

---

GEOGRAPHY OF CANADA  
A CRITICAL APPROACH TO UNDERSTANDING THE GEOGRAPHIES OF CANADA

---

Lecture: Monday & Thursday 11:30am – 12:50pm  
Clearihue Building Room:

## REQUIRED TEXT AND RECOMMENDED TEXTS

There is no required textbook for this course. All readings are available digitally through UVic libraries or will be uploaded on Brightspace.

Optional readings and recommended readings will also be available on BrightSpace. For those students who have a limited background in geography, recommended texts may provide a bit of essential background for the theme of the week. Optional readings are for those students wishing to explore the theme further, perhaps for their final essay.

---

## LEARNING OUTCOMES

This course has four primary learning objectives:

- 1) To develop a more sophisticated understanding and critical appreciation for Canada's economic, political, historical, social, and cultural geographies.
- 2) To enhance the understanding of crucial geographic concepts such as place and space, drawing on the Canadian experience.
- 3) To develop critical thinking skills which recognize the multiplicity of values, assumptions, and



topic you are interested in writing about, consider the ways in which this topic or theory may be exemplified in a Canadian example or situation. Consider how this theory becomes material through a real-life example in Canada.

- You have the option to submit a proposal worth 5% of your final grade. If you choose not to submit a proposal, your term paper will be worth the full 25%.
- The paper should be a total of 10-15 pages double-spaced, 12 pt. font Times New Roman, 2.54 cm margins with proper in-text citations. Your reference list will not count toward your page length and should be in APA style (a guide is posted on BrightSpace).
- The first portion of the paper should be a review of the relevant academic literature on your chosen topic. You will need to demonstrate that you have gone beyond assigned class readings by doing additional outside reading and thinking on the topics you choose to tackle here.
- The second portion of your paper should look at how the theory is "lived out" or exemplified in Canada. This will be your "case study" for your theory.
- Your example should be novel and not based on lecture materials or readings previously discussed unless discussed with me first. (i.e., if an author assigned in class discusses how Air BnBs are part of a neoliberal move in housing, you should likely choose a different topic so you're not reproducing the same arguments and case study.)

#### FINAL EXAM – (20%)

- This will be an in-person exam held during the exam period
- I will discuss the final exam format with you in our last few weeks of class.
- Date TBD



complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, [cindyann@uvic.ca](mailto:cindyann@uvic.ca)), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

#### POLICY ON CHILDREN IN CLASS

It is my belief that if we want women and parents in academia, we should also expect children to be present in some form. Currently, the university has no formal policy on children in the classroom. The policy described here is, thus, a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding and chestfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women or people can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they must choose between feeding their baby and continuing their education. You and your nursing baby are welcome in my class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of choosing between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that respects all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

#### POLICY ON RECORDING LECTURES

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own the copyright in these materials. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions, please contact the Copyright Office.

#### 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 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	January 8 & 10	Introduction to the course Geomorphology
2	January 15 & 18	Climate Change
3	January 22 & 25	TEK and Indigenous Conservation and Environmental Stewardship
4	January 29 & February 1	Place and Placemaking
5	February 5 & 8	** February 8: Midterm #1
6	February 12 & 15	Space
7	February 19 & 22	

