

Lakehead University

Department of Geography
GEOG 3631 Geography of Canada
Winter 2019

Contact Information:

Name: Ms. Shelby Loft
Email: sloft@lakeheadu.ca
Office Location: Room 3 on the third floor of Simcoe Hall
Office Hours: by appointment
Course Time: Monday 11:30am-1:00pm, Wednesday 11:30am-1:00pm
Course Location: OA1025

Course Description:

This course offers a general introduction to Canadian geography. We will examine Canada through various aspects that include but are not limited to: the physical landscape, political structures, Canada's national imagination, Indigenous peoples, and Canada's role in the world to gain an understanding of Canada as a place, and how and why it has meaning for its diverse peoples. The beginning of this course focuses on Canada through the lenses of physical, historical, political and economic geographies. Then, we will examine particular regions with more depth and criticality by drawing on different mediums, such as film, art, geographies of inclusions/exclusion, the roles of mobility, and Canada's futurity via geopolitical scale. This course is designed to teach students to critically engage with central tenants in the geography of Canada to gain a better understanding of how their participation in geographical processes and practices infringe on every part of their everyday life. This course takes an intersectional approach to understandings of power, and as such, puts conversations about formations of race, gender, sexuality, ability, class and other axes of power at the center of questions of the geography of Canada.

Successful completion of this course will provide students with the ability to:

- Discuss the core concepts and approaches of the Geography of Canada, particularly as they relate to considerations of power in contentious social formations;
- Integrate key themes and concepts relating to the Geography of Canada;
- Understand Canada through a geographic lens, in particular through a grounded understanding of place and space;
- Apply concepts from Canada's geography to ongoing crises of social justice as well as their own lives, histories and relations.

Territorial Acknowledgement:

This course is taking place in Huronia (also known as Simcoe County region). The name commemorates Huron/Ouendat people. Orillia is located on the traditional and ancestral territories of The Chippewas of Rama First Nation and today are located on the east side of Lake Couchiching.

Course Format:

Classes will consist of lectures, multimedia presentations, interactive activities, and seminar-style discussions. It is expected that you will have completed the weekly readings prior to coming to class since the readings provide essential background information for lectures and discussion. Attendance is also a required element of success in this course, as much of the course material presented in lectures will not be available elsewhere.

Communication:

In-Person Communication: The preferred method of contact for this course is face-to-face, by appointment or before and after class times.

Email: Email etiquette is expected and to be used to set up appointments or to inform the instructor of necessary information. Emails are to have a subject line with GEOG 3631 and addressed accordingly.

Students can expect email responses within two business days, except on weekends, holidays and after the appropriate duration of assignment submission. Please read the course syllabus and check the course site D2L before emailing a question, to make sure that it has not already been answered.

D2L: The course website is available through D2L. All students enrolled in the class should be able to view the link to the course once they log in.

The syllabus, course announcements, assignments, and links to additional readings will be posted on the website; however, additional resources including in-depth lectures, some videos, and discussion questions will only be available by attending class.

General Course Expectations:

Engagement: You are expected to arrive on time, bring copies of readings to class and contribute in a thoughtful and informed way to the discussions. This means you are expected to have completed the readings and developed observations about the material and contribute your thoughts to your peers in class. Engagement is not only about speaking in class, but is also about respectfully listening to others' opinions, staying engaged and present in class activities.

Written assignments: As this is an upper level course, it is expected that your written assignments adhere to scholarly standards. Thus, your grade will reflect whether or not you submit writing that is properly structured, cited, spell-checked and formatted (Times New Roman, or similar, 12 pt. font, double-spaced). Please ensure that your written assignments include a cover page with an original title and your student information, as well as page numbers, an introduction clearly outlining the intent of the paper, section headings (where appropriate), and a formatted reference section.

Technology Use in Class: Out of respect for your classmates and professor, and in order to facilitate the creation of a dynamic learning environment, please turn your phones off during class time and wait to check messages until the class is complete. Computers can be used to take

notes during class, but it is expected that you will refrain from checking email and looking at social media during class. If you depend on other technologies due to your personal learning needs, please let me know if and how I can assist.

Academic Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit: <http://studentaccessibility.lakeheadu.ca>

Academic Consideration for Students with Extenuating Circumstances: Lakehead University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. See: <http://csdc.lakeheadu.ca/Catalog/ViewCatalog/ExtenuatingCircumstances>

Grading:

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the links on this page as well as from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Lakehead University. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

For grading policies, regulations and standards at Lakehead University please visit the Lakehead University Academic Calendar: <http://csdc.lakeheadu.ca/Catalog/ViewCatalog.guidelinesforacademichonesty>

You are also expected to follow Lakehead University’s guidelines for academic honesty and integrity: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies>

There will be **no tolerance** for plagiarism or academic dishonesty of any sort.

Required Materials:

Weekly readings will be assigned; see weekly schedule for citations. Readings will be available via the Lakehead University library.

Assignment and Grade Allocation:

Attendance and Engagement (10%):

Due: February 13th, 2019 (5%), April 3rd, 2019 (5%)

As this course is designed to be part lecture and part seminar, the success of the course depends on your contributions to in-class engagement. It is expected that all readings will be completed before the start of each class, as your ability to contribute to group discussion is vital. While some classes involve lectures, guest speakers or media presentations, student discussion will comprise a large portion of class time. I will be looking for your engagement in class in a variety of ways: taking notes, asking questions, contribution to small or large group discussion, paying attention to your peers, meeting with the instructor and so forth.

If you are unable to be in class or are going to be late or need to leave early, you should communicate this to your instructor in an email. If consecutive classes are missed, academic accommodation will be required and referred to Enrolment Services.

Reading Presentation (25%):

Students will prepare a presentation in which they critically reflect on the week's readings. One student (depending on class size) will present each week. The presentations should be *20 to 30 minutes* long. The presentations should illuminate the core concepts and themes of the readings, discuss the readings' utility in relation to the field of Canadian geography and in relation to questions of social justice and intersectional understandings of power. Course readings also build on lecture content, so it is encouraged to bridge the lecture to the readings in your presentation. Students are encouraged to use media in their presentation (ie. PowerPoint, photographs, film clips, etc) as well as current media examples related to their themes and concepts.

The presentations will be used as the basis for class discussion of the readings, and, as such, you should pose at least three discussion questions at the end of the presentation. *Please bring printed copies of the discussion questions to class or email them to me on the morning of your presentation in order to have them printed for circulation.*

The presentations will be assessed on their sophistication, clarity, creativeness and critical nature, including critical engagement with the texts, pointing to both the contributions and limitations of the texts.

Presentations will be scheduled in the first class of the term.

Reflection-Based Positionality Paper (20%):

Due: February 11th, 2019 by 11:30pm

Length: 3-4 pages

The objective of the reflection-based positionality paper is to ask students to situate themselves in relation to Canada's geography. Students will reflect on where they are from, how they have

come to Lakehead University, and situate their positionality by using geography-based concepts and themes. Up to this point in the term, the course will have covered various topics ranging from but are not limited to: regional geography, sense of place, land-based variations, pollution, historical encounter between Indigenous and non-Indigenous peoples, urban population variation and so forth. In addition to students situating themselves and their positionality, students will also relate their position to one or more of these topics. In building on where they see their world intersect with course topics, it is also vital to address how students see this relationship in practice. Drawing on real-life examples will aid in illustrating where students see this relationship in their day-to-day life. This assignment is designed to ask students to critically engage with the course material in addition to lecture content to offer their thoughts, ideas and connections.

Geography of Canada Research Paper (45%):

Due: Topic (5%), February 13th, 2019 by 11:30pm

Due: Outline and Thesis Statement (15%), March 10th, 2019 by 11:30pm

Due: Final Research Paper (25%), April 3rd, 2019 by 11:30pm

Length: 8-10 pages

In this paper, students will apply a geographical analysis to a topic of their choosing that pertains to the Geography of Canada. **Students will choose one or more case studies that interests them and apply course concepts and themes to their topic.** You may choose to focus on everyday expressions of the Canada’s geographies in social struggles, or on formal sites of contestation. Students are encouraged to focus on historic or contemporary sites in which struggle over space, life, and liberty are particularly salient, such as those seen in Idle No More, Black Lives Matter, Japanese internment in Canada, asylum-based schools/cities, the rights of migrant and refugees, or other questions of dispossession, incarceration and criminalization, migration, mobility, or other sites of local, regional, provincial or national conflict.

Students are expected to use peer reviewed sources for their research paper. Sources must be from credible, peer reviewed journals. Your paper must include at least *3 peer reviewed articles from class readings and at least 5 additional peer reviewed sources*. Your paper will be graded on originality, integration of geographical concepts and themes from the class, the development of a grounded analysis through material examples in your case study, and the quality and clarity of writing.

Evaluation Summary:

Component	Value	Due Date
Attendance and Participation	10%	February 13 th , 2019 (5%) April 3 rd , 2019 (5%)
Reading Presentation	25%	Chosen Week
Reflection-Based Positionality Paper	20%	February 11 th , 2019
Final Research Paper	45%	February 13 th , 2019 (Topic 5%) March 10 th , 2019 (Outline and Thesis Statement 15%)

		April 3 rd , 2019 (Final Paper 25%)
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All assignments and submissions must be clearly labeled with your name, University ID number, course code, and an original title for your work. The criteria for grading written assignments include:

- Clear writing (including spelling, grammar, and academic prose).
- Correction citation formats. In this class students must use APA style for citations; see this site for more information:
https://owl.purdue.edu/owl/research_and_citation/apa_style/
- Demonstrates clear understanding of course material, including integration of ideas from different sources and demonstration of completing thorough research.
- Originality and evidence of critical thinking.

Assignments are to be submitted on D2L by the designated deadline. Marking rubrics will be posted on D2L and discussed in class prior to the deadline.

Late Assignments: Late assignments will lose 5% per day, for a maximum of 7 days (weekends count as 2 days). After this limit, the assignment will receive a grade of zero. Extensions must be agreed upon with the instructor in written communication via email or in person followed up by an email confirmation. Extensions will only be granted before the due date. If an emergency arises, see Enrolment Services to receive the necessary documentation.

24-48 Hour Feedback Review Period: Once assignments are returned to students, students are required to wait at least 24 to 48 hours before they contact the instructor about their mark. If students wish to discuss their grade, they are to review and respond to the feedback provided in their graded work in the document. Then, they are to reach out to the instructor to set up a meeting time to review their work in person.

Course Outline:

Date	Topic	Assigned Readings	Important Notes/Dates
Week of January 7 th , 2019	Introduction to Geography of Canada	Harris, C. (2008). Lifeworlds, circa 1500. In <i>The Reluctant Land: society, space, and environment in Canada before Confederation</i> (Chapter 1). UBC Press.	

Week of January 14 th , 2019	Canada's Physical Landscape	Labbe, J., Ford, J., Araos, M., and M. Flynn. (2017). The government-led climate change adaptation landscape in Nunavut, Canada. <i>Environmental Reviews</i> , 25(1), pp. 12-25.	January 18 th , 2019: Final Date to Register for Classes
Week of January 21 st , 2019	Historical Geography of Canada	Harris, C. (2008). The Northwestern Atlantic, 1497-1632. In <i>The Reluctant Land: society, space, and environment in Canada before Confederation</i> (Chapter 2). UBC Press.	Presentations will begin on January 23 rd , 2019
Week of January 28 th , 2019	Canada's Human Geography	Lee, S. (2011). Ethnic Origins. In <i>The Changing Canadian Population</i> (Chapter 15). McGill-Queen's University Press.	
Week of February 4 th , 2019	Canada's Economy	Walks, A. (2014). From Financialization to Sociospatial Polarization of the City? Evidence from Canada. <i>Economic Geography</i> , 90(1), pp. 33-66.	
Week of February 11 th , 2019	Ontario	Tomiak, J. (2016). Unsettling Ottawa: Settler Colonialism, Indigenous Resistance, and the Politics of Scale. <i>Canadian journal of urban research</i> , 25(1), pp. 8-21.	February 11 th , 2019: No Class February 11 th , 2019: Reflection-Based Positionality Paper Due by 11:30pm February 13 th , 2019: Topic for Final Research Paper Due by 11:30pm

Week of February 18 th , 2019	Reading Week		
Week of February 25 th , 2019	Québec	Courville, S. (2008). Introduction and Historical Depth. In <i>Quebec: a historical geography</i> . UBC Press.	
Week of March 4 th , 2019	Western Regions of Canada	Harris, C. (2008). British Columbia. In <i>The Reluctant Land: society, space, and environment in Canada before Confederation</i> (Chapter 15). UBC Press.	March 8 th , 2019: Final Date for Withdrawal March 10 th , 2019: Outline and Thesis Statement Due by 11:30pm
Week of March 11 th , 2019	Atlantic Regions of Canada	Nelson, J. (2008). Authoring Africville: A Selected History. In <i>Razing Africville: A Geography of Racism</i> (Chapter 1). University of Toronto Press.	
Week of March 18 th , 2019	Territorial Northlands of Canada	Cameron, E. (2015). Summer Stories. In <i>Far Off Metal River: Inuit Lands, Settler Stories, and the Making of the Contemporary Arctic</i> (Chapter 1). UBC Press.	March 18 th , 2019: No Class
Week of March 25 th , 2019	Canada: Place within a Global Economy	Wallace, I. (2002). Canada in the World Economy. In <i>A Geography of the Canadian economy</i> (Chapter 1). Oxford University Press.	
Week of April 1 st , 2019	Wrap up!	No Assigned Readings	April 3 rd , 2019: Final Research Paper Due April 8 th to April 18 th , 2019: Examination Period

Student Support Services:

Student Success Centre:

<https://www.lakeheadu.ca/current-students/student-success-centre>

Academic Skills for Success:

<https://www.lakeheadu.ca/current-students/student-success-centre/skills-for-success-seminars/orillia>

Academic Support Zone: Writing Support

<https://www.lakeheadu.ca/current-students/student-success-centre/academic-support-zone/orillia/writing-support>

Student Accessibility Services:

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Student Central:

<https://www.lakeheadu.ca/studentcentral>

Student Health and Wellness:

<https://www.lakeheadu.ca/current-students/student-health-and-counselling-centre>