

GEOGRAPHY FINAL COURSE OUTLINE: FALL 2018
GEOGRAPHY 470
H(3-0)

Behavioural Geography

Section	Days	Time	Location*
LECO1	TuTh	09:30 – 10:45	ES 319

Instructor: Dan Jacobson	Office: ES 306
Telephone: 403 220 6192	Email: dan.jacobson@ucalgary.ca
Office Hours: Wednesdays 10:00 – 12:00	

***The emergency evacuation assembly point for classes taught in Earth Sciences is ICT food court.**

Official Course Description:

An approach to human geography that studies and explains human behavior in geographic space as a function of normative, descriptive and prescriptive models of human judgement and decision-making. Course topics will focus on how humans perceive the environment around them in both physical and behavioural terms, and how they use this information when making judgements and choices that lead to behavior. The course also includes material on environmental decision support.

Course Objectives:

This course introduces behavioral geography, an approach that explores human-environment relationships from the perspective of the individual. Drawing on theoretical and applied examples the course examines how humans make decisions in geographic space. The course seeks to explain. How do we navigate? What is the role of perception and cognition, the availability of maps, language and other representations of geographic space? How do mapping technologies, our experiences, society and culture affect decisions? What is the relationship between the individual and the environment, and how can we measure this?

Course Learning Outcomes:

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Explain how behavioural geography relates to other theoretical and methodological approaches within geography.	1, 2, 7	2, 3
Describe the importance of perception, cognition, language, maps, and navigation in the development of spatial and environmental knowledge.	1, 2, 8	2, 3
Explain mechanisms for navigation and wayfinding in built and natural environments.	2, 5	2, 3
Implement, assess and critique techniques for measuring individual spatial awareness and cognitive map knowledge.	3, 4, 5, 7, 8	3
Demonstrate the utility of behavioral and cognitive approaches to geographic information science, cartography and information communication	1, 7, 8	2, 3

Critique, analyze, evaluate, and synthesize the arguments in a key piece of literature by conducting a literature review.	7, 8	3
Design, plan, discuss and communicate a research study that utilizes both qualitative and quantitative methods that is applicable for studying human-environment relationships.	1, 3, 5, 7, 8	3

PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

Course Structure: The course follows a lecture, discussion, reading, project and research paper format.

Prerequisites: Geography 251 and 60 units (10.0 full-course equivalents)

Technology Requirements and Preparation:

This course assumes that students have advanced library skills for searching, sourcing and citing information. Multiple resources exist at the library and online if you require assistance.

Learning Resources:

There are no required texts.

We will be using Desire2Learn (D2L) in this course. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>. Additional readings will be posted to D2L.

Note : The two resources below will be used and referred to throughout the semester. Both are available online via the library

Gregory, D., Johnston, R., Pratt, G., Watts, M., & Whatmore, S. (Eds.). (2009). *The dictionary of human geography*. Blackwell.

Kitchin, R., & Thrift, N. (2009). *International encyclopedia of human geography*. Elsevier.

ASSESSMENT COMPONENTS:

Students will be evaluated in three areas: (1) Their knowledge of lecture materials and assigned readings. (2) Classroom participation, discussion, and presentations. (3) Written assignments.

The distribution of marks will be:

Grading (Weighting)

The distribution of marks will be:

- Take home assignments** 20% (on going throughout semester)
- Literature review and discussion** 10% (see schedule on D2L)
Working individually students will locate, describe and evaluate a research article that employs behavioral and related methods.

Paper to review	2%	<i>confirmed by</i>	Oct. 4
<i>Presentation materials submitted by</i>			Oct. 15
<i>Findings will be presented in an</i>			
Oral presentation, and subsequent discussion	8%		Oct. 16, Oct.18
3. Group seminar presentation / poster	20%	(see schedule on D2L)	
<i>Working in small groups, students will locate, describe and evaluate a series of research articles around a thematic area that employs behavioral and related methods.</i>			
Digital poster submission			Nov. 26
Findings will be presented in a <u>poster</u>	10%	(Department Cartographer will print)	
Presentation materials submitted by			Nov. 28
<i>and an accompanying 15-minute</i>			
<i>oral presentation and discussion</i>	10%		Nov. 29, Dec. 4
4. Research proposal	50%	(on going throughout semester, due last day of classes)	
Comprised of			
Abstract/Outline	10%		due Nov. 7
Presentation materials submitted by			Nov. 19
Presentation and discussion	10%		Nov. 20, Nov 22, Nov. 27
Written research proposal	30%		due Dec. 6

Working individually students will select a research area of their own choice. The assignment will involve preparing an initial abstract, a subsequent oral presentation and final written proposal. The research proposal involves completing and integrating multiple stages of a research process including selecting a topic area, formulating a relevant research question, conducting a literature review, and then selecting and identifying appropriate methods to address the research question.

Criteria That Must Be Met to Pass

It is not essential to obtain a passing grade on any particular component in order to pass the course.

Policy regarding rounding of final grades

To be equitable to all students in the class, your individual grade will not be “rounded” or “bumped” up, regardless of how close you are to a grade break. In short, the final grade breaks are hard breaks. This policy minimizes ambiguity and ensures the grading is as fair and clear as possible.

There is no final examination for this course

Grading System

The University of Calgary Undergraduate Grading System will be used:

See: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html> for more information

A+	4.00	96-100	Outstanding performance
A	4.00	91-95	Excellent performance
A-	3.70	86-90	Approaching excellent performance
B+	3.30	81-85	Exceeding good performance
B	3.00	76-80	Good performance
B-	2.70	71-75	Approaching good performance
C+	2.30	66-70	Exceeding satisfactory performance
C	2.00	61-65	Satisfactory performance
C-	1.70	56-60	Approaching satisfactory performance.
D+	1.30	51-55	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	1.00	46-50	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0.00	0-45	Failure. Did not meet course requirements.

COMMUNICATING WITH YOUR INSTRUCTOR

I will hold regular office hours during the fall semester on Wednesdays from 10 am to Noon, or you can make an appointment via email.

Email communication: All email must have GEOG 470 at the beginning of the subject line, also include a brief comment as to the nature of your email in the subject line. Without GEOG 470 in the subject line it is likely that I will miss your email in the dozens that I receive each day. Please be aware that emails will be intended to be answered within 24 to 48 hours.

Regarding the formality of emails

Consider all emails to be formal correspondence, **NOT** TWEETS or TEXT MESSAGES. At minimum, this means that you should include: (1) a greeting; (2) a message that is clearly written with complete sentences and proper punctuation; and (3) your full name and student number.

ASSESSMENT EXPECTATIONS

Attendance and Participation Expectations:

Attendance is not mandatory, but is strongly recommended. Students must be present, however, to receive marks for in class presentations, discussions and for providing feedback on peer presentations.

Expectations for Writing:

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their

University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work.

The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: www.ucalgary.ca/ssc/writing_support/overview.

Guidelines for Submitting Assignments:

Assignments are due as outlined in the course schedule. Unless otherwise noted, all assignments will be submitted in a PDF format through D2L. Detailed guidelines will be posted.

Late Assignments Policy:

All assignments must be submitted by the specified due date and time.

The D2L drop box will be closed at the deadline listed in the course timetable below. For students who have made arrangements for late submissions, assignments should be emailed.

The only acceptable reasons for missing an examination or assignment in this class, as listed in the Deferral of final Examinations section of the University of Calgary Calendar are “debilitating illness, severe domestic affliction, religious conviction or absence due to a faculty-approved activity”. Without appropriate documentation, you will receive a zero for that portion of your grade. Late assignments will not be accepted without prior arrangements having been made, except in the case of an emergency. If an emergency arises that prevents you from completing an assignment on time, please email Dr. Jacobson as soon as possible so that arrangements can be made.

Human subjects:

Students will NOT participate as subjects or researchers on human subjects.

Supplementary Fees:

N/A.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

Recording of lectures:

Please consult the instructor prior to recording lectures.

Intellectual property:

Materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructors. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructors. The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course may be allowed under fair dealing.

PRELIMINARY SCHEDULE OF LECTURES*

*Lectures and readings subject to change

Geography 470 Behavioral Geography F18 Timetable	Tuesday Lecture ES319 9:30 – 10:45	Thursday Lecture ES319 9:30 – 10:45
Week 1 6/9	NO CLASS	Course introduction and overview
Week 2 11/9 13/9	Deepening our understanding of behavioral geography, connections to geography and other disciplines	Cognitive Maps, Mental Maps what are they?
Week 3 18/9 20/9	Techniques for collecting behavioral data	Landscapes, Environmental Perception and behavior
Week 4 25/9 27/9	Techniques to assess, measure, and quantify spatial knowledge	Language and space / place Activities in time and space (I)
Week 5 2/10 4/10	Using language to assess spatial knowledge	“Lost in space” with mapping technologies Activities in time and space (II) Literature to be reviewed confirmed
Week 6 9/10 11/10	Cognitive Aspects of Representations of space. Maps, User interfaces, Human computer interaction.	Perceptions, Attitudes, and Risk
Week 7 16/10 18/10	Literature Review Discussion (and Presentation)	
Week 8 23/10 25/10	Buildings, streetscapes, cities. In place / out of place?	Measuring the built environment Space Syntax
Week 9 30/10 1/11	Proposal Workshops Planning for research Combining methods. (e.g. quantitative, qualitative, cartography, GIS)	
Week 10 6/11 8/11	Case Study: Understanding geographic space without the use of vision Abstract/Outline of Research Proposal due Nov. 7	Case Study: Capturing content from documents and “inferring” possible behavior

Week 11 13/11 15/11	<i>Term Break, no classes</i>	<i>Term Break, no classes</i>
Week 12 20/11 22/11	Research proposal presentations	
Week 13 27/11 29/11	Research proposal presentations	Group Seminar and Poster Presentations
Week 14 4/12 6/12	Group Seminar and Poster Presentations	Course Conclusion Written research proposal due Dec. 6

SUPPLEMENTAL INFORMATION

Writing across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: www.ucalgary.ca/ssc/writing_support/overview.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: www.ucalgary.ca/access/accommodations/policy. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: geograph@ucalgary.ca).

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: www.ucalgary.ca/pubs/calendar/current/k-5.html.

Internet and electronic communication device information

Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional.

Students are welcome to use laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is *no disturbance or distraction of other students or the instructor*. This policy may be revoked at the discretion of the instructor. In some lectures laptops may not be used.

Please be considerate of others and switch off all MP3 players, cell phones, etc., whenever you enter or leave the classroom. The use of any calculators will not be allowed.

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

Faculty of Arts Program Advising and Student Information Resources

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

Contact Information for Student and Faculty Representation

- Student Union VP Academic –403-220-3911, suwpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

USRI Surveys

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference, so please participate in USRI surveys.