



COURSE OUTLINE (v1.0)
TOPICS IN REGIONAL GEOGRAPHY: WORLD REGIONAL GEOGRAPHY
Meeting Time: Mon/Thur—8:30-9:50 PM, Hickman Building 116

Office Hours: Mondays and Thursdays, 11:00 AM-12:30 PM, in-person and virtually
Office Location: David Turpin Building B306 and Zoom
Contact: dsmiles@uvic.ca

NOTE ON COURSE DELIVERY: This is an **IN-PERSON** course. Most course activities will occur in-person. However, there are other course activities that will take place online-synchronously via Zoom or online-asynchronously via Brightspace depending on the circumstances of a given week, especially in February (I will be at the AAG Annual Meeting) and the end of March (I will be at the OAH Annual Meeting).

Additionally, I will be running a Zoom room alongside in-person classes to accommodate students who may be feeling ill or cannot physically be on campus for a given meeting.

If there are circumstances that prevent you from consistently attending the in-person meetings, please talk to me during the first week of class to make arrangements.

COURSE DESCRIPTION

Some of the most important challenges facing the world are associated with globalization, defined as the increasing interconnectedness of people and places through economy, politics, and culture. These make understanding our contemporary world a necessary skill. Although globalization cuts across many disciplines, world regional geography is a fundamental starting point because of its focus on regions, environment, culture, development and geopolitics.

This course examines the variety and distinctiveness of places and regions, while maintaining a strong focus on relationships, connections, and integration of various regions of the world. Rather than focusing on regions, as traditional world regional geography courses have, we instead focus on the broader topics and themes that tie regions together, or make them distinctive, via engaging geographic approaches to social issues. Students will leave the course with an enhanced appreciation for geographic thinking, and the ability to contextualize global happenings (whether environmental, economic, political, social, or a combination of these) and use this knowledge to better understand your place in the world.

KEY THEMES: Earth systems, population, development, migration, regions, globalization

REQUIRED TEXT(S)

We do not have a required textbook in this course. I do not want to burden you with extra financial cost for a textbook that we would use very infrequently. I would much rather highlight the work of scholars and activists who are deeply engaged with the topics and themes that we will discuss throughout the term. Therefore, our required texts will consist of journal articles, book chapters, zines and other publications written primarily by Indigenous authors and communities. I will post all required and supplemental media/readings on Brightspace.

LEARNING OUTCOMES

By the end of this course, students should successfully be able to:

- Name, locate, and describe regions of the world employing key geographical concepts (e.g. climate, water, population, culture).
- Recognize the reciprocal relationships between social and environmental processes.
- Identify and discuss differences and interconnections between world regions (e.g. globalization, development).
- Apply core geographic concepts and methods to examine world events and issues (e.g. conflict, economic agreements, climate change).
- Assess their own place in the world: In what ways am I part of the global system?

EVALUATION

Grade Breakdown	%
Weekly Assignments	60
Participation/Attendance	15
Capstone Project	25

Each week of class will constitute a “module” on Brightspace. Each “module” spans a week, normally a Sunday to the following Sunday.

Weekly assignments: In each module there are several smaller assignments (online quizzes, mapping assignments, etc.) due at the end of each “module week” (typically by Sunday evening at 11:59 PM). **The assignments can be completed entirely in front of your computer.** There is also a weekly analysis of current events around the world that falls within this category.

Participation/Attendance: This is based upon your attendance and participation in the course during the semester. I recognize that for some students, “in-person” participation may be anxiety inducing and difficult to do in a large class setting. Therefore, I credit different ways of participating than merely speaking up in class.

Capstone Project: This assignment, which will be based on a topic chosen by the student and approved by me, will critically engage with a chosen topic that we’ve covered in class and will seek to generate unique and/or interesting insights that the student uncovers through their research. **This is due during your finals period, in lieu of a traditional in-personal final.**

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
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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

BRIGHTSPACE

We will have a Brightspace page for the course, where you can find a schedule and download the readings for each week. Additionally, I will provide a “Q & A” discussion forum on Brightspace for students to talk to me and each other about any questions they may have about the readings.

So, if this applies to you, as it likely will to everyone this semester, consult the **Course Q&A discussion** in Brightspace and use the search function. I check and respond to these messages regularly and you may find that I’ve already addressed your question. If you don’t find an answer, post your question to the discussion board. Your classmates may provide an answer before me.

The Course Q&A discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me. I will typically check and reply to e-mails and messages in the discussion boards every **24 hours on school days, but please allow up to 48 hours.**

POLICY ON LATE ASSIGNMENTS

All course work is expected by the due date. A late penalty of 10% will be taken off each day after the due date. Extensions will be given in extenuating circumstances.

POLICY ON ATTENDANCE

You will do best in the course if you are attending class meetings and engaging with the material. I do take attendance in the course, and it counts for up to 15% of your final grade (along with class participation). If you miss enough classes, it will be difficult for you to receive a good grade in the course.

While the attendance grade and participation grade are grouped together, do not take this as ‘pressure’ to speak up in class if you are uncomfortable doing so, or not feeling in a talkative mood on a given day. Simply put, if you are making a sincere effort to show up and participate, no matter in what form the participation takes, I will recognize that. **You will never be penalized for being shy or not ‘speaking up’ in class.**

If you have a genuine reason (known medical condition, a pile-up of due assignments on other courses, athletics teams, job interview, religious obligations etc.) for being unable to complete work on time, then some flexibility is possible—please let me know and we can talk about it. Additionally, given the circumstances surrounding the continuing COVID-19 pandemic, if there are ongoing medical, personal, or other issues that are likely to affect your work all semester, then please contact me to discuss the situation. I am willing to make accommodations and be flexible if it will help you be successful in this course.

MASK POLICY

Per B.C. provincial public health order, you are **required to wear a mask in class**, and must continue to do so until the health order and/or University policy related to mask wearing is amended/rescinded. The policy on masks in this class will always reflect current provincial and University policy.

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.

Specific Policies for this course:

- **Assignments:** You must complete all assignments yourself, without any external help or communication, unless the instructions specifically say something else.
Your written assignments should be your own original work. You should follow a consistent citation style (e.g. MLA, APA, Chicago) to cite the ideas and words of your research sources. You are free to ask a trusted person to proofread your assignments before you turn them in. This also goes for using any University writing resources. Limited editing of your assignments is permitted but the overwhelming majority of what you turn in must be your own.

- **Reusing past work:** In general, you are prohibited in University courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss this with me before submitting it.
- **Collaboration and informal peer-review:** The course includes several opportunities for collaboration with your classmates. While study groups and peer-review of written work is encouraged, remember that copying answers is not permitted. If you're unsure about a particular situation, please feel free to ask me ahead of time.

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.

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

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. There will be two opportunities to provide feedback—the first opportunity will take place around Week 7 and will provide an opportunity for you to give feedback on the course so far—this will help me to make adjustments going forward. Additionally, 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 online 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.

WEEKLY CALENDAR

WEEK	DATE	
1	1/10 & 1/13 (1/10 & 1/13 online via Zoom)	Course Intro-- “What is Geography?”
2	1/17 & 1/20 (1/17 & 1/20 online via Zoom)	Physical Processes—Lithosphere
3	1/24 & 1/27	Physical Processes--Hydrosphere
	1/26	<i>Last day to add Spring Term courses</i>
4	1/30 & 2/3	Physical Processes—Atmosphere and Biosphere
5	2/7 & 2/10	Population—Human Settlement
6	2/14 & 2/17	Population Dynamics
7	READING BREAK	NO CLASSES
8	2/28 & 3/3 (online or asynchronous classes)	Migration
	2/28	<i>Last day to drop Spring Term courses without penalty of failure</i>
9	3/7 & 3/10	Colonization outside the Americas
10	3/14 & 3/17	Resources & Human-Environment Interactions
11	3/21 & 3/24	Hemispheric Connections
12	3/28 & 3/31 (3/31 possible online or asynchronous class)	Development
13	4/4 & 4/7	Colonialism in the Americas
Finals	TBA	Capstone Projects Due

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. Any changes will be communicated to students ahead of time and will not result in extra burden to students.

FACULTY FEEDBACK AND RESPONSE TIME:

The following list will give you an idea of my intended availability throughout the course.

Grading and Feedback:

Most assignments are small and will usually be graded within a few days. For any larger assignments, you can generally expect feedback within **7 days**.

E-mail:

I will typically respond to e-mails within **24 hours on school days, but please allow up to 48 hours. I do**

not mind being e-mailed on the weekends, but I do ask that you reserve this to emergencies/urgent situations only.

Office Hours:

I will offer office hours in person, and virtually through Zoom. **Please attend office hours if you have questions and are able to attend—doing so will help me to get to know you better as a student and can allow me to provide more one-on-one help with course concepts.**

OTHER TOPICS

Email/In-Person Decorum:

Professional communication is expected at all times; I will always treat you with respect in my communications, so I ask that you do the same. Feel free to address me by my first name in e-mail communications or in person (i.e. Dear Deondre), but **please do address me by name**. If you want to use an honorific, “Dr. Smiles” works fine in all communications.

When e-mailing me, please include “GEOG 388” in the subject line so that I know it is regarding class. The exception is if you are messaging me on Brightspace, it will automatically let me know.

DISCUSSION, COMMUNICATION AND WRITING GUIDELINES

The following are general expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Written assignments should have a professional tone. For discussions and other communication there is no need to act as if you were writing a research paper, but you should still remember to write using good grammar, spelling, and punctuation. If you want feedback on your writing, I am always happy to provide it.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in-person. **Homophobic, racist, xenophobic and sexist language is not tolerated in my class. If you are in violation of this policy, I will ask you to meet with me in office hours to discuss your conduct in class. A second violation will result in my recommendation that you drop the class.**
- **Electronics usage:** The use of personal laptops or tablets for note-taking purposes is permitted and encouraged. Doing anything on your laptops and/or tablets that is not related to class is discouraged. The use of your phone during class is also discouraged. If I find that you are extremely distracted during class, I will likely reach out to you for a chat about what we can do to make sure you are more ‘present’ in class.
- **Backing up your work:** Please make sure you are saving your work! Technical issues can happen with computers and I don't want you to lose any work that you have spent time and effort on. I highly recommend saving your work in multiple places, such as an external hard drive, the ‘cloud’, a flash drive, etc.

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/

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