

Course Information

Course Number:	GEOG 201
Course Title:	Introduction to Human Geography
Section:	299
Time:	Asynchronous
Location:	Online
Credit Hours:	3

Instructor Details

Instructor:	Dr. Elizabeth Breyer
Office:	OMB 803C
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Office Hours:	Thursdays 4:30 pm - 6:00 pm via Zoom or by appointment

Course Description

Human geography is the study of human spatial patterns and processes as expressed through a variety of themes, including: population, territorialization, globalization, urbanization, identity, agriculture and natural resources, among others. This class meets the University's Social and Behavioral Sciences Foundational Component Area by requiring critical thinking, communication, empirical and quantitative skills, and social responsibility to be demonstrated in required course assignments.

Course Prerequisites

None.

Special Course Designation

GEOG 201 is in the Social Sciences (KSOC) portion of the core curriculum. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. The following skills will be addressed in the courses that comprise this area:

- Critical thinking: foster creative thinking, innovation, inquiry, and analysis, as well as evaluation and synthesis of information.
- Communication: develop, interpret, and express ideas through written, verbal, and visual communication.
- Empirical and quantitative analysis: manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- Social responsibility: cultivate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

GEOG 201 is an International and Cultural Diversity Course (ICD) course and fulfills the ICD requirement in your degree. We will study how to:

- Live and work effectively in a diverse and global society
- Articulate the value of a diverse and global perspective

Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view.

Course Learning Outcomes

At the end of the course, you will be able to:

- **Explain** patterns and processes of population growth, human migration, cultural diffusion, and adaption.
- **Describe** the characteristics, world distribution, and spatial impacts of language, ethnicity, and gender.
- **Interpret** urban spatial patterns and the economic, political systems, and social conditions that create them.
- **Compare** and contrast processes of economic development and globalization as they impact economic sectors, people, and places.
- **Explain** the processes underlying urbanization, agricultural production, and environmental challenges.

Textbook and/or Resource Materials

There is no required textbook for this course. Everything you will need to do well will be freely available on Canvas. The course schedule aligns with the sequence of topics in the following recommended text:

Knox, P. L. and Marston, S. A.. (2016). *Human geography: Places and regions in global context*. New York: Pearson. 7th edition.

Course Structure

This is a fully online, asynchronous course that consists of lectures, quizzes, exams, individual assignments, and group research projects. As instructor, I reserve the right to change the course structure or schedule as needed. You will be notified of any changes to the syllabus through an announcement on Canvas. You are expected to check Canvas frequently to stay on top of deadlines and announcements. Please check your Canvas notifications settings to ensure you are receiving all announcements as emails.

Lectures | The bulk of instruction for this course will be delivered through pre-recorded video lectures available on Canvas. Lecture slides will also be posted on Canvas in .pdf format. All exam and quiz material will be covered in lecture. However, there is no guarantee that all information you will need to prepare for exams will be stated explicitly on lecture slides. You will need to watch all lectures, listen carefully, and take notes.

Quizzes | Quizzes are designed as low-stakes, open-book learning assessments that give you an opportunity to test your knowledge. There are three types of quizzes in this class:

- Syllabus quiz: The purpose of this quiz is to ensure that you have reviewed the syllabus carefully and are clear on course expectations. This quiz also allows me to certify your attendance.
- Lecture quizzes: These quizzes are embedded in video lectures and are designed to test your engagement with lecture material.
- Module quizzes: Module quizzes are drawn from the same pool of questions as the exam. Treat them as practice tests.

You can take quizzes as many times as you want before the due date. Your highest score will be recorded in the grade book. Aim for 100%. Late quizzes will not be accepted.

Exams | You will take three unproctored, open-book exams over the course of the semester via Canvas. Each exam consists of 50 questions (multiple-choice, matching, or true/false questions worth 2 points each) and one extra credit short essay question (worth up to 6 points). Exams are not cumulative. You may take the exam any time between **12:00 am – 11:59 pm** on exam day. You will have one hour to complete the exam once you begin. The exam must be submitted by 11:59 pm. Late exams will not be accepted. There is no final exam for this class.

Individual Assignments | There are two types of individual assignments in this class:

- Perusall Assignments: Perusall is a social learning platform that allows the entire class to engage content in a shared setting. Your task will be to discuss readings by posting comments and responding to your peers' comments.
- Written Assignments: Drawing on instructions provided on Canvas, you will gather data from web platforms and perform qualitative analysis.

Group Research Projects | You will be assigned to a group of 3-4 students with whom you will work closely over the semester to complete two group research projects.

- Entitled "*Geography of Product Origins*", Group Research Project 1 asks you map and analyze the spatial distribution of imported goods. You will collect field data on product origin locations for a market basket of commodities and build a web map to present the results. Writing collaboratively, you will conduct research and prepare a report that analyzing the spatial relationships depicted in the map, focusing on issues of labor, place, and economic globalization. This research will shed light on the trends and policies driving today's global economy.
- Group Research Project 2 on "*National Movements*" invites you to compare two movements for national autonomy or self-determination to make sense of how concepts of identity, territory, and sovereignty shape spaces of geopolitical conflict. You will perform research to gather and synthesize historical, cultural, and economic facts about each movement. Writing collaboratively, you will produce a comparative analysis of how geographical context influences the way groups define themselves, relate to each other, and devise strategies to advance their objectives. This research will help you develop a more sophisticated understanding of the complex political geographies that shape and reshape international relations.

Group projects work best when there is a clear plan for how members will communicate, paired with accountability mechanisms to ensure fairness. To this end, you will develop a communication plan for your group prior to the first research project. You will also complete a peer evaluation of your group

members' communication practices after the project is submitted. Any group member who was found to not contribute adequately to the group research project may lose points for these components.

The Communication Policy explains how to ask questions about completing these assignments. The Late Work Policy explains how late written work is treated.

Grading Policy

Your grade in this class will be based on the following:

Assignment type	Explanation	Total Points
Quizzes	Syllabus quiz (25 points) Lecture quizzes (5 points per module * 10 modules) Module quizzes (10 points each * 10 modules)	175
Exams	3 exams * 100 points each	300
Perusall assignments	25 points per assignments * 4 assignments	100
Written assignments	2 assignments * 75 points each	150
Group research projects	Group communication plan (25 points) Group research projects (100 points each * 2 projects) Peer evaluation (25 points each * 2 projects)	275
Total		1,000

Grading Scale

- A 90+ % (≥ 895 points)
- B 80-89% (795 - 894 points)
- C 70-79% (695 - 794 points)
- D 60-69% (595 - 694 points)
- F < 60% (< 595 points)

Late Work Policy

The university views class attendance as the responsibility of the individual student. This asynchronous on-line course does offer some flexibility in terms of when, exactly, you complete your work. However, given that we are condensing a full semester of instruction into a little over a month, it is crucial that you stay on top of your course obligations and meet all due dates. This class has the following policies about late work:

- For individual assignments and group research projects, 10% of total possible points will be deducted for each day the work is late unless you have an excused absence that adheres to [Student Rule 7](#).
- For quizzes, exams, peer evaluation forms, and the group communication plan, no late work or make-ups will be allowed without an excused absence that adheres to [Student Rule 7](#).

Communications Policy

My Zoom office hours are the best way to communicate with me. You are officially invited and encouraged to come to office hours to discuss any aspect of this course. Have a question about how to complete written work? Seeking detailed feedback on a draft? Interested in an open-ended discussion about concepts from the lectures or readings? Come to my office hours. If you can't make office hours, email me to set up a separate appointment.

I use Q&A discussion boards on Canvas to communicate with students. Each individual written assignment, group research project, and exam will have an associated Q&A discussion board. I ask that students use these discussion boards, come to office hours, or set up appointments to ask questions rather than asking questions via email. This approach allows frequently asked questions to receive a quick, consistent response. I will respond to all discussion board posts within one business day. If you have a question, it's likely others do, too. Ask away!

This course has the following policies in place regarding emails to the instructor:

- Please include "GEOG 201" in the subject heading of your email. I use filters to sort the large volume of email I receive. Using this subject heading will ensure your email is sorted correctly so that I can respond promptly.
- Provided you use the required subject heading, I will respond within one business day.
- Students who email questions about individual written assignments, group research projects, or exam preparations will be directed to post in the appropriate Q&A discussion board.

Generative Artificial Intelligence Statement

Artificial intelligence (AI) technologies are transforming how we approach creative processes. AI tools have evolved from basic features like grammar and spell checking (e.g., Grammarly, MS Word Spell Check) to advanced capabilities, including text generation (ChatGPT, etc.), image creation, coding assistance, and audio generation. Despite these advancements, AI tools do not replace the fundamental skills of drafting, revising, and reflecting on your own work, nor do they substitute for locating, evaluating, incorporating, and properly citing sources. The Association for Writing Across the Curriculum states:

"Writing to learn is an intellectual activity that is crucial to the cognitive and social development of learners and writers. This vital activity cannot be replaced by AI language generators"

AI technologies will continue to shape how we approach creative pursuits like writing. However, to be truly creative, we must present our authorship with honesty and integrity. Thus, in this course, it is permitted to use generative AI tools to explore ideas. However, submitting AI-generated content is considered academic misconduct under Texas A&M University Student Rule 20. Students must write in only their own words. If you use generative AI tools as you develop your ideas, you must clearly cite how the AI tools were used and document how they contributed to your work.

Academic Freedom and Classroom Discussion Statement

Academic freedom is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in

learning. Each faculty member is entitled to full freedom in the classroom discussing the subject which the faculty member teaches. Texas A&M will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics discussed are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

Course Schedule

Major tasks with deadlines and a list of class topics are provided below. All items are due at 11:59 pm CST on the due date unless otherwise indicated. As instructor, I reserve the right to change the course schedule or content as needed depending on the pace of the class. You will be notified of any changes to the syllabus through an announcement on Canvas. You are expected to check Canvas frequently to stay on top of deadlines and announcements.

Dates	Modules and deadlines
July 3 – July 12	Module 1: Two traditions in human geography Module 2: The modern world system Module 3: Population and migration Syllabus quiz due Monday, July 7 at 11:59 pm Perusall Assignment 1 due Tuesday, July 8 at 11:59 pm Individual Written Assignment 1 due Wednesday, July 9 at 11:59 pm Quizzes for Modules 1-3 due Thursday, July 10 at 11:59 pm Exam 1: Friday, July 11 between 12:00 am and 11:59 pm Group assignments: Saturday, July 13
July 15 - July 19	Module 4: Human-environment interactions Module 5: Cultural geographies Module 6: Place and landscape Perusall Assignment 2 due Tuesday, July 15 at 11:59 pm Individual Written Assignment 2 due Wednesday, July 16 at 11:59 pm Quizzes for Modules 4-6 due Thursday, July 17 at 11:59 pm Group communication plan due Thursday, July 17 at 11:59 pm Exam 2: Friday, July 18 between 12:00 am and 11:59 pm
July 22 – August 6	Module 7: Economic development Module 8: Food and agriculture Module 9: Political geographies Module 10: Urbanization and urban structure Perusall Assignment 3 due Tuesday, July 22 at 11:59 pm Perusall Assignment 4 due Tuesday, July 24 at 11:59 pm Group Research Project 1 due Monday, July 28 at 11:59 pm

	Group Research Project 1 Peer Review due Tuesday, July 29 at 11:59 pm Quizzes for Modules 7-10 due Thursday, July 31 at 11:59 pm Exam 3: Friday, August 1 between 12:00 am and 11:59 pm Group Research Project 2 due Monday, August 4 at 11:59 pm Group Research Project 2 Peer Review due Tuesday, August 5 at 11:59 pm
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University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Texas A&M at Galveston

You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at tamug.edu/HonorSystem.

Texas A&M at Qatar

You can learn more about academic integrity and your rights and responsibilities at Texas A&M University at Qatar by visiting the [Aggie Honor System](http://aggiehonor.tamu.edu) website.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Texas A&M at College Station

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Texas A&M at Galveston

Disability Resources is located in the Student Services Building or at (409) 740-4587 or visit tamug.edu/counsel/Disabilities.

Texas A&M at Qatar

Disability Services is located in the Engineering Building, room 318C or at +974.4423.0316 or visit <https://www.qatar.tamu.edu/students/student-affairs/disability-services>.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters

and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Texas A&M at College Station

Students wishing to discuss concerns related to mental and/or physical health in a confidential setting are encouraged to make an appointment with [University Health Services](#) or download the [TELUS Health Student Support app](#) for 24/7 access to professional counseling in multiple languages. Walk-in services for urgent, non-emergency needs are available during normal business hours at University Health Services locations; call 979.458.4584 for details.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Texas A&M at Galveston

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with the Counseling Office in the Seibel Student Center, or call (409)740-4587. For additional information, visit tamug.edu/counsel.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the Galveston Campus' [Title IX webpage](#).

Texas A&M at Qatar

Texas A&M University at Qatar students wishing to discuss concerns in a confidential setting are encouraged to visit the [Health and Wellness](#) website for more information.

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#). The

[TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or 988lifeline.org.

Texas A&M College Station

Students needing a listening ear can contact University Health Services (979.458.4584) 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org.

Texas A&M at Galveston

Students who need someone to talk to can call (409) 740-4736 from 8:00 a.m. to 5:00 p.m. weekdays or visit tamug.edu/counsel for more information. For 24-hour emergency assistance during nights and weekends, contact the TAMUG Police Dept at (409) 740-4545. 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at 988lifeline.org [Links to an external site.](#)

Texas A&M at Qatar

Texas A&M University at Qatar students wishing to discuss concerns in a confidential setting are encouraged to visit the [Health and Wellness](#) website for more information.

Campus-Specific Policies

Texas A&M at Galveston**Classroom Access and Inclusion Statement**

Texas A&M University is committed to engaged student participation in all of its programs and courses and provides an accessible academic environment for all students. This means that our classrooms, our virtual spaces, our practices and our interactions are as inclusive as possible and we work to provide a welcoming instructional climate and equal learning opportunities for everyone. If you have an instructional need, please notify me as soon as possible.

The Aggie Core values of respect, excellence, leadership, loyalty, integrity and selfless service in addition to civility, and the ability to listen and to observe others are the foundation of a welcoming instructional climate. Active, thoughtful and respectful participation in all aspects of the course supports a more inclusive classroom environment as well as [our mutual](#) responsibilities to the campus community.