



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

**GEOG 102-D01
Human Geography
2007W**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Bernard Henin		
(b)	Office Hours:	See timetable for Geog102		
(c)	Location:	Fisher 308B		
(d)	Phone:	370-3378	Alternative Phone:	
(e)	Email:	bhenin@uvic.ca		
(f)	Website:	http://www.geog.uvic.ca/bhenin/www		

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Outline the approaches and perspectives in Human Geography.
2. Describe and explain the location, diffusion and distribution of cultural, economic, and political characteristics in Canada and other parts of the world.
3. Identify the distribution patterns of population and the processes of migration and urbanization at the local, regional, and international levels.
4. Assess the processes and impacts of human activities and their interaction with the environment.

3. Required Materials

(a)	Texts	Required: Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2007. <u>Human Geography: Places and Regions in Global Context</u> . Canadian Edition. Upper Saddle River: Prentice Hall. Recommended: Stanford, Quentin H., ed. 2003. <u>Canadian Oxford World Atlas</u> . 5 th ed. Toronto: Oxford University Press.
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

COURSE REQUIREMENTS AND PREREQUISITES

- Credit Value: 3
- In-class Workload: 8 hours lecture, lab, and seminar per week
- Out-of-class Workload: 8-10 hours per week
- Prerequisites: C+ in English 12 or assessment
- Transferability: UVIC, UBC, SFU and others

COURSE TOPIC UNITS

The course is organized into nine topics:

Topic 1. Basic concepts in human geography

This topic introduces the field of geography, its basic concepts and approaches, and major geographical methodologies and philosophical thoughts.

Topic 2. Spatial analysis

This topic focuses on methods of spatial analysis in human geography. The main objective is to interpret thematic maps.

Topic 3. Globalization

This topic investigates the spatial processes of globalization.

Topic 4. Culture

This unit outlines the concepts of culture and the evolution from hunting and gathering society to agricultural society. The geographical origins, distribution and spatial distribution and impacts of major languages and religions are also discussed.

Topic 5. Population.

This unit examines the key indicators and issues of demographic structure, population policies and distribution in both developed and developing countries. The patterns, factors and explanations of migration at local, regional, and international scales are also highlighted.

Topic 6. Urbanization

This unit highlights the spatial organizations and functions of urban systems with particular emphasis on the patterns of urban and rural settlement, urbanization, and models of urban system and internal structures.

Topic 7. Economic development

This unit focuses on the spatial patterns of production, distribution, and consumption of primary, secondary and tertiary activities. The lectures review the factors and locational models of manufacturing activities and the indicators and explanations of economic development.

Topic 8. Agriculture

This unit focuses on the spatial patterns of production, distribution, and consumption of agricultural product. It examines the impact of global trade on agriculture.

Topic 9. Political geography

This topic focuses on functions of political systems with particular emphasis on the evolution of the state, boundary conflicts, and geopolitical strategies and issues.

Note that, where appropriate, an emphasis will be given to human-environment relationships.

INSTRUCTIONAL FRAMEWORK

- **Lectures**: provide an outline for understanding and interpreting materials essential to course objectives, learning outcomes and course assignments. Lectures are intended to highlight major concepts, clarify text and supplementary materials, and raise awareness of issues.
- **Discussion**: is an integral part of the course and every one is encouraged to raise questions, elaborate upon, or seek clarification of, course content during lectures, labs and seminars. Class participation is worth 10% of the marks.
- **Audio-visual Materials**: a variety of audio-visual materials (films, videos, slides, overheads, etc.) will be used in conjunction with lectures and seminars to illustrate the major concepts and issues.
- **Readings**: include both required and supplementary materials. The required readings provide essential materials in achieving course objectives. The readings should be read both before and after the lectures. Supplementary readings offer additional opportunities to study in-depth on certain topics.
- **Tests**: Two in-class tests will be conducted to evaluate the extent to which individual students are meeting course objectives and learning outcomes.
- **Exercises**: The exercises assigned for this course will help you understand and consolidate the concepts covered in lectures and readings. They also will serve to evaluate the degree to which individual students are meeting course objectives and learning outcomes.
- **Presentation**: The objective of the presentation assignment is to train students to conduct a research project in groups and present the results collectively to an audience. This exercise will help students practice public speaking techniques and improve their understanding of the issues from constructive feedback.
- **Attendance**: I expect regular attendance and participation in lectures and seminars. I will record the attendance on a regular basis. I strongly recommend that students inform me if they expect to be absent for more than a week.

READING LIST

Required readings are marked with an asterisk (*). The other readings are recommended. They are available from the library on a 3-day loan.

Topic 1— Basic concepts in human geography

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 1: Geography Matters', in *Human Geography: Places and Regions in Global Context*, pp. 1-26.
- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 6: Interpreting Places and Landscapes-Place Making/Place Marketing', in *Human Geography: Places and Regions in Global Context*, pp. 250-3.
- Kobayashi, Audrey. 2001. "'Truly our own: Canadian geography 50 years after.'" *Canadian Geographer* 45 (1): 3-8.
- Pattison, William. D. 1990. "The four traditions of geography." *Journal of Geography* 89: 202-206.
- Wynn, Graeme. 1999. "A fine balance? Geography at the Millennium." *Canadian Geographer* 43, 1: 220-243.

Topic 2. Spatial analysis

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 1: Geography Matters', in *Human Geography: Places and Regions in Global Context*, pp. 26-50.
- Stanford, Quentin H., ed. 1998. *Canadian Oxford World Atlas*, 4th ed. Toronto: Oxford University Press.

Topic 3. Globalization

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 2: The Changing Global Context', in *Human Geography: Places and Regions in Global Context*, pp. 51-95.
- Grant, Richard, and Jan Nijman. 2002. "Globalization and the Corporate Geography of cities in the less-developed world." *Annals of the Association of American Geographers* 92(2): 320-340.
- Janelle, Donald G. 2001. "Globalization, the internet economy, and Canada." *Canadian Geographer* 45(1): 48-53.
- Lo, fu-chen, and Yue-man Yeung, eds. 1998. *Globalization and the world of large cities*. Tokyo: United Nations University Press.
- Olds, Kris. *Globalization and urban change : capital, culture, and Pacific Rim mega-projects*. Oxford: Oxford University Press. [HT 321 O53 2001]

Topic 4. Culture

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 5: Mapping cultural identities', in *Human Geography: Places and Regions in Global Context*, pp. 188-235.
- Katz, Yossi, and John C. Lehr. 1991. "Jewish and Mormon agricultural settlement in Western Canada: A comparative analysis." *Canadian Geographer* 35(2): 128-142.
- Lai, David Chuenyan. 2001. "Chinese: The Changing Geography of the largest visible minority." In *British Columbia, the Pacific Province: Geographical Essays*, ed. Colin Wood, pp. 147-174. Victoria: Western Geographical Press.
- Walton-Roberts, Margaret. 1998. "Three readings of the urban: Sikh identity in Greater Vancouver." *Urban Geography* 19(4): 311-331.

Topic 5. Population

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 3: Geographies of Population, in *Human Geography: Places and Regions in Global Context*, pp. 96-143.
- Bourne, Larry S, and Damaris Rose. 2001. "The changing face of Canada: the uneven geographies of population and social change." *Canadian Geographer* 45(1): 105-119.
- Ashford, Lori S. 2001. "Empowering women." *Population Bulletin* 57(1): 21-9.

- Fan, C. Cindy. 2002. "The elite, the natives, and the outsiders: migration and labour market segmentation in urban China." Annals of the Association of American Geographer 92(1): 103-124.
- Ley, David. 1999. "Myths and meanings of immigration and the metropolis." Canadian Geographer 43(1): 2-19.
- Peters, Evelyn. 2001. "Geographies of aboriginal people in Canada." Canadian Geographer 45(1): 138-144.
- Shen, Jianfa. 1998. "China future population and development challenges." Geographical Journal 164 (1): 32-40.

Topic 6. Urbanization

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 10: Urbanization', in *Human Geography: Places and Regions in Global Context*, pp. 426-461.
 - * Knox, Paul, Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 11: City spaces-Urban structure and land use', in *Human Geography: Places and Regions in Global Context*, Canadian Edition, pp. 464-77.
 - * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 11: City Spaces-Problems of unintended metropolises', in *Human Geography: Places and Regions in Global Context*, pp. 502-511.
- Bunting, Trudi E., and Pierre Filion. 1999. "Dispersed city form in Canada: A Kitchener CMA case example." Canadian Geographer 43,1: 268-287.
- Hiebert, Daniel. 2000. "Immigration and the changing Canadian city." Canadian Geographer 44(1): 25-43.

Topic 7. Economic Development

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 7: Economic Development', in *Human Geography: Places and Regions in Global Context*, pp. 285-339.
 - * Wood, Colin J. B. 2001. "Spatial economy." In British Columbia, the Pacific Province: Geographical Essays, ed. Colin Wood. Pp. 175-196. Victoria: Western Geographical Press.
- Norcliffe, Glen. 2001. "Canada in a global economy." Canadian Geographer 45 (1): 14-30.

Week 8. Agriculture

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 8: Agriculture and Food Production', in *Human Geography: Places and Regions in Global Context*, pp. 339-379.
- Dixon, Chris. 1990. Rural Development in the Third World. New York: Routledge. [HD1417 D57]
- Grigg, David. 1999. "The changing geography of world food consumption in the second half of the twentieth century." Geographical Journal 165(1): 1-11.

Week 9. Political Geography

- * Knox, Paul L., Marston, Sallie A. and Nash, Alan E. 2004. 'Chapter 9: The Politics of Territory and Space', in *Human Geography: Places and Regions in Global Context*, pp. 380-424.
- Kaplan, David H. 1994. "Two nations in search of a state: Canada's ambivalent spatial identities." Annals of the Association of American Geographers 84(4): 585-606.
- O'Loughlin, John, et.al. 1998. "The diffusion of democracy, 1946-1994." Annals of the Association of American Geographers 88(4): 545-574.

5. Basis of Student Assessment (Weighting) (Should be linked directly to learning outcomes.)

4 class exercises (5% each)	20%
-----------------------------	-----

Map exercise	5%
2 Tests (20% each)	50%
Research paper	25%
Total	100%

ASSIGNMENTS

Map Exercise (5%): one map interpretation exercise will be assigned at the beginning of the term. This assignment is due a week later.

Class exercises (20%): a total of four exercises will be assigned during the semester. Each exercise will carry equal marks. These exercises are designed to help you understand the material of the course and thus prepare you for the formal tests. All exercises are to be submitted on the date specified in the timetable. **Late assignments will be penalized.**

Term paper (25%):

See separate description

TESTS

Test 1 (25%): The first test will be based on the materials of the readings, lectures and labs covered during the first six weeks of the course. See schedule of activities for the test date.

Test 2 (25%): The second test will be based on the materials covered after the first test. See schedule of activities for the test date.

Important Note: Students who miss a scheduled examination will be asked to produce a doctor's certificate or equivalent. My policy for missed assignments and tests is described in a separate handout.

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.