

Geography 1400: Human Geography

Spring 2021, Units: 3, Prerequisites: none

Fulfills Social & Behavioral Science Exploration (BF) requirement

Instructor: Andrea Davis

e-mail: Send e-mails on Canvas

Office: Online Zoom Meeting (find the link on Canvas Home page)

Office Hours: Tuesday and Thursday: 11-12:30

Andrea Davis was born and raised in Ogden, Utah. After graduating from Weber State University with a BS in Geography. In 2015, she returned to graduate school, completing her MS in Geography and is continuing her education at the U of U by pursuing a doctorate focused on health geography. She has a passion for international travel, teaching, and family (including her dogs).

Text: Bjellend, M., Montello, D., Fellman, D., Getis, A. & Getis, J. (2013) *Human Geography: Landscapes of Human Activities*. McGraw Hill (13th edition)

System Requirements: This class can be “attended” from anywhere there is an Internet connection. All work, including exams, is submitted electronically.

Course scope and objectives: What is *Human Geography*? People, politics, language, and religion are a few elements of *Human Geography*. Every culture around the world consists of different parts. For this course, *Human Geography* will focus on “people,” where they live, how they interact over space, and how humans alter the natural landscape they occupy. As the name *Human Geography* implies, this discipline emphasizes the geographic distribution and dynamics of human themes such as population growth and spread, economic activity, and land cover change. Studying migration, resource use, urban systems, and other processes helps us further understand the patterns we observe in the world today. *Human geography* helps us appreciate the circumstances affecting people and cultures in different landscapes worldwide.

This course’s primary goal is to provide students with the necessary background to understand many contemporary societal problems. These include, but are not limited to, resource depletion, population density, ethnic and national conflict, urban sprawl, traffic congestion, pollution, species decline, and climate change. All is not well on planet Earth, and this course seeks to empower students to view these problems analytically through a geographic lens. The means for achieving these goals include lessons, discussion, readings, and assignments. The assignments are based on fundamental principles, theories, and methods used in geographic inquiry combined with detailed case studies of particular places and how demographic, environmental, cultural, political, and economic processes shape them.

By the end of the course, the student will: 1) have a basic understanding of culture, culture change, and cultural regionalism; 2) have a sense of concepts and models of spatial interaction; 3) have an appreciation for population structures, patterns, and change; 4) have an understanding of settlement patterns and why peoples settled in specific locations.

Grading: Two exams 30%, Six Written Assignments 50%, Six Discussions 20%

94-100 = A	87-90 = B+	77-80 = C+	67-70 = D+
90-93 = A-	84-87 = B	74-77 = C	64-67 = D
	80-83 = B-	70-74 = C-	60-64 = D-
			Below 60 = E

Announcements and Video: I will post announcements throughout the semester, so please check frequently. If needed, I will record short videos to address any questions in the course. These are found under Modules on Canvas and are typically posted by Tuesday each week.

Due dates and late work: Check the calendar on Canvas for all due dates for assignments, discussions, and exam dates. The schedule at the end of this document is a tentative schedule for the semester. The schedule is subject to change, and all students will be notified if changes occur. The date where you see Assignments or Discussions are the dates they are due. You can begin and submit them any time before that date, but plan to have the assignment in by the due date at 11:59 pm. Late assignments will be reduced by 10% for each additional day following the due date. Exams are taken during a specified time unless a valid, documented excuse is provided before the exam.

Modules: This class consists of several lessons, assignments, and discussions divided into Modules. Find a new Module each week on Canvas.

Lessons: Each Lesson intends to introduce specific sections of the text and outline the required reading for each assignment. Each Lesson corresponds to an Assignment. For the best results, I advise the following: read the Lesson, read the chapters outlined in the Lesson, then complete the assignment. In some cases, the lessons summarize important concepts in the chapters, and at times, they will provide information that is not in the text.

Assignments: Assignments make up 50% of your grade.

It is advisable that you answer the assignment questions as you complete the Lesson and Readings. In most lessons, you have more than one chapter included in the reading assignment. It is easier to complete the answers to the assignment as you complete the reading. I will grade the most recent version of any assignment.

Discussions: Discussions make up 20% of your grade.

The discussion topics may or may not follow the chapters in the text. Hopefully, they will stimulate some interesting conversation, and you can pull from the information you have learned thus far. To get full credit for the Discussions, beginning with Discussion 1, you must complete the following before the due date.

1. Submit a response to the discussion
2. Wait at least 24 hours before returning to the discussion a second time. Once you return, respond to a peer's comment and respond to any student that commented on your submission.

Exams: Exams make up 30% of your grade.

Both exams will be online, and each exam is worth 100 points. The exams will be available for *three days, from Thursday to Saturday night*, allowing students to accommodate work schedules. You will have 90 minutes for each exam. Due to the exam being online, it will be considered an open book. However, if you are not familiar with the information before the exam, you will spend too much time looking up answers. I highly recommend staying on top of the class material, i.e., the Lessons and assignments. The exams cover material from the lessons that immediately precede it; exams are not comprehensive. Each exam consists of multiple-choice, short answer or essay questions, matching, definitions, and possibly as map component, which would require the location of specific points on a map. All of the concepts and definitions you need to know for the exams are in the text.

Schedule:

<i>Week</i>	<i>Descriptions</i>	<i>Due Date</i>	<i>Notes</i>
1	Introductory Discussion	January 25	
2	Assignment 1	February 1	Bjellend Chapters 1, 2
3	Discussion 1	February 8	
4	Assignment 2	February 16*	Bjellend Chapters 3, 4
5	Discussion 2	February 22	
6	Assignment 3	March 1	Bjellend Chapters 5, 6, 7
7	Assignment 4	March 8	Writing Assignment
8	Exam 1	March 11-13	
9	Discussion 3	March 22	
10	Assignment 5	March 29	Bjellend Chapters 8, 9
11	Discussion 4	April 6*	
12	Assignment 6	April 12	Bjellend Chapters 10, 11
13	Discussion 5	April 19	
14	Assignment 7	April 26	Bjellend Chapters 12, 13
15	Exam 2	April 29- May 1	

*Non-Instructional Day see Important dates below for more details,
Assignment Due on Tuesday at 11:59 pm

Important dates:

- January 19 Class Begins
- January 22 Last day to add classes (without permission code)
- January 29 Last day to add, drop, audit, and elect CR/NC
- February 15 Presidents' day, No online class
- March 5 Non-Instructional Day, No online class
- April 2 Last day to withdraw from classes
- April 5 Non-Instructional Day, No online class
- April 23 Last day to reverse CR/NC option
- April 27 Last day of class
- April 29-May 5 Final Exam Period

Course policies and information:

- Accommodation Policy: Some of the writings, lectures, films or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please raise it at your earliest convenience.
- Academic misconduct: *Turnitin is used for all written assignments in the course. * Academic Misconduct will not be tolerated. Penalties may include failure of an assignment, the entire course, and/or the filing of formal charges with appropriate university authorities. Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, and plagiarism: * Cheating involves the unauthorized possession or use of information in an academic exercise, including unauthorized communication with another person during an exercise such as an examination. * Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work or submitting the same work in more than one course without prior permission of all instructors. * Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in one's own work offered for academic consideration or public presentation.
- Disability accommodation: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- Addressing sexual misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. Suppose you or someone you know has been harassed or assaulted. In that case, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581- 7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- Undocumented student support: Immigration is a complex phenomenon with broad impacts directly for migrants, but also effects through indirect channels (relationships with family members, friends, and loved ones). If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other

part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.