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<b>Instructor</b>	Iman Fadaei
<b>Email</b>	ifadaei@uvic.ca
<b>Office</b>	COR A326
<b>Office hours</b>	DTB B208   Thursdays   14:30 to 16:00
<b>Schedule</b>	Mondays and Thursdays   1:00-2:20 PM
<b>Course Value</b>	1.5 Units
<b>Classroom</b>	Clearihue Building A224
<b>Delivery</b>	In Person
<b>TAs</b>	Emma Bowick, Megan MacDonald, Nick Jekill, Indigo Underwood

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### Territorial acknowledgment

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

### Instructor bio/research/teaching interests

I am a PhD candidate in Sociology and the Cultural, Social and Political Thought program at the University of Victoria, and an Associate Faculty member at Royal Roads University, where I teach courses at both institutions. Bridging theory and practice, my work critically engages with the complexities of the technological epoch, particularly the rise of AI, to make sense of emerging social realities and bring meaningful change and justice within closer reach.

I believe that knowledge should not become a mere institutionalized task, rather a dynamic and responsible process of inquiry, that enables us to make the world a better place. Such inquiry should be at the heart of the teaching and learning activity, and my responsibility as a teacher is to provide students with the necessary means and environment to embark on this journey, through what I call a “good class”. A good class is an equitable, inclusive, active and also transformative learning environment where every individual is empowered to flourish uniquely. It should cultivate students’ independence while nurturing the spirit of collaboration in thinking and acting. A good class follows the classical proverb: it will teach students fishing, rather than giving them a fish. It will equip students with necessary skills essential to pursue their own learning goals, explore, question, and contribute meaningfully to this world.

### Contact methods with instructor (in-person, email, etc.) and availability

I will hold an office hour every week. Feel free to stop by and share your thoughts and questions in that time. To make it more efficient, I encourage you to let me know by an email, so that I can manage the timings. Also, you can easily email me if you have any question or concern. I will make sure to answer all the emails by the Friday of every week.

## Course description

How do political and economic forces interact to shape the spatial realities of our world? Such a vague question can be considered the foundation of Political Economic Geography—a course that explores the intricate intersections between political power and economic systems across diverse geographic scales. This course introduces students to the multifaceted nature of political economic geography, focusing on how spatial realities are constructed, contested, and transformed by the interplay of political and economic forces. Students will engage with topics such as modernity, colonialism, globalization, and neoliberalism, analyzing their impact on social and spatial structures.

Rooted in a research-enriched philosophy, this course combines two synergistic methodologies: Inquiry-Based Learning (IBL) and Backward Design (Understanding by Design - UbD). The former fosters a dynamic and engaging learning environment that emphasizes critical thinking and active participation. The latter ensures a cohesive integration of diverse activities—including lectures, class discussions, critical readings, film screenings, and interactive research tasks—allowing students to delve into both theoretical frameworks and practical case studies. Together, these approaches equip learners with essential analytical tools to critically evaluate and articulate the intricate dynamics of political-economic geography in contemporary societies.

## Course prerequisites

Complete all of the following

- GEOG101B - Space, Place and Society (1.5)
- minimum second-year standing.

## Course learning outcomes

- Develop a comprehensive understanding of political and economic geography.
- Define genuine questions about political and economic geography and actively participate in the research process to answer them.
- Apply the theoretical knowledge to everyday life and make sense of the entanglement of politics, economy and geography.
- Foster critical thinking and analytical skills through research-based assignments and projects.

## Course structure, expectations, mode of delivery

The course integrates two complementary approaches in its design. On one hand, it prioritizes the Inquiry-Based Learning (IBL) approach to encourage students to formulate their own questions and connect what they learn in class with their personal experiences and concerns to address those questions. On the other hand, it employs Backward Design (Understanding by Design - UbD) to create a meaningful learning experience by shifting the focus from teaching to learning.

Accordingly, assignments and activities go beyond mere assessment tools; they become integral to the learning process and the creation of knowledge. To achieve this, activities and assignments are designed in a cumulative and interconnected manner, with clear and transparent instructions aimed at achieving the course's main goals and outcomes. This structure allows students to move beyond isolated tasks and engage in a continuous, process-oriented performance of learning activities, where each element plays a distinct role in advancing the overarching objectives of the course. As an important part of this approach, the inside-class and outside-class activities are linked together, and students are able to utilize their time spent on activities and gradually reach their creations. Also, the Un-Grading technique is being utilized in

some of the assessment. The technique, fundamentally differing from merely "not grading," is to boost our practice in creating a more learner-centered, process-oriented educational experience

Finally, the class will be an opportunity for students to cultivate their knowledge and skills in an inclusive, accessible, equitable and safe learning environment. The course will be held in-person, and I expect students to be actively present and involved in it. Most of the submissions will be on Brightspace.

## Attendance

Attendance to the classes for this course is required.

## COURSE EXPERIENCE SURVEY (CES)

Your feedback on this course is highly valued. You'll have two opportunities to share it: first, around Week 7, to help us make mid-course adjustments, and later, at the end of the term, through the anonymous CES survey. The CES survey is crucial for improving the course, our teaching, and the overall program. It will be accessible online via your laptop, tablet, or mobile device. I'll provide reminders and details closer to the time, so please keep this in mind as the course progresses.

## Brightspace

We will have a Brightspace page for the course, where you can find a schedule and download the readings for each week.

## 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)

## Required learning materials and week schedules

W	Date Thursday & Monday of each week	Title	Description	Readings
1	Week 6-Jan  1/6 & 1/9	Introduction	Overview of course syllabus, objectives, and expectations. Brief introduction to foundational concepts in Political and Economic Geographies.	Lab: No Lab Readings: Martin Luther King Jr. – "I Have a Dream" (1963) Song: John Lennon – "Imagine" Optional: Film: Karuara, People of the River. Stephanie Boyd & Miguel Araoz Cartagena   Peru Canada   2024   77min Class Activity: Class Discussion: What is political economy, and how do politics and economics shape space?

				Mapping Exercise: Students map personal geographies and discuss connections to broader economic and political systems.
2	Week 13-Jan  1/13 & 1/16	Theoretical Perspective: Political Geography and Economic Geography	Exploring key concepts in Political and Economic Geographies	Lab 1: Introduction: Calling and Common Good What called us into this path? Why are we here and what are we doing? How we see ourselves in the world? What role do we picture for ourselves? Discussing the good, and the calling to move toward the collective good.
				Readings: Storey, D. (2020). Political Geography. In A. Kobayashi (Ed.), International Encyclopedia of Human Geography, 2nd edition (pp. 199-206.). Oxford: Elsevier. Optional: Florida, Richard; Adler, Patrick. Economic Geography. In International encyclopedia of human geography, edited by Kobayashi, Audrey, 2nd ed., Elsevier, 2019, 25 – 28 Film: The True Cost. Documentary / Drama directed by Andrew Morgan. 2015. Duration: 1h 32m
				Class Activity: Group discussion on readings.  Exploring the economic and political dimensions of the contemporary world.
3	Week 20-Jan  1/20 & 1/23	Theoretical Perspective: Space and Power	Analysis of the spatial organization of power and the politics of spatial production.	Lab 2: Research Project - Inception Identifying a Political Economic Geographic concern that is personally relevant to the them, and articulating a genuine research question.
				Reading: Foucault, M. (2007). Lecture One: 11 January 1978. (pp. 1-28) In Security, territory, population: Lectures at the Collège de France, 1977–78 (M. Senellart, Ed.; F. Ewald & A. Fontana, General Eds.; G. Burchell, Trans.). Palgrave Macmillan. (Original work published 2004) Optional: Quijano, A., & Ennis, M. (2000). Coloniality of Power, Eurocentrism, and Latin America. Nepantla, 1(3), 533–580.
				Class Activity: Guest Lecturer Discussion: Power dynamics in global spaces. Map analysis: Spaces of power in urban contexts.
Project Part-1: Inception: Due Before Your Week 4 Lab - on Brightspace				
4	Week 27-Jan  1/27 & 2/30	Metaphysics of the Modern World: Science and Technology	Examines how digital spaces and technologies have created new forms of power, governance, and resistance in the	Lab 3: Research Project - Inspection 1 Conducting a comprehensive literature review and contextual analysis related to the articulated question.
				Readings: Mahony, M. (2021). Geographies of science and technology 1: Boundaries and crossings. Progress in Human Geography, 45(3), 586–595.

			modern global order.	<a href="https://doi.org/10.1177/0309132520969824">https://doi.org/10.1177/0309132520969824</a> Short Story: Borges, J. L. (1946). "On Exactitude in Science." Optional: Heidegger, M., & Krell, D. F. (1993). The end of philosophy and the task of thinking Heidegger. In Basic writings: from Being and time (1927) to The task of thinking (1964) (Rev. and expanded ed.). Harper San Francisco. Film: Matrix 1. Science fiction action film written and directed by the Wachowskis. 1999. Duration: 2h 16m Class Activity: Film: The Social Dilemma (2020) Docudrama film directed by Jeff Orlowski and written by Orlowski, Davis Coombe, and Vickie Curtis. 2020. Duration: 1h 34m Workshop: Digital surveillance and everyday life
5	Week 3-Feb 2/3 & 2/6	The Making of the Modern World: Globalism, Colonialism, Imperialism, and Capitalism	This session explores the historical foundations of global inequality, focusing on the relationship between colonialism, imperialism, and capitalist economies.	Lab 4: Research Project – Inspection 2 (Optional) Readings: Munck, R. (2009). Globalization as the new imperialism. The Review of Radical Political Economics, 41(3), 380–388. <a href="https://doi.org/10.1177/0486613409334864">https://doi.org/10.1177/0486613409334864</a> Optional: Dussel, Enrique D., Javier Krauel, and Virginia C. Tuma. "Europe, modernity, and eurocentrism." Nepantla: views from South 1, no. 3 (2000): 465-478. Class Activity: Discussion on the historical interplay between colonialism, imperialism, and capitalism. Mapping different trade systems globally.
6	Week 10-Feb 2/10 & 2/13	The Divide of the Modern Global World: Global North and Global South	Analyzing the historical and contemporary division between the Global North and Global South, focusing on the economic, political, and cultural dimensions of this divide.	Lab 5: Research Project - Reflection 1 Critically examining key ideas, integrating theoretical frameworks, and developing original and clear arguments, regarding the articulated question. Reading: Edward Said, Orientalism (1978), Introduction and Chapter 1. Optional: Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." Journal of genocide research 8, no. 4 (2006): 387-409. Film: The End of Poverty? Documentary film about poverty directed by Philippe Diaz. 2008. 1h 46m. Class Activity: Video Watching: Edward Said on Orientalism (Video) Reflection. Reflection and mapping exercises on "the Other."
Project Part-2: Inspection: Due February 21 – 11:59 pm - on Brightspace				

7	Week 17-Feb	Reading Break		
8	Week 24-Feb  2/24 & 2/27	Dismantling the Modern Global World: Decolonization	Focuses on the decolonization process, examining the political and economic strategies used to dismantle colonial structures and the ongoing struggles for autonomy.	Lab 6: Research Project - Reflection 2 (Optional)
				Readings: Hussain, Nabeel, Rubina Waseem, and Rashid Ahmad. "Destabilizing Unipolar World And Emergence Of Multi- Polarity: Theoretical Debate." Webology (ISSN: 1735- 188X) 19, no. 3 (2022). Optional: Duara, Prasenjit. "Introduction: The decolonization of Asia and Africa in the twentieth century." In Decolonization, pp. 19-36. Routledge, 2004. Frantz Fanon, The Wretched of the Earth (1961), Chapter 1: "Concerning Violence." Film: The Battle of Algiers. Co-written and directed by Gillo Pontecorvo. 1966. Duration: 2h 1m
				Class Activity: Guest Lecturer Reflection on global decolonization movements.
				Midterm: Feb 27 Thursday – Available for 1 hours within the time window of 9:00 AM to 3:00 PM on Brightspace.
9	Week 3-Mar  3/3 & 3/6	Canadian Case	Exploring the economic and political dynamics of Canada's spatial organization.	Lab 7: No Lab
				Readings: Wallstam, M., & Crompton, N. (2015). City of perpetual displacement: 100 years since the destruction of the Kitsilano Reserve. The Mainlander. Retrieved from <a href="https://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-since-the-destruction-of-the-kitsilano-reserve/">https://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-since-the-destruction-of-the-kitsilano-reserve/</a> Optional: Warkentin, J. (2017). Mapping Indigenous Canada. Historical Geography, 45(1), 127–129. <a href="https://doi.org/10.1353/hgo.2017.0007">https://doi.org/10.1353/hgo.2017.0007</a> Film: Kanehsatake: 270 Years of Resistance Obomsawin, A., Obomsawin, Alanis,; Koenig, Wolf,; Obomsawin, Alanis,; Neale, Colin,, Montreal :, National Film Board of Canada, 2009, Duration 1:59:00
				Class Activity: Film: Kanehsatake: 270 Years of Resistance Obomsawin, A., Obomsawin, Alanis,; Koenig, Wolf,; Obomsawin, Alanis,; Neale, Colin,, Montreal :, National Film Board of Canada, 2009, Duration 1:59:00
10	Week 10-Mar  3/10 &	Indigenous Geographies	Exploration and analysis of Indigenous peoples' resistance to	Lab 8: Filed Trip Discussion and Reflection
				Discussing the field trip observations and reflecting upon the experience, with relation to the materials of the course. Readings: JOHNSON, J. T., CANT, G., HOWITT, R., & PETERS, E.

	3/13		colonialism	<p>(2007). Creating Anti-colonial Geographies: Embracing Indigenous Peoples' Knowledges and Rights. <i>Geographical Research</i>, 45(2), 117–120. <a href="https://doi.org/10.1111/j.1745-5871.2007.00441.x">https://doi.org/10.1111/j.1745-5871.2007.00441.x</a></p> <p>EZLN, "First Declaration of the Lacandon Jungle."</p> <p>Optional:</p> <p>Barnd, N. B. (2023). Installing Indigenous geographies. <i>Urban Geography</i>, 44(2), 298–300. <a href="https://doi.org/10.1080/02723638.2022.2129717">https://doi.org/10.1080/02723638.2022.2129717</a></p> <p>Film: A Place Called Chiapas</p> <p>Wild, N., Wild, Nettie., Montreal, Que.: National Film Board of Canada, 1998, Duration 93:00</p>
				<p>Class Activity:</p> <p>Guest Lecturer</p> <p>John Lutz, Early History of this Land and Area as Expressed through map from Late 1850. Retrieved from: <a href="https://dspace.library.uvic.ca/items/98b9ed98-b809-45d3-8e8c-a1de56d36f04">https://dspace.library.uvic.ca/items/98b9ed98-b809-45d3-8e8c-a1de56d36f04</a></p>
<b>Project Part-3: Reflection: Due Before Your Week 11 Lab - on Brightspace</b>				
				Lab 9: Conference Presentation 1
				<p>Readings:</p> <p>Harvey, D. (2008). "The Right to the City."</p> <p>Optional:</p> <p>Asef Bayat, "From 'Dangerous Classes' to 'Quiet Rebels': Politics of the Urban Subaltern in the Global South." <i>International Sociology</i> 15:3 (2000): 533-557.</p> <p>King, A. D. (2016). Chapter 5: Postcolonialism, representation and the city. In <i>writing the global city: globalisation, postcolonialism and the urban</i> (1st ed.). Routledge. <a href="https://doi.org/10.4324/9781315668970">https://doi.org/10.4324/9781315668970</a></p> <p>Harvey, D. (2012). <i>Rebel Cities</i> (Introduction).</p>
				<p>Class Activity:</p> <p>Discussion: How do urban spaces reflect and reproduce inequalities?</p> <p>Mapping Exercise: Analyze maps of urban neighborhoods, identifying trends in gentrification, segregation, or resource allocation.</p> <p>Film: <i>The Pruitt-Igoe Myth</i>. 2011, documentary film directed by Chad Freidrichs. Duration: 1h 19m.</p> <p>Guest Lecture: Dr. Nick Revington, INRS, on housing inequalities.</p>
11	<p>Week 17-Mar</p> <p>3/17 &amp; 3/20</p>	Urban Geographies	Focuses on the role of cities in shaping political and economic geographies, exploring urban spaces as both sites of power and resistance.	
				Lab 10: Conference Presentation 2
				<p>Readings:</p> <p>Nemer, D. (2022). Chapter 6 in <i>Technology of the oppressed: inequity and the digital mundane in favelas of Brazil</i>. The MIT Press.</p> <p>Optional:</p> <p>Zuboff, S., &amp; Zanzarella, N. (2019). Home or Exile in the Digital Future. In <i>The age of surveillance capitalism: the</i></p>
12	<p>Week 24-Mar</p> <p>3/24 &amp; 3/27</p>	Notes on the Future: The Evolving Landscape of Political Economic Geography	Discussing alternative futures, focusing on abolitionary politics and envisioning a world without colonial,	

			capitalist, or oppressive systems.	<p>fight for a human future at the new frontier of power (First edition.). PublicAffairs.</p> <p>Film: Citizenfour</p> <p>Documentary film directed by Laura Poitras, concerning Edward Snowden and the NSA spying scandal. 2014. Duration: 1h 54m.</p> <p>Class Activity:</p> <p>Workshop: Collaborative creation of abolitionary futures: brainstorming alternatives to current political and economic systems.</p> <p>Discussion: How can we reimagine the role of justice, work, and community in our societies?</p>
13	<p>Week 31-Mar</p> <p>3/31 &amp; 4/3</p>	Conclusion and Reflection	Course wrap-up and reflections on future considerations in political and economic geographies.	<p>Lab: No Lab</p> <p>Readings:</p> <p>No readings this week</p> <p>Class Activity:</p> <p>Reflection Circle: Students share their learning experiences and how the course shaped their understanding of political and economic geographies.</p> <p>Feedback Session: Collect student input on the course structure and content.</p> <p>Final Exam Review and Q&amp;A session 4/8</p>
Final Exam 4: Due April 17 - Available for 2 hours within the time window of 9:00 AM to 3:00 PM on Brightspace.				

Note:

- We will have two classes each week, on Monday and Thursday.
- We will try to integrate both lectures and activities in both sessions.
- Almost every week has 1 required readings, with the exception of some weeks with 2 required ones. Students are expected to have all the required readings of each week read before the Monday session of that week.
- There are film suggestions in some weeks. The In-Class ones will be watched in class, either fully, or partly in one session. The other ones are for students to watch at home, optionally.
- The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. Any changes will be communicated to students ahead of time and will not result in extra burden to students.



## Assignments, Exams and Evaluation

There will be two major components for the activities of the course: exams and assignments. The exams will follow the traditional method in evaluation. The assignments though, as discussed earlier, are designed based on the two IBL and UbD approaches, trying to enable students to develop their ideas progressively throughout the semester while applying course concepts and theories. Therefore, the assignments and activities are interrelated, with each component building on the previous one. Assignments are staggered to provide timely feedback, allowing students to refine their work and prepare for subsequent tasks. As a crucial part of this design, activities inside and outside of the classroom are linked together, so some pieces of these assignments are designed to be accomplished as class activities to boost the active learning experience of the students, and to save some time for students to maximize the quality of works, instead of the quantity of them.

Note: The assignments are designed for labs. However, it does not interfere with the assignment's due. In fact, the submissions are following the deadlines. Therefore, in case of absence, or not accomplishing the work in the class time, students are required to continue working on the activity and submit the accomplished version of that, via Brightspace.

Title		Due	Duration or Length	Percent of course grade
Attendance		Ongoing (Class and Labs)		10
Lab Assignments	Inception	Before Your Week 4 Lab - on Brightspace	2 Pages	15
	Inspection	February 21 – 11:59 pm - on Brightspace	3 pages	15
	Reflection	Before Your Week 11 Lab - on Brightspace	4 Pages	15
	Presentation	Week 11 and 12 – In Labs	5-10 min	10
Exams	Exam 1: Midterm	Week 8 - February 27 – Available for 1 hours within the time window of 9:00 AM to 3:00 PM on Brightspace.	1hr	15
	Exam2: Final	April 17 - Available for 2 hours within the time window of 9:00 AM to 3:00 PM on Brightspace.	2hr	20

### Exams

#### Exam 1: Midterm (15% of Final Grade):

The midterm exam will be an online, essay-based assessment designed to evaluate your analytical engagement with all materials covered up to the week before the exam. It will emphasize critical thinking and the application of course concepts. To support your preparation, a review session and Q&A will be held the week prior, providing an opportunity to clarify any concepts and address your questions.

#### Exam 2: Final Exam (20% of Final Grade):

The final exam will be an online, essay-based assessment encompassing material from the second part of the course (midterm onward). Like the midterm, it will focus on analytical engagement and synthesis of ideas across the semester. To help you prepare, the last class session will serve as a review and Q&A, ensuring you feel confident and equipped to perform well on the exam.

\* Details for the exams are subject to change. The updates will be posted accordingly.

\* Grading for the both exams will follow the rubrics as per the UVic Academic Calendar:

<https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/S1AAgoGuV?bc=true&bcCurrent=14%20-%20Grading&bcGroup=Undergraduate%20Academic%20Regulations&bclitemType=policies>

Passing Grades

Grade	Grade Point Value	Percentage*	Description
A+	9	90 - 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 - 89	
A-	7	80 - 84	
B+	6	77 - 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material.
B	5	73 - 76	
B-	4	70 - 72	
C+	3	65 - 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 - 64	
D	1	50 - 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing. Denotes the first half of a full-year course.

Failing Grades

Grade	Grade Point Value	Percentage*	Description
E	0	0 - 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 - 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 - 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

## Assignments:

As discussed, the assignments are components of a cumulative project for each individual. Each part will be practiced during lab sessions and submitted by its respective deadline. Here are the details for each part:

### Project-Part 1: Inception: Concern and Context – 2p

- Objective: To ground the student's research in a topic of personal significance and develop critical inquiry skills.
- Due Date: Week 3.
- Description: Students will identify a concern in the field of Political Economic Geography, that is personally relevant to the them (e.g., Housing Crisis, Food Insecurity, Digital Divide, Transport Accessibility, Cost of Living, Immigrants and Refugees' Rights, Surveillance and Privacy Issues, Indigenous Rights, Environmental Justice, Health Care Accessibility, Cost of Education, Job Accessibilities, Racial Discrimination, etc.) elaborate on its importance, contextualize it, and articulate a research question. This serves as a foundation for subsequent assignments
- What to Include:
  1. Concern: Clearly define the social concern they have chosen. Why is it important? How does it affect your lives and/or society?
  2. Context: Provide relevant background information on the issue. How widespread is the issue? Which social, political, or economic forces contribute to it? (Use your social imagination and go beyond your individual and personal condition of life.)
  3. Research Plan: Propose a clear research question and preliminary outline of your research paper which addresses your strategy to answer the question
- Note: This is to be an original work of yourself. So, try to be clear and contextual in finding and defining your concern. For Explaining the context and situation, you are required to refer to reliable

resources. As an example, you may have a concern about the housing problem as a student living here and now, then to explore the situation in a broader sense, you need to explore the situation in Victoria, or BC and draw on some reliable resources (either qualitative, or quantitative like stats), with citing the source of that.

- Evaluation: Ungrading - Minimal Grading: Outstanding/Strong/Satisfactory/Weak, based on:
  - Relevance of the Concern
  - Depth of the Context
  - Clarity of the Research Plan and Question
  - Proper Formatting and Grammar
- Rubric:
  - I. An Outstanding work exceeds expectations with an exceptionally well-defined concern, deeply contextualized analysis, and a research plan that reflects insightful engagement. Writing is clear, coherent, and polished, with excellent use of sources.
  - II. A Strong work offers precise elaboration of the concern, strong contextual understanding, and a well-articulated research plan. The work demonstrates clarity, coherence, and thoughtful engagement with the topic.
  - III. A Satisfactory meets expectation with a good understanding of the concern and its context, alongside a solid research plan. The work is clear but may lack depth or refinement in some areas.
  - IV. A Weak work demonstrates minimal engagement with the concern and context, with limited clarity or depth in the research plan. The work needs significant clarification and development.

#### Project-Part 2: Foundation; Literature Review and Contextual Analysis – 3p

- Objective: To develop research skills, specifically the literature review step.
- Due Date: Week 7.
- Description: The foundation stage involves conducting a comprehensive literature review and contextual analysis related to the chosen topic. Students provide an overview of the topic, critically analyze existing literature, and identify key themes, debates, and gaps in the research. This stage informs the development of the research question and thesis statement. Simply, you need to answer this question: how the existing literature informs your research question?
- What to Include:
  1. Refined Research Question: Based on instructor feedback from Assignment 1.
  2. Literature Review: Include at least 5 scholarly sources.
  3. Analysis: Discuss themes, debates, and research gaps.
- Note: This is a research process, and you are expected to cite relevant resources. At least 5 other peer-reviewed resources are expected to be cited in your work.
- Evaluation: Grading based on the rubric
  - Integration of Sources (40%)
  - Identification of Themes and Gaps (30%)
  - Coherence and Structure (20%)
  - Proper Formatting and Grammar (10%)
- Rubric:
  - I. An 'A' paper exceeds expectations. It contains an outstanding reading of the existing literature—one that helps making a potential contribution to the field.

- II. A 'B' paper contains a very good engagement with the relevant literature. The paper is written clearly and brings the issue to light and points out the problems or issues.
- III. A 'C' paper contains a clear topic while making references to the issue in such a manner that it still needs clarification and development. It offers a glimpse of where the concern stands in the existing literature.

#### Project-Part 3: Reflection: Synthesis and Critical Analysis – 4p

- Objective: To develop analytical skills, in light of theoretical frameworks and practical considerations.
- Due Date: Week 13
- Description: In this stage, students engage in critical analysis that critically examine key arguments, integrate theoretical frameworks, and develop their own arguments, regarding their own topic and question.
- What to Include:
  1. Critical examination of key arguments
  2. Development of your argument in line with the thesis statement
  3. Detailed analysis based on collected data and sources
  4. Use of evidence to support your analysis
  5. Reflection on implications and possible future inquiries.
  6. Format: Introduction, Body and Conclusion.
- Evaluation: Grading based on the rubric:
  - Depth of Analysis (40%)
  - Integration of Theory and Evidence (30%)
  - Coherence and Structure (20%)
  - Proper Formatting and Grammar (10%)
- Rubric
  - I. An 'A' work exceeds expectations. It offers precise elaboration of the concern, and a deep analysis of the work, in a well-written, coherent, and well-discussed manner.
  - II. A 'B' paper present very good connections between arguments and ideas and offers, with relative success, a critical piece that shows a good command on the materials and works. The analysis it offers is acceptable while needing elaboration and further development
  - III. A 'C' paper does make references to issues in question, but it still needs clarification and/or it needs further development. In case it aims for an analysis, its critique still needs to be developed and relevant and connected to the issue at hand.

#### Project-Part 4: Conference Presentation:

- Objective: To develop and demonstrate effective presentation skills.
- Due Date: After Week 13
- Description: In a conference-like setting, at labs, students will deliver a concise, structured oral presentation summarizing their research.
- Details:
  1. Duration: Each person will be given 5 to 10 minutes to present.
  2. Content: Presentations will cover the student's paper.
  3. Structure: Preseations should have at least 4 parts:
    - Introduction: Briefly introduce the topic and its significance.
    - Inception: Outline the research question or problem.
    - Foundation: Present key findings and supporting arguments.

- Reflection: Conclude with insights, implications, or future directions.
- 4. Visual Aids: Presenters are encouraged to use visual aids such as PowerPoint slides, diagrams, charts, or multimedia elements to enhance understanding and engagement.
- Evaluation: Grading based on the rubric considering these elements: content and depth, structure, criticality, engagement and interaction, creativity.
  - Clarity and Conciseness (40%)
  - Visual Engagement (30%)
  - Delivery and Confidence (20%)
  - Adherence to Time Limit (10%)
- Rubric
  - I. An 'A' work exceeds expectations with a cohesive and polished presentation.
  - II. A 'B' work will offer a very good presentation of the ideas. It is engaging and makes very good connections between pieces and shows a good command on the materials and works.
  - III. A 'C' work covers the basics but lacks depth or clarity in some areas, with connections between ideas requiring further development.

### Technicalities:

- The written pieces are varied in length. You need to stay with the limits. Going above the maximum will bring 10% decrease for each extra page.
- Font size is 12 and 1.5 space.
- Papers should include a cover page and a Reference page. The cover page and Reference/Bibliography page are not in the length limitations.
- All sources used or consulted must be cited properly. Any information you bring in your paper that is not your own, in any form presented (direct quote or paraphrase), must be cited. The citation for specific information must include a page number (where applicable).
- The paper must be written using academic language. Avoid colloquial or social media parlance. The submitted paper must be fully edited and proofread and readable.
- The works should follow the APA academic referencing format.
- Failing to meet the deadlines will result in 10% of decrease in the grade for each extra day.

### Core Principles for Contributions in Learning Experience

These values are guiding principles for all activities in this course — from participation and discussions to assignments and presentations. These values, in general, can be applied to so many other academic occasions that require your contribution. You are encouraged to train yourself and uphold these values to create a meaningful, engaging, and impactful learning experience.

#### 1. Relevance: Make It Meaningful

Ensure your contributions are thoughtful and connect meaningfully to the course themes, your lived experience, or broader social realities.

#### 2. Originality: Dare to Be Different

Avoid repeating common ideas. Bring your unique perspective to every task, with fresh approaches, innovative thinking, and creative formats.

#### 3. Criticality: Move Beyond Summary

Move past mere summaries. Analyze, question, and critique ideas to develop more nuanced understandings of course materials and concepts.

4. Craftsmanship: Master the Art of Excellence

Produce high-quality, refined work in all assignments, presentations, and creative projects. This includes attention to clarity, aesthetics, and precision.

5. Depth: Go Beyond the Surface

Avoid shallow thinking. Explore the "why" and "how" behind the topics. Offer nuanced analysis, rather than just summaries.

6. Engagement: Learn Together

Learning is social. Actively engage with your peers, the instructor, and the content through interaction, collaboration, and dialogue.

7. Reflection: Look Back to Move Forward

Learning doesn't stop at the submission deadline. Reflect on your process, growth, and challenges to become a more self-aware learner.

8. Integrity: Own Your Work

Take responsibility for your learning. Ensure your work is authentic, honest, and represents your personal effort and thinking.

9. Presentation: Communicate Your Ideas Effectively

Present ideas with clarity, creativity, and visual appeal. Use well-designed tools like slides, posters, or videos to convey messages effectively and with impact.

10. Structure: Be Clear, Coherent, and Organized

Organize your work with a clear introduction, body, and conclusion. Ensure ideas flow smoothly and transitions are logical, making it easy for your audience to follow.

## Labs Outline

Human Beings are members of a whole  
In creation of one essence and soul  
If one member is inflicted with pain  
Other members uneasy will remain  
If you have no sympathy for human pain  
The name of human you can not pertain  
(Saadi Shirazi from his Gulistan)

Our goal, in the long term, is to cultivate a deeper care for the world and enhance our ability to contribute meaningfully to it. To achieve this, we must first learn to see the world clearly, understand it as it truly is, and awaken our awareness of the interconnected social, political, economic, and geographic forces shaping the events and issues around us. This involves sharpening our critical thinking to identify the pressing concerns that demand attention and contextualizing them within the dynamics of political economic geography.

Our journey, rather than echoing widely discussed topics simply for their popularity, begins with ourselves. We will root our exploration in our own lived experiences, examining how they are shaped by broader systems of power, resource distribution, and spatial organization. This approach fosters authentic insights and connects personal narratives to the larger structures of society.

To truly grasp these issues, we must unlearn the dominant tendency to interpret problems solely through the lens of popular psychologism. Instead, we will situate personal experiences within their broader social, political, and economic contexts, offering nuanced and well-grounded explanations. This process involves developing our "sociological imagination," as described by C. Wright Mills: "the vivid awareness of the relationship between experience and the wider society." By integrating insights from political economic geography, we can better understand how power dynamics, resource allocation, and spatial inequalities intersect with personal and societal experiences.

In this endeavor, we need to stay away from the overly deterministic perspectives that reduce phenomena to either pure manifestation of the free-will and expressions of individual agency or deterministic consequences and inevitable outcomes of structures. Instead, we will seek a balanced and integrative understanding of how agency and structure interact, in the entanglement of politics, economy and geography.

The labs, therefore, provide opportunities and spaces for engaging in diverse activities designed to nurture these skills and perspectives, helping us connect personal experiences with the social, political, economic, and geographic dimensions of the world in a meaningful and informed way. Here is an overview of what we are going to do in each lab during the semester:

### Lab 1: Introduction:

The first lab, aside from the introductory part, will be dedicated to the concepts of Calling and Common Good. It will guide students reflecting on some fundamental questions like: What the concept of calling means? What called us into this path? Why are we here and what are we doing? How we see ourselves in the world? What role do we picture for ourselves? How do we want to contribute to this world? What is good? What is common good? How do they interact with each other? Can individuals have a calling that is consistent with the collective good?

### Lab 2: Inception

Second lab will be dedicated to the first components of the students' research project: inception. It should help students with identifying a Political Economic Geographic concern that is personally relevant to the them, and articulating a genuine research question.

### Lab 3 and 4: Inspection 1 and 2

The third and fourth labs will be dedicated to the second part of the research project: inspection. It will guide students in conducting a comprehensive literature review and contextual analysis related to the articulated question.

### Lab 5 and 6: Reflection 1 and 2

The fifth and sixth sessions will be dedicated to the third part of the research project: reflection. It will help them with critically examining key ideas, integrating theoretical frameworks, and developing original and clear arguments, regarding the articulated question.

### Lab 7: No Lab

### Lab 8: Filed Trip Discussion and Reflection

The eighth lab will be dedicated to the field trip reflection. It will happen after the field trip took place and provide a space where students can engage with discussing the field trip observations and reflecting upon their experience, with relation to the materials of the course.

### Lab 9 and 10: Conference Presentation 1 and 2

The last two labs will be dedicated to the final part of the research project: presentations. These sessions will be tentatively organized as Conferences and helps students to experience participating and presenting in conference settings.

## Lab Info

Lab Instructor	Section	Lab Time	Email
Nic Jekill	B01	Tuesday 2:30 to 4:20	njekill@uvic.ca
Megan Mac Donald	B02	Wednesday 10:30 to 12:20	meganmacdonald@uvic.ca
Emma Bowick	B03	Wednesday 2:30 to 4:30	emmabowick@uvic.ca
Indigo Underwood	B04	Friday 12:30 to 2:30	indigo@uvic.ca

\* All labs are held in David Turpin Building B307

\* Senior Lab Instructor: Kinga Menu (She/Her) - David Turpin Building B304 - kmenu@uvic.ca



## Resources for students

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](#))
8. Academic Concession - link to [policy](#)
9. Academic Accommodation – link to [website](#)
10. Academic accommodation & access for students with disabilities – [Policy](#) AC1205

## University statements and policies

1. University Calendar - Section “[Information for all students](#)”
2. Creating a respectful, inclusive and productive learning environment: link to [policy](#)
3. Accommodation of Religious Observance - link to [policy](#)
4. Student Conduct – link to [website](#)
5. Non-academic Student Misconduct – link to [website](#)
6. Academic Accommodations and Accessibility – link to [website](#) or link to [Centre for Accessible Learning \(CAL\)](#)
7. Diversity / EDI – link to [VPAC commitment](#)
8. Equity statement – [EQHR policies in the academic calendar](#)
9. Sexualized Violence Prevention and Response: [link](#)
10. Discrimination and Harassment [Policy](#)

## Student groups and resources: [link](#)

1. Student wellness: [link](#)
2. Ombudsperson: [link](#)