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**Introduction to Human Geography**

Monday and Thursday 8:30am – 9:50am

Human & Social Development Building, Rm A240

**OFFICE HOURS  
& LOCATION FOR  
DR. MATEER**

**Monday & Thursday 10am-11am**  
David Turpin B208  
Email: [jmateer@uvic.ca](mailto:jmateer@uvic.ca)

**COMMUNICATIONS:**

- For course information, tips, reminders, lab outlines, FAQs, please review the Geog101b CourseSpaces site. This is where I will put anything I think will be helpful. Please check your preferred email address is correct, so you do not miss anything.
- To email me ([jmateer@uvic.ca](mailto:jmateer@uvic.ca)) please put <Geog101b: your name: brief subject> in the heading. I often receive over 50 emails each day, so please be patient as I return emails. I will do my best to return emails within 48 hours.

TA Contact Information:

Kinga Menu (senior lab instructor) <[kmenu@uvic.ca](mailto:kmenu@uvic.ca)>

Joe Minor <[joetminor17@gmail.com](mailto:joetminor17@gmail.com)>

Christine Todd <[greenchristine11@gmail.com](mailto:greenchristine11@gmail.com)>

Labs are all in the David Turpin Building on the third floor of the B wing, room 311. Please check the Calendar to determine lab times for the lab you have enrolled in.

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**COURSE 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 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 in order 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/](http://uvic.ca/socialsciences/geography/)
- Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## REQUIRED TEXTS

**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 UVic 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, the page numbers I post just may not be the same for different editions.

Globe and Mail (or other major national newspaper). Many G&M articles are available free online. Also, 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 subscriptions are around \$10 a month for three months of the course at the student rate (Saturdays only). It is also available free in the UVic Library and the Victoria Public Libraries.

Other brief readings or resources will be uploaded on CourseSpaces 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)	40%
Midterm	15%
Final Exam	40%
Participation (in lecture activities)	5%

\* The 40% of your mark for labs is broken down by the following assignments

Lab Number and Activity Name	Marks (by %)
Newspaper assignments (3 assignments x 1 mark each)	3%
Lab 1. Concept map	1%
Lab 2. Research skills	2%
Lab 3. Field trip	1%
Labs 4, 5 and 6 . Planning the Neighbourhood Project	15% +2%
Lab 7 Global Interactive activity	2%
Labs 8, 9, and 10. Debates	11%
Participation (cumulative)	3%
	Total: 40%

## 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 (two midterms and the 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 the lab**. 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 writing term papers will not be 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 requires a 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. Thus, 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!

It is your responsibility to:

- understand what plagiarism is as well as academic integrity, the policies on **cheating, plagiarism, unauthorized use of an editor, 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 [web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html)
- 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. 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 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 babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women 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 in order 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](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)

### **GRADING SYSTEM**

As per the current Academic Calendar:

Grade	Grade point value	Grade scale	Description
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<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding</b> and <b>excellent</b> performance. <b>Normally achieved by a minority of students.</b> These grades indicate a student who is self-initiating, exceeds expectation, and has an insightful grasp of the subject matter.
<b>B+</b> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good</b> and <b>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 a satisfactory grasp in the other area.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory</b> , or <b>minimally satisfactory</b> . These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> 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.

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## OUTCOMES & RESPONSIBILITIES

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### LEARNING GOALS AND OUTCOMES

- 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.
- This course has three primary objectives:

### 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 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 CourseSpaces 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.
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### WEEKLY CALENDAR

(Subject to revision as the course proceeds)

Date	Lecture Topic	Lab Activity
Week 1: SEP 05	<b>Questions and Topics in Human Geography</b> Textbook Reading: Chapter 1 Pages 4-13	No labs this week, but please ensure you are enrolled in a lab.
Week 2: SEP 9 & 12	<b>Geographic Tools and Themes: Mapping, Scale, Movement, and Change.</b> Textbook Reading: Chapter 1 Pages 14- 28	Introduction and Concept mapping

	<p>Page 63 (Field Note), Pages 407-415</p> <p>Garfield (2013) – <b>Cholera and the Map That Stopped It</b> (passages of particular importance highlighted in a .pdf document posted on CourseSpaces, approx. 4pgs)</p> <p>Becker (2014) - <b>The Stz'uminus Storied Places Project</b> (Sections I, IV, V, IX, are of particular importance)</p> <p>Guest Lecture: Ken Josephson, cartographer and expert in community mapping at UVic</p>	
<p>Week 3: SEP 16 &amp; 19</p>	<p><b>Urban Geography: The Power and Importance of Cities</b></p> <p>Textbook Reading: Chapter 9 Pages 246-250; 253; 266-269 Chapter 10 Pages 275-294</p> <p><a href="https://www.theguardian.com/commentisfree/2018/aug/27/architects-diversity-cities-designed-mothers?CMP=share_btn_tw">https://www.theguardian.com/commentisfree/2018/aug/27/architects-diversity-cities-designed-mothers?CMP=share_btn_tw</a></p>	<p>Building Research Skills and Starting the Urban Geography Project</p>
<p>Week 4: SEP 23 &amp; 26</p>	<p><b>Urban Geography Continued</b></p> <p>Textbook Reading: Chapter 10 Pages 295-305 Chapter 12 Pages 347-357</p> <p><a href="https://www.nbcnews.com/health/health-news/clean-green-public-spaces-make-us-happier-study-finds-n893181">https://www.nbcnews.com/health/health-news/clean-green-public-spaces-make-us-happier-study-finds-n893181</a></p> <p>Guest Lecture: Dr. Reuben Rose-Redwood, Professor of Social and Cultural Geography and Critical Urban Geography at UVic</p>	<p>Urban Geography Field Work</p>
<p>Week 5: SEP 30 &amp; OCT 3</p>	<p><b>Social Geographies – Identities, Place and Cultural Landscapes</b></p> <p>Textbook Reading: Chapter 7 Pages 184-214 Pages 362-363 (Field Note)</p> <p><a href="https://www.rferl.org/a/the-soviet-kiss-gone-but-not-missed/29161360.html">https://www.rferl.org/a/the-soviet-kiss-gone-but-not-missed/29161360.html</a></p> <p><a href="https://www.ctvnews.ca/canada/aboriginal-women-more-likely-to-experience-violence-statscan-1.3445733">https://www.ctvnews.ca/canada/aboriginal-women-more-likely-to-experience-violence-statscan-1.3445733</a></p>	<p>Work Period</p>
<p>Week 6: OCT 7 &amp; 10</p>	<p><b>Social Geographies and Cultural Landscapes Continued</b></p> <p>Textbook Reading: Chapter 8 Pages 215- 245</p> <p><a href="https://www.queerty.com/many-gay-bars-closing-20161223">https://www.queerty.com/many-gay-bars-closing-20161223</a></p> <p><a href="https://qz.com/1176962/map-how-the-word-tea-spread-over-land-and-sea-to-conquer-the-world/?utm_source=qzfbarchive&amp;fbclid=IwAR1d2L44P7yEVlIaaSBYy8o5Yz6HvalcyvzloPERpAOjZOtrce9LjXiQ1euU">https://qz.com/1176962/map-how-the-word-tea-spread-over-land-and-sea-to-conquer-the-world/?utm_source=qzfbarchive&amp;fbclid=IwAR1d2L44P7yEVlIaaSBYy8o5Yz6HvalcyvzloPERpAOjZOtrce9LjXiQ1euU</a></p>	<p>RtN Work Period</p> <p>Update due</p> <p>TA available in the lab for support</p>
<p>Week 7:</p>	<p><b>October 14: Thanksgiving, no class</b></p>	<p>No LABS for Geog 101B</p>

OCT 14 & 17	<p><b>October 17: Midterm</b></p> <p>(All required readings, lecture topics, and guest lectures are considered testable)</p>	
Week 8: OCT 21 & 24	<p><b>Economic Geography and Globalization</b></p> <p>Textbook Reading: Chapter 2 Pages 30-44; 47-49 Chapter 13 Pages 371 -380; 392-403</p>	Reading the Neighbourhood Presentations and Papers Due
Week 9: OCT 28 & OCT 31	<p><b>October 24: Development and International Connections</b></p> <p>Textbook Reading: Chapter 11 Pages 310-337 Chapter 4 Pages 110-118</p> <p><b>October 31: Last day for withdrawing from first-term courses without penalty of failure</b></p>	Computer lab Global geography activity
Week 10: NOV 4 & 7	<p><b>International Connections continued, and Migration</b></p> <p>Textbook Reading: Chapter 5 Pages 124-150</p> <p><a href="https://www.uc.edu/news/articles/2018/11/n2048465.html">https://www.uc.edu/news/articles/2018/11/n2048465.html</a></p> <p><a href="https://www.bbc.com/news/world-middle-east-26116868">https://www.bbc.com/news/world-middle-east-26116868</a></p>	Debate introduction and work block
Week 11: NOV 11 & 14	<b>Reading Break – No Class</b>	<b>Reading Break – No Labs</b>
Week 12: NOV 18 & 21	<p><b>Political Geography and Population: Geography of States and Citizens</b></p> <p>Textbook Reading: Chapter 3 Sections – Pages 55-66; 74-79; 84-86 Chapter 4 Pages 91-102; 105-108; 119-121</p> <p><a href="https://www.theguardian.com/cities/2018/mar/19/overpopulation-cities-environment-developing-world-racist-paul-ehlich">https://www.theguardian.com/cities/2018/mar/19/overpopulation-cities-environment-developing-world-racist-paul-ehlich</a></p>	Debates
Week 13: NOV 25 & 28	<p><b>Agriculture &amp; Human-Environment Relations</b></p> <p>Chapter 6: Pages 152-160; 175-182 Chapter 9: Pages 253-264; 271-272</p> <p><a href="https://www.gq.com/story/billionaires-climate-change">https://www.gq.com/story/billionaires-climate-change</a></p>	Debates
Week 14: DEC 2	<p><b>Review</b></p> <p>No required readings, please come to class with your notes and any questions you may have before the exam</p> <p>Last office hours will be December 5<sup>th</sup>.</p>	No Labs
TBA (during	<b>FINAL EXAM</b>	

the university exam period)	<p><b>Cumulative</b></p> <p><b>Helpful podcast:</b> Exam Study Expert, which discusses strategies for doing well in exams).</p>	
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## 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:

- To manage stress – **A Keen Mind** (all about stress reduction, mindfulness, and meditation). Try episode #33 Finding Flow with Mindfulness
- To boost your brainpower – **Kwik Brain** (a brain training podcast geared towards students). Try episode #101 on the 4 keys to changing your behaviours and habits.
- For a quick bit of wisdom - **OPTIMIZE** (micro-lessons). Try episode #370 Mistake-Learner's High, which is about the necessity of failure.
- To help with studying – **Exam Study Expert** (strategies for doing well in exams). Try episode #15 Exam Nerves: 7 strategies to soothe them.
- How to learn – **Superhuman Academy** (knowing how to learn). Try episode #156: Dr. Barbara Oakley: Understanding Learning and How it Works