When many Americans hear the term “geography,” their minds generally leap to two fundamental experiences – memorizing state capitals in elementary school and paging through *National Geographic* magazine. Your initial reaction may be . . . how is geography going to help me get a job? How is knowing where things are going to help me in my life?

While geography does include such trivia as state capitals, it is far more concerned with where these capitals are and, more significantly, WHY. Why is this there? What are the ramifications of this location? How does this impact us here in Omaha? How does this impact people in Beijing?

Education has two compelling purposes: to educate CITIZENS and to train WORKERS. Geography can actually work towards both ends by developing your *geographical imagination* – the ability to understand changing patterns, processes and relationships among places and peoples.

Increasingly business is being conducted on a global scale. An understanding of our world and the complex linkages between peoples and places is crucial to participate in our competitive world.

But it is not just taking one geography course. It is learning to apply your geographical imagination as well as critical thinking skills, skills that are crucial not only to pass this class, not only to get through college and get that degree, but are needed throughout your lives as global citizens. Global citizenship means that we are citizens of this earth. What does it mean to be a citizen? That implies certain rights and responsibilities of belonging to a place. But what rights and responsibilities? And to whom? What should be our relationship with other global citizens? What are our responsibilities to the place to which we belong?

My goals for this class does not involve changing the way you think and vote but rather to get you thinking and keep you thinking, get you to recognize the global consequences of all your actions, and, possibly, to act if you feel so moved.

**Learning Outcomes**

*Knowledge and Understanding*

On completion of the course, students should be able to:

- Define key concepts in human geography and apply them to contemporary global issues
- Differentiate the various levels of global development and express the likely factors behind a nation or region’s status
- Demonstrate an understanding of major global processes and relate them to our current global situation
- Formulate how global processes as well as key human geography concepts manifest in our local situation
- Explain the interdependence of peoples and places and their ramifications

**Skills**
On completion of the course, students should be able to:
- Recognize spatial patterns and propose possible explanations for the patterns
- Discuss global issues from a human geography perspective
- Critically approach media sources
- Analyze and evaluate visual information such as maps, photographs, and websites
- Explain how events happening half-way around the world impact us here in Omaha
- Work effectively as a member of a small group

**Note:**
This course meets both Social Science and Global Diversity Student Learning Outcomes:

**Social Sciences Student Learning Outcomes**
Successful students shall be able to do the following:
- demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior;
- use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied;
- identify multiple methods and modes of inquiry and their appropriate application; and
- communicate ideas and explain concepts and analyses using the language of the discipline(s).

**Global Diversity Student Learning Outcomes**
Successful students shall be able to do the following:
- recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems;
- demonstrate specific knowledge of the cultural, historical, social, economic, and/or political aspects of one or more countries or nations other than the United States;
- explain the interrelations among global economic, political, environmental and/or social systems; and
- explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

**Required Materials**
2) Access to MasteringGeography through the Prentice Hall website.
3) *New York Times* – available free in the “black boxes” across campus. Get into the habit of reading at least the front page (or more) daily!

Not required but recommended – access to a world atlas. Any will do, as long as it is fairly recent.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>300</td>
</tr>
<tr>
<td>Inclass activities</td>
<td>100</td>
</tr>
<tr>
<td>Reading quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Online activities</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600 pts</strong></td>
</tr>
</tbody>
</table>

Tentative grading scale: A = 92%-100%; B = 84-91%; C = 76-83%; D = 68-75%; F = below 67%.
I set the grading scale high so that I can adjust it according to how the class does, typically shifting downwards but not always. I do give +/- grades and determine these according to the final grading scale – typically they are the top and bottom 2% of each grade.

Grades and in-class points will be posted in Canvas. MasteringGeography grades will be separate but incorporated into grades at the end of the semester (usually done off-line). I will make an effort to keep Canvas updated... KNOW how you are doing in this class! It is up to you to act on it!

**Exams:** Each exam will cover three chapters of the textbook and be worth 100 pts. Format will be multiple choice and short answer, with questions drawn from the text, lecture, in-class activities, and MasteringGeography activities.

Some of the multiple choice questions will require map reading and a familiarity with a world map and prominent countries. Attached is a list of 30 countries that you should be able to place on a world map. Answers to the mapping questions on the first exam will be based on the 30 countries. We will add more places and cities over the course of the semester.

There will be on each exam one short answer question (10 pts) requiring you to examine a contemporary news event:
- Identify a key concept/term from the relevant chapters that relate to the news event
- Define the term you have identified
- Explain why these concepts are significant to understanding this news event

We will do an example of this in class before the first exam.

**How to succeed in this class:**
- Come to class every class time, pay attention, and take notes
- Read the textbook... and then read it again
- Review your notes regularly, not just the night before the exam.

To master anything (guitar, soccer, painting) takes practice... that is, regularly exercising that set of skills you seek to master... GEOGRAPHY IS NO DIFFERENT!

Note: Your final grade will be based on your performance on three exams. However, four exams are scheduled. This means I will drop the lowest exam grade at the end of the semester. If, at the end of the semester, you are happy with the grade you are getting in the class, you can skip the last exam with my permission. Be sure to come talk with me and make sure we are on the same page about your grade – I do not want you to assume you have an A when in fact you have a B. Exams 1-3 cannot be skipped. If you miss it, I expect you to arrange to make it up.

If you have a conflict with any of the exam dates on the syllabus, please see me a week before the exam so we can arrange a make-up exam. If an emergency comes up on exam day, notify me as soon as possible. Make up exams must be taken no more than one week after the scheduled time. After one week, they will be viewed as your dropped exam grade.
**Reading Quizzes:** To encourage you to stay on top of the readings, online Reading Quizzes will be due for each chapter through the MasteringGeography website. They are worth ten points each (10 questions at 1 pt. each). There is one quiz for each textbook chapter, so twelve quizzes but grade is based on ten (100 pts). You have the choice of either taking two passes (handy during hectic weeks!) or doing them all and the extra two become extra credit.

**MapMaster:** In addition, for each chapter there will be a MapMaster assignment through the MasteringGeography website. This is a bit of a misnomer, as these assignments may involve short videos too. Each of these will be worth 10 pts (these assignments may have multiple parts but the total points are 10). There are 11 assignments but grade is based on 10. I have tried to keep the time involvement to approximately 30 minutes for each of these. Note: If you are having problems with the Google Earth exercises, please visit PSI (DSC 293) for assistance. Be sure to bring your Mastering username and password with you.

**In-class exercises:** Throughout the semester, we will be exploring geography with in-class exercises on a variety of topics. As these are not scheduled, it is important to come to class.

**Extra credit:** There are extra points built into the system. If you attend class every day and attempt the activities, you will receive extra points. Depending on how the class does on exams, other extra credit may be extended at instructor’s discretion.

**Classroom Ground Rules**

**Attendance:** Attendance in class is required. Attendance is key to doing well in this course. If you attend class every day and hand in all activities, and do decently on the exams, you should have an A in the course. Most students who receive a C or lower in the course are students who miss class, miss activities, and then bomb the exam. I encourage you to make choices that will help you to succeed.

While I want you to attend class, I really want you to attend class ON TIME. Coming late to class is disruptive and rude to both the instructor and your classmates.

**Discussions:** I will be doing my best not to spend every minute lecturing. Be willing to participate in class discussions. I realize that some may be shy or intimidated by more vocal members of class. I know it is hard. Make your voice heard. This is your class too. At the same time, try to be good listeners. Be respectful of others and their opinions. Do not interrupt others as they speak. View discussions as opportunities to generate ideas and learn from each other.

**Readings:** Before we discuss each chapter, I am expecting you to preview and skim the chapter. You should have a general idea of what the chapter covers and some of the important details. After lecture, go back and reread carefully the text sections that we emphasized in class, taking notes this time. [I highly recommend the SQ3R method!] There is a lot of material in the textbook I am not holding you responsible for. I will provide review sheets to help you navigate the text.
Some students find it helpful to bring their textbooks to class. As far as I am concerned, it is up to you.

**HONORS:** If you are an Honors student and interested in receiving honors credit for this course, please come see me ASAP so we can begin to negotiate your project for this class. In general, for honors credit, students write a 10-12 page paper on a mutually-agreed upon topic.

**SPECIAL NEEDS**—If you have any special needs (i.e. learning disability, visual or hearing impairment, or medical condition) that you believe I need to be aware of, please contact me after class or at my office so that accommodations can be arranged. For more information, contact Services for Students with disabilities (SSd) in EAB 117 or 554-2872, TTY 554-3799.

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**Academic Integrity Policy**
Academic honesty is very important to UNO's faculty, staff, and students. Violations of it can include:

- cheating
- fabricating and falsification
- plagiarism
- falsifying grade reports
- misrepresentation of avoid academic work
- misrepresenting work as original

Academic dishonesty is not tolerated in this class or at this university!


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**Cell Phones**—Please show respect to this class and your fellow students by turning off or silencing cell phones during class time. This is something you should do in ALL your classes and during appointments with advisors, professors and prospective employers!

Note: if something is going on (such as a family emergency) and you need to have your phone on, please have it on vibrate and warn me before class. Then, if you get a call, step out of class quietly and take the call.

**Laptops**—Many students take notes with their laptops during lectures. I am generally ok with this. However, if you check Facebook, surf the web, or play computer games during class, I WILL BAN YOUR LAPTOP. Not only are you not paying attention, but those sitting *behind* you are also being distracted (and it is QUITE noticeable from the front of the room). Just stay focused during class and you will be fine.
Get Started with Pearson's Mastering Geography

First, make sure you have these 3 things...

Email: You'll get some important emails from your instructor at this address.

Course ID: MGEOGDANDO18446

Access code or credit card: An access code card may be packaged with your new book or may be sold by itself at your bookstore. Otherwise, you can buy instant access with a credit card or PayPal account during registration.

Next, get registered and join your course!

2. Under Register Now, select Student.
3. Confirm you have the information needed, then select OK! Register now.
4. Enter your instructor's Course ID (it looks something like MGEOGprofessor12345), and choose Continue.
5. Enter your existing Pearson account username and password and select Sign in.
   You have an account if you have ever used a Pearson MyLab & Mastering product, such as MyMathLab, MyITLab, MySpanishLab, or MasteringChemistry.
   ➢ If you don't have an account, select Create and complete the required fields.
6. Select an access option.
   ➢ Enter the access code that came with your textbook or was purchased separately from the bookstore.
   ➢ Buy access using a credit card or PayPal account.
7. From the "You're Done!" page, select Go to My Courses.
8. Select Yes and enter your Course ID to join your course. Click Continue.
9. If asked, enter your Student ID according to the instructions provided and click Continue.
   That's it! You should see the Course Home page for the course.

To sign in later:

1. Go to www.masteringgeography.com and select Sign In.
2. Enter your Pearson account username and password from registration, and select Sign In.
   If you forgot your username or password, select Forgot your username or password?

To join another course for the same textbook (no additional purchase needed):

1. Sign in with the username and password that you specified during registration.
2. Click My Courses in the upper left and then choose Join Another Course.
3. Enter the Course ID from your instructor and click Continue.
4. If asked, enter your Student ID according to the instructions provided and click Continue.
5. To switch courses, click My Courses and select a course from the Switch to a Different Course menu.
Places that you must be able to locate for the 1st exam -

1. Canada  
2. United States  
3. Mexico  
4. Brazil  
5. Argentina  
6. Egypt  
7. Nigeria  
8. South Africa  
9. Somalia  
10. Ethiopia  
11. Kenya  
12. Zimbabwe  
13. United Kingdom  
14. France  
15. Spain  
16. Germany  
17. Italy  
18. Greece  
19. Russia  
20. Israel  
21. Iran  
22. Iraq  
23. Afghanistan  
24. Pakistan  
25. India  
26. China  
27. Japan  
28. Indonesia  
29. Australia  
30. North Korea  
31. South Korea

Note: I will not be asking you to name/locate all on the first exam! The answers to the map questions will draw from this list.

**HOW TO SPOT FAKE NEWS**

**CONSIDER THE SOURCE**
Click away from the story to investigate the site, its mission and its contact info.

**READ BEYOND**
Headlines can be outrageous in an effort to get clicks. What's the whole story?

**CHECK THE AUTHOR**
Do a quick search on the author. Are they credible? Are they real?

**SUPPORTING SOURCES?**
Click on those links. Determine if the info given actually supports the story.

**CHECK THE DATE**
Reposting old news stories doesn't mean they're relevant to current events.

**IS IT A JOKE?**
If it is too outlandish, it might be satire. Research the site and author to be sure.

**CHECK YOUR BIASES**
Consider if your own beliefs could affect your judgement.

**ASK THE EXPERTS**
Ask a librarian, or consult a fact-checking site.

**PROBLEMS??**
Have an unexpected emergency? Struggling with health problems? Family problems? ... all of these may affect your performance in this class. I understand these difficulties and am willing to work with you to minimize their impact on your grade in this course. I can only do so, however, if you let me know about it WHILE it is affecting you. If you come to me at the end of the semester (or worse, after the semester is over!) and tell me the reason you failed the first exam is because you had a personal problem, there is nothing I can do for you. If you come to me when you are struggling and tell me what is going on, I can try to help.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>MasteringGeography</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Jan.</td>
<td>Intro to class</td>
<td>Knox/Marston Chap. 1</td>
<td></td>
<td>What is geog.? Human geog.?</td>
</tr>
<tr>
<td>9th Jan.</td>
<td>Five Themes of Geography</td>
<td></td>
<td>Due: Intro to Mastering Geography &amp; Reading Quiz 1</td>
<td>Bring a NYT to class!</td>
</tr>
<tr>
<td>11th Jan.</td>
<td>What's in a map?</td>
<td></td>
<td>Due: MapMaster 1</td>
<td>Bring a map to class.</td>
</tr>
<tr>
<td>14th Jan.</td>
<td>What is globalization? Why should I care?</td>
<td>K/M Chap. 2</td>
<td></td>
<td>Globalization? In Omaha?!</td>
</tr>
<tr>
<td>16th Jan.</td>
<td>What is World System Theory?</td>
<td></td>
<td>Due: Reading Quiz 2</td>
<td></td>
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<tr>
<td>18th Jan.</td>
<td>Applying World System Theory</td>
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<tr>
<td>21st Jan.</td>
<td>MLK Day – No class</td>
<td></td>
<td>Due: MapMaster 2</td>
<td>Participate in UNO’s Day of Service!</td>
</tr>
<tr>
<td>23rd Jan.</td>
<td>+/- of Globalization</td>
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<tr>
<td>25th Jan.</td>
<td>Intro to population</td>
<td>K/M Chap. 3</td>
<td></td>
<td>What is your pop. history?</td>
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<tr>
<td>28th Jan.</td>
<td>Population basics and theories</td>
<td></td>
<td>Due: Reading Quiz 3</td>
<td></td>
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<tr>
<td>30th Jan.</td>
<td>Changes over time: Population dynamics</td>
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<tr>
<td>1st Feb.</td>
<td>Changes over space: Migration Review</td>
<td></td>
<td>Due: MapMaster 3</td>
<td>Deadlines firm from now on!</td>
</tr>
<tr>
<td>4th Feb.</td>
<td>Exam 1 (Chaps 1-3)</td>
<td></td>
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<tr>
<td>6th Feb.</td>
<td>What is Nature?</td>
<td>K/M Chap. 4</td>
<td></td>
<td>How do you define &quot;nature&quot;?</td>
</tr>
<tr>
<td>8th Feb.</td>
<td>What is the relationship between humans and their environment?</td>
<td></td>
<td>Due: Reading Quiz 4</td>
<td></td>
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<tr>
<td>11th Feb.</td>
<td>Exploring, Reversing Human Impacts?</td>
<td></td>
<td>Due: MapMaster 4</td>
<td></td>
</tr>
<tr>
<td>13th Feb.</td>
<td>What is Culture?</td>
<td>K/M Chap. 5</td>
<td>Due: Reading Quiz 5</td>
<td>How do you define culture?</td>
</tr>
<tr>
<td>15th Feb.</td>
<td>What do you mean sex, gender, race is culture??</td>
<td></td>
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<tr>
<td>18th Feb.</td>
<td>Language?</td>
<td>K/M Chap. 6</td>
<td>Due: MapMaster 5</td>
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<tr>
<td>20th Feb.</td>
<td>What is religion?</td>
<td></td>
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<tr>
<td>22nd Feb.</td>
<td>What else is culture?</td>
<td></td>
<td>Due: Reading Quiz 6</td>
<td></td>
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<tr>
<td>25th Feb.</td>
<td>Review</td>
<td></td>
<td>Due: MapMaster 6</td>
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<tr>
<td>27th Feb.</td>
<td>Exam 2 (Chaps 4-6)</td>
<td></td>
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<tr>
<td>1st March</td>
<td>What is place?</td>
<td>K/M Chap. 7</td>
<td>Due: Reading Quiz 7</td>
<td>What is your favorite place?</td>
</tr>
<tr>
<td>4th March</td>
<td>Constructing and reading landscapes</td>
<td></td>
<td>[No MapMaster for Chapt. 7]</td>
<td></td>
</tr>
<tr>
<td>6th March</td>
<td>What is economic development? What should it be?</td>
<td>K/M Chap. 8</td>
<td></td>
<td>What is your level of development?</td>
</tr>
<tr>
<td>8th March</td>
<td>Basics of economic development</td>
<td></td>
<td>Due: Reading Quiz 8</td>
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<tr>
<td>11th March</td>
<td>Why is development uneven?</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings/Assignments</td>
<td>Notes</td>
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<tr>
<td>13th March</td>
<td>Development alternatives?</td>
<td></td>
<td>Due: MapMaster 8</td>
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<tr>
<td>15th March</td>
<td>What are the origins of Agriculture?</td>
<td>K/M Chap. 9</td>
<td>Do you have a tie to farming?</td>
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<tr>
<td>18th March</td>
<td>Spring break!</td>
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<tr>
<td>20th March</td>
<td>Spring break!</td>
<td></td>
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</tr>
<tr>
<td>22nd March</td>
<td>Spring break!</td>
<td></td>
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<tr>
<td>25th March</td>
<td>What is the Industrialization of Agriculture?</td>
<td></td>
<td>Due: Reading Quiz 9</td>
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<tr>
<td>27th March</td>
<td>What are GMOs? And why should I care? What is &quot;organic&quot; agriculture? Review</td>
<td></td>
<td>Due: MapMaster 9</td>
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<tr>
<td>29th March</td>
<td><strong>Exam 3 (Chaps. 7-9)</strong></td>
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<tr>
<td>1st April</td>
<td>What is Political Geography? Why do we have boundaries?</td>
<td>K/M Chap. 10</td>
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<tr>
<td>3rd April</td>
<td>What is a nation? A state? Is there a difference?</td>
<td></td>
<td>Due: Reading Quiz 10</td>
<td></td>
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<tr>
<td>5th April</td>
<td><strong>No class – Urbanization assignment</strong></td>
<td></td>
<td>Dando out of town.</td>
<td></td>
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<tr>
<td>8th April</td>
<td>How do political theories impact reality?</td>
<td></td>
<td>Due: MapMaster 10</td>
<td></td>
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<tr>
<td>10th April</td>
<td>International cooperation and politics</td>
<td></td>
<td>Do we really mean &quot;Never Again&quot;?</td>
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<tr>
<td>12th April</td>
<td>What is Urbanization?</td>
<td>K/M Chap. 11</td>
<td>What do you like about Omaha? Dislike?</td>
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<tr>
<td>15th April</td>
<td>Core vs. Peripheral cities</td>
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<tr>
<td>17th April</td>
<td>What makes up a city?</td>
<td></td>
<td>Due: MapMaster 11</td>
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<tr>
<td>19th April</td>
<td>How do cities differ spatially, globally?</td>
<td></td>
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<tr>
<td>22nd April</td>
<td>Challenges facing cities</td>
<td>K/M Chap. 12</td>
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<tr>
<td>24th April</td>
<td>Smart Growth? Future cities?</td>
<td></td>
<td>Due: Reading Quiz 12</td>
<td></td>
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<tr>
<td>26th April</td>
<td>Future Geographies? Review</td>
<td></td>
<td>Due: MapMaster 12</td>
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</table>

Exam 3 (Chaps. 10, 11 and 12) -- Monday, 29th April, noon, DSC 115