

GEOG 1992: Introduction to Human Geography
University of Colorado
Spring 2017

Instructor Contact Information

Course Instructor: Lindsay Skog

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Office Hours: By appointment (Skype or Google Hangouts only)

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Course Description

Examines social, political, economic, and cultural processes creating the geographical worlds in which we live, and how these spatial relationships shape our everyday lives. Studies urban growth, geopolitics, agricultural development and change, economic growth and decline, population dynamics, and migration, exploring both how these processes work at a global scale as well as shape geographies of particular places. Meets MAPS requirement for social science: geography.

Course Objectives

Throughout this course you will learn to:

- Communicate geographically using key terms, themes, and tools
- Distinguish between social, political, economic, and cultural geographies
- Describe how the above geographies are interconnected
- Recognize the interdependence of place and processes, while also appreciating difference
- Begin to apply your geographic imaginary to increasing your understanding of your community

Communication Policies

The best way to contact me is through email. I will reply to all emails within 24 hours, except over weekends and University holidays. In the highly unusual event you do not hear back from me within 24 hours, feel free to send a follow-up email. I will also be available for virtual office hours by appointment. If you would like to Skype or set-up a Google Hangout meeting with me to discuss course material or assignments, please email me with three times you have available (M-F, 9AM-6PM only). Appointments must be made at least 24 hours in advance.

Overview

The purpose of this course is to introduce you to the core concepts, themes, and concerns of human geography. Human geography is the study of how humans shape, and are shaped by, the places in which they live. Developing an understanding of the numerous and interconnected relationships between people and places is increasingly important in our globalizing world. While some see global processes as homogenizing, others experience these processes as exacerbating social, cultural, and economic differences. This course explores both these ideas through several lenses, and gives you the tools to communicate about these processes.

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In this course you will work to develop your geographic imagination—that is, a way of seeing and making sense of the interconnectedness of places and people. Along the way, you will also improve your writing and critical thinking skills through written assignments. To be successful in this course, you must actively participate in online discussions, complete and reflect on all weekly readings, and challenge yourself to engage your geographic imaginary as you move throughout your daily life.

We each bring a unique background and set of experiences to our virtual classroom. I encourage you to draw on your background and experiences to make sense of the course material. To the extent that is comfortable to you, feel free to share how you understand the concepts from this course through your experiences in your weekly discussion posts and other assignments.

Course textbook (required)

Paul Knox and Sallie Marston, *Human Geography: Places and Regions in Global Context*, 6th edition.

- This text is available at the CU Bookstore in the UMC. I recommend renting it.
- This text is also available for electronic purchase or rent online at:
<https://www.vitalsource.com/products/human-geography-places-and-regions-in-global-paul-l-knox-sallie-a-v9780133556223>

Student Responsibilities

Time commitment: As a three-credit course, you are expected to devote approximately six hours reading and preparing assignments each week and three hours each week to online interaction (lectures, discussion posts—including reading through your classmates' posts, and quizzes).

Classroom environment: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

Expectations for each unit: This course is divided into 14 units. For each unit you are expected to complete the assigned reading (including all boxes), view and/or listen to the recorded lectures and any additional posted media, complete the accompanying quiz, and participate in online discussions and activities. You are responsible for all material in the readings, lectures, and media.

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You can expect me to:

- Treat you with respect
- Respond promptly to your queries (within 24 hours)
- Return graded material within a reasonable time
- Provide useful and thoughtful feedback on your work
- Review drafts of assignments. Drafts must be submitted 5 business days prior to the due date. Requests to review work submitted less than 5 business days prior to a due date cannot be honored.

I expect you to:

- Treat your classmates and me with respect
- Complete all readings, assignments, quizzes, discussions, and exams on time.
NOTE: I do not accept late work. Edit and proofread all written materials
- Actively and thoughtfully participate. Invest time in this course
- Ask questions when you do not understand the material or assignment expectations
- Plan ahead. Follow the syllabus and be alert to upcoming deadlines
- **NOTE:** Students are responsible for keeping copies of all work they submit for grading, including exams, in case there are technical issues regarding their computer, Internet connection, or course software. Students are also responsible for ensuring that all images and assignments upload properly. If you encounter technical difficulties, contact the IT Service Center at (303) 735-HELP.

Group Discussions, Assignments, Midterm Essay, and Final Exam

All initial discussion posts, reading quizzes, and assignments are due at 11:59 PM on the final Sunday of each unit, as indicated in the Course Schedule. All response discussion posts are due by 11:59 PM on Tuesdays following each unit, as indicated in the Course Schedule.

Group Discussion Posts: Meaningful and thoughtful discussions and responses are an essential component of the online learning environment. Your participation is required for your success as well as that of your classmates in this environment. Some discussion posts require you to do some research or footwork. Do not leave these until the last minute! I will post discussion prompts for each discussion.

There are 12 required discussions for this course. You are required to post an initial response to my discussion prompt. You will then also post **two** responses to your classmates' initial posts (your own responses to your peers comments on your initial post DO count toward your two responses). Your responses are due by 11:59 PM on Tuesday following the completion of each unit. For example, you must write an initial post for Discussion #1 by 11:59 PM on Sunday, January 29. You must then post two responses to your classmates' posts by 11:59 PM by Tuesday, January 31. After you have responded to my initial discussion prompts, please feel free to use the discussion area of D2L to pose additional questions to your classmates.

I expect your posts to be thoughtful, well written, and respectful. Disrespectful comments or posts will be removed and the author will receive a zero for that discussion. Your posts should be a paragraph or two (approx. 250-500 words). They can be longer.

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Your responses to your peers should be at least a paragraph (200+ words). In your responses you must engage with the original author's ideas and do any or all of the following: ask questions of them, compare or contrast the content of your post, or perhaps challenge them if you disagree or understand a concept differently (be sure to do this in a constructive and respectful manner). Use appropriate spelling, grammar, and punctuation. Use citations (sources) for information. For example, if you are stating something you read in the book then you must cite the book. You can cite lectures in the following way: (Skog Lecture 2.3, or whatever lecture you're citing). Any information you gather from the Internet must also be cited. You may use whatever citation style with which you are comfortable.

After I have reviewed and graded the posts and responses for each unit, I will compose a summary of the trends and hot topics in that's week discussion, as well as highlight key points that I want you to be alert to as we move forward in the term. Be sure to keep your eyes out for those postings on the discussion board.

Your discussion posts and responses will be graded each week. Each unit's discussion is worth 5 points. Meeting the minimal requirements will earn 4 points. Excellent work will earn an A grade, or 5 points. I will drop your two lowest grades on discussions posts from your final grade calculation.

- 5 points: Excellent. Initial post draws from the reading for that week, demonstrates thoughtful reflection on the material and question, and is well written (error free and uses citations). Followed all directions. Two or more well thought out and written responses to classmates' posts.
- 4 points. Met minimum requirements. Good responses, fairly well written. Followed all directions. Good grammar, spelling, and punctuation. Responded to two classmates. Used some citations appropriately.
- 3 points. Followed directions. Short posts. Poor grammar, spelling, and/or punctuation. Not a lot of thoughtfulness or critical analysis.
- 2 points. Only responded to one classmate—even if all else is perfect. Did not cite properly.
- 1 points. Did not respond to any classmates—even if all else is perfect. Did not cite properly. Did not follow directions.
- 0.5 points. Did not follow directions. Did not write an initial post, but did respond to classmates' posts. Poor grammar, spelling, and/or punctuation. Clearly did not spend much time on the assignment.
- 0 points. Did not follow directions. Did not post. Only posted one sentence, such as "I agree" or " I really like what you said about . . ." Late. I do not accept late posts.

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Weekly Reading Quizzes: You will complete 12 quizzes this semester. Quizzes will be primarily multiple choice, but may also include short answer and true/false questions. The quizzes will cover material in your textbook and lectures. Reading quizzes help you to be sure you are focusing on the most important information in your readings. They help me to assess your progress with the material in the course. Quizzes will be available throughout each unit during which they are assigned. There will be no make-up or late quizzes.

Assignment 1: Journal Article Exercise: For this assignment, I will send you on a hunt for an article from an academic Geography journal. You will find detailed instructions on D2L about how to locate the chosen journal article. Once you have located the article, you will read it and provide answers to a series of questions designed to help you tease out the ways in which the author(s) communicates her or his argument and evidence geographically.

Assignment 2: News Article Analysis: You will prepare a brief 3-4 page essay (12 point font, double-spaced, 1 inch margins) discussing a news article of your choice. I will ask you to focus your analysis on the ways in which the article either highlights or ignores the interconnectedness of people and places. I encourage you to keep your eyes open throughout the semester for suitable articles (articles cannot be more than 2 years old). Before submitting your News Article Analysis to me, you will share it with two of your peers, who will provide feedback. You will then submit the original, your peers' comments, and the final version to me.

Assignment 3: Travel Log: For this assignment, you will create your own travel log. You are to pick a place you've traveled to internationally or locally (in other words, you can choose your hometown, or a place within the US, or a place abroad). You are to narrate that place to us through your travel log. Describe at least three of the following four geographies: social, political, economic, and cultural, of the place you've chosen, and the ways in which these are both interconnected and connected to larger regional and global dynamics. Detailed guidelines are provided on D2L.

Mid-Term Essay: Rather than a multiple choice or short-answer mid-term exam, you will prepare a mid-term essay. This will be a 5-6 page essay (12 point font, double-spaced, 1 inch margins). I will post the essay prompt at 12:01 AM on March 6 and you will have until 11:59 PM on March 12 to complete the essay.

Final Exam: The final exam for this course will be cumulative. It is designed to let you demonstrate your understanding of the concepts we have been discussing throughout the semester, as well as challenge you to apply those concepts. The exam is comprised of multiple choice, short answers, matching, and true/false questions. The final exam will be posted at 12:01 AM on May. You will have until 11:59 PM on May 5 to complete the exam.

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Course Grading Rubric

Discussion Posts	20%
Reading Quizzes	10%
3 Assignments (10% each)	30%
Mid-term essay	20%
Final exam	20%

Your final course grade will be determined based on the following rubric:

<u>Percentage grade</u>	<u>Course Grade</u>		
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59 or less	F

Submission Policy

You will submit all of your assignments via the D2L dropbox. Assignments should be submitted as Word or PDF documents only and labeled according to the Submission Instructions in each assignment. Discussions, exams, and quizzes will all be completed directly on D2L. If you submit drafts of papers to me for feedback, you can email them directly to my university email: lindsay.skog@colorado.edu. Note: I am happy to review drafts of assignments, but they must be submitted to me for review 5 business days or more before the due date.

Exam and quiz scores will not be released until after the final due date. I always strive to provide feedback on papers within a one-week turnaround. Discussion grades will be posted within one week after the unit closes. In rare cases where I will not meet this timeframe, I will keep you informed over D2L so that you have an idea of when to expect your grade.

Other General Course Policies

Discrimination and Harassment: The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at [303-492-2127](tel:303-492-2127). Information about the OIEC, the above referenced policies, and the

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campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, (insert your procedures here). See the [campus policy regarding religious observances](#) for full details.

Disability Accommodations: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

CU Office of Victim Assistance: 303-492-8855 - Victim Assistance is an advocacy and support office serving those who are impacted by disruptive/disturbing life events, including violent crime, sexual harassment, death, and debilitating accidents. Staff members will advise you of your rights and the services available to you. They can also intervene on your behalf with professors, housing, academic departments, business offices, and employers to ease the burden of dealing with an accident or assault.

CU Counseling Services: 303-492-6766, Willard room 134.
<http://www.colorado.edu/sacs/counseling/>

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Course Schedule

Note: This schedule is subject to change. Any changes, including changes to the assigned readings, will be announced in class and posted to on D2L.

Dates	Unit	Topic	Reading	Assignments Due
Jan 23-29	1	Geography Matters	<ul style="list-style-type: none"> • Chapter 1 	<ul style="list-style-type: none"> • Syllabus Quiz • Quiz #1 • Discussion #1 • Discussion Responses #1 DUE Jan 31
Jan 30-Feb 5	2	The Changing Global Context	<ul style="list-style-type: none"> • Chapter 2 	<ul style="list-style-type: none"> • Quiz #2 • Discussion Post #2 • Discussion Responses #2 DUE Feb 7
Feb 6-12	3	Population Geography	<ul style="list-style-type: none"> • Chapter 3 	<ul style="list-style-type: none"> • Quiz #3 • Discussion Post #3 • Discussion Responses #3 DUE Feb 14
Feb 13-19	4	People and Nature	<ul style="list-style-type: none"> • Chapter 4 	<ul style="list-style-type: none"> • Quiz #4 • Discussion Post #4 • Discussion Responses #4 DUE Feb 21
Feb 20-26	5	Cultural Geographies	<ul style="list-style-type: none"> • Chapter 5 	<ul style="list-style-type: none"> • Quiz #5 • Discussion Post #5 • Assignment #1 DUE • Discussion Responses #5 DUE Feb 28
Feb 27-March 5	6	Interpreting Places and Landscapes	<ul style="list-style-type: none"> • Chapter 6 	<ul style="list-style-type: none"> • Quiz #6 • Discussion Post #6 • Discussion Responses #6 DUE March 7

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Mar 6-12	Mid-term Essay			
Mar 13-19	7a	Film: <i>The End of Poverty?</i>		<ul style="list-style-type: none"> • Quiz #7a • Discussion Post #7a • Discussion Responses #7a DUE March 21
Mar 20-26	7b	Geographies of Economic Development	<ul style="list-style-type: none"> • Chapter 7 	<ul style="list-style-type: none"> • Quiz #7b • Discussion Post #7b • Submit News Article Analysis to peers • Discussion Responses #7b DUE April 4
Spring Break—Enjoy!				
April 3-9	8	Food and Agriculture	<ul style="list-style-type: none"> • Chapter 8 	<ul style="list-style-type: none"> • Quiz #8 • Discussion Post #8 • Return News Article Analyses to peers • Discussion Responses #8 DUE April 11
April 10-16	9	Political Geographies	<ul style="list-style-type: none"> • Chapter 9 	<ul style="list-style-type: none"> • Quiz #9 • Discussion Post #9 • Assignment #2 (News Analysis) DUE • Discussion Responses #9 DUE April 18
April 17-23	10	Urbanization	<ul style="list-style-type: none"> • Chapter 10 	<ul style="list-style-type: none"> • Quiz #10 • Discussion Post #10 • Discussion Responses #10 DUE April 25

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April 24-30	11	City Spaces: Urban Structure	<ul style="list-style-type: none">• Chapter 11	<ul style="list-style-type: none">• Quiz #11• Discussion Post #11• Assignment #3 DUE• Discussion Responses #11 DUE May 2
May 1-5	Final Exam			