

**Geog 122: Geography, Modernity and Globalization II.** 3.0 Credits.  
Spring Term: May 7 - June 28, 2019. Tuesdays and Thursdays, 6:30 - 9:30pm.  
UBC Geography Building Room 212.

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*Learning Objectives:*

- Appreciate the range of human experience across space and through time
- Understand your role in changing human-environment relations and the spatial dimensions of society.
- Apply a geographic perspective to interpreting the past and present, and in planning for the future.

*Specific Skills:*

- Acquire basic map-reading and map-making skills
- Identify and evaluate relevant information sources
- Synthesize those sources to construct and communicate a spatial argument
- Describe the causes and implications of spatial variability (why things are different there, compared to here, and what it means)
- Perceive and critique the unequal distribution of power and risk across space
- Increase your comfort with public speaking

Geography 122 is an introduction to human geography and to the character of our modern, globalizing, and interdependent world. While Geog 122 can be taken as a stand-alone course, it follows Geog 121, which starts with the beginnings of industrialization and the modern era, and ends in the 1940s with the conclusion of the Second World War. Geography 122 deals with the emerging human geography of the last 75 years. Overall, the course seeks to interpret geographical themes of modernization and globalization, their consequences, regional expressions, and reactions against them.

In this offering, Geography 122 has been compressed to fit within the shortened spring term, though it will still appear on your transcript as three credits. There are two three-hour meetings per week, which will be devoted to lectures, discussion and skills-development workshops. There are no tutorials or Teaching Assistants.

**Assessment, Evaluation and Grading.**

We will have some modest pop reading quizzes (so, it is a surprise, best two out of three for 10%), a mid-term test (25%), a 5-page written mapping project (25%), a final examination (35%) and a modest participation grade (5%). Final to take place week of June 24<sup>th</sup>.

**Readings and Communication.**

Readings are available online via Canvas. Lecture slides and discussion board also available via <<http://canvas.ubc.ca>>. Access requires a Campus Wide Login (CWL). Each class meeting, all discussion groups will be responsible for leading an exploration of one reading question.

Have a question? Read the course outline. No answer there? Post your question on Canvas. *Email communication only for private, sensitive conversations and emergencies.*

At a glance.

Meet	Date	Reading	Lecture topic	Workshop	Due
1	5/7		Modernity and the Map, The project.	Cartographic exercise	
2	5/9	Ogborn	Economic Geography	Thematic maps, Carto ex	
	5/14		<b>5pm - 6pm</b>	<b>Reading in Arts</b>	
3	5/14	Coe et al.	Commodity Chains	Project Research	<b>Topic (1%)</b>
4	5/16	Sparke	Globalization Critiques	<i>Cappuccino Trail</i>	
	5/17		<b>1pm to 2</b>	<b>GIS workshop</b>	
	5/21		<b>1pm to 2</b>	<b>Exam workshop</b>	
5	5/21	Ritzer	Malthus and neo-Malthusians	Agency	
6	5/23	Wackernagel and Reese	The Commons	Demographics	
7	5/28	No reading	<b>Mid-term Exam (25%)</b>	Campus Landscape	
	5/30		<b>3:30pm to 4:30</b>	<b>Research Workshop</b>	
8	5/30	Bollier	Energy	Arguments	
	6/4		Reading Week		
	6/6		Reading Week		Research finished
9	6/11	Nikiforuk	Project Peer Review	Citation	
10	6/13	No reading, project presentations.	Fake News and the Demarcation Problem	Film: <i>Angry Inuk</i>	<b>Project (24%)</b>
11	6/18	Shapin	The Risk Society	Film Debate	
12	6/20	Mau	Environmental Justice	Review	
	TBA		<b>Final exam (35%)</b>		

Late submissions will be penalized at a rate of -10% per day.

## Weekly Schedule.

### Lecture 1. Tuesday May 7. Introduction to human geography and the map.

- Project assigned, research tips.
- Thematic maps.
- in-class cartographic assignment.

### Lecture 2. Thursday May 9. Economic geography and globalization.

- Discussion: Miles Ogborn (2005). "Modernity and Modernization" in *Introducing Human Geographies*, Paul Cloke, Phil Crang and Mark Goodwin (eds), Second edition, London: Hodder Arnold, (this appears as electronic pages in the ebook pp 480-492). Like all readings, it is available via Canvas.
- Globalization, An Introduction To Foreign Trade - 1951 (11 minutes)  
<[https://www.youtube.com/watch?v=u\\_LXw26BbOA](https://www.youtube.com/watch?v=u_LXw26BbOA)>
- Complete in-class cartographic assignment.

### Lecture 3. Tuesday May 14. Commodity Chains.

#### Project Topic due (1%).

- Discussion: Coe et al, Chapter 3. "Capitalism in motion: Why is growth so uneven?" in *Economic Geography: A contemporary introduction*, pp 55-80.
- Project research session

### Lecture 4. Thursday, May 16. Globalization Critiques.

- Discussion: Matthew Sparke (2013). "TNCs" in *Introducing Globalization: ties, tensions and uneven integration*, Wiley Blackwell, pp 83-98.
- Film: The Cappuccino Trail. <<https://www.youtube.com/watch?v=PZ9ft8iOIMg>>

### Lecture 5. Tuesday May 21. Malthus and the Neo-Malthusians: Context and Contemporary Ecological Footprint Analysis.

- Discussion: George Ritzer (2011). "Resisting Globalization" in *Globalization: the Essentials*, pp 301-316.
- Workshop on "Agency"

### Lecture 6. Thursday May 23. The Commons.

- Discussion: Mathis Wackernagel and William E Reese (1996). "Introduction" and "Ecological Footprints for Beginners" from *Our Ecological Footprint: Reducing Human Impact on the Earth*, New Society Publishers: Gabriola Island, pp 1 - 30.
- Accounting for a Small Planet <<https://www.youtube.com/watch?v=-9iu8TW05TY>>
- Demographics workshop.

### Lecture 7. Tuesday May 28. Mid-term exam (25%).

- For second and third hours of class, an in-class exercise: reading the campus landscape.

### Lecture 8. Thursday May 30. Energy.

- Discussion: David Bollier (2014). "The Commons, short and sweet" (pp 186-189), and Chapter 2, "The 'Tyranny' of the Tragedy Myth" (pp 32-46), both located in *Think like a commoner: a short introduction to the life of the commons*, New Society Publishers, Gabriola Island. Optional related reading, Chapter 8, "The Rise of the digital commons."

Midterm break. Tuesday June 4<sup>th</sup>. No class.

Midterm break. Thursday June 6<sup>th</sup>. No class.

**Lecture 9. Tuesday June 11. Project Peer Review.**

- Andrew Nikiforuk (2012). *The Energy of Slaves: Oil and the new servitude*, pp 1-29.
- Project peer review (so, bring your rough draft for comment by a peer)
- Citation workshop

**Lecture 10. Thursday June 13. Fake news and the Demarcation Problem.**

**Project Due.**

- no reading, project presentations
- Understanding Fake News <<https://www.youtube.com/watch?v=UYXeNfxFfs4>>
- Film: *Angry Inuk* <[https://www.nfb.ca/film/angry\\_inuk/](https://www.nfb.ca/film/angry_inuk/)>

**Lecture 11. Tuesday June 18. The Rise of the Risk Society.**

- Discussion: Steven Shapin (2010). (Coursepack). "Science and the Modern World" in *Never Pure: Historical Studies of Science as if It Was Produced by People with Bodies, Situated in Time, Space, Culture, and Society, and Struggling for Credibility and Authority*, Baltimore, Md. : Johns Hopkins University Press, pp 377-391, 536-540.
- Class debate on the film: *Angry Inuk*

**Lecture 12. Thursday June 20. Environmental Justice: The unequal distribution of risks and benefits.**

- Discussion: Bruce Mau. "Imagining the future" from *The Walrus*.
- Review Session

**Final Exam** to be scheduled by registrar during regular class time, week of June 24<sup>th</sup> (35%).

### **Academic Integrity.**

The academic enterprise is founded on honesty, civility, and integrity. As scholars, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Plagiarism policy: <[http://wiki.ubc.ca/Library:Academic\\_Integrity](http://wiki.ubc.ca/Library:Academic_Integrity)>

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>>

### **Access and Diversity.**

Access & Diversity works with the university to create an inclusive living and learning environment in which all students can thrive. The university accommodates students with disabilities who have registered with the Access & Diversity unit:

<<https://students.ubc.ca/about-student-services/access-diversity>>. Students must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

### **Religious Accommodation.**

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Students should let their instructor know in advance, preferably in the first week of class, if they will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: <<http://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf>>

**What you can expect of me.** I will begin every class with a smile and lead you through the material with enthusiasm; cultivate a supportive environment; have posted the slides and reading questions in advance; answer your questions to the very best of my ability; mark according to a transparent, shared rubric; be available during my "office hour"; respond to electronic communication within 24hrs; be welcoming of your suggestions to improve the course.

**What I can expect of you.** You will approach your studies with academic integrity; ask for assistance when needed; approach your peers with respect and help the instructor to maintain a cooperative learning environment; attend class with undivided attention; have completed the readings with care in advance; participate in class and online to the best of your ability; get work in on time; and lend a helping hand to your peers who are struggling with the material.