

Course Syllabus
Geography 161-02 (4758)
INTRODUCTION TO GEOGRAPHY
3 credit hours
Fall Semester - 2007

Class Meeting Room: LDB 215

Class Time: Monday, Wednesday, Friday 10:00-10:50

Instructor Information: Name: Dr. Marcus Gillespie

Office Number: Lee Drain Building - 336

Office Hours: MWF 11:00-12:00 and 2:00-4:00; TTh 2:00-3:00

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* I always try to have an "open-door" policy as regards office hours, so please feel free to call or come by any time that you have a question.

Course Description/Rationale: The goal of the course is to provide students with a general knowledge of the physical, ecological, cultural and political factors that influence human activities, beliefs, and values. This information is essential to an understanding of world events, both past and present, and to an understanding of the environmental, economic, and political problems that humanity is presently faced with. The material is relevant to students in *all* disciplines, but especially to those majoring in Geography, Economics, Political Science, Social Science, and Environmental Science.

Objectives: Upon completion of this course, the student should achieve the following:

- a) an understanding of the geographic grid and time, map scale, and map projections
- b) an understanding of the basic principles of the physical environment;
- c) an understanding of climates and biomes and their significance to humanity;
- d) an understanding of the significance of exponential population growth and related resource use
- e) an understanding of population growth patterns and migration, and their relevance to the economic and social issues countries must deal with;
- f) an understanding of the elements of culture and the significance of such things as language and religion in defining and maintaining cultural identity and engendering cultural conflicts;
- g) knowledge of the basic principles of economics as they relate to the economic advantages and disadvantages of countries and with "globalization".
- h) knowledge of the history of the nation-state concept and an understanding of the factors that promote the formation and disintegration of nation-states.

Methods of Instruction: This course is based on a traditional lecture format. **All lectures are on Power Point and are available on the Black Board site for the course under "Course Documents". Students must print these presentations and bring them to class. Please note that key words and phrases are deleted from the student version of the presentations; so, students must come to class in order to**

add the missing information. Students also will be required to complete a variety of homework exercises.

Textbook Information: Introduction to Geography: People, Places and Environment - 4th Ed.; by Bergman and Renwick. John Wiley & Sons publishers.

Required Materials: Students must have access to a computer in order to access the Internet and Black Board site, and to prepare certain assignments.

Your Reading Responsibilities

Because of time limitations, it will not be possible for the instructor to lecture over every concept covered in the readings from the textbook, nor is it possible to cover all the material in the text. This means that:

- 1) in some cases, only part of a chapter is assigned; and
- 2) you are responsible for reading the assigned material on your own and learning it. So, if a concept that is not discussed in lecture is in the assigned readings, please make sure you know it.

Obviously, the greatest emphasis on a test will be placed on lecture material; and, I assure you that I will not ask about obscure information in the text just to test your ability to memorize trivia! However, I do expect you to learn the key concepts and vocabulary in the assigned readings.

Supplementary Readings: One Chapter titled “The Islanders” from Man on Earth by John Reader. Xeroxed copies of these readings will be available at the library, as will a version that is accessible online. The code word for accessing the on-line version is “**Yap**”.

Attendance, Tardy, and Make-Up Exam Policy: Like all professors, I value education very highly and believe that it is literally a privilege to have the opportunity to go to college. This means that I believe that students should take this opportunity very seriously (especially given the high cost of a college education!) and should come to each and every class. Skipping is a sign that one does not value the opportunity to learn and I do not have any sympathy with this attitude. While it is true that a few students manage to do well on exams even if they do skip classes frequently, this is *not the norm* and it is not same as saying that they got as much from the course as they could have gotten had they gone to class. Much of the learning that occurs in any classroom is not measurable on a test – but it is just as valuable. Also, I have routinely seen that students do poorly on exams simply because they did not come to class. **I want to do what I can to prevent failure; in short, I want students to succeed and get the most out of their education.** For these reasons, the following are the attendance and tardy policies for this class:

To encourage attendance, **I give each student 20 free points at the beginning of the semester.** However, I will deduct 5 points for each *unexcused* absence - up to a

maximum of 20 points (4 absences). In order for an absence to be excused, **some form of documentation MUST be provided.** Although 20 points does not sound like much, it amounts to 3.3% of the final course grade.

In addition, if a student has more than 7 absences, they will receive an automatic F in the course. Eight absences is the equivalent of skipping almost 3 full weeks of class.

(Allowances may be made at my discretion if documentation can be provided to show that **ALL** of the absences were excused. But, for example, if a student skips four times for fun and then gets sick for four days, the student will, nonetheless, have a total of 8 absences and will fail the course. *(Each day skipped is a gamble with one's grade.)*)

1. In addition to the required attendance policy, it is necessary that you please come to class on time. Tardy students disrupt the class and adversely affect the presentation of information, as well as other activities. In short, being tardy is rude and inconsiderate; consequently, each **tardy counts the equivalent of approximately half of an absence.** Therefore, 3 points may be deducted for each tardy, and the accumulation of more than 8 tardies will result in an F. Also, if you leave early, without having cleared this with the instructor, you will be counted absent.
2. **Late Work:** **If an assignment is not submitted on time, it must be turned in by the beginning of the next class period; however, 10% of the value of the exercise will be deducted for each day it is late. The weekend counts as two days.** (So, if it is due on Friday, and is not turned in until Monday, then 20% will be deducted. Please understand that students can turn in *late* assignments on non-class days, such as Tuesdays and Thursdays, in order to reduce the amount of points that will be deducted. It must be emphasized that, **after one class period beyond the due date, you cannot turn in the assignment** and will, therefore, receive a zero for it. So, please get those assignments in on time! *Note that Homework 3 must be submitted on time.*
3. **Missed Exams:** If you miss an exam, you must get permission from the instructor to make it up. If you have a documented excuse for missing the exam, you should make it up as soon as possible. **If you do not have a documented, acceptable excuse for missing the exam, or if you are very late for the exam, you will be required to take the make-up exam during the last week of the semester; i.e., during the week before finals begin.**
4. **Late for an Exam:** Don't be late! **If a student is late for an exam, 1 percentage point will be deducted from the final grade for each minute that the student is late to class. If the student decides that too many points will be deducted for**

their lateness, then they may take the test during the last week of classes without any points being deducted for their previous lateness.

Course Assignments and Grade Determination

Grading will be based on four exams and five (5) homework exercises, as well as attendance. Each exam is worth **100** points and may consist of multiple choice, true-false, short answer, and essay questions. Tests total **400** points. The homework exercises will be worth a total of **170** points. Attendance is worth **20** points. Therefore, there are a total of **590** points possible for the course. Tests constitute 67.8% of your grade, homework constitutes 28.83%. Twenty points will be given for attendance if a student misses no more than 1 class. Attendance counts as 3.4% of the grade.

The distribution below shows the points needed at the end of the semester to receive the grade indicated.

A = 531-590 (90%-100%)

B = 472-530 (80% - 89%)

C = 413-471 (70%-79%)

D = 354-412 (60% - 69%)

F = less than 354 (less than 60%)

Importance of completing ALL assignments: If a student had 549 points at the end of the semester, then the student would receive 93% = A. However, if the student in this example had not turned in just one assignment worth 30 points, he or she would have received only 519 points (88%), i.e., a **B** instead of an **A**. Because the student did not submit this one assignment, he or she would not be eligible to have his or her grade raised to an A. The 50-point assignment is even more important because it constitutes almost 8.5% of a final course grade. For example, a student that could have had 90% will earn only 81.5% because of missing this one major assignment.

Importance of attendance: If a student would have had 531 points at the end of the semester, had they not skipped any classes, then the student would receive 90% = A. However, if the student in this example had skipped just 2 classes, he or she would have received only 521 points (88%), i.e., a **B** instead of an **A**. Because the student skipped twice, he or she would not be eligible to have his or her grade raised to an A.

As you can see by these examples, the assignments and attendance are very important, which means it is important to do all of the assignment and to come to every class!

Please note that **no curves will be given on tests**; however, five bonus questions, worth a total of 5 points, are given on each test. **No extra credit assignments** will be given under any circumstances, so please do not ask. **Also, note that I do not drop any grades. ALL grades are used to determine the final course grade.**

For students that are within 1% point of the next higher grade at the end of the semester, I will *consider* raising their grade if:

- a) they did not have more than 1 unexcused absence
- b) they came to class on time and paid attention in class
- c) they made at least one test grade equal to the desired final grade and/or they showed significant improvement
- d) they did not submit late assignments

ALSO, NOTE THAT YOU CANNOT PASS THE COURSE UNLESS YOU HAVE PASSED AT LEAST ONE EXAM--NO MATTER HOW MANY POINTS THAT YOU HAVE EARNED.

Use the following score form to calculate your grade

Do not lose this score form -- it is your check against the final grade that I give you! (Grades will also be posted on the Blackboard course website; however, **Black Board will not keep a running course average – it will only indicate how many points you have.** To keep track of your average, you must use the form below.) To use this chart, first record the score you earned in the “Score column”. Then, add the points in this column together and place this value adjacent to your last grade in the “Cumulative Earned to Date” column. Finally, divide the “cumulative earned to date” value by the number to the immediate right in the “Total Points Possible” column and multiply by 100 to determine your percentage. For example, if you made a 27 and 25 on Homeworks 1 and 2, your cumulative points would be 52. Divide 52 (cumulative earned to date) by 60 (total points possible) and multiply by 100 to obtain 86.7%. This is your “running average”.

$$* \text{Percentage} = (\text{Total Points/Cumulative Possible}) \times 100$$

	<u>Score</u>	<u>Cumulative Earned to Date</u>	<u>Total Points Possible</u>	<u>(Average) Percentage</u>	
HW 1 (30)	_____	_____	30	_____	Maps/Grid
HW 2 (30)	_____	_____	60	_____	Phy. Env
HW 3 (30)	_____	_____	90	_____	Spanola Map
TEST 1	_____	_____	190	_____	
HW 4 (50)	_____	_____	240	_____	Pop. Pyr.
HW 5 (30)	_____	_____	270	_____	Yap
TEST 2	_____	_____	370	_____	
TEST 3	_____	_____	470	_____	
Final	_____	_____	570	_____	
Attendance	_____	_____	590	_____	

Please note that the homework scores listed on Blackboard are NOT percentages; rather, they are the total number of points earned out of either

30 or 50 points possible. This distinction is why it is important for you to use the score form on this syllabus to keep track of your grades.

The number of points that must be earned on the final exam to obtain the grade you desire can be derived using the following equation:

$$\text{Number of points needed on final} = (590 \times \text{desired grade percentage}) - \text{Total points earned to date.}$$

Ex: If you have earned 392 points prior to taking the final exam, and desire a B (80% or 0.8), the number of points that you will need on the final to obtain a B in the course is:

$$\begin{aligned}(590 \times 0.8) - 392 &= x \\ 472 - 392 &= 80\end{aligned}$$

Study Tips

1. **Always come to class.** You will not do well in the course if you skip class--this is virtually guaranteed.
2. **Take good notes:** Although the course lecture material is on Power Point, you should highlight key words and concepts and add additional information as needed to help you recall the material.
3. For those students who want to do well in college, **reading their textbooks is a necessity.** So, **read the chapters** in the book at the time they are being covered in lecture and highlight the key concepts. Highlighting as you read helps you to stay focused on the material and helps you to actively process the information. In addition, it requires you to read the key points twice, and it also enables you to easily review for tests because you can simply reread the highlighted material rather than an entire chapter.
4. **Review the notes** from the previous lecture **at least once a week**. This should greatly enhance your understanding of the material because it enables you to see the continuity and structure of the material. You also learn the material in small amounts, which is much easier to do than trying to learn it all at once just before the exam.
5. When it comes time to **review for an exam**, first read the highlighted portions of the text, then concentrate on your notes. You might also want to follow the procedures below:
 - a. The first time you review your notes, concentrate on absorbing the key ideas and understanding the organization of the material - why certain ideas followed others in the class and how they are related.

- b. Once this is done, review the material again to learn the details - the “whys.” Bear in mind that **tests in this course are absolutely not based on the mere memorization of definitions or on the recognition of verbatim statements from lecture**; rather, the test questions assume you already know the definitions and that you understand the concepts discussed in lecture. So, you will not be asked definitions; rather you will be asked to **apply** them, i.e., to **think** with them. Again, you cannot simply memorize your notes and expect to do well on the tests. You must truly understand the **meaning** of the notes in order to obtain a good grade.
- c) **Pretend that you are teaching the material to someone else or that you must write essay responses to every question on the test.** If you can present an imaginary lecture in an organized, comprehensive manner, or prepare an essay response, then you understand the material. If you cannot, then you need to review some more. **THIS IS THE MOST IMPORTANT STUDY TECHNIQUE FOR ANY CLASS.**

*** Flash cards are good only for memorizing simple facts and definitions. They are NOT USEFUL AT ALL when trying to learn concepts and principles that you must apply. For this course, flashcards are of very little use because I don't ask definitions and very few simple memorization/recognition questions. This is because I want students to learn to think with the concepts and principles discussed in class and to be able to apply them to an analysis of events that occur in the real world.**

Course and University Policies

ACADEMIC HONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Students are encouraged to study in groups to prepare for tests. However, “group effort” is definitely not permitted when taking exams! This will result in an automatic zero on a test. Two such occurrences will result in an F in the course.

PROPER COURSE BEHAVIOR

As stated above, students should:

- 1) *Refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating or drinking in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.*
- 2) Come to class on time—there is no reason to be late to class on a frequent basis. Habitual tardiness **is unacceptable.**
- 3) **Remain in class until it finished. It is extremely rude to get up and walk out of a class before a professor has indicated that the class is over. So, leaving early will count as an absence unless you have cleared it with me or unless it is an emergency.**
- 4) Again, do not bring food or drink into the class
- 5) **You cannot leave the class during an exam** – for obvious reasons - unless there is a medical emergency. If you think that you will need a Kleenex during the test, then bring it with you to class.
- 6) Hats must be removed and put away during exams.
- 7) During tests, cell phones and any other equipment capable of receiving, recording and/or transmitting information, must be put away in a book bag or purse. (In short, it must not be readily accessible or accessed during an exam.)
- 8) **One percentage point will be deducted for each minute that a student is late for an exam. The student may opt to take the exam the week before finals, but it will be at the instructor's convenience.** The test may be a different version from that given to the rest of the class

VISITORS IN THE CLASSROOM: *Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.*

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

AMERICANS WITH DISABILITIES ACT: *SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. Note: No accommodation can be made until you register with the Counseling Center. Therefore, any student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities in a timely manner and complete a form that will grant permission to receive special accommodations.*

RELIGIOUS HOLY DAYS: If a student desires to be excused from class, assignment, or a test to participate in activities associated with a religious holy day, then the student must notify the instructor of each scheduled class that he/she will miss for religious reasons. In such cases, the student will be required to take the test or submit the assignment early—unless there are good reasons for not being able to do so and the instructor has agreed to those reasons.

SPECIAL CIRCUMSTANCES: If unusual circumstances arise during the semester, such as a medical problem, death in the family, etc., that adversely affects your attendance **PLEASE discuss this with me immediately and provide documentation.** Under these conditions, I will gladly do my best to accommodate your situation by excusing absences, allowing late work to be turned in within a reasonable time period, and so on. However, if you wait until after-the-fact, at the end of the semester, to let me know that you were experiencing these adverse circumstances, there is ***nothing*** I can do about it at that time. **I will not retroactively make accommodations and I never give extra credit assignments to make up for grade deficiencies of any type.**

Schedule: This schedule is subject to change at any time based on class progress.

8/20	Introduction to Course: What is Geography Really About? <u>Read Chapter 1</u> (Introduction to Geography)
8/22	Finish Intro and begin The Geographic Grid
8/24	Grid

8/27	Time, Projections
8/29	Projections and Scale Homework 1 assigned: Geographic Grid, Time, Projections and Scale: <u>Due 9/5</u>
8/31	Map projections and Scale

9/3	Labor Day Holiday
9/5	The Begin the Physical Stage of Human Existence: Geology, Weather and Climate

Read the sections of Chapter 3 (Landforms) up to, *but not including*, the section on Ice Winds, and Waves. (Rock types, tectonics, volcanism, and mass movement) - stop reading when you get to the section on “Glaciers”)

Homework 1 due

Homework 2 assigned: Nature of the Discipline and Landforms - due 9/14

Read Chapter 2 (Weather and Climate): * Our emphasis for this course is on the factors that control energy, temperature, pressure and winds, and on climate types. We will *not* discuss fronts, hurricanes or tornadoes.

9/7 The Physical Stage of Human Existence: Geology, Weather and Climate

9/10 The Physical Stage of Human Existence: Geology, Weather and Climate

9/12 The Physical Stage of Human Existence: Geology, Weather and Climate

9/14 The Physical Stage of Human Existence: Geology, Weather and Climate

Homework 2 due (Nature of discipline and landform questions)

9/17 The Physical Stage of Human Existence: Geology, Weather and Climate

Homework 3 assigned: Using a base map, each student will complete a Physical Map of the imaginary Central American Country of Spanola showing a plausible location of mountains, rivers, and climate types based on information provided about the country and on the principles of physical geography discussed in class. HW 3 is due on Monday 9/24. **This assignment must be submitted on time – it cannot be submitted late.**

Read Chp. 5 (Population, Population Increase, and Migration)

9/19 Physical Stage

9/21 Begin Population

9/24 Population

HW 3 due

9/26 Test 1: Geographic Grid, Time, Scale, Projections, and The Physical Stage of Human Existence: Geology, Weather and Climate (Assigned sections of Chapters 1, 2, and 3)

9/28 Population

Homework 4: Population Pyramid. Details will be provided in class. Due 10/5

10/1 Natural Resources and Energy

Read Chapter 8 (The Human Food Supply) and Chapter 9 (Earth’s Resources and Environmental Protection) - The Geography of Natural Resources

10/3 Natural Resources

10/5 Natural Resources and Human Impacts

HW 4 due

Homework 5 assigned: Read “The Islanders”, a chapter from Man on Earth which is at the reserve desk in the library and also available online. Do the questions that will be given to you in class. Due 10/12

10/8 Natural Resources and Impacts

10/10 Natural Resources and Impacts

* Last day to drop course/Last date resign without WP or WF

10/12 Natural Resources
HW 5 due

10/15 Nuclear and other forms of energy
10/17 Culture

Read Chapter 6 (Cultural Geography) and Chapter 7 (The Geography of Languages and Religions)

10/19 Test 2 - Population, Natural Resources & Human Impacts: Chapters 5, 8 and 9

10/22 Culture
10/24 Culture
10/26 Culture

10/29 Culture/Religion
10/31 Culture/Religion
11/2 Culture/Religion

11/5 Complete Religion and begin Economic Geography
Read Chapter 12 (National Paths to Economic Growth)

11/7 Economic Geography

11/9 Test 3 Culture and Religion - Chapter 6 and Chapter 7.

11/12 Review test and continue Economic Geography
11/14 Economic Geography
11/16 Economic Geography

11/19 Economic
11/21 Thanksgiving Holiday
11/23 Thanksgiving Holiday

11/26 Finish Economic and Begin Political Geography
Read Chp. 11 – A World of States

11/28 Political
11/30 Political

12/3 Political
12/5 Political
12/7 No class – Study Day!

Final Exam tentatively scheduled for Monday 12/10 from 11:00-1:00 (regular classroom) Covers chapters 11 and 12.