

Tutorial Letter 102/2/2017

Know your world: Introduction to Geography GGH1501

Semester 2

Department of Geography

IMPORTANT INFORMATION

This tutorial letter provides a word of welcome to Module GGH1501. We introduce the lecturing team to you and explain how the rest of the semester will proceed. Please read this letter attentively so that you will know what to expect and what to do.

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1 WORD OF WELCOME

Welcome to this module, which will guide you in discovering the world in a way that you might not have thought of up to now. Thinking geographically implies the ability to make connections between phenomena at different scales, both locally and globally. Looking at the uniqueness of different places in the world forms part of this, but at the same time places do not function in isolation. A further dimension is supplied by scale and connection, implying that what is happening locally can have consequences globally, while global processes can have effects on the local environment. In all of this, the role of distance features prominently, since places can be far from each other or close together, and needs consideration. People and environment form the overarching context; geography is concerned with the link between the physical and the human environment – regarding the world in its totality rather than separating it into parts.

2 MODULE OVERVIEW

The module kicks off with learning unit 0, providing you with an introduction to studying in the online environment. This serves as a reminder that you need to visit the module site for GGH1501 on myUnisa frequently since this module is, to a great extent, offered online. Apart from tutorial letter 101 and the MO001 document which

you received in print, no other tutorial letters for this module will be printed and posted to you. These follow-up tutorial letters, including this one, will only be available as PDF files which you can download and read from the module site for GGH1501. You will therefore get the best study experience by going online, not only to get your tutorial letters, but also through participation in all the activities taking place on the module site, which will enrich your learning.

Following learning unit 0, learning unit 1 introduces the context and some cross-cutting themes for the module, while learning unit 2 is utilised to provide a review of the physical systems governing phenomena such as precipitation, soil and vegetation. Learning units 3 and 4 provide a geographical view on the world's population and the different cultures found in the world, respectively, with the emphasis on differences and similarities between places. We explore the reasons why these exist and the implications. Learning unit 5 entails how people make or earn a living, which draws together many of the ideas in the previous learning units. The resource and sustainability perspective provided in learning unit 6 caps the theoretical learning units, while learning unit 7 deals with data on geographic phenomena that can be utilised in various ways, i.e. on maps, to assist us in making meaning of the world based on what we observe and what is happening.

To whet your appetite on what to expect in this module, watch the video clip *Geography is key*, which provides a visual showcase of the themes that you will be connecting with in GGH1501. This video clip is available at the following link: https://www.youtube.com/watch?v=naK9_JkFAOk

3 THE TEAM @ UNISA FOR GGH1501

The lecturers that will assist you this semester with GGH1501 are:

- Mr Carel Greyling, +27 11 670 9464, egreyla1@unisa.ac.za
- Mr Rudi Pretorius, +27 11 471 3680, pretorw@unisa.ac.za

4 WHO TO CONTACT FOR WHAT

Learning unit specific enquiries:

- Learning units 0, 1, 2 and 7: Mr Carel Greyling
- Learning units 3, 4, 5 and 6: Mr Rudi Pretorius

Assignment 01

- Mr Carel Greyling

Assignments 02 and 03

- Question-specific enquiries – see who is responsible for the learning units that your questions refer to
- General/other enquiries – Mr Rudi Pretorius

Module site webmaster and technical support

- Mr Carel Greyling

Assignments (general)

- Mr Rudi Pretorius

Examination (general enquiries only, enquiries on exam preparation for specific learning units to be directed to the relevant lecturers)

- Mr Rudi Pretorius

FI concessions

- Mr Carel Greyling

Prescribed textbook

- Mr Carel Greyling

Any other enquiries or not sure who to contact or what to do

- Mr Rudi Pretorius

5 STUDY MATERIAL

Your study material for GGH1501 consists of the following documents, all of which are also available for downloading via the GGH1501 module site on myUnisa. (Abbreviations: LU = Learning unit; TL = Tutorial letter; Ass = Assignment; MO = Module online printed document)

At the time of writing this tutorial letter, the following study material was already available (Note again that from TL102 onwards, all tutorial letters will only be available online on the GGH1501 module site on myUnisa, and will not be printed):

- MO001: Learning units 0 to 7
- TL101: General orientation and assignments
- TL102: This tutorial letter, guidance on processes during semester

At the time of writing this tutorial letter, the following study material was in the process of being compiled and will be made available on myUnisa during the semester:

- TL103: Comments on activities in LU0, 1, 2 and 3; comments on test-yourself exercises for LU1, 2 and 3
- TL104: Examination guidance
- TL105: Comments on activities in LU4, 5, 6 and 7; comments on test-yourself exercises for LU4, 5, 6 and 7
- TL201: Comments on Ass 01 and 02
- TL202: Comments on Ass 03

Only available on myUnisa (**Additional Resources**)

- answer key (memo) for Assignment 03
- additional supporting material such as PowerPoints on difficult topics (eTutor sites)

6 myUNISA

As explained in the myModules Brochure, GGH1501 is offered partially online. This means that although tutorial letter 101 and the MO001 document are printed and

posted, this material is also available as PDF documents on the module site for GGH1501. In addition, all follow-up tutorial letters, starting from this one (i.e. tutorial letter 102) will only be available as PDF documents on the module site and will not be printed. Apart from engaging with your study material, we advise you to participate in online learning activities and group work on myUnisa. Regular access to myUnisa and the internet is essential. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, other students and the administrative departments of Unisa. Here you can also obtain free access to non-course-specific and course-specific functions, as explained in Tutorial Letter 101 and the MO001 for GGH1501. We trust that by now you have registered on myUnisa, so that you will be able to submit your assignments online, gain access to the library functions and various learning resources, “chat” to your lecturers/e-tutor and fellow students about your studies and participate in online discussion forums and other online activities.

7 TUTORS AND E-TUTOR SITES ON myUNISA

Each student will be linked to a group site (also referred to as an e-tutor site or group site), which is an additional site on myUnisa in which groups of about 300-400 students can participate in tutorials and various online activities. This site is managed by your e-tutor. The activities described in the learning units will take place on your group site, where you will also be able to interact with fellow students. You ought to visit this site at least twice a week. You will automatically be linked to a group site — you therefore do not need to do anything. We hope that this process will be concluded as soon as possible. Once the group sites have been activated, an announcement will be posted on the GGH1501 module site. Once this announcement has been made and you have not been linked to a group site yet, you should contact the module coordinator so that he can request the e-tutor coordinator to fix the problem.

There are various activities and videos included in each learning unit, which you have to do and/or watch. In this regard the e-tutors will set up discussion forums on the group sites where you can engage with them and with your fellow students about these activities. Although we realise that this comprises a lot of work and you may

have limited time, we urge you to participate in these discussions, watch these video clips and do as many of the activities as possible, which will greatly enhance the quality of your learning. Comments on each of the activities will be supplied in tutorial letters later in the semester. Although feedback will not be supplied on the video clips, general feedback on the test-yourself exercises will also be supplied in these tutorial letters.

8 VIDEO CONFERENCES

Owing to a long record of poor attendance, no video conferences will be presented for GGH1501 this semester.

9 ERRATA FOR ASSIGNMENTS

9.1 Assignment 01, semester 2: No errata

9.2 Assignment 02, semester 2: No errata

9.3 Assignment 03, semester 1: Note the following change

Question 9: The question has been phrased incorrectly. Please replace it with the following phrasing: “Which **one** of the following statements about population structure is **true?**”

10 ASSIGNMENT 02: GUIDELINES AND ADVICE

Herewith a few points of advice and the guidelines for Assignment 02, which will assist you to structure your answers. Please refer to Tutorial Letter 101 for the questions, which will not be repeated here. Include one list of sources consulted for all your answers at the end of your assignment.

Plagiarism (direct copy from sources as books or the Internet), if detected, will be severely punished and may lead to the allocation of zero marks. Information obtained from sources needs to be rephrased in your own words and the source

referenced – refer to Tutorial Letter 101 for advice on referencing. If you copy directly, all such information needs to be in quotation marks, and you have to realise that an answer cannot be quoted in totality.

QUESTION 1 (Mostly Learning Unit 1, with examples from any of the learning units)

Do not just copy from the prescribed book, it will not be sufficient and lead you into the plagiarism trap. Do not just have an “Introduction”, “Body” and “Conclusion”. Think of a few aspects to discuss about geographic systems analysis and use these as sub-headings instead of just “Body”. Use examples of global scale phenomena to illustrate your discussion of some of the ways in which geographers study interactions among different aspects of the human and physical environment. Length of answer: 750-1250 words, absolute maximum: 1500 words.

QUESTION 2 (Learning Unit 2)

Identify the three major soil types that are associated with the desert shrub biome in Australia by comparing the world map of soil types with the world map of biomes in your prescribed textbook. Then write a short paragraph on each one of these soil types in which you deal with the aspects as required by the question. Length of answer: 500 words maximum per paragraph on each soil type.

QUESTION 3.1 (Learning unit 3)

Arrange your answer in three sub-sections, each indicated with a sub-heading, sequentially dealing with the three mentioned types of migration. For each type of migration you then need to briefly debate the push and pull factors that are at play. To debate means you cannot only list these factors, but need to highlight, for instance which are most important, with reference to the role played by socio-economic conditions. Consider to begin the answer with two or three introductory sentences, and to end it off with two or three closing sentences. Length of answer: 500 words maximum per sub-section on each type of migration, i.e. about 1500 words maximum.

QUESTION 3.2 (Learning Unit 3)

A short paragraph (400 words maximum) will do, in which you highlight the difference between these two related, but different types of population density.

Question 4.1 (Learning Unit 4)

This is very easy question, just look up the countries from the political world map that comply with the criteria which have been set. NOTE: provide **TWO** examples of countries for each of the type of environments as required.

Question 4.2 (Learning Unit 4)

Supply the answer to this question in a short paragraph (600 words maximum), in which you include a short explanation of what the term “genocide” means as well as the consequences of this phenomenon.

Question 4.3 (Learning Unit 4)

This question also requires an answer consisting of a paragraph of not more than 600 words. Be sure to answer to all three of the aspects required by the question.

Question 5.1 (Learning Unit 5)

A short paragraph (400 words maximum) will do, in which you highlight how development can be achieved through self-sufficiency, with reference to India as an example.

Question 5.2 (Learning Unit 1 & 5)

An idea to answer this question is to make a comparison between the human development index and the level of urbanisation for specific countries or continents. With reference to these countries or continents, you will be able to observe whether these two parameters vary in opposite directions (i.e. for countries/continents with a

high human development index, the level of urbanisation is low, or the other way round). Alternatively this variation can be in the same direction for a specific country or continent (i.e. high or low for both parameters). It might be an idea to consider a few examples in order to discover a pattern. Describe this pattern and mention your examples. To conclude your answer, provide a short explanation for this interrelationship. Length of answer: 600 words maximum. [NOTE: If referring to a continent as if it is a country, you will be severely penalised. A geography student should know the difference between a country and a continent.]

Question 5.2 (Learning Unit 5)

Supply the answer to this question in a short paragraph (500 words maximum), in which you include a short explanation of each of the required types of settlements