<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td></td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td></td>
<td>IX: American &amp; European</td>
<td></td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
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<td>X: Indigenous &amp; Global</td>
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<tr>
<td>VI: Historical &amp; Cultural Studies</td>
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<td>XI: Natural Sciences</td>
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<tr>
<td></td>
<td>w/ lab □ w/out lab □</td>
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</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Geography</th>
<th>Course #</th>
<th>GPHY 121 S</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Introduction to Human Geography</th>
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<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>None</th>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>03</th>
</tr>
</thead>
</table>

**Instructor**

- **David Shively**

**Phone / Email**

- 243-6478 david.shively@mso.umt.edu

**Program Chair**

- Sarah Halvorson

**Dean**

- Chris Comer

**Signature**

- [Signature]

**Please type / print name**

- [Name]

**Date**

- 1/24/2011

**Type of request**

- New
- One-time Only
- Renew X
- Change
- Remove

**Reason for Gen Ed inclusion, change or deletion**

- N/A

**Description of change**

- N/A

**Note:** The processes for new general education courses (except writing courses), to change existing general education courses, and to remove designations for existing general education courses are different. For new general education courses, please submit separate forms for each group. Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement. Courses must be interpreted and introduced in the context of the students' overall academic experience. They must emphasize breadth, context, and connectedness and relate content to current and future issues. For reference, see [Loyd's page](http://www.montana.edu).
GPHY 121 (Introduction to Human Geog.) surveys the scope, content, and methods of a major division of the discipline of Geography. Human Geography is especially concerned with the ways in which groups and individuals organize and interact spatially, in terms of their economies, cultures, and politics. As such this course is of critical importance to students because they need to learn how the world works in terms of the groups, organizations, and individuals that occupy and interact within it. In this regard, the course incorporates a number of learning objectives articulated in the six themes delineated in the National Geography Standards, as well as those that pertain to this General Education Group VII. The relevant themes coming from the National Geography Standards include understanding: the world in spatial terms, places and regions, human systems, environment and society, and the uses of Geography.

<table>
<thead>
<tr>
<th>1. systematically study individuals, groups, or social institutions;</th>
<th>Students employ geographic concepts and theories (i.e., space &amp; place, regions, spatial perception and cognition, spatial interaction, cultural and political ordering of space, ethno-territorial conflict, geopolitical theories) to investigate the spatial behavior and interactions of groups and institutions (i.e., governments, supranational organizations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. analyze individuals, groups, or social problems and structures; and/or</td>
<td>Students apply geographic concepts and theories to the analysis of specific case studies involving group, places, and spaces defined on the basis of ethnicity, culture, age, gender, etc. These categories are not mutually exclusive.</td>
</tr>
<tr>
<td>3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.</td>
<td>Students examine the circumstances that led to the development and establishment of specific geographic theories, including spatial diffusion, spatial interaction, geopolitical theories, and others. They examine the data, analytical methods, and findings that pertain to these studies, and apply these methods to other selected examples or case studies.</td>
</tr>
<tr>
<td>Students taking courses in the Social Sciences Perspective will be able to: 1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;</td>
<td>Students will engage in discussions and writings that consider and describe how the following develop and evolve: groups defined on the basis of culture and/or ethnicity, cultural/ethnic places and spaces, global culture, political states and their subdivisions, economic regions, supranational organizations, and the spatial perceptions and behaviors of individuals.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>2. use theory in explaining these individual, group, or social phenomena; and/or</td>
<td>Through discussion and/or written work, students will be able to distinguish among, and apply to specific case studies, the different theories that are concerned with the evolution and spatial expression of culture, economic activity, and political units.</td>
</tr>
<tr>
<td>3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.</td>
<td>Through discussion and/or written work, students will be able to critically examine geographic studies, concepts, and theories with respect to the data upon which they are based.</td>
</tr>
</tbody>
</table>

**Note:** General education courses will not carry pre-requisites, will carry no local credits, and will be numbered in the 100-299 levels. If the course has more than one pre-requisite, count lower than three credits, with upper division (numbered above the 299 level), provide rationale for exclusion or withdraw. 

**Note:** Syllabus: Basic syllabus should contain a clear outline to cope with form. If the syllabus should already describe how the content is dealt with, key assignments, syllabus interpretations, and course policies, and should include the student approval form.
GPHY 121 Course Syllabus – Introduction to Human Geography

Department of Geography
University of Montana
Spring Semester, 2012

Instructor
Dr. Dave Shively
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Voice: 406-243-6478
Email: david.shively@umontana.edu
Office Hrs: T & R, 11-12, 2-3, and by Appt.

TA Information
Nick Youngstrom
Office: Stone Hall 204
Voice: 314-265-7997
nicholas.youngstrom@umconnect.umt.edu
Office Hours: M: 1-3 pm, & by Appt.

Course Description
Geography is the World; the World is Geography! This course is intended to provide you with exposure to the human dimension or aspect of geography – how cultures are born and change, how populations behave, how people and groups organize themselves and their activities spatially and politically, how these activities and patterns change across time and space, and how technology affects these things. You are going to learn how to think like a geographer, to expand your geographic imagination, and to appreciate this discipline which is a critical component of the well rounded liberal arts education. Furthermore, you will gain skill in using maps, data, argument and persuasion that will certainly prove to be important skills in your future career — whether it be as a geographer (yes, there are professional geographers!) or something else.

Course Objectives
Upon completion of this course you should be able to accomplish the following:

- use maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- use mental maps to organize information about people, places, and environments;
- analyze the spatial organization of people, places, and environments on Earth’s surface;

Describe:

- the “human characteristics of places;”
- how “people create regions to interpret Earth’s complexity;”
- how culture and experience influence people’s perception of places and regions;
- the characteristics, distribution, and migration of human populations on Earth’s surface;
- the characteristics, distributions, and complexity of Earth’s cultural mosaics;
- the patterns and networks of economic interdependence on Earth’s surface;
- the process, patterns, and functions of human settlement;
- how forces of cooperation and conflict among people influence the division and control of Earth’s surface;
- how human actions modify the physical environment;
- how physical systems affect human systems;
- the changes that occur in the meaning, use, distribution, and importance of resources;
- how to apply geography to interpret the past;
GPHY 121 Course Syllabus – Introduction to Human Geography

- how to apply geography to the interpretation of the present and plan for the future.¹

Required Text
- Greiner, A. 2011. Visualizing Human Geography: At Home in a Diverse World. New York: Wiley. Selected required readings will be made available to you to download and read from the UM Online site that supports this course (see below).

Supplementary Materials
A UM Online course supplement has been established for this course. Access from the University’s webpage (http://umonline.umt.edu/). You must use your NetID and password (i.e., last 6 digits of your GrizID as username and password, or password set by yourself through the UM Portal. Especially see the Study Materials section for supplemental study materials. A supplementary website offered by the publishers of our text that provides additional materials is available at: http://hcs.wiley.com/he-bcs/Books?action=index&itemld=0471724912&bcsld=6072.

Course Requirements

<table>
<thead>
<tr>
<th>Exams</th>
<th>60 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>40 percent</td>
</tr>
</tbody>
</table>

Exams
A total of 3 exams will be offered through the semester – 2 midterms and one final that will have a comprehensive element. Exam format is multiple choice/true-false, however, you may elect to complete short answer/essay style exams if you prefer. Let me know your preferences prior to exam days. Exam study guides are provided under the section with this name on the UM Online site.

On exam days bring only two scantron forms (a backup is always useful!) and/or a bluebook, pencils & erasers. Leave the following at home or in your backpack/bag to be left at the front of the class: cell phone, ball caps and other hats, books, notebooks, etc.

Activities
You will complete a number of activities (assignments) during the semester. Not only will these will contribute directly to your understanding of the course material, they will lay the framework for a final activity which is an integrated assessment of the major themes in human geography that we cover throughout the semester in the context of place and sustainability. These are available on the UMO Online site. All finished work related to these activities must be turned in at the beginning of the designated class period, must be type-written, and have your name and student ID in the upper right hand corner of the document. Work will not be accepted via email or UMO Online.

Grading
Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements. This class carries traditional grading and cannot be taken CR/NC (this is moot for GenEd and Geography Majors!).

¹These learning objectives are consistent with The National Geography Standards. The standards were established by the Geographic Education National Implementation Project, a consortium of the Association of American Geographers, the American Geographical Society, the National Council for Geographic Education, and the National Geographic Society.
GPHY 121 Course Syllabus – Introduction to Human Geography

A ≥ 93.0%  A- = 90.0-92.9%  
B+ = 87.0-89.9%  B = 83.0-86.9%  B- = 80.0-82.9%  
C+ = 77.0-79.9%  C = 73.0-76.9%  C- = 70.0-72.9%  
D+ = 67.0-69.9%  D = 63.0-66.9%  D- = 60.0-62.9%  F ≤ 59.9%

Additional Policies
Late work will lose one-half a letter grade (i.e., A to A-) for each day late including weekends. Work is due at the start of class on day specified. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.

I will not allow make-up exams unless notified beforehand of the problem at hand. Be prepared to provide documentation for events causing absences if you wish extensions/makeups.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

It is extremely disruptive to have students arrive late and/or leave early. I know that you have nothing else on your schedule during the class period, therefore your presence throughout the entire class period is expected. Not only will this keep me happy, it will help you to understand the material better.

Cell Phones: OFF, or on vibrate mode if you subscribed to the University’s Emergency Notification System.

Newspapers: You can bring news items to class if relevant to the topic at hand, but don’t be readin’ the paper while we’re in class!

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult http://www.umt.edu/disability.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1 (1/24&26) | T: Intro, Course Req's, etc.  
R: What is Geography?  
What do Geographers do? | T: N/A  
R: (1) Text Ch. 1 thru p. 15; (2) http://geography.about.com/library/weekly/aa111599.htm  
(Review both pages and surf definitions, 4 traditions, etc.);  
(3) http://www.aag.org/Careers/What_is_geog.html  
(4) http://www.aag.org/Careers/Geographic_Fields.html  
(5) http://www.aag.org/Careers/To_be_a_geographer.html | T: None  
R: None |
| 2 (1/31&2/2) | T: Space, Interaction, Visualization, Analysis  
R: Culture & Language | T: (1) Text Ch. 1 thru end; (2) UMOnline: Allen Reading  
R: (1) Text Ch. 4; (2) UMOnline: BBC News Articles on Americanisms & NZ Island Names | T: Activ 1:  
Visualizing & Mapping Your Region  
R: (1) Activ 1 cont’d;  
(2) Research 1 |
| 3 (2/7&9) | T: Culture & Religion  
R: Globalization & Culture | T: Text Ch. 5  
R: (1) Text Ch. 2; (2) UMOnline: BBC News Article on NZ Maori & Haka Fight; (3) Crawhalls on Mapping Threatened Cultures | T: (1) Activ 1  
Due.;  
(2) Research 1  
R: Research 1 |
## GPHY 121 Course Syllabus – Introduction to Human Geography

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2/14&amp;16</td>
<td>Geographies of Identity</td>
<td>T: (1) Text Ch. 6; (2) UM Online Reading on Romanian Gypsies.</td>
<td>T: Research 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: Exam Review</td>
<td>R: None</td>
<td>R: Exam Review</td>
</tr>
<tr>
<td>5</td>
<td>2/21&amp;23</td>
<td>Midterm Exam</td>
<td>T: None</td>
<td>T: None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: Political Geographies &amp; Governance</td>
<td>R: (1) Text Ch. 7 pp. 193-212; (2) <a href="http://europa.eu/about-eu/basic-information/index_en.htm">http://europa.eu/about-eu/basic-information/index_en.htm</a> (See also “The History of the EU” and “Policy Areas of the EU”, espec. “Budget, Culture, and Environment”); (3) Google: “critiques of European Union”</td>
<td>R: Activ. 2; Governance in your Region</td>
</tr>
<tr>
<td>6</td>
<td>2/28&amp;3/1</td>
<td>Political Geographies &amp; Population &amp; Migration</td>
<td>T: Text Ch. 7 pp. 212 thru end;  R: Text Ch. 3 pp. 64-78</td>
<td>T: (1) Activ 2 cont’d;  R: Activ. 2 Due</td>
</tr>
<tr>
<td>7</td>
<td>3/6&amp;8</td>
<td>Population &amp; Migration</td>
<td>T: Text Ch. 3 pp. 78 thru end;  R: Text Ch. 9 pp. 260-275</td>
<td>T: Research 2;  R: Research 3</td>
</tr>
<tr>
<td>8</td>
<td>3/13&amp;15</td>
<td>Geographies of Development</td>
<td>T: Text Ch. 9 pp. 275 thru end;  R: <a href="http://en.wikipedia.org/wiki/Structural_adjustment">http://en.wikipedia.org/wiki/Structural_adjustment</a></td>
<td>T: Research 3;  R: None</td>
</tr>
<tr>
<td>9</td>
<td>3/20&amp;22</td>
<td>Development (cont’d)</td>
<td>T: None</td>
<td>T: Exam Review;  R: None</td>
</tr>
<tr>
<td>10</td>
<td>3/27&amp;29</td>
<td>Video: Life &amp; Debt</td>
<td>T: Text Ch. 10</td>
<td>T: Research 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: Urban Geographies</td>
<td>R: Text Ch. 8 pp. 228-247</td>
<td>R: None</td>
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<tr>
<td></td>
<td></td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>11</td>
<td>4/10&amp;12</td>
<td>Urban Dynamics</td>
<td>T: (1) Text Ch. 8 p. 248 thru end; (2) <a href="http://www.smartgrowthamerica.org/what-is-smart-growth">http://www.smartgrowthamerica.org/what-is-smart-growth</a></td>
<td>T: Activ. 3: Urban Patterns &amp; Inferred Processes in Your Place and Region;  R: Research 5</td>
</tr>
<tr>
<td></td>
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<td>R: Agricultural Geographies</td>
<td>R: (1) Text Ch. 11 pp. 324-343; (2) <a href="http://www.thematrix.com">http://www.thematrix.com</a> (See “Learn About the Issues”); (3) Google and browse results: “industrial farming”</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/17&amp;19</td>
<td>Agriculture (cont’d)</td>
<td>T: Text Ch. 11 p. 344 thru end; (2) <a href="http://www.missourihec.org/">http://www.missourihec.org/</a>  R: Text Ch. 12; Water Reading TBA</td>
<td>T: Research 5;  R: Research 6</td>
</tr>
<tr>
<td>13</td>
<td>4/24&amp;26</td>
<td>Geographies of Sustainability</td>
<td>T: UMOOnline: Kates et al. Reading</td>
<td>T: Activ. 3 Due;  Activ. 4: Sustainability in your Place and Region;  R: Activ. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: Sustainability cont’d</td>
<td>R: None</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>6/1&amp;3</td>
<td>Sustainability cont’d</td>
<td>T: None</td>
<td>T: Activ. 4 Due;  R: Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R: Review</td>
<td>R: None</td>
<td></td>
</tr>
</tbody>
</table>

*Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.*