

# HUMAN GEOGRAPHIES

## People, Space and Change

### (GEOGRAPHY 101)

Winter 2019

Department of Geography, University of Waterloo

**Instructor: Brent Doberstein**

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Class Hours: 2:30 – 3:50pm Tues/Thurs

Classroom: M3 1006

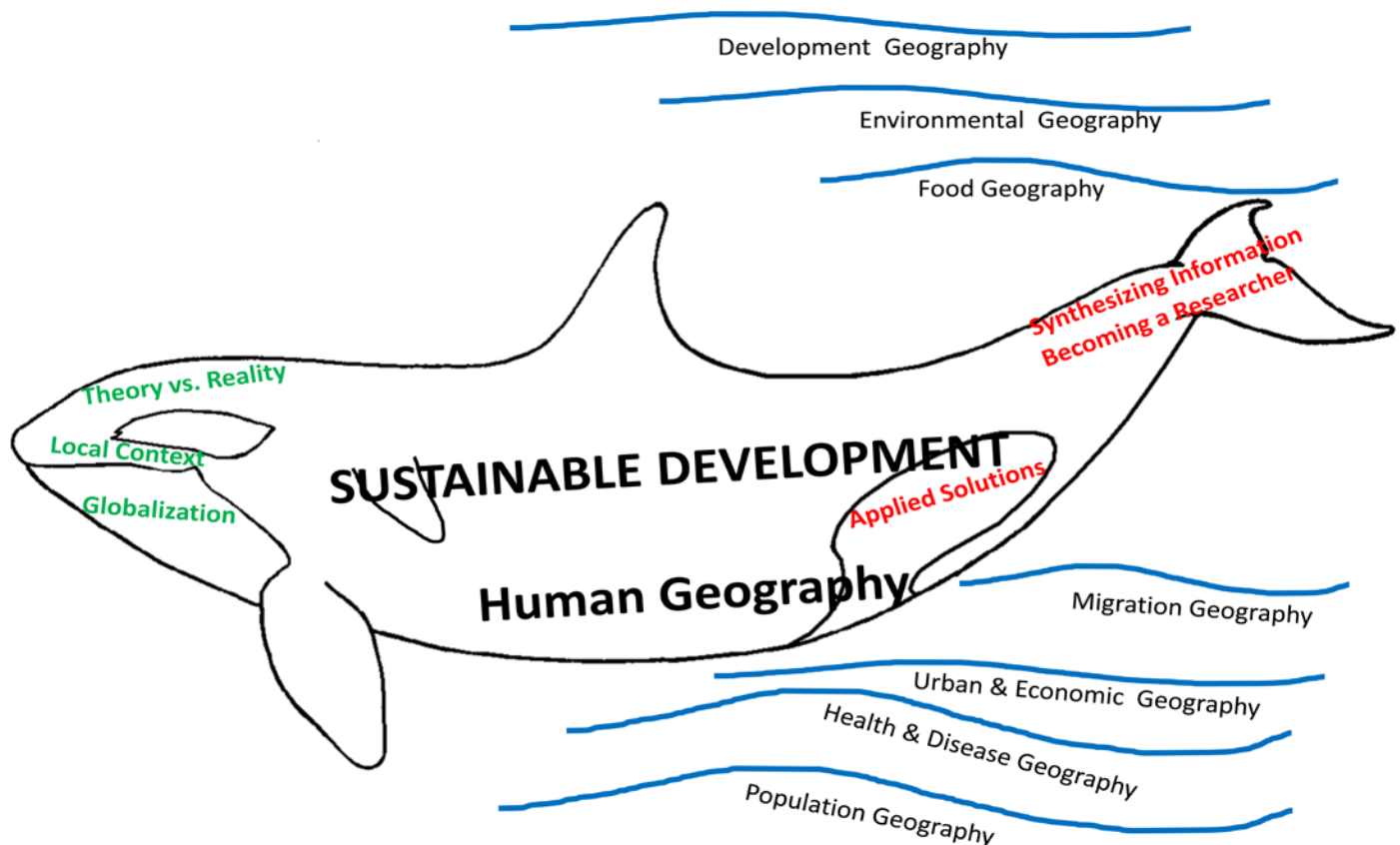
Office Hours: **Wed 10:00am-12 noon (or by appointment)**

Prerequisites: None

#### CALENDAR 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.

#### Concept Map of Geog 101



## Intended Learning Outcomes:

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

- Describe the relationship between Human Geography and the broader discipline of Geography
- Summarize the major themes which define Human Geography
- Compare and contrast Human Geography Theory with real-world expressions of Human Geography
- Construct solutions which apply Human Geography concepts and skills to real-world problems.
- Synthesize the concept of “Sustainability/Sustainable Development” from course themes and content.

## Course Organisation:

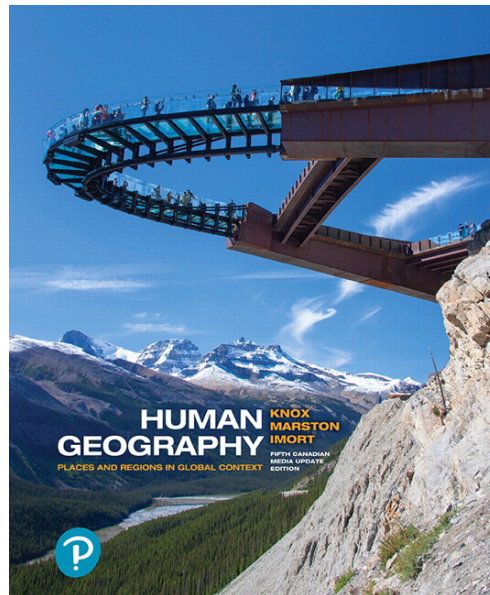
The course revolves around the concept of “Sustainability/Sustainable Development” as explored through Human Geography. The textbook provides a significant part of course organization, and largely structures the sequencing of course topics through an examination of key themes within Human Geography. The fundamentals of human geography are explored in the first part of the course, followed by an examination of spatial interaction and migration, and population and health aspects of human geography. So-called “Food Geography” is then explored, followed by an examination of the geographic basis of patterns of urbanization and an exploration of global economic activity. The course concludes with analysis of development patterns and processes, and an assessment of human impacts on the terrestrial and marine environments.

## Required Reading:

Knox, Marston and Imort. 2019. *Human Geography: Places and Regions in a Global Context (updated Fifth Canadian Edition)*. Options:

1. E-text only (180 days access): \$74.95
2. E-text + looseleaf hard copies: \$74.95 + \$15.00 (IDEA: buy both, split with a friend!)
3. Softcover bound custom text: \$109.95

**NOTE: This text will be used in GEOG 101 for at least the next 2 years, so the resale market (FEDS Used Bookstore) should be strong**



Where can I find this book?

- **UW Bookstore (South Campus Hall)**
- **UW Library: Reserves, Dana Porter Library, 3 hr loan (multiple copies)**

## Grading/Evaluation

Your final mark will be determined on the basis of 3 quizzes and 3 assignments (NOTE: Assignments #2 and #3 are closely related)

<u>Number</u>	<u>Format/type</u>	<u>Value</u>	<u>Date</u>
<b>Assignment #1</b>	Short written assignment	10%	Jan. 26 <sup>th</sup>
<b>Quiz #1:</b>	Short Answer	20%	Feb. 12 <sup>th</sup> : lectures, text & A/V materials (Jan. 8-Feb. 7 <sup>th</sup> )
<b>Quiz #2:</b>	Short Answer	20%	Mar 14 <sup>th</sup> : lectures text & A/V materials (Feb. 12-Mar 12)
<b>Assignment #2</b>	Prep Notes	5%	Mar. 30 <sup>th</sup>
<b>Quiz #3</b>	Mult. Choice	20%	Apr 4 <sup>th</sup> : lectures, text & A/V materials (Mar.19-Apr.2)
<b>Assignment #3</b>	Concept map	25%	Apr. 6 <sup>th</sup> (can hand in earlier as well)

**\*NOTE:**...each quiz will feature a number 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 a really, really good idea!

## 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:

<b>90-100%:</b>	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. Presentation is professional
<b>80-89%:</b>	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. Presentation is very good.
<b>70-79%:</b>	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. Presentation is good.
<b>60-69%:</b>	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. Presentation is unprofessional or sloppy.
<b>50-59%:</b>	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. Presentation is unprofessional or sloppy.
<b>40-49%:</b>	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. Presentation is very poor.
<b>&lt;40:</b>	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. Presentation is very poor.

## **Assignment #1 (10%): Connecting Geography 101 to your Major (textbook assignment)**

Summary: a short assignment in which you do a thorough scan of the textbook (including the extra “chapter posted on LEARN) and highlight elements which have a connection to your major.

Due: Jan. 26<sup>th</sup> by 11:59pm (Note that this first assignment is designed so you can begin work on the assignment literally on the first day of classes, so you can easily get this assignment done by mid-January).

### Directions:

1. Begin by brainstorming about your own major. What types of courses do you take for your major? What do graduates of your major do for their careers? What types of real world problems or challenges are typical for your major?
2. Using the single page template posted on LEARN (early January 2019), do a rapid scan of the textbook and then fill in the template. There is no need to go beyond a single page for this assignment for full marks.

Expected time for completion: approximately 2-3 hours

**Assignments 2 (5%) & 3 (25%): Concept Map of Human Geography**

(details to be provided at a later date)

Expected time for completion: approximately 4-6 hours for both assignments

## **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 5 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:

- Valid medical reason such as illness or accident. **New for 2019, a formal doctor’s or counsellor’s note is NOT required to have a test or assignment waived (let’s not burden the healthcare system!).** You will however have to provide a **detailed typed/emailed explanation** of why you missed a test or were late in submitting an assignment.
- Significant personal or family emergency, death in the family, etc (with detailed typed/emailed explanation);
- 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 in writing (e.g. email) to the instructor the reason you missed the quiz. Please be as detailed as possible.
- 2) Due to the time consuming nature of creating a make up quiz, quizzes can usually only be written on the day originally scheduled. Please do **NOT** assume a make up quiz is possible!

### **◆ 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). **Example: if you upload course notes, assignment solutions or quiz questions to CourseHero, OneClass, etc, without the instructor's permission you are violating intellectual property rights and are then subject to academic integrity discipline.**

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 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 Jan 8th so please make any requests for religious accommodation by the end of the following week (Jan. 15<sup>th</sup>).

◆ **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](http://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](http://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, & Assignments #1, #2 & #3: All quizzes and assignments are to be completed individually. No group work or collaboration is allowed on any quiz or assignment.

◆ **Recording lectures:**

- o Use of recording devices during lectures is allowed for personal use only.
- o 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. 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., quiz), 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 explanation is required);
- Personal or family emergency (with suitable explanation);
- 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 LEARN notes stored '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 20% 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. Many materials shown are the personal property of the instructor and only 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 added). If you want to print on both sides of the paper select "Properties", "Print on both sides", then "Flip on long edge".

## **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 automatically 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 work as well if you use the same format when addressing someone that you do not know:**

*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 practicly 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 (Jan. 8, 10)	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• Introduction/Course Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Course outline</li> </ul>
Week 2 (Jan. 15, 17)	<b>Intro to Human Geography</b> <ul style="list-style-type: none"> <li>• Nature of Geography/Human Geography</li> <li>• Key concepts/Maps/Geomatics</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 (pages 2-17, 25-33)</li> </ul>
Week 3 (Jan. 22, 24)	<b>Spatial Interaction &amp; Migration</b> <ul style="list-style-type: none"> <li>• Theory of Interaction</li> <li>• Perception of place</li> <li>• Migration &amp; Environmental refugees</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 1 (pages 17-24)</li> <li>• Chapter 3 (pages 91-101)</li> <li>• <b>Assignment #1 Due Jan 26<sup>th</sup> by 11:59pm</b></li> </ul>
Week 4 Jan. 29, 31)	<b>Geography of Health &amp; Disease</b> <ul style="list-style-type: none"> <li>• Health &amp; Disease</li> <li>• Human ecology approach to disease prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Online reading (posted on LEARN)</li> <li>• Chapter 3 (pages 105-109)</li> </ul>
Week 5 (Feb. 5, 7)	<b>Population Geography</b> <ul style="list-style-type: none"> <li>• Growth, Density, Projections</li> <li>• <i>Documentary #1: China's Lost Girls</i> <a href="http://www.dailymotion.com/video/x3odndo">http://www.dailymotion.com/video/x3odndo</a></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3 (pages 72-91, and 102-105)</li> <li>• <i>Documentary #2: The end of China one-child policy</i> (watch on your own prior to quiz) <a href="https://www.youtube.com/watch?v=UuxGETRG974">https://www.youtube.com/watch?v=UuxGETRG974</a></li> </ul>
Week 6 (Feb. 12, 14)	<b>Quiz #1: Feb. 12 (Short Answer format)</b> <b>Food Geography</b> <ul style="list-style-type: none"> <li>• Food regimes and movements</li> <li>• Environmental impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8 (Pages 300-315)</li> </ul>
Week 7 (Feb.19, 21)	<b>Reading Week (no classes)</b>	<b>Reading Week (no classes)</b>
Week 8 (Feb.26, 28)	<b>Development Geography</b> <ul style="list-style-type: none"> <li>• Development theories Economic/Non-economic</li> <li>• Development Indicators &amp; Development aid</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 (Pages 232-241, 245-252)</li> </ul>
Week 9 (Mar. 5,7)	<b>Urban Geography</b> <ul style="list-style-type: none"> <li>• Urban systems and urban structures</li> <li>• Urbanization in Developing Countries + Informal settlements</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10 (Pages 362-368, 379-393)</li> <li>• Ch. 11 (Pages 416-423)</li> </ul>
Week 10 (Mar. 12, 14)	<b>Urban Geography</b> <ul style="list-style-type: none"> <li>• <i>Documentary #3: The Fourth World</i></li> <li>• <b>Quiz #2: Mar 14 (Short Answer format)</b></li> </ul>	
Week 11 (Mar. 19, 21)	<b>Economic Geography</b> <ul style="list-style-type: none"> <li>• Economic Activity</li> <li>• Primary → Secondary activity → Tertiary → Quaternary activity</li> <li>• Globalization &amp; economic development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7 (Pages 257-274)</li> </ul>
Week 12 (Mar.26, 28)	<b>Environmental Geography</b> <ul style="list-style-type: none"> <li>• Sustainability &amp; Human Geography</li> <li>• Human Impacts on the Terrestrial Environment</li> <li>• Human Impacts on the Marine Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4 (Pages 113-124, 133-152)</li> <li>• <b>Assignment #2: Sustainable Development concept map Prep Notes (Due 11:59pm Mar.30<sup>th</sup>)</b></li> <li>• <i>Optional Documentary: "Metamorphosis":</i> <a href="https://tvo.org/video/documentaries/metamorphosis">https://tvo.org/video/documentaries/metamorphosis</a></li> </ul>
Week 13 (Apr. 2, 4)	<ul style="list-style-type: none"> <li>• <i>Documentary #5: A plastic tide</i> <a href="https://www.youtube.com/watch?v=D35YnZ7_WxM">https://www.youtube.com/watch?v=D35YnZ7_WxM</a></li> <li>• Concept map discussion</li> <li>• <b>Quiz #3: Apr. 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assignment #3: Sustainable Development concept map Due 11:59pm Apr. 6<sup>th</sup></b></li> </ul>