

Time: Tuesday 7-8 (1:55 PM – 03:50 PM) in [LEI 0142](#) and Thursday 7 (1:55 – 2:45) [MAT 0003](#)

Instructor: Donal Bissainte

Office Hours: Mon 14:00 – 17:00 or by appt.

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Course Description

People shape physical environments by creating places, establishing economic and political systems, and developing cultures. They are in constant interaction with the environment they inhabit. The evolution of their interactions and their interconnectedness design our society.

The discipline of Human Geography analyzes the interconnection among people, places, and cultures. It provides an analytical lens to critically examine these changes and effects across the globe. The course is designed to make us think geographically about these changes using key concepts like place, space, scale and nature, while engaging with select topics such as human geography, population and health, migration, culture, community identity, political geography, agriculture, and urbanization. We will ask questions together about who, what, where, when, how, and why. Tuesday of each week will be lecture based and students are expected to complete the assignments readings before we meet for class. Thursday will be dedicated to discussion and activities that require participation. There will be no exams for this course. Instead, students are asked to work on a project. This course will utilize lecture format, class discussions, and videos for instructional purposes.

Course Goal

Teach students to think geographically and critically, to help students understand the role people play in shaping the world, to provide geographic context to the issues we discuss, and to explain how the processes of globalization continue to change and imprint the world.

Course Objectives

After completing this course students will:

- 1- Be able to appreciate the pace of change in the world.
- 2- Be able to articulate what Human Geography is and what its role is as a social science discipline.
- 3- Understand the causes and consequences of the deepening interconnections among places.
- 4- Think geographically about what they see, read, and hear about their world.
- 5- Learn to write a well conceptualized, analytical, and critical reflection or essay.
- 6- Gain appreciation for working and learning in groups.

Readings

The required text is Erin H. Fouberg and Alexander B. Murphy, 2020. *Human Geography: People, Place and Culture*, 12th Edition. Wiley. ISBN 9781119688730.

Other readings will also be drawn from a variety of sources and will be available on Canvas.

Assignments

The final course grade will be evaluated upon completion of the following tasks.

Weekly deliverables 210 points

Reaction Papers.

Short reports, no more than 2 pages (NOT copy paste from the readings), on the assigned readings will be required every Monday night at 23:59. These reports are designed to help focus students' reading and to prepare for class discussions.

Assignments should be uploaded to the course website.

The guiding questions for the readings are:

- **Key Concepts/Application:** *From your perspective, what are the most important concepts conveyed in the reading? How can you apply these key concepts to your own field or expertise?*
- **Analysis and Critique:** *What is your analysis or assessment of the relative strengths and weaknesses of the reading? What is the relative merit or worth of this reading?*
- **Questions:** *What questions occur to you based on the reading? What questions do you have that will generate discussion among your colleagues?*

Term Project: 150 points

- The project asks you to engage with a particular issue, which could include questions about discourse, patterns of behavior, events, beliefs or attitudes that shape interactions. The issue must be related to a topic discussed in class and must incorporate at least two key concepts which include space, place, scale, and nature.

- The project can be done in a group of two students or individually. The idea for the project, worth 10 points, needs to be submitted on canvas. Students are advised to start thinking about the project from the start of the semester.

- In preparation for the project, data needs to be determined to generate geographic information. Data may be primary in nature, such as from conducting an online survey; or secondary in nature, such as from the census or published literature. It can also be based on visual imagery like films, GIS or remote sensing. You may also use both primary and secondary data. A second part should include the introduction and the plan of the project. The plan should give an explanation about the data that will be used and the steps that will be followed to write the project. This part of the grade is worth 30 points. A first draft should be submitted for 50 points.

- The findings of the project need to be communicated through a presentation, which is worth 30 points. The presentation will be assessed on the basis of clarity, structure, creativity and keeping within the time limit. The presentation can be in the form of a PowerPoint, a Prezi, or through other creative mediums such as film.

- Finally, the findings of the project need to be submitted through an essay of 2000-2500 words in a format that includes an introduction, main body (methods, analysis & results) and a conclusion.; or alternatively through other creative mediums such as a photo-essay, a film or a comic book. In the case of the latter, there should be an accompanying text providing evidence of use of literature and concepts used to guide the project. To list references in the essay you can use any style, as long as it is consistent. The final submission, worth 70 points, will be assessed on the basis of clarity and structure, use of key concepts, engagement with class material, critical reflection and originality of project idea. The submission should be uploaded on Canvas. All written assignments will be evaluated using Turnitin.com originality-checking software.

Participation: 100 points

The participation portion of your grade for this class will be calculated on the basis of your attendance, and your participation in class on Wednesday and Friday's discussion and activities.

Evaluation of grades

Summary of Assignments	Total points	Percent of Grade
Weekly deliverables	210	42%
Term Project	190	38%
Participation	100	20%
Total	500	100%

Grading Scale

93.0 – 100%	90.0 – 92.9%	87.0 – 89.9%	83.0 – 86.9%	80.0 – 82.9%	77.0 – 79.9%	73.0 – 76.9%	70.0 – 72.9%	67.0 – 69.9%	63.0 – 66.9%	60.0 – 62.9%	<60%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Course Agenda

The following agenda provides an outline for the structure of the course throughout the fall semester. The instructor reserves the right to make modifications to this agenda including but not limited to adding/removing readings, changing topical focus, and changing assignment due dates.

Week	Day	Date	Topic	Read Textbook Pages Before Class	Assignments
1	T				
	R	Aug 24	Introduction to Human Geography	N/A	
2	T	Aug 29	Introduction to Human Geography	1-30	Reaction paper 1
			Population and Health	31-48	
	R	Aug 31	Population and Health	48-60	Reaction paper 2
3	T	Sept 5	Migration	62- 96	Reaction Paper 3
	R	Sept 7	Discussion		Project idea
4	T	Sept 12	Local Culture, Popular Culture, and Cultural Landscapes	97-126	Reaction paper 4
	R	Sept 14	Discussion		
5	T	Sept 19	Identity: Race, Ethnicity, Gender, and Sexuality	97-154	Reaction paper 5
	R	Sept 21	Discussion		Project introduction and plan

6	T	Sept 26	Language	156-185	Reaction paper 6
	R	Sept 28	Discussion		
7	T	Oct 3	Religion	186-224	Reaction paper 7
	R	Oct 5	Discussion		
8	T	Oct 10	Political Geography	225-260	Reaction paper 8
	R	Oct 12			
9	T	Oct 17	Urban Geography	261-300	Reaction paper 9
	R	Oct 19			
10	T	Oct 24	Development	301-326	Reaction paper 10
	R	Oct 26	Discussion		
11	T	Oct 31	Agriculture	327-370	Reaction paper 11
	R	Nov 2	Discussion		Project draft
12	T	Nov 7	Industry and Services	371-402	Reaction paper 12
	R	Nov 9	Discussion		
13	T	Nov 14	The Humanized Environment	403-433	Reaction paper 13
	R	Nov 16	Discussion		
14	T	Nov 21	Globalization and the Geography of Networks	434-447	Reaction paper 14
	R	Nov 23	Holiday		
15	T	Nov 28			
	R	Nov 30			

CLASSROOM POLICIES/PROCEDURES

Class Delivery

This course is designed for in-person delivery, not online or hybrid. During class time, we will have many interactions, so you are encouraged to attend regularly in person. In cases where students are unable to attend class because of medical reasons (see below), I will make appropriate accommodations for both class time and assignments.

Excused Absences / Medical Issues

Class attendance is essential. I anticipate that we will have medical challenges, primarily COVID, during this semester, and I will work with students to accommodate these situations. To receive an excused absence and/or request accommodation for class sessions, please provide a medical excuse in advance if possible (this would include a doctor's note, a positive test result, and so on). Excused absences will include sick days (documented by a medical practitioner), religious holidays, death of an immediate family member, conferences, or authorized UF travel. You will be required to complete all missing assignments within 1 week of your return to class unless alternative arrangements are made with the instructor.

The UF Religious Holidays Policy is available at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>.

Class Cancellation

If the university is closed due to inclement weather or for some other unforeseen circumstance, then that class meeting's itinerary is moved to the next scheduled class session. However, it is your responsibility to

keep up to date with any changes that might occur with adjustments to the class schedule and with respect to due dates.

The instructor reserves the right to alter or modify the content covered and the schedule for due dates at any time during the semester if advantageous for learning.

Students will be given advance notice as deemed appropriate by the instructor.

Cell Phone and Laptops

Your phone should be silent or off during class and should be put away during class time. Laptops should be used for class purposes only. Texting, chatting, and surfing are distracting to your classmates and the instructor. Students who are unable to follow these rules will be publicly shamed and possibly exiled. As a guiding principle, I will treat you with respect and will expect the same from you.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

ACADEMIC HONESTY POLICY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

This policy will be vigorously upheld at all times in this course and all written submissions will be processed through Turnitin.

Important Note About Citations and References

Using others' words, ideas, images, graphics, illustrations, maps, diagrams or other intellectual property requires proper citations and documentation. One's own words describing information gathered from elsewhere (in addition to direct quotations) requires proper citation and documentation to avoid plagiarism. You are responsible for knowing the rules of referencing sources for your writing.

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
- Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.
- Student Complaints: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodation for students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of the Students' Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Please do not hesitate to contact me if you have questions or concerns in this regard. Also, please make these arrangements early so we can make the proper accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc