



GEOG 309: Geography of British Columbia

University of Victoria, Fall 2020

Monday and Thursdays, 2:30-3:50pm ONLINE

Email: [neil.i.nunn@gmail.com](mailto:neil.i.nunn@gmail.com) (basic questions only; please use office hours for other inquiries)

Instructor: Neil Nunn

‘Office Hours’: Thursdays 4-5pm, following lecture. Office hours will be in the same Zoom lecture room following Thursday’s class. If you want to chat with me, stay after class and I will create breakout rooms for individual meetings. I will also be available to meet via Skype, Facetime, or phone by appointment; please send me an email to arrange to meet.

### Course Description:

What is BC? What does BC do? How does BC work? How has the formation and maintenance of the province historically functioned to constrain and disrupt social and ecological systems? Guided by these questions, this course examines the context surrounding the creation and maintenance of this relatively new province. In this class we use the year 1858—the year the colony was established—as an entry point to engage a number of conceptual, temporal, and comparative digressions that refer back to a primary consideration: BC as a process, and potentiality. As a class we will explore the inseparability of cultural, physical, environmental, historical, and economic geographies and how these aspects of spaces are relationally intertwined through such topics as: BC’s Black history; pipeline politics; colonial reconciliation and repair; and various imminent ecological threats like climate change, species extinction, and mass mine-waste disasters. The goals of this course are for students to (1) develop a firm grasp of new concepts and frameworks that provide new perspectives in regards to what we currently refer to as British Columbia, (2) to explore how these concepts and frameworks are inseparable from other processes and histories in Canada and beyond, (3) to think about British Columbia relationally, always and necessarily located amidst an expansive web of relationships.

### Course Objectives:

My aim as a course instructor are to help you develop the skills to:

- Disrupt taken-for-granted ideas about the province of BC and offer insight into your active participation in it

- Develop verbal communication, concise writing, careful/care-filled reading, and critical thinking skills that will contribute to efforts outside the classroom
- Engage diversity of voices, perspectives, and worldviews to come to a richer understanding of British Columbia
- Carefully examine and critique the world around you, while learning to mobilize critique in practical and meaningful ways
- Gain perspective on the changes you would like to see in the province and how you can contribute to these changes
- Learn to engage in difficult discussions carefully, openly, and with respect in order to maximize the potential to learn from the experiences of your classmates

**The Class Environment:** The class space is produced collectively. Given this, it is your responsibility to:

(1) read the specified materials for a particular day and to come to class ready to ask questions and foster conversations about those readings and the related lecture content.

(2) participate in creating an enjoyable, open, and safe environment for conversation. The material covered in this course might be unsettling and upsetting. A large part of this course will be to confront and work through discomfort together through open conversation. If you are ever uncomfortable in class for any reason please feel free to come and speak with me after class, during office hours, or by email. It is important that we create a classroom space that is challenging, but safe.

**The Readings:** There is no textbook assigned for this class. Given this is an upper year course, I would like us to explore and push back against standardized understandings of British Columbia that are offered through available textbooks. The reading list is drawn from academic journal articles, book chapters, and web-based material. You can access journal articles through the Library's E-journals search option. Online materials can be accessed with URLs below. Book chapters will be uploaded to Bright Space. If you are unable to access any source, please e-mail me. Please be prepared to have read all the readings for the week before you engage with the Asynchronous lecture/activity that is posted.

**Course Schedule:**

Readings will be folded into lectures. Lectures will include additional cases and details. We will be discussing the readings in class and also film and Youtube clips, podcasts, and other media. The lecture slides will not be posted online and are available only upon request.

\* = Asynchronous lecture. An asynchronous will be a lecture or activity that you can complete anytime throughout the week. These will generally replace Monday's lecture. The lecture/activity will be posted on Brightspace by Monday at 2:30. Please be sure to complete the asynchronous lecture/activity and the weeks readings prior to Thursday's lecture.

Date	Weekly topic and reading	
Week 1 Sept. 10	Course introductions	
Week 2 Sept. 14 & 17	<p><b>Contextualizing BC – What is BC?</b></p> <p>*Sept 14: What is BC?</p> <p>Sept 17: BC, an overview</p> <p>Open Access BC Geography Textbook: Green, A., McPhee, S., Ricker, B., &amp; Temenos, C. (2014). <i>British Columbia in a global context</i>. Open Access: BC campus. (Chapters Introduction &amp; 1 – (*Do not read Georgia Viaduct and Dockside Green Case Studies pp 9-14*). (Download: <a href="https://opentextbc.ca/geography/">https://opentextbc.ca/geography/</a>)</p>	

<p>Week 3</p> <p>Sept. 21 &amp; 24</p>	<p><b>The Gold Rush and Settler Colonialism in BC</b></p> <p>*Sept 21: Settler colonial BC</p> <p>Sept 24: 1858</p> <p>Ignace, M., &amp; Ignace, R. E. (2017). <i>Secwépemc people, land, and laws: Yeri7 re Stsqéy's-kucw</i>. Montreal; Kingston; London; Chicago: McGill-Queen's University Press. (pp. 425-461)</p> <p>Podcast: Interview with Benjamin Madley on his book An American Genocide. New Books in History. <a href="https://newbooksnetwork.com/benjamin-madley-an-american-genocide-the-united-states-and-the-california-indian-catastrophe-1846-1873-yale-up-2016/">https://newbooksnetwork.com/benjamin-madley-an-american-genocide-the-united-states-and-the-california-indian-catastrophe-1846-1873-yale-up-2016/</a></p>	
<p>Week 4</p> <p>Sept. 28 &amp; Oct. 1</p>	<p><b>Nature, climate change, and a politics of ecological destruction in BC</b></p> <p>*Sept 28: Climate change and BC</p> <p>Oct 1: A politics of devastation</p> <p>BC Gov (2016) Indicators of Climate Change for British Columbia  <a href="https://www2.gov.bc.ca/assets/gov/environment/research-monitoring-and-reporting/reporting/envreportbc/archived-reports/climate-change/climatechangeindicators-13sept2016_final.pdf">https://www2.gov.bc.ca/assets/gov/environment/research-monitoring-and-reporting/reporting/envreportbc/archived-reports/climate-change/climatechangeindicators-13sept2016_final.pdf</a></p> <p>Podcast: CBC's Front Burner. "The Uninhabitable Earth: A grim portrait of the future of climate change" <a href="https://www.cbc.ca/radio/frontburner/the-uninhabitable-earth-a-grim-portfoliof-the-future-of-climate-change-1.5171572">https://www.cbc.ca/radio/frontburner/the-uninhabitable-earth-a-grim-portfoliof-the-future-of-climate-change-1.5171572</a></p>	
<p>Week 5</p> <p>Oct 5 &amp; 8</p>	<p><b>Coastal BC I</b></p> <p>*Oct 5 Listen to podcast "Killers: J pod on the brink" episodes 1-5.</p> <p>Oct. 8: Coastal BC Case Study – Jordan River</p> <p>Jackaman &amp; Nunn (2018) Times Columnist Op-ed: BC Hydro's Jordan River Crisis  <a href="https://www.timescolonist.com/opinion/op-ed/island-voices-b-c-hydro-s-jordan-rivercrisis-1.23658355">https://www.timescolonist.com/opinion/op-ed/island-voices-b-c-hydro-s-jordan-rivercrisis-1.23658355</a></p> <p>Podcast: CBC's Front Burner. "Why B.C.'s orcas are at risk, and what's at stake"  <a href="https://www.cbc.ca/radio/frontburner/why-b-c-s-orcas-are-at-risk-and-what-s-at-stake-1.52309">https://www.cbc.ca/radio/frontburner/why-b-c-s-orcas-are-at-risk-and-what-s-at-stake-1.52309</a></p>	<p>Assignment 1  due Friday (Oct. 8) 10 pm</p>
<p>Week 6</p> <p>Oct.15<sup>th</sup>  (Oct. 12 no class, Thanksgiving)</p>	<p><b>Coastal BC 2: Fish Farming in BC</b></p> <p>*Oct. 15<sup>th</sup>: Documentary Film "Salmon Confidential"  <a href="https://www.youtube.com/watch?v=ftCQ2IA_Zss">https://www.youtube.com/watch?v=ftCQ2IA_Zss</a></p>	<p>No reading this week, happy studying!</p>

<p>Week 7</p> <p>Oct. 19 &amp; 22</p>	<p><b>Coastal BC 3: Fisheries regulation</b></p> <p>*Oct. 19: Alexandra's Echo Documentary</p> <p>Oct. 22: Fisheries Act, DFO, and Guest Alexandra Morton</p> <p>Morton, A. (2004). Listening to whales: What the orcas have taught us. Ballantine Books (Intro and conclusion)</p>	<p>Mid-term quiz at the beginning of Thursday's class</p>
<p>Week 8</p> <p>Oct. 26 &amp; 29</p>	<p><b>Rethinking politics, rethinking economies: Indigenous law and BC</b></p> <p>*Oct 26: Legacy gallery online field trip of Nicholas Claxton's "To Fish as Formerly Exhibit: A Story of Straights Salish Resurgence" (Details to TBA).</p> <p>Oct. 29: What is Indigenous Law?</p> <p>Napoleon, V. (2013). Thinking about Indigenous legal orders. In Dialogues on Human Rights and Legal Pluralism (pp. 229–245). New York: Springer.</p> <p>Claxton, N. Xumthoult. (2008). The Douglas Treaty and WSÁNEC Reef-Net Fisheries. In L. B. Simpson (Ed.), Lighting the Eight Fire: Liberation Resurgence, and Protection of Indigenous Nations (pp. 47-58). Winnipeg: ARP Books.</p>	
<p>Week 9</p> <p>Nov. 2 &amp; 5</p>	<p><b>Sovereignty and resource extraction: Pipeline politics and the Uni'sto'ten land defense</b></p> <p>*Nov 2: BC Politics</p> <p>Nov 5: Blockades and Pipeline politics</p> <p>Spice, A., &amp; Huson, F. (2019). Heal the People, Heal the Land: And Interview with Freda Huson. In N. Estes &amp; J. Dhillon (Eds.), Standing with Standing Rock: Voices from the # NoDAPL Movement (pp. 221–231). Minneapolis: University of Minnesota Press.</p> <p>Blomley, N. (1996). "Shut the Province Down": First Nations Blockades in British Columbia, 1984-1995. BC Studies: The British Columbian Quarterly, 111, 5–35.</p> <p>Borrows, J. (1999). Sovereignty's alchemy: An analysis of Delgamuukw v. British Columbia.</p>	<p>Assignment 2 due by beginning of Thursdays class</p>
<p>Week 10</p> <p>Nov. 9 &amp; 12</p>	<p>Reading week Mon-Wed – Nov. 12 self-guided activity TBA</p>	
<p>Week 11</p> <p>Nov. 16 &amp; 19</p>	<p><b>Black BC</b></p> <p>*Nov 16: Black BC</p> <p>Nov 19: Hogan's Alley</p> <p>Compton, W. (2001). Introduction. In W. Compton (Ed.), Blueprint: Black British Columbian literature and orature (pp. 17–40). Vancouver, BC: Arsenal Pulp Press Ltd.</p>	

	<p>Compton, W. (2005). Hogan's Alley and Retro-speculative Verse. <i>West Coast Line</i>; Fall 2005; 39, 2:109-115</p> <p>Compton, W. (2009). Hogan's Alley, Mapping Vancouver's lost black neighbourhood. In D. Divine (Ed.), <i>Multiple lenses: Voices from the diaspora located in Canada</i> (pp. 289–292). Cambridge Scholars Publishing.</p>	
<p>Week 12</p> <p>Nov. 23 &amp; 26</p>	<p><b>Urban Geographies of BC – Case study, Vancouver, BC</b></p> <p>*Nov 23: Urban geographies of BC</p> <p>Nov 26: Vancouver, gentrification, and a city of perpetual displacement</p> <p>Liu, S., &amp; Blomley, N. (2013). Making news and making space: Framing Vancouver's Downtown Eastside. <i>The Canadian Geographer/Le Géographe Canadien</i>, 57(2), 119–132.</p> <p>Wallstam, M., &amp; Crompton, N. (2015). City of perpetual displacement: 100 years since the destruction of the Kitsilano Reserve. <i>The Mainlander</i>. Retrieved from <a href="http://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-sincethedestruction-of-the-kitsilano-reserve/">http://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-sincethedestruction-of-the-kitsilano-reserve/</a></p>	
<p>Week 13</p> <p>Nov. 30 &amp; Dec. 3rd</p>	<p><b>Reconciling and repairing BC</b></p> <p>*Nov 30: Reconciliation and repair</p> <p>Dec 3: Reimagining difference, remembering the past</p> <p>Manuel, A. (2015). <i>Unsettling Canada: A national wake-up call</i>. Toronto: Between the Lines. (Chapter 1, only)</p> <p>Truth and Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada</i>. [Read the Introduction (pp 1-23) &amp; Calls The Action (pp 319-339)]</p>	<p>Take home question given at the end of Dec 3<sup>rd</sup> class. Deadline TBA</p>

### Evaluation and Assignment Breakdown:

**In-class participation and attendance (10%):** Attendance will be taken for each live online lecture. During and at the end of lectures we will break out into prearranged discussion groups to discuss lecture and assigned material. Participation is not based on who speaks the most, but the quality of your comments, how well you listen, evidence that you have read and reflected on readings, and collegiality. For those who are unable to attend the lecture, there will be the option to submit a 200-300 reflection on the class materials to make up for the absence. There will also be two peer-review exercises throughout the term that will contribute to your participation grade.

**Assignments 1 and 2:** The course will include 2 writing assignments (and two coinciding peer-review sessions) that are intended build on each other to prepare for the final paper. General details for these assignments are below. We will go over each of these assignments in detail in class.

**Assignment 1 (15%):** For this assignment you will write a research proposal that summarizes the main ideas and arguments of the paper you are planning to write. A key element of this will be clearly outlining the central thesis for your paper. This assignment should be 1-1.25 pages, single spaced, in 12-point font.

**Assignment 2 (35%):** This 7-8 page (double spaced) research essay, will be a topic of your choice directly related to coastal BC, or a topic presented in class, and will ideally be a topic explored in the previous assignment. This assignment is intended to demonstrate your academic knowledge of a subject. While the proposal is meant to convince the audience of the value of a research project, this research essay can be thought of as the finished product.

**Mid-term quiz (15%):** The mid-term exam will be a short online exam based on lectures and readings. This will be administered through Brightspace and will require the student to be available during this time.

**Take home final exam (25%):** questions given at the end of the last class of the semester: The take home final exam will challenge you to draw widely on course materials to answer two 1-page single spaced questions based on larger themes from the class. The exam will draw on materials from the entire term. I will highlight important points to note throughout the term and will provide a list of topics that will be examined in the first week, therefore, the questions given for the exam should not come as a surprise. In order to achieve the quality of synthesis required for doing well in this exam it is important that you keep up with, keep all your lecture material in an organized database.

**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%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

**GEOGRAPHY DEPARTMENT INFO**

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

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**POLICY ON LATE ASSIGNMENTS:** Late assignments will be penalized at 5%/day unless arrangement with the instructor is made prior to or on the day of the deadline.

**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/calendar2019-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2019-09/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](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 (<https://www.uvic.ca/services/cal/>). The RCSD 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.

**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)

**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.

**NOTE:** 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 (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://uvic.ca/services/indigenous/students/programming/elders/index.php)

#### **Further course readings:**

Barman, J. (2007). *The West beyond the West: A history of British Columbia*. Toronto: University of Toronto Press.

- Braun, B. W. (1997). Buried Epistemologies: The Politics of Nature in (Post)colonial British Columbia. *Annals of the Association of American Geographers*, 87(1), 3–31.
- Chang, K. (2008). Enforcing transnational white solidarity: Asian migration and the formation of the US-Canadian boundary. *American Quarterly*, 60(3), 671–696.
- De Leeuw, S. (2012). Alice through the looking glass: Emotion, personal connection, and reading colonial archives along the grain. *Journal of Historical Geography*, 38(3), 273–281.
- Fisher, R. (2011). *Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890*. Vancouver: UBC Press.
- Harris, C. (1997). *The resettlement of British Columbia: Essays on colonialism and geographical change*. Vancouver, BC: UBC Press.
- Harris, D. C. (2001). *Fish, law, and colonialism: The legal capture of salmon in British Columbia*. University of Toronto Press.
- Harris, D. C. (2009). *Landing native fisheries: Indian reserves and fishing rights in British Columbia, 1849-1925*. Vancouver: UBC press.
- Harris, R. C. (2011). Making native space: Colonialism, resistance, and reserves in British Columbia. Vancouver: UBC Press.
- Johnson, W. H. H. (2019). *The New Race: Selected Writings, 1901-1904*. Waterloo: Wilfred Laurier University Press.
- Loo, T. (1994). Making law, order, and authority in British Columbia, 1821-1871. *Toronto: University of Toronto Press*.
- Loo, T. (2001). Of moose and men: Hunting for Masculinities in British Columbia, 1880–1939. *Western Historical Quarterly*, 32(3), 296–319.
- Marshall, D. (2018). *Claiming the Land: British Columbia and the Making of a New El Dorado*. Vancouver: Ronsdale Press.
- Nunn, N. (2018). Toxic Encounters, Settler Logics of Elimination, and the Future of a Continent. *Antipode: A Radical Journal of Geography*, 50(5), 1330–1348.
- Ormsby, M. A. (1958). *British Columbia: A history*. Vancouver, BC: Macmillan.
- Roe, G. W. (2009). Vancouver's Downtown Eastside and the Community of Clients. *BC Studies: The British Columbian Quarterly*, (164), 75–101.
- Sellars, B. (2013). *They called me number one: Secrets and survival at an Indian Residential School*. Vancouver, BC: Talon Books.
- Harris, C. (1997). *The resettlement of British Columbia: Essays on colonialism and geographical change*.