

GEO 2420 – Intro to Human Geography

COURSE NUMBER: GEO 2420 SECTION: 4B47

CREDITS: 3

INSTRUCTOR: Aline Carrara

CLASS LOCATION: Room 220 Rinker Hall

LECTURES: M, T, W, R and F Period 3 (11am – 12:15pm)

OFFICE HOURS: Mondays, 9am to 12pm

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COURSE CONTENT

Human geographers are curious about the “who”, “what”, “where”, “why”, “when”, and “how” human and non-human worlds relate. They ask challenging questions aiming to understand the processes between society and space, humans and their interrelationships and their relationship to the environment at different scales.

This course introduces students to the field of human geography by exploring the spaces, patterns, and processes that contribute to local and global changes. The course will invite students into several subfields of study. The central concern of the course is the analysis of the relationship between society, place and space. It focuses on social, economic, political, cultural and human-environment processes and patterns and how they change over space and time.

Human Geography is a broad dynamic domain that reflects the developments and conditions in the contemporary world. It is a field of inquiry and an academic discipline with its own traditions, objectives and approaches to the changing world. It involves an examination of the setting in which people live their lives as part of a continual process of struggle and transformation. The course aims to engender a critical geographical perspective on the past, present and future development of the social world. This critical viewpoint is of crucial importance in the generation of a broad and informed understanding of the world.

REQUIRED READINGS

The course will use mainly three books, which will be given to the students (no need to buy!):

- Making Human Geography by Kevin R. Cox
- Approaches to Human Geography by Stuart Aitken and Gill Valentine
- The Dictionary of Human Geography by Derek Gregory, Ron Johnston, Geraldine Pratt, Michael Watts and Sarah Whatmore

BUILDING COMMUNITY

To succeed collectively we have to build community. This means sharing with each other and being prepared to reach out to, talk to, and help, people we do not know in order to create “connections in a crowd.” This is much harder with a large number of people but I also know it is essential to everyone’s success so I hope you will help me do it. Please bring your ideas to class and share them. Please check in on your neighbor. Please speak up when it matters.

COURSE FORMAT

Lecture: We will on a daily basis to discuss basic concepts and themes. To illustrate this material, I will describe historical case studies and explore current events. I will use different formats to do so, including lecture, visualization (through slides and other media), group activity, and art (movies, documentaries, graphic novels, music, animation, etc). Lecture material will be related to, but quite distinct from, materials presented in required readings.

Office hours: Please visit your T.A. and me if you are having problems with the course material right away. Many students come right before an assignment is due or the day before the exam which is a poor strategy for success. Because this class will build upon earlier concepts and information, if you fall behind, it will be difficult to "catch up."

Every Friday, students are required to post a brief comment (2-3 paragraphs) and 2 type-written discussion questions derived from that week's content. These comments should not be summaries of the contents, but instead should reflect your thoughts, criticisms, praise of the ideas discussed in class. These should be posted on the canvas discussion board.

In addition, each student will be responsible to lead discussions on a specific chosen topic. The discussion leaders must provide a typed overview of the main points discussed during the week, summarize the main arguments, and stimulate discussion. Discussions will be done via CANVAS.

One of the most important lessons of education and essential art of scholarship is that of "respectful critique," learning to appreciate the strengths and identify the weakness of other works.

COURSE REQUIREMENTS AND GRADE DISTRIBUTION: Total course grade: 100 points. Grades will be based on the following items:

STUDENT PROJECT: 50 points divided according to the following:

- **Fieldwork - 10 points**

Making and reading meaning in space: a personal map of campus: One of the signature ways of learning in geography is the fieldtrip. Given the short period of the Summer B course we cannot take big trip, but fieldtrips are such an important (and fun) part of geography learning that we have designed a mini-fieldtrip (around campus) to give everyone a taste of the experience. This assignment can be done in group or individually. Students are encouraged to walk around campus in order to generate geographic information. Asking good questions is key for,

- **Class Presentation - 10 points (Last week of class)**

Students will have 15 minutes to present their findings in class. Create effective slides and make good use of images will help you with time management. Working to present as a team involves supporting each other. Copy of presentations should be uploaded on CANVAS

- **Final Paper - 30 points (July 27th)**

Each student should present their findings by submitting a final paper in a clear, professional writing style. Papers may be subjected to peer-review, which requires demonstrating respectful inquiry approaches, giving and receiving effective feedback and supporting each other. Papers must be typed, double-spaced, 12-point (times new roman font), 1 inch margins top/bottom/right/left. Papers must contain student's name and UFID, word-count and title. The paper may include figures, tables, maps, pictures, references, etc. and must have a minimum of 1500 words. Final papers must be submitted via CANVAS.

WEEKLY ASSIGNMENTS: 50 points divided according to the following:

- **Weekly Comments and discussion questions – 10 points**

Every Friday each student must upload to Canvas Discussions, a summary and one typed discussion question on this week's readings. The summary (2-3 paragraphs) and question must reflect your thoughts, concerns, and/or views derived from the readings. These questions must be more than true-false/fact based questions, and should stimulate discussion.

- **Weekly discussion interaction - 10 points**

Each student is responsible to participate in leading on-line discussions on a rotating basis. Students leading discussions will be pre-selected by the professor together with students. The leadership will need to interact with other by posting comments, questions, images, links, videos, etc. inducing conversations and discussions. Every student must engage in the discussions.

- **Critical Thinking Process - 20 points (1 point for each entry)**

Every weekday, students must choose a content from any of the below sources (international scenario highly recommended) and write a brief summary (300 words) highlighting “who”, “what”, “where”, “why”, “when”, and “how”.

Sources:

- AEON Magazine: <https://aeon.co/>
- Yes! Magazine: <http://www.yesmagazine.org/>
- The Atlantic: <https://www.theatlantic.com/>
- Mother Jones: <https://www.motherjones.com/>
- Jacobin: <https://jacobinmag.com/>
- The New York Times: <https://www.nytimes.com>
- Washington Post: <https://www.washingtonpost.com/>
- Frontline: <https://www.pbs.org/wgbh/frontline/>

CLASS SCHEDULE

WEEK 1 – BEFORE HUMAN GEOGRAPHY

- Chapter 1 of Approaches to Human Geography

WEEK 2 – THE REVOLUTION: MATERIAL MATTERS

- Burton, Ian, 1963. The Quantitative Revolution and Theoretical Geography. Canadian Geographer
- Ullman, E. (1941). A theory of location for cities. American Journal of sociology
- Chapter 2, 4 and 5 of Approaches to Human Geography

WEEK 3 - WORLDS OF MEANING, THE ‘POSTS’ AND HUMANISTIC GEOGRAPHY

- Chapter 3 of Making Human geography
- J. Nicholas Entrikin 1976. Contemporary Humanism in Geography. Annals of the Association of American Geographers Vol. 66, No. 4 (Dec., 1976), pp. 615-632.
- Tuan, Yi Fu, 1976. Humanistic Geography. Annals of the Association of American Geographers 66(2): 266-76.

WEEK 4 –METHODS

- Chapter 8 of Making Human Geography
- Swyngedouw, E. 1997. Neither Global nor Local: “Glocalization” and the Politics of Scale. In Spaces of Globalization: Reasserting the Power of the Local, edited by Cox, K. R. New York: Guilford Press.
- Graham, S. (1998). "The end of geography or the explosion of place? Conceptualizing space, place and information technology." Progress in Human Geography 22 (2): 165-185.

WEEK 5 – MAKING SENSE OF HUMAN GEOGRAPHY: CONCEPTS AND CONTRIBUTIONS

- Chapter 9 of Making Human Geography
- Chapter 9, 10 and 12 of Approaches to Human Geography

GRADING SCALE (& GPA EQUIVALENT):

90-100: 4.0 86-89.9: 3.5 70-85.9: 3.0 60-69.9: 2.5 50-59.9: 2.0
40-49.9: 1.5 30-39.9: 1.0

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades> (Link to an external site)

<http://www.isis.ufl.edu/minusgrades.html> (Links to an external site.)

CLASSROOM POLICIES:

Attendance & makeup policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> (Links to an external site.)Links to an external site..

Grade Disputes: Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Classroom Civility and Respect: It is essential that all students respect the rights of their fellow classmates to learn. Therefore, I request that you:

Not carry on conversations outside the class discussion, not read the paper or other materials not directly related to class, not play music, and not talk on your cell phone during class.

Also, if you come to class late, please quickly find the nearest seat at the side of the room so that you do not disturb your classmates.

UF POLICIES:

Academic Honesty: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (Links to an external site.) Specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) (Links to an external site.) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/> (Links to an external site.)

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria.