

Please note: This is only a provisional draft of the course outline. It is intended to give you a sense of what the course will be about. Readings and important course dates may change before

80 – 84	A-	7
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An A+, A, or A-is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students

77 – 79	B+	6
73 – 76	B	5
70 – 72	B-	4

A B+, B, or B-is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.

65 – 69	C+	3
60 – 64	C	2

A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities

50 – 59	D	1
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A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.

0 – 49	F	0
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F is earned by work, which after the completion of assignments, is inadequate and unworthy of course credit towards the degree.

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor (or TA) in a respectful, open-minded manner. Rest assured that if you still believe the grade you received is unfair you can appeal the matter to the chair of the department.

For additional information regarding grades, please see page 58 of the most recent (September 2018) edition of the Uvic Undergraduate Calendar.

Uvic is committed to providing a safe, supportive learning environment for all members. Further information regarding Uvic policies on human rights, equity, discrimination and harassment are located in the Uvic calendar (p. 15), but if you have any particular concerns in our course please do not hesitate to contact me.

Tentative Schedule of Readings:

Week 1 (Jan 9)

No Readings

Week 2 (Jan 16)

Readings:

- x Camerini, J. (1993). "Evolution, Biogeography, and Maps: An Early History of Wallace's Line"

Week 3 (Jan 23):

Readings:

- x Harley, J, (1988). "Maps, knowledge and power"

Week 4 (Jan 30)

Readings:

- x Meynell, L. (2008) Pictures, Pluralism, and Feminist Epistemology: Lessons from Learning to Understand

Week 5 (Feb 6)

Readings:

- x Larkin, J. & Simon, H. (1987) "Why a Diagram is (Sometimes) Worth Ten Thousand Words"

Week 6 (Feb 13)

Readings:

- x Nersessian, N. (1988) "Reasoning from Imagery and Analogy in Scientific Concept Formation"

Week 7 (Feb 20): Reading Week

No Classes

Week 8 (Feb 20, Feb 21 & Feb 23)

First Term Paper due Feb 20 (first class after reading week)

Readings:

- x Roskies, A. (2006) "Are Neuroimages like Photographs of the Brain?"

Week 9 (Feb 27):

Readings:

- x



Note for students with disabilities:

The Centre for Accessible Learning <http://www.uvic.ca/services/rcsd/> is a fantastic resource that collaborates with all academic departments to help arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with them at the beginning of each academic term.