

GEOG 1302: Human Geography
Summer 2014 ~ Section 001 ~ MW 1:00-3:00

Instructor: Dr. Andrew Milson
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Office Hours: MW 11-12 & by appointment

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Catalog Description

An introduction to geographical perspectives. An exploration of human activities from a local to a global scale. Emphasis on mapping and interpreting patterns and processes of human geography.

Student Learning Objectives

Upon completion of this course, students will be able to:

1. Apply concepts and models of human geography to current global issues.
 2. Interpret maps and graphs of human geographic phenomena.
 3. Explain the influence of scale on investigations of human geography.
 4. Describe and evaluate competing perspectives on geographical topics such as population growth, migration, urbanization, globalization, economic development, human-environment relationships, and geopolitics.
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Required Course Materials

- Introducing Human Geographies, 3rd Edition, by Paul Cloke, Philip Crang, & Mark Goodwin (ISBN 978-1444135350)
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Major Assignments

- Midterm Exam = 25%
 - Final Exam = 25%
 - Attendance and Participation = 50% (see below for grading rubric)
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Grading Policy

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Grading Scale: A = 90-100; B= 80-89; C= 70-79; D= 60-69; F = below 60

Attendance Policy

Seminar-oriented classes are most successful when all students attend class prepared to engage in deep discussion about the assigned readings. For all students in this class to benefit, it is essential that you read the assigned readings, attend class, and participate with insightful contributions to the discussion. *The final exam is optional for those with perfect attendance.* I will take attendance each class session in order to maintain a record of your attendance. Please be sure to sign in. I understand that legitimate situations arise that may cause you to miss class. If you wish for me to consider an absence as 'excused', please provide me with a hard copy note explaining your absence and any related documentation.

Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information

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Attendance and Participation Grading Rubric

The A Student	The B Student	The C Student	The D Student	The F Student
<ul style="list-style-type: none"> • Attends 100% of class meetings • Always arrives on-time and stays until the end of class • Consistently demonstrates outstanding preparation for discussion of assigned readings • Makes insightful contributions to discussions • Comprehends the main ideas of the course readings and articulates ideas clearly in class • Looks up unfamiliar terms, concepts, events, people, etc. from the readings and shares them meaningfully in class • Consistently makes insightful connections between the course content and other courses, prior learning, outside texts, historical events, historical/literary figures, etc. • Consistently seeks out additional media sources that are highly relevant to course content (video clips, maps, blogs, news stories, social media, art, graphs, websites, etc.) and shares them meaningfully with the class 	<ul style="list-style-type: none"> • Attends more than 90% of class meetings • Rarely arrives late or leaves early • Consistently demonstrates good preparation for discussion of assigned readings • Makes on-topic contributions to discussions • Usually comprehends the main ideas of the course readings and can explain ideas during discussions • Looks up unfamiliar terms, etc. from the readings and shares these unprompted during class discussion • Usually connects the readings to other courses, prior learning, etc. and offers these connections unprompted during class discussion • Occasionally seeks out additional media sources that are relevant to course content and shares them with the class 	<ul style="list-style-type: none"> • Attends 70-89% of class meetings • Is typically late for class and/or leaves early • Frequently seems unprepared to discuss assigned readings and/or preparation is erratic • Makes frequent off-topic and/or vague contributions to discussions • Only occasionally comprehends the main ideas of the readings and/or can explain ideas during discussion only occasionally • Complains about the readings rather than attempting to comprehend the meaning of the author's writing or wrestle with the author's ideas • Has to be prompted to share ideas, interpretations, connections, etc. with the class • Rarely seeks out relevant media sources and/or shared sources are frequently of questionable relevance 	<ul style="list-style-type: none"> • Attends 60-69% of class meetings • Is consistently late and/or leaves early • Rarely speaks during class • Rarely demonstrates preparation for class discussions • Does not seek out additional relevant media sources and/or shared sources are irrelevant to the course readings and content • Occasionally disrupts the class with off-task behavior 	<ul style="list-style-type: none"> • Attends fewer than 60% of class meetings • Never arrives on time and/or always leaves early • Does not contribute to discussions • Is not prepared for discussion of assigned readings • Does not demonstrate that he/she made consistent effort to engage in the class • Regularly disrupts the class with off-task behavior

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Student Support Services Available

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>. **I value your feedback very much. Please complete the SFS.**

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the

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final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Calendar

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. ~AJM

Date	Topic	Reading Assignments
06.02.14 06.04.14	Foundations of Human Geography <ul style="list-style-type: none">• Local-Global• Society-Space• Human-Non-human	IHG: pp. xv-50
06.09.14 06.11.14	Foundations of Human Geography <ul style="list-style-type: none">• Modern-Post-modern• Self-Other• Masculinity-Femininity• Science-Art• Explanation-Understanding• Representation-Reality	IHG: pp. 51-144
06.16.14 06.18.14	Biogeographies <ul style="list-style-type: none">• Nature and Human Geography• Animals and Plants• Political Ecology Cartographies <ul style="list-style-type: none">• The Power of Maps• Geographical Information Systems• Counter-cartographies	IHG: pp. 145-226
06.23.14 06.25.14	Cultural Geographies <ul style="list-style-type: none">• Imaginative Geographies• Place• Landscape• Material Geographies Development Geographies <ul style="list-style-type: none">• Theories of Development	IHG: pp. 227-311
06.30.14 07.02.14	Development Geographies <ul style="list-style-type: none">• Rethinking Development• Survival and Resistance• Human Geographies of the Global South Economic Geographies <ul style="list-style-type: none">• Spaces of Production• Money and Finance• Consumption-Reproduction	IHG: pp. 312-390
07.07.14	MIDTERM EXAM	
07.09.14	Economic Geographies <ul style="list-style-type: none">• Commodities• Economic Globalization	IHG: pp. 391-474

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	Environmental Geographies <ul style="list-style-type: none"> • Global and Local Environmental Problems • Sustainability • Climate Change 	
07.14.14 07.16.14	Historical Geographies <ul style="list-style-type: none"> • Modernity and modernization • Colonialism and post-colonialism • Space, Memory, and Identity Political Geographies <ul style="list-style-type: none"> • Critical geopolitics • War and Peace 	IHG: pp. 475-555
07.21.14 07.23.14	Political Geographies <ul style="list-style-type: none"> • Nationalism • Citizenship and Governance Population Geographies <ul style="list-style-type: none"> • Age • Health and Well-being • Migrants and Refugees Social Geographies <ul style="list-style-type: none"> • Identities 	IHG: pp. 556-640
07.28.14 07.30.14	Social Geographies <ul style="list-style-type: none"> • Identity and Difference • Exclusion • Diasporas Urban and Rural Geographies <ul style="list-style-type: none"> • Urban Form • Urban Senses • Rurality 	IHG: pp. 640-738
08.04.14 08.06.14	Non-Representational Geographies <ul style="list-style-type: none"> • Emotional Geographies • Affects • Performances Mobilities <ul style="list-style-type: none"> • Mobilities: Politics, Practices, Places • Touring Mobilities • Virtual Mobilities Securities <ul style="list-style-type: none"> • Risk/Fear/Surveillance • International Resources • Security Life: New Hazards and Biosecurity Publics <ul style="list-style-type: none"> • How to Think about Public Space • Ethical Spaces 	IHG: select 1 chapter from each section pp. 739-918
08.11.14 1:00-3:00	FINAL EXAM	