GEG1302 MID-TERM TEST

Professor Sonia Wesche
October 18, 2011: 8:35am – 9: 50am (1hr15 min)

Section	A	/ 10
	B	/ 10
	C	/ 10
	D	/ 20
	Total	**/ 50**

SECTION A: Multiple Choice

Circle the <u>most</u> appropriate answer. **(1 mark x 10 questions = 10)**

1. What is regarded as the true beginning of contemporary geography?
   A) Classical Greek geography
   B) Islamic World geography
   C) Preclassical geography
   D) Chinese geography
   E) European geography

2. Which branch of geography would deal with uneven economic and social development between countries?
   A) Landscape geography
   B) Human geography
   C) Regional geography
   D) Physical geography
   E) Spatial analysis

   B: ½ marks

3. Geographers are increasingly concerned with a global scale of analysis because _____.
   A) people and places are increasingly connected and interconnected
   B) of the need to study both physical and symbolic components of landscape
   C) physical geography determines human geography
   D) of the need to accurately map the world
   E) the local scale of analysis is unimportant

4. Placelessness refers to landscapes that are _____.
   A) lacking in local variety
   B) relatively homogeneous
   C) lacking in special qualities
   D) standardized
   E) All of the above

5. It is evident that there is a shift underway in contemporary Western culture from an anthropocentric world view to _____.
   A) a cartographic one
   B) an economic one
   C) an ecocentric one
   D) an empiricist one
   E) a positivistic one

6. Loss of arable land is occurring as a result of _____.
   A) improper agricultural practices
   B) increase in population
   C) industrialization
   D) B and C
   E) A, B, and C

A-D: ½ marks

7. Which of the following approaches to human–environment relations is most closely related with *Gaia*?
   A) deep ecology
   B) shallow ecology
   C) tragedy of the commons
   D) teleology
   E) None of the above

8. The two countries that have much larger populations than any other country are _____.
   A) United States and Brazil
   B) China and Bangladesh
   C) Russia and Bangladesh
   D) China and India
   E) None of the above

9. Hunter-gatherers affect ecosystems _____.
   A) only in specific areas
   B) across a long span of time
   C) over large expanses of territory
   D) All of the above
   E) None of the above

10. Population aging is the result of _____.
   A) increasing life expectancy
   B) declining fertility
   C) declining mortality
   D) All of the above
   E) None of the above

SECTION B: Fill in the blanks

(2 marks x 5 questions = 10)

Complete the following using terms, concepts or names discussed in class. In some cases, approximate terms will be accepted.

1. The ___vector_____ method represents GIS spatial data as a series of discrete objects. The _____raster_____ method represents similar data as a series of small rectangular pixels.

2. In the developing country context, using macroindicators such as GDP, GNP or GNI to measure development may indicate how the _wealthy/rich (minority population)_____ are progressing, but tell us little about the ___poor (majority population)___.

3. According to the world systems theory, Britain, France, Netherlands, the United States, Germany, and Japan are part of the __core (countries/states)_____ , Argentina, Brazil & South Africa are part of the ____semi-periphery_____ , and all other Sub-Saharan African countries are part of the ___periphery_____.

4. Three factors influencing India's rate of female feticide include any of the following:

FULL MARKS

1. Preference for boys/sons/males
2. Cost/payment of dowry to marry off girls/daughters
3. Desire for smaller families OR high cost of larger families OR changing desire for children due to urbanization
4. Daughters leave their family after they marry (they serve their husband's family) OR sons stay and take care of their parents/family

HALF MARKS

1. Economic
2. Cultural
3. Social
4. Population growth
5. Environmental

ZERO MARKS

1. Political
2. Government policies

5. Three impossible2Possible expedition themes (completed or planned) relating to human geography include any of the following:

FULL MARKS

1. Biodiversity
2. Climate Change
3. Water
4. (World/global) health
5. Chemistry OR Physical body health OR Reaction of body to extreme conditions
6. Children in need OR Quality of life for children

HALF MARKS

1. Bolivia OR Salar de Uyuni
2. Amazon
3. Tunisia or Sahara Desert
4. Siberia OR Russia
5. Baffin Island OR Arctic OR Canada's north
6. India OR Rajasthan
7. Atacama Desert OR Peru
8. South Pole OR Antarctica
9. Canada's 13 provinces and territories

QUARTER MARKS

1. Salt flats
2. Rainforest OR jungle
3. Desert
4. Glaciers
5. Canada

SECTION C: Definitions

In the spaces provided, define and briefly explain 5 of 8 terms as they relate to ideas that have been presented in this course. (2 marks x 5 terms = 10)

1. Population pyramid

   A diagrammatic/graphic/image-based representation of the age and sex composition of a population. The younger ages are usually at the bottom, males are on the left, and females on the right.

2. Ecosystem

   a. Self-sustaining collection of interacting and interdependent organisms and their physical, chemical and biological environment.
   b. [HALF MARKS] distinct groupings of things and relationships between these things
   c. [HALF MARKS] Identifiable at a range of scales: global ecosystem (ecosphere/biosphere) is home of all life on earth. Smaller ecosystems can be identified within the larger ecosphere
   d. [HALF MARKS] The study of ecosystems mainly consists of the study of certain processes that link the living, or biotic, components (incl. humans) to the non-living, or abiotic, components.
   e. [QUARTER MARKS] An ecological system;

3. Grameen Bank of Bangladesh

   Micro-financing system/bank to combat the World Debt Problem by empowering individuals or small groups. Provides small amounts of capital to groups of investees to improve quality of life. Initiated in 1976 in Bangladesh – now 10,000 institutions in more than 100 countries.

4. Carrying capacity

   a. The maximum population that can be supported on a sustained basis by a given set of resources, based on existing technology
   b. OR the number of people that can maintain quality of life based on the ecosystem services provided by a specific location/area/ecosystem

5. Human geography (any of the following, or similar definitions)

   a. Spatial analysis of human populations, their cultures, their activities and behaviours, and their relationship with and impact on the physical landscapes that they occupy.
   b. The interaction between people and physical environments within a spatial context.
   c. What is where, why there, and why care?

6. Environmental determinism
   a. A (now discarded) perspective/belief that the physical environment largely determines human activities and landscapes OR human activities are controlled/determined by the physical environment.
   b. [QUARTER MARKS] Contrasts with 'possibilism' and 'probabilism'

7. Tragedy of the commons
   When a group of people has equal access to common/shared resources, their rational behaviour does not result in positive/prudent outcomes – resources tend to become depleted or overused. The author who came up with the term 'tragedy of the commons' is named Hardin (1968). E.g. If a group of farmers use a common area of land to graze their cattle, each one continues to add ore cattle as long as they keep making a profit. At the same time, the resource is becoming depleted, and the increased supply of cattle means that the profit per unit declines. Efficient use of the common resource requires restricted herd sizes.

8. Sustainable development
   a. Economic development that sustains the natural environment for future generations
   b. Development that meets the needs of the present without compromising the ability of future generations to meet their own needs
   c. Improving the quality of human life while living within the carrying capacity of supporting ecosystems
   d. Development that follows the following principles: reducing/eliminating a) the buildup of resources extracted from the earth's crust (non-renewables/fossil fuels/minerals and metals), b) the buildup of synthetic chemicals and compounds, c) the degradation of nature/natural processes, and d) barriers to people being able to meet their basic needs.

SECTION D: Short answers

Answer 4 of the following 5 questions in the space provided.
(5 marks x 4 questions = 20)

1. Compare the geographic concepts of space, place, and location. (should include the definitions – underlined - plus some extra features/explanations/examples)

   a. SPACE
      i. Implies areal extent of something - the actual area occupied by someone or something OR areal relations among phenomena
      ii. Absolute (objective) and Relative (perceptual, changeable)
      iii. Can be measured
   b. PLACE
      i. Refers to the attributes and values we individually associate with a location OR a Location with a particular identity
      ii. *Sense of Place* refers to the attachments we have to specific locations - Attachment to locations that have personal significance, E.g. Your home (vs

house), your university, the places you shop

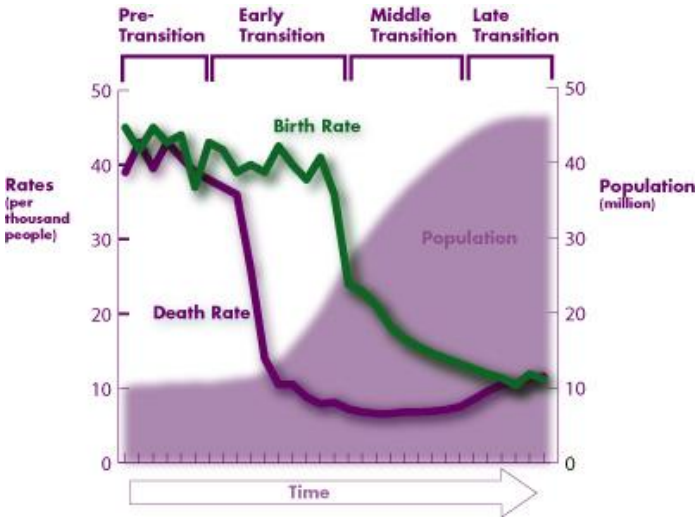
iii. Features:
    1. Has location, direction and distance with respect to other places
    2. Has size; scale is important
    3. Has both physical and cultural content
    4. Attributes develop and change over time
    5. Elements interrelate with other places
    6. Content is structured and explainable
    7. May be generalized into regions of similarities and differences

c. LOCATION
    i. Particular position within space, usually on the earth's surface
    ii. Absolute: identification of place by precise and accepted measurement system (Address, Latitude and Longitude)
    iii. Relative: position of a place in relation to other places
        1. Expresses spatial interconnection and interdependence (e.g., "Close to …", "About 2 blocks from … ")
        2. May carry social and economic implications

2. Explain how investigations using different geographic scales might allow for different interpretations of geographic observations. Provide examples.

*What I am looking for here is an explanation of how data, perspectives and interpretations might differ when looking at an issue at different scales of analysis: e.g., local, regional, national, global. Why might we choose one scale of analysis over another, and what might we learn from asking similar questions at different scales? For example, if one looks at homelessness in Canada from a national perspective, we have a fairly low rate, so might assume that there is no need for action. However, if we assess homelessness in downtown Ottawa, an area that includes several shelters, we would see that it is an important issue that needs to be addressed.

3. Sketch and clearly label the Demographic Transition Model (DTM).



Some explanation of each phase is a positive addition.

4. What are geographic information systems (GIS)? Why is there an increasing need for GIS?

    a. GIS:
        i. computer-based tool that combines several functions (storage, display, analysis, mapping of spatially referenced data) - known for creating and managing spatial (geographically-referenced) data and associated attributes
        ii. Roots in cartography: maps are both its principle input and its principle output
        iii. In a more generic sense, *GIS* is a "smart map" tool that allows users to create interactive queries (user created searches), analyze spatial information, and edit data.
    b. Increasing need/utility of GIS
        i. Useful way to integrate various types of data (satellite imagery, census, survey data, etc.)
        ii. Increasingly complex environmental/geographic problems and complex analyses – GIS helps manage and analyze data
        iii. different elements within a *GIS* can be separated or 'layered' in order to combine features, and enable analysis of data.
        iv. Uses for *GIS* within our academic setting include the creation of new maps, spatial representation of census data, presentation of data such as incidences of disease within a particular geographic area, and land use planning.

5. What are the different types of migration? Provide examples. (Full marks if they include any four of the six below, including examples)
    a. **Primitive**
        i. Pre-industrial peoples migrated due to some ecological necessity
        ii. Specific instance of adaptation to an environment
        iii. E.g. hunter-gatherer groups migrate periodically when local resources are depleted
    b. **Forced** (or impelled)
        i. Relocation decision made solely (or primarily) by people other than the migrants themselves
        ii. E.g. 10-12 million Africans forcibly transferred to the Western Hemisphere as slaves (16^{th}-19^{th} centuries)
        iii. E.g. China's Yangtze River Hydroelectric Dam: 1.8 million people displaced
    c. **Free (Voluntary)**
        i. Individual response to social, cultural, and economic factors
        ii. E.g. Alberta resource boom (oil sands): Influx of workers from within and beyond Canada
        iii. E.g. European Union: New countries added to the EU = new access for eastern Europeans to western European job markets)
    d. **Mass (collective) migration**
        i. Specific form of Free Migration
        ii. Many people making the same migration decision at about the same time
        iii. E.g. Irish Potato famine: mid-1800s
        iv. E.g. Mass movement to England, Scotland, N. America & Australia
    e. **Illegal**
        i. Exits a country that prohibits out-movement
        ii. Enters a country without official approval
        iii. E.g. Former communist bloc (exit)
        iv. E.g. Mexicans (and others) migrating to the US (entry)
    f. Refugees

i. Those who flee their homelands due to war (e.g. Somalia), fear of political persecution (due to race, religion, nationality, political beliefs, or social characteristics), or environmental conditions (e.g. rising sea levels inundating small pacific islands – such as Carteret Islanders, e.g. areas where agricultural production is compromised due to drought)