



# University of Victoria

Department of Geography  
**Directions in Geography**  
Geography 324, Spring 2022  
**Course Syllabus**

**\*\*\*IMPORTANT\*\*\***

**THIS CLASS WILL BE DELIVERED SYNCHRONOUSLY ONLINE USING ZOOM UNTIL AT LEAST JANUARY 24 PER THE UNIVERSITY WEBSITE. AT THAT TIME IT IS LIKELY THE UNIVERSITY WILL REASSESS ITS DELIVERY METHODS AND SO WE MAY RETURN TO FACE-TO-FACE INSTRUCTION AT SOME POINT IN THE TERM. REGARDLESS, IT IS REALLY IMPORTANT TO YOUR SUCCESS THAT YOU ATTEND FULLY (CLASSES WILL NOT BE RECORDED) AND KEEP YOURSELF INFORMED VIA THE COURSE BRIGHTSPACES SITE WHERE ALL INFORMATION WILL BE POSTED.**

- Instructor** Professor Teresa Dawson, tdawson@uvic.ca
- Brightspaces site:** **Directions in Geography GEOG 324 A01.** Access this through your UVic page. Please go to the site often. **Be sure to set your preferred email to your uvic email address for best access.**
- Class time & Zoom link** Mondays and Thursdays 10:00 – 11:20AM (office hours prior)  
**Easiest access: go to Brightspaces...“Course Tools”....scroll to “Zoom”**  
**Meeting ID:** [REDACTED] **Meeting Password:** [REDACTED]  
**URL:** [REDACTED]  
Be sure to sign in through your UVic account; otherwise you will not have full access.
- Office Hours** Mondays and Thursdays 9:00-9:50 AM ([see same Zoom link as above](#)) and *by appointment* if those times do not work for you.
- Zoom etiquette:** I have set the Zoom so that you can join the class from 9:50AM onwards. This allows you to get settled and make sure everything is working. Class will start at 10:00AM. Put your video camera on, check your audio is muted, have your top right hand button on “speaker view,” and then pull the bar across so that the shared PPT and I are both about the same size (like a split screen). I also recommend you do not have the chat function open all the time. As a learner, I have found this distracting. We will use the chat but I will specifically ask you to open it to do an activity. I have set your audio to be off as you enter but please make sure you turn it off again after speaking (e.g. when you have asked a question). From my research, this set up should give you the best learning experience.
- NOTE: Please kindly do not record (audio or video), or take photos of, any aspects of the course such as labs or lectures without first having written permission from me. Privacy and Intellectual Property laws require we must ask first.**
- Technical requirements:** The most important thing to me is that we can see, hear and talk to each other. If we can do that, we can deal with almost anything else. I recommend ensuring that you have at least the minimal technical requirements for accessing your courses as specified on the UVic student page. **You do need a functioning camera and to have it on to engage fully in the course.**  
<https://www.uvic.ca/systems/status/features/min-tech-requirements.php>.
- Communications:**
- *Course information, tips, reminders, lab outlines, FAQs, all notices:* The Brightspaces site is where I will put anything I think might help you. Please check your preferred email address is correct so you do not miss anything.
  - *Emailing me:* [tdawson@uvic.ca](mailto:tdawson@uvic.ca). Please put <Geog324: your name: brief subject> in the heading. This allows me to sort at the end of each day to check for emails and not miss anything.
  - *Making an appointment:* I welcome you to discuss your geography ideas and questions at times other than

office hours. However, I am often in meetings or teaching other courses, so I don't want to miss you. Please email [tdawson@uvic.ca](mailto:tdawson@uvic.ca) minimally before 4:00pm the night before to make an appointment for the next day (more time is appreciated). Please also make sure you cancel the appointment if you are not coming to allow someone else to benefit from the slot.

## Description

This course examines geographic thoughts and practices through time. 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 the field. 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 and thinking about Geography. We will explore the current context as well as being inspired about possible future directions.

Throughout the course, each of us will think about how what we are exploring contributes to our own personal Geographic histories and journeys. Where have each of us come from and where are we going? Who are we, Geographically speaking? Where do our own research projects and interests situate themselves within the field in terms of our scholarly ancestors, the literature we read and the knowledge we seek to create?

## LEARNING GOALS AND OUTCOMES

By the end of this course, I really hope you will have a clearer sense of the histories and philosophies of Geography and know where you “fit” and perhaps where you wish to go in the discipline. Some of our goals might be.

- Possess a brief overview of the history of ideas in Geography and a mind map of the discipline.
- Have a sense of how ideas and themes change and what some of the key turning points have been.
- Understand some of the key debates and challenges commonly encountered in Geography and how they were resolved (or not!).
- Feel comfortable with a variety of “isms” and other philosophical terms.
- When you read a geography paper in future, automatically be able to tell the part of the field (methods, topics, approaches, philosophical traditions) into which it fits.
- Know a seminal paper when you see one.
- Be able to ask really insightful questions--about papers you read, and of people you meet.
- Never write a literature review quite the same way again.
- Have an excellent basis for a literature review for an Honours thesis (or other major research project).
- Know the kind of research that inspires you most.
- Have hope for the future (and your role in it).

## Building Community

We have a challenge in this course. We are online and there is a big group! However, to succeed collectively we have to build an academic community. This means sharing with each other and being prepared to reach out to, talk to, and help, people we do not know in order to create “connections in a crowd.” This is much harder with a bigger group of people and over Zoom but I also know it is essential to everyone's success so I hope you will help me do it. Please bring your ideas to class...and share them. Please check in on your neighbour. Please speak up when it matters.

## How to Prepare for Class (these are tips based on the current research into learning)

Before each class:

- Go to the Brightspaces site for this course. Do any readings and pre-activities requested.
- I suggest printing the class outline/key questions and having it on the desk in front of you to write on OR having a separate device/notebook for you to take notes so you can still see the screen.

The day of:

- Please treat class as if you are physically going to school or work. I cannot emphasise how important it is to get

up, shower, get dressed and have breakfast. I strongly recommend going for a very brief 5-10 minute walk to get your brain ready for the day. Particularly if you have back-to-back classes this will be essential for focus.

- Come to class with all aspects of your being (show up on video, mentally engage, think of questions to ask, answer the questions I ask you, help others). I really mean it. Showing up is the greatest predictor of success.
- Consider having a small snack/drink handy. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged.

## REQUIRED COURSE READINGS:

Everything you need to read and do will be provided or referenced on the Brightspace site for the course.

## COURSE COMPONENTS

This course is designed to achieve the learning goals and outcomes stated above. Each component is specifically created to achieve a particular outcome and collectively the course components will give you a strong foundation in the history, philosophy (past, present and future) of our wonderful discipline. All aspects of the course will be assessed on tests and exams.

**Class Meetings**—We will all meet together synchronously (in real time) twice a week (Mondays and Thursdays) in “class” on-line via Zoom (or face-to-face later in the term, depending on what the university decides). Our meetings will include mini lectures and guest conversations, as well as class activities, in order to ensure that you feel comfortable with the really important concepts.

**Guest Conversations**--I have invited visitors to class from all areas of the department to help us with our learning and diversify our ideas and discussions during class meetings. We will work together to determine the questions we want them to answer.

**“Finding your academic roots” term project**—I am going to ask you to document your own personal academic ancestral tree. During the term, you will build a visual representation of your scholarly heritage (ancestral tree). At the end, you will give a brief presentation of your most exciting findings, and submit a short narrative reflection on your “Geography Life.” Full details will be provided.

**New directions teaching facilitation segment**—For later in the term, your group will select and develop a teaching segment on a new direction that inspires you. I will meet with you ahead of time to mentor you. Full details will be provided.

## GRADE ALLOCATION FOR GEOG 324

Components	Marks	Important Information/Dates
Teaching facilitation segment	15	New Directions (group project). Details, template and mentoring provided.
Finding your academic roots	30	Create your “scholarly ancestral tree” art work/diagram, present it to the class and submit it with a brief written reflective narrative on your “Geography life.” Details and full rubric provided.
Engagement and learning community	5	Supporting each other throughout the term and being fully engaged.
Midterm	20	<b>Feb 17</b> , timed on-line <i>OR</i> F2F in class. Instructions to be provided.
Final Exam	30	Timed online <i>OR</i> F2F in University Exam Period—as applicable.
<b>TOTAL</b>	<b>100</b>	

## Important notes regarding overall grades:

- *If the exam is online*, all students are required to log in via the UVic SSO and using their preferred uvic email when taking an exam in this course.
- **You must take both exams (midterm and the final) and submit all assignments minimally within 5 business days of the deadline (see below) to pass the course.** Even if you are too late to get a grade for an assignment you must still submit it to pass. The reason for this is that the assignments build your leaning in the course.
- **Even if you join the course late, you are still expected to catch up with the assignments and Lecture materials.** You will need to quickly develop a plan and communicate this to me to make up the work missed.
- If at any time for any reason you are not able to fulfill your obligations to your class colleagues in a timely manner you must email me immediately. Failure to do this can negatively impact the grades of other students.

- To be fair to students who meet the deadlines, if you submit an assignment late you will lose marks in the following way. The late penalty is 20% per day. All assignments must be submitted but after 5 days you will receive no grade. Again, to be fair to all, exceptions will only be granted for medical reasons.

### Undergraduate Grading Standards (per the Academic Calendar)

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	<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	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

### GENERAL CLASS DEADLINES (detailed outlines will be provided each week)

Week of	Concepts and Ideas	Guests (at time of posting) <i>All required readings for our guests will be posted on Brightspaces as they provide them to me.</i>	Activities with deadlines
Week 1 Jan 10	What does it mean to be a Geographer? How do we know what we know? How and why does what we know change?  Conservation Science	Chris Darimont <a href="https://conservationscience.uvic.ca/">https://conservationscience.uvic.ca/</a>	Pick <b>any</b> full-length episode (they are about an hour long) of <i>Finding your Roots</i> on PBS that interests you and <b>watch it by Thursday</b> . If you have access to PBS on your TV, great. If not, there are a several I found on YouTube. <i>Note: This is what inspired the Ancestral Scholarly Tree assignment. Think about applying this idea to the academic context. What data sources could you use?</i>
Week 2 Jan 17	Indigenous Geographies  Geopoetics	Deondre Smiles <a href="https://deondresmiles.com/">https://deondresmiles.com/</a>  Maleea Acker <a href="https://maleeaacker.com/about/">https://maleeaacker.com/about/</a>	<b>Due by end of day Thursday: Sign up for your chosen New Directions</b> facilitation group and chosen class date.
Week 3 Jan 24	History of Geography  <b>Wed Jan 26—last day for adding courses.</b>	The nature and structure of theoretical revolutions in Geography (aka some of Teresa's favourite moments in time).	<b>Begin work on your ancestral map research using the guidelines provided.</b> Find a format that works for you in terms of how you will create it. It can be done using technology if you wish (e.g <i>Lucidchart</i> or similar) but can equally well be done by hand as an art piece on

			a large piece of paper and anything in between. It is entirely your choice.
Week 4 Jan 31	Spatial analysis and the spatial turn.	David Atkinson Weather and climate; data analysis modelling	<b>Research your scholarly ancestral tree.</b> Interview colleagues if you wish. Use the library databases. Be really creative in your methods.
Week 5 Feb 7	Remote sensing Coastal Oceanography  Mountains Geomorphology	Maycira Costa <a href="http://uivicspectral.com/">http://uivicspectral.com/</a>  Shannon Fargey <a href="https://shannonfargey.com/">https://shannonfargey.com/</a>	<b>Due by Friday Feb 11:</b> Submit at least five data points/generations on your draft tree for initial feedback just to be sure you are on track.
Week 6 Feb 14	Re-imagining the feminist city  <b>MIDTERM IN CLASS Thursday FEB 17</b> <i>Full details will be provided ahead of time</i>	Denise Cloutier Aging and Homelessness  <b>Timed online (delivered via Brightspaces) OR Face-to-Face (depending on university policy).</b>	<b>Work to complete your ancestral tree.</b> What connections can you make? What surprises you most? What is missing? Challenge yourself to see how many “generations” you can go back in your scholarly DNA collection.
Week 7 Feb 21	<b>NO CLASSES (READING WEEK)</b>		<b>READING WEEK</b> Submit an image of the rough draft of your scholarly tree <b>by Wednesday</b> (you are welcome to do this earlier).
Week 8 Feb 28	Remote sensing and the Arctic  <b>Mon Feb 28—last day for withdrawal without penalty of failure.</b>	Randy Sharien <a href="https://icelab.ca/">https://icelab.ca/</a>	<b>Teaching facilitation outlines due (ND 1).</b> <ul style="list-style-type: none"> <li>• A template will be provided.</li> <li>• One per group to be posted to brightspaces for colleagues to use next week.</li> </ul> <b>Groups 1 and 2 meet with Teresa to plan</b>
Week 9 Mar 7	<b>New Directions 1</b>	Groups 1-2	<b>Teaching facilitation outlines due (ND 2).</b> As above. <b>Groups 3 and 4 meet with Teresa to plan</b>
Week 10 March 14	<b>New Directions 2</b>	Groups 3-4	<b>Teaching facilitation outlines due (ND 3)</b> As above. <b>Groups 5 and 6 meet with Teresa to plan</b>
Week 11 March 21	<b>New Directions 3</b>	Groups 5-6	<b>Complete and fill in any last minute details and polish your narrative for your tree.</b>
Week 12 Mar 28	<b>Presentations: scholarly ancestral trees (Part 1)</b>		<b>Due April 1: an image of your final completed ancestral map (to Brightspaces).</b> Rubric and full details will be provided.
Week 13 April 4	<b>Presentations: scholarly ancestral trees (Part 2)</b>		<b>Due April 8: your final brief narrative reflection on your “Geography Life” (to Brightspaces).</b> Rubric and full details will be provided.
TBA	<b>FINAL EXAM in University Exam Period</b> <i>Full details will be provided ahead of time</i>	<b>Timed online (delivered via Brightspaces) OR Face-to-Face (depending on university policy).</b>	

**Note:** While every effort will be made to maintain the above schedule, policies, procedures, assignments, topics and exams, as outlined in this syllabus, they may be subject to change in extenuating circumstances.

### **Acknowledging our presence on the land**

UVic's Territory Acknowledgement reads as the following. "We acknowledge and respect the **lək̓ʷəŋən** peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and **W̱SÁNEĆ** peoples whose historical relationships with the land continue to this day." I hope each of us, whether here locally or far away in lands with other colonial histories, will think about how we can make real meaning from this statement in our own contexts and lives. This is a theme we will return to often in this course.

### **A note about triggering and self-care**

In many ways, the most important pre-requisites for this course are an open heart and a curious and open mind, as well as a willingness to engage thoughtfully with challenging or difficult material. Each of us brings our unique passions, experiences and histories with us to the class. We have no idea what others have struggled with, or overcome, to join us. For this reason, kindness to each other will be imperative if we are all to succeed. Diversity of knowledge and backgrounds can only enhance the learning for all of us. However, each of us can inadvertently be triggered by a topic, a phrase, a reference, an image, an association, and so on. While I do everything I can to prevent us from experiencing any kind of trauma in this class, and would never intentionally cause anyone harm, I acknowledge that triggers are many and varied and often unpredictable for each and every one of us, particularly at present. For this reason, please have a plan to cope should something arise for you, by for example stepping away, having a cup of tea, or going for a walk. As always, do not hesitate to contact me if I can help or support you in any way, and as the need arises. If you would like me to be aware of something you are struggling with in the course, please don't hesitate to let me know.

### **Accessibility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/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 sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. Please do not worry. I am fully able to implement their recommendations regarding accommodations such as differences in length of timed exams using the online system.

### **Making sure you retain your academic integrity in this course**

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.**

According to the University of Victoria's Calendar "Academic integrity requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Thus, any action that you take that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of your scholarly work and violates the fundamental academic rights of members of our community." In plain language, usually problems arise if you try to submit work that you did not create, if you copy someone else's answers or if you use someone else's words without using quotation marks and giving proper credit to the person who wrote them. If in doubt please always ask! **Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

### **Providing feedback via the Course Experience Survey (CES)**

I value your feedback on this course. At the end of term, you will have the opportunity to complete an anonymous survey regarding your learning experience in this course (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Department of Geography improve the overall program for students in the future. The survey is accessed via [ces.uvic.ca](http://ces.uvic.ca) 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, and it will be one of our in-class activities, but please be thinking about this important activity during the course.

## **ADDITIONAL RESOURCES TO SUPPORT YOUR SUCCESS**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. Remember to take care of yourself. Do your best to maintain a healthy lifestyle 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. There are many resources

available to support your success, so make sure you know where to go when you need help. Here are some examples:

**Academic Advising** <http://www.uvic.ca/services/advising/>

**Centre for Academic Communication (the Writing Centre)** <https://www.uvic.ca/learningandteaching/cac/>

### **Centre for Accessible Learning (CAL)**

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/services/cal/>. Please note I am able to implement their recommendations regarding accommodations such as differences in length of timed exams using the online system.

**Coop and Career Services** <https://www.uvic.ca/coopandcareer/>

**Counselling Services** offer free professional, confidential, inclusive support to currently registered UVic students <https://www.uvic.ca/services/counselling/>

**Elders' Voices** The Office of Indigenous Academic & 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://www.uvic.ca/services/indigenous/students/programming/elders/index.php)

**Geography Department** <https://www.uvic.ca/socialsciences/geography/>

- Undergraduate advising and registration [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca).
- <https://www.uvic.ca/socialsciences/geography/undergraduate/advising/index.php>

**Health Services** - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>

### **International Commons and UVic Global Community**

- <https://www.uvic.ca/international/home/international-commons/index.php>
- <https://www.uvic.ca/international/home/global-community/index.php>

**MacPherson Library** <http://www.uvic.ca/library/>

### **Math and Stats Assistance Centre**

<https://www.uvic.ca/science/math-statistics/current-students/undergraduate/msac/index.php>

### **Positivity and Safety and Professional Code of Conduct for Students**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The January 2021 *Tri-faculty code of conduct for students* can be found here and is useful to review. <https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

**Sexualized violence resource office, EQHR; Sedgewick C119, <https://uvic.ca/svp>**

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, contact: 250.721.8021, [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

**University Health Services (UHS)** provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <http://uvic.ca/services/health/>

### **Acknowledgements**

I would like to acknowledge the following colleagues who generously shared their syllabi from previous iterations of this course with me... Sharon Dias, Matt Fuller and Jutta Gutberlet. Their ideas and approaches have enormously enriched what I have been able to offer. Any errors are mine alone. Also all our guests from the department who have agreed to come and share their histories and inspire us with their ideas, thereby ensuring a diversity of thought and conversation for all of us to enjoy.