



University  
of Victoria

Department of Geography

## Space, Place and Society: An Introduction to Human Geography

Geography 101B, Sections B01-B06, Spring 2020

### Course Syllabus

**Instructor** Professor 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 Joe Minor joetminor17@gmail.com  
Carmen Lee (UVic Senior Inclusion Facilitator) carmen@steps-forward.org

**Class time** Mondays and Thursdays 1:00 – 2:20 PM David Turpin Building (DTB) A110

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

**Office Hours** Mondays and Thursdays 11:00 AM – 12:30 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 **202001 GEOG 101B A01 (21614)**—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 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

- Know why human geography is important and how human geographers can make a difference. This means being able to explain to others why the relationships between “space,” “place” and “society” 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: 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
- 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 **202001 GEOG 101B A01 (21614)**. Download the “lecture 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).
- Find Saturday’s *Globe and Mail* (or other reputable newspaper) and get into the lifelong learning habit of searching for geography concepts, terms and ideas anywhere in the pages. Identify your favourite articles. Talk to your friends about them. This will help you to be fully informed about current events and how they relate to class materials.

*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.*

## 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). You can get the G&M online (but make sure you get the full articles version not the short version) and in hard copy in the Library and you only need to do so once per week to have enough material for the course activities. You might treat yourself to a student subscription for the three months of the course (Saturdays only). You are welcome to share with friends (just pick different parts to use when you do the newspaper assignments).

**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. They are 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.

## GRADE ALLOCATION FOR GEOG 101B

	<b>Marks</b>	<b>Important Dates</b>
Lab assignments	40*	Due on dates provided in the first Lab (Week 2) by your TA.
Midterm	25	February 13 in-class
<u>Final Exam</u>	<u>35</u>	University Exam Period—will be posted later
<b>TOTAL</b>	<b>100</b>	

\*The 40 marks for the Labs are allocated as follows...

<b>Lab number and activity name</b>	<b>Marks</b>
Newspaper assignments (3 assignments: 1, 2, 2)	5

Lab 1. Concept map	1
Lab 2. Field trip	1
Lab 3. Research support	2
Labs 4. 5. & 6 Planning the Neighbourhood Project	15
Labs 7. & 8. Debate mentoring and practice	2
Labs 9. & 10. Debates	10
Lab 11. Geography concepts in practice: analysis	1
Participation	3
TOTAL Lab marks	40

### **Important notes regarding overall grades:**

- 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 (midterm and the final) and submit all lab assignments minimally within 5 business days 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.

### **Rules regarding 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. 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 all, exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner in a timely manner stating the reason for your inability to attend class). Exceptions can only be granted by the course instructor, not your lab instructor.

### **Undergraduate Grading Standards (per the Academic Calendar)**

Grade	Grade point value	Grade scale	Description
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding and excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good and 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 satisfactory grasp in the other area.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory, or 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.
<b>N</b>	0	0-49%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

**GENERAL LECTURE AND LAB SCHEDULE (detailed outlines will be provided each week)**

<b>Week of</b>	<b>Concepts and Ideas that start this week.</b>	<b>Text and other Readings</b> (F = Fouberg textbook 2015 ed.;F2 = 2012 ed.)	<b>Lab activity</b>
Jan 6 Week 1	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 (F2) 35-36  F Appendix A (maps);  Solving the cholera mystery ( <i>reading on CourseSpaces</i> )	<b>FIRST CLASS IS MONDAY JAN 6</b> <b>THERE ARE NO LABS THIS WEEK</b>
Jan 13 Week 2	Social geography: exploring identity	F Chapter 7  Arbutus Review (Fall 2014, Vol. 5, No. 1, pp. 1-19.) <a href="http://journals.uvic.ca/index.php/arbutus">http://journals.uvic.ca/index.php/arbutus</a>  Additional short readings provided on CourseSpaces	<b>Lab 1: Introductions + PtN Project Overview</b> <ul style="list-style-type: none"> <li>• Introductions, logistics and tips for success</li> <li>• <i>Activities</i> <ul style="list-style-type: none"> <li>○ Learn how to succeed in 101b Newspaper Assignments using the 5 Rs test.</li> <li>○ Draw a personal concept map of campus to practice making meaning out of particular spaces</li> <li>○ Learn about expectations for the Planning the Neighbourhood (PtN) project.</li> </ul> </li> </ul>
Jan 20 Week 3	Urban geography: the role and power of cities  Note: <b>Jan 22</b> is last date for adding this course	F Chapter 10	<b>Lab 2: Fieldtrip to Cadboro Bay</b> demonstrates how to do observational fieldwork for the PtN Project.  <u>Instructions will be provided where to meet. We go rain or shine so please wear appropriate clothing/ footwear</u>
Jan 27 Week 4	Cultural Geography: reading human landscapes	F Chapter 8	<b>Lab 3: Research support for PtN</b> Learn Research Skills ( <i>Worksheet—due next week</i> )  <b>Newspaper Assignment#1 due at start of lab</b>
Feb 3 Week 5	Political Geography: nations & their role in international relations	F Chapter 3  Collect family data for class activity next week	<b>Lab 4: FIELDWORK DOWNTOWN for PtN</b> Arrange to meet with your team in your chosen neighbourhood and do your fieldwork. Do not come to Lab. This is a workblock to collect your data.  <b>Research worksheet from Lab 3 due by 4pm on the day of your lab (place in 101b drop box outside the Geography Office any time before the deadline).</b>
Feb 10 Week 6	Population flows: voluntary migrants, victims of forced relocation, and refugees  <b>MIDTERM IN CLASS THURS FEB 13</b>	F Chapter 5	<b>Lab 5: Team Analysis, Presentation Development and Report Writing for PtN</b> You will receive mentoring on analysing your data, presentation development and report writing. Then time will be provided for your team to work together intensively on writing the integrated planning report ( <b>template provided</b> ) and preparing your presentation.
Feb 17 Week 7	<b>NO CLASSES (READING WEEK)</b>		<b>NO LABS THIS WEEK</b>
Feb 24 Week 8	Population Geography: anticipating demographic trends  Note: <b>Feb 29</b> is the last day to drop this course (without penalty of	F Chapter 4	<b>Lab 6: PtN Presentation &amp; Report Delivery</b> This week your team will collectively present your neighbourhood enhancement recommendations publicly and in writing. <b>Due at start of lab:</b> <ul style="list-style-type: none"> <li>• The team's integrated PtN report including individual expert sections.</li> </ul>

	failure)		<ul style="list-style-type: none"> <li>• Copy of the team presentation.</li> <li>• Individual rough field notes from each expert.</li> </ul> <p><i>NOTE:</i> You will be assessed both in terms of an individual and a team grade for this project.</p>
March 2 Week 9	Economic Geography: perspectives on models of development	F Chapter 11 F Chapter 13	<p>For <b>Labs 7-10</b> your team will use everything you have learned in the course to debate a major global issue of current interest.</p> <p><b>Lab 7: Introduction to genre of debating as it pertains to global issues</b></p> <p><b>Newspaper Assignment #2 is due at the start of lab.</b></p>
March 9 Week 10	Globalisation	F Chapter 2 F Chapter 12	<p><b>Lab 8: Mock training debates using current issues in human geography</b></p> <p><b>Due for lab: you must have completed the assigned short readings ahead of time this week in order to be successful in your quick-fire debates in lab.</b></p>
Mar 16 Week 11	Human environment relations: Challenges and approaches to a better world	F Chapter 6 F Chapter 9	<p><b>Lab 9: Debates (Motion #1)</b></p> <p>Choose a global debate topic. Select ONE of the two Motion options provided and decide on a position (for <i>or</i> against). Those who chose Motion 1 will debate this week. Those doing Motion 2 must attend (as audience) and provide feedback.</p> <p><b>Due for lab: Paper for Motion 1 (debaters ONLY)</b></p>
Mar 23 Week 12	Geographies of health, well-being and sustainability	Collect food journal data for class activity (bring)	<p><b>Lab 10: Debates (Motion #2)</b></p> <p><i>Same as Lab 9 but groups are reversed.</i></p> <p><b>Due for lab: Paper for Motion 2 (debaters ONLY)</b></p>
Mar 30 Week 13	<p>Geography matters: where do we go from here?</p> <ul style="list-style-type: none"> <li>• Human Geography revisited</li> <li>• CES in class</li> </ul>	Human Geography integrative reflection activity to bring to class.	<p><b>Lab 11: Geography concepts in practice: analysis of <i>The Carrier</i> film.</b></p> <ul style="list-style-type: none"> <li>• Discuss use of documentary material as a surrogate for international fieldwork</li> <li>• Complete worksheet to identify and integrate course concepts (<u>supports review for final exam</u>).</li> <li>• Lab feedback activity.</li> </ul> <p><b>Newspaper Assignment #3 due at start of lab</b></p>
TBA	<b>FINAL EXAM</b> University Exam Period		

*Note: While every effort will be made to maintain the above schedule, policies, procedures, and assignments as outlined in this syllabus, they may be subject to change in extenuating circumstances.*

### **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. 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 there is more information and lots of help at [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php). If in doubt please always ask! The policy is at <http://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html>

## **Providing feedback via the Course Experience Survey (CES)**

I value your feedback on this course. At the end of term, 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](http://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.

## **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. Remember to take care of yourself. Do your best to maintain a healthy lifestyle 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. You are not alone. 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/cac/>

### **Centre for Accessible Learning (CAL) (formerly 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 Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/services/cal/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**Coop and Career Services** <https://www.uvic.ca/coopandcareer/>

**Counselling Services** offer free professional, confidential, inclusive support to currently registered UVic students <https://www.uvic.ca/services/counselling/>

**Elders' Voices** The Office of Indigenous Academic & 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)

**Geography Department** <https://www.uvic.ca/socialsciences/geography/>

Undergraduate Advisor: Dr. Ian O'Connell ([geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)).

Undergraduate advising support <https://www.uvic.ca/socialsciences/geography/undergraduate/advising/index.php>

Plan your Geography degree

<https://www.uvic.ca/socialsciences/geography/undergraduate/advising/Plan%20Your%20Geography%20Degree/index.php>

**MacPherson Library** <http://www.uvic.ca/library/>

### **Math and Stats Assistance Centre**

<https://www.uvic.ca/science/math-statistics/current-students/undergraduate/msac/index.php>

**Sexualized violence resource office, EQHR; Sedgewick C119, <https://uvic.ca/svp>**

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, contact: 250.721.8021, [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

**Steps Forward** (The BC Initiative for Inclusive Post Secondary Education) <https://www.bc-ipse.org/>

I am glad to welcome members of Steps Forward to this class and encourage you to educate yourself about the

program. If you have any questions or would like any help at all regarding our class' involvement in the program this term please contact Carmen Lee (UVic Senior Inclusion Facilitator) [carmen@steps-forward.org](mailto:carmen@steps-forward.org), who is kindly supporting the course this term. She is dedicated to ensuring that participation in the program is a positive experience for all students in the class and I find her very open to questions and requests for help.

**University Health Services (UHS)** provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <http://uvic.ca/services/health/>

**UVic Academic Calendar** for all important academic dates <https://web.uvic.ca/calendar2019-09/general/dates.html>