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

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**LECTURES:** Mondays and Thursdays, 13:00-14:20, in room COR B107

**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 physical, cultural, and political geography of Canada through a focus on the concept of *place* or “meaningful space”. Each class uses particular places as jumping off points for students to develop their skills and competencies in geographical inquiry while learning tons about Canada and Canadians. In the first half of the course, students will focus on the physical geographic setting and the complexity of human / environment relationships (i.e. settlement and development patterns, environmental and climate change, “natural hazards”). In the second half, we turn to explore complex questions around the promotion and contestation of Canadian national identity as it plays out on the ground in various places of various scales. We identify how the complex historical and contemporary social setting characterized by a diverse population, strong regional identification, polarized politics, and the ongoing legacy of colonialism and Indigenous resurgence, confounds simple, agreed upon understandings of what Canada is, who Canadians are, who Canadian spaces are for, and what our collective future trajectory should be. The course involves lectures, videos, 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”.

**LEARNING OUTCOMES**

This course presents an opportunity to learn about the geography of Canada, 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. With a more nuanced understanding of the concept of “place” and how places shape and our shaped and contested through our collective lived experiences.
3. With 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.
4. With a more nuanced understanding of the challenge of climate change and the geophysical but also factors constituting so-called “natural” hazards (especially with reference to Canada).
5. With a more nuanced understanding of the concept of nationalism and how it has been articulated within the Canadian context, its promise in uniting people and concerns with respect to foreclosing other voices and glossing over historical and ongoing injustices.
6. With a more diverse understanding of Canadian experiences including those of Indigenous peoples, ongoing concerns and opportunities for reconciliation and making space for resurgence
7. The ability to self-reflect on your own identity and relationship with Canadian nationalism
8. Enhanced critical thinking skills: i.e. recognizing multiple perspectives and the values and assumptions underlying each (including our own) specifically with respect to Canadian social and environmental issues and representations of Canada and Canadian nationalism

9. 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).
10. Better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

**KEY THEMES:** Canada, Canadians, physical geography, human geography, environment, settlement, development, nationalism, regionalism, social faultlines, identity/ies, art, sovereignty, Indigenous resurgence

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

There are no required texts for this course. A series of required readings (journal articles, book chapters, actual assessment documents 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 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:

Due Jan 30	<b>Assignment #1:</b> How Places Come to Be (see handout)	20%
On Feb 13	<b>Midterm</b> – 1h20 multiple choice and short written answers	20%
Due April 2	<b>Assignment #2:</b> Geography of Canada Class Creative Project (see handout)	20%
In April	<b>Final exam</b> (scheduled by the registrar)	30%
Ongoing	<b>Participation</b> – contribution to class 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.

## **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	Jan 6 - Course overview Jan 9 - Place, Places, & Canada's Place
Week 2	Jan 13 – Algonquin Park Jan 16 – Giant Steps
Week 3	Jan 20 – Toronto Jan 23 – Fort Victoria (Sept 17: Last day to withdraw with 100% refund)
Week 4	Jan 27 – Bobcaygeon Jan 30 – Cascadia Earthquake Zone + <b>Assignment #1 due</b>
Week 5	Feb 3 –The Melting North Feb 6 –Clearcuts: “Hadwin’s Judgement”
Week 6	Feb 10 –Clearcuts: “Hadwin’s Judgement” Feb 13 – <b>Midterm</b>
Week 7	Feb 17-20 No classes (Reading Break)
Week 8	Feb 24 – Craigellachie Feb 27 – Chinatown
Week 9	Mar 2 – Queenston Heights Mar 5 – The Rock
Week 10	Mar 9 – Québec: la société distincte? Mar 12 – The Alienated West
Week 11	Mar 18 – WSANEC homeland Mar 21- Unceded BC Territories
Week 12	Mar 23 – Yaletown & Downtown Eastside Mar 26 – Davie Village
Week 13	Mar 30 – UVic Campus Apr 2 – Future Canadian places + Wrap up + <b>Assignment #2 due</b>

## DISCLAIMER

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