

THE UNIVERSITY OF WESTERN ONTARIO
Department of Geography

GEOGRAPHY 1100 Section 001
An Introduction to Geography
Fundamentals of Geography

2013-2014

COURSE OUTLINE

This course has been designed particularly for those students who have little or no background in Secondary School geography but wish to have the opportunity to take at least an introductory course at university. This course does not have a prerequisite. As with most first-year subjects, the content of Geography 1100 has been arranged to provide students with an overview of the discipline. The overall objective is to introduce you to many different areas of geographical inquiry and in the process, provide you with the means to develop a broad and intelligent awareness of the dynamic world we live in. Geographers seek answers to three broad questions: Where is it? Why is it there? Why is it important?

In its instructional strategy, the course makes use of case studies which are intended to bring into clear focus the interrelationships and interdependencies between people and selected aspects of our inanimate (physical) and living (biotic) environments. Some topics are covered by a systematic review.

Some lecture time, in the first term, will be devoted to tutorial (lab) times, which will cover techniques that are important to Geographers.

Teaching Staff

In addition to Prof. Holland, there are a number of Graduate Teaching Assistants assigned to Intro Geography. These Teaching Assistants will be in class before, during, and after class time. Please feel free to address any questions about the lecture, or geography in general to the TAs as well as to Prof. Holland. The TAs also will hold office hours during the week in their offices in Social Science Centre. For location, and times please see the help folder posted in our course's OWL site. Please drop by and see them.

Instructor K. Holland
 Office 122a Weldon Library
 Office hours will be announced in class and in OWL
 Email: kholland@uwo.ca

Class times: Section 001 Tuesday 7:00 -10:00 p.m. 2050 SSC (Social Science Centre)

To be successful in Geography 1100 attendance at lectures is required.

To help you with this course I do make extensive use of a OWL class site.

<https://owl.uwo.ca/portal>

You will need a textbook -pick either of the following. (I would suggest the least costly)
 Textbook Getis, A. Getis, J., Bjelland, M., and Fellmann, J., *Introduction to Geography* 13th edition, McGraw Hill Publishers, Boston, MA 2011.

OR

Textbook Getis, A. Getis, J., Fellmann, J., *Introduction to Geography* 12th edition, McGraw Hill Publishers, Boston, MA 2009. (This edition was used in a previous year.)

Additionally some students find this optional textbook useful: Christopherson, R.W., Byrne, M.L., and Giles, P., *GEOSYSTEMS, 3rd Canadian Edition*, Pearson Prentice Hall, Toronto Canada 2013.

GRADES FOR THIS COURSE WILL BE BASED ON THE FOLLOWING:

- A. Lab assignment given out in October
and due two weeks later (due date in OWL) 10%
- B. [2] Mid term Quizzes (2 x 10%) (in class) 20%
(times October 22 and February 11)
- C. Mid-Term Exam (in December Exam Period) 30%
- D. Discussion forum in the second term in OWL 5%
- E. Final Exam (in Final Exam Period) 35%

The examinations (December and Final) will be some combination of multiple choice and short answer/ diagram questions. The exams will be set in the December and spring examination periods. The Quizzes will be constructed with multiple-choice questions, and will occur in class time about half way through the first and second terms. As you can see, the above components (A-E) add to 100%, therefore there is no option for doing additional assignments to further improve your grades.

EVALUATION GUIDELINES

The Geography Department follows the University of Western Ontario grading guidelines, which are as follows (see http://www.uwo.ca/univsec/handbook/general/grades_undergrad.pdf):

Grade	Expectation
A+ 90-100	One could scarcely expect better from a student at this level
A 80-89	Superior work that is clearly above average
B 70-79	Good work, meeting all requirements, and eminently satisfactory
C 60-69	Competent work, meeting requirements
D 50-59	Fair work, minimally acceptable
F below 50	Fail

Statement on Use of Electronic Devices

No electronic devices will be allowed during tests and examinations.

Questions

Asking questions during lecture is an extremely important part of learning. My goal for you is to be a successful learner. Research strongly suggests that your reflections about the topics been discussed greatly improves your success. Please feel free to ask a question whenever you require clarification on an issue, or have an observation or experience that you would like to share. Sometimes a topic or something that I might discuss will generate so many questions that I have to limit the amount of time on any particular issue. If you do not get a chance to ask your question, please use the discussion forum on OWL to post and I or a TA will address the raised issues on-line or at the beginning of next lecture.

Note: Many routine questions such as “Where is the exam?”; “When do the exams occur?”; “What chapters are covered for the quiz?”, etc. may already be addressed on the “Help” portion of the course website or posted there as announcements, or in the Help discussion postings. I do make use of the course website so you should make it a regular practice to check the class’s OWL site.

Classroom Conduct

SSC 2050 is one of larger teaching facility and holds hundreds of people and comes equipped with many of the technical wizardry available in a modern classroom. Please rest assured I will endeavor to make it all work for you. With hundreds of people in one room, there can be a lot of confusion. A few, simple rules can keep the confusion to a minimum, and help provide a reasonably quiet teaching environment for all students.

1. Class is scheduled from 7:00 to 10:00 p.m. on Tuesday evening. The lecture will start promptly at 7:00 p.m. **You must be in SSC 2050 by 7:00 p.m.** The doors will be closed at 7:00 p.m. If you must come late, please use the doors at the back of the room and take the first available seat. Lecture will end by 9:45 p.m. at the latest. I promise not to go over the time limit. Please do not leave early –packing up your books and shuffling up and down the aisles causes a great deal of distraction. We will take a brief stretch break around half time.

2. The potential noise level generated by hundreds of people "whispering" to one another is quite high. In order that everyone can hear the lecture, please do not talk to your neighbours during lecture. If the noise level starts to climb, one of the teaching staff will remind you not to talk. If the noise level continues to climb, you may be asked to leave the room. Please remember that there are many other people in the room and we all must be sensitive to everyone's concerns. Also, please turn off your cell phone when you enter the classroom. The ring tone/ song can be very distracting to your fellow students.

The Course Outline

This outline will represent the general topics of the material covered throughout the course. Note the numbering of the topics do NOT reflect the weeks in the course, only the order of discussion, as some topics will require several weeks others much less.

PLEASE NOTE Course content and order of presentations may deviate from this general outline due to unforeseen circumstances. I have included page references in the following course outline from both the 12th and current 13th edition of the textbook.

Learning Objectives are presented in OWL for each of the following Units numbered below.

Unit 1 INTRODUCTION

a) The Thrust of the Course

- i) A course about geography and a geography course
- ii) Course content: a balance between the philosophy of geography, the theories of the discipline and geography as an applied spatial science
- iii) Emphasis on learning and using the techniques and methods of geography
- iv) Concrete illustrations of the geography of the world, at scales ranging from the local to the global.

b) Some Practical Matters

- i) Marks: tutorial (lab), tests, exams
- ii) Office hours, problem solving
- iii) The textbooks and other materials
- iv) How to be a successful learner

Unit 2. THE EVOLUTION OF GEOGRAPHY

(Getis 13th pg 1-19, 49, 159, 198-199, 311, 433) or
(Getis 12th pg 3-21, 52-53, 168-169, 212-213 330-331, 458-459)

- a) Geography what is it? The “purpose” of geography
- b) Geographers, how do we view the world
- c) Environmental Determinism vs. Possibilism
- d) Schools of geography and branches of the discipline
- e) The four traditions in geography
- f) The field today: different approaches, e.g., quantitative and qualitative geography, environmental studies and systems
- g) The scientific method
- h) Models and data collection

Unit 3. THE TOOLS OF GEOGRAPHY:

An introduction to the methods and the techniques used in the discipline.

(Getis 13th pg 20-47 and Appendix 1) or
(Getis 12th pg 22-51 and Appendix 1)

- a) Maps, and its properties -symbols and scales
- b) The many different way maps can be constructed
- c) Air photos
- d) Satellite imagery
- e) Visual presentations; diagrams, sketches, tables
- f) The use of computers in Geography
- g) Introduction to G.I.S.

Unit 4. SOME GENERAL CONCEPTS:

Some of the basic ideas in the field of Geography at large.
(Getis Ch. 7 Cultural Geography)

- a) Structure, process and stage
- b) Sequent occupance, the Norfolk sand plain
- c) Location - decision process
- d) Culture and Landscape, reading the landscape

Unit 5. INTRODUCTION TO LANDFORMS (GEOMORPHOLOGY)

(Getis Ch. 3 Physical Geography : Landforms)

- a) The earth's crust (SIMA, SIAL) and classes of rocks (Rock Cycle)
- b) The shaping of landforms: exogenous and endogenous processes
- c) Evidence for plate tectonics
- d) Weathering processes: physical and chemical
- e) Mass wasting processes
- f) Processes of devastation and human response; earthquakes, Tsunami and volcanoes

Unit 6. FLUVIAL ACTION AND THE WORK OF MOVING WATER

(Getis 13th pg 68-75, 393-404) or
(Getis 12th pg 67-84, 419-431)

- a) Water on the Earth's surface
- b) Some basic concepts of hydrology: velocity, slope, volume, load, gradient
- c) The erosion cycle
- d) Stream patterns to hydrology
- e) Flooding: our response to devastation and seeking for control
- f) Water and its availability
- g) Shorelines: A special case of water in motion.
- h) Waves generation and movements
- i) Coastal environment and movements of sediments
- j) Human impacts on coastal environments

Unit 7. AN INTRODUCTION TO HISTORICAL AND POLITICAL GEOGRAPHY

(Getis 13th Ch.9, Political Geography and pg 144-147) or
(Getis 12th Ch.9, Political Geography and pg 153-157)

- a) Changing land uses: The Dust Bowl, America 1930's
- b) A study of boundaries, constructive - destructive forces
- c) State, Nation, and Nation State
- d) Subsequent, Antecedent, and Superimposed boundaries
- e) State Identity –Centrifugal and Centripetal forces
- f) Expanding boundaries to ocean space – UNCLOS
- g) Drama on the high seas –conflicts and disputes

Unit 8. BASIC ELEMENTS OF WEATHER AND CLIMATE

(Getis Ch.4, Physical Geography: Weather and Climate)

- a) The earth's atmosphere –properties and composition of gases.
- b) Classification of the atmosphere
- c) Energy movements and the heat balance: nature of inputs and outputs of energy, blackbody radiation, thermodynamics, Earth's energy receipt, energy transfers, latent heat
- d) Global energy transfers
- e) Adiabatic processes, ELR, DALR, SALR,
- f) Absolute and relative humidity
- g) Atmospheric stability
- h) Atmospheric circulation and winds, pressure gradient force, Coriolis force, pressure belts and winds
- i) Global circulation
- j) Weather forming systems, lake effect snows, lifting mechanisms
- k) Formation of mid-latitude cyclones and fronts, Air masses, warm and cold fronts, Cyclogenesis
- l) Weather systems, thunderstorms, tropical cyclones, tornadoes

Unit 9. CLIMATES OF THE WORLD

(Getis Ch.4, Physical Geography: Weather and Climate)

- a) A matter of classification Koppen
- b) The characteristics of world climates
- c) Factors controlling climates
- d) El-Nino ENSO and its effects on people

Unit 10. CLIMATIC CHANGE (Environmental Change)

(Getis 13th pg 70-74 and 112-116) or

(Getis 12th pg 75-79 and 119-124)

- a) Evidence for climatic (environmental) change.
- b) Dating of evidence, dating techniques, ¹⁴C, Pollen, Dendrochronology
- c) The past glacial periods, Milankovitch
- d) Environmental change -what does the evidence say?
- e) Disappearing mountain glaciers, Arctic sea ice, atmospheric CO₂ changes, global temperature increases
- f) The future? Anthropocene $I = P \times A \times T$
- g) Glaciers and landforms from moving ice
- h) Accumulation zone, Equilibrium line, Ablation zone
- i) Glacial landforms, Periglacial landscapes

Unit 11. SOILS OF THE WORLD An introduction to Pedology

(Getis 13th pg 62-64 (weathering), 144-147, Appendix 2) or
(Getis 12th pg 66-68 (weathering), 153-157, Appendix 2)

- a) A matter of classification
- b) Soil forming processes
- c) Soil profiles and types
- d) Water/soil interaction, factors affecting infiltration
- e) Soil destruction, significance of soil erosion

Unit 12. ECONOMIC GEOGRAPHY

(Getis Ch. 10)

- a) A matter of classification, and the development of a mindset
- b) Adam Smith, David Ricardo, Karl Marx
- c) The conservative, the liberal, the radical mindset
- d) Von Thunen: model of agricultural land use
- e) Weber: Location theory
- f) Finding the best location
- g) Asking how much is enough? - Affluenza

Unit 13. POPULATION GEOGRAPHY

(Getis Ch.6)

- a) What is Population Geography? What is population growth?
- b) Basic demographic processes
- c) The impact of the Fertility Rate
- d) Demographic Transition
- e) Population Prospects

Unit 14. AN INTEGRATED LOOK AT A HUMAN ENVIRONMENT COMPLEX

(Getis Ch.5 Geography of Natural Resources and Ch.12 Human Impact on the Environment)

- a) Definition of a resource
- b) Resource Type: Renewable, Non-renewable; Stocks and Flows
- c) The ecosystem concept and maximum sustained yield
- d) Resource management
- e) Sustainable development
- f) Environmental Ethics
- g) Planet in peril?

Unit 15. ORDER IN THE SYSTEM: CENTRAL PLACES:

An Introduction to Urban Geography
(Getis Ch.11 A Urban World)

- a) Characteristics of urban settlements, major urban functions
- b) Abstracting reality, the role of models
- c) The morphology of cities
- d) Christaller's Central place theory
- e) A hierarchy of central places
- f) Rank size rule

As you can see, we have a lot of material (concepts, associations, and processes) to cover during this course. How can you efficiently learn? You already have learned strategies, in the past, that have made you successful. True, so you have a place to start. However, many first year students find that what worked for them in the past, seems to fail them now. Having been a 'first year instructor' for many years, here are some things that have been shown to work for most people.

1) You will be expected to know both the assigned readings and material in the lectures very well. To be able to answer questions during the quizzes and exams you will need to understand the concepts, associations, and processes as discussed in the textbook and lectures. This means that you have read the assigned readings, **but reading is not enough**. For almost all of us reading something once or twice is not enough. You have to use active reading and learning strategies. Such as: Pre-read – learn the headings, subheadings, **bold text** (key terms); then read for comprehension – in small chunks read and summarize, and write notes to yourself; then post read - with a self test. I will provide self test questions for each unit to help in this process. The textbook also provides review questions at the ends of chapters.

2) Lectures are **very** important. When we look at successful students we find that they attend lectures. Yes this is really, really important. Research data have shown that attending classes are directly related to learning success and therefore grades in the course. There is one more piece related to attending classes. You have to be present; your mind must be there. It entirely possible for your body to be in class while your mind is on something else or somewhere else. So if you attend and happen to be playing a game on your laptop or checking your or your friend's facebook site, your mind is clearly somewhere else. There, you have my best advice on being a successful learner.

Support Services

Registrarial Services: <http://www3.registrar.uwo.ca/index.cfm>

Student Development Services: <http://www.sdc.uwo.ca/>

EXTENSIONS, PLAGIARISM, ADDS/DROPS, APPEALS

You are advised to read the academic calendar to familiarize yourself with the University's regulations and procedures concerning grades, regulations, penalties and appeals. Please read the Policy on Academic Rights and Responsibilities, at the following Web site: <http://www.uwo.ca/univsec/handbook/>."

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/scholastic_discipline_undergrad.pdf

Plagiarism or copying is unacceptable and those who tempt fate will be persecuted to the fullest extent allowed under the University's regulations. Please avoid this experience and do your own work.

The lab work must be your own work and unique to you.

"All required papers (Labs) 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>)."

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

The date of the mid term (December) and final examinations will be set by the Office of the Registrar and will not be changed. **Note:** trips home or to the warm south in December are not sufficient grounds for a make-up examination. If you consider that you have grounds to write the mid term or final examination on an alternate date, you must follow the procedure established by your Dean's Office and complete the appropriate forms. The same holds for dropping the course.

Should you feel that your final grade in the course is biased, inaccurate or unfair, you do have the right to appeal your mark. Please refer to the *Western Calendar*, prior to doing so. In an attempt to avoid such time-consuming and stressful procedures, be assured that each and every piece of work is graded carefully. It is very much in your own interest to seek assistance, adjustments and exemptions as early as possible, and always in advance of the event.

LATE PENALTY

Assignments that are handed in late will be penalized 10% per day.

MUTUAL EXPECTATIONS

You can expect me to come prepared for all lectures and be punctual. I will strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. I demand the same from you. Talking during lectures when the instructor is talking, reading non course related materials during a lecture, the non instructional use of laptop or other computer devices, the disturbing consumption of food or drink, littering the classroom, the use of walkmans Ipods, radios, cell phones and other activities which may impede the ability of you or other students to learn are unacceptable behaviours. If we all abide by this code of civility and mutual respect, we set the stage for a healthy and stimulating intellectual forum.

Finally, if you have problems with the course, please seek assistance from me (email: kholland@uwo.ca). I am approachable; I welcome your comments and your questions.

In case of fire

All students are required to evacuate the building when the fire alarm is activated.

Mental Health

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

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. See the notes posted on the OWL site.

EXTENDED ABSENCES

If you are absent more than approximately two weeks, before you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

Non-medical Absences

Non-medical absence from graded course material requires prior approval of the instructor or approval by the Dean's office (appropriate documentation will be required by the Faculty Dean's Office for approval).

Medical Absences

Students are referred to the Policy on Accommodation for Medical Illness <https://studentservices.uwo.ca/secure/index.cfm>. When medical illness affects work worth less than 10% of the total course grade (i.e. discussion postings), medical documentation will be required for illnesses that affect completion of more than one discussion post during the term. Appropriate documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted. For a *downloadable Student Medical Certificate (SMC)*: <https://studentservices.uwo.ca> under the *Medical Documentation heading*.

Western's commitment to accessibility

Western University is committed to achieving barrier free accessibility for persons studying, visiting and working at Western.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You

may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

Mental Health

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

The following is a code of conduct for all members of the Department of Geography. As a Geography 1100 student you are a member of the Department.

A CODE OF CONDUCT FOR STUDENTS, STAFF, AND FACULTY FOR THE DEPARTMENT OF GEOGRAPHY

Affiliation with the Department of Geography presumes mutual respect among students, staff, teaching- assistants, and faculty. A positive atmosphere of professionalism and collegiality is essential for everyone to perform to the best of his or her abilities. This requires respect for the opinions and questions of others and behaviour that is, at all times, courteous, and conducive to creating a pleasant and productive environment for learning and working.

As members of a Department of Geography, we are expected to show special respect for our environment, being individually responsible for promoting- a clean and safe work environment within the facilities of the Department and the Social Science Centre, including classrooms, laboratories, the Map Library, offices, hallways, washrooms, exterior grounds, and the facilities and vehicles used in field courses and field trips.

It is inevitable that misunderstandings will occur from time to time. However, it is in everyone's interest to try and resolve problems in a non-confrontational manner. Threatening, violent, or abusive behaviour, harassment (including sexual and racial harassment), rudeness (in person, in writing, or on the telephone), and abuse of authority, for whatever reasons, corrode good working and learning conditions.

Incidents that cannot be resolved amicably may be reported to the Chair of the Department (519 661-4004). The Chair will consider appropriate actions for resolving the problem, usually after consultation with the parties involved. If required, contact with university services (e.g. Police, Equity) or civil authorities will be invoked.

Student Use of University Facilities and Classroom Decorum:

- * Students are expected to comply with the authority of University staff and faculty on all matters relating to access to facilities (offices, classrooms, laboratories, and Map Library) and the use of equipment and resources.
- * Students are expected to attend all lectures and laboratory sessions regularly and punctually.
- * Instructors are responsible for maintaining an appropriate academic atmosphere in all class activities, students are expected to cooperate in this effort.
- * Actions that impede instruction, deter the ability of students to learn, or show disrespect for instructors and fellow students, will not be condoned in Geography classrooms and labs. Such actions include reading during lectures, disturbing consumption of food or drink, use of walkmans, Ipods

and radios, or laptops and disruptive conversation. Serious disrespect for classroom decorum should be reported to the instructor and, if required, to the Chair of the Geography Department (SSC 2333, Telephone 519 661-2111 x 83423).

- * Students are expected to adhere to University standards of academic honesty, as outlined under "Scholastic Offenses" in the Western Calendar. Unacceptable practices include cheating, impersonation, plagiarism, misrepresentation of research, falsification of documents, obstructing the academic activities of another, aiding or abetting academic misconduct, and abuse of confidentiality. In addition to incurring penalties, as outlined in the Calendar, some academic offenses may fall under the Criminal Code of Canada.

Support Services

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Student Development Centre: <http://www.sdc.uwo.ca/>