



Space, Place and Society: An Introduction to Human Geography

Monday and Thursday 1:00PM – 2:20PM

**OFFICE HOURS
FOR DR. CARVALHO**

Mondays: 10:30am-12:00pm (DTB 212) or by appointment

Email:
cmonteirodecarvalho@uvic.ca

COMMUNICATIONS:

- For course information, tips, reminders, lab outlines, FAQs, please review the Geog101b BrightSpace site. This is where I will put anything I think will be helpful. Please check your preferred email address is correct, so that emails from me are going to the best address.
- To email me (cmonteirodecarvalho@uvic.ca) please put <Geog101b: your name: brief subject> in the heading. I will do my best to return emails within 48 hours.

TA Contact Information:

Kinga Menu (senior lab instructor) kmenu@uvic.ca

Sara Chitsaz sarachitsaz@uvic.ca

Camryn Riccitelli camryn.riccitelli@gmail.com

COURSE DESCRIPTION

Human geographers have a unique perspective on the world. We explore how the location of events influences their occurrence and rationale, and how location shapes our world development. We examine the relationship between humans and their environment on various scales, from personal to global. We seek knowledge to advocate for a better, more just society and engage in respectful debates about "better" means and looks like. In this course, we will ask challenging questions: Why do some people have more resources than others? What defines a healthy society? How can we interpret, or "read," urban landscapes to understand their dynamics? What role can each of us play in creating a better world?

My goal during this course is to show you the importance of human geography in understanding the world around you. I hope that by the end of the course you will be able to "think like a geographer" and "see geography all around you" by knowing the kinds of questions human geographers ask, in order to understand and address the issues we all encounter. Along the way, we will look at what human geographers do, explore some approaches and concepts they find useful in analyzing issues, learn some concrete skills useful in any future context, and think about why scale matters.

As human geographers, we will often be looking at information critically. Critical thinking is often misrepresented as cynical, pessimistic, or "being against things." In this class, it should rather be understood in terms of healthy skepticism to consider how the world could / should be otherwise. This will include questioning the status quo, or "common sense" understandings of issues; trying to make important linkages and connections; recognizing and evaluating multiple perspectives and the values and assumptions underlying each (including our own); evaluating evidence and arguments (while recognizing power relations in knowledge claims), arriving at defensible positions on issues and working towards a more respectful, inclusive, just, and fair world.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
 - Undergraduate Advising: geogadvising@uvic.ca
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REQUIRED TEXTS

Mercier, M. (2024). Human Geography (11th edition). Oxford University Press.

Important note: It is fine for you to use another recent edition of the same textbook if you have access to one and it saves you money, the page numbers I post just may not be the same for different editions – so please check the weekly topics for the right chapters.

Globe and Mail (or other major national newspapers). Many G&M articles are available free online and is also available free through the UVic Library and the Victoria Public Libraries.

Other brief readings or resources will be uploaded on BrightSpace as support for key concepts or ideas of interest.

Evaluation

Your final grade will be based on the following assignments and examinations:

Lab Assignments (total over the course of the term)	45%
Midterm	20%
Final Exam	30%
In-Class Activities	5%

Important Notes Regarding Examinations and Grading

- All students are required to bring their UVic Photo ID with them and place it on the desk in front of them when taking an exam in this course.
 - You must take all exams (Midterm and Final) and submit all lab assignments minimally within one week of the deadline (see below) to pass the course. Even if you are too late to get a grade for an assignment, you must still submit it to pass. The reason for this is that the assignments build your learning in the course.
 - If at any time for any reason you are not able to fulfill your obligations to your lab team in a timely manner you must email all team members to let them know immediately and must copy your TA on the note. Failure to do this can negatively impact the grades of other students and hence your own.
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POLICY ON LATE ASSIGNMENTS

- Deadlines for submission of your lab assignments will be given to you in your labs by your TA. Lab assignments are due **at the start (first 10 minutes) of your lab time**. To be fair to students who meet the deadlines, if you submit an assignment late, you will lose marks in the following way. 10% per day penalty for late assignments, including weekend days. For example, 10% will be deducted from the assignment (due in the first ten minutes of your lab) *if the assignment is submitted later in the day*. If the assignment is submitted the next day, 20% will be deducted from the assigned grade, and so forth.
- Exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner stating the reason for your inability to attend the class).
- Exceptions can only be granted by the course instructor, not your lab instructor.

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism in written assignments is not tolerated. Plagiarism detection software will be used in case of doubt. Plagiarism means representing someone else's work as your own. It is a serious offense, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else's work into your projects, you must give credit by providing a citation and reference to the source work.

According to the University of Victoria's Calendar, "Academic integrity is built on honesty, respect and fairness. Students, faculty and staff at UVic are members of an intellectual community. As such, it's expected that we'll adhere to ethical values in all our learning, teaching and research. We have lots of resources on academic integrity. One of the best ways to get information is to talk to your course instructors and TAs. They can help you understand and follow the complex rules of academic integrity." In plain language, usually, problems arise if you try to submit work that you did not create, is generated by AI, if you copy someone else's answers or if you use someone else's words without using quotation marks and giving proper credit to the person who wrote them. If you are not sure what all this means for you, there is more information and lots of help at the Library. If in doubt please always ask!

It is your responsibility to:

- understand what plagiarism is as well as academic integrity, the policies on **cheating, plagiarism, unauthorized use of an editor, using AI to generate an assignment, multiple submission, and aiding others to cheat.**
- familiarize yourself with the information on plagiarism outlined in UVic Libraries' plagiarism policy at <http://library.uvic.ca/instruction/cite/plagiarism.html> as well as the policy on academic integrity https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V#/policy/Sk_0xsM_V%C2%A0.
- be familiar with UVic's policies on student responsibilities, conduct, discipline, and academic offenses, as described in the Undergraduate Calendar.

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offenses as academic dishonesty.

ACCESSIBILITY

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

NOTE: Please kindly do not record (audio or video) any aspects of the course such as labs or lectures without first having written permission from me. Privacy laws require we must ask our colleagues first.

POLICY ON CHILDREN IN CLASS

It is my belief that if we want women and parents in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is, thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) All exclusively breastfeeding and chestfeeding babies are welcome in class as often as is necessary to support the breastfeeding or chestfeeding relationship. Because not all women or people can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. **You and your nursing baby are welcome in my class anytime.**
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not

meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.

- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. **Nonparents in the class, please reserve seats near the door for your parenting classmates.**

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.

Discriminatory language is not welcome or tolerated in lectures, seminars, tutorials, or written work. This includes but is not limited to sexist, racist, ethnocentric, ageist, homophobic, or transphobic language.

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. 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

Web: uvic.ca/svp

GRADING SYSTEM

As per the current Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent 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%	Very good, good and solid 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 a satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of the 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 me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage 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.

OUTCOMES & RESPONSIBILITIES

LEARNING GOALS AND OUTCOMES

- Know why human geography important and how human geographers can make a difference. This means being able to explain to others why "scale," "place," and "environments" really matter to people and being able to give real-world examples to support your points.
- Build a strong knowledge foundation on which you can rely for success in future geography courses or wherever your related interests may take you. This means learning about some of the most important ideas, techniques, concepts, and questions in human geography and knowing when and how to use them appropriately. It also means developing an appreciation of the breadth and depth of interests that human geographers have.
- Learn to critically assess the validity of geographical data or images that are presented to you in the public arena. This means knowing enough about mapping and data representation skills to know what questions to ask to determine when the "facts" might not be the "facts." (ie. How to lie with maps)
- Begin to develop your own sense of global citizenship that works for you (note: this is a lifelong process).
- Acquire a strong academic skills foundation on which you can rely for any future goals you may have. This means learning: excellent communications skills (in writing for different audiences, speaking/presenting, advocating, listening, and working collaboratively in teams); strong research skills (to find the resources you need, to analyze data and to present it effectively); and how to ask really good questions, as well as to determine what evidence you need to answer them (and how to get it).
- Get into the habit of being curious about things, and learning to ask (new) questions based on human geography.
- Love geography just a bit more at the end than you did at the beginning!

STUDENT RESPONSIBILITIES

- Building Community: We have a challenge in this course. There are a lot of us! However, to succeed collectively, we have to build an academic community. This means sharing with each other and being prepared to reach out to, talk to, and help, people we do not know in order to create "connections in a crowd." This is much harder with a large number of people, but I also know it is essential to everyone's success, so I hope you will help me do it.
- Be prepared for lectures by reading the pages/articles/chapters I have assigned you from the textbook and/or other assigned resources.
- Be prepared for labs by reading the lab manual activity prior to the session.
- Check BrightSpace for Geog101b regularly for updates
- Look up in the textbook any concepts or terms you don't recognize or are unsure of in the outline.

WEEKLY CALENDAR
(Subject to revision as the course proceeds)

Date	Lecture Topic	Lab Activity
Week 1: JAN 6 & 9	Questions and Topics in Human Geography	No labs this week, but please ensure you are enrolled in a lab.
Week 2: JAN 13 & 16	Geographic Tools and Themes: Mapping, Scale, Movement, and Change. 19th Jan - Last day for 100% reduction of second term fees for dropped courses	Lab 1: Introduction to labs and Projects
Week 3: JAN 20 & 23	Urban Geography: An Urban World 22th Jan - Last day for adding courses that begin in the second term	Lab 2: Guided field trip in Cadboro Bay ** we go rain or shine, so check the weather and dress appropriately!
Week 4: JAN 27 & 30	Social Geography of the City and Cultural Landscapes	Lab 3: Fieldwork
Week 5: FEB 3 & 6	Social Geography: Geographies of Identity and Difference	Lab 4: Research Support Lab
Week 6: FEB 10 & 13	Political Geography and exam review Midterm (13th Feb)	Lab 5: Writing Support Lab
Week 7: FEB 17 & 20	READING BREAK	(No labs)
Week 8: FEB 24 & 27	Political Geography (continued) 27th FILM 28 th Feb - Last day for withdrawing from full year and second term courses without penalty of failure	Lab 6: Presentation Support and Work Block
Week 9: MAR 3 & 6	3rd : Political Geography continued 6th: Population & Health Geography	Lab 7: Presentations
Week 10: MAR 10 & 13	Health, Population and Migration	Lab 8: Globalization Activity
Week 11: MAR 17 & 20	Economic Geography	Lab 9: Debate 1
Week 12: MAR 24 & 27	International Development	Lab 10: Debate 2
Week 13: MAR 31 & APRIL 3	International Development Continued and Exam Review	Lab 11: Participatory mapping
TBA (during the university exam period)	FINAL EXAM Cumulative DATE TO BE DEFINED	

ADDITIONAL RESOURCES TO SUPPORT YOUR SUCCESS

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.

Academic Advising: <http://www.uvic.ca/services/advising/>

Centre for Academic Communication (the Writing Centre):

<https://www.uvic.ca/learningandteaching/home/home/centre/>

Centre for Accessible Learning (CAL) (formerly RCSD): <https://www.uvic.ca/services/cal/>

Co-op and Career Services: <https://www.uvic.ca/coopandcareer/>

Counselling Services: <https://www.uvic.ca/services/counselling/>

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://www.uvic.ca/services/indigenous/students/programming/elders/index.php)

MacPherson Library <http://www.uvic.ca/library/>

- Research tips: <http://www.uvic.ca/library/research/tips/index.php>
- Referencing your sources correctly: <http://www.uvic.ca/library/research/citation/index.php>

Math and Stats Assistance Centre <https://www.uvic.ca/science/math-statistics/index.php>

Helpful Podcasts:

- **The Exam Study Expert** – Tips for working smarter, not harder from a psychologist.
<https://examstudyexpert.com/podcast/>
- **The Study Sessions** – A podcast that offers advice and support for students looking to improve their study habits. <https://open.spotify.com/show/1qCd7Gn5mLjvYfk1fkMax>
- **Chloe Made Me Study** – Perfect for non-traditional students who are mature age, studying online, or just don't fit into the normal 'student' box. <https://chloeburroughs.com/chloemademestudy/>
- **The Homework Help Show** - From study hacks to writing tips, discussions about student mental health to step-by-step guides on academic writing and how to write a resume, this podcast has got you covered.
<https://www.homeworkhelpglobal.com/ca/homework-help-show/>
- **CDU Study Skills** – The 'I wish I'd known that' podcast with tips from uni students.
<https://www.cdu.edu.au/library/language-and-learning-support/study-skills/resources/podcast-series>
- **Kaplan's learn better** - A curated set of topics to help you succeed in your studies and career. Updated regularly and hosted by Stuart Pedley-Smith, Head of Learning for Kaplan Financial
<https://kaplan.co.uk/learn-better-podcast>
- **Study with Jess** – A youtube based podcast dedicated to helping students study smarter, not harder.
https://www.youtube.com/channel/UCLE6bDbm5kNG94-1VIH_XA
- **A Keen Mind** – not study-based, but all about stress reduction, mindfulness, and meditation. Try episode #33 Finding Flow with Mindfulness. <https://akeenmind.com/two-mindful-tips-and-guided-meditation/>