



## Geography 101A

### Environment, society and sustainability

Fall Term 2014

**Course Instructor** Dr. Phil Dearden (pdearden@mail.geog.uvic.ca)  
Office: DTB B 358 Tel: 721-7335

Office hours: Monday, 2 30-4.30, Friday 11-12.30

**Lectures:** Mondays, Thursdays, 1 pm – 2:20 pm David Turpin Building, Room A120

Labs:	Monday	14:30 to 16:30	DTB 307	Kinga Menu	<a href="mailto:kmenu@uvic.ca">kmenu@uvic.ca</a>
	Tuesday	8:30 to 10:20	DTB 307	Alison Macnaughton	<a href="mailto:alimacna@gmail.com">alimacna@gmail.com</a>
	Tuesday	12:30 to 14:20	DTB 307	Alison Macnaughton	<a href="mailto:alimacna@gmail.com">alimacna@gmail.com</a>
	Tuesday	14:30 to 16:20	DTB 307	Kinga Menu	<a href="mailto:kmenu@uvic.ca">kmenu@uvic.ca</a>
	Wednesday	8:30 to 10:20	DTB 307	Amir Behjat	<a href="mailto:ambehjat@uvic.ca">ambehjat@uvic.ca</a>
	Wednesday	10:30 to 12:20	DTB 307	Kira Stevenson	<a href="mailto:kirakim@uvic.ca">kirakim@uvic.ca</a>
	Wednesday	12:30 to 14:20	DTB 307	Amir Behjat	<a href="mailto:ambehjat@uvic.ca">ambehjat@uvic.ca</a>
	Thursday	14:30 to 16:20	DTB 307	Rhianna Nagel	<a href="mailto:rhianna@uvic.ca">rhianna@uvic.ca</a>

**If you miss a lab for any reason, or know you are going to miss a lab, please check with your TA and try to attend another section of that week's lab.** Attendance of labs is not only expected, it is required, so when it is at all possible to make up a missed lab, you must do so, or find a mutually satisfactory alternative allowed by your TA.

**Lab Instructors:** Your lab instructor will post office hours shortly after the beginning of term. Senior Lab Instructor, Kinga Menu is also available to discuss general issues surrounding the course.  
Office: DTB B304 Office phone: 721-7346;

**Website:** Lecture and lab materials and notices are found on the Geography 101A course site. Please check regularly for updates.

**Readings:** Dearden, P., and Mitchell, B. (2012). *Environmental change and challenge: A Canadian perspective*. 4<sup>th</sup> Edition. Toronto: Oxford University Press.

**Course** The course includes 2 one hour and 20 minute-minute lectures per week and weekly 2-hour laboratory sessions.

**Structure:** The laboratory sessions will include field work, discussions, projects and debates. These laboratory sessions form an integral part of the course since they enable a more detailed discussion of topics relevant to the course. Furthermore, they are intended to counter the anonymity often experienced in the large lecture section.

***This course outline provides an introduction to GEOG101A. More detailed information on the course including the labs can be found in the lab manual available on the course site***

## **COURSE CONTENT**

The goal of Geography 101A is to introduce students to the way in which the ecosphere functions and the ways in which humans interact with the natural environment. There is a strong emphasis on gaining understanding of key environmental problems and developing more sustainable approaches to societal interactions with the environment.

Two main themes of geographical enquiry are determining and explaining the biophysical processes that underlie areal differentiation of the earth's surface, and understanding the relationship between these processes and human activities. The first focus is physical geography and includes biogeography, climatology, and geomorphology; the second focus is resource management and includes environment, and development, and regional geography. Although there is a long history of geographical enquiry in these foci, they have come to greater prominence over this last decade due to the increasing scale and severity of environmental change in the biosphere and the role of human activity in causing this change.

To understand the dimensions of various environmental problems, such as acid rain, global warming, eutrophication, species extinction, deforestation, and a host of others, students must have some idea of how the biosphere functions. The first part of the course focuses on this aspect, involving understanding the ways in which energy flows and materials cycle through the biosphere, and the structure and organization of ecological communities. From this base, students will more readily appreciate the ways in which these naturally occurring processes are changed by human activities such as forestry, agriculture, fisheries, and water management. These are covered in the second half of the course. Examples from throughout the world, but primarily from Canada and British Columbia, are used to illustrate these changes. Due to the high profile of many of these issues in the media, students are expected to pay particular attention to these current issues as the course progresses.

The course is designed to meet the requirements of three groups of students:

1. those who wish to take basic courses in geography to supplement their major in another field;
2. those who wish to do a BA/BSc Major/Minor in geography, 101A being a prerequisite for some higher geography courses; and
3. Environmental Studies students wishing an introduction to the functioning of environmental systems and human interaction with these systems.

Geog 101A as well as 101B, 103 are designed for BSc Major/Minor geography programmes. Students wishing to know more about the Geography Department should review the Geography homepage and contact Kinga Menu (SSM B304) or Phil Wakefield (SSM B302), Senior Lab Instructors. **GEOPLAN** is a useful complement for planning your Geography program – find it linked on our UVic Geography homepage. Any students interested in joining the Geography Co-op Program should contact the Social Sciences Co-op in SSM A204.

## **COURSE INSTRUCTOR**

Philip Dearden has had an antipathy to indoor environments since he was born and has undertaken field work throughout the world ranging from China, Cambodia, Thailand through Africa as well as Canada. For the last 30 years he has worked in South East and South Asia with a specialization on conservation in both marine and terrestrial habitats. He has current research projects on whale sharks in the Philippines, climate change impacts on coral reefs in Thailand, marine protected areas in Mexico and protected areas and local communities in Tanzania and Ghana. He is an advisor to the Asian Development Bank, World Bank, UN, IUCN, several national governments and NGOs on environment and development. He is past Chair of the Department of Geography at Uvic and Leader of the Marine Protected Area Research Group. He is the author of over 200 scientific articles and 9 books, including the textbook used in this course and similar courses across Canada.

## Evaluation

EXAMINATIONS:	Mid-term	15%
	Final	40%
	Labs	45%
LAB 1: Introduction and Introduction to EcoAction		P*
LAB 2: Natural areas and EcoAction preparation		P*
LAB 3 Natural Areas - Field Work		P*
LAB 4 Natural Areas Presentations/assignments		10%
LAB 5/6 Debates, Motion #1 (Lab 5) <i>or</i> Motion #2 (Lab 6)		5%
Debate essay		5%
LABS 7 Great Bear Rainforest		P*
LABS 8/9: Karimlan Simulation (both labs)		P*
LAB 10: Ecoaction term work		5%
Ecoaction Class Presentation		5%
Ecoaction individual essay		5%
<b>*PARTICIPATION MARKS SUB-TOTAL (for Labs 1, 2, 3, 4, 8,/ 9)</b>		<b><u>10%</u></b>
<b>TOTAL:</b>		<b>100%</b>

\* The lab participation grade is assigned by your lab instructor and reflects the amount and quality of your contribution to lab sessions. Although attendance is part of this grade, students who attend but who do not contribute in a meaningful fashion can expect no more than *half* marks.

**BEWARE!!** Experience has shown that to obtain a respectable grade in this course it is necessary to do well in ALL sections. A good mark cannot be attained by excelling in the exams while doing poorly in the labs. Attend all your lab sessions, be enthusiastic, work hard, be thoughtful, contribute intelligently and you can obtain all your lab marks (and enjoy yourself!). It is more difficult to obtain all examination marks (but not impossible!). **In fact you must pass both the exam portion and the lab portion to pass the course.**

### Course Experience Survey (CES)

I value your feedback on this course. 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 me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. You will need to use your uvic netlink id to access the survey, which 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.

Thank you, Dr. Dearden and the 101A team

## COURSE CONTENT<sup>1</sup>

### Lecture and Lab Schedule Fall term 2014, Dr. Dearden:

<b>Date:</b>	<b>Lecture:</b>	<b>Readings:</b>	<b>Lab:</b>
Sept 4	Introduction	Chapter 1; Diamond (2003), <i>Why Do Some Societies Make Disastrous Decisions</i> . On reserve, course site or google it	<b>No 101A Labs</b>
Sept 8 Sept 11	Spaceship Earth Human-Environment Relations	<i>Reserve Reading Natural Areas Fieldwork</i> ; Chapter 1, again.	1. Lab Orientation Ecoaction Project Introduction
Sept 15 Sept 18	Energy Biomes	Chapter 2	2. Natural Areas Project Introduction
Sept 22 Sept 25	Ecosystem Change Biogeochemical Cycles	Chapter 3 Chapter 4	3 Natural Areas fieldwork
Sept 29 Oct 2	Sulphur and Acid rain Global Climate Change	Chapter 4 Chapter 7	4. Natural Areas presentation
Oct 6 Oct 9	Water <b>Mid term exam</b>	Chapter 11 Chapter 10	5. Debate I – <i>Sewage</i>
Oct 13 Oct 16	<b>Thanksgiving</b> Agriculture	Revision Ch 10	6. . <b>No 101A Labs</b>
Oct 20 Oct 23	Biodiversity I Biodiversity II	Chapter 14 Noss, R. F. et al. (2012). Bolder Thinking for Conservation. <i>Conservation Biology</i> . 26 (1): 1- 4	7. Debate II - <i>Pipeline</i>
Oct 27 Oct 30	Protected Areas I Protected areas II	Chapter 14; Abbey, E. (1968). <i>Desert solitaire</i> , pp. 39-59. Chapter 14	8. Karimlan I
Nov 3 Nov 6	Oceans I Oceans II	Chapter 8	9 Karimlan II
Nov 10 Nov 13	<b>Reading Break</b> Fisheries	Chapter 8	10. . <b>No 101A Labs</b>
Nov 17 Nov 20	Salmon ecosystems Forestry	Ch 9 Ch 9	11. Great Bear Rainforest
Nov 24 Nov 27	Commons resource challenges Environment and Development	Hardin, G. (1968).The Tragedy of the Commons, Science 168, 1243-1248. Chapter 1, 15	12. EcoAction Presentations
Dec 1	Spaceship Earth revisited	Revision	

<sup>1</sup> Subject to change

## **Laboratory Work**

Assignments are due at the beginning of the lab. **Late assignments will be deducted 10% per day.** Exceptions to the late policy will only be granted by your lab instructor for verified illnesses (ie, doctor's note needed). **All** assignments must be submitted to get a passing grade in the laboratory component.

As with any course which includes laboratory work, students will be required to make satisfactory standing in both parts of this course. Results in laboratory work will be announced by the department concerned prior to the final examinations, and students who have not obtained a grade of at least D in their laboratory work will NOT be permitted to write the examination, nor receive any credit for the course.

If you must miss a lab you are required to either make it up by attending another lab section ( with both TA's permission) or by doing a relevant replacement assignment as to be decided between you and your TA with the professor being the overriding decision maker.

## **DEPARTMENT POLICY ON GRADE EXPECTATIONS**

The performance expectations for a given letter grade should be consistent with the level of the course (100, 200, 300, 400). The higher the course level, the more should be expected when assigning a letter grade.

First class letter grades (**A-, A, A+**) are assigned for performance above expectations, *i.e.*, demonstrating a thorough understanding of most, or all, aspects of course material.

Letter grades of **B-, B, and B+** are assigned for performance that is about as expected, *i.e.*, demonstrating a good understanding of the key, but not all, aspects of the course material. A passing grade of **D, C, or C+** is assigned for performance that is marginally acceptable. A **failing grade** is assigned for unacceptable performance. Performance is unacceptable if the student does not display an understanding of at least the essentials of the course material. It is expected that the rate of course failure will be higher in lower level courses than in higher level courses. The expected average grade for courses in the Geography Department will typically be in the range of B- to B+, depending upon course level. It is expected that not more than 25% of students will receive a grade in the range of A- to A+.

### **The grading scale (which percentages equal which letter grade)**

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

\* An 'N' grade is given when a student has missed one or more components of a course and does not reach a passing grade. **Failure to submit a lab assignment or complete an exam (midterms, final) without permission from the instructor will result in an 'N' grade.**

## Academic Honesty:

“Academic honesty has been compromised when a student (or students) enrolled in a course has committed one of the following offences:

- a) If the lecture assignment or lab project was completely done by somebody else, it is complete or full plagiarism, which will result in expulsion from the course for any student(s) submitting the work (course grade of F). The Assistant Dean of Arts and Science will be notified of this action.
- b) If the lecture assignment or lab project includes extensive copies of phrases or complete sentences without citation, it is substantial plagiarism, which will result in a zero on the assignment for any student(s) submitting the work. Submitting the same assignment for two courses without both instructors’ prior approval will also result in a zero on both assignments or projects.
- c) If the lecture assignment or lab project has only one or two instances where the writing in a sentence is presented as one’s own but it not, it is minor plagiarism, which will result in at least a half-grade reduction on the assignment or project for any student(s) submitting the work.”

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

The policies of the current University of Victoria Calendar will guide our grading of your work. Read carefully the section **Policy on Academic Integrity** (see 2014/2015 UVic Course Calendar). If you are having personal or medical problems and cannot complete your assignments on time or cannot write the exams, it is your responsibility to request assistance from the Counselling Centre, or our lecturers, senior lab instructor, or your lab instructor, at the earliest possible opportunity.

## Grading – Uvic Policy

The table below shows the official grading system used by UVic instructors in arriving at final assessments of student performance.

Undergraduate Grading		
Passing Grades	Grade Point Value	Description
A+	9	<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.
A	8	
A-	7	
B+	6	<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.
B	5	
B-	4	
C+	3	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	
D	1	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Excluded Grade	<b>Complete</b> (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

<b>Failing Grades</b>	<b>Grade Point Value</b>	<b>Description</b>
<b>E</b>	0	Conditional supplemental.
<b>F</b>	0	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	Did not write examination or complete course requirements by the end of term or session; no supplemental.
<b>N/X</b>	Excluded Grade	Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
<b>F/X</b>	Excluded Grade	<b>Unsatisfactory</b> performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
<b>Temporary Grades</b>	<b>Grade Point Value</b>	<b>Description</b>
<b>INC</b>	N/A	<b>Incomplete.</b> Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1. Such courses are identified in the course listings.
<b>DEF</b>	N/A	<b>Deferred status</b> granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See <a href="#">Deferred Status</a> .
<b>UNK</b>	N/A	<b>Unknown.</b> Used when grade is unknown.
<b>INP</b>	N/A	<b>In Progress.</b> Used only for courses designated by the Senate, to be replaced with a final grade by the end of the next Winter Session. If the student does not reregister, then the final grade will be N. Such courses are identified in the course listings.
<b>CIC</b>	N/A	<b>Co-op Interrupted Course.</b> See <a href="#">Co-op Regulations</a> (14).
<b>CTN</b>	N/A	The CTN designation will appear on student transcripts at mid-point through the course or at the end of the first academic term (Sept-Dec). On completion of the course, the CTN designation will remain on the transcript for the first term and a final grade will be noted for the second academic term (Jan-April).
<b>Grade</b>		<b>Note</b>
<b>AEG</b>	N/A	<b>Aegrotat.</b> Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.

-from UVic Course Calendar, 2014-2015

## Exam Writing Skills

Review: Plan your review - don't just read through the material haphazardly.

- a) Review the general organization of the course. What are the major topics?
- b) Identify key concepts and make sure you can express them. Ask yourself, "What precise information can I give about this concept; what examples can I give that illustrate it and show I understand it?"
- c) Practice actually writing down this information. You often think you know more about a subject than you are in fact able to write down.

In the exam: Planning is important here too.

- a) Glance over the whole exam, check the number of questions and decide how much time you should allocate to each - and stick to this plan. You will lose more marks by running out of time and leaving out whole sections of the exam than by writing shorter answers on each question.
- b) Now concentrate on one question at a time. Answer each question as well as you can within the allotted time. Don't let worries about other questions interfere with what you know about the question at hand.
- c) Read each question carefully. Make sure you know exactly what is being asked for. Look for specific 'action' words. If you are asked to evaluate something, for instance, you will not get good marks if you merely describe it.
- d) Longer answers should be planned in outline before you start to write. Also make sure you are answering all parts of the question. If you don't, you will needlessly lose a lot of marks.
- e) Leave space after long questions so that you can go back and add more material if there's time.
- f) **WRITE CLEARLY.** Double space your work. Remember, the whole purpose is to communicate what you know to the marker.
- g) Finally, when in doubt about anything, ask. If it's not possible to answer your question, the "invigilator" (exam supervisor) will say so, but there's no harm in asking.







## OBJECTIVE OF THE GEOGRAPHY 101A LAB PROGRAM

The labs are designed, through a variety of techniques, to supplement and enhance the material covered in lectures. The overall course goal is to kindle your interest in and develop your critical faculties concerning people's relationship with the environment. Controversy is at the heart of the environmental challenge. There are differing perceptions, opinions, options, and "facts" in any issue. Therefore, it is essential to be able to evaluate information in a critical (but unbiased) manner. The labs will help you to do this by ranging from the general to the specific; from films and discussions on global and international issues, to the discussions and debates on specific resource questions in Canada and British Columbia.

While specific items are scheduled for each lab, a primary goal of the labs is to ensure that you understand the lecture material. You may also wish to explore further ideas and attitudes introduced in the lectures with your class mates. Your lab instructor will provide opportunities for such discussion, so be prepared to ask questions and contribute opinions. This aspect of the labs is a very important and integral part of the course. Do not regard the labs simply as time spent to complete specific assignments as quickly as possible. Use them for what they are intended, as a vehicle to expand upon and discuss knowledge gained elsewhere in the course.

This handbook, if followed carefully, should help you to prepare for each week's lab and to complete all the course assignments with the minimum of confusion.

*Since the requirements for all your assignments are given, there is no excuse for waiting until the last minute and then pleading lack of time or library resources.*

If you have any questions that are not answered herein, or that arise from this handbook, please don't hesitate to ask your lab instructor. Also, if you miss a lab for any reason, please see your lab instructor about making it up. You must submit all your assignments to receive a passing grade in the lab component. As stated earlier, **10% will be deducted from your assignment grade for each day late.**

Each lab is described in the following pages. Background information is provided in the Appendices at the end of the lab manual.

