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### GPHY 121S.01: Human Geography

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# **GPHY 121 Course Syllabus – Introduction to Human Geography**

## **Instructor information**

Instructor: David Shively, Professor, Department of Geography, UM  
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## **TA information**

Instructor: Annalisa Ingegno  
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## **Course description:**

Geography is the World; the World is Geography! This course is intended to provide you with exposure to the human dimension or aspect of geography – how cultures are born and change, how populations behave, how people and groups organize themselves and their activities spatially and politically, how these activities and patterns change across time and space, and how technology affects these things. You are going to learn how to think like a geographer, to expand your geographic imagination, and to appreciate this discipline which is a critical component of the well rounded liberal arts education. Furthermore, you will gain skill in using maps, data, argument and persuasion that will certainly prove to be important skills in your future career – whether it be as a geographer (yes, there are professional geographers!) or something else.

## **Learning Outcomes:**

- “use maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- use mental maps to organize information about people, places, and environments;
- analyze the spatial organization of people, places, and environments on Earth’s surface;”
- describe the “human characteristics of places;”
- describe how “people create regions” to interpret Earth’s complexity;
- describe how culture and experience influence people’s perception of places and regions;
- describe the characteristics, distribution, and migration of human populations on Earth’s surface;
- describe the characteristics, distributions, and complexity of Earth’s cultural mosaics;
- describe the patterns and networks of economic interdependence on Earth’s surface;
- describe the process, patterns, and functions of human settlement;
- describe how forces of cooperation and conflict among people influence the division and control of Earth’s surface;
- describe how human actions modify the physical environment;
- describe how physical systems affect human systems;
- describe the changes that occur in the meaning, use, distribution, and importance of resources;

- describe how to apply geography to interpret the past;
- describe how to apply geography to the interpretation of the present and plan for the future.”
  - ❖ These learning objectives are consistent with The National Geography Standards. The standards were established by the Geographic Education National Implementation Project, a consortium of the Association of American Geographers, the American Geographical Society, the National Council for Geographic Education, and the National Geographic Society.

**Required textbook and supplementary materials:**

- Greiner, A. 2014. Visualizing Human Geography (2nd Ed.). New York: Wiley.

The textbook is available as a binder ready version of Greiner's (2d Edition) "Visualizing Human Geography" from the UM Bookstore. That binder version should be priced at \$85, and it includes accessibility to the WileyPlus Learning Space that we will be using for this course. There you will find an electronic version of the text, live links to other (internal and external) content, practice questions, discussion board, etc. We will use this platform and Moodle as well.

You can purchase a regular version of the text from a source other than the bookstore. I recommend the 2d edition, but the first can work too though it is not quite up to date.

A copy is available via 2 hour reserve at Mansfield library.

Check out half.com (<http://www.half.ebay.com/textbooks>) for used affordable copies.

Selected required readings, including the first few chapters from Greiner, will be made available to you to download and read from the UM Online site that supports this course (see below).

A UM Online course supplement has been established for this course. Access from the University's webpage (<http://umonline.umt.edu/> ). You must use your NetID and password (i.e., last 6 digits of your GrizID as username and password, or password set by yourself through the UM Portal. Especially see the Study Materials section for supplemental study materials. A supplementary website offered by the publishers of our text that provides additional materials is available at: <http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471724912&bcsId=6072>

**Course Requirements**

|                       |            |
|-----------------------|------------|
| Exams                 | 50 percent |
| Activities            |            |
| In Class Discussions  | 20 percent |
| Scheduled Assignments | 30 percent |

A total of 3 exams will be offered through the semester – 2 midterms and one final that will have a comprehensive element. Exam format is multiple choice/true-false, however, you may elect to complete short answer/essay style exams if you prefer. Let me know your preferences prior to exam days. Exam study guides are provided on the UM Online site.

On exam days bring only two scantron forms (a backup is always useful!) and/or a bluebook, pencils, & erasers. Leave the following at home or in your backpack/bag to be left at the front of the class: cell phone, ball caps and other hats, books, notebooks, etc.

## Activities

You will complete a number of activities (assignments) during the semester. These will contribute directly to your understanding of the course material. All work turned in must have your name and student ID in the upper right hand corner of the document. Work will not be accepted via email or UMLearn.

### In Class Discussions (ICDs):

In Class Discussion questions will be posed in nearly every class. They will be considered individually, in small groups, or as the larger group. Your responses will be handwritten, legible, and submitted at the end of class. Name and student number at upper right!

### Scheduled Assignments:

Several scheduled activities will be assigned throughout the semester. Responses must be typewritten.

### Video Questions:

We will watch several videos (fairly current!) throughout the semester. Responses to questions must be typewritten.

## Grading

Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements. This class carries traditional grading and cannot be taken CR/NC (this is moot for GenEd and Geography Majors!).

|                 |                 |                 |           |
|-----------------|-----------------|-----------------|-----------|
| A < 93.0%       | A- = 90.0-92.9% |                 |           |
| B+ = 87.0-89.9% | B = 83.0-86.9%  | B- = 80.0-82.9% |           |
| C+ = 77.0-79.9% | C = 73.0-76.9%  | C- = 70.0-72.9% |           |
| D+ = 67.0-69.9% | D = 63.0-66.9%  | D- = 60.0-62.9% | F < 59.9% |

## Additional Policies

Late work will lose one-half a letter grade (i.e., A to A-) for each day late including weekends. Work is due at the start of class on day specified. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.

I will not allow make-up exams unless notified beforehand of the problem at hand. Be prepared to provide documentation for events causing to absences if you wish extensions/makeups.

All students at the University of Montana must practice academic honesty at all times. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

It is extremely disruptive to have students arrive late and/or leave early. I know that you have nothing else on your schedule during the class period, therefore your presence throughout the entire class period is expected. Not only will this keep me happy, it will help you to understand the material better.

Cell Phones: OFF, or on vibrate mode if you subscribed to the University's Emergency Notification System.

Newspapers: You can bring news items to class if relevant to the topic at hand, but don't be readin' the paper while we're in class!

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### Provisional Course Calendar:

| Week               | Topic  | Reading(s)  | Activities   |
|--------------------|--|---|--|
| 1<br>(8/26 & 8/28) | T: Intro, Course Req's, etc.<br>R: What is Geography?<br>What do Geographers do?         | T: N/A<br>R: (1) Text Ch. 1 thru p. 15; (2) <a href="http://geography.about.com/library/weekly/aa111599.htm">http://geography.about.com/library/weekly/aa111599.htm</a> (Review both pages and surf definitions, 4 traditions, etc.); (3) <a href="http://www.aag.org/cs/what_geographers_do">http://www.aag.org/cs/what_geographers_do</a> (4) <a href="http://www.aag.org/cs/jobs_and_careers/geography_can_take_you_there">http://www.aag.org/cs/jobs_and_careers/geography_can_take_you_there</a> | T: ICD<br>R: ICD                                   |
| 2<br>(9/2 & 9/4)   | T: Space, Interaction, Visualization, Analysis<br><br>R: Culture & Language              | T: (1) Text Ch. 1 thru end; (2) UMOonline: "atlas" Reading<br><br>R: (1) Text Ch. 4; (2) UMOonline: BBC News Articles on Americanisms & NZ Island Names   | T: ICD; Activ. 1: Visualizing & Mapping.<br>R: ICD |
| 3<br>(9/9 & 9/11)  | T: Culture & Religion<br>R: Globalization & Culture                                      | T: Text Ch. 5<br>R: (1) Text Ch. 2; (2) UMOonline: BBC News Article on NZ Maori & Haka Fight; (3) Crawhall on Mapping Threatened Cultures   | T: ICD; Activ. 1 Due.<br>R: ICD                    |
| 4<br>(9/16 & 9/18) | T: Geographies of Identity<br><br>R: <b>Exam Review**</b>                                | T: (1) Text Ch. 6; (2) UM Online Reading on Romanian Gypsies.<br>R: None  | T: ICD<br><br>R: ICD; Exam Review                  |
| 5<br>(9/23 & 9/25) | T: Midterm Exam<br>R: Political Geographies & Governance                                 | T: None<br>R: (1) Text Ch. 7 pp. 193-212; (2) <a href="http://europa.eu/about-eu/basic-information/index_en.htm">http://europa.eu/about-eu/basic-information/index_en.htm</a> ; (3) Google: "critiques of European Union"   | T: ICD<br>R: ICD; Activ. 2: Governance             |
| 6<br>(9/30 & 10/2) | T: Political Geographies & Governance<br>R: Population & Migration                       | T: Text Ch. 7 pp. 212 thru end;<br><br>R: Text Ch. 3 pp. 64-78  | T: ICD<br>R: ICD                                   |
| 7<br>(10/7 & 10/9) | T: Population & Migration<br>R: <b>Video – How Many People can Live on Planet Earth?</b> | T: Text Ch. 3 pp. 78 thru end<br>R: N/A   | T: ICD; Activ. 2 Due<br>R: ICD, Video Questions    |

|                       |   |  |  |
|-----------------------|---|--|--|
| 8<br>(10/14 & 16)     | T: Geographies of Development<br>R: Development (cont'd)      | T: Text Ch. 9 pp. 260-275<br>R: (1) Text Ch. 9 pp. 275 thru end; (2) <a href="http://en.wikipedia.org/wiki/Structural_adjustment">http://en.wikipedia.org/wiki/Structural_adjustment</a>   | T: ICD<br>R: ICD   |
| 9<br>(10/21 & 23)     | T: <b>Video: Life &amp; Debt**</b><br>R: <b>Exam Review**</b> | T: None<br>R: None   | T: ICD; Video Questions<br>R: N/A                                    |
| 10<br>(10/28 & 30)    | T: Midterm Exam<br>R: Economic Activity                       | T: N/A<br>R: Text Ch. 10   | T: N/A<br>R: ICD   |
| 11<br>(11/4 & 11/7)   | T: Election Day (no class)<br>R: Urban Geographies            | T: N/A<br>R: Text Ch. 8  | T: ICD; Activ. 3: Urban Patterns<br>R: ICD                           |
| 12<br>(11/11 & 13)    | T: Veterans Day (no class)<br>R: Urban Dynamics               | T: N/A<br>R: <a href="http://www.smartgrowthamerica.org/what-is-smart-growth">http://www.smartgrowthamerica.org/what-is-smart-growth</a>   | T: N/A<br>R: ICD   |
| 13<br>(11/18 & 11/20) | T: Agricultural Geographies<br>R: <b>Video**</b> - TBA        | T: Text Ch. 11<br>R: (1) <a href="http://www.thematrix.com/">http://www.thematrix.com/</a> (See "Learn About the Issues"); (2) Google and browse results: "industrial farming" (3) <a href="http://www.missoulacfac.org/">http://www.missoulacfac.org/</a> | T: ICD; Activ. 3 Due; Activ. 4: Sustainability<br>R: Video Questions |
| 14<br>(11/25 & 27)    | T: Agriculture, Environmental Challenges<br>R: Thanksgiving   | T: Text Ch. 12<br>R: None  | T: ICD<br>R: N/A   |
| 15<br>(12/2 & 12/4)   | T: Human Geography & Sustainability<br>R: Review              | T: TBA<br>R: None  | T: ICD; Activ. 4 Due<br>R: Review                                    |
| FINAL                 | Tuesday, December 3:20-5:20 pm                                |  |  |

\*Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.

\*\*Shively is attending Board of Regents meetings 9/18 and 11/21, and a Columbia River Basin Conference 10/21-23.