

DRAFT SUBJECT TO REVISION

GEOG100 - Fall 2019
On Becoming a Geographer

Class times and location

Tuesdays & Thursdays, 11:30 – 12:50pm, Location RCH-309

Instructor

Daniel Cockayne	EVI, Room 312
E-mail	daniel.cockayne@uwaterloo.ca
Office hours	Wednesday, 3:00pm – 4:30pm

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TBA

Course description

GEOG100 introduces the variety of themes and methods of inquiry found within the discipline of geography. Emphasis is placed on the practical skills required for success in the Geography and Environmental Management program. These skills include literature searches, citation, reading skills, empirical field observation, scholarly debate, research design, and academic writing. The course provides information to help students navigate and ensure success throughout their undergraduate university experience, including program information and university resources available to students.

Course objectives

- Develop an appreciation for the variety of approaches to geographic inquiry.
- Understand some of the concepts that unify geography as a discipline - concepts of space, place, human and physical landscape, and cartography.
- Appreciate the diversity of human and physical landscapes of the region of Waterloo while developing geographic field research skills.
- Learn key geographic facts and terms.
- Hone academic reading, writing and referencing skills.
- Know how to create an individualized study plan that links with career objectives.

Course modules (*Subject to change*):

The course is divided into a series of modules, each highlighting a specific strand of geographic knowledge and information to help you succeed in your undergraduate program. The modules are as follows:

Module 1: Skills in geography - Researching, reading, writing, citing. This module provides students with the resources to develop their writing, research, and referencing skills at the university level. Students will also learn about the resources available through the library and writing center. The information in this module links to the essay writing assessment piece.

Module 2: Field work in geography. This module introduces students to the human and physical landscapes of the region, and develops field observation and report writing skills. Students will be expected to begin thinking about the practicalities of empirical research design.

Module 3: Geography resources. Students will be provided with practical tips and information on their studying habits, on-campus writing resources, program of study, additional certification options, and access to resources on and off campus that include Career Services and Mental Health Services.

Module 4: Geography as a Discipline. Lectures will focus on the history of geography as a practice and discipline. Students will be introduced to the history of geographical thought, and key questions and approaches within the discipline.

Module 5: Methods, Approaches, and Empirical Inquiry. Lectures will focus on epistemological questions, the relationship between methods and theory, and the difference between qualitative and quantitative methods in geography. This module is closely related to the field trip content.

Module 6: Key Ideas in Geography. Lectures will focus on some of the key concepts, discussions, and ideas that animate human and physical geography, the relationship between nature and society, and key concepts that include, most foundationally, space, place, and landscape.

Module 7: Geography and the Map. Lecture content will focus on the map as a representational system, aesthetic order and logic, and complex object within geographical thought and practice.

Evaluation

Field trip reports (see weekly schedule for due dates) **(total = 25%)**:

- Field trip #1 (worth 5%)
- *For field trip #2 groups will give a presentation (see below).*
- Field trip #3 (worth 10%)
- Field trip #4 (worth 5%)
- Field trip #5 (worth 5%)

Argumentative essay assignment **(total = 35%)**:

- Argumentative essay draft (worth 10%)
- Final argumentative essay (worth 25%)

Exam **(total = 22%)**:

- Held in class.

Class participation **(total = 8%)**:

- Based on attendance (see weekly schedule for dates).

Group presentation **(total = 10%)**:

- Based on field trip #2. See schedule for group participation dates.

Deadlines

	Date due
Class participation	Specific lectures/session – see class schedule.
Field trip #1 report	Thursday October 3 rd in class.
Draft argumentative essay	Tuesday October 10 th in class.
Field trip #3 report	Thursday October 31 st in class.
Group presentation (based on field trip #2)	<i>During weeks 9 and 10</i> – Thursday November 7 th and Tuesday November 12 th
Exam	November 19 th in class.

Final argumentative essay Friday November 29th at 5:00pm on LEARN.

Field trip #4 report Tuesday December 3rd in class.

Field trip #5 report Tuesday December 3rd in class.

Assessment notes

Policy for late submission: assignments submitted after the announced deadline will be reduced by 5% per day. The instructor reserves the right to waive this deduction if the student presents documentation to support a valid reason for submitting an assignment late. These include medical reasons, personal or family emergency, or other valid reasons beyond the control of the student (to be approved on a case-by-case basis at the discretion of the instructor).

All field trips, including reports, and the group presentation require the collaboration of all students in each group; all other elements of student evaluation in this course require independent work by each student.

All sources used in the preparation of student work in this course must be acknowledged through academic citation in an appropriate way. Full detail will be given in class.

Class schedule (*subject to change*)

Week	Date	Topics
1	Thurs Sept. 5 th	Introduction. Find the group(s) to which you have been assigned - available on LEARN. Lecture and discussion: What is geography?
2	Tues Sept. 10 th	Skills in geography I. Writing.
	Thurs Sept. 12 th	Skills in geography II. Reading and citing.
3	Tues Sept. 17 th	Skills in geography III. Library and research. Visit from the writing center. <i>Class participation (1%).</i>
	Thurs Sept. 19 th	Geography resources. Read: space and place (in class). Introduce field trip #1 and library visit.
4	Tues Sept. 24 th	Field trip #1 (group A) and library visit (group B). <i>Class participation (1%) for Group B library visit.</i>
	Thurs Sept. 26 th	Field trip #1 (group B) and library visit (group A). <i>Class participation (1%) for Group A library visit.</i>
5	Tues Oct. 1 st	Lecture content. Geography as a Discipline I: The History of Geography. <i>Lecture relevant for exam.</i>
	Thurs Oct. 3 rd	Lecture content. Methods, Approaches, and Empirical Inquiry I: Qualitative and Quantitative Methods.

		<i>Lecture relevant for exam.</i> <i>Hand in field trip #1 report (5%).</i> Introduce to field trip #2 (groups complete in their own time).
6	Tues Oct. 8 th	Documentary Screening I: H2Oil and discussion <i>Lecture relevant for exam.</i> <i>Class participation (2%).</i>
	Thurs Oct. 10 th	Documentary Screening II: H2Oil (cont.) and discussion Geography as a Discipline II: Philosophy, Problems, and Questions in Geographical Thought <i>Lecture relevant for exam.</i> <i>Hand in draft argumentative essay (10%) - hard copy in class.</i>
	Tues Oct. 15 th	Reading week
	Thurs Oct. 17 th	Reading week
7	Tues Oct. 22 nd	Lecture content. Methods, Approaches, and Empirical Inquiry II: Human Geography. <i>Lecture relevant for exam.</i> <i>Class participation (1%).</i> Introduce field trip #3.
	Thurs Oct. 24 th	Field trip #3.
8	Tues Oct. 29 th	Lecture content. Key Ideas in Geography I: Space, Place, and Landscape. <i>Lecture relevant for exam.</i> Listen: Doreen Massey on Space https://www.youtube.com/watch?v=Quj4tjbTPxw&t=2s
	Thurs Oct. 31 st	Lecture content. Key Ideas in Geography II: Difference in Geography. <i>Lecture relevant for exam.</i> <i>Hand in field trip #3 report (10%).</i>
9	Tues Nov. 5 th	Lecture content. Geography as a Discipline III: Subdisciplines and Critical Questions in Geography Today Visit from Dr. Johanna Wandel about GEM, the program, and future classes. <i>Class participation (2%).</i>
	Thurs Nov. 7 th	Group presentations based on field trip #2 (10%). <i>Class participation (1% for groups not presenting).</i>
10	Tues Nov. 12 th	Group presentations based on field trip #2 (10%). <i>Class participation (1% for groups not presenting).</i>

	Thurs Nov. 14 th	Lecture content. Geography and the Map: Power and Representation. <i>Lecture relevant for exam.</i>
11	Tues Nov. 19 th	Exam. Term test on selected lectures (22%).
	Thurs Nov. 21 st	Introduce field trips #4 and #5.
	Fri Nov. 22 nd (17:00)	<i>Hand in final argumentative essay (20%) on LEARN.</i>
12	Tues Nov. 26 th	Field trip #4 (group A) and field trip #5 (group B).
	Thurs Nov. 28 th	Field trip #4 (group B) and field trip #5 (group A).
13	Tuesday Dec. 3 rd	Course wrap-up and evaluation. <i>Hand in field trip #4 report (5%) and #5 report (5%).</i>

UNIVERSITY POLICIES

Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: www.uwaterloo.ca/academicintegrity.

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70 - Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

Research ethics

Please also note that the University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, please contact the course instructor for guidance and see <https://uwaterloo.ca/research/office-research-ethics>.

Note for students with disabilities

The AccessAbility Office located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Office at the beginning of each academic term.

Mental health

The University of Waterloo, the Faculty of Environment, and our Department's consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religion observances

Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

LEARN

Course information will be accessible on the LEARN platform. Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password. Documentation for LEARN is available at: http://av.uwaterloo.ca/uwace/training_documentation/index.html.

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor and therefore, you may find a large variance in how LEARN is being used from course to another.

