



# Introductory Geography

*Geography - Physical Setting - Human Activities*

*Discover... Explore... Live Geography!*

**Course: Geography 100; Semester: Fall 2013; Day & Time: MWF 2:00-2:50pm; Location: SCHU 303**

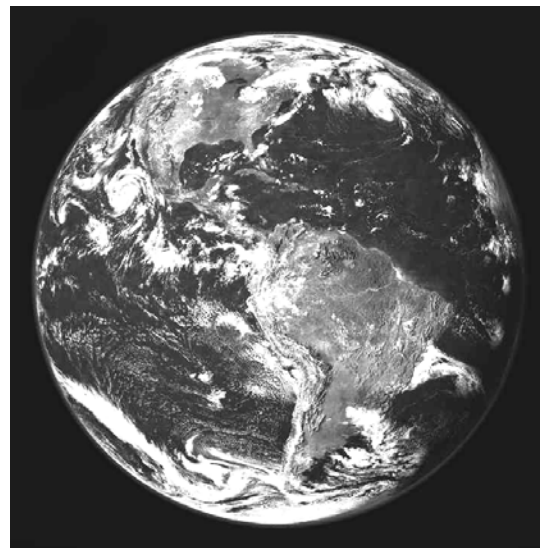
**Instructor:** Dr. Tracy H. Allen, Department of Geography Chair and Associate Professor of Geography and the Environmental Sciences Program  
**Office:** 317B Milne Library, Department of Geography  
**Office Hours:** M 3:00-4:00pm & T 11:00-12:00am or by appointment, or if my door is open, come in. If you need to see me I will be available. Office hours are for you!  
**Phone:** Office - 436-3152; Department of Geography: 436-3459  
**E-mail:** [allenth@oneonta.edu](mailto:allenth@oneonta.edu)  
**Course Website:** <http://employees.oneonta.edu/allenth/>

**Course Description:**

This course is an introduction to the fascinating field of geography. Today we live in an age of information and rapid globalization. With the click of a button, we are wired to the world. Assuming that the world in which we live is, in fact, a “global village”, perhaps it is time to step out and meet the neighbors. Geography is discovery.

Geography is much more than knowing that the capital of Mongolia is Ulan Bator - indeed I would have long grown bored with the discipline. By thinking beyond place-names and stepping past the people and places within your daily routine, you will come to understand and appreciate the world’s geography. Our “village” is brimming with both physical and cultural diversity. Geography matters.

Geography, like many disciplines, consists of a number of sub-disciplines or themes. Urban geography, environmental geography, and the geography of religions and languages exemplify such geographic themes. Traditionally introductory geography systematically addresses each theme. In an effort to put students in touch with world events and perpetuate learning through examples, this course deviates somewhat from tradition and adopts a world regional approach. Yes - traditions do become traditional for a reason. They are often “tried and true”. Thus, within the world regional context, major geographical sub-fields will be



*Earth from Above*

introduced. For example, a discussion of the European world region would incorporate a theme pertaining to a particular geographic sub-field. Thereby, the topic “environmental” geography of Europe would unfold.

The world will be spatially discussed, based upon numerous regions broadly defined by culture and physiography. This will allow you to conceptualize and delineate the complexities of human activities and physical features within the descriptive context of regions. Landforms, weather and climate, vegetation, resources and the environment, population, migration, and culture are thus considered on a continental, rather than a country by country, basis. This approach will allow “the big picture” to emerge without fragmenting distinctive units. After laying the foundation for each region, topics related to a geographic theme will follow. Specific national and local examples will be used to emphasize patterns. Where possible, I will use case studies in order to aid learning, relying on examples, rather than theoretical explanations. This synthesized approach, based upon physiography and culture and linking regions to themes, will provide a consistent way of understanding the bewildering diversity of the world, while emphasizing the inevitable connectivity of the natural and human environments.

***Student Learning Outcomes for Introductory Geography:***

1. Students will understand the geographic perspective.
2. Students will use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
3. Students will be familiar with the fundamental spatial organization of people, places, and environments on Earth’s surface.
4. Students will understand how different types of regions are used to interpret both the physical and human characteristics of places.
5. Students will learn how regions are used to interpret Earth’s complexity.
6. Students will understand major physical processes that shape the patterns of Earth’s surface & atmosphere.
7. Students will be able to distinguish the characteristics and spatial distribution of climates on Earth’s surface.
8. Students will learn the characteristics, distribution, and migration of human populations and the basic processes, patterns, and functions of human settlement.
9. Students will be able to think critically about the characteristics, distribution, and complexity of Earth’s cultural mosaics.
10. Students will be familiar with how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
11. Students will understand how human actions modify the physical environment and apply the knowledge to specific case studies.
12. Students will understand the changes that occur in the meaning, use, distribution, and importance of resources.

***Text and Other Required Readings:***

Rowntree, L., Lewis, M., Price, M., and Wyckoff, W. 2012. *Diversity Amid Globalization – World Regions, Environment, Development, Fifth Edition*. Upper Saddle River, New Jersey:Pearson Prentice Hall. Other readings and assignments will be posted to my internet site when additional clarification is needed.

***General Education SUNY Learning Outcome Statement:***

Attribute: S2 Social Science - Students will demonstrate understanding of the methods social scientists use to explore social phenomena; including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models and issues of at least one discipline in the social sciences.

**Class Format:** A lecture-discussion class with recitation exercises. Lectures are presented in Power Point. Multiple pictures and graphics are an integral part of every lecture. Because much of the class is grounded in personal travel experiences to these regions and is highly visual relying upon pictures of places to convey ideas, attendance is crucial. Where possible, I use case studies in order to aid learning, by means of examples, rather than theoretical explanations.

**Emergency Evacuation/Shelter-in-Place Procedures:**

In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble at the IRC Lobby so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

**Grading Criteria:**

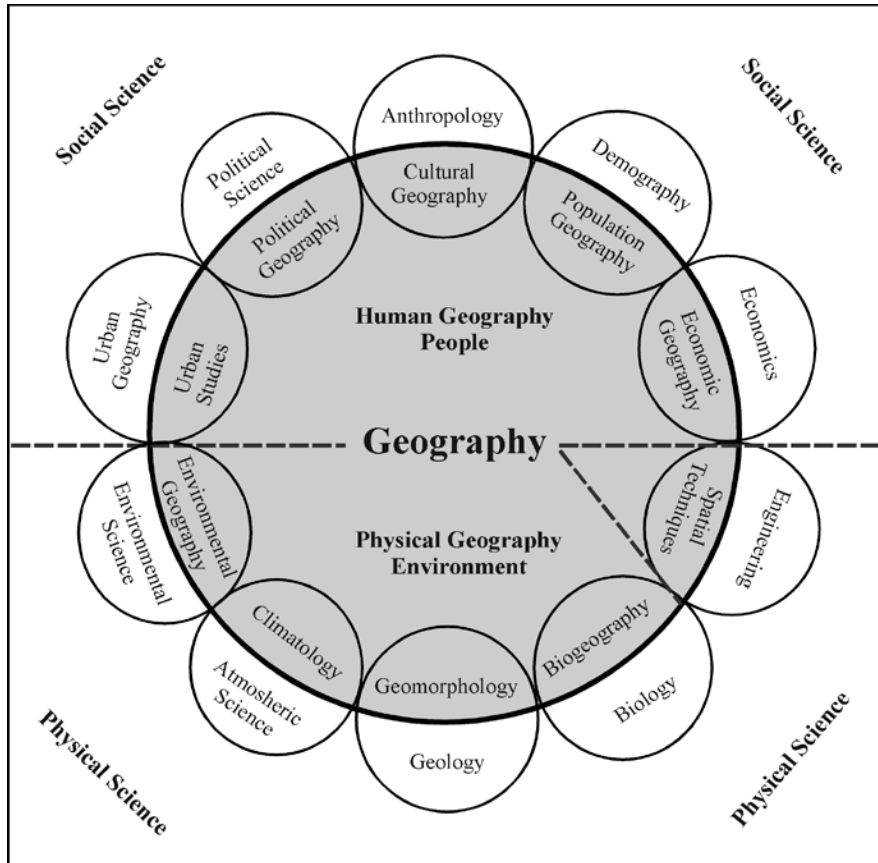
Work Completed	Possible Points	Grading Scale
Virtual Vacation Paper	20	
Place-name Quiz	10	200 - 185 points = A
Recitation and Mapping Exercises (hands-on work & intensive writing/discussion)	30	184 - 180 points = A- 179 - 175 points = B+ 174 - 165 points = B
First Exam	40	164 - 160 points = B- 159 - 155 points = C+
Second Exam	45	154 - 145 points = C 144 - 140 points = C-
Third Exam	55	139 - 135 points = D+ 134 - 125 points = D 124 - 120 points = D-
200 Total Possible Points		119 - 0 points = F
Extra Credit: Geographic Article Reviews	Maximum 6 points	

**Policies:**

**Exams:** If you miss an exam, I will not allow you to make up the work unless you have written proof that adequately validates your absence. Only under "dire" circumstances (as to what "dire" constitutes, this will be decided by the instructor on an individual basis) will exams be accepted after the assigned date. **If you do not call, leave a voice mail, or e-mail me prior to missing an exam, I will not allow you, under any circumstance, to make up the work.** Call ahead and be responsible.

**Lab Exercises:** All assignments must be completed. If you hand in an assignment late and after the said assignment has already been graded and passed back to the class, I will not accept it. If you miss a lab/recitation that requires an in-class group discussion, the best grade that you can receive on the assignment is 80%. Make arrangements with me early if you anticipate missing an important class activity. All assignments that need to be picked up late will require you to come to my office. I will not bring extra copies to class the following class period. Generally, extra copies can be found in a box attached to my office door.

**Academic Dishonesty Policy:** Always uphold a high standard of academic integrity and honesty. Academic dishonesty is defined by SUNY College at Oneonta "as any act by a student that misrepresents or attempts to misrepresent to an instructor or any College official, the proficiency or achievement of that student or another student in any academic exercise for the purpose of influencing a grade on a piece of assigned work,



*Geography Integrates Many Fields of Study*

on an examination or quiz or in a Course as a whole, or that is intended to alter any record of a student's academic performance by unauthorized means." According to College policy, "a student deemed guilty of an act of academic dishonesty may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, or dismissal from the College. In all cases of intentional plagiarism or cheating on an exam or exercise, I will permanently dismiss you from the course and assign a failing grade.

*Return Policy:* Because I expect you to take exams quizzes and assignments on time, I hold myself to the same standards. I will always return your work promptly.

*Classroom Policy:* I expect general rules of etiquette and respectful behavior to be followed. Be respectful to me and your fellow students. If you plan to talk during lecture, mumble so that no one can hear you. If I can hear your conversation, I will stop class and ask you to speak such that the entire class can hear - after all, the conversation "must be" important. No eating meals in the classroom (it makes me hungry). Never put your notebook and texts away before you are dismissed. I always end class on time.

*E-mail Policy:* I receive many e-mails from students. Occasionally I will miss your email. Don't be offended. If you have an issue that you need to discuss, make the effort to meet with me in person either before or after class, during office hours, or anytime that the door to my office is open. I will only discuss grades in person, NOT via e-mail or phone. This is college policy. The college will notify you with your final grade.

*Cell Phone Policy:* You may carry your phone or musical device into class; however; you may not use it. Keep it out of sight at all times. Do not talk, text, Tweet, FaceTime, play games, check email, surf the net, take pictures, play music, electrify your professor, or otherwise use your phone in any manner while in class. In the event that you should receive a text or call in class, be certain that the device is silenced. No texting under any circumstances. Texting is extremely rude and disruptive. If you use your phone in class in any way, I will give the offending student one warning. Second time offenders will be removed from the course for one day. Third time offenders will be permanently dismissed from the course and assigned a failing grade.

*Headphone and Laptop Computer Policy:* Do not wear headphones in my class. Put them away. Use your laptop only to take notes. Do not use the laptop to play games, travel the internet, and/or to digitally record the instructor. If you violate this policy, I will ask you to leave the room and never bring the laptop to class again.

*Attendance, Participation and Tardiness Policy:* Regular attendance is expected and necessary. My lectures come from a variety of sources. If you do not come to class, it will be impossible to do well on the exams. Do not catch up on your sleep in my class. I work hard to bring you the best lecture possible. Sleeping during lecture is extremely rude and results in deducted participation points. You should keep up with the lectures and the reading, as the materials will be strongly cumulative. To make this a better class, your individual insight, feedback, and participation are necessary. Throughout the term, I reward students who come to class with bonus points or hints on potential exam questions. Please let me know if you are having any problems with the material. Always arrive on time or let me know if you plan to make class late. Late arrivals disrupt class. Being tardy multiple times will result in expulsion from the class. Do not leave class in mid-lecture unless you clear it with me. It is very bad-mannered and disruptive to walk out of class.

***Virtual Vacation Detailed Outline Activity:***

Plan an exotic vacation with a geographical twist. Use the Internet to help you plan a geo-tour of a specific region or country. There is a wealth of information about geography on the Internet. Surf the web and learn. Your travel plans must be realistic, as you are on a student's budget (unfortunately, you just sold your Geography textbooks for extra cash). Upon arriving in your country or region of choice, your trip must begin and end at the same location, and the total distance you may travel is a maximum of 1,500 miles. This means that you may travel 1,500 miles round trip once you have arrived at your first destination (the distance between home and the initial destination site does not count toward the total mileage). You will plan to visit at least **five** separate sites of interest. Each site must reflect a geographic theme. For example, the first site you visit is of interest because of its unparalleled physical geography represented as glaciated mountains; and, perhaps, the second site you visit has a distinct ethnic group. Natural resources, environmental concerns, geomorphology, cultural landscape, architecture, religion, agriculture, settlement, and so on are all potential geographical themes. Each theme presents a unique sense of place. Ideally discuss one theme for each site visited, but it is permissible to repeat just one theme twice. **Do not discuss a site in the context of multiple themes.** Focus. Discover the site's unique geographic quality. See the class web-site for more information. Be professional and creative.

***Recitation/Labs:***

There are three class periods where you will participate in a lab/recitation exercise. Unfortunately, the large size of the class and the limitation of the room itself will hinder classroom-wide group presentations and debates covering issues discussed in lectures. The labs are designed to put you in touch or give you a hands-on application of materials covered and allow for small group discussions. I believe the best way to learn is by doing. The labs will allow you to more deeply explore lecture topics. Recitation/labs will be in the format of short discussion, essay, true/false, short answer, and map work. The map work should help you to think spatially, while instilling in you the importance of maps as a good, clear conveyer of regional data. **If you do not attend the lab you will not receive a grade greater than 80%.** Once the lab exercise is assigned, you have **one week** to complete the work.

***Place-name Quiz:***

There will be one in-class quiz on the countries of a major world region. The quiz could be on Asia, Africa, Europe, or Latin America. I will let you know the region I have chosen one week in advance of the quiz. You will be expected to identify selected countries of a major world region on a base-map. **There will be no late or make-up quizzes given.** Memorization exercises are not an ideal method of learning, as the information is quickly forgotten. However, it is important for you to be able to construct a mental map of

areas on which I am lecturing. These world regions may not be as familiar to you as you think. Try to list 10 countries in Africa.

**Exams:**

There are three exams in this course. Exams will cover information discussed in class, labs, homework, and text material. If you do not come to class, you will not do well on the exams. Most of the exams' content will be taken from your class notes. Each exam will be incrementally more difficult. Do not miss an exam.

**Homework:**

I do assign homework in this class. Most of the homework is not graded; however, you are still responsible for completing the exercises. The main reason that I assign homework is because it serves as an ideal review for exams. The homework requires you to go through the text and lecture notes to find answers. If you do the homework you are rewarded on the exam. Multiple questions are taken directly from homework exercises and added to exams.



*GEOGRAPHY IS ABOUT PLACE,  
WHERE THE PHYSICAL  
ENVIRONMENT  
IS THE BACKDROP  
UPON WHICH HUMAN  
ACTIVITIES ORGANIZE*

**Extra Credit -- Geography  
Article Critique/Review:**

Find two journal, magazine, or newspaper articles about the geography of any country and write a review of those articles. Write two article reviews for full credit. Include the source at the top of your review. Use a standard reference format. Look in the syllabus to see how I referenced your textbook if you are uncertain of the format.

The review should consist of a

short summary of the central theme and a critique (strengths and weaknesses of the work). Each article review must be a minimum of one page in length, typed, and double spaced. The articles on which you report cannot be older than **six months**.

Two well-written reviews may receive the maximum of 6 points added to the final grade for the course; for example, a final grade consisting of 174 points may become 180, which would equate to an "A-" grade in the class. If you choose to review a newspaper article or sensational newsstand article (i.e., Time or Newsweek), the maximum score you may receive is 2.5 points per review. I encourage you to use a primary source (a journal) and maximize your potential to receive the full 6 points. If you write an exceptional critique, I will award you an additional 1 point above the maximum score of 6 points. It pays to do good work. Failure to follow these instructions will result in no points awarded.

**Course Outline and Schedule:**

Note: This course covers an enormous amount of information in a limited span of time. By the time you begin to feel comfortable with a region, it will be time to move on. A regional approach to geography on a global scale will require a broad development and understanding of the most important and intriguing issues.

Week	Topic	Text Readings
<b>Part I: Defining Geography</b>		
Week 1 8/28	Introduction: First day of class. Course syllabus and requirements. An introduction to Geography case study – Tibet Landscape of Tradition and Change (The Tibetan landscape and the fragile relationship shared between culture and environment. Tibetans view the environment as an interrelated balance upon which humans and nature coexist.). What is geography? Foundations of Geography. Interpreting regions. What is regional geography? World Regions. <b>Geographic Theme:</b> Regional geography. <b>Terms and Concepts:</b> Globalization; regions (formal, functional, and perceptual); the regional framework; identifying regions; Where is the Midwest?	Chapter: 1 Online Article: Allen – “Tibet Landscape of Tradition and Change”
Week 2 9/2	The great schism: LDCs and MDCs. Class discussion: What are the major characteristics used to define LDCs? Class wide discussion on the pros and cons of globalizations. <b>Geographic Theme:</b> Geography of development. Bring text & exercise book. <b>Terms and Concepts:</b> Primate cities; subsistence agriculture; GNP; population pyramid; drinking water in LDCs; geography of poverty; colonialism; implications when populations are under the age of 15; Per Capita Gross National Product.	Online Article: “The Geography of Poverty & Wealth”
Week 3 9/9	Two Geographies - Physical & Human. Understanding physical geography. The natural setting: Patterns of the physical environment. <b>Geographic Theme:</b> Physical geography (climatology and geomorphology). <b>Terms and Concepts:</b> Seasons; hydrosphere; lithosphere; biosphere; atmosphere; ecosystem; environmental determinism; sustainability, climate; why do we have seasons?	Chapter: 2
Week 4 9/16	<b>Geographic Theme:</b> Human Geography. Class discussion on the demographic transition. <b>Terms and Concepts:</b> Define Human Geography; Themes in Human Geography: diffusion (relocation, hierarchical, contagious); demography, cultural landscape. Environmental geography - humans live on and change the Earth.	Online Article “The Four Traditions of Geography”
<b>Part II: Exploring Selected World Regions and Geographic Themes</b>		
Week 5 9/23	Finish Human Geography Europe: World languages. Define the region. European landscape. Settlement patterns. Case Study - Lingua Franca, secession, and the power of language. <b>Terms and Concepts:</b> Language, dialect, geolinguistics, Indo-European (origin of & spread) <b><u>First EXAM on Friday, 9-27-13!!!!</u></b>	Chapter: 8
Week 6 9/30	Europe Continued. Finish the geography of language. Origin and diffusion of English. <b>Geographic Theme:</b> Geography of language. <b>Terms &amp; Concepts:</b> European Union, Balkanization, Supranationalism & EU, Statute of Pleading, Uralic language family. Case Study: European Migration (push and pull factors).	Chapter: 3
Week 7 10/7	North America. Introduction to the region. Slides: “The Geography of New York City”. <b>Geographic Theme:</b> Urban Geography. Discussion: America - the melting pot? <b>Terms &amp; concepts:</b> Theories on city morphology; Hinterland; Fall-line; early settlement.	Chapter: 3
Week 8 10/14	North America. Focus on Megalopolis. Why is New York City the largest city in the US? Case study: The invention of America’s suburbia. <b>Terms &amp; concepts:</b> Site and Situation characteristics; techno-poles, suburbia; edge city. Begin Latin America. What is Latin America? Language, religion, food origins.	Chapter: 4

	Case Study: The origin and diffusion of food - with a focus on Latin American food. No class on Wednesday or Friday. The College is closed. Enjoy the extended weekend.	
Week 9 10/21	Latin America. Defining the region. Latin America at a glance (Mexico, Guatemala, Belize, Nicaragua, Costa Rica, Panama, Ecuador, Brazil, Argentina, Peru, Bolivia...). What is a civilization? Physical regions. Early settlement & cultural hearths. Patterns of Ethnicity <b>Geographic Theme:</b> Integration of Settlement and Environmental Geography – <b>Themes and Concepts:</b> Cultural hearth; civilization; acculturation; assimilation; transculturation environmental destruction, deforestation.	Chapter: 4
Week 10 10/28	Latin America continued. Case Study: Environmental Degradation & the Collapse of the Mayan Empire.  <b><u>Second EXAM on Friday, 11-1-13!!!!</u></b>	Chapter: 7
Week 11 11/4	North Africa/Southwest Asia. North Africa/Southwest Asia. Defining the region (Arabic, religion, resources, nomadic...) Origin & diffusion of NA and SWA religions. <b>Geographic Theme:</b> Climatology (learn basic climatic classification). Case Study: Nomads <b>Terms and concepts:</b> Hydraulic civilization, Zionism, Edict of Milne, Palestine, Koran, Sunni/Shiite. Forces that unite or disrupt a nation-state - centripetal and centrifugal (oil). Case Studies: Kurdistan or not? Cyprus and the Green Line. The Darfur dilemma.  <b><u>Place-name quiz on Friday, 11-8-13</u></b>	Chapter: 7
Week 12 11/11	<b>Geographic Theme:</b> Geography of religion. Complete North Africa/SW Asia. South Asia (with a focus on India). Defining the region (Hinduism and Islam). Nepal and Northern India –“Into the High Himalayas”. Origins of the India and Pakistan conflict. <b>Geographic Theme:</b> Climatology continued (understanding a monsoon climate).	Chapter 12
Week 13 11/18	South Asia continued. Boundaries & geo-political strife in South Asia. Boundary classification: antecedent (Sri Lanka); subsequent, relict superimposed (Afghanistan) <b>Geographic Theme:</b> Political Geography. <b>Terms and concepts:</b> Monsoons; Geopolitical evolution of South Asia; colonialism; Geopolitical disputes over land and resources - Kashmir, Sri Lanka, Afghanistan. East Asia: Define the region. China: Slides: “Across China by Bus” and a few slides on Japan and Korea.	Chapter: 11
Week 14 11/25	No classes for an entire week!!!! Thanksgiving break. Go explore! Have fun.	Break
Week 15 12/2	East Asia: The Chinese realm. Class discussion on overpopulation. <b>Geographic Theme:</b> Population Geography <b>Terms and concepts:</b> Overpopulation? Malthusian; arid and humid China. Case studies. SEZ; deforestation; communist transformation; feeding the millions; regions of China.	Chapter: 11
Week 16 12/9	Geopolitical tensions; discussions of selected SE Asian counties; Indonesia: paradise and turmoil; remaking Cambodia after the Khmer Rouge; Vietnam: embracing change preserving the past. <b>Geographic Theme:</b> Political and economic geography in South East Asia. <b>Terms and Concepts:</b> Geopolitical strife; shatterbelt; bufferstate; country shapes; colonialism; South East Asia: political turmoil: Myanmar, Philippines, Indonesia; Cambodia <b>Extra credit is due on Wednesday, 12-11-13</b> <b>The Virtual Vacation project is due on Friday, 12-13-13 – the last day of class.</b>	Chapter: 13
Week 17 EXAM	<b>EXAM THREE!!! -- Date:</b> Friday, 12-20-13 <b>Time:</b> 11:00-1:30pm <b>Room:</b> SCHU 303	Study for exam