Welcome to Geog 142 Introduction to Human Geography: Our Globalizing World.

Our full syllabus follows this opening document. I look forward to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. The goals for this course are:

- Apply geographic concepts, including context, scale, diffusion, and networks, to analyze places and people that are constantly changing.
- Use maps and arguments to explain these environmental, social, and economical changes.
- Connect these changes to the world’s real challenges, and discuss potential solutions.

COURSE DESCRIPTION

Have you ever looked around and wondered why some places are different than others? Why are some US cities growing rapidly while others are shrinking? Why do some countries rely on exporting crops while others manufacture high-tech gadgetry? How is it that the success of a soccer team in England can excite and unite sports fans in Pakistan? Why do Quebecers speak French while the majority of Canadians speak English? And why is there so much more publicly-owned land west of the Mississippi than east of it?

Human geography is the study people, places and connections between them. It takes as its subject the human element of processes that take place across the earth’s surface, asking, “where, and why there?” In this course you will learn about how people make sense of their surroundings, how their individual and collective activities give meaning and character to different places, and how the growing level of interdependence between those places shape and reshape the cultural, political and economic nature of individual societies and global society as a whole. By the end of this course, students should be able to:

- Describe the causes and consequences of the deepening interconnections among places;
- Create a wiki page to use maps and clips explaining weekly topics;
- Compose an essay to explain the scale and process of globalization in a specific place;
- Develop a potential solution to an actual global challenge (climate change, refugee, hunger, wildfire…)

This course satisfies the Social Science (<2) and International Cultures (IC) groups.

Teaching Style
This course harnesses a hybrid model of teaching and learning. Each lecture consists of one asynchronous learning and one synchronous meeting.

Asynchronous learning—In Panopto Recordings on Canvas, you need to watch four 10-minute videos on your own, finish a quiz related to the content in these videos, and post your puzzlement and questions in Discussion on Canvas.

Synchronous meeting—We will have one 30-minute synchronous meeting via Zoom in the next class. During this meeting, I will address the questions raised by students and choose to share videos uploaded by different groups.

Textbook


The textbook is available through the University of Oregon Bookstore, though I recommend that you check Amazon and compare prices before making your purchase. While these texts are not cheap, the e-book version of the text is available and is somewhat cheaper than the hard copy. The ebook version is available in Duckstore: [https://uoduckstore.redshelf.com/book/1607934/human-geography-1607934-9781119577539-erin-h-fouberg-alexander-b-murphy](https://uoduckstore.redshelf.com/book/1607934/human-geography-1607934-9781119577539-erin-h-fouberg-alexander-b-murphy)

This text is mandatory, and you will be expected to have your own copy by the end of the first week of instruction.

Read the assigned chapters in your textbook before attending classes. The lecture is NOT a repeat of the textbook, but an elaboration of certain concepts. Reading the textbook prior to the lecture will greatly assist you in understanding the concepts.

Course Components

The course is evaluated through weekly assignments (summary and quiz), on-line participation, and one final research essay. The grade breakdown for these assignments is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quiz</td>
<td>2% x 10 = 20%</td>
</tr>
<tr>
<td>Wiki page</td>
<td>10% x 4 = 40%</td>
</tr>
<tr>
<td>Final research essay</td>
<td>25%</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions with teaching assistants</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grades for the course will be based on the following grading scale. A 94-100; A- 90-93.9; B+ 85-89.9; B 80-84.9; B- 75-79.9; C+ 70-74.9; C 65-69.9; C- 60-64.9; D 55-59.9; F less than 55

Grades are structured in a way that no one component has a disproportionate impact on your final grade relative to the others. In other words, an unsatisfactory grade on one assignment will not make it impossible to earn a good grade in the class overall.

Grading
The University will continue to issue more details about our situation and our syllabus and course activities may need to be adjusted after the start of the term. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, if you are not able to do an assignment, please communicate with me before the deadline and we will strive to create an alternative plan to complete required coursework.

Barring a specific need for adjustment, assignment is always due in this course **Saturdays at 11:59 pm**—I hope this regular deadline simplifies what you need to keep in mind about the routine of the course. We recognize that life happens and sometimes it is not easy or possible to meet a deadline. You must get in touch with me if you require an extension.

**Weekly to-do activities**

- **Quiz** Each week, you need to finish one quiz with multi-choice questions and short-answer questions. It is open-book and the deadline of submission is **11:59 pm, each Saturday**. One quiz has two points. Quiz makeup is allowed under two circumstances: (1) inform me of absence in advance; and (2) absence as a result of strong or urgent reasons (critical medical condition, professional sports activities, and so on).

- **Class participation** Students need to do two participatory activities. **Activity I**: Once reading assigned chapters and finishing the lecture, go to Discussion on Canvas to post questions and puzzlements. **Activity II**: Choose one map to describe the theme addressed in our lecture. For instance, Week 2-2 lecture focuses on Population and Health (Chapter 2). After watching Week 2-2 lecture videos, each student finds one map to describe population or health, and explains how it tells us about population or health and how it is associated with one or two concepts in Chapter 2. On our Week 3-1 Zoom meeting, a few students will be randomly chosen to share and explain the maps of their choice. I will mark your weekly participation (five points for Activity I and five points for Activity II). Students can get some extra credit by emailing me with questions or comments and visiting my office hours for discussion.

**Wiki Pages**

Teams from each section will co-author a Wiki page, assembling strategic vocabulary, applying course ideas to current events, and guiding readers toward further relevant knowledge by offering links to articles, film, research, etc. that students think will add to the course. **Extra Credit prize for best Wiki page of all sections.**

There is one Wiki page project every two weeks. In total, each team must create **FOUR projects**. At the beginning of one two-week period, I will supply a range of keywords from the reading so that a team can choose one to elaborate. Each student in a team takes turn to coordinate the production of one project.

You will need to prepare this capstone assignment as a team in your section, from the start of the class. Your GE will assign you into teams of 4 persons each. Your teams will need to create a group wiki for your section using the "pages" function on your group page, with a Table of Contents linked to separate pages containing keywords from each course Unit. Each project should include the following items:

1. **DEFINITION**—Define or describe the keyword of your choice (around 50 words);
2. **ELABORATION**—Add in relevant images, video links, audio links, or self-reflections (by which we mean short personal reflections, 450-500 words).

3. **SHOW**—Add a self-made tiktok-alike video (about one minute) to link the keyword to an actual global challenge or event and discuss how to handle it.

Every individual's grade will be based on the success of the team's wiki as a whole. If any team has a problem with a team member, please let both the GE and professor know about it asap. A "problem" could consist of a team member not doing their work, not responding, or acting in an uncivil way toward other members. It's also important to let us know if you've been especially impressed by a team member's hard work, creativity, and contribution.

**Final Research Paper**

Partway through the course we will be focusing on geographic questions and how researchers go about answering them. You will be required to select a topic of your choice and consider it from the perspective of human geography. As we get later into the course you will be asked to discuss your research question for feedback as well as provide feedback for others’ research questions. The final product will be a paper of approximately 1200 words (4-5 pages) that cites at least four peer-reviewed, scholarly sources such as books or journal articles. We will go over what constitutes an acceptable source when we begin discussing the project on Week 6-1 lecture.

**COURSE POLICIES**

Please read the following items very carefully. The course policies lay a good foundation for us to build a teaching-and-learning community in this term.

**Course Communication**

The best way to communicate with us is by email. Please feel free to contact anyone in the teaching team with your questions and/or concerns. When emailing, please send messages from your UO email. We will do our best to respond within 24 hours Monday - Friday. We may or may not have the opportunity to respond to emails received on weekends. We will also hold synchronous office hours through Zoom each week so that you can drop-in to ask questions. I will email some of students to have one-to-one Zoom meeting and check out course content, learning progress, teaching improvement, and others. Don’t feel surprised when you research such an email.

Within **ONE hour** after each synchronous meeting, I will post an announcement on Canvas to present you a checklist of to-do things and due activities. Please make sure you read announcements in time to know your learning activities and due assignments.

Students are encouraged to attend TA office hours through Canvas Chat or Zoom. In some circumstances it may be necessary to set up a meeting outside of the time for drop-in office hours. Contact the instructor directly to make such arrangements and we can work something out.

**Specific guidelines for best practices using Zoom**

- Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](#).
- Try to be on time when the meeting starts. It can be distracting to have participants join late.
• All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—**when you can, I value video on.**

• That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.

• Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.

• Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.

• Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.

• For help and troubleshooting with Zoom, visit the **UO Service Portal.**

**Discussion Sections**

Each week you will meet in smaller groups in order to discuss in more detail topics covered in lecture and the text. Discussion sections are an opportunity for you and your classmates to interact with one another while working through key concepts in a collaborative manner. This is a space for you to raise questions, discuss related concepts and connect the more academic-theoretical pieces we will cover to your observations in the real world. Discussion is mean to be fun, lighthearted and interactive environment in which you should feel comfortable agreeing with, challenging, or otherwise thinking more deeply about the material we have covered previously in the week.

Your GE will lead the class in setting up the topic for that day, but it is incumbent on you to actively participate in the discussion. Your level of active and thoughtful participation will be noted by your TA and is a component of your attendance and participation grade for the course. If for any reason extenuating circumstances prevent your ability to attend discussion, you must contact me and your GE **prior to the date of that discussion section** and we will work it out.

You are also expected to be polite and considerate with one another. Mean-spirited or disparaging comments towards groups or individuals is absolutely not acceptable. Likewise, provocation and hate speech will not be tolerated and are grounds for removal from the course and a referral to the Dean of Students. We can disagree and debate the issues while being respectful and inclusive. See [https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code) for more information.

**General Guidelines for Remote Class Participation and Attendance**

• **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

• **Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your
contribution. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.

- **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).

- **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

- **Help Everyone Learn**: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Academic Integrity for Remote Learning**

You are required to do all of your own work. In our remote class, I will ask you to certify that your assignments/papers are your own work. Cheating on assignments is conceptually straightforward and is a violation of the Academic Guidelines. Plagiarism will not be tolerated and is strictly enforced. All instances of plagiarism will be reported to the Dean of Students. Ignorance of the definition of plagiarism is not an adequate defense. For more information on what constitutes plagiarism, please see [https://www.plagiarism.org/article/what-is-plagiarism](https://www.plagiarism.org/article/what-is-plagiarism).

The [University Student Conduct Code](https://www.plagiarism.org/article/what-is-plagiarism) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your answers/essays are your own work. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in your final research paper.

**Teaching Support**
Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat:

Monday–Sunday | 6 a.m.–12 a.m.  
541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services’ web page on going remote.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoae@uoregon.edu.

Your Well-being

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-1</td>
<td>Course Introduction</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Week 1-2</td>
<td>Core Concepts in Human Geography</td>
<td>Text: Chapter 1</td>
</tr>
<tr>
<td>Week 2-1</td>
<td>Core Concepts in Human Geography</td>
<td>Text: Chapter 1</td>
</tr>
<tr>
<td>Week 2-2</td>
<td>Population and Health</td>
<td>Text: Chapter 2</td>
</tr>
<tr>
<td>Week 3-1</td>
<td>Migration</td>
<td>Text: Chapter 3;</td>
</tr>
<tr>
<td>Week 3-2</td>
<td>Culture</td>
<td>Text: Chapter 4</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Wiki One</strong></td>
<td></td>
</tr>
<tr>
<td>Week 4-1</td>
<td>Identity: Race and Ethnicity</td>
<td>Text: Chapter 5</td>
</tr>
<tr>
<td>Week 4-2</td>
<td>Identity: Gender and Sexuality</td>
<td>Text: Chapter 5</td>
</tr>
<tr>
<td>Week 5-1</td>
<td>Language</td>
<td>Text: Chapter 6</td>
</tr>
<tr>
<td>Week 5-2</td>
<td>Documentary watching</td>
<td>NONE</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Wiki Two</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6-1</td>
<td>Religion</td>
<td>Text: Chapter 7</td>
</tr>
<tr>
<td>Week 6-2</td>
<td>Political Geography</td>
<td>Text: Chapter 8</td>
</tr>
<tr>
<td>Week 7-1</td>
<td>Urban Geography</td>
<td>Text: Chapter 9</td>
</tr>
<tr>
<td>Week 7-2</td>
<td>Development</td>
<td>Text: Chapter 10</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Wiki Three</strong></td>
<td></td>
</tr>
<tr>
<td>Week 8-1</td>
<td>Agriculture and the Rural Landscape</td>
<td>Text: Chapter 11</td>
</tr>
<tr>
<td>Week 8-2</td>
<td>Industry and Services</td>
<td>Text: Chapter 12</td>
</tr>
<tr>
<td>Week 9-1</td>
<td>The humanized Environment</td>
<td>Text: Chapter 13</td>
</tr>
<tr>
<td>Week 9-2</td>
<td>Documentary watching</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Wiki Four</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10-1</td>
<td>Globalization</td>
<td></td>
</tr>
<tr>
<td>Week 10-2</td>
<td>The Geography of Networks</td>
<td>Text: Chapter 14</td>
</tr>
<tr>
<td></td>
<td><strong>Due: Final Research paper</strong></td>
<td></td>
</tr>
</tbody>
</table>