



COURSE OUTLINE
GEOGRAPHY OF CANADA



In grateful acknowledgement of the L'kwungen & W̱SÁNEĆ peoples within whose territories we live and learn.

Contact

First, how can I reach the instructor?

1. I have set up a **“Course Info” forum** (on Brightspace) where you can ask general questions about the course. I will try to respond within 24 hours, and others can benefit from the answers. Please do review this course outline and Brightspace first, as you will find many answers here/there.
2. For more specific, private, or personal questions you can:
 - a. visit during office hours **14:00-16:00 on Mondays** (Turpin Building B210)
 - b. email me at: camo@uvic.ca (preferred) or call 250-721-7330*
 - c. request a ZOOM meeting during office hours or possibly at another time
- *Note: I receive a high volume of messages and am often not able to respond immediately. I will aim to reply within 24 hours (not including weekends). Please do not leave important matters to the last minute.

Course Overview

Through lectures, discussions and a range of materials – readings, videos, podcasts, songs, artwork – students will engage with the physical, cultural, historical, and political geographies of Canada. In Fall 2021, the course will be delivered in-class in a face-to-face setting following all university [COVID-19 protocols](#) (for example in class mask mandate). Given the uncertainty around the pandemic, the course may need to be adapted. The plan is that the course will be delivered in four units

1. **Geography & Canada (Overview):** In weeks 1-2 we introduce the form of inquiry called “geography” and the critical historical way we will be approaching the study of Canada in this course. We consider Canada’s geographic, cultural, and political place in the world.
2. **Physical Setting & Human/Environment Relationships:** In weeks 2-5 we survey the country’s physical setting and explore complex human/environment relationships considering “natural” hazards and crises, and the influence of physical geography and social/historical forces on settlement and development patterns. We’ll also explore Canada and Canadian places through art and music.
3. **National Identity, Historical Myths, & Conflict:** In weeks 6-9 we explore complex questions around what it means to be Canadian, interrogating the historical and contemporary stories or myths that sustain Canadian identity and nationalism. We will consider some of the social faultlines and tensions at the heart of this large, diverse country, inquiring into the different ways Canada and being Canadian are imagined.
4. **Special Topic: Indigenous/Crown Relationships:** Given the present relevance, in weeks 10-13 we consider the historical, contemporary, and future relationships between the Canadian State and the Indigenous communities upon whose territory this country has been built, diving deep into the study of colonialism and Indigenous resurgence.

Course Format

This semester, UVic has opted to return to face-to-face instruction. Much of this course will be delivered “live” on Mondays and Thursdays from 10:00-11:20 (Pacific Daylight Time) through lecture/discussion sessions. On some days (see below and on Brightspace), there will be self-guided learning components and we will not meet for live sessions (see course schedule). As mentioned above, we will adapt the course as necessary given continuing concerns around the pandemic.

Attendance in class is highly recommended. Lecture notes will be posted, but you will grasp the nuance of the material much easier through attending these sessions.

The course has no midterm or major term paper, but rather you will be assessed on smaller, more frequent quizzes and assignments starting right away in the first and second weeks (see schedule). Success in this course will depend on keeping on top of things week by week. There will be a final exam testing material from throughout the course.

[Brightspace](#) is the main course hub where you will access materials (e.g. the course outline, readings, links), complete quizzes, submit assignments, check your grades, and engage in forum discussions.

Textbook, readings, and other learning materials

There is no singular textbook for this course. Rather, Geog 306 involves a **diverse range of materials** including music, videos, podcasts and readings (scholarly and popular). These **required** sources of information will be available online (usually posted on Brightspace). These should be read, watched, listened to etc. thoroughly with copies/notes brought to class. Note: reading, watching, listening **effectively is essential** for success in this course and materials will be tested in periodic assignments/quizzes and/or on the final.

Be mindful that simply **reading (or watching/listening) 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.

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 critical, geographic inquiry and the ability to marshal geographic concepts and approaches (both scientific and artistic) to understanding the Canadian context (and the world more generally).
2. ... with a more nuanced understanding of complex human/environment relationships and their relevance to your life.
3. ... 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 violence and injustices.
4. ... with a more diverse understanding of Canadian experiences including those of Indigenous peoples and people of colour, ongoing concerns and opportunities for reconciliation and making space for resurgence, and the diverse experiences of those in different regions of Canada
5. ... able to self-reflect on your own identity and relationship with Canadian nationalism
6. ... with enhanced critical thinking and communications 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
7. ... with 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).
8. ... with better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

Evaluation

You will be evaluated on the following required elements: (see details in the week-by-week schedule on Brightspace).

Monday, Sept 13	Discussion 1 - Introducing yourself / territorial acknowledgement	4%
Thursday, Sept 16	Quiz 1 – Physical Geography of Canada	4%
Monday, Sept 20	Discussion 2 “Natural” Hazards	4%
Monday, Sept 27	Quiz 2 – Cascadia Megathrust Earthquake & Tsunami	4%
Monday, Oct 4	Assignment 1 –Canada in Crisis Discussion 3 – Assignment 1 sharing	8% 1%
Thursday, Oct 14	Assignment 2 – Settlement, Development, & Musical Geographies Discussion 4 – Assignment 2 sharing	8% 1%
Thursday, Oct 21	Quiz 3 – Canadian Nationalism & Mythology	4%
Monday, Oct 25	Quiz 4 – Unpacking Vimy & Canadian Citizenship	4%
Thursday, Nov 4	Quiz 5 – Social Faultlines Discussion 5 – Challenging Racism	4% 4%
Thursday, Nov 18	Assignment 2 – Indigenous / Crown Relationships in Canada	8%
Thursday, Nov 25	Quiz 6 –Indigenous Land Struggle	4%
Thursday, Dec 2	Discussion 6– Open forum	4%
Scheduled by Registrar in December	Final exam	30%

Grading System

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	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.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	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.
C+ C	3 2	65-69% 60-64%	Satisfactory , or minimally satisfactory . These grades indicate a satisfactory performance and knowledge of the subject matter.
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/
- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

EXPECTATIONS OF STUDENT BEHAVIOUR

I will do everything I can to create an effective, engaging learning environment. I invite you to be part of something special. Please be punctual, respectful, compassionate, and attentive.

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. Click [here](#) more information

POLICY ON LATE ASSIGNMENTS

Assignments will be accepted up to 3 days late with a 10% penalty per day applied.

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.

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 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.

IMPORTANT DATES

See "evaluation" section above (or Brightspace) for quiz, discussion, assignment due dates.

There are no live classes on the following days:

Sept 23 – self-guided study; **Sept 30** – Truth & Reconciliation Day, **Oct 11** – Thanksgiving; **Oct 14** – work day; **Nov 1** – self-guided study; **Nov 11** – Remembrance Day; **Nov 15** – work day; **Nov 22** – self-guided study

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. 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: 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/

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/

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/. 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