

# GGR246H1S: Geography of Canada

## Summer 2020 Course Syllabus

### Instructor:

Benjamin Patrick Butler

### Teaching Assistants:

Emily Hawes & Lazar Konforti

**Online Class Meeting:** Tuesday & Thursday  
from 14h — 16h EST on BB Collaborate

**Online Office Hours:** Wednesday & Friday,  
from 08h-09h EST on BB Collaborate

### Overview

In this course, we will examine the state and the idea of Canada through its geography. We will ask how different regions are shaped by social and economic geography. Through topics such as immigration, multiculturalism, land, resources, and security we will encounter concepts such as settler colonialism, racial capitalism, and gender.

Recommended Preparation: GGR107H1, GGR124H1

Distribution Requirements: Social Science

Breadth Requirements: Society and its Institutions (3)

### Learning Objectives

Once you have completed this course, you should be able to, in writing:

1. Understand some key concepts used by geographers
2. Relate these concepts to social and economic difference in Canada
3. Discuss how such difference is produced
4. Apply these insights to current events and your everyday life

### Course Assessments

<b>A1: Personal Reflection</b> 1 page & brainstorm	10%	July 10	<ol style="list-style-type: none"><li>1. All are due by 17h EST on the listed day.</li><li>2. The title page requires the course code, assignment name, instructor name, your name, student number, and date.</li><li>3. Use 2.5cm margins, page numbers, Times New Roman size 12, and 1.5-spacing.</li><li>4. Use APA for all referencing.</li><li>5. See Page 4 for the late policy.</li></ol>
<b>(4) Short Essays</b> 2 pages each	(10%) 40%	July 17; July 24; July 31; August 14	
<b>A2: Podcast Reflection</b> 4 pages	20%	August 7	
<b>Final Assessment</b>	30%	From August 19, due August 21	

### Course Website and Email

All material will be available on Quercus (q.utoronto.ca). Access using your utoid. Check for updates.

Instructor: [benjamin.butler@mail.utoronto.ca](mailto:benjamin.butler@mail.utoronto.ca)

TAs: [emily.hawes@mail.utoronto.ca](mailto:emily.hawes@mail.utoronto.ca) and [lazar.konforti@mail.utoronto.ca](mailto:lazar.konforti@mail.utoronto.ca)

Please email us with your UofT address. Do not use Quercus. Describe your purpose and name the course in the subject line. I respond in 1 business day excluding weekends. TAs may take longer.

Before emailing:

- Review the late policy (Page 4) before asking for an extension.
- Wait 24 hours after an assignment is returned before asking a question related to grading.
- Check the syllabus for simple questions and arrange an appointment for complicated questions.

## **On Attending Online & Participation**

This course is online, with synchronous and asynchronous elements. I will provide you with the lectures in advance (asynchronous elements) of the relevant class. The class will meet through BB Collaborate on Quercus at the listed meeting times (synchronous elements). These sessions are opportunities for students to interact with one another, ask questions and work through the material (e.g., readings) together.

Attendance is not mandatory but participating (or just listening in) will enhance your learning.

When on BB Collaborate and not participating, please turn off your microphone &/or camera.

## **On Course Conduct**

This course engages with political content such as *racism*, *settler colonialism*, *gender*, and *nationalism*. This will entail some sensitive subject matter. Interrogating our own positions in relation to these ideas is in keeping with the University of Toronto's statement of institutional purpose (<https://www.utoronto.ca/about-u-of-t/mission>).

That stated, people will have different experiences, positions, and perspectives (including feelings) on the material. Participating in this course means you commit to working with an open-mind and pledge to respect one another. If you have questions, please read the university's equity, anti-harassment and anti-oppression policies for further explanation (<http://policies.hrandequity.utoronto.ca/>).

## **On Pronouns and Oppressive Language**

Please use a person's preferred pronouns. This is a marker of respect in academic work.

Furthermore, consider your choice of words in class and in submissions. Academic work does not exist in a social vacuum. If you are not sure about preferred terminology, seek guidance or look online.

## **Course Readings & Note-Taking**

There is no course textbook. All required reading material for the course is on Quercus and indicated on the schedule below (page 8).

The lectures assume you have read the assigned readings. Class is meant to assist the interpretation of course readings. You may prepare questions to send to the course instructor before class.

Read everything twice—quickly and then for specific detail and do so in advance of class so you are prepared to engage. I encourage taking hand-written notes or being selective if typing. Studies show that written notes are more selective and build understanding, where typing encourages less critical, verbatim note-taking (Mueller & Oppenheimer. 2014 “The Pen is Mightier than the Keyboard” *Psychological Science* 25(6), pp.1159-1168). Review your notes each week.

Review assignment guidelines and deadlines in the first week. This way you can plan your term.

## **On Recording(s) & Sharing Course Content**

You must ask permission to record content. Please do not share material without permission, to respect the work of the Course Instructor, the TAs, and fellow students (especially discussions and office hours).

## Accessibility

We all bring needs to the classroom. The classroom itself may impede our presence and participation in unequal ways:

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://www.studentlife.utoronto.ca/as> as soon as possible.

Accessibility Services can provide for or implement a variety of accommodations and accessibility needs for registrants ([accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or [www.studentlife.utoronto.ca/as](http://www.studentlife.utoronto.ca/as)).

This process can sometimes take a few weeks. Start early and reach out to the course instructor if you think you may need additional consideration before your accommodations are set. The UofT Health and Wellness Centre (<https://www.studentlife.utoronto.ca/hwc>) may be able to assist you.

## Religious and Cultural Accommodations

If you need an accommodation or extension to meet religious, cultural, or other social obligations, please get in touch so that we may find an arrangement that works for you.

## Other Barriers to Learning

Accessibility Services may not process all needs in time or encompass all class/course needs. Please contact me if you have or will have a specific situation or continuing circumstances that are time-sensitive or outside the scope of Accessibility Services. Where possible I do not require that you disclose personal information, just that we discuss accommodations that meet your need. As you know yourself best, it may be helpful to suggest something in your first email.

## On Referencing and Academic Integrity

Academic integrity is fundamental to learning and scholarship. Academic misconduct is a serious matter. The Office of Student Academic Integrity (<http://www.artsci.utoronto.ca/osai/The-rules/what-is-academic-misconduct>) investigates alleged academic misconduct, including:

- Plagiarism (includes paraphrasing and quotation—which requires quotation marks—without appropriate acknowledgement)
- Resubmitting work without the instructor's permission
- Receiving unauthorized assistance, including someone else doing your work or using group work someone else complete work for you or completing individual work as a group

Suspected misconduct must be reported; not knowing is not a valid excuse.

(<http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>)

## On Writing (Well)

Learning to write (well) is an ongoing process. The university has resources intended to help. Some resources are tailored to those whose first language is not English. Other resources are meant for everyone. I would encourage everyone to make use of these resources ([www.writing.utoronto.ca](http://www.writing.utoronto.ca)).

## Assignments and Assessments

I will provide detailed handouts for all assignments on the first day of class. I recommend making an “*assignment checklist*” to identify components useful for your editing and revising process.

You will submit online. I will enable simultaneous submission to *Turnitin*. Contact me in advance if you want an alternative to *Turnitin*.

These assignments will be graded for critical thinking and effective writing, in a holistic approach. Your grades are earned, not deducted. See the Faculty of Arts and Science grading scale (on Page 5).

**Assignment 1: Personal Reflection** (10%) – Due by 17h EST on July 10<sup>th</sup>.

This assignment is due early but is short (about 1 written + 1 brainstorming page). You will reflect on what “Canada” means to you. That is, you will find Canada’s *place* in your “geographic imagination”.

**Short Essays** (4 x 10% = 40%) – Due by 17h EST on July 17<sup>th</sup>, 24<sup>th</sup>, 31<sup>st</sup>, and August 14<sup>th</sup>.

You must submit four (4) short essays, maximum 2 pages each. I will give you two possible questions for each week. You will be required to make a short argument, supported with the course readings.

These are intended to give sustained feedback on critical reading and writing.

**Assignment 2: Podcast Reflection** (20%) – Due by 17h EST on August 7<sup>th</sup>.

This assignment will require about 4 pages. I will provide you with several podcast episodes and you will select one for this assignment (but you may find listening to more worthwhile).

You will (1) summarize what **you** think is the podcast’s main point, (2) provide a short quotation and justify its relevance to the course, and (3) refer back to your first assignment in some way.

**Take-Home Assessment** (30%) – Due by 17h EST on August 21<sup>th</sup>, available from August 19<sup>th</sup>.

Your summative assessment will be covered in the final lecture. You will have this period to plan, write, and edit your submission. You will need to reference both lectures and readings.

## Late Policy

All assignments are due on the relevant **Friday, by 17h00 EST**. You may submit late, up to five days after the initial deadline. Assignments will not be accepted **after Wednesday, 17h00 EST**.

There are no late deductions. TAs will grade and return late assignments according to their schedule and capacity. Late assignments may be ineligible for regrades.

## Extensions

You must request extensions beyond my late policy before the initial due date. I do not require documentation to request an extension.

If I offer an extension and it is not enough, please coordinate with a medical professional, registrar or accessibility counselor, as appropriate. This is to meet university regulations.

For the final assessment, an extension may delay the publishing of your final grade.

## Missed Coursework

If you miss coursework due to unforeseen circumstances, please notify me as soon as possible. Due to university regulations, you may need to submit official documentation to me. This could include:

- *Verification of Student Illness or Injury* (<http://www.illnessverification.utoronto.ca/index.php>)
- Student Health or Disability Related Certificate
- A College Registrar's Letter
- An Accessibility Services Letter

## Further Feedback & Regrades

You must wait 24 hours before contacting myself or a TA about a graded assignment. This includes possible errors. You have 2 weeks to submit any request. For clarification on comments, contact the TA.

I want you to reflect upon your document and the comments. If you follow up, be prepared to discuss your submitted document in detail. You must demonstrate that you understand the feedback your assignment received.

## The Faculty of Arts & Science Grading Regulations

Percentage	Letter	GPA	Grade Definition
90-100	A+	4.0	<b>Excellent:</b> Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
85-89	A	4.0	
80-84	A-	3.7	
77-79	B+	3.3	<b>Good:</b> Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	<b>Adequate:</b> Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	<b>Marginal:</b> Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	<b>Inadequate:</b> Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

## Readings

### Class 1 – Course Introduction

Coulthard, G., & Simpson, L.B. (2016). Grounded Normativity / Place-Based Solidarity. *American Quarterly* 68(2), 249–255. [doi:10.1353/aq.2016.0038](https://doi.org/10.1353/aq.2016.0038).

### Class 2 – Historical Elements of the Canadian State

Harris, C. (1993). Innis on Early Canada. *Canadian Geographer*, 37(4): 355–357. <https://doi.org/10.1111/j.1541-0064.1993.tb00393.x>

Barnes, T.J. (1993). Knowing Where You Stand: Harold Innis, Staples Theory and Local Models. *Canadian Geographer*, 37(4): 357–359. <https://doi.org/10.1111/j.1541-0064.1993.tb00393.x>

Blomley, N. (2003). Law, Property, and the Geography of Violence: The Frontier, the Survey, and the Grid. *Annals of the Association of American Geographers*, 93(1), 121–141. JSTOR. [Read pages 121–136]

### Class 3 – Race and Canada’s Economic Development

Weinfeld, M. (1989). Review of The Riot at Christie Pitts [Review of *Review of The Riot at Christie Pitts*, by C. H. Levitt & W. Shaffir]. *The Canadian Journal of Sociology / Cahiers Canadiens de Sociologie*, 14(2), 239–240. JSTOR. <https://doi.org/10.2307/3341299>

McKittrick, K. (2006). “Chapter 4: Nothing’s Shocking: Black Canada.” In *Demonic Grounds: Black Women and the Cartographies of Struggle*. University of Minnesota Press. [Read pages 95–106]

Mohamed, B. (2017, February 13). Canadian Exceptionalism and Understanding Black Lives Matter. [Website]. Retrieved May 5, 2019. <https://www.bashirmohamed.com/blog/2017/2/13/canadian-exceptionalism-and-understanding-black-lives-matter>

Dorries, H., Hugill, D., & Tomiak, J. (2019). Racial capitalism and the production of settler colonial cities. *Geoforum* [Online], <https://doi.org/10.1016/j.geoforum.2019.07.016>

### Class 4 – Settler Colonialism and Gender

Simpson, A. (2016). The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty. *Theory & Event* 19(4), <https://www.muse.jhu.edu/article/633280>.

de Leeuw, S. (2016). Tender grounds: Intimate visceral violence and British Columbia’s colonial geographies. *Political Geography*, 52(Complete), 14–23. <https://doi.org/10.1016/j.polgeo.2015.11.010>

### Class 5 – Land & Resources

Rotz, S. (2017). ‘They took our beads, it was a fair trade, get over it’: Settler colonial logics, racial hierarchies and material dominance in Canadian agriculture. *Geoforum*, 82, 158–169.

Palmater, P. (2020, February 27). Clearing the lands has always been at the heart of Canada’s Indian Policy. *Globe and Mail*. [Online], <https://www.theglobeandmail.com/opinion/article-clearing-the-lands-has-always-been-at-the-heart-of-canadas-indian/>

Schwartz, D., & Gollom, M. (2013, October 19). N.B. fracking protests and the fight for aboriginal rights. *CBC*. [Online], <https://www.cbc.ca/news/canada/n-b-fracking-protests-and-the-fight-for-aboriginal-rights-1.2126515>

Class 6 – Geographic imaginary: Canada and Landscape

- Mackey, E. (2000). 'Death by Landscape': Race, Nature, and Gender in Canadian Nationalist Mythology. *Canadian Woman Studies/Les Cahiers de La Femme; Scarborough, Ont.*, 20(2), 125.
- Mawani, R. (2007). Legalities of Nature: Law, Empire, and Wilderness Landscapes in Canada. *Social Identities*, 13(6), 715–734. <https://doi.org/10.1080/13504630701696351> [Read pages 15–721]

Class 7 – The North: Sovereignty & Climate

- Cameron, E. (2015). "1—Summer Stories." In *Far off Metal River: Inuit lands, settler stories, and the making of the contemporary Arctic*. UBC Press. [Read pages 3–15]
- Watt-Cloutier, S. (2016, October). Everything is connected: How marine spatial planning links environment, economy, sustainability, human rights & leadership in the twenty-first century Arctic. *Northern Public Affairs*, 4(3), 15–19.  
<http://www.northernpublicaffairs.ca/index/everything-is-connected-how-marine-spatial-planning-links-environment-economy-sustainability-human-rights-leadership-in-the-twenty-first-century-arctic/>

Class 8 – Immigration & Multiculturalism

- Thobani, S. (2000). Closing ranks: Racism and sexism in Canada's immigration policy. *Race and Class*, 42(1), 35–55.
- Kestler-D'Amours, J. (2020, May). As Quebecers cover faces for COVID-19, some hope for tolerance of religious garb | National Post. *The National Post*. <https://nationalpost.com/pmn/news-pmn/canada-news-pmn/as-quebecers-cover-faces-for-covid-19-some-hope-for-tolerance-of-religious-garb>

Class 9 – Capital and Worker Mobility

- Callon, E. (2016). Unbalanced Scales of Global Capitalism: Analyzing Temporary Foreign Worker Programs in Canada - ProQuest. *Canadian Graduate Journal of Sociology and Criminology; Kitchener*, 5(1), 32–43.
- Hudson, P. J. (2010). Imperial designs: The Royal Bank of Canada in the Caribbean. *Race & Class*, 52(1), 33–48. <https://doi.org/10.1177/0306396810371762>

Class 10 – Ordering Space: National Security

- Bell, C., & Schreiner, K. (2018). The International Relations of Police Power in Settler Colonialism: The "civilizing" mission of Canada's Mounties. *International Journal*, 73(1), 111–128.
- Crosby, A. C., & Monaghan, J. (2018). *Policing indigenous movements: dissent and the security state*. Halifax & Winnipeg: Fernwood Publishing. Pages, 1–4, 17–20.
- Rolbin-Ghanie, M. (2006, October 31). *Whose Trauma?: The 'Somalia Affair' and Canadian mythology*. The Dominion.

Class 11 – Ordering Space: Policing Canadian Cities

- Maynard, R. (2017). "On State Violence and Black Lives." In *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood Publishing. [Read pages 1–16]
- Rutland, T. (2017). Canadian Urban Planning at 150. *Historical Geography* 45(1), 107–110.  
<https://www.muse.jhu.edu/article/716018>.

Palmater, P. (2020, June 3). *Yes, Canada Has a Racism Crisis and It's Killing Black and Indigenous Peoples* [Online Magazine]. Canadian Dimension.

<https://canadiandimension.com/articles/view/yes-canada-has-a-racism-crisis-and-its-killing-black-and-indigenous-peoples>

## Class 12 – Wrap-Up

No readings.

## Course Schedule and Important Dates

Classes (e.g., C1 for Class 1) are on the indicated days, from 14h-16h EST.

Office hours (OH) for the Course Instructor are on the indicated days, from 08h-09h EST.

### July 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Canada Day	2	3	4
5	6	7 <b>C1</b>	8 <b>OH</b>	9 <b>C2</b>	10 <b>OH; A1</b>	11
12	13	14 <b>C3</b>	15 <b>OH</b>	16 <b>C4</b>	17 <b>OH; SE1</b>	18
19	20	21 <b>C5</b>	22 <b>OH</b>	23 <b>C6</b>	24 <b>OH; SE2</b>	25
26	27	28 <b>C7</b>	29 <b>OH</b>	30 <b>C8</b>	31 <b>OH; SE3</b>	

### August 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Withdraw Cut-off	4 <b>C9</b>	5 <b>OH</b>	6 <b>C10</b>	7 <b>OH; A2</b>	8
9	10	11 <b>C11</b>	12 <b>OH</b>	13 <b>C12 (Final Class)</b>	14 <b>OH; SE4</b>	15
16	17 Late Withdrawal cut-off	18	19 <b>Take-Home starts</b>	20	21 <b>Take-Home Due</b>	22