

Human Geography: Our Global Identity

COURSE DESCRIPTION

Human Geography: Our Global Identity

How do language, religion, and landscape affect the physical environment? How do geography, weather, and location affect customs and lifestyle? Students will explore the diverse ways in which people affect the world around them and how they are affected by their surroundings. Students will discover how ideas spread and cultures form, and learn how beliefs and architecture are part of a larger culture complex. In addition to introducing students to the field of Human Geography, this course will teach students how to analyze humans and their environments.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1: Introduction to Human Geography

When you think of geography, you may think of maps and countries. Although geography does include these things, there's more to the field of geography than just maps. In fact, geography is such a broad category that it has subfields, including physical geography and human geography. This unit will introduce you to the field of human geography. How is human geography different from other forms of geography? This unit will discuss some of those differences. You will also learn the history behind human geography and the relevance of human geography in today's world.

Learning Objectives

- Describe the differences between physical and cultural geography.
- List the subfields of human geography.
- Understand relevance of culture and cultural ecology to geography.
- Discuss theories of environmental determinism and possibilism.
- Relate the history of how modern geography has evolved.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Discussion Assignment 1	Discussion	5 points
Unit 1 Discussion Assignment 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Population

Human geography studies population by analyzing density and distribution; that is, geographers look at how many people live in specific areas and why they live there. Geographers also look at the consequences of various distributions and densities. They look the effect of the land on its population and at the effect of the people on the land. Those studying human geography also examine population growth and decline over time and place.

Learning Objectives

- Understand the difference between population density and population distribution.
- Discuss the importance of patterns of composition.
- Describe the purpose of population pyramids.
- Analyze historical population trends and projections.
- Discuss regional variations of demographic transitions.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion Assignment 1	Discussion	5 points
Unit 2 Discussion Assignment 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Cultural Patterns and Processes

This unit explains how human geography studies the cultural patterns and processes of a region or place. Human geographers study concepts of culture as well as cultural differences. These cultural attitudes and practices have an environmental impact but also provide a cultural identity or cultural landscape to a particular region.

Learning Objectives

- Understand the difference between culture traits and culture trait complexes.
- Describe the methods of cultural diffusion.
- Discuss the relevance of acculturation.
- Understand the environmental impact of cultural attitudes and practices.
- Identify cultural landscapes and cultural identities.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion Assignment 1	Discussion	5 points
Unit 3 Discussion Assignment 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Language

Language is an important component of Human Geography. Language can unite a culture group or divide it—language can be a unifying force or a dividing force. Language geography looks at the distribution of language throughout history. Language can give us clues about the culture of a region, such as the structure of the culture or its social status.

Learning Objectives

- List the major language families in the world.
- Examine the branches of language families.
- Consider the relevance of the English language as a means of communication.
- Discuss the environmental impact of cultural attitudes and practices.
- Discuss how languages evolve over time.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion Assignment 1	Discussion	5 points
Unit 4 Discussion Assignment 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Language (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: Religion

This unit explains the nature, role, and effects of religion on human geography. Human geographers study types and patterns of religion. These types and practices often provide a cultural identity or cultural landscape for a particular region. Religion affects facets of daily life as well as overall structures like the government, and it can also be studied by examining its diffusion within a single cultural group and among different cultural groups.

Learning Objectives

- Discuss the origins of Christianity, Islam, and Buddhism.
- Describe the diffusion of Buddhism into China.
- Consider the importance of holy days to different religions.
- Understand the relationship between religion and environment.
- Identify religious conflicts.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Discussion Assignment 1	Discussion	5 points
Unit 5 Discussion Assignment 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Ethnicity, Gender, and Geography

This unit explains the roles of ethnicity, race, and gender in human geography. Once a relatively obscure field of geography, the study of ethnicity and gender has shown geographers a significant amount of information related to population density and dispersion. This unit will explain how ethnicity differs from nationality, and how both play a role in human geography. In addition, we will cover how gender has factored into human geography and how it has helped to shape society.

Learning Objectives

- How ethnicities become clustered.
- The different types of segregation.
- How class relates to ethnicity and gender.
- The difference between a nation-state, a part-nation state, a multinational state, and a stateless nation.
- Examples of ethnic conflict.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion Assignment 1	Discussion	5 points
Unit 6 Discussion Assignment 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Political Geography

Political geography is one of the most easily recognized facets of human geography. Human geography began alongside the study of the influence of geography on political and military boundaries. Political geography involves researching the location and shape of a State. It also examines how imperialism and colonization affect cultures. Finally, this branch of human geography studies the relationship of physical geography and the State.

Learning Objectives

- The nature of a State.
- The different shapes of States.
- The importance and diversity of borders.
- The consequences of colonialism and imperialism.
- The history of the United Nations.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion Assignment 1	Discussion	5 points
Unit 7 Discussion Assignment 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Agriculture

Agriculture is an important concept in human geography because it affects a culture's food supply. Advancements in agriculture have also enabled societies to advance in an industrial capacity because mechanization means that less of a workforce is needed to sustain the food supply. This enabled people to obtain jobs in other areas, and increased the industrialization of society.

Learning Objectives

- The nature of the Von Thünen Model.
- Different types of agricultural mechanization.
- The importance and purpose of animal domestication.
- The value of crop rotation.
- The purpose of chemical farming.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion Assignment 1	Discussion	5 points
Unit 8 Discussion Assignment 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Agriculture (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century