

**Kia Ora and Welcome to the UGA Spring Study Abroad**  
*Human Geography: People, Places, and Cultures*  
GEOG 1101 (3 credits)

*This is a sample syllabus intended as a general guide only and deviations may be necessary (a final syllabus will be included in the course-book or available by contacting the office)*

Lead Instructor: Dr. Andrew Herod, Geography, UGA, [aherod@uga.edu](mailto:aherod@uga.edu)  
Office Address: Global Programs in Sustainability  
Building One, Room 300  
Warnell School of Forestry and Natural Resources  
Athens, GA 30602-2152  
Telephone: 706-542-9713  
Website: [www.discoverabroad.uga.edu](http://www.discoverabroad.uga.edu)  
Contact Email: [discoverabroad@uga.edu](mailto:discoverabroad@uga.edu)

Course Description

The goal of this course is to introduce you to a number of geographic concepts which will help you better understand Australia and its place in the world. Learning to think geographically is an important skill, for it helps us understand the interrelationships between places –something which is becoming increasingly important as our world is connected together in new and varied ways through contemporary processes such as globalization. Thus, the course will NOT be geared towards simply memorizing where places are. Rather, we will focus upon understanding and explaining some of the political, historical, and economic *relationships* that bind people together, even though they may live many thousands of miles apart.

The fact that we are in the South Pacific means that the course will, naturally, focus upon issues which will allow you both to understand the South Pacific better but also to learn some key concepts which you can apply in a whole host of other disciplines and contexts. Primarily we will touch upon four main topics during the course, these being:

1. Basic geographic concepts concerning how we think about the geographical relationships between places and how those relationships are represented visually through such spatial technologies as maps. Thus, for instance, we will ponder why Australia and New Zealand are usually placed in the corners of world maps which focus upon Europe and/ or North America and what this means for the way in which we think about Australasia.
2. Issues of cultural conflicts and how these are played out spatially. In particular, we will explore the concept of the “cultural landscape” and how this is shaped by various political and economic power relations. For example, we will examine processes of place-naming and how the practice of naming places in Australia and New Zealand after British historical figures and places represents a type of ideological colonization of the landscape. As you can imagine, such a political project of renaming places after British figures and places has had the effect of erasing Aboriginal names from the landscape, a process which carries with it all sorts of implications for contemporary politics in Australia.
3. Basic demographic measures and how we can use these to understand what is happening in different population groups. We will specifically focus upon population pyramids and how to interpret them.
4. An overview of recent Australian demographic history and how processes such as immigration, economic restructuring, and natural resource exploitation in the interior of the continent are shaping patterns of population change.
5. Conduct yourself in a manner consistent with Discover Abroad’s Professional, Academic, and Ethical Code of Conduct (refer to the *Program Manual* for a description and course-related implications).

## Course Credit

Credit is offered for a total of 3 semester hours at the honors or graduate level in GEOG 1101.

## Prerequisites

All students in good academic standing are eligible to take the course. There are no prerequisites.

## Attendance

Punctual attendance at all scheduled program-related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in field activities (such as hiking, snorkeling, swimming, etc.) is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor. An excused absence or decision not to participate in one or any of these field activities will not affect your course grade. During the field studies, no student may leave the group without the consent of the faculty supervisor. Unless an absence is approved by one of the instructors or the program director, students will lose 10% of their final grade for each day or part-day they fail to participate. Unexcused absences or chronic late arrival to program activities may, at the discretion of the Program Director, be grounds for dismissal from the program.

## Late and Missed Assignments

Because of the nature of this course and the tight schedule, assignments are not accepted late without prior approval from the instructor.

## Academic Honesty

All academic work must meet the standards contained in the University's Culture of Honesty policy ([www.uga.edu/honesty](http://www.uga.edu/honesty)). All students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty include (but are not limited to) award of a failing grade for the course, suspension, notification placed on the student's transcript of their having been found guilty of cheating, and expulsion from the university, and ignorance is not an acceptable defense. Academic dishonesty will be reported to the University Academic Policy Panel.

## Special Accommodations

Any student(s) who require special accommodation(s) or other requirements in this course must contact the instructor before or at the UGA on-campus orientation and register with UGA Disability Resource Center ([www.drc.uga.edu](http://www.drc.uga.edu)). Some activities include moderate exercise, such as hiking and snorkeling.

## Course-book

You are required to bring a laptop or notebook with Microsoft Word software (ipads, kindles, or other similar electronic reading devices are not acceptable for course assignments). The course-book will be provided electronically via jump drive, which is available for purchase at Bel-Jean's Copy/Print Service, 163 East Broad St, Athens, GA 30601. To purchase, please order online from <http://www.bel-jean.com/study-abroad-uga.php>, via phone at 706.548.3648 or via email at [campusrep@bel-jean.com](mailto:campusrep@bel-jean.com). An optional hardcopy is also available, though not required. The program accepts no responsibility for lost or stolen items and we recommend that you consider purchasing insurance for any expensive personal items before bringing them on the course.

The following readings are included:

Ryan, S. (1996) Maps and their cultural constructedness. In Ryan, S. *The Cartographic Eye: How Explorers Saw Australia*. Cambridge: Cambridge University Press.

Cosgrove, D. (1984) Introduction. In Cosgrove, D., *Social Formation and Symbolic Landscape*, 1-12. Totowa, NJ: Barnes and Noble.

Harley, J.B. (1989) Maps, knowledge, and power. In Cosgrove, D. and Daniels, S. (eds.), *The Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments*, 277-312. Cambridge: Cambridge University Press.

Bonyhardy, T. (2002) So much for a name. In Bonyhardy, T. and Griffiths, T. (eds), *Words for Country: Landscape and Language in Australia*. UNSW Press.

Ley, D. (1995) Between Europe and Asia: the case of the missing sequoias. *Ecumene* 2.2: 185-210.

Readings as assigned in the field modules packet.

Readings as handed out in lectures.

### Course Requirements

*Essay question (40%)*

*Population pyramid exercise (40%)*

*Field modules (20%)*

The field modules are location-based questions to be answered as individually written 250-word essays, peer-reviewed essays, group debates, site quizzes, and/or research projects (due at intervals throughout the program – see the *Itinerary*). Refer to the *Field Modules Introduction and Overview* for details on assessment expectations and submission requirements for each of the various forms of modules.

### Grade Assessment

Final grades will be assigned as follows:

A	93 – 100 percent
A-	89.5 – 92.9 percent
B+	87 – 89.4 percent
B	83 – 86.9 percent
B-	79.5 – 82.9 percent
C+	77 – 79.4 percent
C	73 – 76.0 percent
C-	69.5 – 72.9 percent
D	59.5 - 69.4 percent
F	below 59.4 percent

### Course Itinerary

Refer to the sample itineraries available online. Final itineraries will be distributed on arrival in-country or contact the office for the most recent version.