

# Geography 1400-090

## Humans in an Uncertain World

3 semester credit hours BF



**Instructor:**

Elizabeth Dudley-Murphy, Ph.D., Adjunct Associate Professor, Dept. of Geography  
Phone: 801.277.7948 / 801.585.5982

Elizabeth Dudley-Murphy was born and raised in Chile, South America. After graduating from high school in Santiago, she came to the U.S. to attend the University of Utah. After graduating with a BA in Anthropology, she worked for a few years and then returned to the University of Utah to complete a Master's Degree and Doctorate in Geography.

**Prerequisites:** None

**General Education Status:** Fulfills a core requirement for a major or minor degree in Geography – Intellectual Explorations-Social/Behavioral Sciences Foundation (BF)

**Coursework:** Six lessons, six assignments, six online discussions, and two equally-weighted exams.

**Description:**

### HUMAN GEOGRAPHY

People! Politics! Language! Religion! All of these terms are elements of *Human Geography*. What is *Human Geography*? It is the study of different cultures of the world and the different elements that make up these cultures. Human geography focuses on "people", where they are, what they are like, how they interact over space, and what kinds of cultural landscapes they erect upon the natural landscapes they occupy. Human societies are not passive. Interaction between the environment and humankind is reciprocal - the environment affects human life and cultures and humans alter and transform the environment.

Human geography helps us to understand the world we occupy and to appreciate the

circumstances affecting peoples and countries other than our own. It clarifies the contrasts in societies and cultures in the human landscapes they have created in the different regions of the earth.

**Course Objectives:** The objective of this course is to leave the student with a basic understanding of geographic concepts and how they can be applied to population's world wide. The course seeks to introduce students to the scope and excitement of human geography while making clear the relevance of its content to their daily lives and roles as citizens of an increasingly interrelated world community.

By the end of the course the student will: 1) have a basic understanding of culture, culture change, and cultural regionalism; 2) have an understanding 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 where they did.

**System Requirements:** This class can be "attended" from anywhere there is an Internet connection. Assignments and papers can be submitted electronically. Students must take exams at an approved testing center. Students must be able to use an Internet browser, send attached files via e-mail and post comments to a web board.

**Materials:** Text: Human Geography, *Landscapes of Human Activities*. Updated 7th Edition, by Jerome Donald *Fellman*, Arthur *Getis* and Judith *Getis*. The text for this course has been used on campus for the Human Geography course and has met with approval from both faculty and students.

Books may be purchased at the [U Bookstore](#), or from the book vendor of your choice.

## Lessons

The Lessons are intended to be an introduction to a particular section of the text. They also outline the chapters that are to be read for each lesson and each one corresponds to an assignment, that which has the same number. The lessons summarize what I deem to be the most important concepts in the chapters. At times the lessons will have information that is not found in the text.

## Due Dates – Assignments, Discussions, Exams

All DUE dates for assignments, discussions and Exam dates are shown on the class calendar. 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 them in by the due date at 11:55 pm. It is a good idea to print the calendar months, but if not, check it frequently.

## Online Discussions:

There will be five Online Discussions to successfully complete the discussion portions, select them from the Discussion Section or from the Course Outline. This is an asynchronous discussion: you may not be logged in at the same time as other students in

the class; however, you will be able to read other's comments and add your own thoughts. Your instructor will check the on-line discussion and provide additional information, if needed. You may participate in this discussion any time up to the "DUE" date.

The discussion topics may or may not follow the chapters in the text. Hopefully they will stimulate some interesting discussion and you can pull from the information you have learned thus far. I would like to see some impromptu discussions coming from those that I have set up. Please feel free to respond to your fellow students. Although this is not a traditional "chat room", hopefully, by reading other students comments you will want to respond, not only to the discussion topic, but to the student's responses. If it takes us in another direction, that's great. That is what a discussion room is all about. Have fun with it!

### **Written Assignments**

There are five web-based assignments for this course. The written portion of the assignments consists of 1) Short Essays of one to two paragraphs each, and /or 2) online web-based search exercises. Refer to the text and discussion notes in this course online manual to produce an answer that includes detail. It is advisable that you answer the assignment questions as you complete the readings. In most lessons you have more than one chapter included in the reading assignment. It is easier to complete the answers in each chapter as you complete the reading. You are able to save partially completed assignments and return to complete them as you wish. You should not lose any information. Just click the Save button and you can return as many times as you like.

### **Study Guides**

When you first log on to the course, you will notice icons on the home page and in the left hand column. Click on any of these to get to the section you desire: Mail, Discussions, Syllabus, etc. The study guides consist of Self-Study Maps and "Comprehensive Study Guides". These study guides will contain everything you need to know for the exams. Do not be dismayed by the amount of reading in the text, there is a lot of material, but if you follow

### **Study Suggestions**

1. Read the Lessons first.
2. Complete the Reading Assignment.
3. Scan the questions in the Written Assignment.
4. Re-read the assigned material being careful to learn the correct meaning of important new words.
5. Close your books and answer the written assignment questions in your own words. Many of the questions can be answered at great length, but you should try to organize your answers so that they are both complete and succinct. Grading is based on quality, not quantity.

**Exams:** All exams will be online and each exam is worth 100 points. 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 a map component, which requires location of specific points on a map. All of the concepts and definitions you need to know for the exams are in the text. The exams will be available usually for four days, from Thursday morning until Sunday night allowing students with work schedules to be accommodated. You will have either 60 or 90 minutes for each exam and I will let you know ahead of time which it will be. Due to the exam being online, it will be considered open book. However, if you are not familiar with the information prior to the exam, you will spend too much time looking up answers, so I highly recommend staying on top of the material in the class, i.e., the assignments and discussions. Many questions will be directly related.

If you have any more questions, use the "E-mail address at the "Online" home page where you registered for the class or let me know and I will help you.

**Grading will consist of:**

Two exams 40%

Five Written Assignments 30%

Five Discussions 30%

You will receive a number and grade on each assignment as follows:

90-100=A	80-82=B-	70-72=C-	60-62=D-
87-89 =B+	77-79=C+	67-69=D+	Below 60=E
83-86 =B	73-76=C	63-66=D	

***Lessons and Readings***

**Lesson 1**

Introduction to Human Geography and concepts

**Reading Assignment/Overview**

Chapter 1 - Chapter 4

***Chapter 1***

What is Geography and why is it important?

It is referred to as the Spatial Science – the study of how and why things differ from place to place on the surface of the earth. How spatial patterns evolved through time. Geography is about space and the content of space.

Maps are a geographer’s tools – we subconsciously use geography on a daily basis and make mental maps. It is important in our personal lives and on a larger scale as well. In geography we describe both the physical nature and cultural nature of a place.

***Chapter 2***

Roots and Meaning of Culture

What is culture and why if humankind constitutes a single species, are the cultures so varied?

Culture is made up of specialized behavioral patterns, understandings that summarize a group of people's learned way of life. It is learned, not biological. It is transmitted to succeeding generations through imitation, instruction, and example.

### ***Chapter 3***

Spatial Interaction and Spatial Behavior

Spatial Interaction: the movement of peoples, ideas, and commodities within and between areas (initial trade, radio broadcasts, phone communication etc.).

### ***Chapter 4***

Population: World Patterns, Regional Trends

Population Geography: focus on the number, composition, and distribution of human beings in relation to variations in the conditions of earth space. It differs from demography, the statistical study of human population, in its *spatial* analysis.

About one year ago the earth's population was 4.5 billion - in 1961 there were 3 billion. In 30 years the world's population has grown by more than 80 million a year or approx. 200,000/day.

### **Lesson 2**

Patterns of Diversity and Unity

### **Reading Assignment/Overview**

Chapter 5 - Chapter 7

### ***Chapter 5***

Language and Religion: Mosaics of Culture

Language and religion are the basic components of cultures, the learned ways of life of different human communities. They are components of the ideological sub-system of culture.

### ***Chapter 6***

Ethnic Geography: Threads of diversity

Ethnic Groups - populations bound together by a common heritage and set off from other groups. Ethnic groups are associated with clearly recognized territories, either a larger homeland or smaller rural or urban enclaves in which the occupants have placed distinctive cultural marks.

### ***Chapter 7***

Folk and Popular Culture: Diversity and Uniformity

Ethnic: bound by race, culture, religion, language, and nationality common origins.

Folk culture: may be defined as the collective heritage of institutions, customs, skills, dress and way of life of a small, stable, closely knit and usually rural community.

Popular culture refers to the majority of people that constantly adopt, conform to and abandon ever-changing modes of behavior.

**Exam 1** – Exam 1 covers Chapters 1 - 7

### **Lesson 3**

Dynamic Patterns of the Space Economy

#### **Reading Assignment/Overview**

Chapter 8 - Chapter 10

##### ***Chapter 8***

*Livelihood and Economy: Primary Activities*

Economic Geography: Study of how people earn their living. How livelihoods vary by area. How economic activities are interrelated.

##### ***Chapter 9***

*Livelihood and Economy: From Blue Collar to Gold Collar*

All human activity has spatial expression. In the economic sphere we recognize regions of industrial concentration, areas of employment and functional specialization, and specific factory sites and store location.

##### ***Chapter 10***

*Patterns of Development and Change*

For years people have been categorizing or defining countries based on economics and social measures.

### **Lesson 4**

Landscapes of Functional Organization

#### **Reading Assignment/Overview**

Chapter 11 - Chapter 12

##### ***Chapter 11***

*Urban Systems and Urban Structures*

Urbanization has always accompanied economics advancement - manufacturing and trade imply concentrations of workers, merchants, and people.

##### ***Chapter 12***

*The Political Ordering of Space*

Look at map - lines dividing continents - area divisions are political boundaries spatial patterns reflecting political phenomena. Throughout history, the earliest civilizations (4000BC) have had political organization of their peoples and areas. (Ancient Ghana - cities, iron smelting, well developed agriculture b/w 1-1000 AD) Western European models of political organization and colonization have strongly influenced the form and structures of modern states today. Much of Africa, Asia and the Americas were divided into colonies - boundaries where there were none before, persist today.

## **Lesson 5**

### Human Actions and Environmental Impacts

## **Reading Assignment/Overview**

### Chapter 13

#### ***Chapter 13***

#### *Human Impacts on Natural Systems*

Humans impact the physical environment by their activities, our *environment* is the totality of things that in any way affect an organism.

**Exam 2** – Exam 2 covers chapters 8 – 13

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 the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

## **ACADEMIC MISCONDUCT SYLLABUS STATEMENT**

- \* 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.