

GPHY 121SX Introduction to Human Geography
Fall 2020 (CRN 70313)
Urey Lecture Hall
MWF 11-11:50AM

Instructor and TA Information:

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Portions of Syllabus adapted from Dr. Christiane von Reichert.

Course Objective: Learn to think like a Geographer!

GPHY 121 sets out to build geographic literacy by exposing you to the richness of Human Geography (GenEd S) and raising global awareness about our diverse and increasingly interconnected world (GenEd X). You will also gain exposure to Geography's broad set of tools and techniques which boost your analytical skills, aiding in decision making and problem solving.

Recommended Textbook:

- Greiner, A. 2014 or 2017. Visualizing Human Geography. 2nd or 3rd ed, Wiley.
- Additional readings posted on Moodle

Learning Outcomes:

Learning outcomes 1-5 align with **National Geography Standards**, outcome 6 supports **GenEd Social Science S** learning goals and outcome 7 supports **GenEd Cultural and International Diversity X**.

Through this course, you will:

1. Understand **the world in spatial terms** by
 - a. using maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
 - b. using mental maps to organize information about people, places, and environments;
 - c. analyzing the spatial organization of people, places, and environments on Earth's surface.
2. Understand the significance and meaning of **places and regions** by
 - a. describing the "human characteristics" of places;
 - b. describing how "people create regions" to interpret Earth's complexity;
 - c. describing how culture and experience influence people's perception of places and regions.
3. Understand the patterns, processes and complexities of **human systems** by
 - a. describing the characteristics, distribution, and migration of human populations;
 - b. describing the characteristics, distributions, and complexity of Earth's cultural mosaics;
 - c. describing the historical and contemporary patterns and processes of social and economic development that affect people, places, regions, and states;
 - d. describing the patterns and networks of economic interdependence on Earth's surface;
 - e. describing the process, patterns, and functions of human settlement;
 - f. describing how forces of cooperation and conflict among people influence the division and control of Earth's surface.
4. Understand the interactions and interdependencies between **humans and their environment** by
 - a. describing how human actions modify the physical environment;

- b. describing how physical systems affect human systems;
 - c. describing the changes that occur in the meaning, use, distribution, and importance of resources.
5. Put to **use the geographic** skill set and knowledge base by
 - a. applying geography to interpret the past;
 - b. applying geography to the interpretation of the present and plan for the future.
 6. Meet **GenEd Social Science S** learning goals by
 - a. developing knowledge of places, regions, cultural landscapes, languages, states, populations, - all of which are spatial structures that relate to human behavior, organization, social phenomena, and/or relationships; (GenEd S learning goal 1)
 - b. acquiring an understanding and knowledge of geographic theory, both current and from the past, that seeks to explain human organization in the context of space, and relations to the environment; (GenEd S learning goal 2)
 - c. developing the ability to understand, assess and evaluate data to draw conclusions and generalize. (GenEd S learning goal 3)
 7. Attain **GenEd Cultural and International Diversity X** learning goals by
 - a. Exploring the ways in which culture/ethnic groups define themselves, their attachments to place, and how their political and economic organization in relation to other groups has changed in response to colonialism, state building, neocolonialism, supranationalism, neoliberal political-economic globalization, and the emergent sustainability framework; (GenEd X learning goal 1)
 - b. demonstrating an awareness of diverse human settlement types, at scales from local to global, and on how political and economic forces affect relations of groups to one another and to the larger spatial aggregations; (GenEd X learning goal 2)
 - c. analyzing and comparing rights and responsibilities of 21st century citizenship, mainly through the topic of “development” with its social, economic, and environmental dimensions at regional, national, and international scales. (GenEd X learning goal 3)

Requirements and Evaluations:

Exams

Four exams will be given during the semester. Exam dates are posted on the course schedule and must be taken as scheduled. Please make arrangements with the instructor PRIOR to the due date if special circumstances require an alternative time. All exams will be ONLINE on Moodle (the first three exams will be DURING CLASS TIME on Sept 14, 30 and Oct 21, while the final exam will be on Nov 20 at 8-10 am). All exams will have true/false and multiple choice questions that will come from lectures, assigned readings and videos. Please make sure that you have good internet access during the time of the exams.

Assignments

Five assignments will be given during the semester. Assignment instructions will be posted a week before the due dates, and you will be given exactly one week to complete the assignment after it is posted. Due dates are mentioned on the course schedule. Assignments are designed to engage students in course content in a more active approach rather than passive lecturing. Students will work with data related to human geography topics and answer associated questions. Assignments must be submitted on Moodle - please upload your submissions as .doc or .docx and use Times New Roman 12-point font, 1 inch margins, and 1.5 spacing. Save files like this using your last name and the assignment number: LastName_Assignment1.

Video Reviews

Three video reviews will be given during the semester. Videos will be posted on Moodle, and video review assignments will have questions that you need to answer before the due dates. Video reviews introduce human geography topics through storytelling and visualization, and provide students with new perspectives on a wide variety of topics. Video reviews must be submitted on Moodle. Please download the file with questions, type your answers, and then upload your submissions as .doc or .docx. Use Times New Roman 12-point font, 1 inch margins, and 1.5 spacing. Save files like this using your last name and the assignment number: LastName_VideoReview1.

Reflection Essay

You will complete one final reflection essay (~3 pages). This essay is designed to help you reflect on the concepts we are learning, and interpret the physical and social characteristics of a place. There are no right or wrong answers for this essay; rather, you will be asked to share your perspectives, and reflect on concepts and places that we have learned about during this class.

Grading

The Grade Mode for this course is T (Traditional, letter grades). Traditional grading and a letter grade of C- or higher are required for a course to be used toward meeting GenEd and/or program requirements. Grades are assigned using a plus-minus grading scheme, as shown in the following table.

Grade	Points	GPA	Grade	Points	GPA	Grade	Points	GPA
A	93 – 100 %	4.0	C+	77 – 79%	2.3	D-	60 – 62%	0.7
A-	90 – 92 %	3.7	C	73 – 76%	2.0	F	< 60 %	0.00
B+	87 – 89 %	3.3	C-	70 – 72%	1.7			
B	83 – 86 %	3.0	D+	67 – 69%	1.3			
B-	80 – 82 %	2.7	D	63 – 66%	1.0			

Final Grade Components:

Points	Assignments, quizzes, and exams
80	Four exams (20 points each)
75	Five assignments (15 points each)
45	Three video reviews (15 points each)
20	Final reflection essay (20 points)
20	Attendance, engagement, and participation in class discussions
(10)	Extra credit assignment (optional)
240 (250) Total pts.	

Please note that you will see your grades on Moodle for the exams, assignments, video reviews and reflection essays. However, attendance and participation grade will be assigned manually by the instructor, and won't be seen on Moodle. Therefore, the automatic final grade that is shown on Moodle throughout the semester is not exactly accurate, and will be adjusted at the end of November based on your participation in class activities.

Policies and Guidelines:

Attendance:

Active engagement is essential to succeeding in this class. Students who regularly attend classes find it much easier to learn the materials and gain a much better understanding of the subject. They also do well on exams, complete assignments with ease — and benefit overall much more from the course.

Our classroom (Urey Lecture Hall) can accommodate 62 students with six feet distance. Therefore, the class will be split in two groups, and you will be assigned to either Group A or Group B. Students are expected to attend every other class, and participate remotely in other classes (lectures will be livestreamed on Zoom for those who participate remotely). Class attendance will be recorded to support contact tracing efforts. If you miss a class because of a verifiable emergency (medical, family etc.), religious observance, or have university excused absences for athletics or other purposes, I will make every effort to work with you to help you catch up, but I need to be informed about it in advance.

It is important that everyone take part in the classroom activities and discussions, and are not disrespectful of other students or faculty. Arriving on time and leaving on time, not engaging in excessive talking or disturbing activities in the classroom, and allowing for diverse opinions are some examples of expected behavior.

Social Distancing and Mask Policy:

According to UM policy, students are required to wear a mask at all times in the classroom and in all indoor settings. Specific seating arrangements will be used in the classroom to ensure social distancing of six feet between students. Each student is provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom. Please avoid congregating outside the classroom before and after class. Drinking liquids and eating food is discouraged within the classroom as it requires mask removal.

Please stay home if you feel sick and/or if exhibiting COVID-19 symptoms. Up-to-date COVID-19 information from the University of Montana is available at [UM COVID-19 Fall 2020 website](#).

Devices

Please do not use cell phones during class time; they are a serious distraction in college classes and cannot be tolerated. Please instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class. Laptop is okay during class as long as the student uses it for taking notes only, and remains appropriately engaged and mindful of the course events unfolding in the room. Please limit laptop use to class related activities only, and avoid web-surfing, sending emails, messaging, and any social media.

Assignment expectations:

Students are expected to take all exams and complete all assignments on time. Moodle exams are closed book and closed notes and are to be taken independently. It is expected that all work submitted for evaluation will be professionally presented. Please proof-read and spell-check your documents. Points will be deducted for spelling or grammatical errors.

All assignments must be submitted before the due dates mentioned below. If assignments are submitted 1-3 days late, they will be graded out of 75%. Later assignments will not be accepted unless the student has a written and verifiable excuse. Extraordinary circumstances should be discussed with the instructor in advance.

Plagiarism:

Students should always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether in an essay or assignment, without referencing this person, is considered plagiarism. Plagiarism is a form of cheating. Any time a student uses someone else's work and does not give that person credit, it is plagiarism.

You must give due credit to other people's ideas by referencing or quoting the source. I suggest you follow APA style guidelines – i.e. the Publication Manual of the American Psychological Association. You should only cite primary or secondary source material – that is, go to the original source whenever possible.

Students with Disabilities Statement:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154 or 406.243.2243. Any student with learning disabilities of disadvantages needing special dispensation or assistance will inform the instructor immediately during the first week of the fall semester. The professor will work with you and DSS to provide an appropriate accommodation.

Student Conduct Code Statement:

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.

Basic Needs Security Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Success for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Course Withdrawal Deadlines Statement:

For full policy see Withdraw deadline policy link.

If you need to drop this course, we recommend you do so as soon as possible. The following deadlines apply this semester.

Deadline	Description	Date
To 15th instructional day	Students can drop classes on CyberBear with refund and no "W" on Transcript, last day to change to Audit.	September 9, 5 pm
16th to 45th instructional day	A class drop requires a form with instructor and advisor signature, a \$10 fee from registrar's office, student will receive a 'W' on transcript, no refund.	Sept 10 – Oct 21, 5 pm
Beginning 46th instructional day	<i>Students are only allowed to drop a class under very limited and unusual circumstances.</i> Not doing well in the class, deciding you are concerned about how the class grade might affect your GPA, deciding you did not want to take the class after all, switching majors, and similar reasons are not among those limited and unusual circumstances. If you want to drop the class for these sorts of reasons, make sure you do so by the end of the 45th instructional day of the semester. Requests to drop must be signed by the instructor, advisor, and Associate Dean (in that order) so if you pursue this request, <i>leave sufficient time to schedule meetings with each of these individuals</i> (generally this will take at least 3-5 working days). A \$10 fee applies if approved. Instructors must indicate whether the individual is Passing or Failing the class at the time of request.	Oct 22 – Nov 18, 5 pm

Additional Resources and Services:

AISS: Native American students additionally may wish to contact American Indian Student Services, (406-243-6306) to obtain information on available support services.

The Writing Center: Located in Lomasson Center 271 (406-243-2450), the Writing Center offers tutoring services in writing. Appointments are available online.

Career Services: Located in Lomasson Center 154 (406-243-2022), Career Services can help with employment-related inquiries. They offer job fairs, workshops on resume writing, job interviewing, etc.

The Curry Health Center: Located on Eddy Street (406-243-2122), Curry provides medical services for students, including counseling and COVID-19 support.

Mountain Line and ASUM Transport: Did you know that Missoula's bus service, the Mountain Line is free? ASUM buses are also free, including the U-DASH evening bus to downtown.

COURSE SCHEDULE – Subject to Change (Please check Moodle regularly!)

Date	Section/Topic	Readings for this class	Assignment
SECTION ONE – INTRODUCTION, GLOBALIZATION, POPULATION			
Week 1: Aug 19, Wed	Introduction – What is Human Geography <i>Group A is in class</i>		Read class syllabus and explore Moodle page
Week 1: Aug 21, Fri	Introduction – What is Human Geography <i>Group B is in class</i>		Order the textbook (optional)
Week 2: Aug 24, Mon	Thinking Like a Geographer <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 1	Submit a short survey on Moodle - <i>due Aug 24 at 8 pm</i>
Week 2: Aug 26, Wed	Map Basics <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 1 World Mapper Thematic Maps	
Week 2: Aug 28, Fri	Globalization <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 2	
Week 3: Aug 31, Mon	Cultural implications of globalization <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 2	
Week 3: Sept 2, Wed	Population Fundamentals <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 3 World Population Data Sheet	Assignment 1 (Globalization) is due on <i>Sept 2 at 8 pm</i>
Week 3: Sept 4, Fri	Population Composition <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 3	
Week 4: Sept 7, Mon	Labor Day – No class		
Week 4: Sept 9, Wed	Migration Principles <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 3 Interactive Map of Migration in the U.S.	Assignment 2 (Population simulation) is due on <i>Sept 9 at 8 pm</i>
Week 4: Sept 11, Fri	Internal and International Migration <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 3 Origin and Destination of World Migrants	
Week 5: Sept 14, Mon	EXAM 1 – ONLINE at class time for both groups. You do not need to come to class.		Prepare for exam

Date	Section/Topic	Readings for this class	Assignment
SECTION TWO – INTERNATIONAL DIVERSITY			
Week 5: Sept 16, Wed	Geographies of Languages <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 4 Ethnologue Language Database	
Week 5: Sept 18, Fri	Geographies of Languages and Cultures <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 4	Watch Video 1 (Last Train Home)
Week 6: Sept 21, Mon	Geographies of Religion <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 5	Video Review 1 is due <i>Sept 21 at 8 pm</i>
Week 6: Sept 23, Wed	Religion and Society <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 5	
Week 6: Sept 25, Fri	Geographies of Identity <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 6 U.S. Census Census reports on race and ethnicity	
Week 7: Sept 28, Mon	Ethnic Fabric of the U.S. <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 6	
Week 7: Sept 30, Wed	EXAM 2 - ONLINE at class time for both groups. You do not need to come to class.		Prepare for exam
SECTION THREE – URBANIZATION, DEVELOPMENT, POLITICS			
Week 7: Oct 2, Fri	Urban Basics <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 8 World Urbanization	Submit a short survey on Moodle – due Oct 4 at 8 pm
Week 8: Oct 5, Mon	Urban Dynamics <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 8	Assignment 3 (Ethnic Fabric) is due on <i>Oct 5 at 8 pm</i>
Week 8: Oct 7, Wed	The American City <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 8	Watch Video 2 (Road to the Future)
Week 8: Oct 9, Fri	Geographies of Development <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 9 Sustainable Development Goals	Video Review 2 is due on <i>Oct 9 at 8 pm</i>
Week 9: Oct 12, Mon	Development Theories <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 9 World Happiness Report	
Week 9: Oct 14, Wed	Development and Income Inequality <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 9 Economic Inequality Gap between Rich and Poor	Assignment 4 (Exploring Urban Landscape) is due on <i>Oct 14 at 8 pm</i>
Week 9: Oct 16, Fri	Political Geography <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 7	

Date	Section/Topic	Readings for this class	Assignment
Week 10: Oct 19, Mon	Electoral Geography – <i>guest lecture</i> <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 7	
Week 10: Oct 21, Wed	EXAM 3 - ONLINE at class time for both groups. You do not need to come to class.		Prepare for exam
SECTION FOUR – INDUSTRY, AGRICULTURE, ENVIRONMENT			
Week 10: Oct 23, Fri	Changing Geography of Industry and Services <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 10	
Week 11: Oct 26, Mon	Location of Services <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 10	Assignment 5 (Development Indicators) is due on <i>Oct 26 at 8 pm</i>
Week 11, Oct 28, Wed	Agricultural Geographies <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 11 USDA Food Atlas	Extra Credit assignment is due on <i>Oct 28 at 8 pm</i>
Week 11, Oct 30, Fri	Agriculture and Globalization <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 11	Watch Video 3 (Seeds of Hunger)
Week 12, Nov 9, Mon	Environmental Challenges <i>Group A is in class</i> <i>Group B participates remotely</i>	Ch. 12	Video Review 3 is due on <i>Nov 9 at 8 pm</i>
Week 12, Nov 11, Wed	No class – Veterans’ Day		
Week 12, Nov 13, Fri	Global Environmental Change <i>Group B is in class</i> <i>Group A participates remotely</i>	Ch. 12	Reflection essay is due on <i>Nov 13 at 8 pm</i>
Week 13, Nov 16, Mon	Final Review <i>Group A is in class</i>		Review all class materials
Week 13, Nov 18, Wed	Final Review <i>Group B is in class</i>		Prepare for exam
Week 13, Nov 20, Fri: 08:00 am - 10:00 am	FINAL EXAM - ONLINE for both groups. You do not need to come to class.		