

GEOG 101: Geography & Human Habitat

Winter 2018

Dr Nancy Worth

Class Hours: 10:00-11:20 Tuesday and Thursday Location: M3 1006

Email: nancy.worth@uwaterloo.ca ** please use email through the LEARN page for GEOG101

Office Hours: Tuesday 1:00PM – 3:00PM in EV1-229 (or email through LEARN for an appointment)

Teaching Assistants Please see LEARN for office hours and contact info

Lecture Schedule (dates and topics are approximate and may be subject to change)

DATE	TOPIC	WEEKLY TASK	READING
Jan 4	Intro to Human Geography	BREAK	CH1
Jan 9	Intro to Human Geography 2	Intro to weekly task	CH1
Jan 11	Population Geography	Task 1 given	CH3
Jan 16	Population Geography 2	Task 1 collected	CH3
Jan 18	<i>Migration and mobility case study</i>	Task 1 returned	Gilmartin
Jan 23	FILM <i>The Journey from Syria</i>	Task 2 given	Gilmartin
Jan 25	Political Geography 1	Task 2 collected	CH9
Jan 30	Quiz #1 & Assignment prep session	Task 2 returned	REVIEW
Feb 1	Political Geography 2	Task 3 given	CH9
Feb 6	Economic Geography	Task 3 collected	CH7
Feb 8	Economic Geography 2	Task 3 returned	CH7
Feb 13	Social Geography 1 [Assignment Due]	Task 4 given	CH6
Feb 15	FILM : <i>Employment Matters</i>	Task 4 collected	CH6
Feb 19-23	READING WEEK	BREAK	REVIEW
Feb 27	<i>Globalising childhoods case study</i>	Task 4 returned	Katz
March 1	Cultural geography	BREAK	CH5
March 6	Quiz #2	Task 5 given	REVIEW
March 8	Cultural geography 2	Task 5 collected	CH5
March 13	Urban Geography	Task 5 returned	CH10
March 15	Urban Geography 2	Task 6 given	CH10
March 20	<i>Cities and inequality case study</i>	Task 6 collected	Leslie/Catungal
March 22	Environmental Geography	Task 6 returned	CH4
March 27	Environmental Geography 2	Task 7 given	CH4
March 29	FILM : <i>Manufactured Landscapes</i>	Task 7 collected	REVIEW
April 3	Quiz #3	Task 7 returned	REVIEW

DESCRIPTION

An introduction to human geography through key subfields of the discipline, examining population change, the rise of cities, our relationship to nature, social inequalities, economic forms, cultural difference and environmental change at the local and global scale.

COURSE OBJECTIVES

1. To situate human geography within the broader discipline of geography.
2. To provide an overview of the major themes and fundamental concepts in human geography.
3. To illuminate and contrast human geography theory with real-world examples and case studies.
4. To introduce how personal and sociocultural characteristics guide understanding and behaviour regarding geographical potentials and limits.
5. To provide a foundation for future study and research with a geographical connection.

ORGANIZATION

The fundamentals of human geography are explored in the first part of the course, followed by an examination of population and political aspects of human geography. The geographic basis of patterns of human economy is explored next, followed by social and cultural geography. We then move to urban geography, with a case study on cities. The course concludes with environment geography, through the lens of nature and landscape.

READINGS

The required course text is: Knox, PL, Marston, SA and Import, I (2015) *Human Geography: Places and Regions in Global Context*, Fifth Canadian Edition, Pearson Canada. *note—this is a different text from previous versions of this course. Additional readings:

- Week 3: Gilmartin, M. (2008) 'Migration, Identity and Belonging' *Geography Compass* 2: 1837–1852
Week 7: Katz, C. (2004) 'Children's Work and Play' *Growing up Global: Economic Restructuring and Children's Everyday Lives* (specific pages will be assigned in class)
Week 10: Leslie, D and Catungal, JP (2012), Social Justice and the Creative City: Class, Gender and Racial Inequalities. *Geography Compass*, 6: 111–122. doi:10.1111/j.1749-8198.2011.00472.x
Further non-required readings/extension material will be provided via LEARN

ASSESSMENT

Your final mark will be determined on the basis of weekly tasks, 3 equally weighted short answer quizzes and one assignment. Each quiz will examine material from the readings and lectures.

<u>Number</u>	<u>Format/type</u>	<u>Value</u>	<u>Date</u>
Weekly Task:	Various	15%	3% each, must complete 5/7 if you do 6, you get up to a 3% bonus
Quiz #1:	Short Answer	20%	January 30: lectures, textbook from Jan 5-25
Assignment	Research	25%	February 13: research report on migration (see assignment sheet)
Quiz #2:	Short Answer	20%	March 6: lectures, textbook from Feb 1- March 1
Quiz #3	Short Answer	20%	April 3: lectures, readings from March 8-March 29

More information about the Weekly Tasks:

Weekly tasks will be short assignments, approx. 300 words each, submitted via Crowdmark by 10AM on the due dates listed above **AND** in hard copy in lecture. Attendance is an important part of GEOG101, and dual submission is a faster/more efficient way of rewarding attendance. Please make sure your name and student number are on your hard copy.

Great examples of student work will be anonymized and posted on LEARN for the benefit of the class. If you do not want your work to be anonymously posted, please make this clear on your assignment.

Because you have 7 opportunities and only need to complete 5 assignments, I will not accept late assignments—both the Crowdmark and hard copy must be in on time. Also, I will not accept ‘proof of absence’ notes (for illness) unless they are for more than a week. I strongly encourage you to complete this task early.

Process for weekly tasks:

Task given: you will receive an email from Crowdmark with the assignment

Task collected: upload your assignment to Crowdmark by 10AM on the due date **AND** bring a hard copy to class. These assignments are dual submission—to receive marks you must submit via Crowdmark and in person, in lecture. *You can only hand in your own work.* No late submissions will be accepted

Task returned: you will receive comments and a mark out of 3 via Crowdmark

Assignment:

This assignment is a research-based short essay examining migration.

Your question: What is the value of immigration for Canada?

You can trace one group’s experience, examine a particular form of migration (e.g. family reunification, international students or temporary foreign workers), you can consider issues of multiculturalism and diversity, or economics and labour markets. You can also compare/contrast the experience of migrants themselves and their wider contribution. It’s important to remember that you can’t do all of these things in a short paper. An important part of the process of writing is focusing your response in order to develop a strong thesis statement and subsequent paper.

Length: 1500-1750 words, excluding your reference list. Include a word count at the end of your paper

Format: 12 point font, double spaced. Maps, figures, graphics, tables, etc are NOT counted in the word limit

Sources: may include journal articles, books, government reports, NGO reports, with some newspaper articles if needed. Your research should undertake a search for relevant literature using electronic library resources and the Internet. The minimum number of information sources is 10; there is no maximum.

Your essay should be 1500-1750 words long, submitted by **February 13th at 4:30PM to Crowdmark**. Any essay handed in after 4:30PM, without valid ‘proof of absence’, will be marked late (10%/day).

The essay must contain an **argument** (stated in the introduction, and re-stated, in light of evidence presented, in the conclusion). Your essay must not be merely descriptive, but **must argue, explicitly, a particular point** using evidence you provide through the sources you cite. In order for you to make sure your essay has an argument, **you are required to include a sentence in the introductory paragraph that starts as follows: “In this essay, I argue that...” or, if you prefer “this essay argues that...”**. Complete the sentence in such a way that it informs the reader, i.e. me and your TA, what it is that you are going to argue. You also need to indicate your paragraph structure in your introduction (see the Writing Centre’s resources : <https://uwaterloo.ca/writing-and-communication-centre/thesis-statements>).

The essay must be **properly referenced** in the Harvard style **and include at least 10 references**. Peer-reviewed journal articles are best. Look at the reference lists for the suggested articles to find more readings, or look up each journal. Pay particular attention to the proper referencing of websites, and remember, Wikipedia and its like are not ideal sources. Remember to **always provide page numbers** for both direct and indirect quotations when using internal citation. Also remember that the author's first name or first initial is not required in the "author date" format within the text of your essay. Internal citation should look like this: (Smith 2006 p.17). The reference list at the end should include all sources listed alphabetically by author surname. Do not use bullet points.

You must give your essay a **proper title**. This does not mean a long series of questions at the top of the page, or a repetition of the question I have asked, but rather **your own succinct summation of your essay's content and argument**.

Please **double-space your essay, justify the margins, add page numbers, and include a word count at the end**.

It goes without saying, but I'll say it anyway: under no circumstances may you re-use material written for other courses for this assignment. Your ideas must be your own. **Please see below for more details about academic integrity**.

If you have any questions about the essay, please **contact a TA** from this course or drop by my office hours

The Writing Centre is available to support you during this assignment:

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment. (from the Writing Centre website)

COURSE AND UNIVERSITY POLICIES

Attendance There is extra content in lecture vs. the sketch of slides posted on the course LEARN page, and all in-class discussions are valid "testable" materials. Also, all A/V materials (e.g. films screened in class) are valid, "testable" materials, so complete notes should be taken for each DVD screened.

Responding to Student Inquiries (e.g. explaining material, quiz formats, etc) If you have course-related questions, I strongly encourage you to either ask question during the class (so all other students can also benefit) or come to see me during my office hours. I will aim to return emails within 2 business days. Also,

Geography 101 has teaching assistants who would love to answer any and all of your questions, so please feel free to drop in to teaching assistant office hours.

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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: <http://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. Students 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 complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-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>

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments 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 <http://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.

Religious 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 (i.e. within one week of the first day of class).

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

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.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via Learn—please include your student number and the course code. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Missed Quiz All quizzes are mandatory, and thus, every effort should be made to attend each quiz. The only exceptions to this are those students who have a valid medical reason, personal or family emergency, etc:

1. Valid medical reason such as illness or accident (appropriate proof such as a Doctor's note is required);
2. Significant personal or family emergency, death in the family, etc (with suitable proof where possible);
3. Other valid reasons beyond the control of the student (to be approved on a case-by-case basis at the discretion of the instructor). If you know in advance that you will not be able to make a quiz, please contact the instructor as far in advance as possible.

If you miss a quiz for any reason:

1. Communicate to the instructor the reason you missed the quiz.

2. IMPORTANT! As soon as possible, please obtain a valid medical, counselor's or other 'proof of absence' note explaining the reason for your absence, degree of incapacitation, dates covered by the note, etc. Please make a copy of this note and give the copy to your instructor by hand or scan and sent this by email (email to nworth@uwaterloo.ca).

3. Due to the time consuming nature of creating a make up quiz, quizzes can only be written on the day originally scheduled.

If you miss a quiz but do NOT have a doctor's/counselor's note or other valid explanation for your absence: Explain the reason for your absence to the instructor (ideally during office hours). The instructor will determine on a case-by-case basis whether an alternative arrangement can be made, or whether to assign a 'zero' on the quiz.

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from JobMine) should there be a need to verify class absence due to co-op interviews.

Dr Nancy Worth acknowledges that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.