



University  
of Victoria

**GEOGRAPHY 306 - A01 (11759)**  
UNIVERSITY OF VICTORIA  
2<sup>ND</sup> TERM: JAN-APR 2022  
Mon & Thurs 13:00-14:20 (COR A225)  
DR. CAM OWENS

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

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

## Contact

Before reaching out, please review the course outline, as much valuable information is included there. You can reach me at: [camo@uvic.ca](mailto:camo@uvic.ca) (preferred) or 250-721-7330. I will aim to reply within 24 hours (not including weekends). Please do not leave important matters to the last minute. I host office hours on Mondays from 15:00-17:00 or by appointment.

## Course Overview

Through lectures, discussions and a range of materials – readings, videos, podcasts, artwork – students will engage with the physical, cultural, historical, and political geographies of Canada. Topics include: Canada's place in the world, demography, physical setting, natural hazards, settlement & development patterns, colonialism, Indigenous displacement and resurgence, national identity and mythology; regional, colonial, & racial faultlines; critical social crises in Canada. The course invites students to grapple with multiple perspectives and ask important questions about Canada, seeking to be neither cynically dismissive nor uncritically celebratory.

## Course Format

Barring significant changes in policies surrounding the pandemic, the course will be primarily delivered face to face in lectures/discussions delivered on most Mondays and Thursdays from 13:00-14:20 (Pacific Standard Time) through lecture/discussion sessions (see schedule).

The course has no midterm or major term paper, but rather you will be assessed on smaller, more frequent quizzes, discussion posts, 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.

## Evaluation

You will be evaluated on the following required elements all accessed through Brightspace.

Fri, Jan 14 (11:59 pm)	<b>Discussion 1</b> Introducing yourself / territorial acknowledgement	5%
Thur, Jan 20 (10 am)	<b>Online Quiz 1</b> Physical Geography (based on reading comprehension)	5%
Thur, Feb 3 (10 am)	<b>Online Quiz 2</b> Cascadia Megaquake (based on video comprehension)	5%
Thur, Feb 17 (10 am)	<b>Assignment 1</b> Settlement & Displacement – case study analysis + reflection on videos and <b>Discussion 2</b> a short summary of your case study	13% 2%
Thur, Mar 3 (10 am)	<b>Online Quiz 3</b> Canadian history & mythology (based on readings and video comprehension)	5%
Thur, Mar 17 (11:59 pm)	<b>Discussion 3</b> Canada, Geography & Music – analysis of Canadian songs	5%
Mon, Mar 21 (10:00 am)	<b>Online Quiz 4</b> “Challenging Racist BC” – readings/video comprehension	5%
Fri, Mar 25 (11:59 pm)	<b>Discussion 4</b> Land Conflict Case – summary	5%
Fri, Apr 8 (11:59 pm)	<b>Assignment 2</b> Op/Ed on a Canadian issue	15%
Sometime before exam	<b>Discussion 5</b> Final reflections	5%
Scheduled by Registrar in April	<b>Final exam</b>	30%

## 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</b> and <b>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</b> and <b>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</b> , or <b>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.

## Tentative course schedule

Wk.	Date & Topic	Work due dates
<b>Unit 1: Geographic Overview</b>		
1	Jan 10 – What is this course all about? How will we approach the study of the Geography of Canada? Jan 13 – What is Canada’s geographical, cultural, political, and economic place in the world?	Jan 14 (midnight) Discussion #1: Introducing yourself / Territorial acknowledgement
2	Jan 17 – Who are Canadians? (demographics) Jan 20 –What is Canada’s physical geographic setting like and how did evolve that way?	Jan 20 (10 am) Online Quiz #1: Physical Geography
3	Jan 24 – In what ways does physical geography matter? Jan 27 – How can the physical environment pose a hazard?	
4	Jan 31 – [no live class] Cascadia Megathrust Earthquake Feb 3 – What are we to make of “natural” hazards?	Feb 3 (10 am) Online Quiz #2: Cascadia Megaquake
5	Feb 7 – What explains Canada’s settlement & development patterns? (overall) Feb 10 – What explains Canada’s settlement & development patterns? (case studies: Toronto & Southern Ontario, Ottawa as national capital, Victoria and Vancouver)	
6	Feb 14 – [no live class] “Clearing of the Plains” Feb 17 – What should we know about the settlement of Canada in terms of Indigenous displacement, and resurgence? Daschuk (Feb 21, 2018) “ <a href="#">Clearing the Plains</a> ” Cardinal (n.d.) “ <a href="#">Treaty Relations: Spirit, Intent, and First Nations Perspectives</a> ”	Feb 17 (10 am) – Assignment #1: Settlement & Displacement + Discussion #2 – Summary
7	Feb 21-24 <b>Reading Break</b>	
8	Feb 28 – What is national identity? How does play out in Canada? Mar 3 – How has national identity evolved in Canada? What historic myths have been used to create/sustain national identity?	Mar 3 (10 am) – Online Quiz #3: Canadian History & Mythology
9	Mar 7- How has national identity evolved in Canada? What historic myths have been used to create/sustain national identity? Mar 10- What can we learn about Canada and geography through studying music and song lyrics?	
10	Mar 14 – How does regionalism (particularly in Québec and the Prairie West) challenge Canadian national cohesion? Mar 17 – [no live class] “Challenging Racist BC” video study	Mar 17 (midnight) – Discussion #3 – Canada, Geography, & Music
11	Mar 21- How do institutionalized racism, ongoing colonialism and resistance challenge Canadian national identity? Mar 24 – How do institutionalized racism, ongoing colonialism and resistance challenge Canadian national identity? <a href="http://www.challengeracistbc.ca/">http://www.challengeracistbc.ca/</a> + TBD	Mar 21 (10 am) – Quiz #4 – “Challenging Racist BC” Mar 25 (midnight) - Discussion #4 Land Conflict Case
12	Mar 28 – Campus walking tour exploring cultural/ecological history Mar 31 – How are we to understand and address other pressing social crises (e.g. around housing affordability and opioid addiction) in contemporary Canada?	
13	Apr 4- How are we to understand and address other pressing social crises (e.g. around housing affordability and opioid addiction) in contemporary Canada? Apr 7- What can we take with us from this course? <a href="https://crackdownpod.com/">https://crackdownpod.com/</a>	Apr 8 (midnight) – Assignment #2 Op/Ed assignment + Discussion #5 Final reflections (before the exam)

## 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 understanding of other issues confronting Canadians
7. ... 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
8. ... 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).
9. ... with 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/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto: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.

### **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 (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)*

Wk.	Date & Topic	Work due dates (before class [10:00] on this date)
<b>Unit 1: Geographic Overview</b>		
1	Jan 10 – Introduction to the course and our approach Jan 13 –Canada’s place in the world	Jan 14 - Discussion #1 – Introducing yourself / Territorial acknowledgement
2	Jan 17 – Canada’s physical geographic setting I Jan 20 – Canada’s physical geographic setting II	Jan 20 – Online Quiz #1 – Physical Geography
3	Jan 24 – “Natural” hazards I Jan 27 – [no live class] <a href="#">“Megaquake could hit North America”</a> video	
4	Jan 31 – “Natural” hazards II Feb 3 – Settlement & development patterns I	Jan 31 – Online Quiz #2 – Canadian Mythology
5	Feb 7 – Settlement & development patterns II Feb 10 – [no live class] “Clearing of the Plains”	Francis (1996) “National Dreams: Myth Memory & Canadian Identity” Richard (2012) “Nature and National Identity”
6	Feb 14 – Settlement, colonialism, & Indigenous displacement/resistance I Feb 17 – Settlement, colonialism, & Indigenous displacement/resistance II Daschuk (Feb 21, 2018) <a href="#">“Clearing the Plains”</a> Cardinal (n.d.) <a href="#">“Treaty Relations: Spirit, Intent, and First Nations Perspectives”</a>	Feb 17 – Assignment #1: Settlement & Displacement + Discussion #2
7	Feb 21-24 <b>Reading Break</b>	
8	Feb 28 – “Natural” Hazards Physical environment & Canadian identity; Who are Canadians? (identity and mythology) Mar 3 –	
9	Mar 7- “Natural” Hazards II Mar 10- Canada’s evolving identity	Mar 7 – Online Quiz #3 – Cascadia Megathrust
10	Mar 14 – “Hadwin’s Judgement” film study Mar 17 – “Hadwin’s Judgement” film study (video available for streaming through UVic library)	Mar 14 – Discussion #3 – Musical Geographies
11	Mar 21- Indigenous/Crown relationships & land conflicts Mar 24 – Indigenous/Crown relationships & land conflicts <a href="http://www.challengeracistbc.ca/">http://www.challengeracistbc.ca/</a> + TBD	Mar 21 – Quiz #4 – Land Conflicts + Discussion #4
12	Mar 28 – Social issues: Opioid Crisis (guest speaker) Mar 31 – Social issues: Opioid Crisis + Housing <a href="https://crackdownpod.com/">https://crackdownpod.com/</a>	
13	Apr 4- Campus walking tour exploring cultural/ecological history Apr 7- Looking back, looking forward	Apr 7 – Assignment #2 Op/Ed assignment + Discussion #4 (before the exam)