ECONOMICS 151: Economic and Human Geography
SYLLABUS

Introduction and objectives

Welcome to Economics 151, which studies how human activity is distributed across space, the reasons for these spatial distributions, and the processes that change the spatial organization of economic activity over time. Topics include: maps, map projections, and geographic information systems; population geography; the organization and location of cities, towns and villages; transportation and communication policy; industrial location; the geography of world trade; and geographic features of economic development. The course takes a global perspective, and draws on cases and examples from all over the world.

After taking this course, you will be able to
- Explain why the human population is distributed unevenly across the world;
- Discuss why cities develop;
- Identify the determinants of the pattern of world trade;
- Demonstrate how climate and landforms interact to affect agricultural production;
- Describe how languages, cultures, and religions develop and spread;
- Discuss the economic and spatial implications of cheaper transport and communications; and
- Build maps of the U.S. and the world, using Tableau.

There are no formal pre-requisites for taking this course.

Basics

Classes: MWF, 11:00-11:50 a.m. in Archer 365A.
Office: Rosalie Stahl building (73 Tremont St.), room 1014 (on tenth floor).
Office hours: Wednesdays, 2:30-5:00 p.m., Fridays, 9:30-10:45 a.m., or by appointment, or drop by.
Phone: (617) 573 8127.
E-mail: jhaughton@suffolk.edu
Web Page: http://web.cas.suffolk.edu/faculty/jhaughton/

Useful Dates

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday</td>
<td>March 7</td>
<td>Review for mid-term exam</td>
</tr>
<tr>
<td>Wednesday</td>
<td>March 9</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>Mon-Fri</td>
<td>March 14-18</td>
<td>Spring Break: no classes</td>
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<tr>
<td>Monday</td>
<td>April 18</td>
<td>Patriots Day; no class</td>
</tr>
<tr>
<td>Monday</td>
<td>May 2</td>
<td>Last day of class; review for final exam</td>
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<tr>
<td>Tuesday</td>
<td>May 10</td>
<td>Final exam, 11 a.m. – 1:30 p.m.</td>
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Grading

The grade for the course will be based on the following:

a. **Assignments.** There will be nine homework assignments, and they will account for 27% of the total grade. Answers to written assignments should be concise and neatly presented. You are free to work together on the assignments in groups of up to three; groups may hand in a single answer sheet, if they so wish. There will be a 20% penalty for each weekday an assignment is handed in late.

b. **Presentation.** Sometime after the mid-term exam, pick an issue of interest; submit a one-page summary; and prepare a presentation, which must include at least one map, supported by PowerPoint slides, that will be made to the class near the end of the semester. Further details will be provided later. Worth 10% of the grade.

c. **Quizzes.** There will be two short quizzes, worth 6% of the total grade each.

d. **Mid-term exam.** This will account for 16% of the total grade.

e. **Final Exam.** This will cover the whole semester, and account for the remaining 35% of the total grade.

Keeping a Journal

Might I encourage you to keep a journal?

At least two or three times a week you should write an entry, which summarizes and comments on relevant articles from newspapers and magazines, or programs on TV; a total of two dozen entries will suffice. Clearly the items you report and discuss should have some relevance to economic and human geography. The journal should be handed in by the last day of class.

Here is the incentive. I will grade each journal on a scale of 0 (no journal) through 3 (a thorough, informative, and interesting piece of work). After assigning regular letter grades, I will assign extra credit on the basis of the journals. A good journal (3 points) will raise your grade by a notch - e.g. from A- to A, C+ to B-, etc. Lesser journals will get proportionally less credit.

Notes

I expect academic honesty. That means that you must never present the work of others as if it were your own. The full policy is here: [http://www.suffolk.edu/studenthandbook/19863.php](http://www.suffolk.edu/studenthandbook/19863.php).

This is a four-credit course. On average, you are expected to spend about 12 hours per week working on the course, including class time, the (relatively lengthy) assignments, studying the textbook and other readings, and preparing for exams and the presentation. I expect you to engage consistently in the course throughout the semester.

Resources

From time to time, many students experience stress and anxiety, lack of motivation, or other health problems. Don’t hesitate to use the resources of the Counseling Center [http://www.suffolk.edu/offices/g89.html](http://www.suffolk.edu/offices/g89.html) or the Office of Health and Wellness Services [http://www.suffolk.edu/campuslife/5095.php](http://www.suffolk.edu/campuslife/5095.php), or encourage a friend to use these resources, if and when the need arises. You can also drop by the offices, which are on the 5th floor of 73 Tremont St. If you have a disability that might require special accommodation, there are details at [http://www.suffolk.edu/disability](http://www.suffolk.edu/disability). There is a useful list of resources available for academic and student support at [http://www.suffolk.edu/explore/54511.php](http://www.suffolk.edu/explore/54511.php), including the Center for Learning and Academic Success, which offers academic coaching and tutoring in mathematics, writing, and English, as well as many courses.

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1 Further information on credit hours may be found at [http://cihe.neasc.org/downloads/POLICIES/Pp111_PolicyOnCreditsAndDegrees.pdf](http://cihe.neasc.org/downloads/POLICIES/Pp111_PolicyOnCreditsAndDegrees.pdf)
Reading List and Syllabus

The textbook for this course is


The MasteringGeography software, which we will use more extensively as the course progresses, also includes an e-version of the textbook.

If you do not have one already, you might want to add a world atlas to your library, such as the very nice *Oxford New Concise World Atlas*, or National Geographic’s *World Atlas*, or Rand McNally’s *Goode’s World Atlas*. Of course Google Earth is also very impressive, and we will use it extensively. These books will be supplemented by a number of other, generally short, items, which will be distributed in class.

We will also do some exercises in Excel, and will master the essentials of map-making in Tableau. I will post instructions for downloading and using Tableau on my web site once I get the relevant passkey.

1. **Basics. Maps. Geographic Information Systems.**

   *Historical development of geography. Reading maps: scale; projections; GIS. Describing the Earth: time zones, maps, cartograms. Case: Small lakes in the lower 48.*

   RRD, chapter 1.
   Links (thanks to James Hathaway’s site for these):
   a. Distance for a [selected list of world cities](http://www.sasi.group.shef.ac.uk/worldmapper/).
   b. A [time zone converter](http://www.timeanddate.com/time/zone), and a nice [map of the Earth](http://www.timeanddate.com/worldclock) showing the areas of day and night at the time you view it.
   c. As I’m sure you know, [Google Maps](http://www.google.com) has some amazing satellite photos, and interesting street photos too.
   d. An impressive, and easy-to-use, source for US maps is [nationalatlas.gov](http://www.nationalatlas.gov).
   e. For interactive on-line mapping, try [The National Map](http://nationalatlas.gov) for the US.
   g. These maps were digitized with help from Suffolk.

2. **Physical Geography**

   *Weather and climate: solar radiation and heat exchange; precipitation; atmospheric and oceanic circulation; summarizing and classifying climate. Landforms: plate tectonics; weathering; erosion. Biogeochemical cycles: water, carbon/oxygen, soil, biomes.*

   RRD, chapters 2 (Weather, Climate, and Climate Change), 3 (Landforms) and 4 (Biosphere).

3. **Population and Migration**

   *Population density and growth; demographic transition. Migration now, and in historical perspective.*

   RRD, chapters 5 (Population) and 6 (Migration)

4. **Natural Resources and the Environment**
   *Natural resources: minerals, energy, air, water, forests.*

   RRD, chapter 14 (Resources)

5. **Food and Agriculture**
   *Food supplies; nutrition and hunger; the spatial distribution of agriculture; Von Thünen rings; sustainability; fishing.*

   RRD, chapter 10 (Food and Agriculture)
   http://en.wikipedia.org/wiki/Johann_Heinrich_von_Th%C3%BCnen
   http://www.fao.org/index_en.htm [Food and Agriculture Organization of the U.N.]
   “Burdensome,” *The Economist*, June 20, 2015, p.79.

6. **Transport and Communications**
   *Networks; cost-space convergence; demand elasticity for transportation; telecommunications; the Internet.*


7. **Cities**
   *Central place theory; the distribution of settlements; urbanization; urban planning.*

   RRD, chapters 12 (Services and Settlements) and 13 (Urban Patterns)
   “Racial segregation: The great melting, “*The Economist*, Jan 9, 2016m 51-52.

8. **Trade and Development**
   *Measuring development and poverty; paths to development; causes and effects of trade; MDGs.*

   RRD, chapter 9 (Development)

9. **Language and Religion**
   *Defining and classifying languages; their evolution and diffusion. The world’s major religions and their geographical spread and influence.*

   RRD, chapter 7 (Languages and Religions)
   Basic data at: http://www.sasi.group.shef.ac.uk/worldmapper/extraindex/text_religion.html

10. **States**
    *The emergence of nation states; internal organization of states; nature and source of conflicts.*

    RRD, chapter 8 (Political Geography)