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**COURSE OUTLINE**  
**GEOGRAPHY OF CANADA**

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**LECTURES:**

Mondays and Thursdays, 10:00-11:20, in room COR A225

**Office Hours:** Thursdays, 14:00-16:00

**Office Location:** DTB B210

**Contact:** [camo@uvic.ca](mailto:camo@uvic.ca)

**COURSE DESCRIPTION**

This course introduces students to the power and promise of geographic inquiry grounded in studies of Canada. We begin with setting our philosophical and pedagogical focus and providing a broad overview of the field of geography. We then dive right into considering the country's physical setting; the dynamic processes (e.g. geomorphological, biogeographical, climatic) that have shaped (and continue to reshape) its varied landscapes, and implications for those who live, work, and play there. We consider Canadian climate and weather and the present concern of climate change. Transitioning from a physical to human geography focus, we consider how the country evolved to its present political-territorial form and seek to explain settlement and development patterns. We then turn to explore more challenging philosophical questions around what it means to be Canadian, considering attempts to make sense of this place and define a national identity and direction. Such discussion sets us up for a critical consideration of how Canada's complex historical and contemporary social setting challenges attempts to define a simple, singular national narrative. We consider, for example, how the experiences of French Canadians, Indigenous peoples, and people of colour as well as the forces of regionalism and partisan political polarization complicate what Canada and Canadians really are. The course will involve lectures, engaging videos and representations of Canadian art and music, group discussions, and at least one field excursion. Intending neither to be bombastically patriotic nor treasonously cynical, this course will inspire important new ways of seeing "Canada" and being "Canadian".

**KEY THEMES:** Canada, Canadians, physical geography, human geography, environment, territory, settlement, development, nationalism, multi-perspectivism, regionalism, social faultlines, identity, art, sovereignty, Indigenous resurgence

**REQUIRED AND / OR RECOMMENDED TEXT(S)**

Daniel Francis' (1995) "National Dreams: Myth, Memory, and Canadian History" (Vancouver: Arsenal Press) is a required text and is available (for free) to read online through the UVic Library. Other required readings (journal articles, book chapters, and other sources) will be available online (for example through the UVic Library or posted on [CourseSpaces](#)) and should be read thoroughly and brought to your class.

Reading effectively is absolutely essential for success in this course. Along with lecture material, assigned readings will be tested on the midterm and final. Be mindful that simply reading without engaging with the material is essentially useless in that the material has no chance of moving from short to long term memory. It is critical to mark up, highlight, take notes and critically reflect while reading. Invest time and effort and you will be rewarded. Canadian football player Pinball Clemons counsels that: "We all must suffer one of two pains in life: either the pain of [focus and] discipline or the pain of regret." Commit this term to discipline and focus.

## EVALUATION

You will be evaluated on the following required elements:

1. **Assignment 1: How Places Come to Be** short written answers due Sept 30<sup>th</sup> (15%)
2. **Assignment 2: Op/Ed** researched opinion piece on a Canadian issue, outline due Oct 24<sup>th</sup>, draft version due Nov 7<sup>th</sup>, final version due Nov 28<sup>th</sup> (25%)
3. **Midterm:** 1h20 minute test involving multiple choice and short-written answer questions to be written in class on Oct 10<sup>th</sup> (20%)
4. **Final Exam:** Take home exam presented on the final day of class (December 2<sup>nd</sup>) to be submitted electronically through CourseSpaces by midnight on December 9<sup>th</sup>. (30%)
5. **Participation:** consists of quality of contribution to class room and/or online forum discussion AND attending 2 relevant events during the term, writing up and submitting a short well-written overview of the event, what you learned and how it related to class. (10%)

## GRADING SYSTEM

As per the Academic Calendar:

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

## LEARNING OUTCOMES

This course presents an opportunity to learn about environmental management, but more importantly an opportunity to develop certain skills and cultivate good habits. Specifically, disciplined and focused students will leave this course:

1. Recognizing the value of geographic inquiry and the ability to marshal geographic concepts and approaches to understanding Canada (and the world more generally).
2. The capacity to locate and describe physical landscapes of Canada and explain the underlying processes that created them.
3. The capacity to explain the dynamics of climate and weather.
4. A more nuanced understanding of the challenge of climate change (especially with reference to Canada).
5. A more nuanced understanding of how the physical environment along with other social/cultural factors and historical contingencies have influenced the territorial evolution, settlement, economic and political development in Canada and the ability to apply such knowledge in other contexts.
6. A more nuanced understanding of the concept of nationalism and how it has been articulated within the Canadian context, and the ability to self-reflect on your own identity and relationship with

nationalism.

7. Enhanced critical thinking skills: i.e. recognizing multiple perspectives and the values and assumptions underlying each (including our own) specifically with respect to representations of Canada and Canadian nationalism, precisely defining questions and problems, making interconnections, evaluating evidence and arguments and arriving at defensible positions on Canadian issues (through Op/Ed assignment).
8. A better appreciation of the importance of a critical education for one's own well-being and civic responsibility (i.e. recognition of one's own linkages to Canadian concerns and solutions).
9. Better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

## **GEOGRAPHY DEPARTMENT INFO**

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

## **COURSESPACES**

You will access the [CourseSpaces](#) site to access readings and also for important announcements, instructor notes, your grades, and additional information. If you are not familiar with CourseSpaces please come see me.

## **EXPECTATIONS OF STUDENT BEHAVIOUR**

UVic Geography prides itself on being one of the top programs in the country. You are expected to take seriously your time as a scholar in our program. Do your part to ensure an engaging classroom. Be punctual, respectful, compassionate, and attentive.

## **POLICY ON LATE ASSIGNMENTS**

Assignments will be accepted up to 3 days late with a 5% penalty per day applied.

## **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.**

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. 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.

## **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 via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

## **SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC**

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

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

### **NOTES ON SELF-CARE:**

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 (LACE) 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)*

## WEEKLY CALENDAR

Week 1	Sept 2: <b>No Class</b> Sept 5: Course overview + our approach to studying geography of Canada
Week 2	Sept 9- Canada's Place in the World: A geographic overview Sept 12- Physical Setting: Overview McGillivray, B. 2010. <i>Canada: A Nation of Regions</i> . Toronto: Oxford - excerpt: "Ch 2 Physical Characteristics"
Week 3	Sept 16 – Physical Setting: Forces shaping the landscape + Assignment #1 intro Sept 19 – Physical Setting: Climate (change) & weather (Sept 17: Last day to withdraw with 100% refund) Cannings, R & Cannings, S. 2013. <i>The New BC Roadside Naturalist</i> . Vancouver: Greystone - excerpt: "Introduction" Canada. 2019. <i>Canada's Changing Climate Report</i> . Available at: <a href="https://changingclimate.ca/CCCR2019/">https://changingclimate.ca/CCCR2019/</a>
Week 4	Sept 23 – Settlement & Development Patterns Sept 26 – Field Excursion: Exploring the physical & cultural/ historical geography of UVic's campus MGonigle, M. 2009. <i>Planet U: Sustaining the World, Reinventing the University</i> . Gabriola Island, BC: New Society Publishers, Ch 3: "Archeology of a Buried Landscape"
Week 5	Sept 30 - National Cohesion & Conflict + Intro to Op/Ed writing + <b>Assignment #1 "How Places Come to Be" due</b> Oct 3 – The evolution of Canadian National Identity Francis.1995. <i>National Dreams: Myth, Memory, and Canadian History</i> . Vancouver: Arsenal Press, Intro, 1-2 Harris, C. 2001. Postmodern patriotism: Canadian reflections, <i>Canadian Geographer</i> , 45:1, pp 193-207 Watson, S. 2017. "Everyday Nationalism and International Hockey: contesting Canadian National Identity", <i>Nations &amp; Nationalism</i> . 23(2), pp 289-308
Week 6	Oct 7 – The evolution of Canadian National Identity Oct 10 – <b>Midterm</b>
Week 7	Oct 14– <b>No class</b> (Thanksgiving) Oct 17 – Political Left/Right faultline in Canada
Week 8	Oct 21 – French / English Faultline + Scheduled day for Canada's Federal Election Oct 24 – Indigenous/Non-Indigenous Faultline + <b>Assignment #2 "Op/Ed – Outline" due</b>
Week 9	Oct 28 – Video: Kanehsatake – 270 Years of Resistance on Oka Crisis Oct 31 – Indigenous/Non-Indigenous Faultline (cont.) Francis.1995. <i>National Dreams: Myth, Memory, and Canadian History</i> . Vancouver: Arsenal Press, CH 4
Week 10	Nov 4 – Immigration, Race, Faultlines Nov 7 – Immigration, Race, Faultlines (cont.) <b>Assignment #2 "Op/Ed – Draft Version" due</b> Francis.1995. <i>National Dreams: Myth, Memory, and Canadian History</i> . Vancouver: Arsenal Press, CH 3
Week 11	Nov 11-14 - <b>No Classes</b>
Week 12	Nov 18 – Regionalism in Canada Nov 21 – Regionalism in Canada (cont.)
Week 13	Nov 25 – Video: "Hadwin's Judgement" Nov 28 – Video: "Hadwin's Judgement" + <b>Assignment #2 "Op/Ed – Final Version" due</b>
Week 14	Dec 2 – Course Wrap-up + presentation of <b>Take-Home Final</b> Dec 5 – <b>No Class</b>

## DISCLAIMER

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