Course description

This is a DISCOVERY/INQUIRY (Social Science) and GE GRP5 (Social Science) course.

Human Geography focuses on human-environment interactions, the meaning of place, the significance of location, processes of regionalization, the movement of people, goods and ideas in geographic space, the interactions and connections between places, and variations in the spatial distribution of humans and their cultural, economic and other activities.

Above all, this course will encourage you to pose one central, open-ended question: why are things where they are in geographic space? That, in turn, leads us to ask corollary questions: what forces shape the cultural landscape and produce the complex geographic mosaic of languages, religions, and other cultural identifiers? To what degree are human activities constrained by the physical environment in which they occur? What is the role of technology in overcoming these constraints and in overcoming the frictional effects of distance? Do place, location and distance matter any more?

Office hours and assistance:

My office hours are:

M, T, W, R, 1:30-4:00 p.m. Dean's Office, College of Liberal Arts, Murkland 110

Don’t hesitate to e-mail at the above address if you have a question or would like to discuss something. Please remember to include GEOG 581 in the header so that your message isn’t treated as junk mail.

Center for Academic Resources (CFAR)

UNH’s Center for Academic Resources (Smith Hall, Second Floor, 3 Garrison Avenue, (603) 862-3698, cfar.sss@unh.edu) provides numerous resources to help you meet your academic goals, including drop-in tutoring and help with time management, note taking, studying, and test taking. I particularly recommend you consult the Study Tips and Tools that CFAR provides online. You will find these resources extremely helpful.

Office of Disability Services

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). If you have questions about the process, please contact DSS at (603) 862-2607 or disability.office@unh.edu. If you are registered with DSS, and eligible for accommodations that you would like to utilize in this course, please forward that information to me in a timely manner so that we can meet privately in my office to review those accommodations.
Emotional or Mental Health Distress

Your academic success in this course is very important to me. If, during the semester, you find emotional or mental health issues are affecting that success, please contact the University’s Counseling Center (3rd fl, Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

Academic misconduct

Please note that the University has no tolerance for students who break the University Academic Honesty Policy. Please see the 2015-16 Students Rights, Rules, and Responsibilities Handbook for a full description:

http://unh.edu/vpsas/sites/unh.edu.vpsas/files/media/srrr1516.pdf

All students are expected to abide by these rules.

Plagiarism, misrepresentation, and cheating are academic crimes. Never:

- Turn in an assignment that you did not write or complete yourself
- Turn in an assignment for this class that you previously turned in for another class
- Cheat on an exam.

If you do so, any of these actions may result in a failing grade for the class, and further ramifications at the University level. Please ask me if you have any questions about what constitutes academic honesty and cheating.

Textbook:


Inquiry expectations:

An Inquiry course must do four things:

- Inspire curiosity:
  An Inquiry student will compose open-ended questions that lead to further investigation into increasingly focused problems and issues

- Develop understanding and perspective taking:
  An Inquiry student will explain a central issue or question of the course using at least two perspectives

- Clarify standards of thinking:
  An Inquiry student will be able to identify, compare, and evaluate different interpretations (hypotheses, explanations) of a given phenomenon.
Create effective communication:
An Inquiry student will present in clearly organized form the results of the investigation into the question or problem they have posed.

Inquiry implies an active, critical, evolving, and self-directed process of discovery and engagement with ideas. To that end, you will be required to complete three short papers. Your papers are one of the primary ways in which this process can be expressed, tracked, and assessed. As we progress through the material and you become more familiar with the primary concepts, hypotheses, theories, models, and controversies in of Human Geography, your papers should exhibit an increasingly sophisticated spatial perspective—in effect, demonstrating that you are learning how to think in a new way through the interpretation of geographic information.

Beyond this very specific writing requirement, however, you are expected, as an Inquiry student, to think creatively and critically about Human Geography as an intellectual discipline over the course of the semester. During class time, I urge you to share your ideas, thoughts, questions, and reflections on a given topic. I encourage you to connect your inner and outer worlds and experiences with what you are learning in the course. You are particularly encouraged to relate real world events to course material and to identify connections between your personal life and ideas, concepts and theories discussed in class. Your contributions will enable both you and me to assess and monitor your ability to observe, challenge, speculate, doubt, question, reflect, and explore.

Course requirements:

A. Three papers (combined 40 percent of your grade).

These are designed to promote the goals of Discovery: inspire curiosity, develop understanding and perspective taking, clarify standards of thinking, and communicate the result of your investigation effectively. In every instance, you MUST incorporate the concepts and vocabulary of human geography.

Topics
You must chose one topic from each of the three topic categories, A–C. You MUST submit your papers in that order, so all of the category A papers will be submitted at the same time, etc:

Category A

1. Where does the food I eat originally come from?
Select five raw or minimally processed foods or beverages from your typical daily diet (for example, coffee, wheat, bananas, potatoes, chili peppers) and describe where these items originated or were domesticated geographically and how they spread to North America. The concepts of spatial diffusion discussed in class should provide the theoretical framework for your paper.

OR

2. The geographical spread of a disease
Select a disease that has emerged relatively recently and has or is beginning
to spread regionally or globally and describe its geographic origin and spatial diffusion, using the spatial diffusion concepts discussed in class. Examples include HIV-AIDS, Ebola, Severe Acute Respiratory Syndrome (SARS), Middle East Respiratory Syndrome (MERS), or the latest strain of bird flu (H7N9).

Category B

3. Profile the demography of one country of your choice, assessing where you believe it falls on the demographic transition continuum. Your paper should incorporate such measures as crude birth and death rates, infant mortality rate, fertility rate, age and sex composition, and contraceptive prevalence rate. It should include charts and graphs showing change through time and age-sex pyramids.

OR

4. Migration as a spatial process: a case study. This paper should focus on the migration of a particular ethnic group or community from one place to another (for example, Somalis to Lewiston-Auburn, Ethiopians to Washington DC, Cambodians to Lowell, Algerians to France, Pakistanis to the United Kingdom). Your paper must incorporate and evaluate migration concepts and theories discussed in class.

Category C

5. Landscapes of the dead. Every culture inscribes the landscape it inhabits with its values, beliefs, preferences, and ideals. This extends even to burial customs: in some cultures, the dead are buried, in others they are cremated; in some corpses are left for vultures, in others graves are ornately decorated. Please select three very different cultures (for example, Tibetan Buddhists, Indian Parsees, New Orleans Catholics, Saudi Arabian Muslims) and describe how the way they dispose of the dead is visible in the cultural landscape.

OR

6. Profile the electoral geography of one state in the US. Electoral behavior has a strong spatial component, evident in maps showing voting preferences by town, county, and even census tract. These patterns are fairly predictable and consistent over time. In your paper, you should describe and analyze these patterns in one state. Your task will be easier if you select a large and diverse state, such as California, New York, Texas, or Florida. You should incorporate statistical data and include relevant maps.

Evaluation

Your paper will be graded according to a rubric, which you should download from Blackboard before you begin writing your paper. I strongly suggest you plan to have a rough draft of your paper ready before the deadline in order to have ample time for polishing and rewriting.

Plagiarism
Please familiarize yourself with the UNH policy on plagiarism. This is defined on page 23-24 of University of New Hampshire Student Rights, Rules, and Responsibilities:
http://unh.edu/vpsas/sites/unh.edu.vpsas/files/media/srr1516.pdf

09.3 Plagiarism
The unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student’s own. Plagiarism includes, but is not limited to the following:

1. The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student’s own;
2. The representation of the ideas, data, or writing of another person as the student’s own work, even though some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;
3. Concealment of the true sources of information, ideas, or argument in any piece of work

Even if you think you understand what constitutes plagiarism, I recommend you consult this web page for excellent examples of what is and isn’t acceptable:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Requirements
Please note that you must submit your paper electronically (as well as in hard copy) through Blackboard SafeAssign, which will check for plagiarism. You have been warned: don’t plagiarize, both because it’s wrong and because you will be caught.

Please make sure your paper conforms with ALL of these requirements:

- Each paper should be approximately 1,250 words of text (roughly 5 pages), excluding maps, charts, illustrations, and bibliography
- Double-spaced, with 1” margins
- 12 pt font
- Pages must be numbered
- MLA style citations and bibliography
- Appropriate illustrations/maps/figures
- Your bibliography should include a separate list of the specific resources you have used in your research. I want to see both the sources and separately where those sources were generated (for example, which indexes, search engines, or online databases you used).
- Papers turned in late will be reduced in grade by two letters after initial evaluation (i.e. a B would become a D).

Deadlines
September 10th: Sign up for all THREE topics
October 8th: Category A paper due
November 12th: Category B paper due
December 10th: Category C paper due

Resources for your research
Compiling a list of possible sources may be the most important aspect of your research and will to a considerable extent determine the quality your paper. Investing time at this stage is critical. These resources may be helpful to you:

Before you compile your bibliography, I highly recommend you consult this website:

http://www.library.unh.edu/reference/citation.shtml

One fail-safe way of ensuring that your bibliography is properly formatted is to enter your sources online at:

http://www.easybib.com/

This will generate MLA citations.

UNH library site:
http://www.library.unh.edu/

Library catalog
http://library.unh.edu/

Recommended databases for identifying articles relating to course content. See the UNH Library Databases page at:
http://www.library.unh.edu/find/databases

Information on how to get materials the library does not own:
http://www.library.unh.edu/services/borrow-renew/other-libraries

Guide to evaluating web sites and information for academic quality:
http://olinuris.library.cornell.edu/ref/research/webeval.html

Plagiarism: what it is and how to avoid it. Take the quiz:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Information on how to contact a librarian for assistance:
http://www.library.unh.edu/research-support/ask-a-librarian

B. Three exams (combined 60% of your grade):

There will be three, non-cumulative tests. With the exception of the final, all tests will be held in this room during regular class period. The tentative test dates are as follows:

- Tuesday October 6th
- Thursday November 5th
- Tuesday December 15th, 10:30 am-12:30 pm

Make-up tests can only be given for extraordinary reasons (for example, documented illness) and only if that has been agreed before the test. UNH policy entitles you to have the middle of three tests scheduled on the same day rescheduled. You will not be
permitted to take a test if you arrive after the first person has completed the test and left the room, so please be on time.

**Attendance (hmmmm :))**

---

*Showing Up*

A 2005 study by researchers in Toronto showed a strong correlation between class attendance and a student’s final grade.

---

*Each dot represents one student*

---

*Percentage of classroom hours attended over the semester*

---

*Student’s final grade in the course*

---

*Weighted ratio to acknowledge that missing a straight three-hour block of class time is more serious than missing a single period or a two-hour block.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Thinking geographically: basic concepts</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>4-5</td>
<td>Population</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>6</td>
<td>Migration</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>7</td>
<td>Folk and popular culture</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>8</td>
<td>Language</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>9</td>
<td>Religion</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10</td>
<td>Political Geography</td>
<td>Chapters 7-8</td>
</tr>
<tr>
<td>11</td>
<td>Economic development</td>
<td>Chapters 9-11</td>
</tr>
<tr>
<td>13</td>
<td>Urban patterns</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>14</td>
<td>Nature and society</td>
<td>Chapter 14</td>
</tr>
</tbody>
</table>