

GGR 246 H1F: Geography of Canada

FALL SEMESTER 2015

Lecture: Mondays, 6-8pm, L5101

Instructor: Micah J Hewer, PhD (ABD)

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TAs: Jina Gill, Katie Mazer, Maria Ponnambalam, Andrew Picard

❖ All inquiries pertaining to the course should be directed to me and not to the TAs.

About the course:

[W]hile one can take Canadian geography out of Canada, one cannot take Canada out of Canadian geography. Disciplinary knowledge does not exist in the firmament but is always grounded, including grounded within specific state formations involving national agendas, forms of bureaucracy and governmentality, historical relationships with other nations, the treatment of citizens including the very definition of a citizen, sub-national regional political divisions, and larger cultural discourses around what it means to be in this case Canadian (Trevor Barnes, “The Geographical State”, 2007: 162).

In this course, we will examine the ‘Geography of Canada’ using critical theoretical perspectives. Rather than learning about different ‘parts’ of Canada in the vein of a regionalist approach, we will take a thematic approach through which we will explore Canada’s historical, economic, cultural and political geographies. A particular focus of the course will be the role of violence in the production of Canada as nation. Some of the themes that will be covered include colonialism, territoriality, regionalism, immigration, border-making and representation. Issues of power, inequality and social differentiation, particularly as sanctioned by law and policy, will thread through the course, as will debates about belonging and exclusion in Canada.

Taking a geographic approach to Canada means taking a look at the social construction of 'Canada' through the politics and production of spaces. We will explore how landscape, borders, regions, territory, land, and environment are imagined, organized, contested and fought for by different people. This course will spotlight how Canada, as an 'idea' with material effects, emerges through inclusions and exclusions, historically and at present. It will also examine the role of geographical knowledges and practices in the making of Canada as nation.

Very important proviso:

'Nation', 'nationality' and 'nationalism' are necessarily political topics and are therefore likely to arouse all kinds of feelings and passions. In this course, we will deal with these topics as well as various historical and contemporary social issues that may elicit difficult discussions. We will not shy away from these topics, and we will uphold the university's own statement of institutional purpose by explicitly interrogating our cherished beliefs about what Canada 'is' and what it ought to be. And we will do this with an open mind and respect for one another. In order for this to happen effectively, it is crucial that we make our classroom into a safe space by respecting each other despite our differences. In this spirit, I want to issue a reminder: that our classroom, like the university more broadly, is governed by comprehensive policies on anti-harassment and anti-oppression. Breaches of these policies will be taken very seriously.

Goals of the course:

- ❖ To explore the utility of geographical concepts and approaches, including critical theories, to the study of Canada's geographies and the concept of 'nation'
- ❖ To examine not only what we know about Canada's geographies, but also how we acquire these geographical knowledges
- ❖ To unpack the roles that geographical imaginations and practices play in the making of Canada as a nation
- ❖ To develop critical thinking skills not only for reading scholarly sources, but also for engaging with public discourses (e.g., policy debates, media coverage, etc.)
- ❖ To develop and hone other skills, including effective writing and critical reading as well as time management and interpersonal communication.

Required readings:

The readings for this course are a sizable list of assigned academic journal articles (listed in the course schedule starting on page 6). The course readings can be accessed online through the University of Toronto Library website, or through the 'Readings' tab on Blackboard.

Please be aware that many of the readings for this course are challenging. You will likely need to spend between 2-3 hours each week doing the readings, which is not uncommon for a 2nd year class. You are expected to come to class having read the assigned readings for that class. This will allow us to deal in class with any questions that you may have about the readings. It is essential for you to keep up with the readings, firstly, because falling behind will only increase your reading load in subsequent weeks, and secondly, because you will be examined on them during the midterm test and final exam.

Course format:

For this course, we will meet for two hours in a day, once a week, for a total of twelve classes for the term. Most of the classes will be devoted to the delivery of lectures. From time to time, we will also use short videos as supplementary learning tools. We will also devote some time of each class to discussions. Please use this time to ask questions, including clarifications, on lectures or the readings.

Please note that taking photographs and video recordings during class is not permitted. Should you wish to audio record during the lectures, you are required to seek my permission in advance. Violation of these rules will be pursued under the Code of Student Conduct, and various forms of disciplinary action could apply.

Accessibility needs:

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>. Also, please feel free to talk to me in person or via email if you have comments or suggestions on how to make our course work better for you.

Course site on Blackboard:

This course will use Blackboard primarily for (1) course announcements, (2) posting of important documents (e.g., syllabus, assignment handouts, course readings), and (3) email correspondence. To access Blackboard, log in to the UofT portal log-in page (<http://portal.utoronto.ca>) and look for the course link under the 'My Courses' module. Please make sure that the email you have on ROSI is one that you check regularly, since this is the email that Blackboard uses to communicate with you. Ideally, this should be your utoronto email. Forwarding your utoronto email to another account (e.g., gmail) is not advisable, as emails to and from the instructor might end up in junk mail folders. Also, please note that any marks posted on Blackboard are provisional and that only marks posted on ROSI are treated as official.

Email correspondence policy:

Per official university policy, email communication for this course should be from official university email addresses.

All email correspondence for this course should be directed to me and not the TAs. If you have concerns about deadlines, course content, marks or any of the deliverables for this class, please do not hesitate to email me (I will try to respond to emails within 24 hours, weekends excluded). Generally though, email should be reserved for asking questions that can be answered briefly. More extended discussions, including requests for reconsideration of marks, should be done during scheduled office hours or by appointment.

Please note that while the use of overly formal language in emails is not required, it is generally advisable that you use professional language and tone. Avoid the use of slang, text message shorthand, and incomplete and ungrammatical sentences.

Grading scheme:

Assignment 1 (20%): Due at the start of class on Oct. 5

This short paper (~4 double-spaced pages) requires you to critically engage with two academic journal articles and use them to analyze a case study of your choice involving Aboriginal people

protesting a specific economic development project in Canada. Assignment one will involve a brief description of the historical context surrounding the protest, a summary of each of the academic sources and then a critical discussion of the two sources. Do the two articles present conflicting or complementary views on the issue? What geographic concepts are being employed in the analysis? What areas require further research in order to obtain a more complete understanding of the issue?

Midterm Test (25%): In-class on Oct. 19

The midterm test will cover material from both lectures and readings, with slightly greater emphasis on the former. The midterm test will include short answer (one paragraph) and long answer (one page) questions.

Assignment 2 (25%): Due at the start of class on Nov. 21

This research paper (~6 double-spaced pages) requires you to examine some aspects of the labour, gender, racial and political geographies of temporary agricultural migrant work as they appear in the current academic literature (e.g. journal articles, chapters in edited books chapter). Assignment two will be written as a formal essay, including an introduction, an appropriate number of body paragraphs (3-4) and a conclusion. The paper will rely on six academic sources, from which a thematic analysis will be conducted in order to identify themes that occur within this body of literature. The body paragraphs will represent these themes. The conclusion will summarise the main findings while also providing critical insights into the methodological approach to this area of study as well as identify current knowledge gaps in the literature and potential areas for future research.

Final exam (30%): TBA, exam period

The final exam will cover material mostly from the second half of the class, though you will be expected to retain major lessons from the first half of the class. You will be examined on material from both lectures and readings, with slightly greater emphasis on the former. The final exam will include short answer (one paragraph) and long answer (one page) questions.

Late submissions and missed midterm test:

The two assignments for the course need to be submitted at the beginning of class on the due date. All submissions received after will be treated as being a day late and penalties will be assessed accordingly. Please note that late work will be accepted without penalty only if a valid medical or registrar's note is submitted with your assignment or if you acquire explicit approval from me. Unexcused late work (i.e., those submitted without a valid medical or registrar's note or without my prior approval) will only be accepted until the Monday immediately after the due date (or the Tuesday immediately after in the case of a holiday Monday). In other words, unexcused late submissions for Assignment 1 (due: October 5) will only be accepted until the end of the workday on Tuesday, October 13. Unexcused late submissions for Assignment 2 (due: November 23) will only be accepted until the end of the workday on Monday, November 30. Please be aware that the Geography front office (SSH 5047) is open from 9am to 5pm, Monday to Friday, during the Fall 2015 semester, except in the case of the Friday before an official holiday (i.e. Friday, October 9, 2015), when the office closes at 3pm.

Late work will be assessed the following deductions: 10% per day, commencing immediately after the start of class on the due date and a mark of zero if not submitted by the first business day after the weekend, one week from the due date. Please note that late assignments will not be accepted by email – a hard copy must be submitted directly to me (i.e., not under my office door) or to the assignment drop box at the Geography front office.

If you miss the midterm test and can provide a valid medical or registrar's note, you will be given the opportunity to write a make-up midterm. Please get in touch with me as soon as possible. The make-up midterm will likely be sometime in early November. I will confirm scheduling and location during class, on Blackboard and via email.

Writing and academic integrity:

If you think you may require help with your writing, please visit your college's writing centre. To check out what services are available or to book an appointment, visit the central university website on writing: <http://www.writing.utoronto.ca>.

Plagiarism and other forms of academic dishonesty are serious and will not be tolerated. Offences will be dealt with to the full extent possible under university policies. These offences include, but are not limited to, the use of others' work without proper citation (e.g., quoting someone else's work word-for-word without the use of quotation marks), the inclusion of fabricated references, the re-submission of work for which you have already received credit, the falsification of documents and cheating during examinations. Possible penalties include a failing grade for all or part of the course, suspension and expulsion.

To familiarize yourself with what counts as academic dishonesty and for more information on how to avoid committing such offences, please visit the following University of Toronto websites:

- ❖ Code of Behaviour on Academic Matters:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

- ❖ 'How Not to Plagiarize':

<http://www.writing.utoronto.ca/images/stories/Documents/how-not-to-plagiarize.pdf>

Procedure for reconsideration of marks:

I do not normally reply to emails about marks within 24 hours of you receiving those marks. I ask that you take those 24 hours to digest the marks and comments you receive on tests and assignments. If, after 24 hours, you still think that you deserve a higher mark on an assignment or test, you can submit a request for re-assessment directly to me (i.e., not to any of our TAs). This request should include (1) the marked up copy of your submitted assignment, (2) the grading rubric with the mark and comments that you received and (3) a page or so specifying why you think you deserve a better mark. Please be aware that re-assessment could lead to you receiving the same mark as the original, or a higher or lower mark.

Please note that University policy requires that requests for reconsideration of marks be submitted no later than two weeks after the work was returned to you.

Class Schedule:

Date	Lecture	Readings
I. "O. Canada" - The Nation as Idea		
Sept 14	Course Introduction – Geographies of Canada	No Readings
Sept 21	Knowing Canada: nation, identity, geography	Mackey (2000) Dittmer & Larsen (2007) Barnes (2007)
II. "Our Home and Native Land" - Canada as White Settler Nation		
Sept 28	Canada and the violent geographies of colonialism	Mawani (2007) De Leeuw (2007)
Oct 5	Continuing dispossessions: geographies of the colonial present in Canada	Harper (2006) Culhane (2003) Blomley (1996)
Oct 12	Thanksgiving Holiday, No lecture	No Readings (Work of Assignment 1)
III. "We See Thee Rise" - Nature, Resource, Territory		
Oct 19	Resources, frontiers and territorial expansion ❖ Assignment 1 is due	Parker (1988) Harris (1993) Barnes (1993)
Oct 26	Great white north: nature, nation and the Canadian North	Lackenbauer & Farish (2007) Hall (2013)
Nov 2	Mid-term Test, No Lecture	No Readings (Study for Test)
Nov 9	Study Break, No Lecture	No Readings (Work of Assignment 2)
IV. "From Far and Wide" - Geographies of Immigration and Multiculturalism		
Nov 16	Where are you from?: geographies of immigration and multiculturalism	Thobani (2000) Roberts & Mahtani (2010)
Nov 23	Not good enough to stay?: temporary migrant workers as non-citizens ❖ Assignment 2 due	Preibisch (2010) Inouye (2012)
V. "We Stand on Guard" - Geopolitics of the Border, War and Peacekeeping		
Nov 30	Selective entry: geographies of the Canadian border	Mountz (2004) Wiebe (2009)
Dec 7	War and peace: Canada in the world	Jefferess (2009) Gordon & Webber (2008)
VI. "Glorious and Free" - Canada's Geographical Features		
Dec 9	Physical Geography of Canada	No Readings (Study for Exam)

Required Readings Bibliography (APA):

- Anderson, K. (1987). The idea of Chinatown: the power of place and institutional practice in the making of a racial category. *Annals of the Association of American Geographers*, 77(4): 580-598.
- Barnes, T.J. (1993). Knowing where you stand: Harold Innis, staples theory and local models. *Canadian Geographer*, 37(4): 357-359.
- Barnes, T.J. (2007). The geographical state: the development of Canadian geography. *Journal of Geography in Higher Education*, 31(1): 161-177.
- Blomley, N. (1996). Shut the province down: First Nations blockades in BC, 1984-1995. *BC Studies*, 111: 5-35
- Culhane, D. (2003). Their spirit lives within us: Aboriginal women in Downtown Eastside Vancouver emerging into visibility. *American Indian Quarterly*, 27(3-4): 593-606.
- Cowen, D. (2007). Struggling with 'security': national security and labour in the ports. *Just Labour*, 10: 30-44.
- De Leeuw, S. (2007). Intimate colonialisms: the material & experienced geographies of BC's residential schools. *Canadian Geographer*, 51(3): 339-359.
- Dittmer, J. and Larsen, S. (2007). Captain Canuck, audience response and the project of Canadian nationalism. *Social & Cultural Geography*, 8(5): 735-753.
- Gordon, T. and Webber, J. (2008). Imperialism and resistance: Canadian mining companies in Latin America. *Third World Quarterly*, 29(1): 63-87.
- Gough, B.M. (1976/77). The character of the British Columbia frontier. *BC Studies*, 32: 28-40.
- Hall, R. (2013). Diamond mining in Canada's Northwest Territories: a colonial continuity. *Antipode*, 45(2): 376-393.
- Harper, A.O. (2006). Is Canada peaceful and safe for Aboriginal women? *Canadian Woman Studies*, 25(1-2): 33-38.
- Harris, C. (1993). Innis on early Canada. *Canadian Geographer*, 37(4): 355-357.
- Harris, C. (2010). The spaces of early Canada. *Canadian Historical Review*, 91(4): 725-759.
- Inouye, K. (2012). Conditional love: representations of migrant work in Canadian newsprint media. *Social Identities*, 18(5): 573-592.
- Jefferess, D. (2009). Responsibility, nostalgia and the mythology of Canada as a peacekeeper. *University of Toronto Quarterly*, 78(2): 709-727.
- Lackenbauer, P.W. and Farish, M. (2007). The Cold War on Canadian soil: militarizing a northern environment. *Environmental History*, 12(4): 920-950.
- Mackey, E. (2000). 'Death by landscape': race, nature and gender in Canadian nationalist mythology. *Canadian Woman Studies*, 20(2): 125-130.
- Mawani, R. (2007). Legalities of nature: law, empire and wilderness landscapes in Canada. *Social Identities*, 13(6): 715-734.
- Mountz, A. (2004). Embodying the nation-state: Canada's response to human smuggling. *Political Geography*, 23(3): 323-345.
- Parker, I. (1988). Harold Innis as a Canadian geographer. *Canadian Geographer*, 32(1): 63-69.
- Preibisch, K. (2010). Pick your own labour: migrant workers and flexibility in Canadian agriculture. *International Migration Review*, 44(2): 404-441.
- Roberts, D. and Mahtani, M. (2010). Neoliberalizing race, racing neoliberalism: placing 'race' in neoliberal discourses. *Antipode*, 42(2): 248-257.
- Thobani, S. (2000). Closing ranks: racism and sexism in Canada's immigration policy. *Race and Class*, 42(1): 35-55.
- Wiebe, S. (2009). Producing bodies and borders: a review of immigrant medical examinations in Canada. *Surveillance and Society*, 6(2): 128-141.