



**School of Arts & Science**  
**SOCIAL SCIENCES DEPARTMENT**  
**GEOG 102-02&03&D01**  
**Human Geography**  
**2007F**

## 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:	Francis Yee		
(b)	Office Hours:	T & R 10:30-12:20		
(c)	Location:	Ewing 242		
(d)	Phone:	370-3307	Alternative Phone:	
(e)	Email:	yee@camosun.bc.ca		
(f)	Website:	Yee.disted.camosun.bc.ca		

### 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	Knox, Paul, Sallie Marston, Alan Nash, 2007. <u>Human Geography: Places and Regions in Global Context</u> . 2 <sup>nd</sup> Canadian edition. Toronto: Pearson.
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(b)	Other	<p style="text-align: center;"><b>Recommended Text</b></p> <p>Stanford, Quentin H., ed. 2003. <u>Canadian Oxford World Atlas</u>. 5<sup>th</sup> ed. Toronto: Oxford University Press.</p> <p>Margot, Northey, and David B. Knight. 2004. <u>Making Sense in Geography and Environmental Studies</u>. 2<sup>nd</sup> updated ed. Toronto: Oxford University Press.</p>
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#### 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: 4 hours lecture, lab, and seminar per week
- Out-of-class Workload: 4-5 hours per week
- Prerequisites: C+ in English 12 or assessment
- Transferability: UVic, UBC, SFU, UNBC and others

##### Course Topic Units

The course is organized into six units:

##### Unit I. Introduction to Basic Concepts

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

##### Unit II. Culture and Religion

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

##### Unit III. Globalization and Political System

The concepts and issues of globalization will be reviewed in this unit. This unit further highlights the spatial organizations and functions of political systems with particular emphasis on the evolution of the state, boundary conflicts, and geopolitical strategies and issues.

##### Unit IV. Population and Migration

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 will also be highlighted.

##### Unit V. Urbanization and Cities

This unit highlights the spatial organizations and functions of urban systems with particular emphasis on the location of world cities, urbanization, and models of urban system and internal structures.

##### Unit VI. Economic Activities and 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 agricultural and manufacturing activities, and the indicators and explanations of economic development.

##### Unit VII. Human-Environment Relationship

This unit concerns with human impacts on the environment especially relating to global climatic changes and issues of environmental degradation.

<b>GEOG 102 (Fall 2007) SEC 02 &amp; 03 SCHEDULE</b>					
Week	Date	Day	Activities	Readings	Assignment Due
1	04-Sep	Tue	Course Introduction		
	06-Sep	Thu	Lec: Geographical Approaches	Knox, ch. 1	

2	11-Sep	Tue	Lab 1: Map Exercise		
	13-Sep	Thu	Lec: Geography of Culture & Religion I	Knox, ch. 5 & 6	
3	18-Sep	Tue	Lab 2: Millennium Development Goals / Film		<b>Lab 1 due</b>
	20-Sep	Thu	Lec: Geography of Culture & Religion II		
4	25-Sep	Tue	Lab 3: Project Outline		<b>Lab 2 due</b>
	27-Sep	Thu	Lecture: Globalization	Knox, ch. 2	
5	02-Oct	Tue	Film		
	04-Oct	Thu	Lec: Political Geography	Knox, ch. 9	
6	09-Oct	Tue	Lab 4: Concepts Review I (in-class lab)		<b>Lab 4 due</b>
	11-Oct	Thu	Review		
7	16-Oct	Tue	<b>Test 1</b>		
	18-Oct	Thu	Lec: Population & Migration I	Knox, ch. 3	
8	23-Oct	Tue	Lab 5: Graph Exercise		<b>Lab 3 due</b>
	25-Oct	Thu	Lec: Population & Migration II		
9	30-Oct	Tue	Lec: Urban Geography	Knox, ch. 10 & 11	<b>Lab 5 due</b>
	01-Nov	Thu	Seminar / Film		
10	06-Nov	Tue	Lec: Economic Development	Knox, ch. 7	
	08-Nov	Thu	Seminar / Film		
11	13-Nov	Tue	Lec: Agriculture & Industry	Knox, ch. 8	
	15-Nov	Thu	Lec: Human - Environment Relationship	Knox, ch. 4	
12	20-Nov	Tue	Lab 6: Concepts Review II (in-class lab)		<b>Lab 6 due</b>
	22-Nov	Thu	Course Review		
13	27-Nov	Tue	<b>Test 2</b>		
	29-Nov	Thu	Presentation I		
14	04-Dec	Tue	Presentation II		
	06-Dec	Thu	Presentation III		

<b>GEOG 102 (Fall 2007) SEC D01</b>					
<b>Week</b>	<b>Date</b>	<b>Day</b>	<b>Activities</b>	<b>Readings</b>	<b>Assignment Due</b>
1	03-Sep	Mon	Labour Day		
2	10-Sep	Mon	Course Introduction		
	12-Sep	Wed	Lec: Geographical Approaches	Knox, ch. 1	
3	17-Sep	Mon	Lab 1: Map Exercise (Bring an Atlas)		
	19-Sep	Wed	Lec: Geography of Culture & Religion	Knox, ch. 5 & 6	
4	24-Sep	Mon	Lab 2: Millennium Development Goals / Film		<b>Lab 1 due</b>
	26-Sep	Wed	Lab 3: Project Outline		
5	01-Oct	Mon	Lecture: Globalization	Knox, ch. 2	<b>Lab 2 due</b>
	03-Oct	Wed	Lec: Political Geography	Knox, ch. 9	
6	08-Oct	Mon	Thanksgiving		
	10-Oct	Wed	Lab 4: Concepts Review I		<b>Lab 4 due</b>
7	15-Oct	Mon	Review / Film		<b>Lab 3 due</b>
	17-Oct	Wed	On-line consultation		
8	<b>22-Oct</b>	<b>Mon</b>	<b>Test 1</b>		
	24-Oct	Wed	Lec: Population & Migration	Knox, ch. 3	
9	29-Oct	Mon	Lab 5: Graph Exercise		
	31-Oct	Wed	Lec: Urban Geography	Knox, ch. 10 & 11	
10	05-Nov	Mon	Seminar / Film		<b>Lab 5 due</b>
	07-Nov	Wed	Lec: Economic Development	Knox, ch. 7 & 8	
11	12-Nov	Mon	Thanksgiving		

	14-Nov	Wed	Lec: Human - Environment Relationship	Knox, ch. 4	
12	19-Nov	Mon	Lab 7: Concepts Review II (in-class lab)		<b>Lab 6 due</b>
	21-Nov	Wed	On-line consultation		
13	26-Nov	Mon	<b>Test 2</b>		
	28-Nov	Wed	On-line Presentation Consultation		
14	03-Dec	Mon	Presentation		

\*On-line activities are highlighted in gray.

### Classroom guidelines

- Regular attendance and participation in lectures, seminars and labs are expected of all students; attendance will be recorded;
- Cell phones or other electronic devices should be turned off before entering the classroom;
- Be on time and minimize the disruption when enter or leave the classroom
- Students are expected to follow the College's Student Conduct Policy.

### **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.
- **Audio-visual Materials**: a variety of videos and powerpoint images 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**: are conducted to provide learning opportunities for students to review both lecture and reading materials assigned in the course. They also serve as means of evaluating the extent to which individual students are meeting course objectives and learning outcomes.
- **Labs and Exercises**: are assigned in the course to focus on acquiring geographical concepts and skills.
- **Presentations**: aim to facilitate students' to better understand the issues, organize materials effectively, and to improve public speaking techniques.
- **Attendance**: regular attendance and participation in lectures, seminars and labs are expected of all students. Attendance will be recorded from the third week of class on. Students should inform the instructor if absence is more than a week.
- **cell phones** or other electronic devices should be turned off before entering the classroom;
- students are expected to follow the College's Student Conduct Policy

GEOG 102. Human Geography (Fall 2007) – Supplementary Reading List  
Supplementary readings are available from the library on 3-day loan.

#### **1. Introduction to Geographical Approaches**

Abler, Ronald F., et. Al. Eds. 1992. Geography's Inner Worlds. New Brunswick: Rutgers University. [G 70 G446 1992]

Johnston, R. J. 1991. Geography and Geographers. 4th ed. London: Edward Arnold. [GF13 J63]

Kobayashi, Audrey. 2001. "'Truly our own': Canadian geography 50 years after." Canadian Geographer 45 (1): 3-8.

Sluyter, Andrew; et. Al. 2006. "[THE RECENT INTELLECTUAL STRUCTURE OF GEOGRAPHY](#)." Geographical Review, Vol. 96 Issue 4, p594-60.

Castree, Noel. 2005. Questioning geography : fundamental debate. Malden, MA : Blackwell Pub. [[G 62 Q84 2005](#)]

#### **2. Culture and Religion**

Bauder, Harald, and Bob Sharpe. 2002. "Residential segregation of visible minorities in Canada's gateway cities." Canadian Geographer 46 (3):204-222.

- Bowen, Dawn S. 2001. "Die Auswanderung: religion, culture, and migration among Old Colony Mennonites." Canadian Geographer 45(4):461-473.
- Halseth, Greg, 2002. [Building community in an instant town : a social geography of Mackenzie and Tumbler Ridge, British Columbia / by Greg Halseth and Lana Sullivan](#). Prince George, B.C. : UNBC Press, 2002 [G155 .A1 H343 2002]
- Harris, Cole. 2002. Making native space : colonialism, resistance, and reserves in British Columbia. Vancouver: University of British Columbia Press. [ E 78 B9 H34 2002]
- Katz, Cindi. 2004. Growing up global [electronic resource] : economic restructuring and children's everyday lives. Minneapolis : University of Minnesota Press. [HQ792 .S73 K38 2004 EB](#)
- 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.
- Peters, Evelyn. 2001. "Geographies of aboriginal people in Canada." Canadian Geographer 45(1):138-144.

### 3. Globalization

- 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.
- O'Brien, Karen L., and Robin M. Leichenko. 2003. "Winners and losers in the context of global change." Annals of the Association of American Geographers 93(1):89-103.
- Goldsmith, Jack L. 2006. "Why Geography Matters" in Who controls the Internet? [electronic resource] : illusions of a borderless world. New York : Oxford University Press, pp. 49-64. [HM851 .G65 2006 EB](#)
- Singh, Kavaljit. 2005. Questioning globalization . Delhi ; Madhyam Books ; London ; New York : Zed Books. [HF 1359 S5874 2005](#)

### 4 Political Geography

- 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.
- King, Brian H.. 2006. "[PLACING KANGWANE IN THE NEW SOUTH AFRICA](#)." Geographical Review, Vol. 96 Issue 1, p79-96
- Newman, David, and Ghazi Falah. 1995. "Small state behaviour: On the formation of a Palestinian state in the West Bank and Gaza Strip." Canadian Geographer 39(3):219-234.
- Nijman, Jan. 1992. "The limits of superpower: The United States and the Soviet Union since World War II." Annals of the Association of American Geographers 82(4):681-685.
- Harris, Cole. 2004. "How did colonialism dispossess? Comments from an edge of empire." Annals of the Association of American Geographers 94(1):165-82.
- Simmons, Cynthia. 2004. "The political economy of land conflict in the eastern Brazilian Amazon." Annals of the Association of American Geographers 94(1):183-206.

### 5. Population and Migration Geography

- 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.
- Ley, David. 1999. "Myths and meanings of immigration and the metropolis." Canadian Geographer 43(1):2-19.
- Liaw, Kao-Lee. 2004. "Lifetime interprovincial migration in Canada: looking beyond short-run fluctuations." Canadian Geographer 48 (2):168-190.
- Ma, Laurence J. C. 2003. The Chinese diaspora : space, place, mobility, and identity Lanham : Rowman & Littlefield. [DS 732 C5563 2003](#)
- Shen, Jianfa. 1998. "China's future population and development challenges." Geographical Journal 164 (1):32-40.
- Kelly, Philip. 2003. "Canadian-Asian transnationalism." Canadian Geographer 47 (3):209-218.

### 6. Urbanization and cities

- Bunting, Trudi E. 2000. *Canadian cities in transition : the twenty-first century*. 2<sup>nd</sup> ed. Don Mills, Ont. : Oxford University Press, 2000 [[HT 127 C32 2000](#)]
- Halseth, Greg, 2000. *Re)development at the urban edges : reflections on the Canadian experience*. Waterloo, Ont. : Dept. of Geography, University of Waterloo. [[HT 169 C2 R42 2000](#)]
- Hiebert, Daniel. 2000. "Immigration and the changing Canadian city." *Canadian Geographer* 44(1):25-43.
- Millward, Hugh. 2002. "Peri-urban residential development in the Halifax region 1960-2000: magnets, constraints, and planning policies." *Canadian Geographer* 46(1):33-47.
- Ma, Laurence J. C. 2005. *Restructuring the Chinese city : changing society, economy and space*. London ; New York : Routledge. [HT 169 C6 R4 2005](#).
- Gugler, Josef. 2004. *World cities beyond the West : globalization, development, and inequality*. Cambridge, U.K. ; New York : Cambridge University Press. [HT 119 W67 2004](#)
- Walks, R. Alan. 2006. "[The Causes of City-Suburban Political Polarization? A Canadian Case Study](#)". By: *Annals of the Association of American Geographers*, Vol. 96 Issue 2, p390-414

### **7. Economic Development**

- Anderson, Robert B, and Robert M. Bone. 1995. "First nations economic development: A contingency perspective." *Canadian Geographer* 39(2):120-130.
- Gleave, M. B. and W. B. Morgan. 2001. "Economic development tin tropical Africa from a geographical perspective: a comparative study of African economies." *Geographical Journal* 167(2):139-162.
- Grigg, David. 1999. "The changing geography of world food consumption in the second half of the twentieth century." *Geographical Journal* 165(1):1-11.
- Ingco, Merlinda D. 2004. *Agriculture and the WTO [electronic resource] : creating a trading system for development*. Washington, DC : World Bank . [HF2651 .F27 A2326 2004 EB](#)
- Norcliffe, Glen. 2001. "Canada in a global economy." *Canadian Geographer* 45 (1): 14-30.
- 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.
- Vertova, Giovanna. 2006. *The changing economic geography of globalization [electronic resource] : reinventing space*. London ; New York : Routledge, 2006 [HF1359 .C446 2006 EB](#)

### **8. Human-Environment Relationship**

- Chiotti, Quentin. 1998. "An assessment of the regional impacts and opportunities from climate change in Canada." *Canadian Geographer* 42(4):380-393.
- Dow, Kirstin. 1999. "The extraordinary and the everyday in explanations of vulnerability to an oil spill." *Geographical Review* 89(1): 74-93.
- Draper, Dianne, and Bruce Mitchell. 2001. "Environmental justice considerations in Canada." *Canadian Geographer* 45(1):93-98.
- Mitchell, Bruce. 2004. *Resource and environmental management in Canada : addressing conflict and uncertainty*. 3<sup>rd</sup> ed. Don Mills, Ont. : Oxford University Press. [HC 113.5 R39 2004](#)
- Najam, Adil. 2007. *Environment and globalization [electronic resource] : five propositions*. Winnipeg, Man. : International Institute for Sustainable Development : Ministry of Foreign Affairs, Denmark. [HC79 .E5 N254 2007 EB](#)
- REED, MAUREEN G . 2007. "[Seeking red herrings in the wood: tending the shared spaces of environmental and feminist geographies.](#)" *Canadian Geographer*, Vol. 51 Issue 1, p1-21

## **5. Basis of Student Assessment (Weighting)**

### **Assignments**

**Important notice:** Students are expected to complete all assignments by themselves. Any students found plagiarizing or copying others' works may be assigned a grade of 'F' for that assignment or the course. Students can work individually or in small groups. In small group labs all members are expected to participate and contribute to the completion of the assignment. To facilitate the opportunities to work with different groups of students, students must form a different lab group each time.

Labs (25%): a total of 6 labs will be assigned during the semester and the best 5 labs will be counted. Each lab will carry equal marks. All labs are to be submitted on time (see schedule of activities). **Late labs are not accepted.**

In-class or on-line questions (5%): questions will be assigned in-class or on-line (for DE students). Students may work in small groups to answer these questions. Different groupings are to be formed each time.

Project (20%): The theme of this year focuses on the development issues facing Sub-Saharan Africa. Students are encouraged to form a small group of 2-3 to develop either a research project or a service learning activity. All research projects or service learning activities have to be presented and submitted in the form of posters, slides, videos, power-point, or other audio-visual formats (see schedule of activities for due days). The audio-visual materials will be evaluated by its content, organization of materials, appropriate use of photos, graphs, maps, etc, and proper citation of sources and consistent design. *Students conducting an extensive service learning project may be allowed to shift a maximum of 10% from another assignment. The request must be made in writing as part of the project proposal. Consult the instructor for details*

Presentation (10%): Each individual or group of 2-3 students is required to present a 10-15 minute oral summary of their project during the last two weeks of classes. The order of presentation will be assigned by the instructor according to the topics. No rescheduling of presentations will be permitted. The evaluation of the presentation is based on speaking style, content, organization and time management.

### **Tests**

Test 1 (20%): The first test will be based on the reading, lecture and lab materials covered in the first half of the course. See schedule of activities for the test date.

Test 2 (20%): The second test will be based on the reading, lecture, and lab materials covered after the first test. See schedule of activities for the test date.

*Important Note: A doctor's certificate or equivalent is required to take a supplementary examination. Other supplementary examinations approved by the instructor may be subjected to a penalty of 5% per day.*

### **Evaluation Guide**

#### **Test**

- The format and length of the test will be reviewed in class;
- The coverage of the test will be based on lecture, reading (both textbook and library reserved), and lab materials;
- The evaluation of the test is based on an appropriate description of patterns and/or issues, adequate explanations of factors, and illustrate with relevant examples

#### **Poster or Powerpoint Project**

- The evaluation of this assignment is based on a relevant title, concise textual materials (statement of problem, research methods, evidence, conclusion, etc.), appropriate use of visual materials (maps, graphs, tables, photos, etc.), and a short list of bibliography

#### **Oral Presentation**

- The oral presentation will be evaluated according to speaking (clarity, pace, loudness, engage audience, etc.), content (adequate description and analysis), organization (logical structure and integration of materials), and time management.

**Plagiarism:** is considered an inappropriate academic conduct.

- According to the Student Conduct Policy, plagiarism is “the presentation of another person’s or source’s words and/or ideas as one’s own.”
- It is also not acceptable to submit the same project (even if it is created or written by yourself) to satisfy the requirements for more than one course. You must inform and obtain prior approval from the instructor if you consider submitting or re-submitting parts of the same paper or project to more than one class.

**Evaluation**

5 Labs (5% each)	25%
In-class & on-line questions	5%
2 Tests (20% each)	40%
Presentation	10%
Project	20%
<b>Total</b>	<b>100.0%</b>

**Performance Review and Resolution/Appeal Process**

The instructor will provide a regular report on your performance. Feel free to discuss any concerns that you have with regard to your grade or performance. The instructor may be able to offer you advice or alternatives.

**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
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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<b>I</b>	<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.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>d</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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.

**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](http://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.

[ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED](#)