

## **GEOG 4100A – Geography of Change**

### **Course Outline: Section 001 - Fall 2018**

#### **1. Course Information**

##### 1.1. Classroom Location:

Fridays, 9:30-11:30am, WAL5 UCC 66

##### 1.2. Contact Information:

Instructor: Dr. L. Graham Smith

Office: SSC 2405

Office Hours: Fridays at 11am

Phone: 661-2111 x85011

Email: [lgsmith@uwo.ca](mailto:lgsmith@uwo.ca)

#### **2. Calendar Description**

##### 2.1. Course 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

- 2 lecture hours, 0.5 course
- 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
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- Prerequisite checking is the student's responsibility

##### 2.2. Senate Regulations

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

#### **3. Course Bibliography**

- Be the change you want to see in the world.
- The final exam requires you to have read a minimum of five books from our book list.  
Suggestions:  
-Read from a minimum of 3 selections

- Read a selection of genres, styles and/or authors
- Set a timetable of a book every 2 weeks
- All books are available for purchase on Amazon.ca

### 3.1. The Book List

#### **Motivations**

- Ablom, M. 5 People you meet in Heaven
- Ablom, M. Have a Little Faith
- Ablom, M. Tuesdays with Morrie
- Dalliare, R. Shake Hands with the Devil
- D'Souza, D. Stealing America
- Heinlein, R. Stranger from a Strange Land
- Heinlein, R. The Moon is a Harsh Mistress
- Heinlein, R. Time enough for Love
- Heinlein, R. Starship Troopers
- Levitt, S.D. and S. J. Dubner *Freakonomics*
- Orwell, G. *1984*
- Orwell, G. *Animal Farm*
- Pisani, E. *The Wisdom of Whores*
- Postrel, V. The Future and its Enemies
- Postrel, V. The Power of Glamour
- Ridley, M. The Rational Optimist
- Schlichter, D. Paper Money Collapse
- Walsch, N.D. Conversations with God

#### **Success**

- Catmull, E. *Creativity Inc.*
- Hedges, B. *You Inc*
- Hill, N. Think and Grow Rich
- Johnson, S. Who Moved My Cheese?
- Schwartz, D. The Magic of Thinking Big

#### **Time and Life Management**

- Bettger, F. How I Raised Myself from Failure to Success in Selling
- Canfield, J. and M.V. Hansen *The Aladdin Factor*
- Carlson, R. Don't Sweat the Small Stuff
- Smith, H. The 10 Natural Laws of Successful Time and Life Management

#### **Personality**

- Littauer, F. *Personality Plus.*
- Rohm, R. Positive Personality Profiles

#### **Relationships**

- Carnegie, D. How to Win Friends and Influence People

- Chapman, C. *The 5 Love Languages*
- Gardner, H. *Multiple Intelligences*
- Goleman, D. *Emotional Intelligence*
- Yager, D. *Dynamic People Skills*

### **Leadership**

- Ambrose, S. *Band of Brothers*
- Fick, N. *One Bullet Away*
- Fullan M. *Leadership and Sustainability*
- Fullan, M. *Change Leader.*
- Goleman, D. et al. *Primal Leadership*
- Maxwell, J.C. *21 Irrefutable Laws of leadership*
- Maxwell, J.C. *Developing the Leader Within You*

### **Empowerment**

- Ben-Ami, D. *Ferraris for All*
- Blanchard, K. and S. Bowles *Gung Ho!*
- Friere, P. *Pedagogy of Hope*
- Mandino, O. *The Twelfth Angel*

### **Implementation**

- Dyer, W. *Manifest Your Destiny*
- Easterly, W. *The Elusive Quest for Growth*
- Easterly, W. *White Man's Burden*
- Elderidge, S. *Wild at Heart*
- Keith, K. M. *Anyway: The Paradoxical Commandments*
- Kiyosaki, R. *Cashflow Quadrant*
- Kiyosaki, R. *Rich Dad Poor Dad*
- Weber, S. *Tender Warrior*
- Weiner, E. *The Geography of Bliss*

### **Pedagogy**

- Bennett, B. and C. Rolheiser *Beyond Monet*
- Colorosso, B. *Kids are worth It*
- Gardner, H. *Changing Minds*
- Palmer, P. *The Courage to Teach*
- Paul, R. And L. Elder *The Miniature Guide to Critical Thinking.*
- Robinson, K. *Out of our Minds*
- Robinson, K. *Finding Your Element*

### **3.2. 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!

- Movies are organized by weekly topics

### **Motivations**

- 50/50
- Defending Your Life
- Field of Dreams
- Iron Man
- My Life as a House
- Notting Hill
- The Artist

### **Success**

- Amy
- Begin Again
- Black Swan
- Finding Forrester
- Love of the Game
- Razor's Edge
- Save the Last Dance
- Slumdog Millionaire
- Sweet Home Alabama

### **Time and Life Management**

- Family Man
- Flight
- Good Will Hunting
- Groundhog Day
- In Bruges
- Minority Report
- Moon
- The Martian

### **Personality**

- City of Angels
- Inside Out
- Phenomenon
- Regarding Henry
- Runaway Bride
- Sweet November
- The Dark Knight

### **Relationships**

- Bolt
- Crash
- Mr. Holland's Opus

- The Insider
- Seven Pounds
- The Descendants
- The Wedding Date
- Zootopia

### **Leadership**

- Bridge on the River Kwai
- Hunger Games
- Shawshank Redemption
- The Contender
- The Reader
- 13 Hours: The Secret Soldiers of Benghazi

### **Empowerment**

- Adjustment Bureau
- Another Earth
- Begin Again
- Coach Carter
- Hoosiers
- Return to Me
- The Soloist
- The Wrestler

### **Implementation**

- Girl with the Dragon Tattoo
- Harry Brown
- Inception
- Lost in Translation
- Margin Call
- Outsourced
- Stranger than Fiction

### **Pedagogy**

- Pay it Forward
- The Intouchables
- The Way
- Up in the Air
- V for Vendetta
- Winter's Bone

## **4. Course Objectives**

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

## **5. Learning Outcomes**

- Exposure to the integrative nature of geography through concepts in human geography and social science.
- Ability to apply geographical concepts, skills and understanding to real-world problems and in a variety of careers and occupations

- Generic skills of critical thinking, independent research, teamwork, and oral and written communication.
- Ability to apply geographical concepts, skills and understanding to real-world situations
- Critical thinking and analytical skills
- Skills in oral and written communication
- Ability to work collaboratively
- Integration of knowledge and concepts from diverse fields
- Aptitude to perform successfully in a variety of careers and occupations

## 6. 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**.

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).

We will utilize and extend the capabilities of WALS, our assigned teaching space and the course Prezi.

Grading in the course is based on three components:

### **Formative Presentation: Pedagogies of Change Prezi, 40%:**

A Prezi 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. Inclusion (embedding) of the submission within the cohort's Geography of Change course Prezi is required.

Submissions may be by individuals or a collaboration. Any collaboration must be a team effort: not an ineffective, nor dysfunctional group.

### **Due: Friday November 9, 2018 5pm**

### **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 you 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: 5 essays each ~1000 words

Format: submit as a Word or PDF file to OWL

**Due: Friday December 14, 2018 at noon**

**Participation, 20%:**

Determined by the professor as an assessment of individual participation and engagement both in class and with peers. Change in practice and not in theory, reflecting

- assessment of learning,
- assessment as learning and
- assessment for learning

Evaluation Components	Percentage of Course Grade	Assignment Schedule
Formative Presentation	40%	Friday, November 9, 2018 – 5pm
Summative Assessment	40%	Friday, December 14, 2018 – noon
Participation	20%	End of term

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.

Students are directed to the Policy on Accommodation for Illness:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

If documentation is required for either medical or non-medical academic accommodation, then such 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.

In addition, students are referred to the policy on Accommodation for Medical Illness:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

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.

**Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.**

## **7. Make-up Examinations**

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office and Instructor within 48 hours of the scheduled exam. Otherwise, the instructor will assign a grade of zero.

The format and content of make-ups may differ substantially from the scheduled test or examination

## **8. Use of Electronic Devices**

No electronic devices will be allowed during tests and examinations.

## **9. 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:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## **10. Western's Commitment to Accessibility**

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

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 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: [www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

## **11. Medical Issues**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to:

[https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

[http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

## **12. 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/>.

## **13. Support Services**

Student Support Services can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

## **14. Important Dates**

September 6: Classes resume

September 14: Last day to add a full course or a second term half course

October 8: Thanksgiving Holiday – Department Office Closed

October 9-23: Fall Reading Week (No classes; Department Office open)

November 12: Last day to drop a first term half course without penalty

November 30: Last day to drop a full course without academic penalty

December 7: Classes end

December 8 and 9: Study days

December 10-21: Examination Period

December 21: Fall term ends.