restoration Economy.
	October 30	Test #2 and Assignment review.
10	November 4/6	Aboriginal Title, and the Future of Land Management
11	November 13	Wildfire, Indigenous Use of fire, and Impacts to Rural Life
12	November 18	Wildfire, Indigenous Use of fire, and Impacts to Rural Life
	November 20*	Academic Poster Presentations
13	November 25/27	Electoral Politics and the new(?) urban rural divide?
14	December 2	Test #3 and Course Evaluation Survey
/	December 8*	Final reflective long form response due

\*Indicates the date for an assignment submission

**DISCLAIMER**

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

	DATE	Lecture Topic	
1	September 4	Introduction and Course/Assignment Outline	
2	September 9/11	Regional Profiles and Regionalism as a Theory	<ul style="list-style-type: none"> <li>Paasi, A., &amp; Metzger, J. (2017). Foregrounding the region. <i>Regional Studies</i>, 51(1), 19–30.</li> <li>Kasala, K. &amp; Šifta, M. (2017): The region as a concept: traditional and constructivist view. <i>AUC Geographica</i>, 52(2), 111–121.</li> </ul>
3	September 16/18	Physical Geography of BC	<ul style="list-style-type: none"> <li>McGillivray, Brett. “Part 1: Geographical Foundations.” In <i>Geography of British Columbia, Fourth Edition</i>. Canada: University of British Columbia Press, 2020, 30-68.</li> <li>Pages 30-68 only</li> </ul>
4	September 23/25	Colonization, and ‘Westward’ & Transpacific Settlement	<ul style="list-style-type: none"> <li>Harris, C. (2020). A Bounded Land: Reflections on Settler Colonialism in Canada. University of British Columbia Press. Part 5.</li> </ul>
5	October 2*	Test #1 and assignment review.	
6	October 7/9	Staple Economies: Mining, Forestry, and Community Dependency	<ul style="list-style-type: none"> <li>Prudham, Scott. “Sustaining Sustained Yield: Class, Politics, and Post-War Forest Regulation in British Columbia.” <i>Environment and Planning, Society &amp; Space</i> 25, no. 2 (2007): 258–83.</li> <li>Hayter, Roger, and Klaus Edenhofer. “Evolutionary Geography of a Mature Resource Sector: Shakeouts and Shakeins in British Columbia’s Forest Industries 1980 to 2008.” <i>Growth and Change</i> 47, no. 4 (2016): 497–519.</li> </ul>
7	October 14*	Annotated Bibliography Presentations and Discussion	
	October 16	Staple Economies: Policy & Climate Change	<ul style="list-style-type: none"> <li>Parkins, John R, and Norah A MacKendrick. “Assessing Community Vulnerability: A Study of the Mountain Pine Beetle Outbreak in British Columbia, Canada.” <i>Global Environmental Change</i> 17, no. 3 (2007): 460–71.</li> </ul>
8	October 21		<ul style="list-style-type: none"> <li>Earley, Sinead Kathleen. “Deadwood: People, Place, and Neoliberal Forest Policy in British Columbia, Canada.” <i>Environment and Planning. E, Nature and Space (Print)</i> 7, no. 1 (2024): 288–310.</li> </ul>
	October 23		<ul style="list-style-type: none"> <li>Booth, A., &amp; Halseth, G. (2011). “Why the public thinks natural resources public participation processes fail: A case study of British Columbia communities.” <i>Land Use Policy</i>, 28(4), 898–906.</li> </ul>
	October 28	Replacing Staples: Tourism and the Restoration Economy.	<ul style="list-style-type: none"> <li>Darko, R., &amp; Halseth, G. (2025). “Navigating industrial decline: A case study of place attachment and social capital in economic transition –Valemount, British Columbia.” <i>Journal of Rural Studies</i>, 113</li> </ul>
	October 30	Test #2 and Assignment review.	
10	November 4/6	Aboriginal Title, and the future of land management	<ul style="list-style-type: none"> <li>Rossiter, David, and Patricia Burke Wood. “Property, Territory, Sovereignty, and Citizenship.” In <i>Unstable Properties</i>, 186–219. Canada: University of British Columbia Press, 2022.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="#">The Truth About the Cowichan Title Decision - Khelsilem</a></li> <li>• <a href="#">Opinion: If we're all here to stay, Cowichan decision got it wrong   Vancouver Sun</a></li> <li>• <a href="#">To recognize aboriginal title is not to abolish property rights, but to uphold them - The Globe and Mail</a></li> <li>• <a href="#">Dwight Newman: Aboriginal title's conflict with private property must be resolved   National Post</a></li> </ul>
<b>11</b>	November 13	Wildfire, Indigenous Use of fire, and Impacts to Rural Life	<ul style="list-style-type: none"> <li>• Copes-Gerbitz, Kelsey, Shannon M Hagerman, and Lori D Daniels. "Transforming Fire Governance in British Columbia, Canada: An Emerging Vision for Coexisting with Fire." <i>Regional Environmental Change</i> 22, no. 2 (2022).</li> <li>• Sloan Morgan, O., &amp; Burr, J. (2024). The political ecologies of fire: Recasting fire geographies in British Columbia, Canada. <i>Environment and Planning E: Nature and Space</i>, 7(4),</li> </ul>
<b>12</b>	November 18		
	November 20*	Academic Poster Presentations	
<b>13</b>	November 25/27	Electoral Politics: a (new) regional divide?	<ul style="list-style-type: none"> <li>• Blake, Donald E, and R.K Carty. "Value Conflicts in Lotusland: British Columbia Political Culture." In <i>Politics, Policy, and Government in British Columbia</i>, 3–17. University of British Columbia Press, 1996.</li> <li>• Additional election related editorials and results will be posted to Brightspace</li> </ul>
<b>14</b>	December 2	Test #3 (includes additional long response question)	

Additional readings may be added. These will be announced on Brightspace.



Student Name \_\_\_\_\_

**Course Introduction Questionnaire:**

Please complete this questionnaire to help me understand your background, learning goals, and familiarity with British Columbia. **This is not graded.**

1. Is geography your major? ☐ Yes ☐ No
2. In what field of geography do you specialize or prefer?

- Physical Geography
- Human Geography
  - Political sub-disciplines
  - Economic sub-disciplines
  - Cultural/Social sub-disciplines
- Geomatics

3. How familiar are you with British Columbia as a political and social construction?

Not at all   -   -   -   somewhat   -   -   -   Very Familiar

4. How familiar are you with the physical geography of British Columbia?

Not at all   -   -   -   somewhat   -   -   -   Very Familiar

5. What do you want to get out of this course?

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6. What topic(s) within this syllabus are you most interested in?

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Student Name \_\_\_\_\_

7. On the somewhat marked map of British Columbia below add the following to the map:
- A. The city of Vanderhoof
  - B. Approximate location an *inland* rainforest environment
  - C. Approximate location of a desert climate
  - D. The major fault line that risks a mega thrust earthquake that could cause tsunamis and shaking damage in the Vancouver and Victoria areas
  - E. Highways 1, 16, and 97.
  - F. The belt (general area) with the most volcanic activity in BC and Canada

