

1-2014

# GPHY 121S.01: Introduction to Human Geography

David D. Shively

*University of Montana - Missoula*, david.shively@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

## Recommended Citation

Shively, David D., "GPHY 121S.01: Introduction to Human Geography" (2014). *Syllabi*. 1419.  
<https://scholarworks.umt.edu/syllabi/1419>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

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

Department of Geography  
University of Montana  
Spring Semester, 2014, LA11

### **Instructor**

Dr. Dave Shively  
Office: Stone Hall 212  
Voice: 406-243-6478  
Email: [david.shively@umontana.edu](mailto:david.shively@umontana.edu)  
Office Hrs: T & R, 9:30-11, 12:30-1:30; W 12-1; and by Appt.

### **TA Information**

Michael Eduful  
Office: Stone Hall 304B  
Email: [michael.eduful@umontana.edu](mailto:michael.eduful@umontana.edu)  
Office Hours: M & T 1-2, W 10:30-12:30

### **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.

### **Course Objectives**

Upon completion of this course you should be able to accomplish the following:

- “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;”
- how “people create regions” to interpret Earth’s complexity;
- how culture and experience influence people’s perception of places and regions;
- the characteristics, distribution, and migration of human populations on Earth’s surface;
- the characteristics, distributions, and complexity of Earth’s cultural mosaics;
- the patterns and networks of economic interdependence on Earth’s surface;
- the process, patterns, and functions of human settlement;
- how forces of cooperation and conflict among people influence the division and control of Earth’s surface;
- how human actions modify the physical environment;
- how physical systems affect human systems;
- the changes that occur in the meaning, use, distribution, and importance of resources;
- how to apply geography to interpret the past;
- how to apply geography to the interpretation of the present and plan for the future.”<sup>1</sup>

---

<sup>1</sup>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.

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

### Required Text

- Greiner, A. 2014. *Visualizing Human Geography* (2<sup>nd</sup> Ed.). New York: Wiley.
  - The text is bundled with National Geographic's (2010) *College Atlas of the World* (2<sup>nd</sup> Ed.), New York: Wiley.
  - A copy is available via 2 hour reserve at Mansfield library.
  - Selected required readings, including the first few chapters from Greiner, will be made available to you to download and read from the UM Online (Moodle) site that supports this course (see below).

### Supplementary Materials

- A UM Online (Moodle) 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.
- A "Resources" section of this site contains readings that further examine themes we are exploring in this course.
- 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	50 percent

#### Exams

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 (Moodle) 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. Not only will these will contribute directly to your understanding of the course material, they will lay the framework for a final activity which is an integrated assessment of the major themes in human geography that we cover throughout the semester in *the context of place and sustainability*. These are available on the UMOonline site. **All finished work** related to these activities **must** be turned in on the UM Online (Moodle) site as specified for each. , must be type-written, and have your name and student ID in the upper right hand corner of the document. Work **will not** be accepted via email.

### 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%	

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

### **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.

“Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. Instructors may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance or participation in a University sponsored activity.... Instructors shall excuse absences for reasons of military service or mandatory public service.” <http://www.umt.edu/catalog/acad/acadpolicy> .

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 must practice academic honesty. 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/SA/VPSA/index.cfm/page/1321> .

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.

**The Student Conduct Code** at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. ([http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php))

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!

*Whenever possible, and in accordance with civil rights laws, The University of Montana will attempt to provide reasonable modifications to students with disabilities who request and require them. Please feel free to setup a time with me to discuss any modifications that may be necessary for this course. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>.*

### **Provisional Course Schedule\***

<b>Week</b>	<b>Topic</b>	<b>Reading(s)</b>	<b>Activities</b>
<b>1</b> (1/28 & 1/30)	<b>T:</b> Intro, Course Req's, etc. <b>R:</b> What is Geography? What do Geographers do?	<b>T:</b> N/A <b>R:</b> (1) Text Ch. 1 thru p. 14; (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>	<b>T:</b> None <b>R:</b> None
<b>2</b> (2/4 & 2/6)	<b>T:</b> Space, Interaction, Visualization, Analysis  <b>R:</b> Culture & Language	<b>T:</b> (1) Text Ch. 1 P. 14 thru end; (2) Atlas pp. 10-17; (3) Text pp. 388-393;  <b>R:</b> (1) Text Ch. 4; (2) UOnline: BBC News Articles on Americanisms & NZ Island Names; (3) UOnline: Counting Languages of the World	<b>T:</b> Activ. 1: Visualizing & Mapping. <b>R:</b> Activ 1 cont'd.
<b>3</b> (2/11 & 2/13)	<b>T:</b> Culture & Religion <b>R:</b> Culture & Globalization	<b>T:</b> Text Ch. 5 <b>R:</b> (1) Text Ch. 2; (2) UOnline: BBC News Article on NZ Maori & Haka Fight; (3) UOnline: Crawhall on Mapping Threatened Cultures	<b>T:</b> Activ. 1 Due.; <b>R:</b> N/A

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

<b>4</b> (2/18 & 2/20)	<b>T:</b> Geographies of Identity <b>R:</b> <b>Exam Review</b>	<b>T:</b> (1) Text Ch. 6; (2) UM Online Reading on Romanian Gypsies. <b>R:</b> None	<b>T:</b> N/A <b>R:</b> Exam Review
<b>5</b> (2/25 & 2/27)	<b>T:</b> <b>Midterm Exam</b> <b>R:</b> Political Geographies & Governance	<b>T:</b> None <b>R:</b> (1) Text Ch. 7 pp. 194-214; (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”	<b>T:</b> N/A <b>R:</b> Activ. 2: Governance
<b>6</b> (3/4 & 3/6)	<b>T:</b> Political Geographies & Governance <b>R:</b> <i>Population &amp; Migration</i>	<b>T:</b> Text Ch. 7 pp. 214 thru end; <b>R:</b> Text Ch. 3 pp. 64-81	<b>T:</b> (1) Activ 2 cont’d; <b>R:</b> Activ. 2 Due
<b>7</b> (3/11 & 3/13)	<b>T:</b> Population & Migration <b>R:</b> Geographies of Development	<b>T:</b> Text Ch. 3 pp. 81 thru end <b>R:</b> Text Ch. 9 pp. 262-277	<b>T:</b> N/A <b>R:</b> N/A
<b>8</b> (3/18 & 3/20)	<b>T:</b> Development (cont’d) <b>R:</b> Economic Activity	<b>T:</b> Text Ch. 9 pp. 277 thru end; <a href="http://en.wikipedia.org/wiki/Structural_adjustment">http://en.wikipedia.org/wiki/Structural_adjustment</a> <b>R:</b> Text Ch. 10	<b>T:</b> N/A <b>R:</b> N/A
<b>9</b> (3/25 & 3/27)	<b>T:</b> Development Video <b>R:</b> <b>Exam Review</b>	<b>T:</b> None <b>R:</b> None	<b>T:</b> N/A <b>R:</b> Exam Review
<b>3/31-4/4</b>	<b>SPRING BREAK</b>		
<b>10</b> (4/8 & 4/10)	<b>T:</b> <i>Midterm Exam</i> <b>R:</b> Agricultural Geographies	<b>T:</b> N/A <b>R:</b> (1) Text Ch. 11 (2) <a href="http://www.thematrix.com/">http://www.thematrix.com/</a> (See “Learn About the Issues”); (3) Google and browse results: “industrial farming”	<b>T:</b> N/A <b>R:</b> N/A
<b>11</b> (4/15 & 4/17)	<b>T:</b> Agriculture (cont’d) <b>R:</b> Urban Geographies	<b>T:</b> <a href="http://www.missoulafac.org/">http://www.missoulafac.org/</a> <b>R:</b> Text Ch. 8 pp. 230-249	<b>T:</b> N/A <b>R:</b> Activ. 3: Urban Patterns
<b>12</b> (4/22 & 4/24)	<b>T:</b> Urban Dynamics <b>R:</b> Envir. Challenges	<b>T:</b> (1) Text Ch. 8 p. 250 thru end; (2) <a href="http://www.smartgrowthamerica.org/what-is-smart-growth">http://www.smartgrowthamerica.org/what-is-smart-growth</a> <b>R:</b> Text Ch. 12	<b>T:</b> Activ. 3 cont’d <b>R:</b> Activ. 3 Due
<b>13</b> (4/29 & 5/1)	<b>T:</b> Env.Challenges (cont’d) <b>R:</b> Sustainability	<b>T:</b> None <b>R:</b> UMLonline: Kates et al. Reading	<b>T:</b> Activ. 4: Sustainability <b>R:</b> Activ. 4
<b>14</b> (5/6 & 5/8)	<b>T:</b> Synthesis <b>R:</b> <b>Review</b>	<b>T:</b> None <b>R:</b> None	<b>T:</b> Activ. 4 Due <b>R:</b> Review
<b>FINAL</b>	<b>Monday, May 12 – 8-10 a.m.</b>		

\* Italics under topic indicate a day that Shively will be out of town due to UFA/MEA-MFT obligations. 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.