



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

**Behavioural Geography**

Section	Days	Time	Location*
LECO1	TuTh	12:30 – 13:45	ES 342

Instructor: Dan Jacobson	Office: ES 306
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\*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.

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

**Learning Resources:**

There is no required text.

**Note :**The two resources below will be used and referred to throughout the semester. (Available via the library)

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

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

**Note:** Readings from other sources including the library will be assigned. Notifications of these will be posted on D2L.

**Grading/Weighting** \*Assignment details located on D2L

**Course Structure:** The course is lecture, discussion, research paper and project format.

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:

In class assignments	15%	(on going throughout semester)
Literature review and discussion	10%	(on going throughout semester)
Group seminar presentation	25%	(see schedule on D2L)
Individual research paper	50%	(on going throughout semester, due last day of classes)
Comprised of		
Abstract/Outline	10%	
Presentation and discussion	10%	
Final Paper	30%	

**There is no final exam scheduled for this course.**

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

### **Grading System**

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.

### **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.

### **Human subjects**

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

**Supplementary Fees**

Not Applicable

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

**Schedule of Lectures**

\*Lectures and readings subject to change

<b>Geography 470 W17 Timetable</b>	<b>Tuesday</b>	<b>Thursday</b>	<b>NOTES / *Readings updated during semester</b>
Week 1 9/1 12/1	Course introduction and overview	Deepening our understanding of behavioral geography, connections to geography and other disciplines	
Week 2 16/1 18/1	Cognitive Maps, Mental Maps what are they?	Techniques for collecting behavioral data	
Week 3 23/1 25/1	Landscapes, Environmental Perception and	Techniques to assess, measure, and quantify spatial knowledge.	In class activity
Week 4 30/1 1/2	Language and space / place Activities in time and space (I)	Using language to assess spatial knowledge	In class activity
Week 5 6/2 8/2	"Lost in space" with mapping technologies Activities in time and space (II)	Cognitive Aspects of Representations of space. Maps, User interfaces, Human computer interaction.	In class activity Thursday February 8 <sup>th</sup> Selection of <u>paper</u> to review deadline.
Week 6 13/2 15/2	Perceptions, Attitudes, and Risk	Buildings, streetscapes, cities. In place / out of place?	Friday February 12 <sup>th</sup> Initial research paper <u>idea</u> due
Week 7	READING WEEK- NO CLASSES	READING WEEK- NO CLASSES	
Week 8 27/2 1/3	Lit review Discussion / presentation	Lit review Discussion / presentation	Monday February 26 <sup>th</sup> . Deadline to submit <u>graphics</u> (e.g.PowerPoint) for Literature review presentation

Week 9 6/3 8/3	Case Study – Understanding geographic space with and without the use of vision – Wayfinding	Case study- People as points, tracking, ethics, visualization	Monday March 5 <sup>th</sup> <u>Literature review due</u> Friday March 9 <sup>th</sup> Group <u>project ideas due</u>
Week 10 13/3 15/3	Haptic and tactile maps for blind sailors – navigation extremes	Planning for research Combining methods (e.g. Cartography, GIS, quantitative, qualitative)	Monday March 12 <sup>th</sup> <u>Abstract / outline</u> for individual research paper due
Week 11 20/3 22/3	Individual Research paper presentations and discussion	Individual Research paper presentations and discussion	
Week 12 27/3 29/3	Paper / Project Workshops	Paper / Project Workshops	
Week 13 3/4 5/4	Group Seminar Presentations	Group Seminar Presentations	Monday April 2 <sup>nd</sup> . Deadline to submit <u>graphics</u> (e.g.PowerPoint) for group seminar presentation
Week 14 12/4	Group Seminar Presentations	Semester ends	<u>Individual research paper</u> due Tuesday April 12 <sup>th</sup> .

### **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 the 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](http://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](http://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](http://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](mailto: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](http://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](http://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](http://www.ucalgary.ca/pubs/calendar/current/k-5.html).

### **Internet and electronic communication device information:**

There is no restriction on the use of laptops and tablets in class **IF** they are used to take notes or find information relevant to the class, **AND** there is no disturbance or distraction of other students or the instructor. This policy may be revoked if abused. For specific lectures and exercises in class laptops and tablets will not be used. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional.

### **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](mailto: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**

- SU VP Academic Phone: 220-3911 and e-mail: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)
- The students ombudsman office information can be found at: [www.ucalgary.ca/ombuds/](http://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](http://www.ucalgary.ca/usri)). Your responses make a difference, so please participate in USRI surveys.