



COURSE OUTLINE

Directions in Geography

Instructor	Professor Teresa Dawson, tdawson@uvic.ca
Class time	Tuesdays, 2:30-5:30 PM
Location	Lectures are in-person in MAC D110. NOTE: IS REALLY IMPORTANT TO YOUR SUCCESS THAT YOU ATTEND CLASS.
Office Hours	DTB B316 Tuesdays 1:30-2:20 PM <u>and</u> <i>by appointment</i> if those times do not work for you.
Brightspace site:	There is a Brightspace site for this course called Fall 2026 GEOG 324 . It is best accessed through your UVic page and SSO. Please go to the site often.

Communications:

- *Course information, tips, reminders, lab outlines, all notices:* The Brightspace site is where I will put anything I think might help you. Please check your preferred email address is correct so you do not miss anything.
- *Emailing me:* tdawson@uvic.ca. Please put <Geog324: your name: brief subject> in the heading. This allows me to sort at the end of each day to check for emails and not miss anything.
- *Making an appointment:* I welcome you to discuss your geography ideas and questions at times other than office hours. However, I am often in meetings or teaching other courses, so I don't want to miss you. Please email tdawson@uvic.ca **minimally before 4:00pm the night before to make an appointment for the next day (more time is appreciated)**. Please also make sure you cancel the appointment if you are not coming to allow someone else to benefit from the slot.

Description

This course examines geographic thoughts and practices through time. We will critically review early developments in the discipline and will then focus on contemporary Geography, by identifying a broad spectrum of different approaches and methods applied within the field. What differentiates Geographers from other scholars? What specific contributions can the discipline make? What are the tools and methods Geographers use? We will discuss diverse ways of doing and thinking about Geography, exploring the current context as well as being inspired about possible future directions.

Throughout the course, each of us will think about how what we are discovering contributes to our own personal Geographic histories and journeys. Where have each of us come from and where are we going? Who are we, Geographically speaking? Where do our own research projects and interests situate themselves within the field in terms of our scholarly ancestors, the literature we read and the knowledge we seek to create?

LEARNING OUTCOMES AND THEMES

By the end of this course, I really hope you will have a clearer sense of the histories and philosophies of Geography and know where you "fit" and perhaps where you wish to go in the discipline. Some of our goals might be to...

- Possess a brief overview of the history of ideas in Geography and a mind map of the discipline.
- Have a sense of how ideas and themes enter and evolve the field and know some of the key turning points.
- Be familiar with some of the key current debates you may encounter in Geography.
- Feel comfortable with a variety of "isms" and other philosophical terms.
- When you read a geography paper in future, automatically be able to tell into which part of the field (methods, topics, approaches, philosophical traditions) it fits.
- Know a seminal paper when you see one and the kind of research that inspires you the most.
- Be able to ask really insightful questions--about papers you read, and of people you meet.
- Have an excellent basis for a literature review for an Honours thesis (or other major senior research project) and never write a literature review quite the same way again.
- Appreciate the role of the academic review process to strengthening the quality of our work.
- Have hope for the future (and your role in it).

Building Community

To succeed collectively we have to build an academic community. This means sharing with each other and being prepared to reach out to, talk to, and help, people we do not know, in order to create “connections in a crowd.” I know it is essential to everyone’s success so I hope you will help me do it. Please bring your ideas to class...and share them. Please check in on your neighbour. Please speak up when it matters.

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

Before each class:

- Go to the Brightspaces site for this course. Do any readings and pre-activities requested ahead of time (unless otherwise specified).
- I suggest printing the class outline/key questions and having it on the desk in front of you to write on OR having a separate device/notebook for you to take notes.

The day of:

- Come to class with all aspects of your being (show up, mentally engage, think of questions to ask, answer the questions I ask you, help others). I really mean it. Showing up is the greatest predictor of success.
- Consider having a small snack/drink handy. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged. (Just please avoid key allergens that might impact others, such as nuts).

Please kindly...

- *Remember that all lecture and lab notes, course materials, exams and quizzes are the intellectual property of the person creating them.*
- *Do not record (audio or video), or take photos of, any aspects of the course such as labs or lectures without first having written permission from our teachers. It is important we respect privacy and safety of others in the course.*

REQUIRED COURSE READINGS:

Cresswell, T., 2024. *Geographic Thought: A Critical Introduction (2nd ed.)* Hoboken, NJ: Wiley.

This makes a great text for our course. It is available at the Bookstore. Pick whichever format works for you.

All other readings and activities will be provided or referenced on the Brightspace site for the course.

COURSE COMPONENTS

This course is designed to achieve the learning goals and outcomes stated above. Each component is specifically created to achieve a particular outcome and collectively the course components will give you a strong foundation in the history, philosophy (past, present and future) of our wonderful discipline. All aspects of the course will be assessed on exams.

Class Meetings—We will all meet together once a week (Tuesdays) in class. Our meetings will include mini lectures and guest conversations, as well as class activities, in order to ensure that you feel comfortable with the really important concepts.

Guest Conversations—I invite visitors to class on occasion from all areas of the department to help us with our learning and to diversify our ideas and discussions during class meetings. We will work together to determine the questions we want our visitors to answer. *Please note: All required readings for our guests will be posted on Brightspace as they provide them to me.*

“Finding your academic roots” term project—I am going to ask you to document your own personal academic ancestral tree. During the term, you will build a visual representation of your scholarly heritage (ancestral tree). At the end, you will give a brief presentation of your most exciting findings, and submit a short narrative reflection on your “Geography Life.” As part of this process, I will mentor you in how to be a thoughtful *academic reviewer*, who gives really helpful advice to improve the work of colleagues. Full details provided.

New directions teaching facilitation segment—Later in term, you will select and develop a teaching segment on a new direction that inspires you. I will meet with you ahead of time to mentor you. Full details provided.

GRADE BREAKDOWN FOR EVALUATION OF GEOG 324

Components	Marks	Important Information/Dates
Teaching facilitation segment	15	New Directions (group project). Details, template and mentoring provided.
Finding your academic roots	25	Create your “scholarly ancestral tree,” present it to the class and submit it with a brief written reflective narrative on your “Geography life so far.” Includes rough draft submission (Oct 6); draft narrative submission (Nov 24) and Final submission incorporating feedback (Nov 28)
Engagement & learning community	10	Supporting each other throughout the term and being fully engaged in the teaching segments of others. Also, includes being an effective academic reviewer who provides helpful feedback to support others in improving their work (Oct 6 and Nov 24 activities).
Midterm	20	Tuesday Oct 13 , in-class
Final Exam	30	Timed on-line and via Zoom in University Exam Period
TOTAL	100	

Important notes regarding overall grades:

- All students are required to show a UVic ID before taking exams.
- You must take both exams (midterm and the final) and submit all assignments minimally within 5 business days of the deadline (see below) to pass the course.** Even if you are too late to get a grade for an assignment you must still submit it to pass. The reason for this is that the assignments build your leaning in the course. ***Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. N is a failing grade and factors into GPA as a value of 0.*** If you are considering a deferral, please understand that certain essential components of this course cannot be completed after the course ends despite the “N” grade. Always check with me first.
- Even if you join the course late, you are still expected to catch up with the assignments and lecture materials.** You will need to quickly develop a plan and communicate this to me to make up the work missed.
- If at any time for any reason you are not able to fulfill your obligations to your class colleagues in a timely manner you must email me immediately. Failure to do this can negatively impact the grades of other students.

Policy on Late Assignments

To be fair to students who meet the deadlines, if you submit an assignment late you will lose marks in the following way. The late penalty is 20% per day. All assignments must be submitted but after 5 days you will receive no grade. Again, to be fair to all, exceptions will only be granted for compelling reasons.

Undergraduate Grading Standards (per the Academic Calendar)

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

GENERAL CLASS SCHEDULE (detailed information will be provided each week)

Week of	Concepts and Ideas	Activities with deadlines (unless stated, please do them ahead of class)
WEEK 1 Sept 15	What does it mean to be a Geographer?	<ul style="list-style-type: none"> Pick any full-length episode (they are about an hour long) of <i>Finding your Roots</i> on PBS that interests you and watch it before class. If you have access to PBS on your TV, great. If not, there are several I found on YouTube. <i>Note: This is what inspired the Ancestral Scholarly Tree assignment. Think about applying this idea to the academic context.</i> Read Chapter 1 in Cresswell (textbook)
	The briefest history of the field (Part 1): Early Ancestors Exemplars of previous students' scholarly work for inspiration	<ul style="list-style-type: none"> Read Chapter 2 in Cresswell. After class, begin conceptualising your academic ancestral tree using the guidelines/worksheet provided. Find a design format that works for you in terms of how you will logistically create it. You can use technology (e.g. <i>Lucidchart/Pressie/website</i>, etc) but can equally well do it by hand as an art piece on card/paper. Entirely your choice.
WEEK 2 Sept 22	The briefest history of the field (Part 2): Beginnings of modern Geography	<ul style="list-style-type: none"> Read Chapters 3 and 4 in Cresswell. Begin researching your scholarly ancestral tree. Talk/write to colleagues/teachers if you wish. Use the library databases. Be really creative (but always ethical) in your methods.
	Reflecting on our own philosophical perspectives <ul style="list-style-type: none"> How do we know what we know? How and why does what we know change? 	<ul style="list-style-type: none"> Read Moon and Blackman (2017) (study <u>the diagram</u> very carefully).
WEEK 3 Sept 29 (Orange Shirt Day)	The briefest history of the field (Part 3): The Quantitative Revolution vs Humanism	<ul style="list-style-type: none"> Read Chapters 5 and 6 in Cresswell. Continue to add to your scholarly ancestral tree. Narrate your data points. What connections can you make? Challenge yourself to see how many "generations" you can go back in your scholarly DNA collection. Where are your scholarly roots (use the textbook and lectures to help you identify this/these key connection/s)?
	Part 4: The next generation of more-than-human and more-than-physical geographers What are the BIG questions in Geography? What is the Geographical Advantage?	<ul style="list-style-type: none"> Read Chapters 12 and 13 in Cresswell Readings on Brightspace.
WEEK 4 Oct 6	<ul style="list-style-type: none"> Sources of inspiration for future directions. Integrative examples and case studies for the exam. Scholarly tree check-in to make sure you are on track. ACTIVITY: Learning to give effective feedback. 	<ul style="list-style-type: none"> Read Chapter 11 in Cresswell. Read ONE additional Chapter of your choice from Cresswell's Chapters 7, 8, 14 or 15 that links to your interests and your tree. <p>Due before class: The check-in rough draft of your scholarly tree. Using the accompanying worksheet, provide at least 3 narrated data points. Bring copies of rough tree image and completed sheet (1-5) to class for feedback.</p> <p>Due in class: Sign up for your chosen New Directions facilitation group and chosen class date. NOTE: group size TBD depending on enrollment.</p>
WEEK 5 Oct 13 (Thanksgiving is Oct 12)	MIDTERM IN CLASS Tuesday OCT 13 Please remember to bring your ID. <i>Full details will be provided ahead of time</i>	<ul style="list-style-type: none"> Study for mid-term exam. <p>Groups 1–4 meet with Teresa after the exam (or TBD) to plan Groups 1-4 Teaching facilitation outlines due by Thursday--One outline per group to be posted to Brightspace for colleagues to prepare for class (template and mentoring provided).</p>

WEEK 6 Oct 20	New Directions 1 New Directions 2 New Directions 3 New Directions 4	Groups 5-8 meet with Teresa to plan Groups 5-8 Teaching facilitation outlines due —As above
WEEK 7 Oct 27 <i>NOTE: Oct 31 last day to drop</i>	New Directions 5 New Directions 6 New Directions 7 New Directions 8	Groups 9 - 12 meet with Teresa to plan Groups 9 - 12 Teaching facilitation outline due --As above.
WEEK 8 Nov 3	New Directions 9 New Directions 10 New Directions 11 New Directions 12	Groups 13 - 16 meet with Teresa to plan Groups 13 -16 Teaching facilitation outlines due --As above.
WEEK 9 Nov 10	NO CLASS TUESDAY (REMEMBRANCE DAY + READING BREAK)	Complete your scholarly tree. Edit and polish your narrative. Incorporate Initial Feedback. Reflect on what you have discovered about yourself and what you might like to share with the class at the end of term. What surprises you most? What is missing? What connections do you love? Where does it suggest you should go next in terms of future interests?
WEEK 10 Nov 17	New Directions 13 New Directions 14 New Directions 15 New Directions 16	Groups 17 - 20 meet with Teresa to plan Groups 17 - 20 Teaching facilitation outlines due --As above.
WEEK 11 Nov 24	New Directions 17 New Directions 18 New Directions 19 ACTIVITY: Academic reviewer workshop REVIEW and EXAM TIPS.	Due Nov 24: bring a hard copy of your completed ancestral tree narrative to class and the image of your tree (to-date), so we can use it for our in-class activity. A worksheet will be provided.
WEEK 12 Dec 1	LAST CLASS Sharing our scholarly ancestral trees	Due Nov 28: Submit to Brightspace BOTH i.) An image of your final ancestral tree and ii.) your narrative reflection on your “My Geography Life So Far.” Rubric and full details will be provided.
TBA	FINAL EXAM in University Exam Period	Timed online and with Zoom in University Exam Period. Full details will be provided ahead of time

Note: While every effort will be made to maintain the above schedule, policies, procedures, assignments, topics and exams, as outlined in this syllabus, they may be subject to change in extenuating circumstances. Guest speakers in particular may change their selected dates.

Acknowledging our presence on the land

UVic's Territory Acknowledgement reads as the following. "We acknowledge and respect the Lək'wəḡən (Songhees and X̱sepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day." I hope each of us, whether from here locally or from far away in lands with other colonial histories, will think about how we can make real meaning from this statement in our own contexts and lives.

Accessibility

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

A note about triggering and self-care

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

Masking and health

We do not know peoples' personal situations or individual needs, as well as who may be living with vulnerable individuals, so we will respect everyone's choices to wear or not wear a mask in lecture and lab. If you feel seriously unwell, obviously you should stay home and not attend class but try to get a friend to zoom you in. Any questions don't hesitate to ask me.

Making sure you retain your academic integrity in this course

Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

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. In plain language, usually problems arise if you try to submit work that you did not create, if you copy someone else's answers or if you use someone else's words without using quotation marks and giving proper credit to the person who wrote them. If you have any questions or doubts, please talk to me. For more information, see uvic.ca/learningandteaching/cac/index.php.

Providing feedback via the Course Experience Survey (CES)

I value your feedback on this course. At the end of term, you will have the opportunity to complete an anonymous survey regarding your learning experience in this course (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Department of Geography improve the overall program for students in the future. The survey is accessed via ces.uvic.ca and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time, and it will be one of our in-class activities, but please be thinking about this important activity during the course.

Acknowledgements

I would like to acknowledge the following colleagues who generously shared their syllabi from previous iterations of this course ... Sharon Dias, Matt Fuller and Jutta Gutberlet. Their ideas and approaches have enormously enriched what I have been able to offer. Any errors are mine alone. Also all our guests from the department who have agreed to come and share their histories and inspire us with their ideas, thereby ensuring a diversity of thought and conversation for all of us to enjoy.

ADDITIONAL RESOURCES TO SUPPORT YOUR SUCCESS

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. Remember to take care of yourself. Do your best to maintain a healthy lifestyle by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many resources available to support your success, so make sure you know where to go when you need help including:

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

Academic Calendar (including key dates such as add and drop deadlines) <https://www.uvic.ca/calendar/dates/>

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

Centre for Accessible Learning (CAL)

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

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

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

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

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

- Geography Undergraduate advising and registration geogadvising@uvic.ca.
- Geography Department Chair geogchair@uvic.ca

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

International Students and the UVic Global Community

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) 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), 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.

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

Math and Stats Assistance Centre

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

Plagiarism Guide (how not to...) from the Library online <https://www.uvic.ca/library/help/citation/plagiarism/>. Please also read the new University policy on use of AI.

Positivity and Safety and Professional Code of Conduct for Students

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and

working environment for all its members. The January 2021 *Tri-faculty code of conduct for students* can be found here and is useful to review. <https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

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

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, contact: 250.721.8021, svpcoordinator@uvic.ca

Undergraduate Calendar (includes policies and regulations such as: **academic integrity** at Section 7, **academic concessions** at Sections 10 and 11)

<https://www.uvic.ca/calendar/undergrad/index.php#/content/62daf5e88b7d47001d0fc385>

Key academic dates are here: <https://www.uvic.ca/calendar/dates/>

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