

**GEOG 10100 - People and their Environment**  
**Fall 2024**  
**Monday and Thursday, 2:30 pm to 3: 45 pm**  
**Room C002 Hunter North**

**Dr. Mohamed Babiker Ibrahim**

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**Office hours:**

Monday & Thursday 1:00 pm to 2:00 pm

Or come and see me after class OR between

5:30 pm and 7:00 pm on Mon. and Thursday

**Text:** *Introduction to Geography* (16<sup>th</sup> ed. or 15<sup>th</sup> ed) by Getis, Bjelland and Getis, McGraw Hill (2018). ISBN 978-1-259-93679-1. This book will be available at the Hunter College Bookstore but is also available at either [www.bn.com](http://www.bn.com) or [www.amazon.com](http://www.amazon.com) . Both websites have new and used copies of the text at lower prices. The publisher's website, <http://www.mheducation.com/highered/product.M0073522880.html?searchContext=getis+getis>, does not offer used copies but does offer the book as a SmartBook (i.e. ebook)

**Goals/objective and outcomes:**

Our earth is an integrated system of natural environments, built environments, and social and cultural environments. Geographers study all of these various environments in each of the specialty areas of geography. This semester we will be examining these environments and their interactions with each other through this introductory geography course. GEOG 10100 fulfills the Hunter Common Core Individual and Society (Social Science) requirement.

By the end of this course, you should have a better understanding of the complex and dynamic interrelations between and within human and non-human systems on earth. These systems include climate, landforms, ecosystems, cultures, population, economics, food, cities, politics, and more.

**Learning Outcomes:**

Upon completion of this course students will:

- Learn a broad foundational knowledge of the major content areas of geography, and the prerequisite knowledge to take more advanced geography courses;
- Understand the global patterns of natural resources, population, economy, and culture, as well as contemporary political, urban, and social processes;
- Will learn how to read and interpret maps and become familiar with the role of geospatial technologies in shaping contemporary geographic knowledge;
- Will become familiar with different explanations for today's world problems, inequalities, and power relations;

- Will develop a sense of geography as an academic discipline and an applied field that provides students with important analytical and professional skills;
- Understand the “tools” with which we make informed observations about the built and natural environments around us;
- Experience wrestling with some of the key geographic environmental and social justice issues facing our world today

### **Lecture Schedule:**

<b>Weeks</b>	<b>Lecture</b>	<b>Readings</b>
Week 1 <b>Sept 2</b>	What is Geography? Some core geographic concepts; geographic themes and standards <b>No Class – College is closed</b>	Chap. 1
Week 2	Geographical tools; locating points on a sphere; scale	Chap. 2
Week 3	Types of maps; Remote Sensing and Geographic Information Systems	Chap. 2
Week 4	Land forms: movement of the continents; earth materials (igneous, sedimentary and metamorphic rock)	Chap. 3
Week 5	Tectonic forces: folding, faulting, earthquakes and volcanoes Weathering processes, mass movement and erosional agents and deposition	Chap. 3
Week 6 <b>October 7</b>	<b><u>FIRST EXAM</u></b>	
Week 7	Air temperature	Chap. 4
Week 8 <b>Oct. 14 Tuesday 15</b>	Air pressure and wind belts <b>No Class – College is closed Classes follow Monday</b>	Chap. 4
Week 9	Types of precipitation and storms	Chap. 4
<b>November 7</b>	Climates of the world; climate change <b><u>SECOND EXAM</u></b>	Chap. 4
Week 10	Population geography	Chap. 6
Week 11	Population and culture	Chap. 6 & 7
Week 12	Types of agriculture	Chap. 10
Week 13 <b>Nov. 28</b>	Urban geography <b>No Class – College is closed</b>	
Week 14	Natural resources	Chap. 10 & 11
Week 15	Natural resources	Chap. 5
Week 16	Revision <b><u>FINAL EXAM,</u></b> (Will be announced later)	

**Grading Policies:**

- There is a direct correlation between good grades and good attendance. Come to class prepared, read the chapter, take notes, study for your exams and you'll be successful. Attendance is taken in every class meeting.
- I do not give incompletes (**IN**) except under the most extraordinary, and documented, circumstances.
- The only students who will be eligible for Cr/NC at the end of the semester are those who have completed all of the course requirements including all quizzes/exams **AND** the final exam.
- If you miss an exam, you must (1) contact me within 48 hours of the missed exam, (2) present acceptable documentary evidence for your absence, and (3) arrange a make-up exam at a mutually convenient date and time. A make-up exam covers the same material as the regular exam but will not be the same exam given as scheduled.
- If you fail to take the final quiz/exam, you have the same 48 hours in which to contact me about a make-up exam and provide me with the appropriate documentation supporting your absence. If I don't hear from you within that time period, I will award you an exam grade of zero (0) and average that zero into your semester grade.

Exam 1	30% of your total grade
Exam 2	30% of your total grade
Final Exam	40% of your total grade

**HUNTER COLLEGE'S STATEMENT ON ACADEMIC HONESTY:**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

And I might add that creative originality and integrity are essential if you want to develop the kind of knowledge that is going to do you any good in life. When you cheat at school, the one you are really cheating is ultimately your future self.

**ADA Policy**

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of ACCESSABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

**Hunter College Policy on Sexual Misconduct**

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and

gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444)
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) of Colleen Barry ([colleen.barr7@hunter.cuny.edu](mailto:colleen.barr7@hunter.cuny.edu) or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

### **Preferred Gender Pronoun**

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

**Please... do not hesitate to come and see me if you need help or have any question.**