

GEOGRAPHY 4100a
Geography and Change

Fall 2012

Instructor: Dr. L. Graham Smith
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Meetings: Fridays, 9:30-11:30 am ssc 3010

Calendar Description:

The course is an advanced seminar focusing on effective strategies for the implementation of constructive change. Core constructs are examined and students use a variety of media to develop skill sets related to the facilitation of constructive change. A heavy premium is placed on active engagement, both as an individual and in group activities.

Antirequisite(s): The former Geography 3452A/B.

Prerequisite(s): Two courses or equivalent in Geography and third or fourth year status at the University or permission from the instructor.

Scope:

Change is the dominant process in today's world. Benjamin Franklin said nothing is certain except death and taxes. To which we can now add change. Change is ongoing, constant and global. It is dynamic, disruptive and seductive. Geography and Change presents students with the opportunity to consider and reflect upon the meaning of change and its manifestations. The course provides practical exposure to effective change pedagogy, assists in career preparation and explores effective strategies for the implementation of change in the development of individual and life skills.

Geography and Change provides an interactive seminar for students to explore such questions as:

- Is change to be feared, its impacts and effects ameliorated, structured and engineered by stasist regulation, governance and nationalism?
- Is change an opportunity to be embraced, a technological instrument of empowerment, liberation and dynamist reformation?

- What are the ramifications of approaching change through consensus thinking, criticism and convergent thinking?
- What are the prospects and requirements for divergent thinking, creativity and innovation?

These dimensions of change are examined within a variety of geographic settings and lenses including:

- Development
- Social, environmental and economic imperatives for sustainability
- Geopolitics
- Educational reform
- Health and wellbeing, and
- Cultural impacts.

As a senior seminar, considerable latitude is provided to the students in the determination of the specific topic sequence for extended exploration and demonstration of concepts and constructs as designed by the course participants themselves: Geography and Change will exemplify effective student engagement in practice.

The range of landscapes and situations within change is implemented provides the students with a template within which they will develop their skills sets for the effective facilitation of creative change. Students will be exposed to a wide variety of examples reflecting change within the workplace, the community and a range of applications such as politics, education and management. Geography is by definition an integrative discipline and this is reflected in the understanding of change from a geographic perspective: the approach is integrative, inclusive and innovative.

Course Bibliography:

- **Be the change you wish to see in your world**
- **The final exam requires you to have read a minimum of five books from our book list**
- *Ablom, M. 5 People you meet in Heaven*
- *Ablom, M. Have a Little Faith*
- *Ablom, M. Tuesdays with Morrie*
- *Ambrose, S. Band of Brothers*
- *Ben-Ami, D. Ferraris for All*

- Bennett, B. and C. Rolheiser *Beyond Monet*
- Bettger, F. *How I Raised Myself from Failure to Success in Selling*
- Blanchard, K. and S. Bowles *Gung Ho!*
- Canfield, J. and M.V. Hansen *The Aladdin Factor*
- Carnegie, D. *How to Win Friends and Influence People*
- Carlson, R. *Don't Sweat the Small Stuff*
- Chapman, C. *The 5 Love Languages*
- Colorosso, B. *Kids are worth It*
- Dalliare, R. *Shake Hands with the Devil*
- Dyer, W. *Manifest Your Destiny*
- Easterly, W. *The Elusive Quest for Growth*
- Easterly, W. *White Man's Burden*
- Elderidge, S. *Wild at Heart*
- Fick, N. *One Bullet Away*
- Friere, P. *Pedagogy of Hope*
- Fullan M. *Leadership and Sustainability*
- Fullan, M. *Change Leader.*
- Gardner, H. *Changing Minds*
- Gardner, H. *Multiple Intelligences*
- Goleman, D. *Emotional Intelligence*
- Goleman, D. et al. *Primal Leadership*
- Hedges, B. *You Inc.*
- Heinlein , R. *Stranger from a Strange Land*
- Heinlein, R. *The Moon is a Harsh Mistress*
- Heinlein, R. *Time enough for Love*
- Hill, N. *Think and Grow Rich*
- Johnson, S. *Who Moved My Cheese?*
- Keith, K. M. *Anyway: the Paradoxical Commandments*
- Kiyosaki, R. *Cashflow Quadrant*
- Kiyosaki, R. *Rich Dad Poor Dad*
- Levitt, S.D. and S. J. Dubner *Freakonomics*
- Littauer, F. *Personality Plus.*
- Mandino, O. *The Twelfth Angel*

- Maxwell, J.C. *21 Irrefutable Laws of leadership*
- Maxwell, J.C. *Developing the Leader Within You*
- Orwell, G. *1984*
- Orwell, G. *Animal Farm*
- Palmer, P. *The Courage to Teach*
- Paul, R. And L. Elder *The Miniature Guide to Critical Thinking.*
- Pisani , E. *The Wisdom of Whores*
- Postrel , V. *The Future and its Enemies*
- Ridley, M. *The Rational Optimist*
- Robinson, K. *Out of our Minds*
- Rohm, R. *Positive Personality Profiles.*
- Schlichter, D. *Paper Money Collapse*
- Schwartz, D. *The Magic of Thinking Big*
- Smith, H. *The 10 Natural Laws of Successful Time and Life Management.*
- Walsch, N.D. *Conversations with God*
- Weber, S. *Tender Warrior*
- Weiner, E. *The Geography of Bliss*
- Yager, D. *Dynamic People Skills*

The Movie List:

- **we are today exactly who we will be in five years except for the books we read, what we listen to and who we associate with**
- **welcome to the Geography and Change movie a week club**
- Adjustment Bureau
- Another Earth
- Bolt
- Bridge on the River Kwai
- City of Angels
- Coach Carter
- Crash
- Family Man
- Field of Dreams
- Finding Forrester
- Girl with the Dragon Tattoo

- Good Will Hunting
- Groundhog Day
- Harry Brown
- Hoosiers
- Hunger Games
- In Bruges
- Inception
- Iron Man
- Lost in Translation
- Love of the Game
- Margin Call
- Minority Report
- Mr. Holland's Opus
- My Life as a House
- Notting Hill
- Outsourced
- Pay it Forward
- Phenomenon
- Razor's Edge
- Regarding Henry
- Return to Me
- Save the Last Dance
- Seven Pounds
- Shawshank Redemption
- Slumdog Millionaire
- Stranger than Fiction
- Sweet November
- The Artist
- The Descendants
- The Contender
- The Dark Knight
- The Insider
- The Reader

- The Soloist
- The Way
- The Wrestler
- Up in the Air
- V for Vendetta

Structure and Evaluation:

The educational paradigm adopted in the course is that of inquiry-based learning which uses both problem-based and active learning methods. To facilitate these learning styles, the course adopts a highly interactive structure with a large component of small-group interaction and workshop exercises. Emphasis is placed upon the development of skills (e.g. oral and written presentations, inter-personal, intra-personal, leadership and education for change) as well as the specific content of the subject matter. The course structure is specifically intended to facilitate **independent learning**. Structured feedback is provided for each class session in response to two central issues:

- what did I learn today?
- what questions do I have?

Participants are responsible for reading a minimum of five books from the course bibliography prior to the exam and viewing a minimum of ten films from the movie list (i.e. a movie a week).

Grading in the course is based on three components:

○ Formative Presentation: Pedagogies of Change, 40%:

A PowerPoint or web-based media presentation that examines the state of the art with respect to change concepts, constructs, practice and pedagogy and their application within geography. The presentation should be reflective of its content.

Length: 15 PowerPoint slides or equivalent
Due: Friday November 9, 2012

○ Summative Assessment: Final Take Home Exam, 40%:

Finding the Change within Me:

A reflective consideration of individual pedagogy and principles for constructive change,

presented as 5 mini-essays on the basis of your reading through the term, the movies watched and our class discussions of the same.

The format is as follows:

- Which book had the greatest impact on you? Why?
- Which book would you refer to another student who was not in the course to read? Why?
- From your third book, what were the three most important things that you learnt from this book? Explain.
- For your fourth book, pick your favourite passage, quote or sentence. Discuss why it resonates with you.
- For your fifth book, discuss how it compares, contrasts and/or augments one of the movies you watched over the term from the Movie List. What aspects of change does it illustrate, exemplify and/or elucidate? How?

Length: 15 page typed essay

Due: one week after the last class of the term

○ **Participation, 20%:**

Determined on the basis of an assessment designed by the class participants to reflect assessment of learning, assessment as learning and assessment for learning: change in practice and not in theory.

Caveats:

- The professor reserves the right **not to grade** any material submitted after its due date without his prior approval.
- The course is specifically designed to provoke participants to question, assess and formulate their thinking, beliefs, ideology and/or philosophy: a premium is placed on the development of thought rather than a reliance upon pre-existing opinion. However, it is not a requirement of the course that students agree with or subscribe to the beliefs, ideology and/or philosophy of the professor.

A statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Students in geography are expected to conduct themselves in a polite and civil manner. Students are reminded of the University Code of Conduct for Students:
<http://www.uwo.ca/univsec/board/code.pdf>

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

- Registrarial Services: <http://www3.registrar.uwo.ca/index.cfm>
- Student Development Services: <http://www.sdc.uwo.ca/>

UWO Policy on Accommodation for Medical Illness:

- http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
- Downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading
- Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Mental Health Website

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.