COURSE DESCRIPTION:
This course examines the social geography of rural and small town communities. The course will be delivered through interacting modules: 1) background readings and lectures will emphasize a comparative perspective on the social geography of rural and small town communities, 2) the case study content will focus upon specific examples from northern British Columbia and will be dealt with during workshop sessions held during class time, and 3) the reports be based on the selected case study communities.

This is a project-based course, that is, the students will be working towards completion of a class-based project studying the social geography of selected northern communities. To begin, we will undertake a critical reading of the research literature on the changing social geography of northern, often single-industry resource based, communities. From that base, the course will focus upon a selected set of social geography issues within a specific geographic context. Issues and communities will vary from year to year. For 2013, we will examine the area covered by the District of Mackenzie.

The theoretical and methodological underpinnings of the course derive from those covered in Geography 206-3 Social Geography.

LECTURES:

Tuesday / Thursday  2:30 – 3:50 pm
Room               5-174

COURSE EXPECTATIONS:
This course will be developed as a senior year university seminar course. Students are expected to contribute to the intellectual direction of the course and lectures. The course format, assignment grading, and evaluation have been developed with this principle in mind.

PREREQUISITE:

GEOG 206-3 or permission of instructor
RECOMMENDED TEXTS:


(* text for background readings in Social Geography)

Additional required readings on reserve in the library or are available through one of UNBC’s on-line e-resource options. For more information on copyright, please see:

The UNBC Copyright Libguide:
http://libguides.unbc.ca/content.php?pid=190813&sid=1600458

EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Required Reading Class Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Community Report 1</td>
<td>15%</td>
</tr>
<tr>
<td>Community Report 2</td>
<td>30%</td>
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<tr>
<td>Community Report Presentation</td>
<td>20%</td>
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</table>

OFFICE HOURS:
Tuesday and Thursday 4:00 – 5:00 pm
- or by appointment

OFFICE:
New Lab Building 8-141
Tel: (250) 960-5826
FAX: (250) 960-6533
E-mail: halseth@unbc.ca
http://web.unbc.ca/geography/faculty/greg/

E-MAIL:
We will establish an E-mail list for this class. This will allow various information and material, such as messages I receive from a number of rural and community studies electronic mail lists, to be shared quickly and easily.
**Late Policy:**

There are good reasons to request an extension (e.g., illness or family misfortune). However, bad planning (e.g., having several assignments due that week and leaving this one to last) or confused priorities (e.g., placing non-academic activities before academic requirements) are not good reasons. Students will be treated sympathetically if they have a good reason and contact the instructor prior to the due date. Otherwise, no required assignment will be accepted late.

**Academic Success Centre services:**

The Learning Skills Centre supports academic excellence among students from first year through to graduate studies. If you need or want to improve your academic standing, please stop by the Learning Skills Centre.

[www.unbc.ca/lsc](http://www.unbc.ca/lsc)

**ASD and Asperger's:**

A recent report released by the Higher Education Quality Council of Ontario finds that number of students with Autism Spectrum Disorder (ASD) and Asperger's entering into college or university are rising. Disability Services has a number of resources available:

See also: [http://www.heacademy.ac.uk/physsci/home/pedagogicthemes/accessibility/aspergerssyndrome](http://www.heacademy.ac.uk/physsci/home/pedagogicthemes/accessibility/aspergerssyndrome)

**Access Resource Centre:**

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact the Access Resource Centre located in the Teaching and Learning Centre, Room 10-1048.

Brenda Christensen  
Access Coordinator  
Room 10-1048  
University of Northern British Columbia  
3333 University Way  
Phone: (250) 960-6711  
Prince George, BC V2N 4Z9  
Fax: (250) 960-5775  
[http://www.unbc.ca/arc](http://www.unbc.ca/arc)  
Email: christb@unbc.ca
**Plagiarism:**

Plagiarism means representing someone else’s work as your own. It is a serious offence, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else’s work into your projects, you must give credit by providing a citation and reference to the source work.

It is your responsibility to:
- understand what plagiarism is,
- be familiar with and understand the information on plagiarism provided by the Learning Skills Centre at their website (www.unbc.ca/lsc),
- be familiar with the UNBC policy on Student Conduct, and on plagiarism and other academic offences, as described in the UNBC Undergraduate Calendar (section 45 Academic Offences: [http://www.unbc.ca/calendar/undergraduate/general/regulations.html](http://www.unbc.ca/calendar/undergraduate/general/regulations.html))

It is strongly recommended that you consult:
DE LOE, ROB (n.d.) Guidelines for Preparing Effective Essays and Reports. Department of Geography, University of Guelph. (about $2 in the bookstore or [http://www.uoguelph.ca/~rdeloe/writing_guide/](http://www.uoguelph.ca/~rdeloe/writing_guide/))

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offences.

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Please also see the “Student Conduct Statement of Principles” in the on-line Calendar: [http://www.unbc.ca/calendar/undergraduate/general/regulations.html](http://www.unbc.ca/calendar/undergraduate/general/regulations.html)
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<th>WEEK</th>
<th>TOPIC</th>
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<td>INTRODUCTION</td>
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<td>Social geography - diversity / “northern communities”</td>
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<td>Rural and Small Town Communities</td>
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<td>ECONOMY</td>
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<td>4</td>
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<td>Housing Issues</td>
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<td>Rural Poverty</td>
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<td>SOCIETY</td>
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<td>DIFFERENCE:</td>
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<td>Community and Social Services</td>
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<td>RETHINKING THE RURAL/SMALL TOWN COMMUNITY</td>
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<td>Rethinking rurality and rural research</td>
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<td>12</td>
<td>Student presentation of Community Report work</td>
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<tr>
<td>13</td>
<td>Student presentation of Community Report work</td>
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This course has heavy reading and writing components. Your reading assignments will revolve around a set of core readings, listed below, which shall make up the material to be discussed in the classes. For the student-led discussion classes, the student ‘presenter’ will lead discussion of selected items for the week. It is expected that the rest of the students will read the remainder from that week’s list.

* Items bracketed () are required reading if you have not completed the course prerequisite of GEOG 206 Social Geography.

- **b** = book on reserve
- **r** = reading article on reserve
- **t** = text from bookstore

**INTRODUCTION**

**Introduction**


Rural/Small Town Communities


ECONOMY

Work - Introduction


Work - Resource-Based ‘Instant Towns’


**Housing**


**Rural Poverty**


**SOCIETY**

**Community Change**


Gender
b (Cater, J. and Jones, T. (1989). Chapter 4.)

DIFFERENCE: Aging / “Race” and Ethnicity


Community and Social Services I

RETHINKING THE RURAL/SMALL TOWN COMMUNITY


t Halseth G. and Sullivan, L. (2002). Chapter 12, Recent Challenges.

CLASS PARTICIPATION  15%

This is a fourth year university seminar class and students are expected to come prepared to participate in the weekly class discussions. This will involve doing the assigned readings and being prepared to participate thoughtfully and critically in the discussion. Grading will emphasize participation (quality not quantity) rather than simple attendance.

REQUIRED READING CLASS PRESENTATIONS  20%

Students will take turns being responsible for leading the weekly discussion of assigned readings at the start of each lecture. Students should be prepared to spend the first 10 minutes presenting an organized review and summary of the material from the readings assigned to them. Your task will be to develop a presentation of themes and issues - not just the specific “facts” or details from the reading. A two page point-form summary of your presentation must be circulated to the class at the start of your presentation. Feel free to use overheads or other instructional media to assist with your presentation of material. A sign-up schedule will be circulated during the first week of classes.

Grading will be based upon the instructor’s evaluation and the evaluation of your peers.

COMMUNITY REPORT 1  15%  Due: January 31, 2013

The first case study report will focus on developing a socio-economic profile of a selected case study. The subject communities, report length, and the types of data to be collected as part of this socio-economic profile will be determined by the class as part of our workshop sessions each week. A range of sources, from the Census and other Statistics Canada products to material from BC Stats and other provincial government sources to various “local” publications are available for your use.

COMMUNITY REPORT 2  30%  Due: April 4, 2013

The second case study report will focus on a more general social geography profile of the case study. As with Community Report 1, report length and the types of information to be included in the profile will be determined during the class workshops. Unlike Community Report 1, a wider range of sources will need to be canvassed to complete this social geography profile. It will, therefore, be important to use time effectively. A discussion of theory is required. A bibliography of 10 or more scholarly references is required. The overall content of the report, the ability to communicate your ideas and arguments, and your list of citations will be factors in grading.
Students will make a formal presentation of their case study work to the class during our last meetings. The format for these presentations will follow the standards commonly in effect for papers presented at academic conferences. You will be given 15 minutes for the presentation itself, followed by 10 minutes for taking questions. The grade will be based on the quality and clarity of your presentation (evaluation by instructor).