

GEOGRAPHY 4100a
Geography and Change

Fall 2015

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Meetings: Fridays, 9:30-11:30 am WALS UCC 66

Calendar Description:

The course is an advanced seminar focusing on effective strategies for the implementation of constructive change. Core constructs are examined and students use a variety of media to develop skill sets related to the facilitation of constructive change. A heavy premium is placed on active engagement, both as an individual and in group activities.

Antirequisite(s): The former Geography 3452A/B.

Prerequisite(s): Two courses or equivalent in Geography and third or fourth year status at the University or permission from the instructor.

Scope:

Change is the dominant process in today's world. Benjamin Franklin said nothing is certain except death and taxes. To which we can now add change. Change is ongoing, constant and global. It is dynamic, disruptive and seductive. Geography and Change presents students with the opportunity to consider and reflect upon the meaning of change and its manifestations. The course provides practical exposure to effective change pedagogy, assists in career preparation and explores effective strategies for the implementation of change in the development of individual and life skills.

Geography and Change provides an interactive seminar for students to explore such questions as:

- Is change to be feared, its impacts and effects ameliorated, structured and engineered by stasist regulation, governance and nationalism?
- Is change an opportunity to be embraced, a technological instrument of

- empowerment, liberation and dynamist reformation?
- What are the ramifications of approaching change through consensus thinking, criticism and convergent thinking?
- What are the prospects and requirements for divergent thinking, creativity and innovation?

These dimensions of change are examined within a variety of geographic settings and lenses including:

- Development
- Social, environmental and economic imperatives for sustainability
- Geopolitics
- Educational reform
- Health and wellbeing, and
- Cultural impacts.

As a senior seminar, considerable latitude is provided to the students in the determination of the specific topic sequence for extended exploration and demonstration of concepts and constructs as designed by the course participants themselves: Geography and Change will exemplify effective student engagement in practice.

The range of landscapes and situations within change is implemented provides the students with a template within which they will develop their skills sets for the effective facilitation of creative change. Students will be exposed to a wide variety of examples reflecting change within the workplace, the community and a range of applications such as politics, education and management. Geography is by definition an integrative discipline and this is reflected in the understanding of change from a geographic perspective: the approach is integrative, inclusive and innovative.

Course Bibliography:

- **Be the change you wish to see in your world**
- **The final exam requires you to have read a minimum of five books from our book list**
- **Suggestions:**
 - **Read from a minimum of 3 sections**
 - **Read a selection of genres, styles and/or authors**
 - **Set a timetable of a book every 2 weeks**
- **All books are available for purchase on Amazon.ca**

Motivations

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

Success

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

Time and Life Management

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

Personality

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

Relationships

- Carnegie, D. *How to Win Friends and Influence People*
- Chapman, C. *The 5 Love Languages*
- Gardner, H. *Multiple Intelligences*
- Goleman, D. *Emotional Intelligence*
- Yager, D. *Dynamic People Skills*

Leadership

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

Empowerment

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

Implementation

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

Pedagogy

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

The Movie List:

- **We are today exactly who we will be in five years, except for the books we read, what we listen to and who we associate with**
- **Welcome to the *Geography and Change* movie a week club!**

Motivations

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

Success

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

Time and Life Management

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

Personality

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

Relationships

- Bolt
- Crash
- Mr. Holland's Opus
- The Insider
- Seven Pounds
- The Descendants
- The Wedding Date

Leadership

- Bridge on the River Kwai
- Hunger Games
- Shawshank Redemption
- The Contender
- The Reader

Empowerment

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

Implementation

- Girl with the Dragon Tattoo
- Harry Brown
- Inception
- Lost in Translation

- Margin Call
- Outsourced
- Stranger than Fiction

Pedagogy

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

Structure and Evaluation:

The educational paradigm adopted in the course is that of inquiry-based learning which uses both problem-based and active learning methods. To facilitate these learning styles, the course adopts a highly interactive structure with a large component of small-group interaction and workshop exercises. Emphasis is placed upon the development of skills (e.g. oral and written presentations, inter-personal, intra-personal, leadership and education for change) as well as the specific content of the subject matter. The course structure is specifically intended to facilitate **independent learning**.

Participants are responsible for reading **a minimum of five books** from the course bibliography prior to the exam and viewing **a minimum of ten films** from the movie list (i.e. a movie a week).

We will utilize and extend the capabilities of WALS, our assigned teaching space and the course [Prezi](#).

Grading in the course is based on three components:

○ **Formative Presentation: Pedagogies of Change, 40%:**

A web-based media presentation that examines the state of the art with respect to

change concepts, constructs, practice and pedagogy and their application within geography. The presentation should be reflective of its content. Inclusion (embedding) of the submission within the [Geography of Change](#) course Prezi is required. Submissions may be by individuals or a collaboration. Any collaboration must be a team effort: not an ineffective, nor dysfunctional group.

Due: Friday November 6, 2015

○ **Summative Assessment: Final Take Home Exam, 40%:**

Finding the Change within Me:

A reflective consideration of individual pedagogy and principles for constructive change, presented as 5 mini-essays on the basis of your reading through the term, the movies you watched and our class discussions of the same.

The format is as follows:

- *Which book had the greatest impact on you? Why?*
- *Which book would you refer to another student who was not in the course to read? Why?*
- *From your third book, what were the three most important things that you learnt from this book? Explain.*
- *For your fourth book, pick your favourite passage, quote or sentence. Discuss why it resonates with you.*
- *For your fifth book, discuss how it compares, contrasts and/or augments one of the movies you watched over the term from the Movie List. What aspects of change does it illustrate, exemplify and/or elucidate? How?*

Length: 15 page typed essay

Due: Friday December 11, 2015 5pm

○ **Participation, 20%:**

Determined on the basis of an assessment designed by the class participants to reflect assessment of learning, assessment as learning and assessment for learning: change in

practice and not in theory.

Caveats:

- The professor reserves the right **not to grade** any material submitted after its due date without his prior approval.
- The course is specifically designed to provoke participants to question, assess and formulate their thinking, beliefs, ideology and/or philosophy: a premium is placed on the development of thought rather than a reliance upon pre-existing opinion.
However, it is not a requirement of the course that students agree with or subscribe to the beliefs, ideology and/or philosophy of the professor.

A statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students in geography are expected to conduct themselves in a polite and civil manner.

Students are reminded of the University Code of Conduct for Students:

<http://www.uwo.ca/univsec/pdf/board/code.pdf>

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

- Registrarial Services: http://accessibility.uwo.ca/resources/support_services.html
- Student Development Services: <http://www.sdc.uwo.ca/>

UWO Policy on Accommodation for Medical Illness:

- http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf
- Downloadable Student Medical Certificate (SMC):
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

- Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Mental Health Website

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.