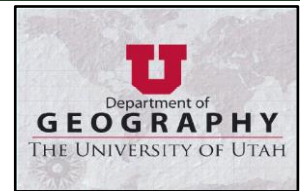


MILITARY GEOGRAPHY

GEOG 3460-001



Instructor Stephen Sorensen
Contact E-mail: sorensenstephenb@gmail.com
Location Gardner Commons Building, - Room 2575
Day and Time Monday, 4:35 PM to 7:35 PM

“War is God’s way of teaching Americans geography.” **Ambrose Bierce**

Course Overview

The purpose of Geography 3460 is to expose students to select topics, insights, and concepts in the study of military geography. The structure of the course is designed to provide you with a variety of learning experiences and opportunities to help increase your awareness and appreciation of the vital role that both physical and cultural geography play in the planning and execution of military operations. Upon completion of this class, students should be familiar with all relevant geographic considerations and their impacts on both historic and potential battlefields of the future.

Class Expectations

Students enrolled in this course are expected to spend a substantial amount of time outside of the classroom in order to successfully complete the assigned readings, an individual research paper, a group presentation, and in preparation for two examinations. During class, please take time to ask questions concerning any area of confusion or terms which need clarification. Students are expected to prepare for class in advance by: (1) reading the chapter(s) assigned in the textbooks, along with a number of supplemental readings that will be provided during the course; (2) become familiar with terms and concepts presented in the reading and lectures, and (3) come to class willing to participate in discussions.



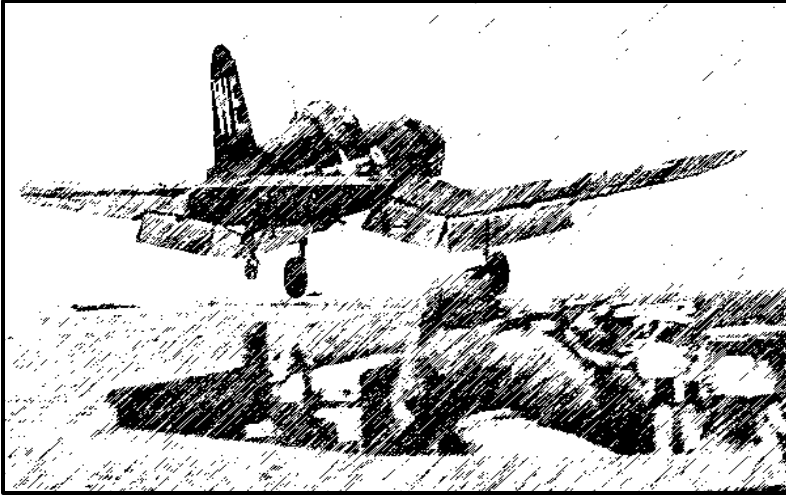
Each class lecture will focus on specific chapter(s) in the textbook, along with an example from military history to illustrate the direct influence that physical and cultural geography had on the outcome of a particular battle. The lectures and presentations are designed to help explain and enhance the reading material. Regular class attendance is strongly encouraged. I do not take attendance, but please keep in mind that this course moves at a fast pace and missing a single session will put you an entire week behind. As I do not have an on-campus office, nor maintain regular visiting hours, I encourage you to call me with any questions that you might have or remain after class for personal consultation or assistance.

Guest Lecturers

On four occasions during the semester, as indicated on the Course Calendar (See Page 5), guest lecturers have been invited to make special presentations. To ensure that the effort of these individuals is valued by students, class attendance on these particular evenings is mandatory. As such, I will deduct points for nonattendance without excuse.

Course Goals and Objectives

The overriding course goal is to provide you with the opportunity to expand your understanding and appreciation of the impact of various geographic elements on the conduct of military operations during wartime or peace. This course will attempt to integrate a classroom learning experience with your ability to develop, analyze, and present original work based upon assigned readings, class discussion, individual research, and critical thinking. Upon completion of your studies in Military Geography 3460, you should be able to:



- Explain the general principles, elements, and concepts of military geography.
 - Appreciate the profound physical influence of location, climate, weather, and terrain on military operations.
 - Understand the importance of various cultural aspects on the conduct of warfare, including religion, race, transportation, communication, history, politics, leadership, ethnicity, economic activities, etc.
 - Identify crucial geopolitical and geostrategic factors within the context of an ever changing world situation that directly or indirectly influence the use of military options.
- Evaluate the conduct of specific military operations in terms of the impact of geographic factors at each level of war, with emphasis on the operational level.
 - Analyze the impact and limitations of historic technology on the ability of military commanders to overcome the restrictions imposed by the physical and cultural landscape.

Required Textbooks

The majority of the assigned reading for the course will be found in *Military Geography For Professionals and the Public*, by John M. Collins. This textbook is divided into four sections: (1) Physical Geography; (2) Cultural Geography; (3) Political-Military Geography; and (4) Area Analysis. Class lectures will cover the first three sections in detail while students are encouraged to individually review the fourth section for ideas on content and organization of their research paper and classroom group presentation (see below). A select number of chapters in Victor Davis Hanson's bestselling title, *Carnage And Culture - Landmark Battles In The Rise Of Western Power* are also assigned. Periodic handouts will be provided during the semester to augment specific topics found in the textbooks. To assist you with the assigned research paper and classroom presentation, a number of reference books have been placed on reserve at the Marriott Library.

Research Paper

Students are to individually select and research a historic battle from any time period or location and write a paper that focuses on the geographic aspects of this event. A detailed analysis should address all relevant physical and cultural geography of the military operation and its impact on the outcome of the contest. The required length of your research paper is 10 to 12 type-written, double-spaced pages using 12-point font size characters and 1-inch margins. Make sure to include proper footnotes and cite all sources used. Your paper should also contain any relevant maps, charts, graphs, and figures



that you wish to include. These graphical aids do not count toward the required length. Your research paper is due on **November 4th** and is worth 140 total points. Unfortunately, because of past experiences over the years, late work will not be accepted. I am available to review an outline of your paper and offer comments designed to improve its quality. If you require any assistance in selecting a subject for your paper, please see me.

Group Presentation

To simulate a practical application of the concepts taught during this course, an in-class group presentation to a live panel of experts representing the National Security Council is required. Students will be randomly divided into groups of 4 to 6 individuals. Each group is to prepare and deliver a detailed staff briefing on all important geographic elements that military planners need to consider if a deteriorating political situation within the country assigned to that group requires United States military intervention. Your NSC briefing should contain a summary of: (1) all relevant physical and cultural geographic impediments or advantages; (2) a generalized plan of invasion; and (3) a recommended combined armed force composition for a successful operation. To ensure that all students within each group contribute their best effort, each person will evaluate and grade individual members of his or her group. Classroom presentations, which are worth 60 possible points, are to be prepared in MS PowerPoint and should be no longer than 20 minutes in length. This time limit will be strictly enforced. A prepared presentation from each group is to be sent to my e-mail address (See Page 1) on **November 11th** for my inspection and review. Group presentations to the NSC are scheduled to take place on **November 18th**. As with your research paper, I will gladly discuss any questions you might have concerning your group's presentation content or organization. More information about this assignment will be provided during the first several weeks of the course.



Course Material and Handouts

Class attendance is important, not only for the educational enrichment of yourself and your fellow students, but for the overall success of the course. Printed copies of my MS PowerPoint slide shows, both the textbook chapter(s) covered by the evening's lecture and the scheduled battlefield presentation, will be provided at the beginning of each class to those in attendance. Students who elect not to attend class will not receive these lecture and presentation notes. However, other course materials, such as required readings and periodic handouts that supplement the assigned reading in the textbook, will be provided to those individuals who miss a lecture. The volume of course material and handouts is such that students are encouraged to purchase a three-ring binder or similar organizer to collect and keep this information in good order.

Accommodation Statement

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you require special accommodations in class, reasonable prior notice needs to be given to the Center For Disability Services, 162 Olpin Union Building, (801) 581-5020. The CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.

Academic Misconduct Statement

The Geography Department has asked that the following information be provided to students:

- 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 personal unauthorized possession or use of information in an academic exercise, including unauthorized communication with another person during an exercise, such as an exam.
- 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 as one's own work offered for academic consideration or public presentation.

Respect For Others

Students are strongly encouraged to join in classroom discussions and offer their insights and opinions as such exchanges help to enrich the educational experience for all. However, be mindful that the study of military geography invites the examination of potentially volatile subjects, such as religious beliefs, political philosophies, and rationales for going to war. Classroom discussions can become emotionally charged as individual viewpoints are expressed. Personal differences of opinions or strong disagreements may result.



Please respect the rights of others to express their views and feelings. Help keep our classroom discussions civil and courteous by refraining from any attempts to personalize your argument. I will make every effort to treat those subject matters that are considered controversial with the sensitivity they deserve. However, at any time during the course, if you feel I have misrepresented a particular topic or viewpoint, please extend the courtesy of bringing this matter to my attention either before or after class. I gladly invite you to express your concerns and welcome the opportunity to resolve any issue you may have.

Course Grading

Two general, non-comprehensive examinations count toward your final grade. Each exam will test your understanding of the course material covered in the assigned textbook readings, handouts, classroom lectures, and battlefield presentations. The examinations will consist of

true or false, multiple choice, and short answer questions. An in-class review session, held the week prior to each exam, will provide students with a verbal study guide. If you cannot make a particular examination date, it is your responsibility to inform me of such well in advance so other arrangements can be made. Failure to do so may forfeit your opportunity to take a make-up examination. There will be no extra credit work. The combination of the two examinations, 100 points each, or 200 points total, is worth 50 percent of your final course grade. Your individual research paper, (140 points), and in-class group presentation (60 points), combine for a total of 200 points, or the remaining 50 percent of your final grade. Thus, a total of 400 points are possible for the semester and course letter grades will be assigned as per the following breakdown:

A	378 - 400 points	95% - 100%
A-	358 - 377 points	90% - 94%
B+	338 - 357 points	85% - 89%
B	318 - 337 points	80% - 84%
B-	298 - 317 points	75% - 79%
C+	278 - 297 points	70% - 74%
C	258 - 277 points	65% - 69%
C-	238 - 257 points	60% - 64%
D+	218 - 237 points	55% - 59%
D	198 - 217 points	50% - 54%
D-	178 - 197 points	45% - 49%
E	0 - 177 points	0% - 44%

Course Calendar

Class sessions will be held on the dates indicated on the "Course Calendar," located on Page 6, and the textbook chapter(s) and the title of periodic handouts listed by each date will be the focus of classroom lectures and discussions. Examination dates, guest lecturers, test review sessions, and research paper and group presentation deadlines are shown in **bold print**. Again, class attendance on the evenings that a guest lecturer has been scheduled is mandatory. Although unanticipated, any deviation from the course calendar dates indicated, or any needed change in the lecture sequence or material to be covered, will be announced during regularly scheduled class time.

Additional University of Utah Information:

Safety & Wellness

Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just give a call. The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>. Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.

The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

Undocumented Student Support.

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. On Friday, August 2, 2019, Salt Lake Community College (SLCC) in partnership with the University of Utah inaugurated the Salt Lake Community College Dream Center. We are eager that the state of Utah now has two official Dream Centers, and we will be working with national leaders to—literally and figuratively—put us on the map. For a few event highlights, please visit our Instagram. And don't forget to follow us on all social media platforms @UofUDreamCenter.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. **To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu** As the Dream Center has become more established, we are receiving recurring questions. We have answered these questions and included them on a new page on our website: Frequently Asked Questions. Please visit our page and if you have additional questions, updates, or recommendations you would like to propose, let us know. We welcome feedback and suggestions. With the support from the Office for Equity & Diversity, we have developed and included new resources materials on our page: UndocuAllies. These new outreach and information materials include a new brochure available in English and Spanish, and the Utah State Court Self-Help Center: Detention Emergency Resources. We will be regularly revising these resources, so please make sure to visit our website for updates.

“Through every generation of the human race there has been a constant war, a war with fear. Those who have the courage to conquer it are made free and those who are conquered by it are made to suffer until they have the courage to defeat it, or death takes them.”

Alexander the Great

Course Calendar

Date	Assigned Reading (Author) <i>Classroom Handouts And Articles</i>	Terrain Focus	Cultural Focus	Battlefield Presentation Or Classroom Activity
August 19	Chapter 1 - Overview (Collins) Chapter One - Why The West Has Won (Hanson)	Plains	Populations	Operation Barbarossa Soviet Union, 1941
August 26	Chapter 2 - Spatial Relationships (Collins) Chapter 3 - Lay Of The Land (Collins) Chapter Two - Salamis (Hanson)	Rivers	Leadership	Operation Market-Garden Netherlands, 1944 Guest Lecturer – Neal Weedon
September 2	Labor Day Holiday – No Class	NA	NA	NA
September 9	Chapter 4 - Oceans And Seashores (Collins) <i>Handout - “The Immutable Importance of Geography”</i>	Coasts	Race and Ethnicity	Gallipoli, Turkey, 1915
September 16	Chapter 5 - Earth’s Atmosphere (Collins)	Valleys	Transportation Networks	Chosin Reservoir, North Korea, 1950
September 23	Chapter 6 - Regional Peculiarities (Collins) <i>Handout - “Some Thoughts on War and Geography”</i>	High Ground	Beliefs	Little Round Top, Gettysburg, 1863
September 30	Chapter 8 - Natural Resources (Collins) Chapter Four - Cannae (Hanson)	Deserts	Language and Religion	Operation Desert Storm, Kuwait, 1991 Examination 1 - Review Session
October 7	Fall Break – No Class	NA	NA	NA
October 14	Chapter 9 – Populations (Collins)	NA	NA	Examination 1 (Chapters 1 through 6 and 8) Student Group Presentation Teams
October 21	Chapter 10 - Urbanization (Collins) Chapter Six - Tenochtitlan (Hanson) <i>Handout - “The Battle of Grozny”</i>	Marshes	Morale and Elan	Battle of the Nile, Egypt, 1798 Guest Lecturer - Jared Cornell
October 28	Chapter 11 - Lines of Communication (Collins)	Forests	Social Structure	Teutoburg Forest, Germany, 9 A.D.
November 4	Chapter 12 - Military Bases (Collins) Chapter 13 - Fortresses and Fortifications (Collins) Chapter Nine - Midway (Hanson)	Islands	Military Traditions	Research Papers Due Operation Galvanic, Tarawa, 1943 Guest Lecturer – Val Halford
November 11	Chapter 14 - Military Service Predilections (Collins) Chapter 15 - Geopolitical Friction (Collins) <i>Handout - “Sir Halford Mackinder, Geopolitics, and Policymaking in the 21st Century”</i>	Bays	Settlement Patterns	Mexico City, Mexico 1847
November 18	Chapter 16 - Military Areas of Responsibility (Collins) Chapter Ten - Tet (Hanson)	Peninsulas	Political Systems	Student Group Presentations Due Yorktown, Virginia, 1781 Guest Instructor – Val Halford
November 25	No Assigned Reading	NA	NA	Student Group Presentations Examination 2 - Review Session
December 2	No Assigned Reading	NA	NA	Examination 2 (Chapters 9 through 16)