

GEOG 101: Geography & Human Habitat (Fall 2016)

Department of Geography, University of Waterloo

Instructor: *Brent Doberstein*

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Class Hours: 10:00-11:20TTh

Classroom: M3 1006

Office Hours: W 10:00am – 12:00 noon (or by appointment)

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.

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.

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 cultural aspects of human geography. The geographic basis of patterns of human economy is explored next, followed by analysis of development patterns and processes, and urbanization. The course concludes with an overview of 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).

Optional (text-support resources...only available to those who purchase the custom textbook from the bookstore): <http://connect.mheducation.com/class/b-doberstein-fall-2016>

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" or this ISBN# 9781259076961)*
- *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. 4th (Tues): lectures, textbook & A/V materials from Sept. 13-29 th |
| Assignment | Research | 25% | Oct. 18 th (Tues): research report on disaster-induced displacement & migration |
| Quiz #2: | Short Answer | 25% | Nov. 8th (Tues): lectures, textbook & A/V materials from Oct. 7-Nov 2 nd |
| Quiz #3 | Mult. Choice | 25% | Dec. 1 (Thurs): lectures, textbook & A/V materials from Nov.9-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!

ASSIGNMENT

Summary: This assignment is a research-based short report examining the displacement/ movement/ migration-related consequences of a natural disaster. You will choose one of a number of case study disasters, and attempt to identify the types of human displacement which resulted from the disaster. **Length: maximum of six pages of text or about 1500-2000 words, 12 point font, 1.5 spaced. Maps, figures, graphics, tables, etc are NOT counted in the word or page limits (and you are encouraged to use these in your report), and you must use a 'balance' of internet-based and non-internet-based material (e.g. journal articles, government reports, NGO reports, etc). The minimum number of information sources is 10, and there is no maximum.**

NOTE: More details about the assignment will be given in class

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.

Note for students with disabilities:

The AccessAbility Services 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 Office at the beginning of each academic term

<http://uwaterloo.ca/disability-services/>

Religious Observances:

Please 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 quizzes. Since all quiz dates for Geog 101 are posted in the course outline distributed on Sept. 8th, according to University Policy, such requests for religious accommodation must be made the week following Sept. 8th (i.e. within one week of Sept. 8th). For more information on the University's policy, please see:

https://uwaterloo.ca/registrar/sites/ca.registrar/files/uploads/files/ExamRegs_0.pdf

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.

www.uwaterloo.ca/academicintegrity/. Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: <http://www.lib.uwaterloo.ca/ait/>

Consequences of Academic Offences:

A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs 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. 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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

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

Consequences of Academic Offences:

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

University Policies: Plagiarism

Please familiarize yourself with the University of Waterloo’s policy dealing with plagiarism. Be especially careful when using materials obtained from the internet, and be aware that software available to instructors can be used to check student submissions for plagiarism (e.g. www.Turnitin.com). Plagiarism offences are normally treated quite seriously by the University and can result in significant penalties being assessed (e.g. failing grade on an assignment, repeating a course, suspension or 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.

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.

Unclaimed Quizzes

Unclaimed quizzes and the assignment 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](#).

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: <http://iris.uwaterloo.ca/ethics/> **(NOTE: this statement is required on all course outlines, but it is not expected that this will apply to any student in Geog 101 since original research with human subjects, animals, etc. will not be part of course expectations).**

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 to use different communications approaches 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 dont 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 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:

*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 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!

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>

LECTURE SCHEDULE

| DATE | TOPIC | READING |
|------------------------------|---|---|
| Week 1 (Sept. 8) | Course Introduction <ul style="list-style-type: none"> • Introduction/Course Overview • Contest! | Course outline |
| Week 2 (Sept. 13, 15) | Intro to Human Geography <ul style="list-style-type: none"> • Nature of Geography/Human Geography • Maps/Geomatics | Chapter 1 |
| Week 3 (Sept 20, 22) | 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. 27, 29) | Migration & Environmental refugees (continued) <ul style="list-style-type: none"> • <i>Documentary #1: Refugees of the Blue Planet</i> | |
| Week 5 (Oct. 4, 6) | Quiz #1: Oct. 4th Population Geography <ul style="list-style-type: none"> • Growth, Density, Projections | Chapter 3 |
| Week 6 (Oct. 11, 13) | Tuesday Oct. 11th-No Class (Fall Reading Break) <i>Documentary #2: China's Lost Girls</i> | |
| Week 7 (Oct. 18, 20) | Medical Geography <ul style="list-style-type: none"> • Health & Disease • Human ecology approach to disease prevention Assignment Due Oct. 18th | Chapter 4 |
| Week 8 (Oct. 25, 27) | Urban Geography <ul style="list-style-type: none"> • Urban systems and urban structures • Urbanization in Developing Countries, Informal settlements | Chapter 13 Chapter 14 (p.306-309, 318-321) |
| Week 9 (Nov.1, 3) | <ul style="list-style-type: none"> • <i>Documentary #3: The Fourth World</i> Economic Geography <ul style="list-style-type: none"> • Economic Systems & Economic Activity: -Primary → Secondary activity | Chapter 15 |
| Week 10 (Nov. 8, 10) | Quiz #2: Nov. 8th <ul style="list-style-type: none"> • Tertiary→Quaternary activity Economic Systems & Economic Activity (continued) | Chapter 16 (p.345-349, 356-367) |
| Week 11 (Nov. 15, 17) | Development Geography <ul style="list-style-type: none"> • Development theories • Economic/Non-economic Development Indicators • Development aid | Chapter 18 |
| Week 12 (Nov. 22, 24) | Environmental Geography <ul style="list-style-type: none"> • Nov. 22: Human Impacts on the Terrestrial Environment • Nov. 24: no class | Chapter 12 |
| Week 13 (Nov. 29, Dec. 1) | <ul style="list-style-type: none"> • Human Impacts on the Marine Environment • course wrap/summary • Quiz #3: Dec. 1 | |