



**Learning Enabler:** Ismaila Odogba, Ph.D.

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**Office hours:** Wed: 12:30-14:00 via Zoom or phone. However, I am readily available via email or email to set up a Zoom appointment.

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### **Course Description:**

This course examines the components and spatial aspects of contemporary culture including the patterns and problems of population, migration, language, religion, settlements, and political and economic development. It introduces students to several traditional subfields of human geography as well as fundamental geographic concepts. This course focuses on concepts, *not* facts about places, which are traditionally associated with *regional geography*.

### **U.S. National Geography Standards emphasized in the course:**

- The physical and human characteristics of places.
- The changes that occur in meaning, use, distribution, and importance of resources
- The processes, patterns, and functions of human settlements
- The characteristics, distribution, and migration of human populations on Earth's surface.

### **Enduring Understandings of the Course:**

- A spatial perspective of the social world is of crucial importance in the generation of a broad and informed understanding of the world
- The world is an interdependent system of settlements within which people live their lives as part of a continual process of struggle and transformation.

### **Course Attributes:**

- Critical Thinking, Non-Western Culture (GDR), Social Sciences Category 1 (GDR), Global Awareness (GEP), and Social Sciences (GEP).

### **Course Learning Outcomes:**

At the end of this course, successful students will possess the knowledge necessary:

1. To describe the major concepts in human geography (including place, space, scale, and landscape)
2. To recognize and assess the diversity of cultural backgrounds and personal experiences that influence people and how they perceive places
3. To demonstrate a geography perspective in understanding and solving problems
4. To illustrate the interrelationships between people and places in the developed and less developed world

### **General Education Program (GEP):**

This course fulfills the Cultural and Environmental Awareness, and Investigation requirement of the GEP. Geography tends to examine, from a spatial perspective the diversity and range of the physical and human systems across the planet. Consequently, it complements and aligns with the learning outcomes in these categories.

### Investigation- Social Sciences

- *Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or to predict human behavior. (Course Learning Outcomes 1 and 3).*
- *Examine and explain how social, cultural, or political institutions influence individuals or groups. (Course Learning Outcome 4).*

Using the concept of place and scale, students will examine population growth as well as the socio-economic problems associated with this growth in various societies. From a spatial perspective, the investigation will range from the global world to the local community.

### Cultural and Environmental Awareness - Global Awareness

- *Identify the components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. (Course Learning Outcome 2).*
- *Analyze key forces or processes that contribute to global interconnectedness and their implications. (Course Learning Outcome 4).*
- *Demonstrate curiosity and empathetic insight about diverse cultural perspectives. (Course Learning Outcome 2).*

Students will identify and discuss diverse cultures, what constitutes culture, understand how cultures shape and influence settlements across time and space in the global village.

### **Critical Thinking:**

This course also seeks to begin the *development of the potential capacities* which you all have for critical thinking. The course focuses on problem-based learning that entails the deliberate and reflective reasoning about human geography.

### **Tech Skills:**

Students should be competent in the use of computers, the World Wide Web, and commonly used software programs such as Microsoft Office Suite applications. In this course, we will be using the university's management system, **CANVAS**. Students without experience using Canvas can contact the Student Help Desk at (715) 346.HELP (4357) or 1.877.832.8977 to arrange instruction. The **Syllabus Page** has a listing of course activities that need to be completed with the respective due dates whilst the Course Home Page has a weekly framework of tasks and other related course materials.

### **Course Policies:**

The World Regional Geography course is highly structured and adheres to a timetable of course tasks. The course is divided into sixteen weeks. Each week covers a selected world region. The week is broken into a series of activities. As we move through the semester, you must complete all the readings, assignments, and quizzes as scheduled. Since we are working with an online course, we need to communicate with each other on a regular basis in order to ask any questions or to clarify any issues that arise during the semester. This also includes dialogue among members of the class. For the best way to communicate with your instructor, please refer to the **Course Communication Policy** under the Course Information module on the Course Home Page.



To be successful in this class, the best strategy is to log in regularly – at least twice a day – check the **Course Home Page** (and the Discussion Forum) daily, read the course materials, participate regularly in online discussions and, ask questions if in doubt. You should complete the assigned textbook sections and work online during hours of your choosing. Being up to date on current events enhances one’s geographical knowledge. You should follow current world events by consulting a variety of sources. Sources include the internet (e.g., [www.bbc.com](http://www.bbc.com) or [www.npr.com](http://www.npr.com)), national sources (e.g., *New York Times* or *Newsweek*), and magazines/journals (e.g., *Economist*).

To enhance learning, complete all activities in their appropriate sequence and by the specified due date (the course calendar provides the specific dates and times.) You must complete all assignments and take quizzes within the scheduled timeframe. I will not accept late submissions without a verified excuse; late postings, quizzes, and essays will receive zero credit. The failure of hardware/software is not a valid excuse for missing due dates.

**Communication:** Refer to the *Course Communication Policy* under the Course Information module on the Course Home Page. I strongly advise that you check your email regularly. Part of being professional is learning to communicate professionally with your professors and colleagues. The following are some etiquette for sending good Email messages. I will not respond to unprofessional Emails.

1. Begin with a salutation (for example, “Hello, Professor SpongeBob”)
2. Always include a subject heading so that your email does not get put into the spam folder and deleted.
3. Be concise and brief. Lengthy discussions should be done in person.
4. Pay attention to grammar and spelling. Emails are professional communication and should not read like text messages.
5. Be professional and polite. Ask for help rather than make demands or lodge complaints. Negatively tinged emails usually go over poorly with the recipient.

**DO NOT** send an email about information you can easily find on your own (e.g., something on the syllabus, UWSP home page or the like) or that reads like a text message. I will check my messages/email and the *Discussion Forums* on weekdays from 10:00 to 11:00 and respond latest by 16:00 on the same day to questions, queries, and comments. When circumstances do not permit, I will acknowledge receipt of the message and inform you of when to expect a feedback. I shall communicate using your university email.

**Enhancing Learning - Readings:** Being up to date on current events enhances one’s geographical knowledge. Students should follow current world events by consulting a variety of sources. For example, [www.bbc.com](http://www.bbc.com). In lieu of formal lectures, students will complete assigned readings, i.e., the corresponding chapters for activities from the textbook and from various online sources. Topical Lecture Outlines/PowerPoints Slides are provided to guide students in learning the most salient points from their readings. **Expect to spend at least three hours each day reading the text chapter and reviewing PowerPoint materials.**



**Exams:** There are three exams in this course. Each exam is worth 40 points and covers a couple of chapters. You are responsible for reading the assigned material assigned from the chapters prior to the exams.

**HomeWorks (Geographic Thinking):** There are 11 homework assignments. Each homework assignment is related to a chapter in the textbook. The homework assignments have a value of 10 points. All your written assignments must be submitted as a Microsoft document MS.docx. When you upload your assignments, it is extremely important that you include your name in your document. When I download your work, I simply need to know who you are. It is also extremely helpful that when you name your file that you include your name in the title of the file. For example, you might give your first homework assignment the title, "smith\_homework1.doc". Assignments must be submitted in a MS Word Document.

**Online Lesson Discussions:** For three lessons (Lessons 1, 4, and 7) there are online discussions. The online discussions pertain to specific topics covered in each of these lessons. Topics and specific expectations for each online discussion are posted with the material for that lesson. It is important that you participate in the online discussions for these lessons because this is where we exchange some of our ideas. Your contributions to each lesson's discussion are worth 15 points for a total of 45 points for the semester. You are required to make an initial posting (on Wednesday), then respond to the initial posting of one of your classmates (on Thursday), and finally make a follow-up posting to the response of a classmate to your own initial post (Latest by Friday). Your initial posting to the weekly online lesson discussion must be made by 11:59 pm on Wednesday. The response to a classmate's initial posting must be done by 11:59 pm on Thursday. **Only respond to an initial posting with no prior comment.** Any Follow-up posting must be made by Friday latest 11:59 pm. **Note that an initial posting, the response to a classmate's initial posting, and the follow-up posting amount to a complete lesson discussion assignment.**

**Discussion Forums:** There are three open discussion Forums where we can exchange general information. The first Forum is "**Course Lounge.**" I will regularly make postings relevant to the course here for open discussion. It shall sometimes include questions for extra credit (points); student will get extra points (maximum of 2 points) if they respond to the question. The responses should at least contribute new information to the discussion or raise a question that generates reflection on the subject. The second Forum is "**Raise Your Hand.**" This is the place that you can ask me questions about the different regions and associated topics that we are studying in the course. The third Forum is the "**Cyber Cafe.**" This is an area where you will introduce yourself and read about your classmates and, exchange information with your classmates about topics not directly related to the course. You can consider this to be the chat area for the course. The last discussion Forum is "**Exemplary Homework.**" This is where I will post examples of outstanding student homework. The Following is a set of guidelines that you are to use for all of your postings to the Discussion Forums.

- Treat everyone with respect.
- Use appropriate language for a classroom setting.
- Do not post long and rambling commentaries to a discussion.



Participation in discussions is very desirable. The purpose of the Discussion Forums is mainly to enhance understanding; *so, do respect the ideas, thoughts, and opinions of others*. Do note that each member of the course deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. **I will not tolerate derogatory language or offhand comments in any of the Discussion Forum.**

**Gradings:** You must submit all assignments, complete activities, and take exams at the scheduled time. The instructor will not accept late submissions without a verified excuse; *late submissions will receive zero credit*. Likewise, make-up quizzes will require a verifiable excuse.

### Grading

This course is worth “320” points.

1. Human Flow Assignment	25 pts.
2. Critical Thinking Quiz (2; 10 points each)	20 pts.
3. Critical Thinking Assignment	25 pts.
4. Online Lesson Discussion (3; 10 points each)	30 pts.
5. Topic Activities (3; 10 points each)	30 pts.
6. Exams (3; 40 points each)	120 pts.
7. Homework (11; 10 points each)	110 pts.

### Percentage ranges for letter grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;  
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete under the most extraordinary and documented circumstance (such as an illness documented with a doctor’s written excuse) which hinders the completion of course requirements.

### **Special Accommodations:**

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6<sup>th</sup> floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). In addition, I will accommodate religious belief according to UWSP 22.03.

### **Academic Dishonesty:**

UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students’ rights and responsibilities at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>



## FAQs:

Is the course self-paced?

Answer: Up to a point. The pace is flexible within an individual unit, but each unit must be completed within the unit's time frame. Each unit is divided into lessons. You have the flexibility of doing some of the activities prior to the due date.

Do exams have to be proctored?

Answer: No, your quizzes do not have to be proctored.

How do I find out if there are any new class announcement that I need to know about?

Answer: You should always check the Course Home page you see when you first log in to the course

## Course Materials:

Rubenstein, James. 2019. *Contemporary Human Geography*, (Fourth Edition). New York: Pearson. Text is available from Pearson Books as an e-book only for approximately \$29.99. Other materials for the course (syllabus, PowerPoint slides, videos assignments, etc.) are available on Canvas. Visit <https://www.pearson.com/store/p/contemporary-human-geography/P100000840073>

## Tentative Schedule:

The instructor reserves the right to make changes to the syllabus and schedule when necessary to meet the learning needs of the students or other unforeseen circumstances.

Critical Thinking Lesson: What is It and How to Improve it (August 31 – September 4)

- Critical Thinking Worksheet Activity: You will need the 'What is Critical Thinking' PowerPoint slides and Critical Thinking Worksheet to complete this activity. Download the worksheet and work through it using the slides. Instructions are on the slides and the worksheet.
- Critical Thinking Quiz I

Lesson 1: The Foundational Concepts of Geographic Thinking (September 7 – September 11)

- Lesson Overview
- Reading: Chapter 1 & PowerPoint Slides
- Assignments: Homework and Discussion

Lesson 2: Population and Health (September 14 – September 18)

- Lesson Overview
- Reading: Chapter 2 & PowerPoint Slides
- Assignments: Homework

**Critical Thinking Topic: Types of Rationales and Rationale 1 Worksheet**



Lesson 3: Migration (September 21 – September 25)

- Lesson Overview
- Reading: Chapter 3 & PowerPoint Slides
- Assignments: Homework & Migration Activity

**Critical Thinking Topic: Rationales and Rationale 2 Worksheet**

Lesson 4: Folk and Population Culture (September 28 – October 2)

- Lesson Overview
- Reading: Chapter 4 & PowerPoint Slides
- Assignment: Homework & Discussion

**Critical Thinking Assignment posted on Canvas (Due October 16)**

**Exam I (October 5 – October 9)**

Lessons 5, 6, 7: Cultural Geography (October 12 – October 16)

- Lesson Overview
- Reading: Chapter 5, 6, 7 & PowerPoint Slides
- Assignment: Homework & Discussion

Lesson 8: Political Geography (October 19 – October 23)

- Lesson Overview
- Reading: Chapter 8 & PowerPoint Slides
- Assignment: Homework & Political Geography Activity

Lesson 9: Food and Agriculture (October 26 – October 30)

- Lesson Overview
- Reading: Chapter 9 & PowerPoint Slides
- Assignment: Homework

**Human Flow Assignment posted on Canvas (Due November 23)**

**Exam II (November 2 – November 6)**

Lesson 10: Development (November 9 – November 13)

- Lesson Overview
- Reading: Chapter 10 & PowerPoint Slides
- Assignment: Homework

Lesson 11: Industry (November 16 – November 20)

- Lesson Overview
- Reading: Chapter 11 & PowerPoint Slides
- Assignment: Homework



**Holiday Week** (November 23 – November 27)

- Human Flow Assignment Due November 23
- Critical Thinking Quiz II

Lessons 12, 13: Urban Patterns & Services (November 30 – December 4)

- Lesson Overview
- Reading: Chapters 12, 13 & PowerPoint Slides
- Assignment: Homework

Lesson 14: Resources (December 7 – December 11)

- Lesson Overview
- Reading: Chapter 14 & PowerPoint Slides
- Assignment: Homework & Resource Activity

**Exam III (December 12 – December 18)**

Students are strongly encouraged to check their UWSP email and Canvas regularly for information pertaining to the course.

**Important Dates:**

September 14: Last day to add or drop a 16-week course without a grade

November 6: Last day to drop a 16-week course

November 25 - 29: Thanksgiving recess begins 18:00 on November 25, 2020

December 11: Last day of Classes

December 12: Commencement

**Guidance on Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

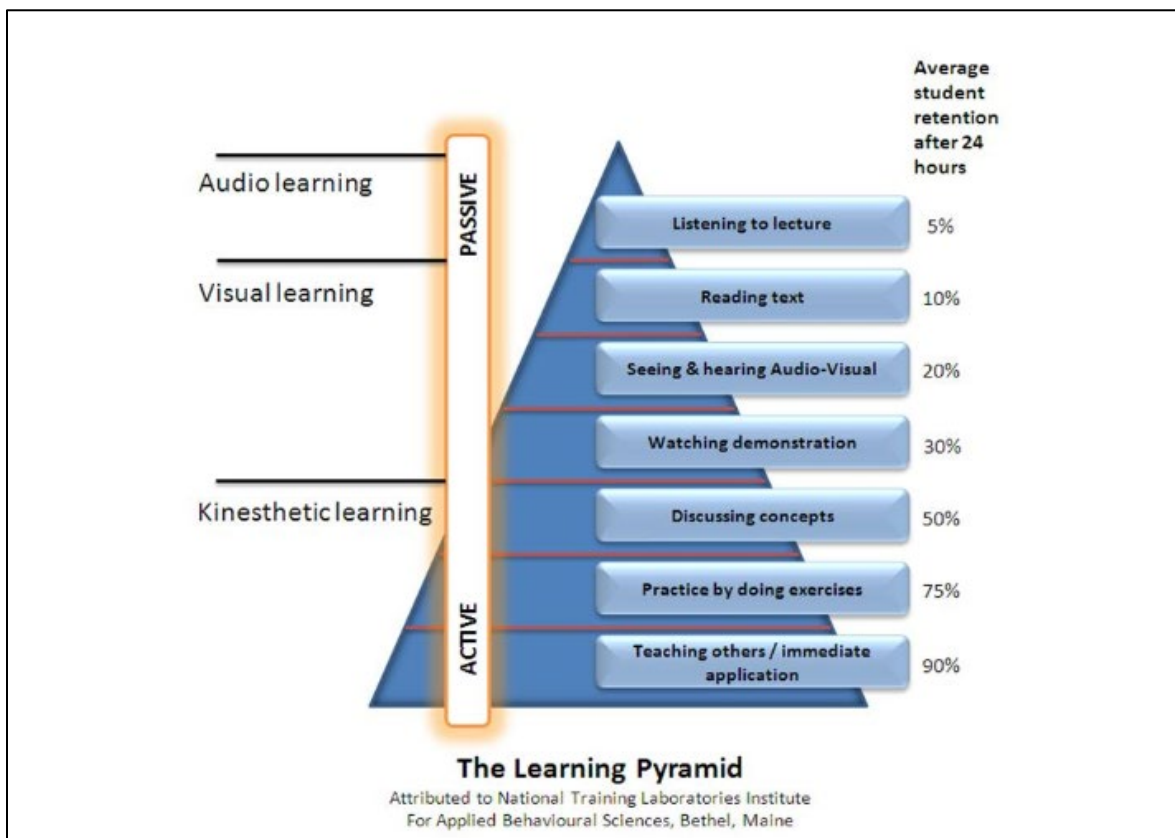
- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.



- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### Teaching Philosophy:

Teaching is a fundamental component of my scholarly life. Over the last few years, I strived and continue to strive to improve the ability of my students learn, think critically, and augment their problem learning skills. I design and conduct my courses in a manner that is most conducive to developing in my students a life-long interest in learning, a love for the discipline, and a greater capacity to think critically. My teaching philosophy is that learning is a student-centered lively activity and knowledge should be largely applicable to the resolution of real-world problems. Due to this belief, this syllabus is structured using backward design, core performance tasks, and other teaching techniques to create an interactive learning environment that hopefully helps the students improve their learning and to engage in critical thinking. The process of instruction, for me, involves both the learning enabler (i.e., the instructor) and students (learners) engaging in this interactive environment to discover, understand, and apply knowledge to practical issues.





Department of Geography and Geology  
GEOG 120-01C: Human Geography  
Fall 2020 (100 % Distance Learning)

Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.

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