GEOG 102-03: Introduction to Human Geography

Section 03 - Fall 2011

Professor:  Dr. LaDona Knigge
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Telephone:  (530) 898-5881
E-mail:  lknigge@csuchico.edu

Please specify GEOG 102-03 in subject line of all emails.

Office hours:  Tues 2:00 to 4:00 PM Wed 2:00 – 2:50 PM or by apt.
Class days and times:  Tues/Thur 12:30 – 1:45 PM
Classroom:  101 Butte Hall

NOTE:  This syllabus is subject to change.

Course Description and Goals

This course serves as an introduction to ‘thinking geographically’ or looking at the world around us from a critical spatial perspective and asking: Why do certain things happen in certain places? How do people adapt themselves to place, but at the same time make places? The objective of the course is to introduce the study of human geography and the interdependence of places and regions in a globalized world.

In this course you will learn about why “geography matters” to your everyday life, to the future of humanity and to the well-being of the planet. You will be introduced to the tools of geographic thought and analysis, including to how to look at and interpret maps, view landscapes, appreciate cultural diversity and the meaning of place.

The course also serves as an introduction to the discipline of geography. If you haven’t decided upon a major, I suggest you consider geography. This course gives you a platform from which you can explore further issues of cities and urbanization, population, migration, economic development, international relations, globalization, and cultural geographies, as well as begin studying the many methods of geography including mapping and GIS, ethnography, and more. Come see me in my office hours if you have questions about geography as your major.
**Required Textbook**
- Publisher: Wiley in collaboration with The National Geographic Society.
- The AS Bookstore has both bound and binder copies of the text for sale or rent.

**NOTE:** The student companion site can be found at [http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471724912&bcsId=6072](http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471724912&bcsId=6072) I recommend that you utilize this resource as I will use the Wiley test bank and other materials for exams, quizzes and in-class activities.

**Course Usage of Blackboard Vista**
Copies of the course syllabus and major assignments may be found on Vista. You are responsible for regularly checking the online resources, which is accessed through the Chico State Portal at [http://portal.csuchico.edu](http://portal.csuchico.edu). You should check our course website on VISTA every few days and always on Monday mornings, for announcements. If you have any questions regarding accessing VISTA, see me or contact the student help desk at helpstu@csuchico.edu or (800) 780-4837. [http://www.csuchico.edu/stcp/about/gethelp.shtml](http://www.csuchico.edu/stcp/about/gethelp.shtml)

**Course Structure**
The course will be structured to include lectures, films, discussions, quizzes, writing, activities, and exams. Exams will not be cumulative and will consist of multiple choice, matching, short answer and/or essay questions. I will show several videos in class to give us all a break from regular class and to see some pieces of the world. We will also have in-class or on-campus activities and/or quizzes.

You should check our course website on VISTA every few days and always on Monday mornings, for announcements. If you have any questions regarding accessing VISTA, see me or contact the student help desk at helpstu@csuchico.edu or (800) 780-4837. [http://www.csuchico.edu/stcp/about/gethelp.shtml](http://www.csuchico.edu/stcp/about/gethelp.shtml)

**NOTE:** Please let me know if you know you are going to miss class. You may email me via campus email ([lknigge@csuchico.edu](mailto:lknigge@csuchico.edu)) or through our course Vista site. Please put GEOG 102-03 in the subject line if you use my campus email: [lknigge@csuchico.edu](mailto:lknigge@csuchico.edu)

**Note:** I do not check Vista email as frequently as my campus email.

**Assignments and Grading Policy**

**Written Assignments and Exercises:**
**Essays:** Essays are expected to be ‘stand-alone’ essays that address all parts of the questions with complete sentences in well-formed paragraphs. Please see me in my office hours or visit the writing center if you have problems with this style of writing.
http://www.csuchico.edu/uwc/  Make sure you cover all parts of the assignments and include any other material as noted below, such as maps or graphs.

NOTE: Do not use WordPerfect format for essays that are submitted on-line through Vista. I am not able to open WP format files.

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**Essay #1: Who Am I?** Prepare a typed 250-word essay using complete sentences and proper grammar and spelling that answers the following questions:

1. Why did you enroll in this course?
2. What international experience do you have?
3. What national experience do you have?
4. What do you hope to learn from this course?
5. What regions most interest you?
6. Who are you?

Essays are expected to be ‘stand-alone’ essays that address all parts of the questions with complete sentences in well-formed paragraphs. You will submit this essay through Vista assignment portal. Please prepare your essay in MSWord or other world processing file, save a copy, then copy and paste your essay into the textbox in the Assignment Portal on VISTA. Do not attach a file!

**Due date: Sunday Aug 28th via Vista Portal**  20 points

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**Migration Essay #2:** Three-pages (excluding maps and/or graphics), double-spaced typed papers with font 12, 1-inch margins all around, no more than two spaces between title and body of paper. (See additional guidelines above). Be sure and include all portions described below.

**Due: In-Class on Thur Oct 13th** (80 points).

Interview your parent(s) and/or at least two other older relatives about the migrations they have undertaken as children and as adults. (You will interview two people total). What were some of the push and pull factors that explain their movements? Were their migrations mostly voluntary or were they forced? Were they internal or international? Be certain that your paper clearly demonstrates that you understand the concepts which are introduced in Chapter 3 on pages 81-91. Were your family members’ migrations due to conflict, war, or other hardships? Was your family’s migration from or within a third world country? How does their migration experience compare to forced migration (both internal and international) that has been increasing in many parts of the world? How do you think their lives may have been different had they not made these moves?

Explore population trends in at least one of the places to which one of your relatives migrated (state and/or city or country if international migration) using our World Resources Institute textbook companion resource at http://earthtrends.wri.org/, the census (www.census.gov/) or an online atlas such CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/index.html. Be sure to cite the source for your demographic information. Explain the population trends in that place in your essay. (You may construct graphs, tables or maps in your explanation. Graphics are a great way to communicate information).
Provide a carefully constructed map of your family members’ migrations. You may draw your map by hand, use the maps provided in the textbook student map site or use a computer mapping program such as Map Maker on http://nationalatlas.gov Devise a system of symbology to represent their migrations i.e. flow lines, point symbols, enumerations of travels, etc. Credit will be given for clarity, creativity and completeness. Papers will be evaluated for grammar content, spelling, completeness and clarity. You are expected to have well-formed paragraphs and complete sentences. Unacceptable papers may be returned for revisions.

**Due: In-Class on Thur Oct 13th (80 points).**

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**Google Maps Tour of Favorite Place Mapping Exercise:**
Create a tour map a favorite place that you would like to share with your classmates using Google Maps. For instructions to create your map, go to: http://earth.google.com/outreach/tutorial_mymaps.html

**Video:** http://maps.google.com/support/bin/answer.py?hl=en&answer=62843

**Requirements:**
- At least three placemarks designating points of interest to you
- Descriptive text in the placemark text box about the place (about 200 words total)
- Upload a minimum of at least one photo (feel free to include more)
- Make map accessible to your professor and your classmates
- One to two page reflective writing about the mapping experience.

Detailed instructions this assignment will be posted on VISTA assignment portal.

**Favorite Place Mapping Exercise**

**Due date: Nov 6th**

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**Quizzes, exercises or video commentaries:** We will have twelve quizzes, exercises or video commentaries during the semester, including the mental-map exercise on the first and last day of class. The purpose of these low-stakes activities is to allow interactive exercises to explore and engage with the material, to break up lecture format, to encourage you to attend class and to reward students who do attend class regularly. Information will be provided about these activities throughout the semester.

**One Page Video Commentaries:** Several videos will be shown during the semester. After viewing a video, you will prepare a one page film commentary. These are not graded but 10 points are assigned. The video commentaries will be assigned the day of showing and Information from videos may appear on your exams. Videos listed in schedule are subject to change.

**Exercises:** Several exercises will be assigned. They may involve preparing simple maps as well as collecting, analysis and/or mapping of data. Information will be provided about the exercises throughout the semester.

**Quizzes** may be given over concepts or material covered. Generally notice of topic will be given in class. If students are not coming to class prepared, ‘pop-quizzes’ may be given.

**12 quizzes, exercises or video commentaries 10 points each 120 points total**
Exams will be a combination of multiple-choice questions, matching, short answer and/or short essays. There are three exams during the semester. The final exam will not be cumulative. On exams, you will be responsible for knowing what is in the book and readings and in all lectures, films and class discussions for the calendar period covered on the exam. Online exams may be administered. You may use notes one page of notes (both sides) for in-class exams.

Exam #1: Thurs Sept 29 100 points
Exam #2: Week 10 Oct 25 & 27 exam - Tentative online 100 points
Exam #3: Tues Dec 13th Scheduled Final time: 2:00-3:50 PM 100 points

Evaluation & Grading Policy

Evaluation points are assigned as follows:

- 12 quizzes, exercises or video commentaries (10 pts each) 120
- Essay #1 Who am I? 20
- Essay #2 Migration Paper 80
- Favorite Place Mapping Exercise 80
- Exam #1 100
- Exam #2 100
- Exam #3 100

Total points 600

Grading on exams, assignments and on the course is based on the following scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
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<tr>
<td>90-94</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
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<tr>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
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<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>&lt;60</td>
<td>F</td>
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</table>
**Classroom Protocol**
We will discuss classroom conduct at the beginning of class and revisit the topic periodically throughout the semester. Please see me if you have issues with classmates' behavior (side conversations, laptop, cell phone or other technology usage). The classroom should be a safe place where all ideas, as long as they do not include bigotry, intolerance or hatred, can be expressed freely and openly. Please listen to me and to other students, and frame your commentaries in the spirit of supportive and constructive criticism. Use non-sexist language when speaking and writing.

**Dropping and Adding**
You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found [http://www.csuchico.edu/catalog/](http://www.csuchico.edu/catalog/). You should be aware of the new deadlines and penalties for adding and dropping classes.

Enumerate and briefly describe assignments for the course and indicate alignment with learning outcomes. Include information about due dates and assignment weights. Specify grading policies including how grades are determined, what grades are possible, whether extra credit are available, what the penalty is for late or missed word and what constitutes a passing grade for the course.

**University Policies and Campus Resources**

**Academic integrity**
Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs.

The policy on academic integrity and other resources related to student conduct can be found at: [http://www.csuchico.edu/sjd/integrity.shtml](http://www.csuchico.edu/sjd/integrity.shtml).

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

**IT Support Services**
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, [http://www.csuchico.edu/itss](http://www.csuchico.edu/itss). Additional labs may be available to students in your department or college.

**Student Services**
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: [http://www.csuchico.edu/current-students](http://www.csuchico.edu/current-students).
Disability Services
If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. If you have a documented disability that may require reasonable accommodations, please contact Disability Support Services (DSS) for coordination of your academic accommodations. The DSS phone number is 898-5959 V/TTY or FAX 898-4411. Please also contact DSS as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. DSS will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The Disability Support Services website is http://www.csuchico.edu/dss.

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

General Education
Geography 102 is one of the nine courses that students can take to fulfill their General Education Breadth requirements. This course is part of Area D: Behavioral and Social Sciences. D3 courses focus on cultural and social institutions. This course is an approved non-western course. Because it is a non-western course, most of our classroom lectures, examples and discussions will focus on peoples and places outside of the US, the British Commonwealth and Europe.

Underlying all the University’s programs is the conviction that an educated person is one who knows that which is important for all people to know. Courses required for your major may prepare you for your vocation; the General Education program provides you the integrative intellectual experience common to all Chico graduates.

General Education (GE) will help you to see your major’s place in your total education by showing you that knowledge is not isolated, that what you know of one subject is related to what you know of another, that there is always more to know, and that what you know affects the way you live. By suggesting the essential unity and wholeness of knowledge, GE counteracts the sense of fragmentation you may feel while studying bits and pieces of issues and information through the various colleges, schools, and departments of the University.

You, like many new students, may be uncertain about your choice of a major or career field. Thus, in addition to the primary goal of broadening your awareness and understanding, an early focus on GE may help you become better acquainted with yourself and discover and deepen your interests and abilities in various academic disciplines and programs. If you are undeclared or uncertain about your major, carefully review programs you are considering, taking note of required GE courses and modifications. The Evaluations or Advising and Orientation Offices can help you plan your GE program in such a way that you take full advantage of GE as a powerful career exploration tool. (Source: 2009-2011 Course Catalog (http://www.csuchico.edu/catalog/cat09/)

All courses accepted as components of CSU, Chico’s General Education (GE) program must also help students use writing to engage in rigorous study of the body of knowledge essential to the discipline represented by the course content. Each GE course section must include the following:

- A writing requirement (at least 2500 words, total), or comparable problem or laboratory set requirement, in the genres and forms appropriate to the discipline. This requirement is intended to engage students in a rigorous study of the bodies of knowledge represented in the course, including the ways in which writing constructs and communicates knowledge.
- Multiple writing assignments, at least one of which is graded and returned to students prior to the due date of the later assignments.
- Some significant, written work within the first two weeks of the semester returned to students with informative feedback as soon as possible. This requirement is intended to assess entry-level knowledge, attitudes, and skills, and to provide feedback on coursework expectations.
# GEOG 103 Introduction to Human Geography

## Class Schedule Fall 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>WK 1</td>
<td>Chap 1: What is Human Geography?</td>
<td>Chap 1: page 1-23 Introduction to course, key concepts, geographic tools</td>
<td>Quiz #1: Mental Map Exercise</td>
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<tr>
<td>Aug 23, 25</td>
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<tr>
<td>WK 2</td>
<td>Chap 1: Continued</td>
<td>Chap 1: (continued) page 23-33 (end) Geographical tools; Chap 2: page 36-50 Contemporary globalization; the commodification of culture</td>
<td>Writing Assignment Essay #1 Due Sun Aug 28 via Vista Assignment Portal</td>
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<tr>
<td>Aug 30</td>
<td>Chap 2: Globalization and Cultural Geography</td>
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<td>Sept 1</td>
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<tr>
<td>WK 3</td>
<td>Chap 2: Continued</td>
<td>Chap 2: page 50-63 (end) Cultural geographies of local knowledge; Chap 6: page 160-175 Geographies of Race &amp; Racism; Ethnicity</td>
<td>#2 In-class exercise: Spatial Interdependencies</td>
</tr>
<tr>
<td>Sept 6, 9</td>
<td>Chap 6: Geographies of Identity: Race, Ethnicity, Sexuality &amp; Gender</td>
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<tr>
<td>WK 4</td>
<td>Chap 6: Continued</td>
<td>Chap 6: page 174-193 (end)</td>
<td>Thur: Video &amp; In-Class writing #3: Chavez Ravine</td>
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<td>Sept 13, 15</td>
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<tr>
<td>WK 5</td>
<td>Chap 3: Population</td>
<td>Chap 3: page 64-80 Population Fundamentals, Composition and Change, Population theories</td>
<td>Tues: Video: Six Billion and Beyond #4 #5 Population mapping exercise due Thurs</td>
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<td>Sept 20, 22</td>
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<tr>
<td>WK 6</td>
<td>Chap 3: (cont) Migration</td>
<td>Chap 3: page 81-95 Migration</td>
<td>Exam #1 Chap 1, 2, 3 &amp; 6 APCG Conference Sept 28-Oct</td>
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<td>Sept 27, 29</td>
<td>Exam #1</td>
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<tr>
<td>WK 7</td>
<td>Chap 11: Agricultural Geographies</td>
<td>Chap 11: page 324-353 (all) Origins of Agriculture; Agricultural Revolutions; Ag Systems; Ag, the Environment &amp; Globalization</td>
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<td>Oct 4, 6</td>
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<tr>
<td>WK 8</td>
<td>Chap 9: Geographies of Development</td>
<td>Chap 9: page 260-293 (all) What is Development? Development and Income Inequality, Development Theory</td>
<td>Migration Essay #2 Due Thurs</td>
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<td>Oct 11, 13</td>
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<tr>
<td>WK 9</td>
<td>Chap 8: (all) Urban Geographies</td>
<td>Chap 8: 228-259 (all) Cities and Urbanization; Urban Structure; Urban Dynamics</td>
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<td>Oct 18, 20</td>
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<tr>
<td>WK 10</td>
<td>Exam #2</td>
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<td>Tues: Exam #2 Chap 8, 9 &amp; 11 Oct 26-28 – ATE PI Conference in DC</td>
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<td>Oct 25, 27</td>
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<td>Nov 1, 3</td>
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<tr>
<td>WK 12</td>
<td>Chapter 10: Changing Geographies of Industry &amp; Services</td>
<td>Chap 10: page 294-325 (all) Industry &amp; Service; Evolution of Manufacturing in the Core and Beyond, Services</td>
<td>Economic Geography Mapping Exercise</td>
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<td>Nov 8, 10</td>
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<tr>
<td>Nov 14-28</td>
<td>GEOGRAPHY AWARENESS WEEK</td>
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<td>GIS Computer Lab – Butte 503</td>
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<tr>
<td>Nov 15, 17</td>
<td>Chap 4: Geographies of Language</td>
<td>Chap 4: page 98-127 (end) Languages of the World, Language Diffusion &amp; Globalization; Dialects &amp; Toponyms</td>
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<tr>
<td>Nov 29, Dec 1</td>
<td>NO CLASS</td>
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<td>THANKSGIVING BREAK</td>
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<tr>
<td>WK 15</td>
<td>Religion in Global Context, Religious Hearths &amp; Diffusion</td>
<td>Chap 5: page 130-159 (end) Geographies of Religion</td>
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<tr>
<td>WK 16</td>
<td>Chap 7: Political Geographies</td>
<td>Chap 7: page 192-227 (all) Political Geography: Key concepts, States, Internationalism, Global Geopolitics; Electoral Geography, Political Landscapes</td>
<td># 12 Map Quiz: Mental Mapping Exercise</td>
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<td>Dec 6, 8</td>
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<tr>
<td>FINAL</td>
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<td>Exam #3 Chap 4, 5, 7, 10 &amp; 12</td>
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