
Mondays and Thursdays, 10:00-11:20, in room COR A225

Thursdays, 14:00-16:00

DTB B210

camo@uvic.ca

This course introduces students to the power and promise of geographic inquiry grounded in studies of Canada. We begin with setting our philosophical and pedagogical focus and providing a broad overview of the field of geography. We then dive right into considering the country's physical setting; the dynamic processes (e.g. geomorphological, biogeographical, climatic) that have shaped (and continue to reshape) its varied landscapes, and implications for those who live, work, and play there. We consider Canadian climate and weather and the present concern of climate change. Transitioning from a physical to human geography focus, we consider how the country evolved to its present political-territorial form and seek to explain settlement and development patterns. We then turn to explore more challenging philosophical questions around what it means to be Canadian.

You will be evaluated on the following required elements:

1. short written answers due Sept 30th (15%)
2. researched opinion piece on a Canadian issue, outline due Oct 24th, draft version due Nov 7th, final version due Nov 28th (25%)
3. 1h20 minute test involving multiple choice and short-written answer questions to be written in class on Oct 10th (20%)
4. Take home exam presented on the final day of class (December 2nd) to be submitted electronically through CourseSpaces by midnight on December 9th. (30%)
5. : consists of quality of contribution to class room and/or online forum discussion
AND attending 2 relevant events during the term, writing up and submitting a short well-written overview of the

nationalism.

7. Enhanced critical thinking skills: i.e. recognizing multiple perspectives and the values and assumptions underlying each (including our own) specifically with respect to representations of Canada and Canadian nationalism, precisely defining questions and problems, making interconnections, evaluating evidence and arguments and arriving at defensible positions on Canadian issues (through Op/Ed assignment).
8. 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. Better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

Geography Department website: uvic.ca/socialsciences/geography/
Undergraduate Advising: geogadvising@uvic.ca

You will access the [CourseSpaces](#) site to access readings and also for important announcements, instructor notes, your grades, and additional information. If you are not familiar with CourseSpaces please come see me.

UVic Geography prides itself on being one of the top programs in the country. You are expected to take seriously your time as a scholar in our program. Do your part to ensure an engaging classroom. Be punctual, respectful, compassionate, and attentive.

Assignments will be accepted up to 3 days late with a 5% penalty per day applied.

It is every student's responsibility to be aware of the university's policies on [academic integrity](#), including policies on , , , and

If you have any questions or doubts, talk to me, your course instructor. For more information, see: uvic.ca/learningandteaching/cac/index.php.

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

Week 1	Sept 2: Sept 5: Course overview + our approach to studying geography of Canada
Week 2	Sept 9- Canada's Place in the World: A geographic overview Sept 12- Physical Setting: Overview McGillivray, B. 2010. <i>Canada: A Nation of Regions</i> . Toronto: Oxford - excerpt: "Ch 2 Physical