



2021

Diversity, Globalization, and Sustainability: Introduction to Human Geography

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Applegate, Toby, "Diversity, Globalization, and Sustainability: Introduction to Human Geography" (2021). *Sustainability Education Resources*. 39.

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Geography 102

Diversity, Globalization, and Sustainability: Introduction to Human Geography MWF – Fully Remote

Diversity, Globalization, and Sustainability is a wide-ranging introduction to the ways people shape the world they live in. We will study the themes and concepts of human geography through the current issues and large questions that guide them. Lectures and reading will focus on the geographic aspects of cultural diversity, population issues, states vs. nations, the global economy, development, urbanization and the human transformation of the earth. We will cover major subdivisions of human geography including cultural geography, population geography, economic geography, social geography, political geography and environmental geography.

Toby Martin Applegate, PhD

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Phone: 545-1535

Office Hours: Zoom Drop-in Tuesdays 12-1PM or by Zoom appointment.

Teaching Assistants

Morgan Carney, Jessica Schottanes, and Julia Galecki

General Education: SB (Social and Behavioral) & G (Global Diversity)

This course is an introduction to a social science discipline: Human Geography. As a global diversity course, Geography 102 emphasizes global patterns and variations in a wide range of human phenomena, from religion to migration, cultural identity to economic development, and the many issues associated with this diversity. Note: in order to earn gen-ed credit for a course, you MUST take it for a grade – pass/fail courses are not counted toward gen-ed.

Textbooks

Rubenstein, J. Contemporary Human Geography, 4th Ed. New York: Pearson.

Older editions are not acceptable as geography textbooks are updated frequently with new social and economic data.

Course Learning Objectives

Social and Behavioral Sciences (SB)

This course focuses on the fundamental questions, ideas, and methods used by geographers to answer questions about the world. Students will learn how geography developed as discipline historically and how it works in the contemporary world as a field of study.

As a human geography course, it provides students with knowledge of the complex nature of individual, social, institutional behaviors at various different scales. This knowledge will help students develop insight in the nature of human geographies and the way people change the landscape socially, culturally, and politically. It will teach students to think critically in the ways that human geographers do to achieve deeper understandings of world around them.

Students will use knowledge and techniques learned in class to communicate information about places effectively applying the critical analyses that geography offers. Through this process, students will be able to see their own relationships to diverse places on the planet and to appreciate these geographical connections throughout the rest of their studies.

Global Diversity (G)

Globalization, Diversity, and Sustainability focuses its content on a continuing, reflexive analysis of the experiences of women, children, and the poor from a global perspective. It exposes students to non-US realities in the world and forefronts those realities as the product of large-scale processes that have direct impact on the places in which people live. Each place is different in social, cultural, and political ways. Understanding that this difference is produced both in that place, but also by powerful processes outside of that place is a key element to success in this course.

Students are encouraged through lectures, media presentations, and readings to see different and multiple perspectives on any given theme in the course. They are presented with material that shows that cultures and societies have different norms and how those norms arise, in part, because of the difference among places. Through examining these differences, a broader perspective of how people live in other places and how those lives both influence and are influenced by global social, cultural, and economic forces.

Students demonstrate ability to ask larger questions about society through discussion sections in this course. They engage these topics in more in-depth analysis through exercises, workshops, and writing. They share their perspectives on course subject matter and participate in peer review allows diverse viewpoints to be engaged with the assistance of graduate students who moderate these discussions.

Course Topics

Cultural Geography

Cultural Diversity: Language, Religion and Identity
Landscapes

Social Geography

Urbanization
Poverty, crime and disease
Gender

Population Geography

Population growth and distribution
Migration and refugees

Political Geography

Empires and Colonialism
States and Nations

Economic Geography

Subsistence Systems
Global Economy and Development

Human Transformation of the Earth

Global warming
Acid Rain
Tropical deforestation
Desertification, soil erosion
Loss of biodiversity

Geography 102: Requirements/Grading

Grading is a simple formula where X is the total number of points earned in class divided by the number of possible points in the class (Y). Ergo, $X/Y = G$. (Example: $839/1000 = 83.9\%$ or a B). There could be more than 1000 points or less, it depends on the length of quizzes and the number of times the discussions meet. There is no set total of points. Sometimes it is 1000 points, but it can be less depending on numerous factors.

Category	# of times	Points each	Total possible
Discussion grades	10	30	300
Reading Quizzes	14	30	420
Lecture Quizzes	14	20	280
Country Project and Short Writing Assignment	2	100	200
Interactive Videos and Quizzes	20	5	100
Total:	-	-	1300

Assignment Details

Reading quizzes: A quiz on the reading will be on Moodle. It will cover material in the textbook reading.

Discussions: Discussions will be graded by your TA for attendance and participation. A separate discussion syllabus will be available before the first discussion.

Class project: You will prepare for presentation in your discussion a PowerPoint on a subject you have researched. A subsequent handout will detail this assignment.

Short Writing Assignment: You will write a 350-600 word short reaction to a video or reading. A subsequent handout will detail this assignment.

Lecture quizzes: Quizzes on material presented in lecture will occur each week.

Interactive Videos and Quizzes: Each week, interactive videos and quizzes will be offered.

Exams: There are no exams.

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	66-69
D	60-65
F	Below 60

Schedule/Calendar

- Week 1: This is Geography (Aug 24 -28)
- Week 2: Population and Health (Aug 31 – Sep 4)
- Week 3: Migration (Sep 7 – 11)
- Week 4: Folk and Popular Culture (Sep 14 – 18)
- Week 5: Languages (Sep 21 – 25)
- Week 6: Religions (Sep 28 – 2)
- Week 7: Ethnicities (Oct 5 – 9)
- Week 8: Political Geography(Oct 12 – 16)
- Week 9: Food and Agriculture (Oct 19 – 23)
- Week 10: Development (Oct 26 – 30)
- Week 11: Industry and Services (Nov 2 – 6)
- Week 12: Urban Patterns (Nov 9 – 13)
- Week 13: Resource Issues (Nov 16 – 20)

Information about TAs

Teaching Assistants:

- Morgan Carney (jmcarney@umass.edu)
- Julia Galecki (jgalecki@umass.edu)
- Padraig Donworth (pdonworth@umass.edu)

TA section assignments:

Geography 102			
Section	Day	Time	TA Assigned
AA	Monday	12:20 - 1:10	James Morgan Carney
AB	Monday	1:25 - 2:15	James Morgan Carney
AC	Tuesday	1:00 - 1:50	Padraig Donworth
AD	Tuesday	1:00 - 1:50	Padraig Donworth
AE	Thursday	4:00 - 4:50	Padraig Donworth
AF	Wednesday	1:25 - 2:15	James Morgan Carney
AG	Thursday	1:00 - 1:50	Julia Galecki
AJ	Thursday	4:00 - 4:50	Julia Galecki

Our teaching assistants are graduate students in the field of geography who are at UMASS to carry out graduate research. This semester, they are also working to help you learn more about human geography. Their duties include facilitating activities in discussion sections, helping students with coursework, and grading assignments.

Course etiquette

Everyone participating in this class – faculty, TAs, and students alike – is expected to interact with other members of the class in a respectful and civil way at all times.

Please show respect and courtesy for instructors and fellow students by not engaging in distracting, disruptive, or inattentive behavior. Please do not: arrive late; use your phone; engage in conversation; sleep; engage in unprofessional, harmful, or exclusionary speech or language; prepare to leave the lecture hall 10 minutes before lecture ends; etc. This list is not exhaustive.

Honor code:

I expect everyone to agree not to cheat or plagiarize, and to do your own work with regard to all homework, exams, quizzes, map quizzes, and writing assignments. Please be familiar with the university academic honesty policy (see below).

UMass Academic Honesty Policy

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. The procedures outlined (see http://www.umass.edu/dean_students/codeofconduct/acadhonesty/#policy) are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred and by which students may appeal such actions.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

UMass Accommodation Policy

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. If you have a service animal, please see me within the first two weeks so that appropriate seating arrangements can be made.

Note:

All material presented in class is governed by copyright including any and all lecture materials. You may record the lectures and take notes. You may share them with your classmates. You may not put them online on a study notes site of any kind with or without remuneration to you. This is university policy.

NOTE: I reserve the right to change this syllabus at any time for course purposes.