

# Fundamentals of Regional Geography

HPTR 1000-001, 3 credit hours

Fall Semester 2017

Class Meetings: Mondays, 4:00 – 6:00 p.m., Hogwarts Tower 5038

**Instructor:** Professor Pomona Sprout (Dr. Sprout, *She* | *Her* | *Hers*)

**Office:** Hogwarts Tower 3001

**Office Phone:** (555) 867-5000

**Email:** [psprout@hogwarts.edu](mailto:psprout@hogwarts.edu)

*NOTE:* I prefer students contact me via email as I am not always near my office phone. I will respond to messages within 24 hours, excluding weekends, holidays, and breaks.

**Office Hours:** Tuesdays, 1:00 p.m. – 3:00 p.m. or by appointment.

*Online Office Hours:* Wednesdays, 6:30 p.m. – 8:00 p.m. or by appointment

<http://hogwarts.zoom.us/j/hpgeog>

## Department of Geography and Herbology

**Main Office:** Hogwarts Tower 0001

**Department Phone:** (555) 867-5309

## Course Information

### *Description*

This course is an introductory course designed to acquaint students with the basic concepts of geography and to examine the interrelationships between people and their environments.

### *Rationale*

Geographic concepts and the spatial point of view provide a unique way of looking at societies, cultures, economics, and politics, their relationship with the physical environment, and their diversity within and among regions. Within each region, we will study a combination of physical and human geography as well as particular problems plaguing the region.

The content of this course and the geographic perspective in general are valuable to students in their university careers and in their professional and personal lives. The course should be especially valuable for students with any interest in international studies and in professions or jobs that will lead them to travel, or to engage with people/firms/agencies/etc., from other countries. There are no prerequisites, knowledge or skills required to take this course.

## Student Learning Outcomes (SLOs)

### General Education – Social Sciences

As a result of this course, students will be able to...

1. Discuss various elements of human geography in the contexts of individual and world regions.
2. Demonstrate the differences and similarities in human geography (such as political geography, economic geography and population geography) among different world regions.
3. Develop geographic thinking skills.
4. Identify and apply basic geographic concepts in the context of specific world regions.
5. Critically analyze problems in the world's regions using geographic tools and concepts.

6. Apply theories such as environmental determinism, modernization theory, dependency theory, and world-systems theory to understand the causes of underdevelopment in certain world regions.
7. Explain global patterns of development and underdevelopment in individual world regions, using language, ideas, and concepts from the social sciences.

### Course Objectives [CO]

More specifically, upon completion of this course, students will be able to...

- a. Use and interpret various types of maps, including topographic, physical, economic, and climate maps.
- b. Understand the subfields of geography.
- c. Provide location and place names of various locations across the Harry Potter landscape.
- d. Analyze the impact of humankind on the earth's natural systems.

### Required Text / Supplemental Materials

#### Required Text:

Garner, P. (2014). *Harry Potter's London the film location walk*. London: Louis London Walks.

Pulsipher, L. M., & Pulsipher, A. (2015). *World regional geography concepts* (3<sup>rd</sup> ed.). New York: WH Freeman & Company.

Rowling, J. K. (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury.

#### Recommended Text:

Scholastic, Inc. (2016). *Harry Potter magical places & characters coloring book*. New York: Scholastic.

### Course Structure / Format

This course will consist of textbook readings, lecture, in-class activities, homework assignments, map quizzes, and exams. Students will learn and receive points in this course by attending class regularly, by participating in class activities, and by completing any and all assignments in a timely fashion.

The university learning management system (LMS) – also known as Blackboard – will be used to store and deliver documents and other course materials and to collect student assessments such as exams and community engagement assignments.

### Assessments (Activities, Assignments, & Exams)

#### Exams (3)

300 points (total)

There will be 3 exams throughout this course, each covering a specific course unit. Exams will be completed online outside of class time using the university's LMS (Blackboard).

Make-up tests will only be given at my discretion. It is the student's responsibility to contact me before the exam is given or, in case of an emergency, as soon as possible to arrange a make-up test. Make-up exams must be completed within one (1) week of the original test date.

Missing a test without an excused absence will result in a grade of zero (0) points.

## Assessments (Activities, Assignments, & Exams) (Cont'd)

### Map Quizzes (5)

125 points (total)

A total of 5 map quizzes will be given. These are given in the Hogwarts Map Room (Tower Room 4242) and must be taken there during the week the quizzes are scheduled.

Week of	Map Quiz Topic
September 19	Quiz 1: London, Little Whinging
October 12	Quiz 2: Diagon Alley
October 26	Quiz 3: Hogwarts Castle
November 28	Quiz 4: Hogsmeade
December 5	Quiz 5: Ministry of Magic

### Community Engagement Assignments (3)

75 points (total)

You will be required to complete three (3) Community Engagement Assignments during the semester. The purpose of these assignments are to provide you with opportunities to apply classroom concepts to the real world, to make social connections, and to give your learning more relevance.

To complete a Community Engagement Assignment, select one event or activity from the list provided through the LMS. You are expected to attend the event or activity and to then write a 1-page reflection paper, integrating the cultural, geographical, and historical significance concepts covered in the required course readings, in-class discussions, and related resources. Papers are due within one (1) week of the event / activity.

### Attendance and Class Participation

75 points (total)

Attendance and participation are mandatory and factored into your final grade. There are 15 class meetings during the semester, excluding finals week. Points are awarded based upon attendance (1 point per meeting) and participation/interaction (4 points per meeting).

Advanced notification of a necessary absence in the event of an emergency is expected. As there is no way to duplicate class activities and discussion, it is essential you attend every class.

### Writing Guidelines

Always make sure your writing is free of grammar, punctuation, or spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

### Grading Procedures

Final Grades will be determined based upon the following:

Exams (100 points each x 3)	300 pts
Map Quizzes (25 points each x 5)	125 pts
Community Engagement Assignments (25 points each x 3)	75 pts
Attendance and Class Participation	75 pts
<b>Total</b>	<b>575 pts</b>

Other grading notes:

- No late work will be accepted.
- No extra credit will be given.

Scores and feedback for all assessments can be accessed at any time using the Grades section of the LMS (Blackboard).

**Grading Scale**

NOTE: This grading scale is for demonstration purposes only. Consult your college or department for specific direction as to how a grade scale should be represented for your course.

Letter Grade	Percentage	Points
A+	98 - 100%	564 - 575
A	95 - 97%	546 - 563
A-	92 - 94%	529 - 545
B+	89 - 91%	511 - 528
B	86 - 88%	494 - 510
B-	83 - 85%	477 - 493
C+	80 - 83%	460 - 476
C	77 - 79%	442 - 459
C-	75 - 76%	431 - 441
D+	72 - 74%	414 - 430
D	69 - 71%	396 - 413
D-	66 - 68%	379 - 395
F	Below 65%	378 and Below

**Academic Integrity Policy**

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs at <http://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php>. (UNO Student Life, <http://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php>)

**Accessibility Accommodations**

It is my goal that this class be an accessible and welcoming experience for all students. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu)) (Accessibility Services Center, <https://www.unomaha.edu/student-life/accessibility/faculty-and-staff.php>)

## **Classroom Expectations**

Students are expected to arrive on time to class meetings. I expect students to come to class well prepared, meaning readings and other assignments have been completed before class time. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

## **Criss Library**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can give you guidance specifically for your area of study. Students are encouraged to explore customized resources featured on their Web site: <https://www.unomaha.edu/criss-library/research-and-instruction/subject-librarians.php>

## **Cell Phones, Mobile Devices, Laptops**

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. If you should receive a phone call or text, please step outside to respond. DO NOT take pictures or video during class.

## **Emergency Preparedness**

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available at <https://www.unomaha.edu/emergency/index.php>.

If travel to campus is not feasible due to a declared emergency, a combination of the LMS, teleconferencing, and other technologies will be used to facilitate academic continuity. I will notify students of procedures through the LMS course site announcements and email as appropriate.

## **Inclement Weather**

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. If you cannot get to class because of adverse weather conditions, contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement to our course site in the LMS). If you cannot get to class because of weather conditions, I will make allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments. (West Virginia University, <http://faculty senate.wvu.edu/files/d/5a22c706-1eca-48a8-8884-5b66106a29bf/adverse-weather-commitment.pdf>)

## **Math Science Learning Center (MSLC)**

The Math-Science Learning Center offers peer assisted, independent study in the form of peer tutoring, facilitated study groups and supplemental instruction. The MSLC is here to help all UNO students studying math and science free of charge. Students wishing to work with a peer-tutor simply need to drop in - no appointment is necessary for most courses. Students interested in joining a facilitated study group can sign up simply by visiting the MSLC website. For assistance, please visit the MSLC at 107 Durham Science Center, <http://www.unomaha.edu/MSLC> or call 402-554-3534. (MSLC, <https://www.unomaha.edu/college-of-arts-and-sciences/math-science-learning-center/about-us/What-We-Do.php>)

## Plagiarism Statement

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

*If you have a question about using or citing another writer's work, DO NOT GUESS. Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your paper to the consultation. (UNO Faculty Senate, <https://unomaha.app.box.com/s/gxb4ebuoy2f2vr2403olt0me9c3msl4q> )*

## Preferred Name & Preferred Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. (Texas A&M Office of the Dean of Student Life, <https://studentlife.tamu.edu/example-of-inclusive-statements-for-syllabi/>)

## Reporting sexual misconduct and related resources at UNO

Title IX of the Education Amendments Act of 1972 states that "No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance." The University of Nebraska at Omaha (UNO) seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, misconduct, or assault, we encourage you to report this. If you report sexual assault, sexual misconduct or sexual harassment to a UNO faculty or staff member, by law she or he must notify UNO's Title IX Coordinator, Charlotte Russell (402-554-3490) about the basic facts of the incident. Students wishing to have a confidential conversation with a designated campus representative may contact UNO Counseling Services (402-554-2409) or UNO Ombudsperson, Dr. Shereen Bingham (402-554-4857). For more information about campus resources at UNO, please go to the UNO Student Safety Website at: <http://www.unomaha.edu/student-life/student-safety/index.php>

## Speech Center

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help you with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process, whether you are just starting to develop topic ideas or nearly finished with preparing a presentation.

For more information about their services or to schedule an appointment, go to [www.unomaha.edu/speechcenter](http://www.unomaha.edu/speechcenter) or visit them in Arts and Sciences Hall, Room 185.

## Student Safety

A variety of resources are available to support student safety and security. If you have experienced or are experiencing a difficult personal situation, consult the resources available from the Division of Student Affairs at <http://www.unomaha.edu/student-life/student-safety/index.php>. (Student Conduct & Community Standards, <http://www.unomaha.edu/student-life/student-safety/index.php>)

## Technical Support

Technical support for common university systems, including the LMS and email, is available from Information Services Technical Support located in 104 Eppley Administration Building. The help desk may also be contacted via email to [unohelpdesk@unomaha.edu](mailto:unohelpdesk@unomaha.edu) or via phone at 402-554-4357.

## Technology Requirements

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computers accessible to you on the UNO campus. Consult the Web pages of Information Technology Services (<https://www.unomaha.edu/information-technology-services/labs-and-classrooms/labs-and-kiosks.php>) and the Criss Library (<https://www.unomaha.edu/criss-library/library-services/computers-and-equipment.php>) for more information on equipment availability. (University of Central Florida, <http://www.fctl.ucf.edu/teachingandlearningresources/course设计/syllabus/statements.php#technologysoftware>)

## Writing Center

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://unomaha.edu/writingcenter) or visit them at their main location in Arts and Sciences Hall, Room 150. (The Writing Center, <https://www.unomaha.edu/college-of-arts-and-sciences/writing-center/faculty-resources/index.php#boilerplate>)

## Outcomes Map

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course Objectives are italicized to distinguish them from the General Education Social Sciences outcomes.

<p>Discuss various elements of human geography in the contexts of individual and world regions.</p> <p><i>Understand the subfields of geography.</i></p>	<ul style="list-style-type: none"> <li>•Week 1 and 2</li> <li>Readings and in-class discussion</li> </ul>
<p>Demonstrate the differences and similarities in human geography (such as political geography, economic geography and population geography) among different world regions.</p>	<ul style="list-style-type: none"> <li>•Week 12 and 17</li> <li>Exams 2 and 3</li> </ul>
<p>Develop geographic thinking skills.</p> <p><i>Use and interpret various types of maps, including topographic, physical, economic, and climate maps.</i></p>	<ul style="list-style-type: none"> <li>•Week 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16</li> <li>Readings, in-class discussion, and community engagement assignments</li> </ul>
<p>Identify and apply basic geographic concepts in the context of specific world regions.</p> <p><i>Provide location and place names of various locations across the Harry Potter landscape.</i></p>	<ul style="list-style-type: none"> <li>•Week 5, 8, 12, 15, 16, 17</li> <li>Readings, in-class discussion, community engagement assignments, map quizzes, and exams</li> </ul>
<p>Critically analyze problems in the world's regions using geographic tools and concepts.</p> <p><i>Analyze the impact of humankind on the earth's natural systems.</i></p>	<ul style="list-style-type: none"> <li>•Week 5, 8, 12, 15, 16, 17</li> <li>Community engagement assignments, map quizzes, and exams</li> </ul>
<p>Apply theories such as environmental determinism, modernization theory, dependency theory, and world-systems theory to understand the causes of underdevelopment in certain world regions.</p>	<ul style="list-style-type: none"> <li>•Week 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17</li> <li>In-class discussions, community engagement assignments, and exams</li> </ul>
<p>Explain global patterns of development and underdevelopment in individual world regions, using language, ideas, and concepts from the social sciences.</p>	<ul style="list-style-type: none"> <li>•Week 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17</li> <li>In-class discussions, community engagement assignments, and exams</li> </ul>



### Tentative Course Schedule

Wk	Topic	Readings	Assessments
1	Review Syllabus Geography Concepts – Economic Geography	Pulsipher & Pulsipher (2015) - Chapter 1	
2	Geography Concepts – Environmental, Physical, Cultural, Population, and Political Geography	Pulsipher & Pulsipher (2015) - Chapter 1	Community Engagement Assignment Opportunity
3	London, Little Whinging – Environment, Population, and Economic Issues	Pulsipher & Pulsipher (2015) - Chapter 4  Rowling (1997) – Chapters 1 - 3  Garner (2014) - All	Community Engagement Assignment Opportunity
4	London, Little Whinging –Political and Sociocultural Issues	Pulsipher & Pulsipher (2015) - Chapter 4 Rowling (1997) – Chapters 1 - 3	Community Engagement Assignment Opportunity
5	Basic Geography Concepts London, Little Whinging		<b>Map Quiz #1</b> : London, Little Whinging  <b>Exam #1</b> : Garner (2014) All  Pulsipher & Pulsipher (2015) Chapters 1 and 4  Rowling (1997) Chapters 1, 2, 3
6	Diagon Alley – Environment, Population, and Economic Issues	Rowling (1997) Chapters 4-5	
7	Diagon Alley – Political and Sociocultural Issues	Rowling (1997) Chapters 4-5	Community Engagement Assignment Opportunity
8	Diagon Alley		<b>Map Quiz #2</b> : Diagon Alley
9	Hogwarts Castle – Environment and Population Issues	Rowling (1997) Chapters 6-10	
10	Hogwarts Castle – Economic and Political Issues	Rowling (1997) Chapters 6-10	Community Engagement Assignment Opportunity
11	Hogwarts Castle – Sociocultural Issues	Rowling (1997) Chapters 6-10	Community Engagement Assignment Opportunity

### Tentative Course Schedule (Cont'd)

Wk	Topic	Readings	Assessments
12	Hogwarts Castle		<b>Map Quiz #3 :</b> Hogwarts Castle  <b>Exam #2 :</b> Diagon Alley and Hogwarts Castle  Rowling (1997) Chapters 4 – 10
13	Hogsmeade	Rowling (1997) Chapters 11 - 14	Community Engagement Assignment Opportunity
14	No Class - Holiday Break		
15	Ministry of Magic	Rowling (1997) Chapters 15 – 17	<b>Map Quiz #4 :</b> Hogsmeade  Community Engagement Assignment Opportunity
16	Ministry of Magic	Rowling (1997) Chapters 15 - 17	<b>Map Quiz #5 :</b> Ministry of Magic  Community Engagement Assignment Opportunity
17			<b>Final Exam :</b> Hogsmeade and Ministry of Magic Rowling (1007) Chapters 11 – 17

#### Other Important Dates

Last day to drop a course and receive a 100% refund (via MavLink) MM DD, YYYY  
 Last day to withdraw from a course with a grade of "W" (via MavLink) MM DD, YYYY

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, I reserve the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course. (Metropolitan Community College, <https://faculty.mccneb.edu/JFAUCHIER/soc101jf/syllabus.htm>)

## References

Boye, A. (2017). *How do I create an effective syllabus?*

[https://www.depts.ttu.edu/tlpdc/resources/teaching\\_resources/tlpdc\\_teaching\\_resources/syllabus\\_whitepaper\\_2017.pdf](https://www.depts.ttu.edu/tlpdc/resources/teaching_resources/tlpdc_teaching_resources/syllabus_whitepaper_2017.pdf)

Cornell University Center for Teaching Excellence. (2016). *Syllabus template*. Retrieved from

<https://teaching.cornell.edu/resource/syllabus-template>

Cornell University Center for Teaching Excellence. (2016). *Writing a syllabus*. Retrieved from

<https://teaching.cornell.edu/teaching-resources/designing-your-course/writing-syllabus>

Grant, F. L. (2016). *Human-environment geography* [Syllabus]. Department of Geography, University of Nebraska at Omaha, Omaha, NE.

Nilson, L. B. (2010). Chapter 3: The complete syllabus. In *Teaching at its best: A research-based resource for college instructors* (pp. 33-41) (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.

Opitz, L. A. L. (2016). *Fundamentals of world regional geography* [Syllabus]. Department of Geography, University of Nebraska at Omaha, Omaha, NE.

University of Central Florida Center for Teaching & Learning. (2016). *Statements*. Retrieved from

<http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/Syllabus/statements.php>

University of Nebraska at Omaha Student Life. (2016). *Academic integrity*. Retrieved from

<https://www.unomaha.edu/student-life/student-conduct-and-community-standards/policies/academic-integrity.php>