



Introduction to Human Geography

Monday and Thursday 8:30am – 10:00am

Human & Social Development Building, Rm A240

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

Monday & Thursday 10am-11:30am
David Turpin B214
Email: 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 might help you. Please check your preferred email address is correct, so you do not miss anything.
- To email me (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.

Lab Assistants: Kinga Menu (Senior Laboratory Instructor) kmenu@uvic.ca
Christine Todd greenchristine11@gmail.com
Sharon Dias sharonddias@gmail.com
Dare Sholanke sholanked@gmail.com

Lab times and locations: Labs are all in DTB B311; please check the Calendar to determine lab times

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geography.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield - pmw@uvic.ca

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.

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	20%
Final Exam	35%
Participation (in lecture activities)	5%

* The 35% 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. Planning the Neighbourhood Project	10%
Labs 6. 7. & 8. Envisioning a Better World Project	10%
Labs 9. 10. and 11. Debates	10%
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 leaning 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.

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 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,
- be familiar with and understand the information on plagiarism outlined in UVic Libraries' plagiarism policy at <http://library.uvic.ca/instruction/cite/plagiarism.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 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.

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.

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.

GRADING SYSTEM

As per the current Academic Calendar:

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.

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.

OUTCOMES & RESPONSIBILITIES

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.

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.

EXPECTED OUTCOMES

This course has three primary objectives:

- To understand that there is a distinct relationship between space and power, and to gain an appreciation for how this association functions.
- To develop a deeper understanding of the key theoretical concerns and debates that inform and continue to shape political geography as a sub-discipline.
- To allow students to develop a critical appreciation for the complex roles and multiple ways in which political geographies are implicated within and woven through our everyday lives.

You can expect to acquire the following skills:

- Classroom Compartment: Do your part to ensure an engaging classroom. Be punctual,

respectful, compassionate and attentive.

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- Critical Thinking: by applying seminar discussions and readings through weekly reflections, students will develop an ability to think critically about the geopolitical ideas that have historically shaped and continue to inform political events.
- Communication: to develop written communication skills through written work, and to develop verbal communication skills and self-confidence through lab and lecture activities.
- Time Management and Personal Responsibility: by attending lectures and labs and by handing in assignments on time.

STUDENT RESPONSIBILITIES

- Attending and participating in all lab activities
- Attending lectures and participating in lecture activities
- Reading the required pages in your textbook.

WEEKLY CALENDAR

(Subject to revision as the course proceeds)

Date	Lecture Topic	Lab Activity
Week 1: SEP 06	<p>Questions and Topics in Human Geography</p> <p>Textbook Reading: Pages 4-13, and Pages 26-27</p>	No labs this week
Week 2: SEP 10 & 13	<p>Geographic Tools and Themes: Mapping, Scale, Movement, and Change.</p> <p>Textbook Reading: Pages 14- 16, Page 18-22, (sec. 1.4) Page 63 (Field Note), Pages 407-415</p> <p>Garfield (2013) – Cholera and the Map That Stopped It (passages of importance highlighted in a .pdf document posted on CourseSpaces, approx. 4pgs)</p> <p>Becker (2014) - The Stz'uminus Storied Places Project (Sections I, IV, V, IX, approx. 8pgs)</p>	Concept mapping
Week 3: SEP 17 & 20	<p>Urban Geography: The Power and Importance of Cities</p> <p>Textbook Reading: Pages 266-269 (sec. 9.4) Pages 275-276 Pages 278-279 Pages 284-294 Pages 347-354</p>	Building Research Skills and Starting the Urban Geography Project

Week 4: SEP 24 & 27	<p>Urban Geography Continued</p> <p>Textbook Reading: Page 40 Pages 295-305 Pages 354-357</p> <p>Please review the following website: http://dailyhive.com/vancouver/vancouver-worst-rentals-instagram-account</p> <p>We will also be watching and discussing a film in class.</p>	Urban Geography Field Work
Week 5: OCT 1 & 4	<p>Social Geographies – Identities and Place and Cultural Landscapes</p> <p>Textbook Reading: Pages 184-201 Pages 205-212 Pages 215-218 Pages 362-363 (Field Note)</p>	Work Period
Week 6: OCT 8 & 11	<p>No Class on OCT 8th (Thanksgiving)</p> <p>Social Geographies and Cultural Landscapes Continued</p> <p>Textbook Reading: Pages 220-229 Pages 233-235 Pages 240-244</p>	No labs this week
Week 7: OCT 15 & 18	<p>Economic Geography and Globalization</p> <p>Textbook Reading: Pages 30-39 Pages 41-44 Pages 47-50 Pages 85-87 Pages 371-373 Pages 397-399</p>	Urban Geography Deliverables and Presentation
Week 8: OCT 22 & 25	<p>Development and International Connections</p> <p>Textbook Reading: Pages 110-118 Pages 310 – 322 Pages 325-332 Pages 336-337</p>	Introduction to Debates and a Better World Project
Week 9: OCT 29 & NOV 1	<p>October 29: Midterm</p> <p>Nov 1 Migration</p> <p>Textbook Reading: Pages 124-135 Pages 143-145 (Field Note) Pages 146-149</p>	Work Period
Week 10: NOV 5 & 8	<p>Political Geography and Population: Geography of States and Citizens</p>	Presenting the Better World Projects

	Textbook Reading: Pages 55-57, Pages 65-70, Pages 84-87, Pages 91-92, Pages 94-102 (sec. 4.2), Pages 103 (beginning at "Population Change at the Local Scale") – 110, Pages 119-120.	
Week 11: NOV 12 & 15	Reading Break – No Class	Reading Break – No Labs
Week 12: NOV 19 & 22	Agriculture Textbook Reading: Pages 246-259 Pages 269-276	Debates
Week 13: NOV 26 & 29	Human-Environment Relations Textbook Reading: Pages 153-171 Pages 174-182	Debates
Week 14: DEC 3	Review	
TBA (during the university exam period)	FINAL EXAM Cumulative	

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 (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/>

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>