

***THE GEOGRAPHY AND
ENVIRONMENT HANDBOOK
-2009-***

The Geography and Environment Handbook

Dr. Tim Reiffenstein and Jennifer Heckman

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This handbook is intended to be a learning tool for the students of the Geography and Environment Department. This resource is meant to help you, the student, to learn and adopt a set of specific skills to help you achieve academic success in your degree. Hopefully this resource will enhance your Mount A educational experience!

All the best in the coming academic year.
~ Jennifer Heckman and Dr. Tim Reiffenstein

Geography and Environment Handbook

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THE BASICS

Information about your Geography and Environment Degree

Welcome to the Department of Geography and Environment at Mount Allison University!

The Geography and Environment Department offers three majors: a Bachelor of Arts (BA) in Geography, a BA in Environmental Studies, and a Bachelor of Science (B.Sc.) in Environmental Science. Students can also complete a B.A. or B.Sc. minor in Geographic Information Systems (GIS).

I always get a little concerned when the university calendar states that “students are responsible for their own academic record.” While this is true, and is one of the main differences between high school and university studies, I still think each of us sometimes needs a bit of help sorting out our options and the problems that may arise along the way. This is certainly true in the study of geography and the environment, where we literally study the globe and its complex human and natural properties and processes. That is what this Handbook is intended to do: assist you with some of the essential learning resources that we have available for you here at Mount Allison, as well as key information on the Department, our various programs, guidelines and best practices to support your academic pursuits.

In addition to the basic information needed in moving through your academic program, we hope you will find the other information on the various aspects of research, analysis and field work to be useful, as well as some helpful information on the various aspects of the discipline, accepted citation guidelines and the many support services and social activities that are open to you as a member of this department/program.

In addition to this Handbook, I want to stress the importance of communication with your peers and with the members of the Department faculty and staff. The individual course instructors have regular office hours, as well as telephone and e-mail access. One of our central roles is to assist you through the creation of a comprehensive teaching and learning environment. As you progress through the program, you should feel free to contact me concerning your registration, progress and personal academic profile. It is critical that you contact your course instructors, should you have any difficulties in your progress – especially in times of illness or if other problems arise. It is always much more difficult dealing with academic issues after the fact.

Finally, I wish to thank Jenn Heckman and Tim Reiffenstein for their time and effort on this project, as well as the Purdy Crawford Teaching Centre for financial support and encouragement. We welcome your comments on this document and we hope you will enjoy your time here at Mount Allison.

*Michael Fox
Head, Department of Geography and Environment*

What is Geography?

The study of geography is about "place", whether seen as a town or city, a region, or a nation- state. An understanding of place involves questions about the physical and environmental, cultural, economic and political processes that have acted together to shape the nature of these complex place structures. Geographers are also concerned to see how places are bound together. These questions can be investigated at a variety of scales: local, regional, national, and global, and they can be assessed from both contemporary and historical perspectives.

By means of a system of intensive semester length courses covering both human and physical geography, the program at Mount Allison exposes students to the academic discipline of geography. Teaching integrates lab work, field study, library and archival searching, as well as using computer technologies as research tools.

The Department of Geography and Environment is part of the Faculty of Social Sciences and its programs connect very well with other disciplines in this group (anthropology, economics, political science, international relations, sociology, and commerce) but also to disciplines in the Faculty of Arts such as history and religious studies. Similarly the offerings in physical geography forge strong connection to the natural sciences, such as biology. In addition, students interested in area studies--American, Canadian, Hispanic, French, or Japanese studies will find it useful to explore geography as a foundation for understanding these "areas".

Taken from: <http://www.mta.ca/faculty/socsci/geograph/geographyba.htm>

Program Information for Geography – Bachelor of Arts

MINOR in Geography is 24 credits earned as follows:

6 from GENV 1201, GENS 1401

18 from Geography and Environment including 6 from the 3/4000 level, chosen in consultation with the Program Advisor

MAJOR AREA OF STUDY in Geography is 60 credits earned as follows:

9 from GENS 1401, 2411, 2421

9 from GENV 1201, 2101, 2201, 2221, 2311

9 from GENS 2431, 2441, 3401 or GENV 3701

18 from Geography and Environment at the 3/4000 level, including 6 credits from the 4000 level

15 credits from complementary courses chosen in consultation with the Program Advisor

HONOURS in Geography is 72 credits earned as follows:

60 credits as in the Major, plus:

6 from Geography 4990

6 from Geography and Environment at the 3/4000 level, including 3 from the 4000 level, chosen in consultation with the Program Advisor

Note: (a) The listing of a course in the calendar is not a guarantee that the course is offered every year.

(b) Students must obtain a grade of at least C- in all courses used to fulfill prerequisite requirements. Otherwise, written permission of the appropriate Department or Program Coordinator must be obtained.

What is Environmental Studies?

The Environmental Studies BA brings together the various strands of environmental thinking that exist within different disciplines in geography, economics, philosophy, anthropology, to name a few. Students study such topics as environmental policy and economics, natural resources management, and environmental ethics. In this program students will cultivate the kind of integrative, analytical thinking that will enable them to contribute effectively to environmental decision-making and leadership in whatever personal or professional setting they ultimately find themselves.

All of us live in and depend on the environment to lead healthy and prosperous lives. Governments from the local to the global level, non-government organizations (NGOs) and citizens in every country in the world are now concerned about environmental quality and the sustainability of our societies. Even many prominent business leaders now embrace "green" principles and practices as the standard way of doing business in our globalizing world.

Environmental education has a tremendously important role to play in guiding us towards a more sustainable future. Yet, traditional academic disciplines on their own are ill-suited to providing the educational content and breadth that are required to understand the necessarily complex and interdisciplinary environmental challenges facing us. The ES program, by bringing together the various strands of environmental thinking that exist within different disciplines, encourages students to harvest the most relevant ideas and synthesize these in a manner that enables a comprehensive environmental literacy.

ES also provides opportunities for students interested in environmental issues to engage with the outside world. The program features frequent guest speakers who range from swordfishers to deep ecologists and have included the Director of the Ecology Action Centre, a Woodlot Owner and Environmental Activist, the Executive Director of the Sierra Club of Canada, a Professor of Philosophy from a major US university and numerous individuals from Environment Canada and the Canadian Wildlife Service.

Graduates of ES will have a variety of career opportunities afforded by their education. Among these include work with provincial, federal and international government agencies, non-government environmental and community-based organizations, and environmental consulting companies. As well, many businesses now incorporate environmental management and planning in their operations and will hire pragmatic-thinking graduates with environmental backgrounds. ES graduates wishing to pursue further

education at the graduate and professional-school level will find their education especially well recognized by schools of planning, geography, environmental studies, forestry, business & public administration, and law.

Taken from:

<http://www.mta.ca/faculty/socsci/geograph/environmentba.htm>

Program Information for Environmental Studies - Bachelor of Arts

MINOR in Environmental Studies is 24 credits earned as follows:

- 6** from GENV 1201, GENS 1401
- 3** from GENV 2001
- 9** from ECON 1001 and 1011, 3801
- 6** from ECON 3821, GENV 3101*, 3201, 3531*, 4101*, 4111*, 4201*, 4211*, PHIL 3721*, RELG 3981*, ANTH 3541*, 4531*

MAJOR in Environmental Studies is 72 credits earned as follows:

- 24** from BIOL 1001, CHEM 1001 or PHYS 1051 or PHYS 2401, ECON 1001 and 1011, GENS 1401, GENV 1201, 2001, SOCI 1001 or ANTH 1011
- 30** from ECON 3801, GENV 2101, 2221, 3101, 3201, 4101, 4111, 4201, PHIL 1651 or 2701 or 3511, PHIL 3721, RELG 3981*, ANTH 1011 or SOCI 1001, ANTH 2501
Note: At least 18 of the 30 credits must be from courses at the 3/4000 level.
- 6** from GENS 2431 or MATH 2311, GENV 3701
- 6** from BIOL 1211, 1501, 2101, 3501*, 3911, CHEM 1501, 2511*, GENS 2411, 2421, 3411, 3421, 3451, PHYS 3751*
- 6** from COMM 3371*, ECON 2001, 3601, 3821, GENV 3531, 4211, 4521, 4951, PHIL 1651, 3511, ANTH 2521, 3031, 3541, 3621, 4531
Note: At least 3 of the 6 credits must be from courses at the 3/4000 level.

HONOURS in Environmental Studies is 78 credits earned as follows:

72 credits as in the Major, plus:

6 from GENV 4990

Note: (a) *indicates courses which have prerequisites that are not listed in the requirements for the Environmental Studies Major.
(b) The listing of a course in the calendar is not a guarantee that the course is offered every year.

What is Environmental Science?

The Environmental Science degree has been developed for students who have a strong interest in science and a concern for the environment. Students can complete a Major or Honours. The program is an interdisciplinary, science-intensive program, requiring comprehensive study of the sciences and mathematics.

Students will take basic science courses from the biology, chemistry, geography, mathematics, and physics departments to provide a strong but diverse scientific foundation required to understand environmental issues from a multi-disciplinary perspective.

In consultation with the environmental science coordinator, Zoe Finkel, students will complement their program with an in-depth concentration of courses to provide them with a scientific specialty. Third and fourth year courses in Environmental Science include special topics courses that allow students to pursue independent research projects, an Earth System Science course, and a final year seminar course on Climate Change.

The environmental science program is for students interested in science and in developing a diverse set of skills that that will be useful for careers focused on finding solutions to environmental problems, including environmental research, monitoring and management.

Undergraduate Research Opportunities

In the upper years of the program, students can pursue directed research under the supervision of faculty in any of the allied disciplines that have a role in the environmental science program.

Taken from: <http://www.mta.ca/faculty/socsci/geograph/sciencebsc.htm>

Program Information for Environmental Science - Bachelor of Science

Program MINOR in Environmental Science

Students who are interested in completing a Minor in Environmental Science must consult the Program Advisor to determine an appropriate group of courses before seeking approval from the Academic Dean under Calendar Regulation 7.2.17. Normally this consultation should occur in the student's second year of study.

MAJOR in Environmental Science is 63 credits earned as follows:

- 3 from GENS 1401*
- 3 from GENV 1201, 2001, 2101, ANTH 2501, PHIL 1651*
- 6 from BIOL 1001, 1501, 2101, BIOC 1001, 2001*
- 6 from CHEM 1001, 1021*
- 6 from PHYS 1051, 1551 or 3521*
- 6 from MATH 1111, Math 1121 or COMP 1631*
- 3 from BIOL 2701, MATH 2311, GENS 2431*
from Biology, Biochemistry, Chemistry, Computer Science, Science
- 6 credits from Geography and Environment, Mathematics, or Physics at the 2000 level**
- 24 from complementary science courses at the 3000/4000 level chosen in consultation with the Program Advisor**

*Note: * Many 3000/4000 level courses will have one to several prerequisite courses.*

*Note: * Consultation must normally occur before the student's second year of study.*

HONOURS in Environmental Science is 78 credits as follows:

- 63 credits as in the Major, plus:*
- 6 from complementary science courses at the 3000/4000 level approved by the program advisor**
- 3 from GENS 4421*
- 6 from GENS 4990*

Note: Students who have completed any one of the former Environmental Science course listings or Physical Geography courses will have credits applied to their Geography and Environment B.Sc. program. Note: All GENS B.Sc. courses are considered Science credits for the completion of degree requirements and may be used to meet the Distribution requirements for Science.

Geography and Environment Courses Offered

**GENV 1201 (3CR)
THE HUMAN ENVIRONMENT**

*Format: lecture 3 hours
Exclusion: GEOG 1201*

This course is an introduction to the study of the human population and the spatial dimensions of environmental change. It examines how people interact with the environment and the core forces which shape these interactions, including population, culture, technology, and geography.

**GENS 1401 (3CR)
THE PHYSICAL ENVIRONMENT**

*Format: lecture 3 hours, laboratory 1.5 hours
Exclusion: GEOG 1401*

This course provides an introduction to the general principles of Physical Geography and the Environment, emphasizing the physical world at a variety of spatial and temporal scales. This course introduces the four fundamental spheres of Physical Geography: the hydrosphere, lithosphere, atmosphere and biosphere. It examines basic processes in the physical environment such as the seasons, layers of the atmosphere, the earth's energy budget and interactions with atmospheric processes. It also investigates weather and its interplay within the hydrological cycle, the fundamentals of climatology, the three basic rock types, tectonic activity and weathering of the earth's surface.

**GENV 2001 (3CR)
CONTEMPORARY ENVIRONMENTAL STUDIES**

*Format: lecture 3 hours
Exclusion: ENST 1001*

This course reviews how different disciplines are brought to bear on the study of environmental issues. Some of the topics considered in this survey include the role of environmental philosophy and activism, interactions between science and environmental politics, environmental or ecological economics, and sustainable development.

**GENV 2101 (3CR)
NATURAL RESOURCES MANAGEMENT**

*Format: lecture 3 hours
Exclusion: GEOG 2101*

This course introduces key concepts and issues in natural resources management. It examines resource sectors of importance to the Canadian economy, including forestry, fisheries, wildlife, energy, mining, water, and agriculture. The course emphasizes understanding the varied influences that environmental, socio-economic, and political factors have on patterns of resource utilization and resource management decision-making.

**GENV 2201 (3CR)
GEOGRAPHY OF ECONOMIC ACTIVITY**

*Format: lecture 3 hours
Exclusion: GEOG 2201*

This course examines the changing spatial organization of the world industrial map since 1945 by comparing British and North American de-industrialization with the rapid growth of some sectors of newly industrialized countries, including the effects of new production technology, changes in industrial organization and transnational corporations and new regional trading blocs on those changing patterns are discussed.

**GENV 2221 (3CR)
THE DEVELOPING WORLD**

*Format: lecture 3 hours
Exclusion: GEOG 2221*

This course surveys the changing geography of the developing world. It examines the decline in traditional land systems and resource use, surveys current economic development strategies, and reviews the role of international aid and non-governmental organizations in these strategies.

**GENV 2311 (3CR)
INTRODUCTION TO CULTURAL GEOGRAPHY**

Format: lecture 3 hours

Exclusion: GEOG 2311

This course surveys the main themes and approaches of cultural geographers. It evaluates concepts such as cultural area, ecology and landscape in the context of North American and European settlement patterns.

**GENS 2411 (3CR)
GEOMORPHOLOGY**

Format: lecture 3 hours, laboratory 3 hours

Prereq: GENS 1401; or permission of the Department

Exclusion: GEOS 2401; GEOG 2411

This course is an introduction to geomorphology, the science that explores the processes that shape the Earth's surface. Its first half deals with the large-scale relief features of the Earth and how they are shaped by the processes of weathering, erosion, and sedimentary deposition. The second half introduces landforms/landscapes that exist in glacial, fluvial, coastal, and desert environments. It also explores the geomorphic agents which control the formation and evolution of these landforms/landscapes.

**GENS 2421 (3CR)
WEATHER AND CLIMATE**

Format: lecture 3 hours, laboratory 3 hours

Prereq: GENS 1401; or permission of the Department

Exclusion: GEOG 2421

This course highlights elements of weather and climate including the composition and thermal structure of the atmosphere, radiation and energy balances, global circulation, air masses, fronts and atmospheric disturbances, and climates of the world. It places special emphasis on recent climatic changes in the environment.

**GENS 2431 (3CR)
DATA ANALYSIS**

Format: lecture/laboratory 3 hours

Prereq: Either GENV 1201 or GENS 1401; or

permission of the Department

Exclusion: GEOG 2711

Note: Students may count for credit towards a degree a maximum of 6 credits from BIOL 2701, GENS 2431, MATH 2311, and PSYC 2001

This course develops basic skills in data collection, analysis, and presentation. It introduces basic statistical and hypothesis testing procedures, along with relevant software.

**GENS 2441 (3CR)
GEOGRAPHIC INFORMATION SYSTEMS**

Format: lecture/laboratory 3 hours

Prereq: Second-year standing and GENS 2431 or Math 2311; or permission of the Department

Exclusion: GEOG 2721, 3711

This course surveys several aspects of traditional cartography, examines one or more Geographic Information Systems, and explores the role of maps in conveying geographic information.

**GENV 3101 (3CR)
ENVIRONMENT AND DEVELOPMENT**

Format: lecture 3 hours

Prereq: GENV 2001 or 2101; and 2221; or permission of the Department

Exclusion: GEOG 3101

This course examines current thinking on the relationship between environment and development. Topics may include: sustainable development, rural land use change, tropical deforestation and forest management, indigenous environmental knowledge, and community-based conservation.

**GENV 3201 (3CR)
CANADIAN ENVIRONMENTAL POLICY**

Format: lecture 3 hours

Prereq: GENV 2001, GENV 2221 or ECON 1001; or permission of the Department

Exclusion: GEOG 3201

This course studies the politics and policies of environmental problem-solving within the Canadian context. It examines key features of the Canadian political system - its parliamentary structure, robust federalism among others - in light of the nation's evolving environmental policy. It pays particular attention to the role of stakeholder dynamics and alternative regulatory tools and strategies (e.g., pollution taxes, best available technology, etc.).

**GENV 3211 (3CR)
TRANSPORTATION GEOGRAPHY**

Format: lecture 3 hours

Prereq: GENV 1201, 2201; or permission of the Department

Exclusion: GEOG 3211

This course investigates the impact of changing transport and communication technologies on spatial organization. Topics may include: the transportation-infrastructure problem and proposed solutions from a geographic perspective; an analysis of the land use-transportation system in North American cities; its social and environmental impacts; the analysis of travel behaviour; and the geographical implications of various policy and planning alternatives.

**GENV 3301 (3CR)
HISTORICAL GEOGRAPHY OF NORTH AMERICA**

Format: lecture 3 hours

Prereq: Third-year standing and either GENV 1201 or 3 credits from the HIST 1600 series; GENV 2311; or permission of the Department

Exclusion: GEOG 3301

This course surveys the role of pre-twentieth century historical processes in shaping past and present North American landscapes. Students identify and analyze significant writings in the evolution of historical geography.

**GENV 3321 (3CR)
GEOGRAPHY OF JAPAN**

Format: lecture 3 hours

Prereq: Third-year standing, and at least one of GENV 1201, 2311, HIST 1611; or permission of the Department

Exclusion: GEOG 3321

This course examines Japan's geography since 1860, emphasizing the importance of international trade and new technologies and their roles in forming new geographic relationships for Japan with other parts of East Asia and with the West.

**GENS 3401 (3CR)
RESEARCH METHODS IN ENVIRONMENTAL SCIENCE**

Format: lecture 3 hours, multi-day field camp

Note: This course requires attendance at an off-campus field camp and students will be liable for some field trip costs.

Prereq: GENS 2431 and third-year standing; permission of the Department

Exclusion: GEOG 3401, 3701; GENV 3701

This course begins with a critical examination of current research techniques. Students then design, implement, complete, and evaluate a field research project in environmental science.

**GENS 3411 (3CR)
COASTAL GEOMORPHOLOGY**

Format: lecture 3 hours, laboratory 3 hours
Prereq: GENS 2431, 2411; or permission of the Department

Exclusion: GEOG 3411; GEOS 3111

This course introduces coastal geomorphology by emphasizing current theories of coastal processes set in a context of natural systems. Topics include waves and currents, sediment transport, evolution of coastal features, and coastal management.

**GENS/BIOL 3421 (3CR)
BIOGEOGRAPHY**

Format: lecture 3 hours, laboratory 3 hours

Note: This course is cross-listed with BIOL 3421 and may therefore count as three credits in either discipline.

Prereq: GENS 2431, 2421; or permission of the Department

Exclusion: GEOG 3421

This course explores the links between the geomorphology and climatology of a region and the plant-animal environments through a biogeographical approach to ecological studies. It focuses on the geography of plants including environmental controls of plant distributions and the functional and historical aspects of plant communities.

**GENS 3451 (3CR)
EARTH SYSTEM SCIENCE**

Format: Lecture 3 hours, laboratory and Seminars 3 Hours

Prereq: GENS 1401, GENS 2421; 6 credits from BIOL 1001, CHEM 1001, PHYS 1051; or permission of the Department

Exclusion: ENVS 3001

This course integrates atmospheric, oceanographic, geological and biological concepts with a historical perspective to introduce the student to the major processes that have shaped Earth's environment. The course examines climatic processes on geological time scales, the evolution of organisms, the cycling of elements, and the feedbacks between these processes.

**GENS 3461 (3CR)
OCEANOGRAPHY**

Format: Lecture 3 Hours, Laboratory 3 Hours
Prereq: GENS 1401, GENS 2421; 3 credits from BIOL 1001, 1501, BIOC 1001; 3 credits from CHEM 1021, PHYS 1051; or permission of the Department

This course introduces students to the interdisciplinary field of Oceanography, covering many of the fundamental biological, chemical, geological, and physical processes in the ocean. Topics include the physical and chemical properties of seawater, oceanic box models and climate models, controls on the vertical and horizontal distribution of elements in the sea, controls on primary production, the redox sequence in sediment diagenesis, and the climate record in ocean sediments.

**GENV 3511 (3CR)
RURAL AND SMALL TOWN CANADA**

Format: lecture 3 hours

Prereq: GENV 1201; one of GENV 2101, 2201, 2311; or permission of the Department

Exclusion: GEOG 3511

This course examines land use patterns as well as the environmental, social, economic and political structures of Canadian rural areas and small towns. It uses an integrated approach to resolving rural and small town development issues.

**GENV 3531 (3CR)
THE PLANNING PROCESS**

Format: lecture 3 hours

Prereq: GENV 1201 and one of GENV 2101, 2201, 2311; or permission of the Department

Exclusion: GEOG 3531

This course examines community responses to the necessity and challenge of growth.

Discussion focuses on the contributions of planning to the process of development and to the outcomes and opportunities which parallel this process.

**GENV 3701 (3CR)
RESEARCH METHODS IN HUMAN
GEOGRAPHY AND ENVIRONMENT**

Format: lecture 3 hours, multi-day field camp

Prereq: GENS 2431 and third-year standing; permission of the Department

Exclusion: GEOG 3701

Note: *This course requires attendance at an off-campus field camp and students must cover some field trip costs.*

This course presents a critical examination of current research techniques. Students design, implement, complete and evaluate a field research project in Human Geography and Environment.

GENV 3811 (3CR)
GEOGRAPHY OF URBANIZATION

Format: lecture 3 hours

Prereq: Third-year standing plus GENV 1201 and 2311; or permission of the Department

Exclusion: GEOG 3811

This course investigates the evolution of the modern city through historic phases of mercantile, industrial, corporate, and post-industrial growth. It highlights urbanization processes in the development of urban economies, urban society, the social geography of cities, political reform, urban planning, and the creation of new urban forms in the late twentieth century post-industrial economy.

GENV 4101 (3CR)
SEMINAR IN ENVIRONMENTAL ISSUES

Format: seminar 3 hours

Prereq: GENV 1201, 2001; GENS 1401; or permission of the Department

Exclusion: GEOG 4101

This course examines the current state of scientific knowledge related to various contemporary environmental issues and the public policy implications of these issues.

GENV 4111 (3CR)
INTERNATIONAL ENVIRONMENTAL AFFAIRS

Format: lecture/seminar 3 hours

Prereq: GENV 3201 or GEOG 3201; or permission of the Department.

Exclusion: GEOG 4101

This course explores international environmental problems and their solutions. It examines climate change, biodiversity, conservation, international marine pollution, and the relationship between trade and environment, among other topics, giving particular consideration to the roles of science, civil society, and international governance.

GENV 4201 (3CR)
CANADIAN ENVIRONMENTAL PLANNING AND MANAGEMENT

Format: lecture/seminar 3 hours

Prereq: GENV 3201 or GEOG 3201; or permission of the Department

Exclusion: GEOG 4101

This course examines the theory, methods, regulatory frameworks and social implications of Environmental Impact Assessment (EIA), providing a basis for deciding whether and how to proceed with a proposed resource development project so as to prevent or minimize environmental degradation. Students consider the overall Canadian environmental planning and management process with an emphasis on recent Canadian case studies.

GENV 4211 (3CR)
RESOURCE COMMUNITIES AND THE MULTINATIONAL CORPORATION

Format: seminar 3 hours

Prereq: GEOG 2101 and 2201, or GENV 2101 and 2201; or permission of the Department

This course explores the economic geography of resource industries with a focus on the role that large corporations play in shaping the fortunes of communities where they operate. Its conceptual themes include staples theory, industrial restructuring, the 'greening' (or greenwashing) of economic activity, and the use and abuse of environmental science by corporate interests. These issues are grounded in examinations of regional resource sectors, including forestry and fishing, as well as international case studies.

**GENV 4301 (3CR)
SEMINAR IN AREA STUDIES**

Format: seminar 3 hours

Prereq: Any two of GENV 2201, 2311, 3201, 3211 or 3301; or permission of the Department

Exclusion: GEOG 4301

This course studies a selected world region through a combination of directed readings, seminar presentations, and individual research.

**GENV 4311 (3CR)
SEMINAR IN CANADIAN REGIONALISM**

Format: seminar 3 hours

Prereq: GENV 3201 or 3301; or permission of the Department

Exclusion: GEOG 4311

This course explores Canadian regionalism through a combination of directed readings, presentations, and individual research.

**GENV 4321 (3CR)
SEMINAR IN CULTURAL AND
LANDSCAPE STUDY**

Format: seminar 3 hours

Prereq: GENV 2311 and 3301 or 3811; or permission of the Department

Exclusion: GEOG 4321

This course explores contemporary cultural geography and cultural landscape study through directed readings, presentations and individual research.

**GENS 4421 (3CR)
SEMINAR IN ENVIRONMENTAL SCIENCE**

Format: seminar 3 hours

Prereq: This course is restricted to students in their final year of a Major or Honours in Environmental Science; or permission of the Department

Exclusion: ENVS 4901

This course examines current issues in environmental science. Students prepare case studies of specific problem areas in environmental science and present these in a seminar format.

**GENV 4521 (3CR)
SEMINAR IN COMMUNITY PLANNING
RESEARCH**

Format: seminar 3 hours

Prereq: GENS 2431 and GENV 3531; or permission of the Department

Exclusion: GEOG 4521

This course applies community planning theory and techniques to an actual case developed in concert with a local community. Students clarify client objectives, develop a research and analysis program, conduct fieldwork, analyze data, prepare recommendations, and present results to the client.

**GENS/GENV 4701 (3CR)
ADVANCED FIELD COURSE**

Format: Field Course

Prereq: GENV 3701 or GENS 3401; or permission of the Department

Exclusion: GEOG 4701

This is an extended field course to be completed outside the September-May academic year in which students complete a supervised original research project at an off-campus location.

**GENV 4711 (3CR)
PERSPECTIVES ON MAPPING AND G.I.S.**

Format: lecture/laboratory 3 hours

Prereq: GENS 2441 and third-year standing; or permission of the Department

Exclusion: GEOG 4711

This course investigates how cartography has been used to codify space, place and territory over the past millennium. The course considers agency and motive in historical and contemporary cartography, including G.I.S., paying particular attention to a critique of scientific method and the mapping of modernity. It also examines alternative map spaces and other media and, using a combination of directed readings and practical project work, students develop critical perspectives on our use of various forms of cartographic representation.

GENV 4811 (3CR)
GENDER, CULTURE AND THE CITY

Format: lecture 3 hours

Prereq: GENV 3811; or permission of the Department

Exclusion: GEOG 4811

This course examines the relationship between socially constructed gender relations and the nature and form of urban areas. Students consider how social and cultural categories and historical processes shape the production of urban space, and how we in turn are shaped by it.

GENV 4821 (3CR)
SEMINAR IN URBAN ISSUES

Format: seminar 3 hours

Prereq: GENV 3811 and any two of GENV 2201, 2311, or 3211; permission of the Department

Exclusion: GEOG 4821

This course explores a selected contemporary urban issue focusing in any given year on topics such as the political geography of the Canadian urban movement, the urban dynamics of key world cities, cities in the developing world, and cities and the 'new' economy.

GENS/GENV 1991/2991/3991/4991 (3CR)
SPECIAL TOPICS IN GEOGRAPHY AND ENVIRONMENT

Format: Variable

Prereq: Set by the Department/Program when the topic and level are announced

Note: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months

GENS/GENV 4950/4951 (6/3CR)
INDEPENDENT STUDY IN GEOGRAPHY AND ENVIRONMENT

Format: Independent Study

Prereq: Permission of the Department/Program Advisor. Students must obtain consent of an instructor who is willing to be a supervisor and must register for the course prior to the last day for change of registration in the term during which the course is being taken.

Note: A program on Independent Study cannot duplicate subject matter covered through regular course offerings.

Note: Students may register for GENS/GENV 4950/51 more than once, provided the subject matter differs.

This course permits senior students, under the direction faculty members, to pursue their interest in areas not covered, or not covered in depth, by other courses through a program of independent study.

GENS/GENV 4990 (6CR)
HONOURS THESIS

Format: independent study/thesis

Prereq: Permission of the Department

This course comprises independent research and study under the direction of a supervisor approved by the department.

in advance, to the Dean.

Note: Students may register for GENS/GENV 1991/2991/3991/4991 more than once, provided the subject matter differs.

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course that is being considered for inclusion in the regular program.

Note: *The listing of a course in the Calendar is not a guarantee that the course is offered every year.*

Note: *Students must obtain a grade of at least C- in all courses used to fulfill prerequisite requirements. Otherwise, written permission of the appropriate Department Head or Program Coordinator must be obtained.*

COURSE PLANNER FOR MAJOR IN GEOGRAPHY

Keep record of classes that you have taken and plan for future courses which are required for you to achieve degree requirements.

Name: _____ I.D.#: _____ E-mail: _____

Degree Program – Major: _____ Minor: _____

Expected Graduation Date: _____

REQUIREMENT	Course # and Credits	Course Title	Year Taken
9 credits from:	GENS 1401 [3]	<i>The Physical Environment</i>	
	GENS 2411 [3]	Geomorphology	
	GENS 2421 [3]	Weather and Climate	
9 credits from:	GENV 1201 [3]	<i>The Human Environment</i>	
	GENV 2101 [3]	<i>Natural Resource Management</i>	
	GENV 2201 [3]	<i>Geography of Economic Activity</i>	
	GENV 2221 [3]	<i>The Developing World</i>	
	GENV 2311 [3]	<i>Introduction to Cultural Geography</i>	
9 credits from:	GENS 2431 [3]	<i>Data Analysis</i>	
	GENS 2441 [3]	<i>Geographic Information Systems</i>	
	GENS 3401 [3]	<i>Research Methods In Environmental Science</i>	
	Or GENV 3701 [3]	<i>Research Methods In Human Geography And Environment</i>	
18 credits from:	GENV 3101 [3]	<i>Environment and Development</i>	
	GENV 3201 [3]	<i>Canadian Environmental Policy</i>	
	GENV 3211 [3]	<i>Transportation Geography</i>	
	GENV 3301 [3]	<i>Historical Geography of North America</i>	
	GENV 3321 [3]	<i>Geography of Japan</i>	
	GENS 3411 [3]	<i>Coastal Geomorphology</i>	
	GENS/BIOL 3421 [3]	<i>Biogeography</i>	

	GENS 3451 [3]	<i>Earth System Science</i>	
	GENS 3461 [3]	<i>Oceanography</i>	
	GENV 3511 [3]	<i>Rural and Small Town Canada</i>	
	GENV 3531 [3]	<i>The Planning Process</i>	
	Course Title	Year Taken	Course # and Credits
	GENV 3811 [3]	<i>Geography of Urbanization</i>	
	GENV 4101 [3]	<i>Seminar in Environmental Issues</i>	
	GENV 4111 [3]	<i>International Environmental Affairs</i>	
	GENV 4201 [3]	<i>Canadian Environmental Planning and Management</i>	
	GENV 4211 [3]	<i>Resource Communities and the Multinational Corporation</i>	
	GENV 4301 [3]	<i>Seminar in Area Studies</i>	
	GENV 4311 [3]	<i>Seminar in Canadian Regionalism</i>	
	GENV 4321 [3]	<i>Seminar in Cultural and Landscape Study</i>	
	GENV 4421 [3]	<i>Seminar in Environmental Science</i>	
	GENV 4521 [3]	<i>Seminar in Community Planning Research</i>	
	GENS/GENV 4701 [3]	<i>Advanced Field Course</i>	
	GENV 4711 [3]	<i>Perspectives on Mapping and GIS</i>	
	GENV 4811 [3]	<i>Gender, Culture and the City</i>	
	GENV 4821 [3]	<i>Seminar in Urban Issues</i>	
	GENS/GENV 4950/4951 [6]	<i>Independent Study in Geography and Environment</i>	
	GENS/GENV 1991/2991/3991/4991 (3CR)	<i>Special Topic In Geography And Environment</i>	
15 credits from complementary courses chosen in consultation with the Program			

Advisor			

TOTAL NUMBER OF CREDITS NEEDED FOR GEOGRAPHY MAJOR: 60

HONOURS IN GEOGRAPHY

- ❑ **60 credits as in the Major, plus:**
- ❑ **6 from GENV 4990**
- ❑ **6 from Geography and Environment at the 3/4000 level, including 3 credits from a course at the 4000 level, chosen in consultation with the Programme Advisor _____,
_____.**

TOTAL NUMBER OF CREDITS NEEDED FOR HONOURS GEOGRAPHY: 72

COURSE PLANNER FOR MINOR IN GEOGRAPHY

Keep record of classes that you have taken and plan for future courses which are required for you to achieve degree requirements.

Name: _____ I.D.#: _____ E-mail: _____
 Degree Program – Major: _____ Minor: _____
 Expected Graduation Date: _____

REQUIREMENT	Course # and Credits	Course Title	Year Taken
6 credits from:	GENS 1401 [3]	<i>The Physical Environment</i>	
	GENV 1201 [3]	<i>The Human Environment</i>	
18 credits from: (6 from the 3000/ 4000 level chosen in consultation with the Program Advisor)	GENS 2411 [3]	<i>Geomorphology</i>	
	GENS 2421 [3]	<i>Weather and Climate</i>	
	GENV 2101 [3]	<i>Natural Resource Management</i>	
	GENV 2201 [3]	<i>Geography of Economic Activity</i>	
	GENV 2221 [3]	<i>The Developing World</i>	
	GENV 2311 [3]	<i>Introduction to Cultural Geography</i>	
	GENS 2431 [3]	<i>Data Analysis</i>	
	GENS 2441 [3]	<i>Geographic Information Systems</i>	
	GENS 3401 [3]	<i>Research Methods In Environmental Science</i>	
	Or GENV 3701 [3]	<i>Research Methods In Human Geography And Environment</i>	
	GENV 3101 [3]	<i>Environment and Development</i>	
	GENV 3201 [3]	<i>Canadian Environmental Policy</i>	
	GENV 3211 [3]	<i>Transportation Geography</i>	
	GENV 3301 [3]	<i>Historical Geography of North America</i>	
	GENV 3321 [3]	<i>Geography of Japan</i>	
GENS 3411 [3]	<i>Coastal Geomorphology</i>		

	GENS/BIOL 3421 [3]	Biogeography	
	GENS 3451 [3]	Earth System Science	
	GENS 3461 [3]	Oceanography	
	GENV 3511 [3]	Rural and Small Town Canada	
	Course Title	Year Taken	Course # and Credits
	GENV 3531 [3]	The Planning Process	
	GENV 3811 [3]	Geography of Urbanization	
	<i>GENV 4101 [3]</i>	<i>Seminar in Environmental Issues</i>	
	<i>GENV 4111 [3]</i>	<i>International Environmental Affairs</i>	
	<i>GENV 4201 [3]</i>	<i>Canadian Environmental Planning and Management</i>	
	<i>GENV 4211 [3]</i>	<i>Resource Communities and the Multinational Corporation</i>	
	<i>GENV 4301 [3]</i>	<i>Seminar in Area Studies</i>	
	<i>GENV 4311 [3]</i>	<i>Seminar in Canadian Regionalism</i>	
	<i>GENV 4321 [3]</i>	<i>Seminar in Cultural and Landscape Study</i>	
	<i>GENV 4421 [3]</i>	<i>Seminar in Environmental Science</i>	
	<i>GENV 4521 [3]</i>	<i>Seminar in Community Planning Research</i>	
	<i>GENS/GENV 4701 [3]</i>	<i>Advanced Field Course</i>	
	<i>GENV 4711 [3]</i>	<i>Perspectives on Mapping and GIS</i>	
	<i>GENV 4811 [3]</i>	<i>Gender, Culture and the City</i>	
	<i>GENV 4821 [3]</i>	<i>Seminar in Urban Issues</i>	
	<i>GENS/GENV 4950/4951 [6]</i>	<i>Independent Study in Geography and Environment</i>	
	<i>GENS/GENV 1991/2991/3991/4991 (3CR)</i>	<i>Special Topic In Geography And Environment</i>	

TOTAL NUMBER OF CREDITS NEEDED FOR GEOGRAPHY MINOR: 24

COURSE PLANNER FOR MAJOR IN ENVIRONMENTAL STUDIES

Keep record of classes that you have taken and plan for future courses which are required for you to achieve degree requirements.

Name: _____ I.D.#: _____ E-mail: _____
 Degree Program – Major: _____ Minor: _____
 Expected Graduation Date: _____

REQUIREMENT	Course # and Credits	Course Title	Year Taken
24 credits from:	<i>BIOL 1001 [3]</i>	<i>Introductory Biology</i>	
	<i>CHEM 1001 or PHYS 1051 or 2401 [3]</i>	<i>Introductory Chemistry I or Introductory Physics</i>	
	<i>ECON 1001 and ECON 1011 [6]</i>	<i>Principles of Micro and Macro Economics</i>	
	<i>GENS 1401 [3]</i>	<i>Introduction to Physical Geography</i>	
	<i>GENV 1201 [3]</i>	<i>The Human Environment</i>	
	<i>GENV 2001 [3]</i>	<i>Contemporary Environmental Studies</i>	
	<i>ANTH 1011 or SOC 1001 [3]</i>	<i>Introduction to Anthropology or Introduction to Sociology</i>	
30 credits from: (at least 18 of the 30 credits must be at the 3000 or 4000 level)	<i>ECON 3801 [3]</i>	<i>Environmental Economics</i>	
	<i>GENV 2101 [3]</i>	<i>Natural Resource Management</i>	
	<i>GENV 2221 [3]</i>	<i>The Developing World</i>	
	<i>GENV 3101 [3]</i>	<i>Environment and Development</i>	
	<i>GENV 3201 [3]</i>	<i>Canadian Environmental Policy</i>	
	<i>GENV 4101 [3]</i>	<i>Seminar in Environmental Issues</i>	
	<i>GENV 4111 [3]</i>	<i>International Environmental Affairs</i>	
	<i>GENV 4201 [3]</i>	<i>Canadian Environmental Planning and</i>	

		<i>Management</i>	
	<i>PHIL 1651 or PHIL 2701 or PHIL 3511 [3]</i>	<i>Changing Image of Nature or Introductory Ethics or Philosophy of the Life Sciences</i>	
	<i>PHIL 3721 [3]</i>	<i>Environmental Ethics</i>	
	<i>RELG 3981* [3]</i>	<i>Religious Ethics & Environment</i>	
	<i>ANTH 1011 or SOCI 1001 [3]</i>	<i>Introduction Anthropology or Introduction to Sociology</i>	
	<i>ANTH 2501 [3]</i>	<i>Environment and Society</i>	

	Course # and Credits	Course Title	Year Taken
6 credits from:	GENS 2431 or Math 2311 [3]	<i>Data Analysis or Statistics I</i>	
	GENV 3701 [3]	<i>Research Methods In Human Geography And Environment</i>	
6 credits from:	BIOL 1211 [3]	<i>World Ecosystems</i>	
	BIOL 1501 [3]	<i>Cell Biology</i>	
	BIOL 2101 [3]	<i>Introduction To Ecology</i>	
	BIOL 3501 [3]*	<i>Native Flora (Vascular Plants)</i>	
	BIOL 3911 [3]	<i>Plants And Human Society</i>	
	CHEM 1501 [3]	<i>Chemistry In Modern Society</i>	
	CHEM 2511 [3]*	<i>Environmental Chemistry I: Introduction To The Chemistry Of The Environment</i>	
	GENV 2411 [3]	<i>Geomorphology</i>	
	GENS 2421 [3]	<i>Weather and Climate</i>	
	GENS 3411 [3]	<i>Coastal Geomorphology</i>	
	GENS 3421 [3]	<i>Biogeography</i>	
	GENS 3451 [3]	<i>Earth System Science</i>	
PHYS 3751* [3]	<i>Physics Of Energy Production And Transfer</i>		
6 credits from:	COMM 3371* [3]	<i>Issues In Business And Society</i>	
	ECON 2001 [3]	<i>Intermediate Microeconomics I</i>	
	ECON 3601 [3]	<i>Principles Of Cost-Benefit Analysis</i>	
	ECON 3821 [3]	<i>Natural Resource Economics</i>	
	GENV 3531 [3]	<i>The Planning Process</i>	
	GENV 4211 [3]	<i>Resource Communities and the Multinational Corporation</i>	
	GENV 4521 [3]	<i>Seminar In Community Planning Research</i>	
	GENV 4951 [3]	<i>Independent Study in Geography and Environment</i>	
	PHIL 1651 [3]	<i>The Changing Image Of Nature</i>	
	PHIL 3511 [3]	<i>Philosophy Of The Life Sciences</i>	
	ANTH 2521 [3]	<i>Anthropological Perspectives On Development</i>	
	ANTH 3031 [3]	<i>Indigenous Knowledge Systems: Theoretical And Methodological Issues</i>	
	ANTH 3541 [3]	<i>Ethnobotany</i>	
ANTH 3621 [3]	<i>Health And Culture</i>		
ANTH 4531 [3]	<i>Cultural Ecology</i>		

** indicates courses which have pre-requisites not listed in the requirements for Environmental Studies*

TOTAL NUMBER OF CREDITS NEEDED FOR ENVIRONMENTAL STUDIES MAJOR: 72

HONOURS IN ENVIRONMENTAL STUDIES

- ❑ *72 credits as in the Major, plus:*
- ❑ *6 from GENV 4990 – Honours Thesis*

TOTAL NUMBER OF CREDITS NEEDED FOR HONOURS IN ENVIRONMENTAL STUDIES:

78

COURSE PLANNER FOR MINOR IN ENVIRONMENTAL STUDIES
Keep record of classes that you have taken and plan for future courses which are required for you to achieve degree requirements.

Name: _____ I.D.#: _____ E-mail: _____

Degree Program- Major: _____ Minor: _____

Expected Graduation Date: _____

REQUIREMENT	Course # and Credits	Course Title	Year Taken
6 credits from:	GENS 1401 [3]	<i>Introduction to Physical Geography</i>	
	GENV 1201 [3]	<i>The Human Environment</i>	
3 credits from:	GENV 2001 [3]	<i>Contemporary Environmental Studies</i>	
9 credits from:	ECON 1001 and ECON 1011 [6]	<i>Principles of Micro and Macro Economics</i>	
	ECON 3801 [3]	<i>Environmental Economics</i>	
6 credits from:	ECON 3821 [3]	<i>Natural Resource Economics</i>	
	GENV 3101* [3]	<i>Environment and Development</i>	
	GENV 3201 [3]	<i>Canadian Environmental Policy</i>	
	GENV 3531* [3]	<i>The Planning Process</i>	
	GENV 4101* [3]	<i>Seminar in Environmental Issues</i>	
	GENV 4111* [3]	<i>International Environmental Affairs</i>	
	GENV 4201* [3]	<i>Canadian Environmental Planning and Management</i>	
	GENV 4211* [3]	<i>Resource Communities and the Multinational Corporation</i>	
	PHIL 3721* [3]	<i>Environmental Ethics</i>	
	RELG 3981* [3]	<i>Religious Ethics and Environment</i>	
	ANTH 3541* [3]	<i>Ethnobotany</i>	
ANTH 4531* [3]	<i>Cultural Ecology</i>		

* indicates courses which have pre-requisites not listed in the requirements for Environmental Studies

TOTAL NUMBER OF CREDITS NEEDED FOR ENVIRONMENTAL STUDIES MINOR: 24

COURSE PLANNER FOR MAJOR IN ENVIRONMENTAL SCIENCE

Keep record of classes that you have taken and plan for future courses which are required for you to achieve degree requirements.

Name: _____ I.D.#: _____ E-mail: _____

Degree Program – Major: _____ Minor: _____

Expected Graduation Date: _____

REQUIREMENT	Course # and Credits	Course Title	Year Taken
3 credits from:	GENS 1401 [3]	<i>Introduction to Physical Geography</i>	
3 credits from:	GENV 1201 [3]	<i>The Human Environment</i>	
	GENV 2001 [3]	<i>Contemporary Environmental Studies</i>	
	GENV 2101 [3]	<i>Natural Resource Management</i>	
	ANTH 2501 [3]	<i>Environment and Society</i>	
	PHIL 1651 [3]	<i>Changing Image of Nature</i>	
6 credits from:	BIOL 1001 [3]	<i>Introductory Biology</i>	
	BIOL 1501 [3]	<i>Cell Biology</i>	
	BIOL 2101 [3]	<i>Introduction To Ecology</i>	
	BIOC 1001 [3]	<i>Biochemistry I</i>	
	BIOC 2001 [3]	<i>Biochemistry II</i>	
6 credits from:	CHEM 1001 [3]	<i>Introductory Chemistry I</i>	
	CHEM 1021 [3]	<i>Introductory Chemistry II</i>	
6 credits from:	PHYS 1051 [3]	<i>General Physics I</i>	
	PHYS 1551 [3]	<i>General Physics II</i>	
	PHYS 3521 [3]	<i>Physics Of The Living Body</i>	
6 credits from:	MATH 1111 [3]	<i>Introduction To Calculus I</i>	
	MATH 1121 or COMP 1631 [3]	<i>Intro To Calculus II or Intro To Computer Science</i>	
6 credits from:	BIOL 2701 [3]	<i>Biometrics</i>	
	MATH 2311 [3]	<i>Statistics I</i>	
	GENS 2431 [3]	<i>Data Analysis</i>	
6 credits from:	Biology, Biochemistry, Chemistry, Computer Science, Science credits from Geography and Environment,		

	<i>Mathematics, or Physics at the 2000 level*</i>		
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REQUIREMENT	Course # and Credits	Course Title	Year Taken
24 credits from:	<i>Complementary science courses at the 3000/4000 level chosen in consultation with the Program Advisor*</i>		

TOTAL NUMBER OF CREDITS NEEDED FOR ENVIRONMENTAL SCIENCE MAJOR: 63

*Note: * Many 3000/4000 level courses will have one to several prerequisite courses.*

*Note: * Consultation must normally occur before the student's second year of study.*

HONOURS IN ENVIRONMENTAL SCIENCE

- 63 credits as in the Major, plus:**
- 6 from complementary science courses at the 3000/4000 level approved by the program advisor***
- 6 from GENS 4421 – Seminar in Environmental Science**
- 6 from GENS 4990 – Honours Thesis**

**TOTAL NUMBER OF CREDITS NEEDED FOR HONOURS IN ENVIRONMENTAL SCIENCE:
78**

Note: All GENS B.Sc. courses are considered Science credits for the completion of degree requirements and may be used to meet the Distribution requirements for Science.

MINOR IN ENVIRONMENTAL SCIENCE

Students who are interested in completing a Minor in Environmental Science must consult the Program Advisor to determine an appropriate group of courses before seeking approval from the Academic Dean under Calendar Regulation 7.2.17. Normally this consultation should occur in the

student's second year of study.

Important Information about Completing Honours

In the first semester of third year, many students begin to think seriously about future career prospects and what they could be doing to position themselves with respect to this important goal. If you are doing well (GPA on work done beyond first-year) and if you have begun to think about graduate school or a professional program, you might want to consider doing Honours.

One way to explore the pros and cons of doing Honours is to attend the session on “Going to Graduate and Professional School” that the department holds in the fall. While this session is typically of primary interest to those in their final year, it also serves as an excellent way to stimulate thinking for those in their third year.

How to decide if you should do an Honours thesis?

- *Strong interest in the challenge of undertaking research*
- *Have identified a topic that fits with a professor’s area of expertise and supervision*
- *Willing to devote the summer, prior to fourth-year, to conducting fieldwork or other relevant research necessary to execute the project*

What a Thesis Entails

- *It is usually based on primary research and data acquisition achieved through field work, interviewing, surveys, and library and archival searching.*
- *Research involving interviewing human subjects may require the approval of the Research Ethics Board.*
- *The research is intended to expand knowledge by exploring new questions, reinterpreting or extending previous work and theory.*
- *The thesis document is typically between 80 and 100 pages and follows a prescribed book-like format as an academic document.*
- *The thesis supervisor(s) will work with you through the major stages of the research process including establishing critical milestones for work completion.*
- *The grade reflects the totality of work you have done throughout the process of data gathering, research formulation and writing as well as any public presentation of your findings (the grade will be determined by the supervisor often in concert with an examining committee of other faculty members.)*

The Application Process

- *Students intending to do Honours need to formally apply to the Head of the Geography and Environment Department in December of their third year. The Department will provide notification of this deadline and provides a brochure outlining the process of application.*
 - *The Registrar also requires that students declare their intention to do Honours by completing the *Declaration of Intention to Pursue Honours* form: http://www.mta.ca/sas/forms/pursue_honours.html*
- Students applying for an Honours Program must declare their intention in year three, by December.*
- *Eligibility to complete an Honours program will depend on your academic performance at the end of third year and confirmation of supervision by a Thesis Advisor. There is no guarantee that a Thesis Advisor can be appointed due to sabbatical leaves, administrative appointments and work load demands on faculty members.*
 - *A degree with Honours requires attainment of a 3.0 Cumulative GPA in the prescribed Honours works. You also need to earn a B grade on THE THESIS*

General Timeline for Honours Work

[Timeline commencing during the Third Year of the Undergraduate degree]

Fall of Third Year: *(typically early November) Attend Departmental Session on “Going to Graduate and Professional School”*

December *Obtain the Departmental brochure on *Doing Honours in Geography and Environment* and begin the process of identifying a thesis supervisor. Submit the Departmental Application for Honours. The Head of the department will determine whether you have the required Honours grades up until this date, and if you do will communicate to you that you have provisional acceptance into Honours. Once received, complete the *Declaration of Intention to Pursue Honours Form*. NOTE: Students are advised that the Department may not be able to accommodate applications for Honours that are received after December 31.*

January/February *Working with the provisional supervisor, apply for funding through the University’s Student Summer Research Fellowship program, or other external programs.*

May *Final confirmation of acceptance for Honours will be sent by the Head when all grades have been recorded*

Summer *Literature review, project formulation, field and other forms of research and data gathering*

Fall of Fourth-Year: Analysis of data, early drafting of findings

Winter Preparation of Draft Thesis due at the end of Reading Week

March 31 Completion and submission of Thesis. The grading of the Thesis may involve a “thesis defense” or interview, or a public presentation.

Mid April Submission of bound Thesis and submission of Thesis grade

Completing Honours In Geography and Environment

General Policies and Guidelines to Consider in Deciding to Complete an Honours Degree

1. *It is essential that you familiarize yourself with the University’s Honours Degree Requirements, (see: Calendar Regulation 6.8), particularly the standard of performance and method of calculating the Honours average. The Department is reluctant to permit students to proceed with Honours when the student’s record of academic performance only marginally meets these requirements at the end of the 3rd year.*
2. *The Department attempts to accommodate the interests of all qualified applicants. However it reserves the right to turn down applicants in cases where there is no instructor able to supervise the particular project being proposed, or where faculty work load (numbers of Honours students) and/or other administrative obligations make it impossible to provide the guidance required to the student. Remember also that faculty leaves and sabbaticals may stand in the way of supervision.*
3. *Long experience suggests that thesis projects in Geography and Environment are most successful when the student is able to make productive use of the summer after 3rd year for field work, laboratory, or archival research. While it may be possible to delay the start of research until the beginning of the 4th academic year, this approach poses significant risks and is not advised. It follows that Honours students need to be strongly committed to the Honours program as the research and writing make intensive demands on them for 12 to 14 months. Simply put, staying focused and passionate about the thesis project becomes essential.*
4. *The formal process of application begins in December of the 3rd year of study. Applicants are strongly advised to discuss their project ideas informally with a member of the Department in advance of the application date. The application requires that the proposed thesis research project be delineated as fully as is possible even at this stage.*

5. *We also encourage student to consider making an application to one of the summer research opportunities available at Mount Allison University, eg. the Student Summer Research Fellowships, or employment as a faculty research assistant. Successfully landing one of these opportunities provides one means to expedite the research phase of the project. Typically the application dates for summer research and employment programs is near the end of January, with decisions rendered near the end of February. Faculty members can play a supportive role in ensuring that a strong application is produced by the student.*
6. *Thesis research involves certain costs, which may have to be borne by the student. This is particularly true if there is travel and field research involved, or large social surveys to be produced. Students need to factor these costs into their budget planning. Unfortunately there are no grants or awards available in the Department to assist with these costs. Students may wish to consider making application to programs such as Leadership Mount Allison, or to other grants-in-aid opportunities that may exists in the University, or elsewhere, eg. Royal Canadian Geographic Society.*
7. *The Department will provide provisional acceptance for Honours in March; the final decision will be dependent on the release of 3rd year final grades.*

Taken from Doing Honours in Geography Brochure, MTA Geography Department, 2006.

Planning Your Degree

- *It is ok if you haven't decided in your first year to be a student in Geography and Environment, many students in the program don't decide that this is the right program for them until later in their University career*
- *It is important however, to ensure that you take the opportunity to speak to members of your Department to ensure that you are on the right path in terms of the courses which you are taking*
- *Make sure that you are familiar with degree requirements and upper year classes that you are interested in taking to ensure that when the time comes you will have the appropriate prerequisites*

Course Rotation

Most courses offered by the Geography and Environment Department are offered annually. However, changes do occur based on availability of faculty in the Department (ex. Sabbatical or Administrative responsibilities).

Annual Distribution of Courses

Courses Traditionally Offered in the

Fall Semester

GENV 1201A	<i>The Human Environment</i>
GENS 1401A	<i>The Physical Environment</i>
GENS 1401L1-4	<i>Lab: The Physical Environment</i>
GENV 2001A	<i>Contemporary Environmental Studies</i>
GENV 2101A	<i>Natural Resource Management</i>
GENV 2201A	<i>Geography of Economic Activity</i>
GENV 2311A	<i>Intro to Cultural Geography</i>
GENS 2411 A	<i>Geomorphology</i>
GENV 3101 A	<i>Environment & Development</i>
GENV 3201 A	<i>Canadian Environmental Policy</i>
GENV 3321 A	<i>Geography of Japan</i>
GENS 3401 A	<i>Research Methods in Envir Sci</i>
GENS 3411 A	<i>Coastal Geomorphology</i>
GENS 341L 1	<i>Lab: Coastal Geomorphology</i>
GENS 3421 A	<i>Biogeography</i>
GENS 3421L1	<i>Lab: Biogeography</i>
GENV 3701 A	<i>Research Meth in Human Geo</i>
GENV 3811 A	<i>Geography of Urbanization</i>
GENV 4111 A	<i>Intl Environmental Affairs</i>
GENV 4201 A	<i>Canadian Environ Plan & Mgmt</i>
GENV 4321 A	<i>Cultural & Landscape Study</i>
GENV 4521 A	<i>Community Planning Research</i>
GENV 4950F A	<i>Sp Top in Geog & Environment</i>
GENV 4951 A	<i>Sp Top in Geog & Environment</i>
GENV 4990A	<i>Honours Thesis</i>
GENV 4991 A	<i>Geographic Education</i>
GENS 4951 A	<i>Sp Top: Advanced G I S</i>

Courses Traditionally Offered in the

Winter Semester

GENS 2421 A	<i>Weather and Climate</i>
GENS 242L 1,2	<i>Lab: Weather and Climate</i>
GENS 2431 A	<i>Data Analysis</i>
GENS 243L 1	<i>Lab: Data Analysis</i>
GENS 2441 A	<i>Geographic Info Systems</i>
GENS 244L 1	<i>Lab: Geographic Info Systems</i>
GENS 3461 A	<i>Oceanography</i>
GENS 346L 1	<i>Lab: Oceanography</i>
GENS 4421 A	<i>Seminar in Environmental Sci</i>
GENS 4950W A	<i>Sp Top in Geog & Environment</i>
GENS 4951 B	<i>Sp Top Independent Study</i>
GENS 4990W A	<i>Honours Thesis</i>
GENV 1201B	<i>The Human Environment</i>
GENV 2001 A	<i>Contemporary Envir Studies</i>
GENV 2221 A	<i>The Developing World</i>
GENV 2311 A	<i>Intro to Cultural Geog</i>
GENV 3211 A	<i>Transportation Geography</i>
GENV 3301 A	<i>Historical Geog of N America</i>
GENV 4101 A	<i>Seminar in Envir Issues</i>
GENV 4211 A	<i>Resource Comm & Multinat Corp</i>
GENV 4301 A	<i>Latin America</i>
GENV 4811 A	<i>Gender, Culture & City</i>
GENV 4950,1 I	<i>Sp Top in Geog & Environment</i>
GENV 4990W A	<i>Honours Thesis</i>

Prerequisites

For this course:	You need to have taken:
<i>GENS 2411 (3CR) – Geomorphology</i>	<i>GENS 1401; or permission of the Department.</i>
<i>GENS 2421 (3CR) – Weather and Climate</i>	<i>GENS 1401; or permission of the Department.</i>
<i>GENS 2431 (3CR) – Data Analysis</i>	<i>Either GENV 1201 or GENS 1401; or permission of the Department. Exclusion GEOG 2711.</i>
<i>GENS 2441 (3CR) – Geographic Information Systems</i>	<i>Second-year standing and GENS 2431 or Math 2311; or permission of the Department. Exclusion GEOG 2721, 3711.</i>
<i>GENV 3101 (3CR) – Environment and Development</i>	<i>GENV 2001 or 2102 and 2221; or permission of the Department.</i>
<i>GENV 3201 (3CR) – Canadian Environmental Policy</i>	<i>GENV 2001, 2221 or ECON 1001; or permission of the Department. Exclusion GEOG 3201.</i>
<i>GENV 3211 (3CR) – Transportation Geography</i>	<i>GENV 1201, 2201; or permission of the Department. Exclusion GEOG 3211.</i>
<i>GENV 3301 (3CR) – Historical Geography of North America</i>	<i>Third-year standing, and either GENV 1201 or 3 credits from HIST 1600 series; GENV 2311; or permission of the Department. Exclusion GEOG 3301.</i>
<i>GENV 3321 (3CR) – Geography of Japan</i>	<i>Third-year standing, and at least one of GENV 1201, 2311, HIST 1611; or permission of the Department. Exclusion GEOG 3321.</i>
<i>GENS 3401 (3CR) – Research Methods in Environmental Science</i>	<i>GENS 2431 and third-year standing; or permission of the Department. Exclusion GEOG 3401, 3701; GENV 3701.</i>
<i>GENV 3411 (3CR) – Coastal Geomorphology</i>	<i>GENS 2431, 2411; or permission of the Department. Exclusion GEOG 3411; GEOS 3111.</i>
<i>GENS/BIOL 3421 (3CR) – Biogeography</i>	<i>GENS 2431, 2421; or permission of the Department. Exclusion GEOG 3421.</i>
<i>GENV 3511 (3CR) – Rural and Small Town Canada</i>	<i>GENV 1201; one of GENV 2101, 2201, 2311; or permission of the Department. Exclusion GEOG 3511.</i>
<i>GENV 3531 (3CR) – The Planning Process</i>	<i>GENV 1201 and one of GENV 2101, 2201, 2311; or permission of the Department. Exclusion GEOG 3531.</i>
<i>GENV 3701 (3CR) – Research Methods in Human Geography and Environment</i>	<i>GENS 2431 and third-year standing; or permission of the Department. Exclusion GEOG 3701 and GENS 3401.</i>

GENV 3811 (3CR) – Geography of Urbanization

Third – year standing, GENV 1201 and 2311; or permission of the Department. Exclusion GEOG 3811.

Prerequisites

For this course:	You need to have taken:
GENV 4101 (3CR) – Seminar in Environmental Issues	GENV 1201, 2001; GENS 1401; or permission of the Department. Exclusion GEOG 4101.
GENV 4111 (3CR) – International Environmental Affairs	GENV 3201 or GEOG 3201; or permission of the Department. Exclusion GEOG 4101.
GENV 4201 (3CR) – Canadian Environmental Planning and Management	GENV 3201 or GEOG 3201; or permission of the Department. Exclusion GEOG 4101.
GENV 42111 (3CR) – Resource Communities and the Multinational Corporation	GEOG 2101 and 2201 or GENV 2101 and 2201; or permission of the Department.
GENV 4301 (3CR) – Seminar in Area Studies	Any two of GENV 2201, 2311, 3201, 3211 or 3301; or permission of the Department. Exclusion GEOG 4301.
GENV 4311 (3CR) – Seminar in Canadian Regionalism	GENV 3201 or 3301; or permission of the Department. Exclusion GEOG 4311.
GENV 4321 (3CR) – Seminar in Cultural and Landscape Study	GENV 2311 and 3301 or 3811; or permission of the Department. Exclusion GEOG 4321.
GENV 4521 (3CR) – Seminar in Community Planning Research	GENS 2431 and GENV 3531; or permission of the Department. Exclusion GEOG 4521.
GENS/GENV 4701 (3CR) – Advanced Field Course	GENV 3701 or GENS 3401; or permission of the Department. Exclusion GEOG 4701.
GENV 4711 (3CR) – Perspectives on Mapping and GIS	GENS 2441 and third year standing; or permission of the Department. Exclusion GEOG 4711.
GENV 4811 (3CR) – Gender, Culture and the City	GENV 3811; or permission of the Department. Exclusion GEOG 4811.
GENV 4821 (3CR) – Seminar in Urban Issues	GENV 3811 and any two of GENV 2201, 2311, or 3211; permission of the Department. Exclusion GEOG 4821.
GENS/GENV 4950/4951 (6/3CR) – Independent Study in Geography and Environment	Permission of the Department. Students must obtain consent of an instructor who is willing to be a supervisor and must register for the course prior to the last day for change of registration in the term during which the course is being taken. Note: A program on Independent

*GENS/GENV 4990 (6CR) – Honours Thesis
GENS/GENV 1991/2991/3991/4991 (3CR)
Special Topic In Geography And Environment*

Study cannot duplicate subject matter covered through regular course offerings.

Note: Students may register for GENS/GENV 4950/51 more than once, provided the subject matter differs. This course permits senior students, under the direction faculty members, to pursue their interest in areas not covered, or not covered in depth, by other courses through a program of independent study.

Permission of the Department.

Set by the Department/Program when the topic and level are announced

Note: When a Department or Program intends to offer a course under this designation, it must submit course information, normally at least three months in advance, to the Dean.

Note: Students may register for GENS/GENV 1991/2991/3991/4991 more than once, provided the subject matter differs.

This course either focuses on topics not covered by the current course offerings in a department or program or offers the opportunity to pilot a course that is being considered for inclusion in the regular program.

Meeting with the Program Advisor

Once you have decided to do a minor or major in geography, environmental studies, or environmental science it is essential that you meet with one of the three program advisors as soon as possible to work out the sequence of courses you need to take.

The program advisor for geography is Dr. Mike Fox, email: mfox@mta.ca, for environmental studies is Dr. Brad Walters, email bwalters@mta.ca, and for environmental science is Dr. Zoe Finkel, email: zfinkel@mtac.a.

General B.A. Degree Requirements

- 120 credits are required for a degree
- 6 credits must be earned in EACH of the four distribution areas: Arts and Letters, Humanities, Social Sciences, and Science (as listed in section 7.2.2 of the Academic Calendar)
- A minimum of 36 credits must be completed from the 3000/4000
- One of the following must be completed:
 - a Major plus a Minor
 - a Double Major
 - a General degree of three Minors
 - an Honours program

Note: You must declare your Major(s) and/or Minor(s) by the end of second year, before registering for third year courses. To do so, complete and submit the *Declaration/Addition/Change of Major or Minor* form, available on the Student Services website, http://www.mta.ca/administration/sas/forms/declaration_change_major.pdf

Note: If you intend to graduate in May, you must complete an *Application for Graduation and a Degree Audit Form* by September 30 of that academic year.

Major /Minor - no more than 9 credits can be counted in common between a Major and Minor. Where there are more than 9 credits of requirements in common, the credit value of the combined program will be at least 15 credits greater than the total credits required for the Major.

Additional Minor - students who complete the requirements for more than one Minor will have the additional Minor(s) recorded on their transcript.

Double Major - students completing a double Major may count up to 24 credits in common between the two majors. Even when there are requirements in common, the credit value of the combined program will be at least 36 credits greater than the total for the first Major.

****For further information concerning Academic Programs, refer to Section 7 of the Academic Calendar.****

Taken from the Sociology Handbook and Mount Allison University Academic Calendar (2006 – 2007)

Academic Regulations

Determining Year Level: Students must have earned 24 credits to register in second year, 54 to register in third year, and 84 to register in fourth year.

Deadline for Registration Changes: Registration changes are allowed for 3 credit courses during the first week of classes of either term or for 6 credit courses during the first two weeks of first term. The changes can be made online through connect@mta.ca.

Note: A grade of D (D+, D, D-) in any course will be considered a conditional (noncontinuing) pass. In order for a course to be used to fulfill prerequisite requirements, a grade of C- or better must be obtained. Otherwise, written permission of the appropriate Department Head or Program Coordinator must be obtained.

Grading System: Letter Grade Descriptor GPA Equivalent

Letter Grade	Descriptor	GPA Equivalent
A+	Outstanding	4.3
A	Excellent	4.0
A-	Very Good	3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-	Prerequisite Requirement	1.7
D+	Conditional	1.3
D	(Non- Continuing) Pass	1.0
D-		0.7
F	Failure	0.0
FE	Failure; eligible to write a supplemental examination	0.0
P	Results reported on Pass/Fail basis (Supplemental/ Special Exams, Transfer credits)	Excluded from the GPA
CP	Conditional Pass – may not be used to fulfill prerequisite requirements	Excluded from the GPA

For further information concerning Academic Regulations, refer to Section 6 of the Academic Calendar.

Taken from the Sociology Handbook and Mount Allison University

Opportunities for Further Studies in Geography and Environment

Mount Allison Dendrochronology Lab

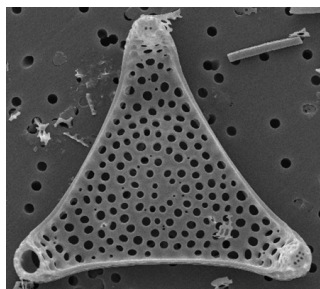
The Mount Allison Dendrochronology Laboratory (MAD Lab) was launched in the fall of 2003. The MAD Lab was formed to investigate tree-ring related research questions in Atlantic Canada. The first priority of the MAD Lab is to establish extensive tree-ring chronologies in the region. These chronologies will form the foundation of various projects, from researching annually-resolved proxy climatic records for the Atlantic region, to dating historic structures in Maritime Canada.



<http://www.mta.ca/madlab/>

Marine Macroecology and Biogeochemistry Lab

The Marine Macroecology and Biogeochemistry Lab houses an interdisciplinary research group (with the Math and Computer Science Department) interested in large-scale ecological, evolutionary and biogeochemical phenomena in the oceans. The primary goal is to understand and anticipate the effects of climate change on marine organisms. They use a combination of theoretical and data-driven models, remote-sensed, field and laboratory data, and fossil records to see how changes in climate and environmental conditions alter marine biological communities.



<http://mta.mmab.ca/wiki/start>

Rural and Small Town Program

The Rural and Small Town Programme is associated with the Geography and Environment Department. Initially funded by generous grants from the Canada Mortgage and Housing Corporation, the J.W. McConnell Family Foundation, and the Donner Foundation, RSTP has developed an international reputation as a research and study centre in the field of housing, community economic development, and sustainable



RURAL & SMALL TOWN
PROGRAMME

communities. Members of RSTP primarily conduct contract and externally funded research, and carry on a wide variety of action-based and outreach activities. RSTP provides research employment / special topics supervision (sometimes) under the right circumstances and conditions for Geography and Environment students.

<http://www.mta.ca/faculty/socsci/geograph/links.html#rstp>

Field Work, Summer Research Opportunities, and Conference Presentations

Field work, summer research, and conference presentations are considered to be important components of much of the learning and teaching carried out in the Department of Geography and Environment. Students have the opportunity to engage in these activities as part of undergraduate courses or as summer researcher fellows and assistants. Talk to your professors about opportunities that will coincide with your specific area of interest. Other opportunities exist to be active in the Department as a Teaching Assistant (TA) or as a Teaching Intern (an opportunity available through the Purdy Crawford Teaching Center).

Departmental Contact Information

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Get more from your Geography and Environment Degree

Here are some ideas about ways that you can enhance your in class learning here at MTA!

- Check out the *Mount Allison University Environmental Audit 2008*. Learn about the vision to make Mount A a sustainable institution and learn about things that you can do in your own life to be more environmentally responsible.

<http://www.mta.ca/environment/Environment%20Audits/Environment%20Audit%202008.pdf>

- Review *Tips for Sustainable Living at Mount A: A Student Guide*

<http://www.mta.ca/environment/you.html>

- Get involved with the *EcoAction* group at Mount A. This group is working emphasizes reducing human impact on the earth.

<http://www.mta.ca/clubs/ecoaction/about.html>

- Read up about *Environmental Activism* here at Mount Allison and discover ways that you can get involved.

<http://www.mta.ca/faculty/socsci/geograph/activism.htm>

- Go to the *Geography and Environment Department* website and check out the links provided. Links are provided to NGO sites, Governmental sites and other links relating to the environment. This is a great resource for learning about environmental initiatives.

<http://www.mta.ca/faculty/socsci/geograph/links.htm>

- The **Mount Allison University Geography and Environmental Studies Society**, a student run society oriented around providing both educational and social activities for students of Geography and Environmental Studies at Mount A. This society will have formal meetings a few times a semester and will meet bi-monthly for events and activities. Any student in Geography or Environmental Studies is invited to partake in events held by this society!

Honours Thesis' Written by Geography Students of MTA

- *“Conflicting Perceptions of Heritage in a Culturally Diverse City: A Case Study of Brampton, Ontario”* (Douglas Drover, 2005)
- *“Socially Cohesive? The Effects of Internet Adoption on Rural Canadian Communities”* (Evan James Dickinson, 2005)
- *“Landscape Perceptions in Sackville, New Brunswick”* (Celine Dujoux, 2001)
- *“The Tantramar Marshes: A Landscape of Resistance and Transgression”* (Amanda Marlin, 2001)
- *“Wetlands Restoration: A Cultural Interpretation of Marsh Landscapes on the Tantramar in the Late 20th Century”* (Abigail McIntosh Porter, 2001)
- *“Agriculture on the Urban Fringe: A Study of Interdependencies within the Township of Markham in the 1990s”* (Stephanie Crocker, 2000)
- *“An Assessment of Arcview 3.1 and Image Analysis 1.0 as Tools for Measuring Coastal Environmental Change”* (Rebecca Laurene Rush, 2000)

Departmental Student Awards

The Canadian Association of Geographers Award is presented to the most outstanding graduating student in Geography (Honours, or Major). The award is presented at Convocation and provides the recipient with membership in the Association.

The Bruce I. MacDonald Prize is awarded at Convocation to the graduating student with the highest overall performance in Environmental and Physical Geography courses. The prize involves a cash award.

Departmental Student of the Year Award is presented at the annual Senior Banquet. This is awarded to a graduating student in Geography and Environment who exemplifies Strong academic performance and leadership within the program of study.

HABITS TO HELP YOU EXCEL

An overview of skills such as Time Management, Note Taking and Organization

Time Management

“You need to manage time effectively if you’re going to be successful”.

There are several basic skills that you will need to employ to become effective at managing your time. It is especially important to get into a good routine at the beginning of the semester so that when things get crazy later on you will be able manage all the tasks which will be required of you. Here are a few tips to help you out:

TRY	<i>Keeping track of your time for one entire week. Account for every 1/2 hour by filling in your schedule every few hours. Add up totals for sleep, studying and recreation.</i>
WHY?	<i>Because you need to know if you are putting in enough hours. Normal for sleep is 50-60hrs; students who are sleep-deprived have lower marks than students who are getting enough sleep. Normal for school work is 1hr homework for every hour in class plus overtime for studying; this varies from one faculty and program to another, and mature and part-time students may need twice these hours for homework, so check with your advisor. Normal for recreation is 10-25hrs, depending on your program.</i>
TRY	<i>Writing everything down: long term goals (course requirements) on a calendar, short term goals (weekly requirements) on your schedule or "goals" sheet, daily goals (errands) on a "to do" list.</i>
WHY?	<i>Because time management is about goals: clarifying them (on paper, leaving short-term memory free for learning), setting them, assessing them, developing methods for meeting them and rewarding them.</i>
TRY	<i>Doing some work on a task the day that it is assigned, then developing a plan for finishing it by dividing the task into at least 5 "chunks" of work with established deadlines and rewards.</i>
WHY?	<i>Because all of these activities help with motivation. First minute motivation is a powerful tool; after using it to gain momentum, set deadlines - with rewards - and chip away at the task to get it done.</i>
TRY	<i>Doing your most difficult work during hours when you feel best. Save pleasant tasks for less productive times of the day.</i>
WHY?	<i>Because this will make you more efficient. Most of us have high energy time each day (often in the morning), with two periods of medium and one of low energy (often in the late</i>

afternoon). Find these times for yourself and work with them - do difficult work during high time and easier work during lower times.

Taken from: <http://www.adm.uwaterloo.ca/infocs/study/time.html>

Making Schedules

Tips when making your schedules:

- *Be specific. Rather than writing "do review problems," indicate which problems.*
- *Be reasonable. Schedule what you think you will do.*
- *Take advantage of ALL your time, including little chunks of time such as riding on the bus.*
- *Be flexible, use a pencil when making your schedule.*
- *Plan to review your lecture notes everyday.*
- *Do not forget to schedule breaks.*
- *Make use of time before and after class.*
- *Schedule difficult tasks for your most alert periods.*

Adapted from:

http://www.ulrc.psu.edu/studyskills/time_management.html#what_is_time_management

To plan your time:

- *Schedule fixed blocks of time first.*
- *Include time for break.*
- *Schedule time for fun.*
- *Set realistic goals.*
- *Study in short sessions or stop and rest a few minutes every hour.*
- *Set clear starting and stopping times.*
- *Study during the daytime, as well as the nighttime.*
- *Schedule each study period as close to that class meeting as possible.*

Goal Setting

What are your goals? Really, what are your goals? It might help to divide your goals into time frames (immediate goals, short-mid-term goals, long-range goals) but you don't absolutely have to do so for the exercise to be useful. And, you don't have to have firm answers to those gripping questions about what you want to be or do when you're done at university to make this work; your goals are likely to shift and change over time anyway. All you need to do right now is think of a handful of goals to get started. Write down a list of goals now before reading further.

Take a look at your list of goals. How many of the tasks you intend to do today contribute to accomplishing the goals you have set for yourself? Are you actively working on these goals? Are you putting any of them off for a later time? What would you have to change in your life to make it possible to work on these goals?

Taken from: <http://www.yorku.ca/cdc/lsp/tmonline/tm2.htm>

Listening and Note Taking

“Listening is a thinking activity”.

[<http://www.yorku.ca/cdc/lsp/notesonline/note3.htm>]

Taking Notes from Lectures

- *Be prepared. Read any assigned readings before the lecture.*
- *If the subject matter seems uninteresting, ask yourself, “How can I make it interesting?” Link it to something you do find interesting. Make connections. Consider the lecture content in relation to the content of previous lectures and course readings.*
- *Find ways to determine what is important and how to organize that into what works for you. The responsibility is on YOU, not the professor. There is no need to copy every word that the lecturer is saying – decipher between what is important and what is not important.*
- *Don’t just listen for facts - listen for ideas and concepts. They are more important than facts, and understanding them will help you arrange the facts in your mind.*
- *It’s impossible to outline and take notes on everything. Be sure to use flexible note taking techniques such as abbreviated writing, listing ideas and facts, and writing summaries.*
- *Be aware of any words that throw you off, and don’t let them rattle you. Make a note of words you don’t understand and then look them up after class in your textbook or using the Internet.*
- *Don’t be afraid to ask questions and seek clarification when you don’t understand what is being discussed. There is no better time than in class to seek understanding regarding course material.*

Adapted from the Sociology Handbook, p. 36.

Features of the Lecture

Learning how your lecturer presents can be complemented by understanding some features of lectures which can help you to take better notes. Paying attention to these features can assist you in identifying the division of topics. They can also assist you in deciding on the main ideas of the lecture. These features of structural parts include:

- *Introduction*
- *Repetition*
- *Linking Expressions*
- *Rephrasing of Ideas*
- *Elaboration*

Taken from:

<http://www.yorku.ca/cdc/lsp/notesonline/note3.htm> .

Common Abbreviations

By taking notes that incorporate abbreviations you will be able to speed up your note taking. For instance, try shortening words or omitting vowels as you write. Think of using abbreviations in your note taking as how you chat on instant messaging or text messaging on your cell phone. Since the abbreviations should make sense to you, use the ones you use elsewhere, like on your computer. Here are some suggested abbreviations:

Abbreviation	Meaning	Abbreviation	Meaning
NB or imp.	important	ex.	example
i.e.	that is/means	p or pg.	page
∴	therefore	b/c	because
ref	reference	b/f	before
diff	different	w/	with
no. or #	number	w/o	without
etc.	and so on	~	around/approximately
? or Q	question	vs.	versus/opposed to

Taken from the Sociology Handbook.

Ways to Make Your Notes a Study Tool

But writing the information down in class is only half the point of taking notes. Making your notes into a useful study tool is also important!!!

There are different ways to make your notes a useful study tool. Here are some suggestions:

- *If your notes are sloppy, you can copy them more neatly. It will be easier to study from the more legible notes later. Copying will also give you an opportunity to review the information. It is not even necessary to copy all of the material covered, reviewing the main concepts will help you later on when you are studying for midterms and finals.*
- *Although it takes time, **rewriting** your notes can be very productive. **Rewriting is not the same thing as re-copying.** Rewriting your notes entails customizing them, so to speak, so that they take a shape that makes sense to you and that you find useful for studying, learning, understanding, and remembering. For example:*
 1. *Reorganize your notes in a way that fits with the way you think and remember, since how you organize may be different than the way your professor presented the information in class.*
 2. *Make lists or devise new categories for sorting information.*
 3. *Identify and emphasize connections between information.*
 4. *Condense details into a more concise form.*
- *Cross-reference your class notes with notes you take from your textbook. If you take notes from your textbook, you can do this. You might add to your lecture notes a note to see a particular page or pages of your textbook if there is a helpful chart or an important example that coincides with your notes from class. This can take a lot of time but can be very useful for understanding concepts that you find difficult to understand.*
- *You can highlight or underline the important information from your notes as you might highlight your textbook.*

There are two important reasons to review and customize your notes after class:

1. ***You can discover what you don't understand*** long before you open your notes to study for an exam. *If you discover that you don't understand something, you can ask the professor or read your book to develop an understanding. The last thing you want is to be surprised while studying for an exam, finding out that something you covered in*

class three weeks ago doesn't make sense!

- 2. You can prepare for the next class by having a better grasp of what you did the class before. The material in courses is provided to students incrementally, meaning that what you learn one day is the foundation of what you will learn the next. Learning the foundation will make it easier for you to learn the new information each time it comes.*

While it can be difficult to find time to review your notes right after class this is an important step in grasping and retaining information presented in a lecture. By reviewing class notes and learning material as the course progresses will allow for you to build on previous knowledge as the lecturer moves through course content.

Adapted from: http://appserv.pace.edu/execute/page.cfm?doc_id=14537

Organization

Getting organized is a really important skill to help you manage a busy life at university. By using some of these tips you can finish your work on time, be prepared for tests and exams without ever getting too stressed out!

Ideas To Help University Students Get Organized (Maria Gracia)

Adapted from: <http://www.iamnext.com/academics/organizeyr.html>

Here are a few tips to help you manage your time, avoid clutter, set goals, and stay on an organized path to success.

- 1. **Set goals.** Set realistic goals at the beginning of the school year, and break those large goals into mini-goals. Write these goals down on index cards and keep them in a highly visible place where you can see them every day. Writing down your goals makes them more concrete, and motivates you to keep working towards them.*

- 2. **Avoid clutter.** At the beginning of the school year, you have no clutter. Be careful not to build clutter as the year progresses. Create separate folders for school announcements, tests that have been graded, papers you must give to your parents and so on. As papers become outdated, such as an event that has passed, toss them immediately.*

3. Make to-do lists. Always spend a minimum of 15 minutes per day, preparing your To Do list for tomorrow. In doing so, you will know exactly what tasks you have to accomplish the next day.

4. Create an effective study area. Designate a quiet, well-lit area for studying. Don't study in front of the television, or in an area of your home where you're bound to be distracted. Hang a Do Not Disturb sign on your door. If you can't find a quiet spot at home, go to the library. In addition, you should study while sitting at a table or desk. Avoid studying in a very comfortable chair or a bed, which may cause you to feel drowsy.

5. Avoid overload. While you may sign up for extra school activities, such as basketball or cheerleading, don't take on too much. First determine how much study time you need. Then, choose one or two recreational activities that you enjoy.

6. Use a student planner. Use a good student planner or organizer. The ones that have pocket folders, dividers and planning calendars are ideal.

7. Use one calendar only. Use one calendar to plan all of your school and personal activities, rather than two or more. When you use more than one, you run the risk of scheduling conflicts and missed appointments. This is very important. Heed the old proverb, A man who wears two watches, never knows the correct time.

8. Colour code. You may consider colour-coding similar activities on your calendar. For example, highlight all upcoming tests in yellow, study time in green and recreational activities in pink.

9. Write it down. When you learn of an upcoming test, event, or anything you must prepare for or attend, immediately jot it in your planner. Don't wait for later, or you may forget about it.

10. Schedule consistent study times. Set aside time every day for study, and make it consistent. For example, set your study time for each afternoon from 4:00pm to 6:00pm. Whatever you do, avoid last minute studying and cramming.

11. Break it up. Break up big tasks, into smaller, bite-sized jobs. For instance, if you have to study three chapters in your history book, study one chapter at a time each day. If you have to work on a project, break it down into three or four stages.

12. Get assistance. *If you don't understand a lesson, immediately ask for help. Don't let it get to the point that you're totally confused. A sibling, friend, parent or teacher can be a lifesaver.*

13. Reward yourself. *Designate enticing rewards for each goal you set, such as a night at the movies, or a quiet, relaxing walk in the park. As you achieve each of your goals, reap your rewards. This will keep you motivated throughout the year.*

Textbooks and Other Course Readings

Any reading assigned by your professor is intended to help you learn course material. Thus your first step to success is purchasing the textbook or course reader or making sure that you have access to these resources throughout the semester (ex. borrowing a textbook from someone who has already taken the course or sharing course resources with someone else in the course). Either way it is important to make sure that you have access to these resources because they will help you learn.

Read Your Textbook

Often, professors expect you to read, understand, and to make use of your textbook on your own. They will, it is true, often structure classes to correspond with assigned chapters, but their lectures generally will not cover everything in the chapter. Students often make the mistake of thinking that if material is not covered in the lecture, it's not important. This mistake results in the common complaint that a question on an exam reflects material not covered in the lecture. This complaint is usually followed by the embarrassing discovery that the question was derived from material in the textbook, the reading of which was expected!

Keep up with the reading

Doing the assigned reading each week for all your classes is important and will go far toward helping you do well in your classes. Too often, students think they can skip a chapter and make it up later, not realizing that this puts them in the position of having to read and understand old and new material at the same time. It also means that as the class moves ahead, you are left reading old material that you may lose interest in. Often even your good intentions won't motivate you to catch up on the reading, especially when you continually have new assignments to read. Students sometimes wait to read chapters just before the exam, but this kind of rushed reading may result in poor concentration, comprehension, and recall.

Read actively

Success in college requires active reading. Active reading takes place when you are engaged in the text you are reading by marking it in such a way that records your understanding and assessment of it. When you read actively, you are thinking. Your thinking takes the form of underlining important sections or words, writing notes or questions in the margins, noting connections in the margins, etc.

A note about highlighting:

Instead of, or in addition, to highlighting or underlining, make more substantive comments to yourself about an important point or section by writing in the margin of the book. Note why the information is important, indicate if it connects to or relates to other information, identify groups or categories into which the information might fall, etc. Writing out questions in the margin is useful. You can also try noting in the margin the page number of your notebook to which the text corresponds. Also, it's a good idea to wait until you finish each paragraph or section before you begin to highlight. You can go back and highlight what's important after you have a better sense of the information in context.

Read slowly. Active reading takes time.

If you encounter difficult material, don't simply read it once and give up. Try several times, if necessary, working to understand what you're reading. Active reading can help here, since a good practice in a situation such as this one is to note in the margins what confuses you. Is it a word you don't understand? If so, you know to look it up. Write the definition in the margin somewhere, and try reading the section again. Is it the concept that's difficult? If so, make a note to ask your professor to explain it. Is it the solution to a problem you can't understand? Try to work through the explanation, if there is one, step by step. Sometimes, to understand something you read in a current chapter, you find you have to reread something in the chapter before.

Taken from: http://appserv.pace.edu/execute/page.cfm?doc_id=14536

***KEYS TO SUCCESS IN GEOGRAPHY &
ENVIRONMENT***
Departmental Specifics

**Department of Geography and Environment
Regulations Regarding Class Attendance & Assignments**

(To be read in conjunction with the University Calendar Section 6.13)

The Department of Geography and Environment at Mount Allison University expects students to abide by the following regulations. Further details are available from departmental instructors.

Attendance

Students are expected to attend and participate in at least 80% of lectures/class sessions.

Policy on Late Assignments

- I. There will be a 25% grade deduction if an assignment is late (i.e. submitted after 11:59 pm on the due date).*
- II. An additional 25% penalty is applied if an assignment is more than 24 hours late.*
- III. If an assignment is more than 48 hours late, it is worth 0. For the purpose of this policy, a weekend is equivalent to a 24 hour period, including a long weekend (e.g., Thanksgiving). Extensions are only granted for medical reasons or on compassionate grounds at the discretion of the instructor.*

Completion of all Term Work

All term work must be submitted by the last day of classes in the semester in order for the student to be eligible for a passing grade. Your final grade in the course will be a product of your performance in the written assignment and examinations and your overall participation in tutorial and class discussions.

Plagiarism and academic dishonesty

The University considers academic dishonesty to be a serious offence. Such offences include: plagiarism (the act of submitting work or ideas of others as if they are your own) and submission of the same work (an assignment or term paper, for example) to more than one course. For

more details, consult the instructor.

Recommended Writing Guide

The Department of Geography and Environment at Mount Allison University has adopted the book by Margot Northey and David B. Knight, *Making Sense: a Student's Guide to Research and Writing in Geography and Environmental Sciences*, Toronto: Oxford UP, 2001, as its recommended style guide for students. Copies are available at the University Bookstore.

Writing an effective paper

An effective short written essay should have the following components:

An introduction, which gets the reader's attention, leads to a purpose statement (e.g., "This paper examines..."), in which you explain the purpose and scope of the paper; followed by a thesis statement ("I will argue that..."), in which you summarize the main point you wish to make; and concludes with a summary of the logical structure of the argument to come.

The main body of the paper, in which you develop the argument in detail, making reference to secondary sources that provide documentation of your argument or that have influenced your thinking.

- *The main body of the paper should be divided into paragraphs, each of which begins with a topic sentence and then supports that point with specific ideas and evidence. The first paragraph should follow from the thesis statement, and each paragraph thereafter should follow from the one before.*
- *The main body of the paper should also be divided into sections (each of which has at least three paragraphs), each of which should have its own short, descriptive sub-heading. Sections can help make the logical sequence of the argument clear.*
- *Any graphics and tables you wish to use in the paper should also be referred to in this section, at the point where you want the reader to be looking at them. The essay should include a sentence or two at this point providing a brief summary of what you think the material shows. Do not repeat in your essay the contents of a table, but summarize concisely the main point(s) from the Table that you want the reader to be aware of.*

You are expected to use maps, diagrams and tables when they can effectively enhance your argument. If these are secondary materials (i.e., you have

copied them without change from somewhere else), the original source must be given on both the figure and in the list of references. If you have prepared them yourself, they should be clear, and you should cite the source of the data you use. All maps, figures, and tables should have a title. Maps should include a scale, a key and the direction North. Graphs should have the axes and units of measurement labeled. Tables should have titles for all the columns and rows, and units of measurement labeled. Graphics should be large enough and clean enough to make a striking visual effect and large enough to give a good visual impression.

- Only use quotations from your cited sources if they make a point more effectively than you can, or if there is a specific statement that you wish to analyze or comment on. Quotes should be as short as possible, and should reproduce the exact grammar and spelling in the original (even if it is incorrect in the original!). You should give the page numbers where the quote can be found. You may abbreviate a quote by replacing a section of the author's text with three periods (...), but you should not do this if your abbreviation alters the author's original meaning. In general, quotes should be less than 5% of your essay. Any quotes which you include without citing the original source are an example of plagiarism: don't do this!

A conclusion, in which you summarize the main points of your argument, restating your thesis statement and bringing your argument to a logical conclusion.

The list of references

A list of all references used should appear on a separate page. All readings required for the paper, and any additional sources used, must be cited in the text in the places where you used them, and referenced in the bibliography using standard academic citation methods. For a complete guide, consult: Turabian, Kate L. (1987) *A Manual for Writers of Term Papers, Theses, and Dissertations*, 5th ed. Chicago, University of Chicago Press.

Sample reference style :

(i) In the *main body* of your text cite references using the MLA 'author/date' format. For example:

"As Smith (1989) argues, the decline of the steel industry in the 1970s had a dramatic effect on Pennsylvania." or:

"The decline of the steel industry in the 1970s had a dramatic effect on Pennsylvania (Smith, 1989).

(ii) In the *list of references* at the end of your paper, use a consistent style of referencing, including the author, date of publication, title and source, such as the following:

Book : Sassen, S. (1999) *Guests and Aliens*. New York: The New Press.

Journal article : Alden, D. M. (1994) Climate change and agricultural production: an extensive averaged spatial-ecological approach. *Environment and Planning A* 26: 121-136.

Magazine : Kaplan, R.D. (2004) The media and the military. *The Atlantic Monthly* November: 16-18.

Chapter in edited book : Chase-Dunn, C. (1984) Urbanization in the world system: New directions for research. In *Cities in Transformation: Class, capital and the state*, ed. M. P. Smith, pp. 111-120. Beverly Hills, CA: Sage.

(iii) **Citing Internet sources** can be complicated. Your citation should include the name of the author or institution who prepared the web site, its title, the date it was created, the Internet address, and the date when you last accessed it.

Adapted from Eric Sheppard's 'Third World Underdevelopment and Modernization' course website:

http://www.geog.umn.edu/courses/3378/Project_appxA.pdf

Writing Geographically

Remember to bring geography and geographical concepts into your essay as much as possible. There are several ways of doing this, for example:

- a) Demonstrating how a general process applies to a particular case. For example, your paper is looking at the process of the flexible specialization in the PEI aquaculture industry. In the first part of the paper you review the literature on flexible specialization in economic geography (Gertler 1988; Scott 1989; etc.). After you present your empirical findings you will be in a position to ask whether this concept 'works' in the case of PEI. Or, how do local forces modify the manifestation of flexible specialization on PEI? Places are different. We know this as geographers. Moreover, empirical evidence from your case study can be used to reflect back on the flexible specialization theory to suggest, for example, aspects of the model that are likely to be susceptible to the contingencies of place.
- b) Work through the theme of spatial interaction. For example, your paper assesses the impact of a CIDA funded project in Tanzania. Besides the tangible benefits of the project (hospitals, medicines, books, etc.) it is

worthwhile considering the exchange of knowledge, practices, and the overarching ideologies behind them in the process of aid delivery. How do these accompanying variables shape the effectiveness of the project?

- c) Compare two places to understand how they respond differently to a similar problem.

Citation

There are two basic forms of citation (1) in text citation or (2) end of text citation [footnotes or endnotes]. There is not a set form of citation for the Geography and Environment Department. However, your professor may have their own preference as to which form of citation to use in your work. Both forms of citation will be outlined and examples will be shown. There are a variety of online resources that will be extremely helpful for you in writing papers and completing assignments.

(1) In text citation:

Among the most common form of in text citation is the MLA (Modern Language Association) style. In MLA, credit is attributed to your resources through parenthetical citation. This is shown in your text immediately in the following instances: following a quotation from a source or a paraphrase of a source's ideas. It is your responsibility to place both the authors name followed by a space and the relevant page number(s) to attribute credit to the author of the original source. [Taken from:

<http://owl.english.purdue.edu/owl/resource/557/02/>]

ex. Tides of the world rise and fall daily, this regular tidal movements can be attributed to “gravitational forces of the moon and sun” (Pugh 2004: 29).

This would be shown in your Works Cited as:

Pugh, David. *Changing Sea Levels: Effects of Tides, Weather and Climate*. Cambridge University Press, 2004.

Here are some online guides to check-out on using this form of citation:

- The Mount Allison Library website provides guidance as to how this form of citation is used: <http://www.mta.ca/library/mla.html>
- Purdue University has a helpful online guide to MLA citation: <http://owl.english.purdue.edu/owl/resource/557/01/>

(2) *End of text citation:*

This is the more traditional form of citation, which features the use of footnotes/ endnotes and a bibliography at the end of the text. This form of citation allows the author to have freedom to expand upon material which is presented in the main body of the text (Northey and Knight 197).

Use of footnotes/ endnotes;

- *to identify the sources of particular words or ideas;*
- *to provide additional relevant information, subsidiary discussion, amplifications, or qualification of points made in the main text*
- *to acknowledge assistance received from people or agencies who, for instance, provided information, or gave you permission to use their data or their lab facilities, or undertake interviews on their premises, using their staff or clients.*

(Taken from Northey and Knight 198)

ex. Tides of the world rise and fall daily, this regular tidal movements can be attributed to “gravitational forces of the moon and sun”.¹

¹ David Pugh. *Changing Sea Levels: Effects of Tides, Weather and Climate*. (United Kingdom: Cambridge University Press, 2004), 29.

*This will be shown in the **Bibliography**:*

Pugh, David. *Changing Sea Levels: Effects of Tides, Weather and Climate*. United Kingdom: Cambridge University Press, 2004.

There are several stylistic specifications associated with this form of referencing. Details can be found at the following sites:

- http://www.mta.ca/library/guides/chicago_author_date.pdf or http://www.mta.ca/library/guides/chicago_notes_bib.pdf
- <http://www.uta.fi/FAST/PK6/CITEX/TRADMOD/tradfoot.html>
- <http://www.libs.uga.edu/ref/chicago.html#docnote>

General Guidelines for Essay Style

- *Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper,*
- *Double-space the text of your paper, and use a legible font like Times New Roman or Courier.*
- *Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).*
- *Set the margins of your document to 1 inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.*
- *Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow their guidelines.)*
- *Use either italics or underlining throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.*
- *If you have any endnotes, include them on a separate page before your Works Cited page.*

Taken from: <http://owl.english.purdue.edu/owl/resource/557/01/>

Other Stylistic Components of Essays, Reports and Assignments

- *Page Numbers: Starting with the first page, put page numbers a half-inch from the top or bottom edge of the paper and flush with the right margin. Type your last name before the page number (*Smith 1*), in case the page comes loose. Word processors automate this process, so make sure you know how to use the pagination command.*
- *Margins, Spacing and Indentations: Use margins of at least one inch and no more than one and a quarter inches on all sides. The essay or report should be double-spaced throughout (including quotations, notes, and the list of works cited), with no blank lines between paragraphs and the first line of each new paragraph indented a half-inch on the left.*
- *Printing and Fonts: Type or print, don't handwrite formal work. Avoid things like page numbers or your name by hand. Use a plain serif or sans-serif font—no cursive fonts, for instance. Popular serif choices are Times*

*Roman and Palatino; popular san-serif choices are Arial and Helvetica.
Print in black ink.*

Taken from: <http://nutsandbolts.washcoll.edu/mechanics.html>

Title Page

Creating a Title Page.

*There is no need to create a title page unless your professor specifies that it is required. If your instructor does not state that a title page is necessary simply ensure that the **key elements** are shown at the top of your first page of text.*

***Key Elements:** Paper title, your name, student number, the course title, your professor's name and the due date of your assignment.*

An example title page:

*The Title of your Work:
Continued on this line if necessary*

*Your Name and Student Number
Your Course Code (ex. GEOG 1111)
Your Professors Name
The Due Date of your Assignment*

Editing

An Editing Checklist

- *Are the purpose and approach of this essay evident from the beginning?*
- *Are all sections of the paper relevant to the topic?*
- *Is the organization logical?*
- *Will the subheadings be meaningful to readers? Do they clearly identify the various sections in my work?*
- *Do my paragraph divisions give coherence to my ideas? Do I use them to cluster similar ideas and signal changes of idea?*
- *Do any parts of the essay seem disjointed? Should I add more transitional words or logical indicators to make the sequence of ideas easier to follow?*
- *Are the ideas sufficiently developed? Is there enough evidence, explanation, and illustration of these ideas?*
- *In presenting my argument, do I take into account opposing arguments or evidence?*
- *Have I been accurate and fair in my representation of what my sources state?*
- *Have I cited all the sources I have used? Is the style of in-text citations consistent?*
- *Are my illustrations and tables useful? Do they present the data in the clearest, most effective way, or would a different form make a better presentation?*
- *Do my conclusions accurately reflect my argument in the body of the work?*
- *Is my reference list accurate and complete in all publication details?*
- *Is my title imaginative, informative, and precise?*

Adapted from: Making Sense: A Student's Guide to Research and Writing [Geography and Environmental Sciences 2ed.], Northey and Knight, p. 65 - 66.

Note that all of that these points on the 'Editing Checklist' might not be relevant to every piece of work that you submit for grading. However, an extensive editing process is essential for developing your own writing skills and style. Another important dimension of the editing process is to have someone else (a friend, peer etc.) read through a rough draft of your work to make suggestions regarding how your work can be improved.

Plagiarism

What Is Plagiarism?

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

- 1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and*
- 2. carelessly or inadequately citing ideas and words borrowed from another source.*

Taken from: <http://www.wpacouncil.org/node/9>

Please see the section of the Mount Allison University Academic Calendar 2006 – 2007 for University policy on Academic Offences [6.13].

http://www.mta.ca/calendar/ch06.html#_6.13

Resources

The library is the heart of a university. Students should familiarize themselves with the library's resources and work to develop strategies for accessing its various materials. At the start of each semester, the library offers free workshops that prove to be an invaluable general introduction for students. In addition the library's website contains a wealth of information and tips for getting the most out of their resources. As far as geography and environmental studies are concerned, several specific aspects of the library's holdings will prove indispensable for courses offered by the department.

Reference volumes (that must be used within the library):

Johnston, R., Pratt, G., Gregory, D. and Smith, D. 2000. The Dictionary of Human Geography (4th Edition) Malden, MA: Blackwell. - GF 4 .D52 2000 REF

Northey, M. and Knight, D. 2005. Making Sense: A Student's Guide to Research and Writing – Geography and Environmental Sciences (2nd Edition) Don Mills: Oxford University Press. G 74 .N67 2001 REF (2001 edition)

Thomas, D. and Goudie, A. 2000. The Dictionary of Physical Geography (3rd Edition) Malden, MA: Blackwell. - GB 10 .D53 2000 REF

Becoming a geographer/environmentalist

For those students interested in the lives that geographers and environmentalists lead, we can recommend the following:

Gould, P. and Pitts, F. (eds) 2002. Geographical voices: fourteen autobiographical essays Syracuse: Syracuse University Press. - G 67 .G48 2002

Women and Geography Study Group of the Royal Geographical Society ; with the Institute of British Geographers 1997. Feminist geographies : explorations in diversity and difference Harlow England, Longman. - G 65 .R69 1997

Key journals in Geography, Environmental Studies

(available in hard copy or online through the various academic search engines to which the library subscribes)

*Annals of the Association of
American Geographers
The Canadian Geographer
Transactions of the Institute of
British Geographers
Progress in Human Geography
Progress in Physical Geography
Area
Journal of Economic Geography
Economic Geography
Geographical Review
Urban Studies*

*Journal of Urban History
Journal of Cultural Geography
Regional Studies
Journal of Historical Geography

Available through Science Direct
Environmental International
Environmental Impact Assessment
Review
Environmental Science & Policy
The Environmentalist*

Keeping track of sources, taking notes from sources

To make the researching process organized and save yourself a few headaches, keep accurate records and notes as you do your research. Create a system using a research journal, index cards, and/or computer files to keep track of the research you do and organize the information in a manageable way. This can save you time and energy as you write your paper and create a bibliography or list of references.

Organization:

- **Keep a research journal.** *Since you'll probably be conducting research over a stretch of several days or weeks, keeping track of your findings in a journal will help you stay organized and will eliminate having to do extra work backtracking or reaching the same dead ends over and over again. For web research, write down what search engines and search terms you used and what useful websites you found. Don't forget the URL and date you accessed it. Also write down what relevance the website has to your research. This will help you stay on track and not waste too much time on interesting yet irrelevant sources.*

- **Use index cards.** *Index cards are handy for keeping sources organized. On one side, you can record bibliographic information. On the other side, take notes about the source, such as helpful pages or what relevance the source has to your research topic.*

Tips for Recording Source Information:

- **Familiarize yourself with the basics of the documentation style that you are using so that you know what you need to record.** *For example, APA doesn't require an URL for internet articles based on a print source, but MLA does. Also, record any information that might not be necessary for a bibliography, but that you might need in case you want to find the source again later on (e.g. library call numbers or database access numbers).*

- **Try to record all of the information you will need for your bibliography.** *At the very least, record the information you would need to find the source again, just in case you lose track of it and need to find it again.*

- **Create your own form for recording information according to your own needs and the documentation style you are using.**

Taken from: www.sfsu.edu/~carp1/pdf/Keeping_Track_of_Sources.pdf

Check it out, REWORKS [www.refworks.com] is an online research management, writing and collaboration tool -- is designed to help researchers easily gather, manage, store and share all types of information, as well as generate citations and bibliographies.

Taken from: <http://www.refworks.com/>

Book Reviews

Ensure that you select a book which meets the requirements outlined by your professor. It is also important to select a text which has subject material which is of personal interest, as this will help you to enjoy reading the book which you are required to read.

This is a basic approach recommended for undergraduate student analysis of text:

- **Surveys:** use headings, subheadings, summaries, and critical dates and events as markers in your discussion.
- **Question:** always take note of the “facts” and critical points of interest in the issue, as well as arguments or controversy raised by the author that raise questions in your mind. Instead of passively accepting what the author says, be an active reader.
- **Active Reading:** once you have a general feel of the book (we usually skim through books first, getting a sense of length, depth and character) you should read carefully. Active reading means taking notes, underlining important words (not if it a library or borrowed book!), highlight key passages. Many people use “stick-it” notes for passages they plan to use later.
- **Rephrase:** as you read through the book, think about the issues, problems or ideas developed by the author and then be prepared to summarize and rephrase the work in your written review. Summarize the main lessons and your reactions to the work.

Once finished the book and your notes, you are ready to write the review.

The review process:

- Provide the basic information about the book: *Author, Title, Publisher, Date, page length, ISBN....etc.*
- Provide a brief (1-2 page) overview of the major components of the issues, actors, and events associated with this book and its theme.
- Provide an analysis of the various parts of the book: what are the major issues, problems or points of analysis developed by the

author? What are the author's major conclusions and/or recommendations?

- *There will also be a dimension of personal reflection on the issues presented in the book based on the guidelines for the review presented by your professor.*

Taken from Dr. Fox's 'Book Review Assignment'.

Writing a Report

In the social sciences there are certain conventional patterns which are followed. There are four main sections which are required in a report produced for the Geography and Environment Department at Mount A. These sections include: Objectives (design), Background (theory), Methods (Measures) and Results (arguments).

***Objectives:** The initial section of a research report is usually oriented around the objectives, goals or the research problem. This section also outlines the overall structure of the research task and a framework for the rest of the report.*

***Background:** This section reflects the theory behind the research. The purpose is to review in a brief approach, existing knowledge about the topic of the report.*

Use a variety of sources: on-line sources, journals, books, etc.

It is important in this section to represent a variety of findings your topic ranging from:

- *findings that are repeated so often as to seem unassailable;*
- *findings that are disputed or opposed; and*
- *theories that seek to explain these findings.*

***Methods:** This is basically the section which outlines the methodologies associated with testing the hypothesis of your report. This section is the 'meat' of your report; you must outline the methods that you implemented in your study to prove your hypothesis and the content that you were able to derive.*

***Results:** The purpose of this section to present and interpret meaning from the content collected from the study. It is essential to judge whether your conclusions support the hypothesis and, based on this judgment, you can then complete an analysis. This section can end with modifications made to the original hypothesis and suggestions regarding research that could provide further insight into your topic of interest.*

*Taken from: **Making Sense: A Student's Guide to Research and Writing** [Social Sciences 2ed.], Northey, Tepperman, Russell, p. 170 – 179.*

Other Assignment Formats

Many assignments follow a basic format. Assignments often begin with an overview of the topic, include a central verb or verbs that describe the task, and offer some additional suggestions, questions, or prompt to get you started:

1. An overview of some kind

The instructor might set the stage with some general discussion of the subject of the assignment, introduce the topic, or remind you of something pertinent that you have discussed in class.

2. The task of the assignment

*Pay attention; this part tells you what to do when you write the paper. Look for the key verb or verbs in the sentence. Words like *analyze*, *summarize*, or *compare* direct you to think about your topic in a certain way. Also pay attention to words such as *how*, *what*, *when*, *where*, and *why*; these words specify tasks.*

3. Additional material to think about

*Here you will find some questions to use as springboards as you begin to think about the topic. Instructors usually include these questions as *suggestions* rather than *requirements*. Do not feel compelled to answer every question unless the instructor asks you to do so. Pay attention to the order of the questions. Sometimes they suggest the thinking process your instructor imagines you will need to follow to begin thinking about the topic.*

4. Style tips

*These are the instructor's comments about writing expectations. Phrases such as "*Be concise*," "*Write effectively*," or "*Argue furiously*." can be commonly used to describe what is required of a student on an assignment.*

5. Technical details

These instructions usually indicate format rules or guidelines. Professors will also likely provide details about require length of an assignment, and other style related requirements (ex. double-spaced, page numbers etc.)

By being aware of these various components of assignments can help you to complete work to the specifications provided by your professor. Taken from:
<http://www.unc.edu/depts/wcweb/handouts/readassign.html>

Field Work

From hour-long lab assignments about Sackville to week long field excursions to more distant places (Newfoundland, Charlottetown, the Caribbean, etc.), fieldwork is an essential part of Geography and Environment. Indeed, the premium placed on fieldwork really distinguishes our disciplines and often serve as the highlights for many of our students.

Kent et al. (1997) note four key pedagogical objectives of fieldwork:

- 1) Value of fieldwork in meeting a number of subject-specific objectives*
 - Learning of specialist field techniques and research methods*
 - Increasing exposure to a number of disciplinary approaches*
 - Enhancing observational, analytical and interpretive skills*
- 2) Role of fieldwork in facilitating 'deep' as opposed to 'surface' learning,*
 - Enables students to draw linkages between abstract concepts and their own observations and experience*
- 3) Furthers the development of a number of transferable skills*
 - Organization, stimulates independent thinking, and enhancement of communication and presentation skills*
- 4) Socialization and personal development (the 'hidden agenda' of fieldwork)*
 - raises student confidence in their own intellectual abilities*
 - furthers the social integration of the student (and staff) cohort*

In contrast, feminist geographer, Gillian Rose (1993) has raised several criticisms of fieldwork and the limitations of field-based learning. These are summarized as:

- an exoticization of the unfamiliar*
- a reliance upon and promotion of an Archimedean (and masculine) perspective whereby an 'expert' knowledge is used to 'explain' and define the 'field'*
- a reliance upon field-sketching and survey that obscure other ways of knowing and deny the politics of position*
- its social practices and rituals*

With these criticisms in mind, it is important to remember that fieldwork establishes a relationship between the researcher and the researched, and the conscientious student is well advised to cultivate this relationship in a responsible ethical manner, whether this is maintaining the confidentiality of research sources or safeguarding the integrity of sensitive field sites.

Kent, M., Gilbertson, D. and Hunt, C. 1997. "Fieldwork in Geography Teaching: a critical review of the literature and approaches" Journal of Geography in Higher Education 21: 313-332.

Rose, G. (1993) Feminism and Geography: the limits of geographical knowledge University of Minnesota Press: Minneapolis.

Ethics in Research

Fieldwork for courses in geography and environment that involves human subjects must meet the ethical standards outlined by Mount Allison's Research Ethics Board (REB). Research that involves human subjects is almost never solicited by the subjects themselves. Therefore, it is the responsibility of the student to work under the following general principles as well as the specific requirements of the REB.

- *Voluntary participation : participants have to willfully 'opt in' to your project; remember they are doing you a favour and must be treated accordingly*
- *No harm to participants*
- *Informed Consent: participants must know why they are being solicited. You must introduce yourself and your university affiliation. The objectives of the project must also be spelled out in terms that they can understand. Finally the arrangement must be codified – they must sign a form indicating that they understand the terms of their participation – for a sample consent form see: <http://www.mta.ca/Research/com/consentform.html>*
- *Anonymity and Confidentiality: the subject's identity (or that of their organization) must never be kept and/or reported alongside the data collected from the subject. Moreover, if, for example, they demand that the whole or part of their comments remain confidential, then this information must not be divulged to anyone. The specifics about how the information will be used by the researcher need to be discussed before the subject provides their consent.*
- *Don't use deceptive practices*
- *Analysis and Reporting –ethics towards colleagues and peers*
 - *Identify failures and shortcomings of study (e.g. report negative findings)*

Questionable Practices (from Kitchin and Tate 2000: 36)

- *Involving people without their knowledge or consent*
- *Coercing them to participate*
- *Withholding information about the true nature of the research*
- *Inducing them to commit acts diminishing their self-esteem*
- *Violating rights of self-determination (e.g. in studies seeking to promote individual change)*
- *Exposing participants to physical or mental stress*
- *Withholding benefits from some participants (e.g., in comparison groups)*
- *Not treating participants fairly, or with consideration, or with respect*

- *Failing to protect a participant's confidentiality or anonymity (when you have arranged to do so)*

Kitchin R and NJ Tate. 2000. Conducting Research in Human Geography. London: Prentice Hall.

Fieldwork and the requirement of Mount Allison's Research Ethics Board:

If the research poses more than 'minimal risk' (see below) to the subject then an ethics approval form must be completed. The body that oversees research activity in Canada, the tri-council, defines 'minimal risk' as follows:

"if potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the risk can be regarded as within the range of minimal risk."

Consequently, the REB requires all research that poses more than minimal risk to complete an ethics approval form, even when this is research conducted by students as part of their coursework. This involves:

*Research that involves **interviewing** a human participant to secure identifiable personal information, whether by face-to-face, telephone, videotaping or other electronic encounters, or individualized questionnaires.*

*Research involving **naturalistic observation** of humans, except those who are participants in, for example, political rallies, demonstrations, or public meetings, since it can be expected that **the participants are seeking public visibility***

These forms can be downloaded from the REB's site at:

<http://www.mta.ca/Research/com/departreview.doc>

Creating Presentations

The following is a guide that might help steer you into a better understanding of what works and why! It is intended to help you evaluate your own presentation while making revisions.

Fonts

- *choose a plain font and stick to it*
- *try to maintain a maximum of four to six lines of text per slide*
- *use font sizes large enough to view from anywhere in the room*
- *try NOT to use fonts smaller than 28*

Backgrounds

- *choose a consistent background and keep it throughout the presentation*
- *IF you want a different background it should be used to bring attention to ONE slide*
- *choose one type of transition (this is not a movie)*

Organization

- *use bullets to separate ideas*
- *title slides (helps establish a reference point)*
- *print outline if you wish audience to take notes*
- *keep the title in a general location (don't jump all over the page)*
- *clip art should add to the content (not just to have clip art)*
- *don't make slides to read from (slides should outline discussion)*

FOCUS ON CONTENT - do not try to show off what you can do with a canned package.

Adapted from: <http://www.usd.edu/trio/tut/present.html>

How to Give Better Presentations

1. Show up early

Showing up early can lead to a variety of improvements in the presentation. First, it can help the speaker to solve unexpected problems with lighting, room assignments, equipment, and so forth. Second, people tend to trickle into meetings, but leave abruptly, so the time leading up to the presentation is a good time to get to know at least some of the audience members in advance, to develop rapport with them, and to promote one's cause (see item 2). It is also a chance to distribute handouts (see item 4).

2. State the problem

Early in the presentation, the speaker should let the audience know what problem needs to be addressed, and how the information being presented will be important in that process.

3. Leave traces

Give everyone in the audience at least one piece of paper, both to jog their memory later and —more importantly— to convey some credibility. For this reason, the paper should have the speaker's name on it, so that the audience knows the speaker is holding him- or herself accountable for the information.

4. Believe the presentation

The presentation will not be convincing if the speaker does not exhibit conviction. Although it is important to be respectful of the audience, it is not useful to "soft pedal" or conceal one's views. State the case clearly and offer the strongest support for it. People can then choose to agree or disagree on the merits. Step out of the "stage" persona to talk directly with the audience.

5. Practice

A good presentation is hard work. Spend time researching, writing, and honing the presentation. Talk in front of a mirror, a friend, or a pet — both to get more relaxed and to reveal redundant or problematic passages.

Adapted from:

<http://webhost.bridgew.edu/jhayesboh/NOT13TH/presentations.HTM>