**GEOGRAPHY 201-01**  
**BASIC ELEMENTS OF GEOGRAPHY**  
Fall 2015  
Tuesday, Thursday 11:00-12:15 pm; G02 Chichester

Lecturer:   Dr. David S. Hardin  
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Hours:      Monday, Wednesday 2:00-4:00 pm; or by appointment

**Course Description**  
The scope and nature of geographic inquiry are addressed. Special emphasis is placed on the significance of human/environment interaction and cultural processes in the organization of space on the earth's surface.

**Course Objectives**

* To foster an understanding of the role of geography in everyday life
* To help students understand the workings of major earth, environmental, cultural, and economic systems from a geographic point of view

**In addition, this course will accomplish the following Goal 8 General Education Objectives:**  
(To see the General Education matrix for this course, click [here](file:///W:\Courses\Elements\Matrix.html))

* Help students understand the major methods of social science inquiry (in this case, geography)
* Help students recognize and explain major contributions of social science (geography) to our cultural heritage
* Help students understand how social science (geography) has been used to address significant contemporary issues

**My Expectations**  
This is not a course on knowing how to find countries on a map, how to spell the name, and identifying the biggest river; I will assume that you already know that, just as a professor teaching accounting will assume that you can manage basic mathematics. Geography is about patterns of distribution and interconnections in and between the physical and human worlds. I always begin with basic concepts and build from there and the course content is arranged in such a way that your knowledge base will grow and interconnect. For example, knowing where landforms are and why they are there connects to climatic patterns, which then connect to the types of biomes present, which is connected to human activities such as agriculture. I am a *historical* geographer, so you will see that I tend to approach geographic subjects with an emphasis on origins and processes of change. I expect you to take your responsibilities seriously (see below). You will be given a great deal of information. I expect you not only to master it as it comes along but also to retain what you have learned and even make connections between materials from different sections of the course. If you heed my expectations and the other advice you will receive (see ["How to Survive a Hardin Course"](file:///W:\Courses\SURVIVE.htm) and ["Classroom Etiquette"](file:///W:\Courses\ETIQUETT.htm)), you not only should do well in this course but enjoy it too.

**Your Responsibilities**  
This is a course with many different facets. In part, this is a Canvas course, so *you* are responsible for completing all surveys, discussions, and textbook exercises found there by the time they are due. *You* are responsible for finding and using a computer and internet connection capable of successfully completing said Canvas assignments in a *timely* manner. If you have a glitch, *you* are responsible for contacting me in a *timely* manner so that I can reset the system for you. Because I am not online twenty-four hours a day, you take the risk upon yourself if you wait until the last minute to complete assignments. *You* are responsible for coming to the lectures, listening and participating during lectures, taking comprehensive notes (*you cannot rely on the online outlines and PowerPoint lectures alone!*), reviewing those notes each day and as the semester progresses, being prepared to answer questions on that material at any time during quizzes, and obtaining and utilizing any supplemental materials on the course webpage. It is *your* responsibility to make sure that each assignment's score has successfully been added to the Canvas grade book. *You* are responsible for entering Canvas often enough to keep up with important course announcements. Soon after the semester begins, you must (1) enter Canvas and make sure you are in the grade book; (2) change your email address if the address in Canvas is *not* the one you use regularly so that you will receive course emails; and (3) let me know if you drop out of the course so I can remove your name from the grade book so you *won't* get emails from the course.

**Required/Suggested Materials**

**Text: Getis, Getis, and Fellmann. Introduction to Geography, Fourteenth Edition (New York: McGraw-Hill Science/Engineering/Math, 2008) ISBN: 9780073522883**

* a three-ring binder is suggested for holding notes and material you will download from the course web page
* this is a Canvas course. Textbook exercises, surveys, assignments, announcements, discussions, and posted grades will all be found [there](https://blackboard.longwood.edu/webapps/login/)
* [file:///W:/Courses/Elements/index.htm](file:///W:\Courses\Elements\index.htm) for additional course resources

**Grading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Evaluation | | Number of Questions, Point Values (Points Per Item/Total) | Proportion of Grade | |
| Three exams Ten Canvas textbook exercises  Country Profile  Three Country Profile updates  Final Exam | up to 100 questions, 1 point each (100/300) ≈ 20 questions, ½ point each (10/100)  100 points (100/100)  10 points (10/30)  ≈ 110 points (110/110) | | | 15.6% each; 46.9% of total  1.6% each; 15.6% of total  15.6%; 15.6% of total  1.6% each; 4.7% of total  17.2%; 17.2% of total  Total: up to 640 points |

         Final grades will be based on the total points you accrue, and scored by the following percentage distribution: ≥ 94% = A; 90-93.99% = A-; 87-89.99% = B+; 84-86.99% = B; 80-83.99% = B-; 77-79.99% = C+; 74-76.99% = C; 70-73.99% = C-; 67-69.99% = D+; 64-66.99% = D; 60-63.99% = D-; < 60% = F.

         **At the end of the term, if you decide to argue for raising an average that is on the cusp between two letter grades or portions of letter grades, you must *make a compelling case based on (1) stellar attendance, (2) completion of all assignments, and (3) showing continued improvement in all exam scores - including the Final Exam*. Obviously, rounding up should be considered a rare event.**

         Because all of the Canvas assignments will be available for several days if not weeks, there are no make-up textbook exercises unless prior permission or some *compelling* excuse (see attendance below) is given. **YOU MUST NOTIFY ME BEFOREHAND TO BE ELIGIBLE FOR A MAKE-UP EXAM**. Arrangements to make up missed assignments are the responsibility of the *student* and must be made *no later than one week after the scheduled assignment termination date*.

        If you have *or even suspect you have* any special needs in regard to test-taking, make arrangements with me and Disability Resources(<http://www.longwood.edu/disability/>) *before the first exam*.

**Exams**  
Exams are made up of a mix of multiple choice, true/false, matching, and map questions. The total number of questions will depend on what was covered in class and will total 100 points if all subjects are covered. *The exams are closed notes and text.* **However, you will be allowed to bring with you into the exam *handwritten* notes on both sides of one 3x5 card.** There will be study guides posted sometime before each exam. Each exam will have a seventy-five minute time limit. The Final Exam has a ten-point element that is the only comprehensive portion of the exam, in which you will describe the geographical factors that make Washington State’s Palouse region so distinctive. *Watch for any mention of Washington State during lectures!*

**Textbook Exercises**  
There will be ten Canvas textbook exercises based on readings from the text. These will comprise twenty or so questions about topics, maps, and images from the text. They will be open book and have no time limit, but they will require you to read the material, interpret maps, figure out simple formulas/equations, and to use your critical thinking skills. *Each set of exercises will be due on the morning that the exam for that section is administered*. The syllabus will list when exercises must be finished and I will give you warnings, **but it is your responsibility to make sure you have completed all of the exercises.** Make me aware of any problems related to computer glitches as soon as you can in person or via e-mail so that I can reset them in Canvas for you (which also means you should complete the exercises well before the exam dates!). These are due on September 23, October 21, November 11, and December 5.

**Country Profile**

Throughout this course you will learn about the different foci of geography. The course is broken down into four sections: geomorphology, meteorology/climatology, culture, and location analysis. To illustrate those topics, I primarily use examples drawn from Virginia and the United States, but they apply to almost every country in the world (save a few island and city states). This paper is your opportunity to apply the geographical skills you will learn about to a country somewhere around the world. You will be assigned a country and as the semester progresses, you'll be applying your knowledge to that country; at semester's end you will have quite a comprehensive country profile. This is a skill that would serve you well in international business and trade and a wide array of Homeland Security and Foreign Service careers. To get an idea of what a country profile looks like, consult the CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>). The CIA World Factbook only lays out the facts. What you'll be doing is going beyond the facts by *explaining* a country's geographic features in the context of what you've learned in this course. If there are mountains or volcanoes, why are they there?  Why does it have the climate that it has?  Where in the Demographic Transition is the country's population?  Does religion play a significant role in the country and if so, does it result in internal unity or turmoil or conflict with neighboring countries?  Why does it have the agriculture it has?  The final assembled paper will amount to at least eight double-spaced pages of text. In addition after the text, you'll be including maps, imagery, and graphs that will illustrate the points you're making. Updates that will let me know that you're keeping up and understanding the applications of geographic subject matter will be due on exam days (September 22, October 20, and November 10). The paper will be due at the beginning of the last class session (December 3).

**Attendance**  
Because of federal regulations, we must have a means of determining if and when students stop attending classes. Therefore, attendance will be taken via a sign-up sheet beginning after the add period (September 4). *It is your responsibility to initial the roll when it is handed out or after class if you come in late.* I reserve the right to (1) administer pop quizzes/exercises if attendance drops below fifty percent on any given day; (2) I will dock 1.5 points for each unexcused absence; (3) I will lower your final grade by half a letter grade (the University suggests a whole letter grade) for unexcused absences totaling 1½ weeks’ worth of classes or more (≥5 classes); and (4) I will lower your grade a whole letter grade (the University suggests automatic failure for that many and for any reason) if you miss three weeks’ worth of classes or more (≥9 classes). It is your responsibility to keep me informed of any events that warrant an excused absence (Convocation, short-term illness, family illnesses/deaths, getting married/appearing in a wedding party (bridesmaid/groomsman); national service (Guard, Reserves, military exercises, etc.), Longwood sports teams events, academic team events, other course field trips (especially in your major), job interviews, court appearances, GRE/MCAT, etc.). Social events do not qualify. If you have a family *emergency* or an extended illness (covering more than two classes), your first move should be to contact the Dean of Students, who then will notify all of your professors and ask that we accommodate your needs. *The time to make me aware of any omissions/errors on the roll is the next class*. Appeals at the end of the semester about absences will fall on deaf ears unless you have compelling and documentable evidence and even then you may not obtain a reversal. *If you are told to leave my class, your attendance for that day will be voided*.

**Technology Policy**

You may record lectures; in fact, I strongly encourage it. Using personal communication devices such as iPhones, iPods, Blackberries, etc. is strictly prohibited. If you are found using one while in my class, you will be told to leave. Recent studies have shown that the use of computers for note-taking actually leads to lower performance on exams. Also, the temptation to multitask, surf, and play games simply is too great. Therefore, computers will not be allowed in this class unless that is part of an arrangement you have made with Disability Resources.

**Extra Credit**

There will be opportunities to earn extra credit: (1) occasional questions on exams will be converted to extra credit and will be worth 1 point each; (2) perfect 10s on all textbook exercises is worth 5 points; (3) correct answers on pop quizzes (should they occur) are worth 1 point each; (4) perfect attendance is worth 5 points; and (5) if I forget to turn off MY cell phone ringer and it goes off, I will spot you 1 point.

**Honor Code**  
All students are expected to abide by the **Honor Code** at all times. **Using copies of old exams and textbook exercises, collaborating on Canvas textbook exercises, unauthorized back-filling or initialing for someone else on the attendance roll, and use of computer-printed 3x5 cards during exams are all violations of the Honor Code.** All submitted work must be pledged.

**CLASS SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week #** | **Dates** | **Topics** | **Readings &**  **Textbook Exercises** |
| 1 | Aug. 25, 27 | Introduction/Internal Processes | **Ch. 1 & 2 - TE 1** |
| 2 | Sept. 1, 3 | Internal Processes | **Ch. 3 - TE 2** |
| 3 | Sept. 8, 10 | Internal Processes; External Processes | **Ch. 5 - TE 3** |
| 4 | Sept. 15, 17 | External Processes | **" "** |
| 5 | **Sept. 22**  **Sept. 22**  **Sept. 22**  Sept. 24 | **EXAM 1**  **Textbook Exercises 1-3 due**  **Country Profile Update #1 due**  Atmosphere; Weather & Climate | **Ch. 4 - TE 4** |
| 6 | Sept. 29, Oct. 1 | Weather & Climate | **" "** |
| 7 | Oct. 6, 8 | Biomes | **Ch. 12 - TE 5** |
| 8 | **Oct. 13**  Oct. 15 | **FALL BREAK - NO CLASS**  Biomes | **" "** |
| 9 | **Oct. 20**  **Oct. 20**  **Oct. 20**  Oct. 22 | **Exam 2**  **Textbook Exercises 4 & 5 due**  **Country Profile Update #2 due**  Population; Migration | **Ch. 6 & 8 - TE 6** |
| 10 | Oct. 27, 29 | Culture; Religion | **Ch. 7 - TE 7** |
| 11 | Nov. 3, 5 | Religion; Political | **" "** |
| 12 | **Nov. 10**  **Nov. 10**  **Nov. 10**  Nov. 12 | **EXAM 3**  **Textbook Exercises 6-7 due**  **Country Profile Update #3 due**  Political | **Ch 9 - TE 8** |
| 13 | Nov. 17, 19 | Political |  |
| 14 | Nov. 24  **Nov. 26** | Political  **THANKSGIVING BREAK - NO CLASS** | **Ch. 10 - TE 9** |
| 15 | Dec. 1, 3 **Dec. 3**  **Dec. 3** | Agriculture **Textbook Exercises 8-10 due**  **Country Profile due** | **Ch. 11 - TE 10** |
|  | **Tue., Dec. 8**  **3:00-5:30 am** | **FINAL EXAM** |  |

**THIS SCHEDULE IS SUBJECT TO CHANGE AS EVENTS AND INTEREST**  
**WARRANT, INCLUDING THE RESCHEDULING OF CLASSES, EXTRA**  
**CLASS ASSIGNMENTS, AND POP QUIZZES**

Created August 20, 2015

***After decades of teaching experience, I have devised a list of Dos and Don'ts of behavior in my classroom . . .***

**Classroom Etiquette**

**BEFORE YOU EVEN COME TO CLASS . . .**

**DO NOT CALL ME "MR." HARDIN**

(This is not high school. I have a Ph.D. and I am a tenured Associate Professor with 28 years of teaching experience, 19½ of those at Longwood; showing minimal respect means addressing me as "Doctor" or "Professor" Hardin)

**ASSOCIATE PROFESSORS GET 15 MINUTES**

(Contrary to what you may have been told, you should wait 15 minutes before leaving if I have not arrived for class. Why not use that time to review your notes?)

**DECIDE BEFOREHAND THAT YOU’RE HERE TO LEARN SOMETHING**

(Nothing is more galling and flat-out ridiculous than reading comments at the end of the semester like, “I didn’t learn anything in this class.” That reflects more on the student than it does on me. If you don’t come in here with at least some intellectual curiosity and you’re not here to learn about the world, you’re not going to have much fun. There’s probably still time to switch to some other course)

**READ THE SYLLABUS**

(The syllabus now equals five pages of single-spaced 10 point text with important information relative to your success in this class; it is your responsibility to know what it contains)

**RELIEVE YOURSELF BEFORE CLASS**  
(Barring real emergencies, you should not be getting up in the middle of class for a potty break; this is not high school where you can afford to miss a lecture and pick it up again a week later)

**TURN YOUR @#$%! CELL PHONE RINGER OFF**  
(I will keep mine on in case there is an emergency announcement from Longwood)

**🕱 NO NOs . . .**

**ASSUMING THAT PERFUME/COLOGNE IS A SUBSTITUTE FOR BATHING**  
(If *I* can smell you, you've got *WAY* too much on)

**DOING HOMEWORK FOR ANOTHER CLASS DURING THE LECTURES**  
(The word is spelled I-N-S-U-L-T-I-N-G)

**WORKING ON YOUR SOCIAL CALENDAR DURING LECTURES**  
(All play and no work makes Jack/Jill a dullard)

**ASKING, "DO WE NEED TO KNOW THIS FOR THE EXAM?"**  
(Sorry, you have to know *everything!*)

**ACTING LIKE YOU HAVE SOMEWHERE BETTER TO BE**  
(Simply put, this *is* the best place to be for the next 50-75 minutes)

**PICKING NOSES, SCABS, OR ACNE AND CHEWING FINGERS**  
(Aside from being gross, they're usually done with the writing hand)

**HAIR TWIRLING**

(Fix your hair before coming to class; flipping and twirling are extremely distracting and will hamper your note-taking efforts. If this is compulsive behavior, consider counseling)

**PLAYING WITH PIERCINGS (TONGUE, NAVEL, ETC.)**  
(See above)

**MAKING ANNOYING NOISES DURING LECTURES**  
(I expect to be the only annoying noise you'll hear in this class)

**TALKING TO/PLAYING WITH OTHERS DURING THE LECTURES**  
(These disturb those around you and are *so* 7th grade)

**BLOWING BUBBLES, SNAPPING, OR OTHERWISE PLAYING WITH GUM**  
(Your parents should have whacked you on the back of your head for doing this when you were about nine)

Note:  this professor and/or Longwood University do not condone corporal punishment for children, but you get the idea

**EATING IN CLASS**

(If you need to grab a snack before coming to class, eat it on the way, not in class)

**YAWNING WITH AN OPEN MOUTH**  
(I have no desire to review your dental history - or lack thereof)

**WATCHING THE CLOCK**  
(A watched pot never boils)

**SLEEPING IN CLASS**  
(How anyone can sleep through one of my performances is beyond me)

**T\_E\_X\_T\_I\_N\_G**

(This is nothing more than the modern equivalent of note passing and will result in immediate banishment from my class. If you cannot survive 50-75 minutes without chit-chatting, you might want to look into an avocation other than college student. Turn your WiFi off if you cannot resist temptation)

**USING COMPUTERS OR OTHER ELECTRONIC DEVICES**

***New for 2015-16!***

(Unless you have permission)

**ASKING ME TO CALCULATE YOUR CURRENT SCORE SO YOU KNOW WHAT SCORE YOU'LL NEED TO GET ON THE FINAL EXAM TO ACHIEVE A CERTAIN FINAL GRADE**

((1) you should already know how to do that kind of math; (2) I don't do such calculations for you; and (3) WHY NOT TRY FOR 100%?!?)

**APPEALING A GRADING DECISION BY SENDING NASTY EMAILS**

(This is incredibly poor tactics; you catch more flies with honey than vinegar)

**ASKING TO HAVE YOUR GRADE BUMPED UP TO THE NEXT FRACTION OF A WHOLE GRADE (I.E. “ROUNDING UP”)**

(I realize that the new +/- system can affect your GPA; I sympathize because we didn’t have that at Mary Washington and I missed Summa Cum Laude by one-hundredth of a point as a result. But I won’t haggle over fractions of points with over one hundred students. Your letter grade will be calculated within Blackboard. You have numerous opportunities to supplement your grade in my classes; I suggest taking every opportunity)

***ASIDE FROM THE FACT THAT MOST OF THEM SHOULDN'T BE DONE IN POLITE SOCIETY ANYWAY, ALL OF THE ABOVE ARE DISTRACTING TO ME AND OTHERS. DEPENDING ON MY MOOD, DOING ANY OF THE ABOVE MAY DRAW MY WRATH, RANCOR, IRE, ETC.***

**☺ IT IS OK TO . . .**

**USE YOUR INTELLECT**

(Process what you're hearing and *think* about it)

**TAPE RECORD LECTURES**

(Why no one does this is a mystery to me)

**CHALLENGE MY FACTS OR OPINIONS**

(While I have a right to academic freedom, that doesn't mean you can't challenge me; what you need to do is be polite and make a logical and reasoned response. Remember: we all have a right to our own opinions, not our own facts)

**QUESTION WHAT YOU ARE BEING TOLD**

(Don't let anyone spoon-feed you the "truth")

**INTERRUPT TO ASK A PERTINENT QUESTION**

(Stay on track so you don't de-rail my train of thought, though)

**INTERRUPT TO MAKE AN INTERESTING COMMENT**

(If you have experienced something that's *relevant to the topic*, please share it with all of us)

**TELL ME WHAT YOU LIKE OR DISLIKE ABOUT THE COURSE**

(I take your opinion seriously; just about all of the improvements to this course have come from written student evaluations and other comments - and a pat on the back once in a while helps too!)

**QUIETLY DRINK IN CLASS**  
(Non-alcoholic beverages only, please, and no dregs slurping)

**GET TO KNOW ME**

(I've led a fairly interesting life and I don't bite - at least not so that it breaks the skin - so don't be shy about talking to me; do keep in mind that students do this so infrequently that I'll probably talk your ear off)

**FOLLOW THE CHAIN-OF-COMMAND**

(If you have a problem with my course (1) come to me; if that doesn’t solve the issue, (2) go to the BES department chair; if still you’re not satisfied, (3) go to the Dean of Cooke-Cole College of Arts & Sciences)

***REMEMBER: THIS CLASS IS NOT SO LARGE THAT YOU CAN BECOME INVISIBLE, SO WATCH YOUR BODY LANGUAGE. SCOWLING, SLOUCHING, SLEEPING, YAWNING, OR OTHER OVERT EXPRESSIONS OF BOREDOM WILL DRAW MY ATTENTION; DON'T BE SURPRISED IF I STOP AND ASK WHAT THE PROBLEM IS!***

Updated August 21, 2015  
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**HOW TO SURVIVE** **A HARDIN COURSE**

**TAKE RESPONSIBILITY FOR YOURSELF**   
(Your performance in this class depends on how much time, effort, and energy you are willing to devote to it)

**PAY ATTENTION AT ALL TIMES**   
(Details can be missed when you snooze)

**ATTEND THE LECTURES**   
(Do I really need to point this out?)

**SWEAT THE DETAILS**   
(Examples and some anecdotes probably will be on exams)

**IF IT'S ON THE BOARD, IT'D BETTER** **BE IN YOUR NOTES**   
(If I take the time and trouble to write something on the board, you'd better believe you'll see it again)

**IF IT'S ON A POWERPOINT SLIDE, IT'D BETTER** **BE IN YOUR NOTES**   
(Visual references and the basic outline of each lecture are in the PowerPoint slides)

**ASK QUESTIONS IF YOU DO NOT UNDERSTAND SOMETHING**   
(There are no stupid questions, just non-pertinent ones)

**REVIEW THE ASSIGNED CHAPTERS** **BEFORE THE LECTURES**   
(At least look at the maps and pictures; this helps to ensure that lecture materials are not completely alien to you)

**REVIEW YOUR NOTES AFTER EACH LECTURE**   
(This ensures that everything you have written down makes sense to you and saves time and frustration while reviewing for tests)

**DO NOT ASSUME THAT A TOPIC IS NOT** **IMPORTANT BECAUSE I AM USING** **HUMOR TO DISCUSS IT**   
(It is my personal style to inject humor whenever I can; if it is important, I’ll probably repeat it in a more serious tone)

**DO NOT THROW AWAY WHAT YOU HAVE LEARNED**

(While each section of this course is designed to teach you discreet information about various topics, the course is organized so that each new section compliments and builds upon the previous ones; do not be surprised if I expect you to apply the information you already have been exposed to when new subject matter arises. Also, if you’re planning on a teaching career, believe me when I say you’ll rely on your course notes and textbooks in that first critical year)

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