



Faculty of Social Sciences
Department of Geography

University
of Victoria

GEOGRAPHY 101A – ENVIRONMENT, SOCIETY AND SUSTAINABILITY

SPRING TERM 2017

Instructor: Jill Harvey
Email: jeharvey@uvic.ca
Office: David Turpin Building (DTB) B214
Office hours: Monday and Thursday 1:00-3:00 or by appointment
Lectures: Tuesday, Wednesday, Friday 9:30-10:20; Cornett Building A121

Labs: *All labs meet in DTB B307*

| Day | Time | Lab instructor | Email |
|---------|---------------|-----------------|------------------|
| Monday | 10:00 – 11:50 | Kinga Menu | kmenu@uvic.ca |
| Monday | 13:00 – 14:50 | Jackie Ziegler | jziegler@uvic.ca |
| Tuesday | 10:30 – 12:20 | Kinga Menu | kmenu@uvic.ca |
| Tuesday | 12:30 – 14:20 | Emmanuel Leyani | leyaniek@uvic.ca |

Lab instructors: Your lab instructor will post office hours at the beginning of the term. Kinga Menu, Senior Lab Instructor, is also available to discuss issues relating to the course and lab material. Kinga's office is DTB B304 and her email is kmenu@uvic.ca.

Course text: The course has a *required* text that is an excellent resource. The text will parallel and supplement the lecture content.

Dearden, P., and Mitchell, B. (2011). *Environmental change and challenge: A Canadian perspective*. Fourth Edition. Toronto: Oxford University Press.

The third edition is suitable, but some sections may differ. Please come prepared for each lecture and allocate approximately two to three hours per week for basic reading. The course text will be available on 2-hour reserve in the library. Additional assigned readings for particular lectures or labs are available in the Reserve Reading Room in the Main Library (1st floor) or on the course website.

Course website: The course is supported by a CourseSpaces course management system (<http://coursespaces.uvic.ca/my/>). I will provide outline notes for some lectures on CourseSpaces. I will also provide some practice test questions and post regular course-related notices. Additional required and supplemental readings will also be posted. These selected readings cover topics not in the text, and present interesting and engaging points of view. *As a student in the course, I hope you will monitor the CourseSpaces site to remain informed and up to date.*

Course structure: The course includes three 50-minute lectures per week and weekly 2-hour laboratory sessions. The laboratory sessions will include fieldwork, discussions, 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.

Course description

Two main themes of geographical enquiry are: 1) determining and explaining the biophysical processes that underlie areal differentiation of the earth's surface, and 2) 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.

Geography 101A as well as 101B, 103 are designed for BSc Major/Minor geography programs. Students wishing to know more about the Geography Department should review the Geography homepage and contact Kinga Menu (DTB B304) or Phil Wakefield (DTB B302), Senior Lab Instructors.

Course objectives

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.

Upon the successful completion of this course you will be able to:

- (1) *describe the fundamental Earth-system processes including energy flow, the radiation budget, biogeochemical and hydrological cycling and the components of ecosystem structure and function;*
- (2) *appreciate how humans can alter these processes, and the consequences as it relates to resource management and human development;*
- (3) *understand how a comprehensive approach, involving both the natural and social sciences, can be applied to environmental change; and,*
- (4) *analyze topics covered in the course using **Geography** as a synthesizing discipline based on the analysis of space and time.*

Summary of assessment

1. Exams – 50%

Midterm Exam # 1: 10%

Midterm Exam # 2: 10%

Final Exam: 30%

2. Labs – 45%

Lab assignments: 35%

Lab participation: 10%*

3. Lecture Participation – 5%**

You must pass (i.e., $\geq 50\%$) both the lab and exam components to pass the course. You will not be permitted to write the final exam if you do not submit all your lab assignments and receive a passing grade in the lab component.

* The lab participation grade reflects the amount and quality of your contribution to the lab. I hope that all students will attend and participate in discussions. Students who attend but do not contribute in a meaningful fashion can expect no more than half marks.

**Lecture participation reflects satisfactory completion of 4 lecture assignments

Course schedule (Tentative)

| Date | Lecture | Reading* | Labs |
|---------|-------------------------------------|----------|--|
| Jan. 4 | Course Introduction | | No Labs |
| Jan. 6 | Human and Environment Relationships | | |
| Jan. 10 | Spaceship Earth | Ch. 1 | Lab orientation and introduction to <i>Ecoaction Project</i> |
| Jan. 11 | Sustainability and Resilience | Ch. 1 | |
| Jan. 13 | Energy Flow | Ch. 2 | |
| Jan. 17 | Energy Flow | Ch. 2 | Introduction to <i>Natural Areas Project</i> |
| Jan. 18 | Ecosystem Structure | Ch. 2 | |
| Jan. 20 | Dynamic Ecosystems | Ch. 3 | |
| Jan. 24 | Dynamic Ecosystems | Ch. 3 | Fieldwork for <i>Natural Areas Project</i> |
| Jan. 25 | Ecosystem Classification | Ch. 3 | |
| Jan. 27 | Biogeochemical Cycles | Ch. 4 | |
| Jan. 31 | Biogeochemical Cycles | Ch. 4 | <i>Natural Areas Project Presentation</i> |
| Feb. 1 | Hydrological Cycle | Ch. 4 | |
| Feb. 3 | Hydrological Cycle | Ch. 4 | |
| Feb. 7 | Oceans and Fisheries | Ch. 8 | <i>Academic and exam writing skills</i> |
| Feb. 8 | Oceans and Fisheries | Ch. 8 | |
| Feb. 10 | MIDTERM EXAM # 1 | | |
| Feb. 14 | Reading Break | | No labs |
| Feb. 15 | Reading Break | | |
| Feb. 17 | Reading Break | | |
| Feb. 21 | Forests and Forestry | Ch. 9 | No labs |
| Feb. 22 | Forests and Forestry | Ch. 9 | |
| Feb. 24 | Forests and Forestry | Ch. 9 | |
| Feb. 28 | Climate Change | Ch. 7 | <i>Debate I</i> |
| Mar. 1 | Climate Change | Ch. 7 | |
| Mar. 3 | Wildfire | TBA | |
| Mar. 7 | Biodiversity | Ch. 14 | <i>Debate II</i> |
| Mar. 8 | Endangered Species | Ch. 14 | |
| Mar. 10 | Protected Areas | Ch. 14 | |
| Mar. 14 | MIDTERM EXAM # 2 | | <i>Karimlan I</i> |
| Mar. 15 | Agriculture | Ch. 10 | |
| Mar. 17 | Agriculture | Ch. 10 | |
| Mar. 21 | Water | Ch. 11 | <i>Karimlan II</i> |
| Mar. 22 | Water | Ch. 11 | |
| Mar. 24 | Water | Ch. 11 | |
| Mar. 28 | TBA | | <i>EcoAction Project Presentations</i> |
| Mar. 29 | Making it Happen | Ch. 15 | |
| Mar. 31 | Making it Happen | Ch. 15 | |
| Apr. 4 | Course Wrap-up and Directions | | |

*Readings refer to chapters in the course text.

Note: The last day for adding courses is January 20th 2017. The last day for dropping courses without penalty of failure is February 28th 2017.

Undergraduate grading

| 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 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. |
| N | 0 | 0-49% | Did not write examination or complete course requirements by the end of term or session; no supplemental. |

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.”

Please review the following websites for the university policy on academic integrity and useful information on avoiding plagiarism.

<http://www.uvic.ca/learningandteaching/students/resources/expectations/>

<http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcI.html>

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 course instructor, Counselling Centre, senior lab instructor, or your lab instructor, at the earliest possible opportunity.

Course policies

Collegial respect: Together we will create a classroom environment that is conducive to learning. Please make sure to arrive on time and ensure your cell phones are switched off for class. In class and group discussions, ensure your comments are respectful.

Late assignments: Please inform me ahead of time if you feel you will miss an exam for legitimate reasons (verifiable serious illness, injury or family circumstances) and we can arrange an alternate time. Similarly, if for a legitimate reason you are not able to submit an assignment on time, please notify your lab instructor in advance to make alternative arrangements. Outside of this, we will accept assignments **up to three days after the due date (with a 10% per day late penalty assessed).**

Accessibility: If you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the *Resource Centre for Students with a Disability* as soon as possible. The Centre staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs, the faster we can assist you in achieving your learning goals in this course.

Attendance, participation and success: I encourage you to be an active participant and take part in classroom and lab discussions, activities and contribute meaningfully in group-work assignments. Participation is an important academic component of this course, and combined with dedicated effort and a positive attitude, will hold you in good stead for the successful completion of this 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. 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.

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