

Module Name	Human Geography
Module level, if applicable	
Code, if applicable	GEL 1301
Subtitle, if applicable	
Semester(s) in which the module	First (1 <sup>st</sup> ) Semester
Person responsible for the module	Dr. Sukamdi, M.Sc.
Lecturer	Dr. Sukamdi, M.Sc. Dr. Sudrajat, M.P. Dr. Djaka Marwasta, M.Si. Dr. RR. Wiwik Puji Mulyani, M.Si.
Language	Bahasa Indonesia
Relation to curriculum	Compulsory
Type of teaching, contact hours	STAR ( <i>Student Teacher Aesthetic Role-Sharing</i> ) is an optimal combination between SCL ( <i>Student Centered Learning</i> ) and TCL ( <i>Teacher Centered Learning</i> ). Lecturer : 1.400 minutes
Workload	Lecturer, including home works and discussion = 14 meetings x 100 minutes each Examination = 2 meetings x 100 minutes each Total workload = 1.600 minutes
Credit points	2
Requirements according to the examination regulations	Students must attended lecture no less than 70%
Recommended prerequisites	-
Module objectives/ intended learning outcomes	<ol style="list-style-type: none"> <li>1. After following Introduction to Human Geography students are able to: explain concept of human geography; explain what are human geographic question; explain why do geographer use map and what do maps tell us; explain why human are human geographer concerned with scale and connectedness</li> <li>2. After following Population Chapter students are able to: explain where in the world do people live and why; explain how to measure demographic variables; explain population dynamics in particular places; explain demographic transition in the world; explain population composition; explain variation of population policies.</li> <li>3. After following Migration Chapter, students are able to: explain the concept of migration, causes and effects of migration and how government respond to the issue of migration.</li> <li>4. After following Local Culture, Popular Culture and Cultural Landscapes, students are able to: explain local and popular cultures; explain how local culture sustained, and popular culture diffused.</li> </ol>

	<ol style="list-style-type: none"> <li>5. After following Identity: Race, Ethnicity, Gender and Sexuality students are able to: explain what is identify and how are identities constructed; explain correlation about place affected identities; explain power relationship subjugate certain groups of people</li> <li>6. After following Language Chapter, students are able to: explain what are languages and what role do language define in culture; explain languages distributed in the world; explain language diffuse in the world; explain role language play in making places</li> <li>7. After following Religion Chapter, students are able to : explain religious concepts and roles in cultures; how world religions were originated, and the diffusion of religion; and explain religion in the cultural landscapes</li> <li>8. After following Political Chapter, students are able to: explain space politically organized into states and nations; explain government's way of manage a country; explain boundaries established and boundary disputes occur; explain how geopolitics and critical geopolitics help us to understand the world; explain supranational organizations, and the future of states</li> <li>9. After following Urban Geography, students are able to: explain people start living in cities; explain where are cities located and why; explain people make cities; explain role do cities play in globalization</li> <li>10. After following Development Chapter, students are able to: explain how to define and measure development; explain barriers to and the cost of economic development; explain countries experience uneven development within the state</li> <li>11. After following Agriculture Chapter students are able to: explain what is agriculture and where did agriculture begin; explain agriculture change with industrialization; explain does imprint agriculture make cultural landscape; explain global pattern of agriculture and agribusiness</li> <li>12. After following Industries and Services students are able to: explain where did the industrial revolution begin, and how did it diffuse; explain location theory and industrial location; knowing industrial production changed; explain and analyze where are major industrial belt in the world today; explain service economy and services concentrated</li> <li>13. After following Human Environment students are able to: explain how are earth environment change overtime,</li> </ol>
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	<p>affected of human in earth environment, major factors contributing to environment change today, and human responds to environment change</p> <p>14. After following Globalization and the Geography Networks students are able to: explain globalization and what role do networks play in globalization, identities changed in the globalized world; knowing scale do networks operate in the globalized world</p>
Content	<ol style="list-style-type: none"> <li>1. Introduction to Human Geography</li> <li>2. Population</li> <li>3. Migration</li> <li>4. Local Culture, Popular Culture and Cultural Landscapes</li> <li>5. Identity: Race, Ethnicity, Gender and Sexuality</li> <li>6. Language</li> <li>7. Religion</li> <li>8. Political</li> <li>9. Urban Geography</li> <li>10. Development</li> <li>11. Agriculture</li> <li>12. Industries and Services</li> <li>13. Human Environment</li> <li>14. Globalization and the Geography Networks</li> </ol>
Study and examination requirements and forms of examination	<p>Weekly Assignment (30%), Mid-term (35%) and Final Examination (35%).</p> <p>Examination formed in written test.</p>
Media employed	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Computers</li> <li>- Interactive video</li> <li>- LCD projector</li> </ul>
Reading list	<p>Foureberg, E.H., Murphy, A.B., De Blij, H.J. 2009. <i>Human Geography People, Place and Culture</i>. United States of America : John Wiley&amp;Sons, Inc</p>