

GEOGRAPHY 101/ANTHROPOLOGY 104:
INTRODUCTION TO HUMAN GEOGRAPHY

Fall 2019
Tuesday/Thursday 2:30-3:45
Lamar 131

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Course Description:

This course is meant to serve as an introduction to the processes of human geography—the study of the spatial organization of human activities. You will learn about interrelations among people and their varied relationships to the environment. We will discuss how and why space and place both construct and are constructed by political, economic, social, and cultural processes. The course will introduce you to specific places, events, and processes as well as to broader systems and themes from geography. This course is NOT: geology or physical geography. We will briefly consider Earth’s natural processes, but the class is really about *people*. This class will consist of lectures, films, readings, and in-class discussions and activities. Evaluation will be based on objective examinations, class participation and in-class assignments.

Objectives:

1. Understand the discipline of geography and processes of globalization.
2. Develop geographic literacy—a basic understanding of the connections amongst local and global processes, people, cultures, and environments.
3. Enhance critical learning capacity through careful analysis of news and other media.
4. Increase awareness and understanding of important current events at local and global scales.

Required Materials:

1. Active (print or digital) subscription to one of the following national newspapers: *The New York Times*, *The Washington Post*, or *The Wall Street Journal*
2. Access to a stapler and a printer (these are pretty common around campus; assignments that are not printed AND stapled will not be accepted)
3. A notebook (old-fashioned with paper, or electronic—but *see laptop policy below*)

Recommended Text:

Paul Knox and Sallie Marston (2013) *Human Geography: Places and Regions in Global Context*, 6th Edition. New York: Prentice-Hall. (Note: you may acquire newer editions of the textbook if you wish, but the sixth edition is perfectly fine, and is easy to find used or new at a very low cost.)

Course Activities and Assessment:

Assessment will be based on:

Tests

Two tests and the final exam will be used to objectively evaluate your comprehension of the course material. They will include multiple-choice questions and matching exercises.

Exams are scheduled for the following dates:

Test 1 (Chapters 1-3): Thursday, Sept. 26

Test 2 (Chapters 4-6): Thursday, Oct. 24

Final Exam (Cumulative, with emphasis on Chapters 7-11): Tuesday, Dec. 10, 4-7pm

Letter of Introduction (Due Sept. 3)

This should look like an actual letter, addressed to your instructor (“Dear Dr./Prof Passidomo/Catarina...”). In your letter, please address the following questions:

1. Why did you select this class?
2. What are you hoping or expecting to learn or experience?
3. What do you already know about geography? (Have you taken other geography classes?)
4. How informed would you say you are about current events? (Do you read the newspaper? If so, which one(s)? How else do you learn about what's going on in the world today?)
5. Is there anything else you think I should know about you?

Your letter should be typed, double-spaced, and between two and three pages in length. Only hard copies will be accepted. (**Note: if you added the class late, you will have one week from your first day of class to turn in the letter of introduction.)

Future Geographies Essay (Due Dec. 5)

In a 3-4 page essay (typed, double-spaced), you will write about your own vision for what the future holds for people living in all regions of the world, and for the environments they inhabit. Detailed assignment sheet to come.

Current Event Presentation (sign up for date using [this link](#) posted to the course page in Blackboard)

Most class days, between one and three students will give a short “newsflash” presentation that relates to the week’s theme or topic. Your newsflash should refer to a story from a *reputable news source* and published since January 1, 2019. (If you need help determining whether something is a reputable news source, refer to our discussion and handout from week 1!)

Here are instructions for this assignment:

1. Select a date for your presentation using the sign-up genius link.
2. Select a news story that relates to the week’s theme or topic. (If you need help with this, just ask!)
3. Once you have chosen your story, return to the sign-up genius form, and add a URL for the news story to the “comment” field in your sign-up.
4. On your presentation day you will:
 - a. Turn in a typed summary of the story, written in your own words. Your summary should be about one typed page (double-spaced), and should include the following elements:
 - i. Headline/title of article
 - ii. Author/byline
 - iii. Name of newspaper/source/URL
 - iv. Main points: what is the story or article about? (One paragraph)
 - v. How does it relate to class material? (One paragraph)
 - b. Present your newsflash to the class. You may read your written summary, or just tell us about what you wrote. Your “presentation” shouldn’t take more than 3-5 minutes.

In-class assignments: Most weeks, you will complete an in-class assignment that will take the form of a short quiz, a worksheet accompanying a film, or a short essay. Often, the in-class assignment will test your knowledge of current events. It is your responsibility to keep abreast of current events by spending at least 10-15 minutes per day reading one of the newspapers (print or digital) listed in the “course materials” section of the syllabus.

In-class assignments cannot be made up, but you can miss up to two of them without penalty. They will generally be graded on a 1-10 scale.

Break down of grades:

| | %of grade | Date |
|---------------------------------|------------------|---------------|
| Letter of Introduction | 10% | Sept. 3 |
| Test 1 | 15% | Sept. 26 |
| Test 2 | 15% | Oct. 24 |
| Future Geographies | 15% | Dec. 5 |
| Current Event presentation | 10% | As selected |
| In-class assignments (combined) | 15% | Weekly |
| Final Exam | 20% | Dec. 10 (4pm) |

Grading scale:

| | | | | | | | |
|-----------|----------|-----------|----------|-----------|----------|----------|----------|
| A | 93-100% | B+ | 87-89.9% | C+ | 77-79.9% | D | 60-69.9% |
| A- | 90-92.9% | B | 83-86.9% | C | 73-76.9% | F | <59% |
| | | B- | 80-82.9% | C- | 70-72.9% | | |

Class Participation/Borderline Grades: If your grade is, say, 89.7, hanging between a B+ and an A-, I will grant you the higher grade *only if* you meet ALL of the following requirements:

- You have actively participated in class discussions throughout the semester
- You have not missed any in-class writing assignments
- You have taken advantage of extra-credit opportunities
- You have fewer than three absences,
- and you have generally been an enthusiastic and engaged student.

If you do not meet the above requirements, *do not request a higher grade.*

See “a qualitative description” of grades below for more on how to get the best possible grade in this class.

A qualitative description:

| | |
|---|---|
| A | An A student has active and regular participation in class discussions, an excellent working knowledge of the readings, obtains 90% or more of the possible points on the in-class exercises and exams, and hands in complete, well written and creative assignments. |
| B | A B student usually participates in class discussions, has working knowledge of the readings, obtains 80% of the points on the in-class exercises and exams, and turns in well-written, but partially complete and/or grammatically problematic assignments. |
| C | A C student has infrequent participation in class discussions, partial knowledge of the readings, obtains around 70% of the points on the in-class exercises and exams and turns in incomplete and/or poorly written assignments. |
| D | A D student has little to no participation in class discussions, little or no knowledge of readings, obtains around 60% of the points on the in-class exercises and exams and turns in incomplete and poorly written assignments. |
| F | A failing student has failed to deliver on two or more aspects of evaluation in the class (attendance, assignments, discussions, quizzes, exams) |

A Note on Extra Credit:

A few extra credit opportunities will be available, and will be announced in class. If you attend an event that I’ve announced as an extra credit opportunity, you’ll need to document your attendance with a *one-page summary of the event and proof of attendance* (ticket stub, program, photo, etc.). In exchange for said documentation, you’ll receive **.5 percentage points of extra credit** (added to your final

grade at the end of the semester) for each opportunity. If you are aware of an informative and relevant campus activity or event that you think warrants extra credit, please inform me a week ahead of time so I may announce it to the class. *You may earn up to 2 points of extra credit, by completing up to four extra credit opportunities.*

Other Policies and Useful Information

Syllabus Disclaimer: This syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Your patience, good humor, and attentiveness are appreciated.

Classroom Conduct:

Students should contribute to an environment of learning while in the classroom. Please respect this environment, your classmates, and your instructor by refraining from any disruptive behavior, which may include: arriving late to class, using a cell phone, surfing the internet, reading newspapers or magazines, talking out of turn, sleeping, or any other disruptive behavior. If you are disrupting the class or disrespecting me or your fellow classmates, you will be asked to leave.

Please observe the following simple rules for maintaining a positive learning environment for everyone in the class.

- *Come to class on time and don't leave early unless there is an emergency or you have informed me ahead of time.
- *Turn off cell phones **and put them away.**
- *Listen and participate.

Laptops: Laptops in the classroom are a privilege, not a right. I actively discourage the use of laptops during class, as studies consistently show that students who take notes in writing retain more information and remain more focused on classroom activities. If, however, you choose to use a laptop, please do so only for notes. If I feel that people are not using their laptops for class related things, I will not allow them to be used in class. Students who choose to use laptops for note-taking purposes are asked to sit in the first two rows of the classroom. *No laptops will be permitted beyond the first two rows.*

Attendance:

Attendance is required, but you will be granted four absences. *If you miss more than four classes, I will lower your final grade by one full letter grade for each absence.* Attendance will be checked each day by the use of attendance scanners.

- Each student is responsible for scanning their own ID card at the beginning of each class as an indication of attendance.
- Scanning in for another student, scanning in and then leaving, or any other attempt to "beat the system" will be treated as academic dishonesty. Please consult the section of the [M Book](#) concerning academic dishonesty (posted to Blackboard), and see section on Academic Honesty below.
- If you miss class, please do not bring a doctor's note or any other kind of excuse to me. The four penalty-free absences are entirely at your discretion.
- In-class assignments cannot be made up.

Late Assignments:

All assignments are due IN CLASS. Do NOT email assignments, unless you are requested to do so by the professor. Late assignments will not be accepted, and your grade will be a zero. If for some reason you must hand the assignment in late, and if the professor decides to accept the late assignment, it will be subject to an automatic **20%** reduction.

Blackboard:

I will use Blackboard to post announcements and grades, as well as information and resources I find useful and interesting. Please note that your gradebook in Blackboard shows a weighted total (i.e., accurate and current) grade for you; the percentage weight for each assignment listed in the “breakdown of grades” section of the syllabus are factored into the gradebook in Blackboard. The two lowest in-class assignment grades are also automatically dropped. You should consider Blackboard a valuable resource for connecting with your classmates. If you are unfamiliar with Blackboard, take some time to explore the website and seek assistance if you need it. Plan on checking the course page on Blackboard everyday.

Contacting Me/Questions:

Many questions you have may be answered quickly and easily by (1) consulting the syllabus; (2) posting a question on Blackboard; and/or (3) asking a classmate. These sort of questions (“What’s the attendance policy again?” “What are we supposed to read for tomorrow?” “When is the exam again?”) should not be directed to the instructor.

For clarifications on course material, justified grievances, or if you’d just like to chat, you are encouraged to contact me. I’d like to get to know as many of you as possible. Please come up after class or contact me by email (passidomo@olemiss.edu) to set up an appointment.

**** A note regarding email etiquette **** When sending an email to a professor, or anyone in a professional position, address that person by their appropriate title, using an appropriate greeting and an appropriate signature. If I receive an email not addressed to me (“Hey”) and/or not containing a signature, I will not respond. In email correspondence, you may address me as “Dr. Passidomo,” “Professor Passidomo” or Catarina.

Academic Honesty: Academic honesty is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the University of Mississippi, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the university's culture of honesty requires students to be academically honest in all academic work and to not tolerate academic dishonesty of others. Academic honesty includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Anyone in violation of these policies will receive a failing grade for the course.

Access and Inclusion: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are approved through SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu> to request approved accommodations. If you are NOT approved through SDS, you must contact Student Disability Services at **662-915-7128** so the office can: 1. determine your eligibility for accommodations, 2. disseminate to your instructors a Faculty Notification Letter, 3. facilitate the removal of barriers, and 4. ensure you have equal access to the same opportunities for success that are available to all students.

Course Schedule:

| - Week - Dates | SUBJECT MATTER | TOPIC/ READING | NOTES |
|-----------------------------------|---|---|---|
| -1- Aug 27/29 | Introduction to the course; Why Places Matter | “Fake or Real? How to Check the News and Get the Facts” | ** Syllabus Quiz ** Thursday, Aug. 29 |
| -2- Sept. 3/5 | Interdependence and Globalization; Studying Human Geog. | CHAPTER 1: <i>Geography Matters</i> | <i>Letter of Introduction DUE: Sept. 3</i> |
| -3- Sept. 10/12 | The Pre-Modern World Mapping a New World Geog. Contemporary Globalization | CHAPTER 2: <i>The Changing Global Context</i> | |
| -4- Sept. 17/19 | Demographics Film: <i>Beyond Borders</i> | CHAPTER 3: <i>Geographies of Population</i> | |
| -5- Sept. 24/26 | Population Movement and Migration Population Debates and Policies Test 1 | | Test 1 (Chapters 1-3): Sept. 26 |
| -6- Oct. 1/3 | The Concept of Nature Ancient Transformations Recent Environmental Change | CHAPTER 4: <i>Nature and Society</i> | |
| -7- Oct 8/10 | Culture and Identity Globalization and Cultural Change | CHAPTER 5: <i>Cultural Geographies</i> | |
| -8- Oct 15/17 | Behavior, Place-making, and Landscapes Place and Space in Modern Society | CHAPTER 6: <i>Interpreting Places and Landscapes</i> | |
| -9- Oct 22/24 | Test 2 | | Test 2 (Chapters 4-6): Oct. 24 |
| -10- Oct 29/31 | Patterns of Economic Development Globalization and Economic Development | CHAPTER 7: <i>Economic Development</i> | |

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|---|---|---|---|
| -11- <i>Nov</i> 5/7 | The Geography of Food and Agriculture | CHAPTER 8: <i>Agriculture and Food Production</i> | |
| -12- <i>Nov</i> 12/14 | Film: <i>Food Chains</i> Film: <i>Promises</i> | | |
| -13- <i>Nov</i> 19/21 | Political Geography and Geopolitics The Israeli-Palestinian Conflict | CHAPTER 9: <i>The Politics of Territory and Space</i> | |
| <i>NOV. 19-23: THANKSGIVING HOLIDAY: NO CLASSES</i> | | | |
| -14- <i>Dec</i> 3/5 | Urbanization; Urban Origins Urban Land Use and Structure Future Geographies | CHAPTERS 10-11: <i>Urban Geography</i> | Last day of class: Dec. 5 <i>Future Geographies assignment due: Dec 5</i> |
| Final Exam (Cumulative): Tuesday, Dec. 10: 4-7pm | | | |