

GEOG 3631
Geography of Canada
M/W 11:30 to 1, AT 1006

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Through a focus on areas outside the major cities, this course will explore the cultural geographies of Canada. We will focus on Canadian Identity and Culture through an examination of historical geographies, rural geographies and sustainable futures as we explore different interactions between various aspects of Canadian culture and our environment. Small individual student projects will focus on Canadian identity and culture as created by people and their writings; and teams will develop an Art and Culture Exhibition for the major project.

Learner Outcomes

1. To gain an understanding of cultural geographies of Canada with a focus outside major urban centres
2. To examine ideas of how identity is linked to relationships between people and land
3. To explore options for futures that promote economic, environmental and community sustainability
4. To gain exposure to various artists, art forms, thinkers and other agents that contribute to the societal conversation about what it means to be Canadian
5. To develop understandings of the cultural geography of Lake Superior, Thunder Bay and NW Ontario
6. To develop a creative project expressing and developing an aspect of our regional culture

Students are expected to develop their academic skills in presentations, writing and discussions, but also to expand their experiences into non-traditional (for university) forms of learning and thus embed intellectual understandings of course materials into their lives and communities more holistically than with most courses.

Independent Learning Materials

Bone, Robert M. 2018. *The Regional Geography of Canada*. 7th Edition. Oxford University Press. Don Mills, Ontario.

Students are expected to read the assigned chapters in the text book and firmly understand any terms or concepts discussed therein. The course will not strictly follow the text, students are expected to study it on their own following the schedule. Material from it will be included in midterms.

Students will also be assigned academic papers, videos or other on-line material to examine. These independent homework assignments will be accompanied by homework questions to guide learning. All material and links will be posted on the course web site. Please be advised that homework will often be collected for grading and will contribute to the participation mark (10%). Bring a hard copy of homework assignments to the class they are assigned for.

Schedule

Class # & Date	What is Due that Day	Topic
1 Jan 8		Introduction
Section 1: Foundations of the Canadian Human-Environment Relationship		
2 Jan 10	Bones Ch 1, 3	Cultural Landscapes 1: Western Canada Indigenous Landscapes
3 Jan 15	Bones Ch 2 Submit book choice	Physical geography of Canada
4 Jan 17	Augustine and Dearden 2014 and assigned materials	Cultural Landscapes 2: Bay of Fundy - Mi'kmaq, Acadia, Nova Scotia
5 Jan 22	McGuire 2010 and assigned materials	Indigenous Landscapes of Lake Superior
6 Jan 24	Bones Ch 10 Decide art and culture exhibition group	Different kinds of geography
7 Jan 29	Feintuch 2004 and assigned materials	French and Scottish perspectives on settlement
8 Jan 31	Explore Great Art for Great Lakes https://greatnessglp.com/GAGL/	Field Trip to Thunder Bay Art Gallery
9 Feb 5	Bones Ch 8	Geographies of Race and Gender: Early Western Canada
10 Feb 7	Midterm 1: 20% Covers all material from Jan 8 th onwards	
Section 2: Rural Geographies		
11 Feb 12	Coates and Poelzer 2014 and Grenfell	The North as perpetual frontier?
12 Feb 14	Jessup 2007	Guest Lecture, Andrea Terry: "Firing up the Canadian Landscape: Art, Exhibitions and the Group of Seven"
Reading Week		
13 Feb 26	Book Reports: Submit Hard Copy in Class	Rural Geographies
14 Feb 28	Bones Ch 4 Battle of the Books	TBA
Section 3: Becoming our Vision		
15 Mar 5	Doubleday et al. 2004 1 st Submission of Culture Project Paper (5%)	Sustainable Futures
16 Mar 7 Drop date is the 9th	Koster et al. 2012	Reconciliation between Settlers and First Nations
17 Mar 12	Bones Ch 5, 6, 7	Group work
18 Mar 14	Bones 9, 11	Group work
19 Mar 19	TBA	
20 Mar 21	TBA	
21 Mar 26	Midterm 2: 20% Covers all material from Feb 12 th onwards	
22 Mar 28	Presentations of Creative Projects	
23 Apr 2	Presentations of Creative Projects	
24 Apr 4	Workshop for wall display	

Marks

2 Midterms@20% each	40%
People Presentation	10%
Participation and homework	10%
Book Report	10%
Art and Culture Exhibition	30%

Project Details**People Presentation 10%**

Culture is shared by everyone, but it is created by individuals. Throughout the course we will come across people who contributed in important ways to Canadian culture. Each student will volunteer to give us a greater introduction to one or more of these people over the semester (if more than one, an average mark will be given). A presentation should include:

- A 5 minute presentation illustrated by 4-5 power point or other visuals (5 marks)
- A ¾- to one-page point-form summary of the person's life and contributions to Canadian culture/identity and test questions (5 marks)
- Evidence must be given that you went beyond Wikipedia to gather your information and visuals

The summary page should cover the presentation and will be submitted to the professor before the presentation. This summary should include one multiple-choice question (with 5 possible answers, and the correct one indicated), and one short answer test question. It is up to the presenter whether these questions are shared with the class or not, but the content of the questions should be taught during the presentation. Each presentation is marked out of 10, the average mark of all your presentations (at least 1) will be weighted as 10% of your final grade.

Questions to consider: Who is this person? What do/did he/she do? What contributions has he/she had on Canadian culture? If it is an artist, what symbolism do they use? What kinds of thoughts or feelings do they try to evoke in their work?

Book Report 10%

- Select either 1 adult or 2 young adult novels/memoirs that has/have the Canadian landscape or identity as a main feature (list provided, but check with prof if you have another idea)
- A map of the story's locations –advanced cartography not required, creativity encouraged (2 marks)
- A summary of the story – 300-400 words (3 marks)
- In 600-800 words, discuss significant interactions between the characters and the landscape. Read critiques (be sure to cite them!) of the book and consider: how do the characters' cultures guide their interactions? What does the land teach them? How does the landscape help or hinder them in solving problems or creating 'good' lives for themselves? What does it mean to be Canadian? How does the book use the landscape to symbolize aspects of the story? (5 marks)
- Class will compete in a Battle of the Books/Canada Reads style contest with prizes

Adult books and memoirs. You may choose one of these or 2 of the young adult books

Keeper 'n Me Richard Wagamese (young Anishinaabe man from Sixties Scoop rediscovers his heritage)

The Shipping News Annie Proulx (American returns to ancestral home in Newfoundland, 20th C.)

Surfacing Margaret Atwood (a young woman searches for her father in northern Quebec)

No Great Mischief Alistair MacLeod (Cape Breton Scottish miners in modern Ontario)

People of the Deer Farley Mowat (advertised as non-fiction, story of struggles for Barren ground Inuit in NWT)

Reluctant Pioneer: How I survived Five Years in the Canadian Bush Thomas Osborne (memoir of author's teen years near Huntsville, ON)

The Backwoods of Canada Catherine Parr Traill (memoir of 1800s settlers in southern Ontario)

Roughing It in the Bush Susanna Moodie (memoir of pioneer life of mid 1800s in S. Ontario)

Life in the Clearings versus the Bush Susanna Moodie (memoir of mid 1800s life in settlements in Southern Ontario, sequel to *Roughing it in the bush*)

Young adult novels (if you select 2 of these, be sure you treat them as a pair in your report, find common themes and compare their treatment of them etc).

White Fang, Jack London (domestic dog kidnapped and forced to become more wild to survive)

Lost in the Barrens Farley Mowat (Two teens, one Native, one Settler in 1930s Northern Canada)

The Incredible Journey Sheila Burnford (2 dogs and a cat take a long journey home)

The King's Daughter Suzanne Martel (Orphan girl emigrating to colonial Quebec)

Arctic Thunder Robert Feagan (Lacrosse team in Inuvik)

Cariboo Runaway Frances Duncan (Goldrush in 1864, girl and brother search for missing father)

Art and Culture Exhibition 30%

The goal of this project is to allow you to synthesize the ideas and concepts of the class and create something thoughtful and artistic related to the field of cultural geography.

Working in small groups (1-3 people), students must choose a theme for an art and culture exhibition that they will create virtually through the use of different media and then present to the class and display in the Geography hallway (RC 2nd floor). The exhibition can include any types of art (sculpture, painting, photography, short films (5-10 min), music etc.). One of the three pieces must be created by members of the group. The geographic focus is our region, encompassing Lake Superior and Northwestern Ontario (urban focus also allowed!). Each group must choose a theme, for example: Landscapes of Struggle, Cultural Encounters, Geographies of Flow.

Requirements:

- A 12-14 page double-spaced curatorial essay explaining the theme, explaining and interpreting each piece and tying it to the theme. The background part of the paper (with full literature review and just a basic description and understanding of each piece 10-12 pp) due in early

March, will be marked out of 5 marks (as part of the 15 for the written work/theme). These papers will be returned so you may improve them for your final submission

- 3 artistic pieces that represent the theme (more than one medium is greatly encouraged)
- At least 1 of the three pieces must be created by the group or individuals in the group
- 10-12 academic references, other non-academic references are also encouraged, and proper citation of the pieces is necessary (ex. Blackhawk J. 1999 *Caribou*. Ceramic sculpture, the Thunder Bay Art Gallery, Jan. 17th 2018 in the Northern Lights show)
- A 15-minute presentation to the class showing the pieces and explaining the theme and the relationship between each piece and the theme, provide a 1 page summary of the project to the class. All students must participate in the presentation
- A wall display in the Geography hallway – must be flat (2-D) of the group's piece/s (as in a photo or still shot of the piece, or the piece itself), a paragraph identifying and explaining the piece, an attractive framing of the project (could include other materials but don't break copyright!), 1-2 pages of information summarizing the theme, and a paragraph concluding the display that draws together the piece and the theme. All writing should be double space, 14 pt font. Install your display by April 9th at midnight for grading.

Students will be graded on their contribution to the group through peer evaluation. Groups should determine roles for each member to ensure equal responsibilities. For example, one member might create the art while the others write the paper and collect the other exhibition pieces. Some meeting time will be provided in class.

Group Project Marks

Written work on theme, explanation and representativeness of each piece	15%
Wall display: Theme, content, visual appeal	10%
Class presentation: speaking, visuals, involvement of all group members	5%
Group participation will be assessed as part of your course participation mark	