

University of Victoria
Department of Geography
Introduction to Human Geography
Geography 101B, Sections A01, A03-A07, Spring 2015
Course Syllabus

Instructor Prof. Teresa Dawson, tdawson@uvic.ca, Harry Hickman Building (HHB) 126

Lab Assistants Kinga Menu (Senior Laboratory Instructor) kmenu@uvic.ca

Class time Monday 11:30 AM - 12:50 PM David Turpin Building (DTB) A120
Thursday 11:30 AM - 12:50 PM David Turpin Building (DTB) A120

Office Hours Monday and Thursday 1:00 PM – 2:00 PM in HHB 126 and by appointment

Communications:

- *Course information, tips, reminders, lab outlines, FAQs, all notices:* There is a **CourseSpaces** site for this course—please go here first and please visit often. This is where I will put anything I think might help you. Please check your preferred email address is correct so you do not miss anything.
- *Emailing me:* tdawson@uvic.ca. Please put <**Geog101b: your name: brief subject**> in the heading. This allows me to sort at the end of each day to check for emails and not miss anything.
- *Making an appointment:* I welcome you to come and discuss your geography ideas and questions at times other than office hours. However, I am often in meetings so I don't want to miss you. Please **email ltc@uvic.ca (Carolyn Boss) to make an appointment**. Please also make sure you cancel the appointment if you are not coming to allow someone else to benefit from the slot.

Description

Human geographers have a special way of looking at the world. We are curious as to how “where” things happen influences the “how” and “why” of them happening. We explore the relationship between humans and our environment at different scales (from the personal to the global). We search for knowledge and understanding that allows us to advocate for a better, more just society and we argue respectfully about what that means! We ask challenging questions. Why do some people have more and some less? What do healthy societies look like? How do you “read” an urban landscape to understand what is occurring in it? What role can each of us play in making a better world?

My goal during this course is to convince you of the value 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 to understand and address the issues they encounter. Of course, I also hope you will want to go on and study more geography. Along the way we will look at what human geographers do, explore some approaches and concepts they find useful in analysing issues, learn some concrete skills useful in any future context, and think about why scale matters.

Learning Goals and Outcomes for this course

- Know why human geography is 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.”
 - 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 analyse 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 challenging yourself to take learning risks.
 - Love geography just a bit more at the end than you did at the beginning.

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. Please bring your ideas to class...and share them. Please check in on your neighbour. Please speak up when it matters.

How to prepare for class

Before each class:

- Go to CourseSpaces
- Download the one page “session outline” for the next class and read it over. Make a note of the learning goals to see what you will be looking to learn in the next lecture and make a note of any additional learning goals or questions you have personally.
- Look up in the textbook any concepts or terms you don’t recognise or are unsure of in the outline.
- Read the pages I have assigned you from the textbook and/or other assigned resources and write down on the session outline your answers to the questions I have written to help guide your reading.
- Consider packing a small snack/drink (that you can eat in a small space). The class is over lunch. I know you have a long day. I have no problem with people needing to eat/drink to stay engaged. But, no nuts please (classmates might have allergies).

Once per week

- Find Saturday’s *Globe and Mail* and search for geography concepts, terms and ideas anywhere in the pages. Cut out your favourite piece. Talk to your friends about it. On the paper slip provided, write your answers to the following:
 - i. Why does it interest you?
 - ii. What geography concept(s)/term(s) are relevant (even if not mentioned specifically)?
 - iii. What question does the piece raise for you? Attach the slip to the cutting,
- Bring your cutting and paper slip to one class this week to share and then hand in at your next lab.

REQUIRED COURSE READINGS:

Fouberg, Erin, H. *et al*, 2012. *Human Geography: People, Place and Culture: Canadian Edition*. Mississauga, ON: John Wiley & Sons Canada, Ltd. This text is available at the bookstore. There should be three options: e-text, shrink wrapped for binder, and hardback. E-text is cheapest.

Globe and Mail (or other major national newspaper). The G&M does have discounts for students, you can get it online and you only need to do so once per week to have enough material for the activities in the course. Monthly should be around \$10 a month subscription for three months of the course at the student rate (Saturdays only). You are welcome to share with friends (just pick different parts to use).

Other brief readings will be provided as needed to support key concepts.

COURSE COMPONENTS

The course is designed to achieve the learning goals and outcomes stated above. Each component is specifically designed to achieve a particular outcome and collectively they will give you a strong foundation in human geography. All aspects of the course will be assessed on tests and exams.

Class Meetings—We will all meet together twice a week (Mondays and Thursdays) in “lectures.” Lectures will include class activities as well in order to ensure that you understand the really important concepts. Lectures will also introduce lab assignments and help you to understand how they relate to other aspects of the course. I may bring visitors to class occasionally when their research work is relevant to our learning and I think you might enjoy meeting them and hearing about the kinds of geography they do.

Labs—Labs are once per week starting in week 2. They are taught by our very experienced geography teaching assistants (TAs) overseen by our Senior Lab Instructor. I really encourage you to get to know your TA. He/she is an invaluable resource for you. Lab sessions form an integral part of the course. You will be able to explore concepts from lecture in more depth, learn new ideas, and practice geographic and academic skills in a variety of formats including discussions, reports, presentations, videos, and debates. Attendance in labs is mandatory. Lab material is examinable in the midterm and final. All gradable assignments (which may be both individual and group based) will be handed in and handed back in labs.

Fieldtrip—One of the signature ways of learning in geography is the fieldtrip. With so many of us we cannot take big trips but fieldtrips are such an important (and fun) part of geography learning that we have designed a mini-fieldtrip (in lab time) to give everyone a taste of the experience.

Resources—I will put any supporting learning resources for the course on the CourseSpaces site.

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.

GRADE ALLOCATION FOR GEOG 101B

	Marks	Important Dates
Lab assignments	35%	Due per the schedule provided in lab in Week 2.
Midterm Exam I	15%	Feb 5 in-class
Midterm Exam II	20%	March 12 in-class
Final Exam	30%	University Exam Period- will be posted later

Please note:

- 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.
- The exact distribution of marks for labs will be handed out at your first lab session in week 2.
- You must take all exams (two midterms and the final) and submit all lab assignments to pass the course.

Rules regarding late assignments:

Deadlines for submission of your lab assignments will be given to you in your individual labs by your TA. Lab assignments are due in at the start (first 10 minutes) of the lab. In order to be fair to students who meet the deadlines, if you submit an assignment late you will lose marks in the following way. The initial late penalty is 15%. For every day after that, you will lose 15% per day. All assignments must be submitted. Again, to be fair to everyone, exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner stating the reason for your inability to attend class a maximum of one week later). Exceptions can only be granted by the course instructor, not your lab instructor.

Making sure you retain your academic integrity in this course

According to the University of Victoria’s Calendar “Academic integrity requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Therefore any action that you take that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of your scholarly work and violates the fundamental academic rights of members of our community. If you are not sure what this means for you there is more information and explanation at <http://www.ltc.uvic.ca/initiatives/integrity/student.php>. If in doubt please always ask!

General Class Schedule (detailed session and lab outlines will be provided each week)

Week of	Concepts and Ideas	Text Reading (precise pages given weekly)	Lab activity
Jan 5 (1)	Introduction: The questions human geographers ask and the maps we use to find our answers	Chapter 1 and Appendix A (maps)	NONE
Jan 12 (2)	Social geography: exploring identity	Chapter 7	Lab 1 Introductions & logistics Discussion of Lab Learning Outcomes Making and reading meaning in space: a personal map of campus
Jan 19 (3)	Urban geography: the power of cities	Chapter 10	Lab 2 Maps as inspiration Discovering the power of research & reference skills Developing a research question Searching for appropriate sources Citing and annotating what you find
Jan 26 (4)	Cultural and urban landscapes	Chapter 8	Lab 3 Learn to analyse urban and social landscapes: a mini-fieldtrip to Cadboro Bay

Feb 2 (5)	Population Geography MIDTERM IN CLASS FEB 5	Chapter 4	Lab 4 Reading the neighbourhood: your group will be assigned a neighbourhood to analyse using the urban and social “reading” techniques you have learned. You must spend at least the equivalent of your lab time with your group in your assigned location/role. Take field notes, pictures (with permission if you take pictures of people) and prepare your data.
Feb 9 (6)	READING WEEK NO CLASSES		NO LAB Write up your findings using the research development process you learned previously
Feb 16 (7)	Migration, diffusion and Geographies of Health	Chapter 5	Lab 5 Present your findings publicly
Feb 23 (8)	Agriculture, development and agricultural development	Chapters 9 and 11	Lab 6 Agricultural development: case study and background data gathering
Mar 2 (9)	Human environment relations	Chapter 6	Lab 7 Agricultural development: develop your proposal
Mar 9 (10)	Political Geography MID TERM IN CLASS MARCH 12	Chapter 3	Lab 8 Debating Global Issues Debate basics: data gathering and role assignment Developing a collective rubric for assessing debate effectiveness
Mar 16 (11)	Globalisation	Chapter 2	Lab 9 Debates I
Mar 23 (12)	Economic Geography: Industry, services and transportation	Chapters 13 and 12	Lab 10 Debates II
Mar 30 (13)	Geography matters: where do we go from here? CES in class		Lab 11 Human Geography Journal
TBA	FINAL EXAM in University Exam Period		

Course Experience Survey (CES)

I value your feedback on this course. At 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 in this course (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the Department of Geography improve the overall program for students in the future. The survey is accessed via ces.uvic.ca 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, and it will be one of our in-class activities, but please be thinking about this important activity during the course.

Undergraduate Grading Standards

<i>Passing Grades</i>	<i>Description</i>
A+ A A-	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-	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 satisfactory grasp in the other area.
C+ C	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.

D	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

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

Additional Resources to Support your Success

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. There are many resources available to support your success, so make sure you know where to go when you need help. The following are some examples:

Academic Advising

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

Academic Integrity: Information for Students

<http://www.ltc.uvic.ca/initiatives/integrity/student.php>

Centre for Academic Communication (formerly the Writing Centre)

<http://ltc.uvic.ca/services/programs/twc.php>

Coop and Career Services

<http://www.uvic.ca/coopandcareer/>

Counselling Services

<http://www.uvic.ca/services/counselling/>

Geography Department

Department web site: <http://geography.uvic.ca/>

GEOPLAN planning guide: <http://www.geog.uvic.ca/moodle/> [Login as a guest]

Undergraduate Advisor: Dr. Phil Wakefield (philw@geog.uvic.ca)

MacPherson Library

General: <http://www.uvic.ca/library/>

Research tips: <http://www.uvic.ca/library/research/tips/index.php>

Referencing your sources of information in an appropriate academic style (citation guide)

<http://www.uvic.ca/library/research/citation/index.php>

Math and Stats Assistance Centre

<http://www.math.uvic.ca/~msassist/schedule.html>

Resource Centre for Students with a Disability (RCSD)

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD 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.