

University of Victoria
Department of Geography
Introduction to Human Geography
Geography 101B, Sections B01-B06, **Spring 2017**
Course Syllabus

Instructor Prof. Teresa Dawson, tdawson@uvic.ca, David Turpin Building (DTB) B316

Lab Assistants Kinga Menu (Senior Laboratory Instructor) kmenu@uvic.ca; Maleea Acker
lmacker@uvic.ca and Faraz Syed smfaraz@uvic.ca

Class time Monday 11:30 AM - 12:50 PM David Turpin Building (DTB) A110
Thursday 11:30 AM - 12:50 PM David Turpin Building (DTB) A110

Lab times and locations: Labs are all in DTB B331; please check the Calendar to determine lab times

Office Hours Monday and Thursday 1:00 PM – 2:00 PM in DTB B316 and *by appointment*

Communications:

- *Course information, tips, reminders, lab outlines, FAQs, all notices:* There is a **CourseSpaces** site for this course called **201701 GEOG 101B A01 (21659)**—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 or teaching other courses, so I don't want to miss you. Please **email tdawson@uvic.ca minimally before 5:00pm the night before to make an appointment for the next day (more time is appreciated)**. 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 the CourseSpaces site for this course **201701 GEOG 101B A01 (21659)**. 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 right 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).

Regularly...

- Find Saturday’s *Globe and Mail* and search for geography concepts, terms and ideas anywhere in the pages. Identify your favourite piece. Talk to your friends about it. Consider the following...
 - i. Why does the piece interest you?
 - ii. What human geography concept(s)/term(s) from class are relevant to the piece and how do

- they relate to it (even if not mentioned specifically)?
- iii. What question does the piece raise for you? Please explain and support your answer with evidence/data

REQUIRED COURSE READINGS:

Fouberg, Erin, H. *et al*, 2015. *Human Geography: People, Place and Culture: Second 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.

Important note: It is fine for you to use the first edition of the same textbook (2012) if you have access to one and it saves you money. I will refer to both sets of pages in my session outlines in order to accommodate those using either version.

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 or resources will be provided as needed to support key concepts or ideas of interest.

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 on dates provided in the first Lab (in Week 2) by your TA.
Midterm Exam I	15%	Jan 30 in-class
Midterm Exam II	20%	March 6 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 minimally within two weeks 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 leaning in 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 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 late penalty is 20% per day. All assignments must be submitted but after 5 days you will receive no grade. 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." In plain language, usually problems arise if you try to submit work that you did not create, 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!

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

Week of	Concepts and Ideas	Text Reading	Lab activity
Jan 2 Week 1	Introduction: The questions human geographers ask and the maps we use to find our answers	F Chapter 1, pp. 1-16 and pp. 36-37 or (FO) 35-36 F Appendix A (maps); CourseSpaces cholera reading	FIRST CLASS IS THURSDAY JAN 5 THERE ARE NO LABS THIS WEEK
Jan 9 Week 2	Social geography: exploring identity	F Chapter 7	Lab 1 • Introductions & logistics

		<p>Arbutus Review (Fall 2014, Vol. 5, No. 1, pp. 1-19.) http://journals.uvic.ca/index.php/arbutus</p> <p>Blaze Carlson, Kathryn, 2012. Accessed online at http://news.nationalpost.com/2012/07/06/the-true-north-lgbt-new-poll-reveals-landscape-of-gay-canada/</p>	<ul style="list-style-type: none"> • Discussion of Lab Learning Outcomes • Activity: learning how to succeed in 101b Newspaper Assignments. (you will be provided with 3 examples and will choose 1 to work from) • Making and reading meaning in space: a personal map of campus
Jan 16 Week 3	Urban geography: appreciating the role and power of cities	F Chapter 10	<p>Lab 2 <i>Reading the neighbourhood I: Research skills</i> Your group will be assigned a local neighbourhood to analyse as a team and each of you will choose a particular expert perspective through which to make your individual contribution to the overall report and recommendations. This week you will prepare by developing the skills you need to succeed in the Computer Lab.</p> <ul style="list-style-type: none"> • Discovering the power of research & reference skills • Developing a research question • Searching for appropriate sources • Citing and annotating what you find • Making a compelling presentation and recommendations • Thinking critically about data and resources <p>Working and communicating effectively with a diverse professional team. Feedback on your practice newspaper assignment from last week will be returned.</p>
Jan 23 Week 4	Cultural Geography: reading human landscapes	F Chapter 8	<p>Lab 3 <i>Reading the neighbourhood II: Field trip</i> Analysing and interpreting socio-cultural landscapes in urban areas: a mini-fieldtrip to Cadboro Bay. This experiential learning fieldtrip will demonstrate the human geographer at work as an example of what you will be expected to do in the coming weeks. Newspaper Assignment 1 due (bring to fieldtrip)</p>
Jan 30 Week 5	<p>MIDTERM I IN CLASS JAN 30</p> <p>Political Geography: understanding nations and their role in international relations</p>	F Chapter 3	<p>Lab 4 <i>Reading the neighbourhood III: Field research</i> <u>Do not come to lab.</u> This week you will do your field research in your neighbourhood off campus. You must spend at least the equivalent of your lab time with your group in your assigned neighbourhood and using your expert role perspective. Use the “socio-cultural landscape reading techniques” you have learned and your academic research skills. Take field notes, pictures (with permission if you take pictures of people) and prepare your data. Challenge yourself</p>

			to think critically about everything you “see.”
Feb 6 Week 6	Population Geography: anticipating demographic trends	F Chapter 4	<p>Lab 5 <i>Reading the neighbourhood IV: individual write ups</i> This week DO NOT ATTEND LAB IN-CLASS. Instead, allocate time to write up your individual findings and prepare your expert recommendations using the techniques you learned previously.</p> <p>Due this week: You must send your individual write-up to your team editor at least 5 days prior to your group report submission being due (and cc your TA). If you are not going to do this for whatever reason you must tell your editor 5 days ahead and must cc your TA so they can proceed without you. Otherwise you compromise your team’s report and presentation (and grade), as well as your editor’s grade.</p> <p>Note: This work (+ your field notes) is the basis of your individual grade for the <i>Reading the Neighbourhood</i> project.</p>
Feb 13 Week 7	NO CLASSES (READING WEEK)		NO LAB THIS WEEK but make sure you have completed the work from last week and are prepared both for your team presentation and report delivery.
Feb 20 Week 8	Population flows: voluntary migrants, victims of forced relocation, and refugees	F Chapter 5	<p>Lab 6 <i>Reading the neighbourhood V: team presentation and report delivery</i> This week the team will collectively present your findings publicly and in writing.</p> <ul style="list-style-type: none"> • Create effective slides • Use of images • Time management • Working to present as a team; supporting each other • Asking good questions • Demonstrating respectful inquiry approaches • Giving and receiving effective feedback • Clear, professional writing style <p>Using the template provided your team editor will submit your collective team’s written report with clear indications as to the authors of different sections, an executive summary, background section, and references. The editor will ensure that each team member has a copy of the joint report. Each expert will submit their rough field notes and the editor will submit their rough notes for the “neighbourhood context” section.</p> <p>Due this week: The joint report and team presentation will be the basis of your team grade for the <i>Reading the Neighbourhood</i> project. You must also submit your individual rough field notes this week.</p>

Feb 27 Week 9	Economic Geography: perspectives on models of progress and development	F Chapter 11 F Chapter 13	<p>Lab 7 <i>Steps towards a better world I: Introduction of grant development and debate topics</i></p> <p>This week you will do the preparatory work for two major but related initiatives.</p> <ol style="list-style-type: none"> Develop a small grant proposal to address your chosen global issue in a particular local in a particular country. The goal of your proposal is to make a positive difference and it must be feasible within all the constraints of this particular human geography context (politics, culture, gender, environment, budget, and so on). <ul style="list-style-type: none"> Select a group case study of a major global issue from the options provided. Choose whether to present your grant proposal as a poster or as a brochure. Decide who will research and write which piece of the grant. (Each section must have an author specified and identified). Decide who will serve as the team designer/editor to incorporate the different elements and what they will do less of to compensate them for that work. Choose a group debate topic <ul style="list-style-type: none"> Select from the two topic options provided and decide on a position (for or against). Begin to research the points for your team debate. <p>Newspaper Assignment 2 due</p>
March 6 Week 10	MID TERM II IN CLASS MARCH 6 Globalisation	F Chapter 2 F Chapter 12	<p>Lab 8 <i>Steps towards a better world II: team work block for grant proposal and debate preparation</i></p> <ul style="list-style-type: none"> Research your grant proposal, timeline and budget Strategise as to messaging, visuals and representation of grant application Provide editor/designer with the materials they need to collate the brochure Understand and use the criteria for the grant selection process to improve the impactfulness of your team brochure Develop and edit your debate points Strategise with your team as to the most effective order of debaters.
Mar 13 Week 11	Human environment relations: Challenges to a better world	F Chapter 6 F Chapter 9	<p>Lab 9 <i>Steps towards a better world III</i></p> <p>Presentation and adjudication of team grant applications.</p> <p>Team grant application brochure, budget and timeline due</p>
Mar 20 Week 12	Geographies of health, well- being and sustainability	Collect data for class activity	<p>Lab 10 <i>Steps towards a better world IVa</i></p>

			Debates I and audience feedback Debate points due (for debaters) Newspaper 3 due (for non-debaters)
Mar 27 Week 13	Geography matters: where do we go from here? Last lab on March 31st	Human Geography integrative reflection activity to bring to class.	Lab 11 <i>Steps towards a better world IVb</i> Debates II and audience feedback Debate points due (for debaters) Newspaper 3 due (for non-debaters)
April 3 Week 14	Last class on April 3 Geography revisited CES in class		
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/>

Centre for Academic Communication (formerly the Writing Centre)

<http://ltc.uvic.ca/servicesprograms/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.