

GEOG 101: Geography & Human Habitat (Fall 2017)

Department of Geography, University of Waterloo

Instructor: *Brent Doberstein*

Office: EV1-220 Phone: 519-888-4567 x.33384

E-mail: bdoberst@uwaterloo.ca

Class Hours: 10:00-11:20TTh

Classroom: M3 1006

Office Hours: **Wed 10:00am-12 noon (or by appointment)**

Prerequisites: None

CALENDAR DESCRIPTION

An introduction to human geography through a survey of some of the concepts, methods, techniques and applications of geographic analysis to the human cultural environment. Directed towards people-land and location analysis themes.

Learning Outcomes: By the end of the Fall term, students in GEOG 101 will be able to:

1. Situate human geography within the broader discipline of geography.
2. Understand the major themes and fundamental concepts in human geography.
3. Contrast human geography theory with real-world examples and case studies.
4. Understand how personal and sociocultural characteristics guide perceptions of and behaviour towards regarding human habitat
5. Use Geog 101 as a foundation for future geography study and research

Course Organisation:

The textbook provides the course organization, and largely structures the sequencing of course topics. The fundamentals of human geography are explored in the first part of the course, followed by an examination of population and medical aspects of human geography. The geographic basis of patterns of urbanization is explored next, followed by examination of human economic activity. The course concludes with analysis of development patterns and processes, and human impacts on the terrestrial and marine environments.

Required Reading:

Malinowski, J.C and Kaplan, D.H. 2013. *Human Geography*. McGraw-Hill: New York, NY. (NOTE: I have created a custom version of this text, featuring only those chapters which are required reading. The full paperback version of the text is also acceptable, although this will not be stocked by the UW bookstore or library reserves. Copies may be available on Amazon, etc).

Where can I find this book?

- ***UW Bookstore (South Campus Hall): softcover custom version***
- ***UW Library (Reserves, Dana Porter Library): softcover custom version***
- **Feds Used Bookstore: bottom level, Student Life Centre: <http://www.feds.ca/fedsusedbooks/> (search using keywords "Geography and Human Habitat". 59 available as of Sep.5, 2017 (\$80-98)**
- **Amazon.ca/Amazon.com (full textbook only)**

Grading/Evaluation

Your final mark will be determined on the basis of 3 equally weighted quizzes and one assignment.

<i>Number</i>	<i>Format/type</i>	<i>Value</i>	<i>Date</i>
Quiz #1:	Mult. Choice	25%	Oct. 3rd (Tues): lectures, textbook & A/V materials from Sept. 12-28 th
Assignment	Essay	25%	Oct. 19 th (Tues): 5+ paragraph essay on China's One Child Policy
Quiz #2:	Short Answer	25%	Nov. 2 nd (Thurs): lectures, textbook & A/V materials from Oct. 10-Oct 31 st
Quiz #3	Mult. Choice	25%	Nov. 30 th (Thurs): lectures, textbook & A/V materials from Nov.7-Nov. 30 th

***NOTE:**...each quiz will feature a section of questions derived from the textbook and/or from materials mentioned in class but not posted as powerpoints in LEARN (i.e. answers to these questions will not be found in in-class materials, multimedia screenings, etc). Approximately 20-30% of each quiz will feature questions derived from textbook materials and/or in class discussions. From this, most GEOG 101 students will conclude that keeping up with assigned readings, and attending regularly in class, is CRITICAL!

Grading/Evaluation

Numeric grades on a scale from 0-100 are used in grading all assignments at the University of Waterloo. The following list will give you an idea of the basis upon which numeric grades are assigned:

90-100%:	Work that shows a high level of initiative and is clearly above and beyond what is expected at a first year level. Referencing, style, grammar/spelling, content and the development of ideas are all superior.
80-89%:	Work that shows good initiative and is above what is expected at a first year level. Referencing, style, grammar/spelling, content and the development of ideas are all good.
70-79%:	Work that shows initiative and is about what is expected at a first year level, but one or more problems are evident in referencing, style, grammar/spelling, content and/or the development of ideas.
60-69%:	Work that does not demonstrate initiative, has a series of problems in referencing, style, grammar/spelling, content and/or the development of ideas, and overall, does not fully convince the reader that the topic has been well considered
50-59%:	Work that is substandard/sloppy in places, has many problems in referencing, style, grammar/spelling, content and/or the development of ideas, and overall, raises more questions in a reader's mind than the work answers.
40-49%:	Work that is of consistently poor quality, demonstrates gaps in comprehension of the assigned material, and/or indicates that not enough time was taken to properly address the assignment. This assignment is below the minimum expected at a first year level.
<40:	Work that is clearly of poor quality, demonstrates a lack of comprehension of the assigned material, shows little attempts at a personal development of ideas or efforts to back up arguments with suitable evidence, and/or indicates that the work was completed 'at the last minute'. This assignment is well below the minimum expected at a first year level.

ASSIGNMENT (25%)

Summary: This assignment is a documentary-based “short essay” which requires you to build an argument related to China’s One Child Policy. After watching two short documentaries (47 mins & 24 mins), and listening to in-class discussions about the One Child Policy, you will write an essay which “takes a position” (i.e. you have an argument guided by an overall thesis statement) about the degree to which the One Child Policy was “a good thing/positive” for China or not. Note that you can build an argument which lies anywhere on the good thing/bad thing continuum! As you build your argument you **MUST** use evidence provided in the two documentaries, and cannot use any other source material (e.g. do not use journal articles, textbooks, other documentaries, etc). All evidence must be cited as **(NG 2010)**, **(AJ 2015)** or **(CD 2017)**: NG=National Geographic (China’s Lost Girls 2010), AJ=Al Jazeera (Inside Story: The end of China one-child policy: too little too late?), and CD=Class Discussions

Example Thesis Statements (do not use these in your essay!): *“China’s One Child Policy was a complete disaster for the country”* or *“China’s One Child Policy should have been even more restrictive in order to control the countries’ exploding population”*.

Short Essay: we will be looking for essays which resemble, but are not necessarily limited to, the ‘classic’ 5 paragraph essay that many of you will have learned in high school. If you have never heard of the 5 paragraph essay, or need to brush up on the details, have a look at these resources listed below:

<https://i.pinimg.com/originals/b5/1f/3d/b51f3d11e4150c0ab26450170afcde7e.png>

<https://s-media-cache-ak0.pinimg.com/originals/45/7d/2e/457d2eca49163b88e3ece41b042e661e.jpg>

University essay writing goes FAR beyond the 5 paragraph essay, yet often the basic structure of that simple model is maintained. Here’s one useful resource which will give you some clues as to how to extend the 5 paragraph model for University writing:

<http://www.lbcc.edu/astarros/documents/essaystructure.pdf>

Length: up to 5 pages, 1.5 spaced, 12 font. Keep in mind that “more is not necessarily better” and that some of the best writing is concise, clear, and to the point. Try to think of this essay as being similar to how a really, really good lawyer presents a case: by giving powerful evidence, clear statements, and by cutting out unnecessary detail and ‘fluff’. Is it better for a lawyer to present their case over 100 hours and include all sorts of information that is unimportant and distracting, or to limit themselves to 10 hours and focus only on key information. More is not necessarily better!

Plagiarism: Yes, we know there are hundreds of essays available online about China’s One Child Policy... none of these will satisfy the terms of the assignment though.

Please attach a completed version of this checklist to your assignment

Assignment Checklist

Please read the checklist below following the completion of your assignment. Once you have verified these points, hand in this signed checklist with your assignment.

1. I have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. I have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.
3. This assignment was completed by my own efforts and I did not collaborate with any other person for ideas or answers.
4. This is the first time I have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Signed: _____ Date: _____

Print Name: _____ UW-ID# _____

COURSE AND UNIVERSITY POLICIES

Attendance

Attendance in class is at your discretion. However, there is often extra content in the notes displayed in class vs. the notes posted on the course webpage (E.g. discussion points or questions asked of the class, graphics-heavy images such as maps or diagrams), and all in-class discussions are valid “testable” materials. Also, all A/V materials (e.g. DVDs screened in class) are valid, “testable” materials, so complete notes should be taken for each DVD screened. For these reasons, attendance at each lecture is HIGHLY RECOMMENDED.

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. My email ‘traffic’ gets almost unmanageable at times, so please do not expect a timely response to questions asked via email. For example, an email sent at 2:00am the morning of a quiz will almost CERTAINLY not prompt an answer before the quiz is held! Also, Geography 101 has at least 6 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.

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 to discuss alternatives.

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 bdoberst@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. Please do NOT assume a make up quiz is possible!

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.

◆ 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>

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Definition of Plagiarism: *“The act of presenting the ideas, words or other intellectual property of another as one's own.”* (Source: University of Waterloo, Policy 71.)

To Avoid Plagiarism: The use of other people's work **must** be properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under policy 71.

◆ **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 5 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/Schools 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:** Students need 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. All quiz dates for Geog 101 are posted in the course outline distributed on Sept. 7th so please make any requests for religious accommodation by the end of the following week (Sept. 15th).

◆ **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. See 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

◆ **Unclaimed quizzes & assignments:**

Unclaimed assignments will be retained for 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. 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. (NOTE: emails sent from a non-uwaterloo email account (e.g. Gmail, Hotmail, etc) may or may not be treated as spam, and may be quarantined automatically by the uwaterloo email system, so your instructor may not ever see your email!)

◆ **Group Work**

Quizzes #1-3, & Assignment #1: All quizzes and assignments are to be completed individually. No group work or collaboration is allowed on any quiz.

◆ **Recording lectures:**

- o Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- o If allowed, video recordings may only include images of the instructor and not fellow classmates.
- o Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited due to intellectual property restrictions described previously.

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 WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Late Assignments:

The assignment will be graded as per the above guidelines, and then **5% will be deducted for each day an assignment is late**. The instructor reserves the right to waive this deduction if the following prevents the student from handing in an assignment on time:

- Valid medical reason such as illness or accident (appropriate proof such as a Doctor's note is required);
- Personal or family emergency (with suitable proof where possible);
- Other valid reasons beyond the control of the student (to be approved on a case-by-case basis at the discretion of the instructor).

NOTE: If you know in advance that you will not be able to meet a particular deadline **for any reason**, please contact the instructor to make alternative arrangements. Also note that late assignments will not be accepted after marked assignments are handed back in class, or after the beginning of the final examination period.

Please ensure that you are diligent in *backing up computer files* and making *draft copies* of all assignments, as computer/disk failures, printer problems, etc, will not normally be considered a valid reason to waive the late assignment deduction. NOTE: Perhaps the easiest way to prevent computer file loss is to send to yourself an email attachment of your assignment after each significant work session, or, invest in a monthly cloud storage account.

Course Notes: Information for Students Using Desire to Learn (LEARN...course webpage for Geog 101)

Desire to Learn or “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. I personally use LEARN as a place to post Powerpoint notes and grades files, and as a way to quickly send messages to the entire class. I do not use LEARN for chat, discussion forums, etc.

Logging Into LEARN

Users can login to LEARN via: <https://learn.uwaterloo.ca/>
(using your WatIAM/Quest username and password)

Checking Your Userid and Password

Your password can be checked by going to: <https://watiam.uwaterloo.ca/idm/user/login.jsp>

If you still cannot get on after checking your password, please confirm with your instructor that you are on the class roster.

Getting Help

LEARN student help can be found at:

<https://uwaterloo.ca/learn-help/students>

Downloading Notes

About 70% of the content of any given day’s lecture is posted on Desire to LEARN (LEARN) in PowerPoint format (in the “Lessons” section of the webpage), normally before any given lecture. It is recommended that you download and save, (or print off) these notes ahead of each class, and bring these to class regularly so you can add the remaining 30% of content (discussion notes, additional points, off-the-cuff examples given in class, etc). Do NOT rely on the availability of notes ‘in the cloud’ ... LEARN has periodically gone down for as long as 3 days (see this news article for details: <http://www.therecord.com/news-story/2623550-desire2learn-in-recovery-mode-says-there-has-been-no-data-loss-to-u/>)

Multimedia Notes (DVDs, Videos, in-class internet-based videos, etc).

Approximately 15% of course content is delivered through multi-media materials (DVDs, online audio or video clips), and ALL of this material is valid testing/quiz material. Therefore, each student should attend regularly and take comprehensive notes. If you miss a day when this material is shown, please arrange to obtain the notes from a classmate, and if possible, discuss these notes briefly with the note-taker. Most materials shown are the personal property of the instructor and some are available on the internet.

Printing Notes

For best results, under the Print command select “Handouts”, “Pure black and white”, and then the number of slides per page you wish to view (6 per page conserves paper, but 3 per page allows for detailed additional notes to be written). If you want to print on both sides of the paper select “Properties”, “Print on both sides”, then “Flip on long edge”.

PowerPoint Viewer

The web addresses for Microsoft PowerPoint viewers (for those who do not have PowerPoint on their computers) is: <http://www.microsoft.com/download/en/details.aspx?id=13>

Friendly student advisory on email etiquette:

As first year students, you might want to read over the following tips about sending emails to your Professors and/or Teaching Assistants. On top of regular responsibilities for teaching, research, and administration, Professors and TAs can often receive hundreds, yes HUNDREDS, of e-mails every day! So please help us (and yourself) out by observing the following:

E-mail Etiquette for Students:

1. Please do not expect a response from a staff, faculty member or tutor outside of regular business day hours. In other words, even though it takes a minute to send an e-mail, your message is only one of many that we have to read so you might not get a response until the following week. SO PLEASE PLAN AHEAD! Avoid last minute requests.
2. If you have not had a response within 3-4 days, it is reasonable to send a polite follow up e-mail to the staff or faculty member to ensure that the message was received. If you still do not receive a response, go to the office hours.
3. If you are a student and you send an e-mail to someone in the department, please first read the e-mail etiquette note below. If you want to receive a favourable response, you might want to think about what kind of message you are sending.
4. Only use your University of Waterloo e-mail address when communicating with staff and faculty. E-mails from other accounts may be viewed as spam and filtered out.
5. Make sure that you also have a subject heading (E.g. Subject: GEOG 101, Quiz #2 question). Again, e-mails without a subject are often viewed as spam.

Remember: different communications approaches are used for different audiences:

The following approach when texting a friend is probably quite acceptable to your audience:

hi karen, did u get your assignment back yet ? i cant believe i only got a 59 after i spent 24/7 working on the stupid thing!!! i cant go out with u guys thursday b/c i have to study for that exam on friday especially after that assignment. if i don't pull my mark up, i'll get put on probation, and my parents will be ticked off. L&R, sharon

It does not go over very well, however, if you use the same format when addressing someone that you do not know as well:

dr wallas: i need to know why i did so badly on that last assignment. i don't get why i only got a 59. i worked really hard on that assignment, and i dont think its fare. i looked at my friends paper, and she put practicy the same thing and got a 76 why? i always get better marks then her. i cant come during your office hours and you are never around when i drop by so we need to arrange a time to discuss this. Sharon

The following approach will be more effective:

Subject: GEOG 101, Concerned about assignment mark

*Dear Professor Wallis**

I am very concerned about my mark in your (_____) class. I did not do well on my last assignment and do not know where I went wrong. I would appreciate it if you could take some time to go over it with me. Could I meet with you during your office hours or make an appointment at some other convenient time?

Thank you for your time.

Sincerely,

Sharon Simpson (ID#XXXXXXXX)

*If the professor has specified that it is acceptable to use first names, feel free to do so. If you are addressing someone in the professional world, use Mr. or Ms. (**Not Mrs.**). It is not customary to call professors Mr. or Ms. (or Mrs.). Usually, it is Professor or Dr. When addressing anyone you do not know personally, it is always safer to address them by the last name even if you are feeling friendly.

Other e-mail advice:

- Do not send anything in an e-mail to anyone that you would not want to see on the front page of a newspaper.
- Avoid "reply all" unless it is really necessary that everyone sees your reply for their information or action.
- Edit replies to remove extraneous material, such as copies of copies of copies of copies of previous back-and-forth e-mails, unless that information is useful to the reader or one long record of the interaction is helpful.
- When you send a file attachment to a professor, it is also helpful to put your last name in the file name, e.g. **SimpsonChapter1**. Think about how many Chapter 1 files that a professor might be sent at any one time.
- Be careful when sending out humorous jokes on distribution lists. Your sense of humour is not necessarily appreciated or even recognized when put in email format.
- Only use the "high priority" icon when you truly have a high priority. Your 'high priority' (e.g. a question about the quiz written at 2:33am the morning before the quiz) might easily be someone else's low priority!
- Make sure that you carefully proofread your e-mails before you send them. Spelling and grammar influence the reader particularly when you are sending an e-mail to someone who is evaluating you with respect to assignments or a work placement.
- If you are angry or feeling impatient, send the e-mail response the next day...what some people refer to as "the 24 hour rule". Be careful about using that "reply" icon too quickly.
- Think carefully about what name you choose for your user ID and email address. What you might find humorous, potential employers or Professors may think reflects questionable judgment or character. **Some examples from past Geog101 students include: KeggerMan31@..., SugarBaby69@..., Downwithweed420@, Need4Speed@..., Etc.** The easiest way to get around a potentially awkward email name is to use your assigned Uwaterloo.ca email!

LECTURE SCHEDULE

DATE	TOPIC	READING
Week 1 (Sept. 7)	Course Introduction <ul style="list-style-type: none"> • Introduction/Course Overview 	Course outline
Week 2 (Sept. 12, 14)	Intro to Human Geography <ul style="list-style-type: none"> • Nature of Geography/Human Geography • Maps/Geomatics 	Chapter 1
Week 3 (Sept 19, 21)	Spatial Interaction & Migration <ul style="list-style-type: none"> • Theory of Interaction • Perception of place • Migration & Environmental refugees 	Chapter 5 (p.91-105)
Week 4 (Sep. 26, 28)	Medical Geography <ul style="list-style-type: none"> • Health & Disease • Human ecology approach to disease prevention 	Chapter 4
Week 5 (Oct. 3, 5)	Quiz #1: Oct. 3rd Population Geography <ul style="list-style-type: none"> • Growth, Density, Projections 	Chapter 3
Week 6 (Oct. 10, 12)	Population Geography (cont.) <i>Tuesday Oct. 10th-No Class (Fall Reading Break)</i> <i>Thursday Oct. 12th-No Class (instructor away)</i> Self-screening of 2 documentaries (online) <ul style="list-style-type: none"> • Thursday Oct. 12th: Documentary #1: China's Lost Girls https://www.dailymotion.com/video/x3odndo • Thursday Oct. 12th: Documentary #2: Inside Story: The end of China one-child policy: too little too late? https://www.youtube.com/watch?v=UuxGETRG974 	Assignment #1: China's One Child Policy Classic 5+ paragraph essay which builds an argument related to China's One Child Policy
Week 7 (Oct. 17, 19)	Urban Geography <ul style="list-style-type: none"> • Urban systems and urban structures • Urbanization in Developing Countries + Informal settlements • <i>Documentary #3:The Fourth World</i> Oct. 19: Assignment due	Chapter 13 Chapter 14 (p.306-309, 318-321)
Week 8 (Oct. 24, 26)	Economic Geography <ul style="list-style-type: none"> • Economic Systems & Economic Activity: Primary → Secondary activity 	Chapter 15
Week 9 (Oct. 31, Nov.2)	<ul style="list-style-type: none"> • Tertiary→Quaternary activity Economic Systems & Economic Activity (continued) Quiz #2: Nov.2nd	Chapter 16 (p.345-349, 356-367)
Week 10 (Nov. 7, 9)	Development Geography <ul style="list-style-type: none"> • Development theories Economic/Non-economic • Development Indicators Development aid 	Chapter 18
Week 11 (Nov. 14, 16)	Environmental Geography <ul style="list-style-type: none"> • Human Impacts on the Terrestrial Environment • <i>Documentary #4: There once was an island</i> 	Chapter 12
Week 12 (Nov. 21, 23)	<ul style="list-style-type: none"> • Human Impacts on the Marine Environment • <i>Documentary #5: A plastic tide</i> + In-class exercise 	
Week 13 (Nov. 28, 30)	<ul style="list-style-type: none"> • Course wrap-up/summary • Quiz #3: Nov. 30 	

