

Bergen Community College
Division of Arts and Humanities
Department of History & Geography

Course Syllabus

GEO102-HUMAN GEOGRAPHY

Basic Information about Course and Instructor

Semester and year:
Course and Section Number:
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

This course explores the spatial patterning of human activities and the role of place in human affairs. We will cover the main issues of geography found in history and the contemporary world. Major topics include the creation and diffusion of cultural adaptations, use of resources, and the transformation of environments. Special attention will be paid to developments in non-Western nations. In addition, the class provides an introduction to various concepts and technologies used by geographers. Students will learn important aspects of physical geography throughout the course.

3 credits *Fulfills General Education (Social Sciences) & Diversity Course requirements.*

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to

- 1) Describe and define the concepts, principles, and theories of human geography.
- 2) Analyze spatial systems to become more aware of the realities and prospects for our own society in an increasingly complex and competitive world.
- 3) Identify and explain the main sub-fields of human geography (physical, population, economic, political, urban/suburban, linguistic, religions, ethnic etc.).
- 4) Clarify the contrasts in societies and cultures in human landscapes in different world regions.
- 5) Demonstrate critical thinking, logical analysis, and effective essay writing skills.

■ These objectives will be assessed and measured through grades on exams, quizzes, papers, and class discussions.

■ All map assignments can be printed at the course website: www.wiley.com/college/deblj

■ Students are encouraged to download and use geographic visualization tools to enhance their study of geography. Recommended are Google Earth (googleearth.org) and NASA's World Wind (worldwind.arc.nasa.gov).

In pursuit of the foregoing goals, the course is based on the reading and discussion of geographic sources; the techniques of research and writing are reviewed; students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in the [attached document](#). [[Back to course listing](#)]

See an [individual classroom syllabus](#) for this course based on the policies stated in this departmental syllabus. [[Back to course listing](#)]

Course Content

Needs to be explained.

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

The **required text** for this course is Jerome Fellmann, Mark Bjelland, Arthur Getis, HUMAN GEOGRAPHY, 11th ed. (McGraw Hill).

Writing and Critical Thinking Requirement(s)

Because GEO-102 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

History and Geography Departmental Attendance Policy:

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

Attendance Policy in this Course:

[To be designated by the instructor]

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<p><u>Examples:</u> Statement on plagiarism and/or academic dishonesty. ADA statement. Sexual Harassment statement. Statement on acceptable use of BCC technology. Statement on the purpose and value of faculty office hours.</p>
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Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C- 334	201-612-5581 psimms@bergen.edu
Smarthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp

The Tutoring Center	Room S-118	201-447-7908
The Technology Assisted Learning Lab (Math and English)	Room C-110	201-447-7988
The Writing Center	Room C-110	201-447-7136
The Online Writing Lab (OWL)		www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-153	201-612-5270
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

Week(s)	Date(s)	Topic/Activity	Learning Objectives	Assignments/Events
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

See the Sample Course Outline and Calendar below.

1 Introduction: Some Background Basics

Part 1 Themes and Fundamentals of Human Geography

2 Roots and Meaning of Culture

3 Spatial Interaction and Spatial Behavior

4 Population: World Patterns, Regional Trends

Part 2 Patterns of Diversity and Unity

5 Language and Religion: Mosaics of Culture

6 Ethnic Geography: Threads of Diversity

7 Folk and Popular Culture: Diversity and Uniformity

Part 3 Dynamic Patterns of the Space Economy

8 Livelihood and Economy: Primary Activities

9 Livelihood and Economy: From Blue Collar to Gold Collar

10 Patterns of Development and Change

Part 4 Landscapes of Functional Organization

11 Urban Systems and Urban Structures

12 The Political Ordering of Space

Part 5 Human Actions and Environmental Impacts

13 Human Impacts on Natural Systems

National Standards in Geography: Think about these points as you take your journey through geography this semester. Use it as a tool whenever you write about geography.

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

2. How to use mental maps to organize information about people, places, and environments in a spatial context.
3. How to analyze the spatial organization of people, places, and environments on the earth's surface.
4. The physical and human characteristics of places.
5. That people create Regions to interpret Earth's Complexity
6. How culture and experience influence people's perception of places and regions.
7. The physical processes that shape the patterns of earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.
9. The characteristics, distribution, migration of human population on earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The processes, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and important of resources.
17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.