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**COURSE OUTLINE (v.2.6)**

**Political and Economic Geography**

**Lecture Meeting Time: Tuesdays and Wednesdays—2:30-3:50 PM, Clearihue Building A224**

**Lab Meeting Times:**

**Mondays—8:30-10:20 AM**

**Wednesdays—12:30-2:20 PM**

**Thursdays—12:30-2:20 PM**

**Fridays—10:30 AM-12:20 PM**

**(All labs are held in David Turpin Building B307)**

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**Drop-In Office Hours: Tuesdays and Wednesdays, 10:30 AM-12:00 PM, in-person and virtually**

**Office Location: David Turpin Building B306 and Zoom**

**Contact: [dsmiles@uvic.ca](mailto:dsmiles@uvic.ca)**

**LAB INSTRUCTORS:**

**Mack Ross (She/Her)**

**Office Hours: Wednesdays, 9-10 AM, Thursdays, 9-11 AM, Fridays, 1-3 PM**

**Office Location: David Turpin Building B206**

**Contact: [mackross97@gmail.com](mailto:mackross97@gmail.com)**

**Christine Todd (She/Her)**

**Office Hours: Mondays, 10:30-11 AM, Wednesdays, 10:30 AM-12 PM**

**Office Location: David Turpin Building B206**

**Contact: [christinet@uvic.ca](mailto:christinet@uvic.ca)**

**SENIOR LAB INSTRUCTOR:**

**Kinga Menu (She/Her)**

**Office Location: David Turpin Building B304**

**Contact: [kmenu@uvic.ca](mailto:kmenu@uvic.ca)**

**Territorial Acknowledgement:** *We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

**NOTE ON COURSE DELIVERY:** This is an IN-PERSON course. All course activities will occur in-person and synchronously. However, I will be running a Zoom room alongside in-person classes to accommodate students who may be feeling ill or cannot physically be on campus for a given meeting. Your lab instructors will also be able to run a Zoom session for lab if you are not able to make it to your lab session due to illness or other conflicts. If there are circumstances that prevent you from consistently attending the in-person lectures and lab meetings, please talk to me during the first week of class to discuss potential arrangements.

## COURSE DESCRIPTION

In this course, we will explore the dominant political and economic spatial structures that shape the world today. Using a series of case studies and utilizing the breadth of the discipline of geography, including cultural, physical, environmental, historical, Indigenous, and political and economic geographies, we will emerge from our journey together with a better understanding of how political and economic geographies function, addressing challenges both local and global in scope. My hope for you is to not only come out of this class with a firm understanding of key concepts of political and economic geography, but to also gain a further appreciation of the ways that these concepts tie into our everyday lives.

**KEY THEMES:** Political geographies, economic geographies, colonialism, globalization, labour, personal geographies, power, supply chains, urban geographies

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## REQUIRED TEXT(S)

We do not have a textbook in this course. I feel that there is not a single textbook that can authoritatively speak about the diversity of topics that a course like this entails, and at any rate, I do not want to burden you with extra financial cost for a textbook that we would use very infrequently. I would much rather highlight the work of scholars and activists who are deeply engaged with this work. Therefore, our required texts will consist of journal articles, book chapters, zines and other publications. I will post all required and supplemental media/readings on Brightspace.

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## LEARNING OUTCOMES

Students will:

- Understand key concepts in political and economic geographies
- Be able to trace the ways that these geographies underpin our everyday world, including the geographies we operate within every day
- Learn to approach complex topics with an open mind, and be able to read sources critically—that is, with attention to detail and understanding the broader messages of the reading

## EVALUATION

Grade Breakdown	%
<b>Lab Assignments (8 in total)</b>	<b>50</b>
<b>Attendance</b>	<b>10</b>
<b>Midterm</b>	<b>20</b>
<b>Final Exam</b>	<b>20</b>

### **Lab Assignments (30% of Final Grade) & Attendance (10 % of Final Grade):**

This course has a lab component to it—during your lab period, you will work on assignments that are designed to further deepen your understanding of key concepts that we discuss in class. These assignments will be based in a variety of geographical contexts. They are challenging, but are doable—

you're encouraged to work with your lab mates, both on your lab work, but also to help generate a community within your lab sessions. Lab assignments are generally due one week after your lab session, by the beginning of the following lab session. Attendance in labs, whether it is in-person, or virtual is required, unless alternative arrangements have been made.

**Midterm (30% of Final Grade):**

There will be one midterm in the course. It will be a take-home, essay-based midterm that will be cumulative of all material learned up to the prior week. We will take some time the week before the midterm to have a review session on materials and concepts learned, so that you can go into the midterm with as little stress as possible!

**Final Exam (30% of Final Grade):**

There will be a final exam in the course—like the midterm, it will be a take-home, essay-based exam that will be cumulative of the entire course. Like the midterm, we will take the last class meeting as a review session/Q&A of key concepts and terms, so that you can go into the final with as little stress as possible! 😊

**GRADING SYSTEM**

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

**GEOGRAPHY DEPARTMENT INFO**

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)

- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## **BRIGHTSPACE**

We will have a Brightspace page for the course, where you can find a schedule and download the readings for each week. My goal is to have each week's 'module' uploaded and ready for download/reading by Thursday of the preceding week—meaning, for Week 2, you can expect to have materials ready to go by the Thursday of Week 1, etc.

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## **POLICY ON LATE ASSIGNMENTS**

Late lab assignments submitted without excuse are subject to a 10% penalty per day late. So, for example, if an assignment is due on Wednesday, if a student turns it in the following Wednesday, it will be subject to a 70% points penalty. Late midterms and finals submitted without excuse are subject to a 20% penalty per day late.

## **POLICY ON ATTENDANCE**

Attendance in lectures is very vital. You will do best in the course if you are attending class meetings and engaging with the material. While I will post recordings and slides after class, you will not get as fully immersed in the course as you would if you attend in-person/virtually. I do take attendance in lectures, but this is not graded—but if you are not attending class, I will likely reach out to see what is going on.

Lab attendance is mandatory and is graded (see Evaluation section).

## **MASK POLICY**

Per B.C. provincial public health policy and UVic policy, you are **no longer required to wear a mask in class, however you are highly encouraged to do so. Please be respectful of your classmates if they choose to continue to wear a mask.** The policy on masks in this class will always reflect current provincial and University policy.

## **ACADEMIC INTEGRITY**

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

- **Assignments:**

Your written assignments should be your own original work. You should follow a

consistent citation style (e.g. MLA, APA, Chicago) to cite the ideas and words of your research sources.

You are free to ask a University writing resource to proofread your lab assignments before you turn them in. Limited editing of your assignments is permitted but the overwhelming majority of what you turn in must be your own.

- **Reusing past work:** In general, you are prohibited in University courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss this with me before submitting it.
- **Collaboration and informal peer-review:** The course includes several opportunities for collaboration with your classmates. While study groups and peer-review of written work is encouraged, remember that copying answers is not permitted. If you're unsure about a particular situation, please feel free to ask me ahead of time.

## ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible ([uvic.ca/services/cal/](http://uvic.ca/services/cal/)). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

## SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

## COURSE EXPERIENCE SURVEY (CES)

The teaching team values your feedback on this course. There will be two opportunities to provide feedback—the first opportunity will take place around Week 7 and will provide an opportunity for you to give feedback on the course so far—this will help us to make adjustments to the course going forward. Additionally, 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 us regarding the course and our 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	9/7	<b>Syllabus Day NO LAB THIS WEEK</b>
2	9/13/ & 9/14	<b>Introduction to Political and Economic Geographies Lab Assignment #1: Your Personal Geographies activity</b>  <b>Readings:</b>  Storey, D. (2020). Political Geography. In A. Kobayashi (Ed.), <i>International Encyclopedia of Human Geography</i> , 2nd edition (pp. 199-206.). Oxford: Elsevier.  Barnes, T. (2009). Economic Geography. In A. Kobayashi (Ed.), <i>International Encyclopedia of Human Geography</i> (pp. 315–327). Oxford: Elsevier.
3	9/20 & 9/21	<b>Modernity I: The Inauguration of Europe and the Making of the Modern World Lab Assignment #2: Orientalism and Othering activity</b>  <b>Readings:</b>  Dussel, Enrique D., Javier Krauel, and Virginia C. Tuma. "Europe, modernity, and eurocentrism." <i>Nepantla: views from South</i> 1, no. 3 (2000): 465-478.  Quijano, Aníbal. "Coloniality and modernity/rationality." <i>Cultural studies</i> 21, no. 2-3 (2007): 168-178.  <a href="#">Video: Edward Said on Orientalism</a>
	9/23	<b>Last day to add Fall Term courses</b>
4	9/27 & 9/28	<b>Capitalism/Colonialism/Settler Colonialism I NO LAB THIS WEEK—Stat Holiday 9/30</b>  <b>Readings:</b>  Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." <i>Journal of genocide research</i> 8, no. 4 (2006): 387-409.  Englert, Sai. "Settlers, workers, and the logic of accumulation by dispossession." <i>Antipode</i> 52, no. 6 (2020): 1647-1666.

5	10/4 & 10/5	<p><b>Capitalism and Colonialism/Settler Colonialism II</b>  <b>Lab Assignment #3: Native Land/Settler Colonialism activity</b></p> <p><b>Readings:</b></p> <p>Harris, Cole. "How did colonialism dispossess? Comments from an edge of empire." <i>Annals of the Association of American Geographers</i> 94, no. 1 (2004): 165-182.</p> <p>Pratt, Angela. "Treaties vs. terra nullius: reconciliation, treaty-making and Indigenous sovereignty in Australia and Canada." <i>Indigenous LJ</i> 3 (2004): 43.</p>
6	10/11 & 10/12	<p><b>The "Three Worlds"—Anticolonialism and decolonization post World War II</b>  <b>Lab Assignment #4: "The Battle of Algiers" viewing and reflection</b>  <b>Midterm Review and Q&amp;A session 10/12</b></p> <p><b>Readings:</b></p> <p>Duara, Prasenjit. "Introduction: The decolonization of Asia and Africa in the twentieth century." In <i>Decolonization</i>, pp. 19-36. Routledge, 2004.</p>
7	10/18 & 10/19	<p><b>The 21<sup>st</sup> Century</b>  <b>MIDTERM</b>  <b>NO LAB THIS WEEK</b>  <i>10/18: Guest Lecture: Dr. Brittany Davis, Social Science Consultant with Black in Marine Science</i></p> <p><b>Readings:</b></p> <p>Hussain, Nabeel, Rubina Waseem, and Rashid Ahmad. "Destabilizing Unipolar World And Emergence Of Multi-Polarity: Theoretical Debate." <i>Webology (ISSN: 1735-188X)</i> 19, no. 3 (2022).</p>
8	10/25 & 10/26	<p><b>Sovereignty and Contestation in the North—Case Study: The High Arctic</b>  <b>Lab Assignment #5: Sovereignty In The North activity</b></p> <p><b>Readings:</b></p> <p>Gerhardt, Hannes, Philip E. Steinberg, Jeremy Tasch, Sandra J. Fabiano, and Rob Shields. "Contested sovereignty in a changing Arctic." In <i>Geography of Climate Change</i>, pp. 285-295. Routledge, 2013.</p>
	10/31	<p><b><i>Last day to drop Fall Term courses without penalty of failure</i></b></p>
9	11/1 & 11/2	<p><b>Geographies of Urbanization</b>  <i>11/2: (Recorded) Guest Lecture: Dr. Emily Rosenman, Penn State</i>  <b>Lab Assignment #6: Urban Inequalities activity</b></p>

		<p><b>Readings:</b></p> <p>Downey, L (2022) The fight against inflation is becoming a class war. <i>Foreign Policy</i>, Feb. 16: <a href="https://foreignpolicy.com/2022/02/16/the-fight-against-inflation-is-becoming-a-class-war/">https://foreignpolicy.com/2022/02/16/the-fight-against-inflation-is-becoming-a-class-war/</a></p> <p>Bhagat, A and Calabretta, M (2022) Who benefits from Bank of Canada interest rate hikes? <i>Toronto Star</i>, August 30: <a href="https://www.thestar.com/opinion/contributors/2022/08/30/who-benefits-from-bank-of-canada-interest-rate-hikes.html">https://www.thestar.com/opinion/contributors/2022/08/30/who-benefits-from-bank-of-canada-interest-rate-hikes.html</a></p>
10	11/8 (Online Asynchronous Lecture)	<p><b>The Political and Economic Geographies of Our Own Backyard—Case Study: BC</b> <b>NO LAB THIS WEEK</b></p> <p><b>Readings:</b></p> <p>“Background of the Campaign” from the Unist’ot’en Camp Website: <a href="https://unistoten.camp/no-pipelines/background-of-the-campaign/">https://unistoten.camp/no-pipelines/background-of-the-campaign/</a></p> <p>Wallstam, M., &amp; Crompton, N. (2015). City of perpetual displacement: 100 years since the destruction of the Kitsilano Reserve. <i>The Mainlander</i>. Retrieved from <a href="http://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-sincethe-destruction-of-the-kitsilano-reserve/">http://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-sincethe-destruction-of-the-kitsilano-reserve/</a></p>
11	11/15 & 11/16	<p><b>The Anthropocene/Capitalocene</b> <b>Lab Assignment #7: Climate Crisis activity</b> <i>11/16: Guest Lecture: Dr. Stacia Ryder (University of Exeter/Colorado State University)</i></p> <p>Davis, Janae, Alex A. Moulton, Levi Van Sant, and Brian Williams. "Anthropocene, capitalocene,... plantationocene?: A manifesto for ecological justice in an age of global crises." <i>Geography Compass</i> 13, no. 5 (2019): e12438.</p> <p>Lewis, Simon L., and Mark A. Maslin. "Defining the anthropocene." <i>Nature</i> 519, no. 7542 (2015): 171-180.</p>
12	11/22 & 11/23	<p><b>Abolitionary Futures</b> <b>Lab Assignment #8: Desirable Futures activity</b></p> <p><b>Readings:</b></p> <p>CBC Archives—“High Stakes in the 1995 Quebec referendum)</p> <p>CBC—“ANALYSIS: Anger, anxiety and the 'deep story' behind Wexit”</p> <p>CBC Radio—“Look at a map with abolition sensibility and you'll see why</p>



		prisons don't work: geographer"  CBC Podcast—"Land Back, Episode 1: The Eviction"
13	11/29 & 11/30  <i>11/30-Outdoor class at Cadboro Bay</i>	<b>Future Considerations &amp; Course Wrap-Up</b> <b>NO LAB THIS WEEK</b> <b>Final Exam Review and Q&amp;A session 11/30</b>  <b>No readings this week</b>
Final	<b>Due 12/14 by 11:59 PM Pacific Time</b>	<b>Final Exam (take home and open notes)</b>

#### DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. Any changes will be communicated to students ahead of time and will not result in extra burden to students.

#### FACULTY FEEDBACK AND RESPONSE TIME:

The following list will give you an idea of my intended availability throughout the course.

#### Grading and Feedback:

You can expect to receive marking feedback for all work within a timeframe of 7-10 days.

#### E-mail:

I will typically try respond to e-mails within 24 hours during the business week (Monday-Friday), but please allow up to 48 hours. Sometime my inbox fills quickly, so if I or the TAs do not respond within 48 hours, please e-mail to gently remind us of your initial e-mail. We ask that you try and reserve e-mails on the weekends to emergencies/urgent situations only.

#### Drop-In Office Hours:

I and the TAs will offer office hours in person, and virtually through Zoom. Please attend office hours if you have questions and are able to attend—doing so will help me to get to know you better as a student and can allow us to provide more one-on-one help with course concepts.

#### OTHER TOPICS

#### Email/In-Person Decorum:

Professional communication is expected at all times; I will always treat you with respect in my communications, so I ask that you do the same. Feel free to address me by my first name in e-mail communications or in person (i.e. Dear Deondre), but please do address me by name. If you want to use an honorific, "Dr. Smiles" works fine in all communications.

When e-mailing me, please include "GEOG 211" in the subject line so that I know it is regarding class. The exception is if you are messaging me on Brightspace, it will automatically let me know.

#### DISCUSSION, COMMUNICATION AND WRITING GUIDELINES

The following are general expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Written assignments should have a professional tone. For discussions and other communication there is no need to act as if you were writing a research paper, but you should still remember to write using good grammar, spelling, and punctuation. If you want feedback on your writing, I am always happy to provide it.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online or in-person. **Homophobic, racist, xenophobic and sexist language is not tolerated in my class. If you are in violation of this policy, I will ask you to meet with me in office hours to discuss your conduct in class. A second violation will result in my recommendation that you drop the class.**
- **Electronics usage:** The use of personal laptops or tablets for note-taking purposes is permitted and encouraged. Doing anything on your laptops and/or tablets that is not related to class is discouraged. The use of your phone during class is also discouraged. If I find that you are extremely distracted during class, I will likely reach out to you for a chat about what we can do to make sure you are more 'present' in class.
- **Backing up your work:** Please make sure you are saving your work! Technical issues can happen with computers and I don't want you to lose any work that you have spent time and effort on. I highly recommend saving your work in multiple places, such as an external hard drive, the 'cloud', a flash drive, etc.

**NOTE:**

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* [uvic.ca/services/counselling/](http://uvic.ca/services/counselling/)

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* [uvic.ca/services/health/](http://uvic.ca/services/health/)

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* [uvic.ca/services/cal/](http://uvic.ca/services/cal/). *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Centre for Academic Communication – *If you are in need of assistance with writing projects, please utilize the* [Centre for Academic Communication](#). *The CAC can assist with:*

- *Understanding assignment instructions*
- *Essay structure and flow (overall cohesion and clarity)*
- *Sentence-level clarity (grammar, word choice, punctuation)*
- *Argument (thesis statement, evidence, logic)*
- *Oral presentations*
- *Oral communication skills (pronunciation, intonation, etc.)*

- *Listening and note-taking skills*
- *Critical reading skills*

*Elders' Voices - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*

[uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)