



Course Outline

INSTRUCTOR: Matt Fuller
Office: DTB B-214
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Lectures: Monday & Thursday
10:00 to 11:20AM
Location: Clearihue Building C109
Office Hours: Wed/Thur Noon-2pm
or by appointment

"We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day."

COURSE OVERVIEW

This course examines geographic thoughts and practices. 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 Geography. 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 Geography, from physical to human and the in-betweens.

The proposed readings focus on contentious contemporary themes, ranging from indigenous Geography to Geographies of waste, applying different lenses to analyze various aspects and diverse questions related to these themes. Students will apply their own geographic interests in their individual research project, focused on one of the multiple approaches in geography. A field-visit and guest speakers will provide hands-on and in-depth information related to the topics. The student project will involve literature review and discussions on how geography contributes to the debate of relevant contemporary issues.

Throughout the course, we will identify and review the students' perspectives and main interests within geography. There will be room for reflections and discussions on specific questions as to how knowledge is created in Geography, how it is disseminated and who benefits from it? The course format comprehends lectures, in class discussions, and debates, film screenings, student presentations and a one-day field trip. In class participation is key to thrive in this course.

LEARNING OUTCOMES

This course seeks to provide the students with insights on the history, development and contemporary thoughts related to geography. The students will be exposed to diverse perspectives and approaches within physical and human geography. By examining specific topics, we will learn about academic writing and the application of particular research methods for the inquiries under study. The course aims at promoting creativity and reflections on the students' own research interests, by critically assessing geographical scholarship in different areas. In this course, the students will be engaged in presenting, discussing and producing essays.

SEMINAR TOPICS AND SELECTED READINGS

Week	Dates	READINGS (unless listed, all readings posted and available on coursespaces)
1	06.01	Introduction to the course content. Multiple approaches and applications to Geography Hanson, S. (2004) Who Are “We”? An Important Question for Geography's Future. <i>Annals of the Association of American Geographers</i> , 94 (4): 715-722.
	09.01	What does it mean to be a Geographer? Keighren, I. M. (2017) History and philosophy of geography I: The slow, the turbulent, and the dissenting. <i>Progress in Human Geography</i> , 41(5) 638-647. Fall, J., & Minca, C. (2013). Not a geography of what doesn't exist, but a counter-geography of what does: Rereading giuseppe dematteis' le metafore della terra.
2	13.01	The evolution of geographic thought and research traditions Skole, D. L. (2004). Geography as a great intellectual melting pot and the preeminent interdisciplinary environmental discipline. <i>Annals of the Association of American Geographers</i> , 94(4), 739-743. Cutter, S. L., Golledge, R., & Graf, W. L. (2002). The big questions in geography. <i>The Professional Geographer</i> , 54(3), 305-317.
	16.01	Big challenges in Geography, What does it mean to be a Geographer? Goudie, A. S. (2017). The integration of human and physical geography revisited: Integration revisited. <i>The Canadian Geographer / Le Géographe Canadien</i> , 61(1). Jazeel, T. (2016). Between area and discipline: Progress, knowledge production and the geographies of geography. <i>Progress in Human Geography</i> , 40(5), 649-667. Recommended: Livingstone, D. N. (2019). The geographical tradition and the challenges of geography geographised. <i>Transactions of the Institute of British Geographers</i> , 44(3), 458-462. Recommended: Dicken, P. (2004). Geographers and globalization: (yet) another missed boat? <i>Transactions of the Institute of British Geographers</i> , 29(1), 5-26.
		<i>(discussion leaders begin...)</i>
3	20.01	Environmental Geography
	23.01	Political Geography
4	27.01	Critical Geographies
	30.01	Political Ecologies in Geography
5	03.02	Cultural Geography
	06.02	Feminist Geographies, Queer Geographies
6	10.02	Physical Geography
	13.02	Critical Methods in Human Geography; Spatial representation, cartography and community-mapping



7	17.2. -21.2.	Reading break
8	24.02	Physical Methods in Geography
	27.02	Urban Geography; White supremacy and masculinity
9	02.03	Critical Physical Geographies
	05.03	Economic Geographies; The Informal Economy
10	09.03	Philosophy of Geography; Critical cartography, counter-mapping
	12.03	Community-based Participatory Research; Medical and Health Geographies
11	16.03	Physical Geographies of Waste; Social and Cultural Geography of Waste
	19.03	Indigenous Geographies
12	23.03	Anarchist Geographies
	26.03	Challenges and directions in geography
13	30.03	- Student Conference Poster Presentation Session
	02.04	- Student Conference Poster Presentation Session
Research Paper Due April 2nd		

REQUIRED TEXTS

There is no course text and the weekly mandatory readings are available at Course Space.

FIELD TRIP

We will aim to take a field trip in later February as a full class. Details TBA.

MARK ALLOCATION

Discussion leader	20%
Written responses to the weekly reading	20%
Research paper	35%
Paper presentation	10%
Attendance and class participation	15%

ASSIGNMENT DETAILS

I. Discussion leader **done in pairs** (twice during the term) 20%

In **Week 2** students sign up for **discussion leader** for a classes, as a pair. This entails the preparation of a short (10-15 minutes) presentation, summarizing the reading and offering critical reflections. The students will then lead the in-class discussion and seminar, engaging the class with thoughtful provocations that have emerged from the reading. You will prepare a list of at least 5 questions to be asked during the class and guide the class during that discussion.

Grading Rubric (10% each time)

65% Presentation

- 15% Summary of articles
- 20% Critical thinking
- 20% Connecting to sub-field, topic area
- 10% Presentation style, flow, clarity and professionalism

35% Seminar Discussion

- 15% Five questions (well-thought out, covering material/sub-field, critical thinking)
- 10% Guiding and fomenting a robust and productive discussion
- 10% Leadership and fostering a positive and respectful environment

II. Written responses to the weekly readings (4 responses 5% each) 20%

A major aim for this class is to develop critical reading and analysis skills. By this we mean (1) honing your ability to summarize the main arguments of the text, (2) ask relevant and insightful questions of the text, and (3) develop your own insights and analysis into the text/important themes of the course. Students have to provide a written critical analysis on the two assigned readings for a session (maximum length: 1000 words), to be handed on **Thursdays**. You have to hand in a total of 4 responses during the course, two of which must come from sessions we cover two topics on. Even if you are not writing a response that week you are still required to do the readings and come prepared to contribute.

READING REFLECTION RUBRIC (for first and second submissions):

- 15% - **Strength of central ideas**, utilization of **sub-points** to illustrate them
- 25% - Use of **supporting evidence** taken from the readings and other **relevant** materials
- 20% - **Logic and flow** of your writing, **clarity and cohesion** of central narrative and sub-themes
- 25% - **Critical thinking** and **novel analysis** of your topic, theses and supporting evidence
- 15% - **Grammar**, style and evidence of well-edited work

READING REFLECTION RUBRIC (for third and fourth submissions):

- 15% - **Strength of central ideas**, utilization of **sub-points** to illustrate them
- 25% - Use of **supporting evidence** taken from the readings and other **academic** materials
- 10% - **Logic and flow** of your writing, **clarity and cohesion** of central narrative and sub-themes
- 20% - **Critical thinking** and **novel analysis** of your topic, theses and supporting evidence
- 15% - **Connecting and interweaving** the readings to lectures, discussions and **course** materials
- 15% - **Grammar**, style and evidence of well-edited work



III. Research paper (35%)

This paper assignment will assess your ability to do research outside of class and tie your analysis back to key themes covered during this section. Details on this assignment will be posted to Course Spaces by the beginning of Week 2. Papers will be handed in class on **April 2nd**.

In the research paper, the student connects at least 2 of the topics covered in class. It is expected that you answer the questions as to why geography and what kind of geographic framework you are building on in your discussion. What is the particular lens you are taking? You have to provide key references demonstrating engagement with the literature (Maximum length 3500 words).

IV. Research paper Conference Poster Presentation (10%)

In our final week, students will present their research and findings through a **conference-style poster presentation session**. We will have two sessions (March 30th and April 2nd) where each student will be given 5 minutes to share their poster and their research. Students will create a descriptive and exciting poster on their research subject and will present their poster informally during the session.

Students should be cautioned, however, and be selective and refined with the research you choose to present in your poster. Conference posters and sessions entail both space and time limitations. The physical poster and, if applicable, digital file of the poster is due the date of your presentation.

Not sure what an academic conference poster session and poster presentation looks like?

https://en.wikipedia.org/wiki/Poster_session

AAG Guidelines:

https://www2.aag.org/AAGAnnualMeeting/AAGAnnualMeeting/Poster_Sessions.aspx

An account of the plusses of attending and presenting at conferences:

<http://geography.utk.edu/wp-content/uploads/2015/05/MRochner-AAG-Report.pdf>

Your poster will be graded on the content (relevant background, synthesis of research, academic sources used and real-world applications and research context), presentation (both the layout and originality of the poster, as well as the oral presentation), and formatting (quality of the writing, grammar, etc). The marking rubric will be posted online.

V. Attendance and Participation (15%)

Students are expected to attend and actively participate in all classes. To achieve full participation marks means that the student comes to class, engages in the discussion and actively listens, poses questions and provides answers or contributions when possible. This is an easy mark to get, by regularly attending class and coming prepared.

GRADING SYSTEM as 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.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

POLICY ON LATE ASSIGNMENTS

Work submitted late will be accepted with a 10% daily penalty (including weekend days), up to seven days after the due date. If needed, you may submit your assignment during the weekend as a way to minimize late penalties. In case of an outstanding valid situation you must contact me, preferably in advance. I cannot consider a particular situation unless I know about it, so do not wait until the end of the term to communicate with me if something did come up. For health reasons, a doctor's certificate must be submitted. No extensions will be granted unless you have communicated with the instructor and your reasons have been deemed valid.

POLICY ON ATTENDANCE

Class will start on time. If you have to come into class late, please do so in the least disruptive manner possible. **As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures.** Students are expected to do the assigned readings in advance and be prepared to participate in class discussions and



in-class activities. Please note that participation does count towards your grade. The use of computers and other electronic devices in class should be limited to activities related to the course. Please turn cell phones off during class—**ringers, earphones and texting are disruptive and unacceptable.**

ACADEMIC INTEGRITY

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

Policy on Academic Integrity:

web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). 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.

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 www.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 - **Web:** www.uvic.ca/svp

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.

DISCLAIMER

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

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