

Introduction to Human Geography

Section 04: T/W/Th 2:00 – 3:15 P.M. Location: Butte 101

Dr. LaDona Knigge

Office Hours: T/W/Th 3:30-4:30

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NOTE: Please specify GEOG 102-04 in subject line in all emails.

NOTE: This syllabus is subject to change due to requirements of mandated unpaid furlough days resulting from extreme budget cuts to the CSU system.

See last for more information about 2009/2010 CSU furloughs.

SYLLABUS DATE: August 27, 2009 Note: Revisions underlined

Course Objectives

This course serves as an introduction to 'thinking geographically', that is, 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 globalization 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 Materials

The books required for this course are:

- Knox, Paul L. and Sallie A. Marston. **2010.** *Human Geography: Places and Regions in Global Context* **5th edition.** Pearson: New Jersey. NOTE: This is new edition of the textbook. Do **not** buy 4th Edition!
eTextbooks with online or downloadable versions are also available at:
<http://www.mypearsonstore.com/bookstore/product.asp?isbn=0321580028>

- *Goode's World Atlas*. 22nd Edition. Rand McNally.

NOTE: You may buy the textbook and atlas packaged together or you may buy used copies separately.

Required Materials - continued

- Lyson, Thomas A. 2004. *Civic Agriculture: Reconnecting Farm, Food, and Community*. Tufts University Press: Medford, MA.

Course Structure

The course will be structured to include lectures, films, discussions, 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 films in class to give us all a break from regular class and to see some pieces of the world. We will also have occasional in-class activities.

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>

Evaluation

Evaluation points are assigned as follows:

4 Writing Assignments

- Essay #1 “Who am I?” 20
- Essay #2&4 Outside activity papers @ 30 pts each 60
- Essay #3 Migration Paper 60

Two exams (80 pts each) 160

In-class one minute papers (4 @ 10 pts each) 40

Map Quizzes or Exercises (6 @ 10 pts each) 60

Total Points 400

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

Percent	Letter Grade	Percent	Letter Grade
95-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<60	F

NOTE: Please let me know if you know you are going to miss class. If you email me at campus email, please put GEOG 102-04 in the subject line. You may also contact me via Vista email. However, I do not check Vista email as frequently.

The exams will be a combination of multiple-choice questions, matching, short answer and/or short essays. The final 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. You may use notes written on one 8 1/2 x 5 1/2 inch note card during each exam.

Written Assignments:

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.

- **Essay #1:** Prepare a typed, double-spaced, 250-word essay 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 you are?

You will submit this essay through Vista assignment portal.

Due date: Sunday August 30th (10 points).

- **Outside Activity Paper #2 & #4:** Due to furloughs and diminished classroom time, I will expect you to attend at least two activities, lectures or events outside of the classroom and write a summary paper of the activity, event or lecture that you attended. In your summary, you will need to completely identify the event (title of the event, name of speaker or speakers, sponsor, location, time in the heading). The paper should be more than one page and less than two pages in length (excluding title and heading), double-spaced typed paper (font 12, 1-inch margins all around). The paper should summarize the activity or lecture and include your reflection upon the event. You may want to reflect upon what you learned from the event, how it relates to our readings or the themes of this class such as globalization, sustainability, or interdependencies between people and places. Or it may be related to one of our chapters such as Population, Nature & Society, Agriculture and the Production of Food, etc. Suggested events, activities or speakers will be announced in class and posted on VISTA. The “This Way To Sustainability V” conference (Nov 5-8) will present numerous paper opportunities. Please attach flyers, advertisements or announcements for the event with your paper. **Essays are worth 30 points each.**
 - **Essay #2 due in class: Monday Sept 28th**
 - **Essay #4 due in class: Wed Nov 18th**

- **Migration Essay #3:** Three-page (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.

Due: In-Class on Monday October 26th (60 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 help 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 these concepts which are introduced in Chapter 3. Were your family members' migrations due to conflict, war, or other hardships? Was your family's migration experience similar or different from those of people today in third world countries? How so? How do you think their lives may have been different had they not made these moves? Use the census (www.census.gov/), Goode's World Atlas (GWA) or an online atlas to explore population trends (growth or decline) in at least one of the places to which one of your relatives migrated (state and/or city). Be sure to cite the source for your demographic information. Explain the population trends in that place (you may construct graphs of maps in your explanation). Provide a carefully drawn map of your family members' migrations. Devise a system of symbology to represent their migrations i.e. flow lines, point symbols, etc. Credit will be given for clarity, creativity and completeness. Papers will be evaluated for grammar content, spelling, clarity and content. You are expected to have well-formed paragraphs and complete sentences. Unacceptable papers may be returned for revisions.

One Minute Film Commentaries: You will hand in four in-class "one minute" film commentaries. These are not graded but points are assigned. More than four films will be shown. "one minute film" commentaries will be assigned the day of showing. After the initial five commentaries, extra credit may be offered if you submit minute paper for all of the films. You should make every effort to attend film showings. Information from films will appear on your exams. Films listed in schedule are subject to change. (10 points each, extra credit if completed for all videos).

Map quizzes or exercises: Map quizzes, in-class activities or take-home exercises will be given throughout the semester. The seventh map quiz or exercise is considered extra credit. If you complete all seven map quizzes, you potentially can achieve 10 points extra credit.

Other information:

No make-up exams will be allowed unless you can bring me a university-authorized excuse **in writing before** the next class meeting after the scheduled exam or assignment. Late papers will lose 10% of total possible points per each day they are late (including weekends). Please do not slide assignments under my door or put them in my mailbox unless you have made prior arrangements with me to do so. No "one minute paper" make-ups, no exceptions!

I do not discuss grades except during my office hours. If you have any questions about a grade, you should see me no more than one week after I've returned the assignment to you.

Attendance: I will take attendance sporadically. Students who attend class, keep up with the readings and participate in class tend to perform well on quizzes, exercises and exams; student who lack the discipline required from regular attendance tend to perform poorly. I value your classroom participation and encourage you to attend every class. Please visit my office hours often, and especially if you are having difficulty with the course.

Other Information

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.

Classroom Collegiality and Expectations

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.

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. Visit the DSS website at <http://www.csuchico.edu/dss/>.

Add/Drop information: Students are responsible for handling the paperwork for adding or dropping this class. After September 5, 2008, you will need special permission of instructor to add or drop classes. After September 19, 2008 (Census Date) you will need a compelling reason to add or drop any courses. If the class is full and you wish to add, please see me after class or during office hours.

Academic Honesty

Faculty expects students to maintain a high standard of academic integrity. If you are unclear about a specific situation, ask your instructors. They will explain what is and is not acceptable in their classes.

If there is evidence that you have been involved in any form of academic dishonesty, you may receive an "F" grade for the assignment or for the entire course, and a report will be provided to Student Judicial Affairs for further action. Please read the university's guidelines on academic dishonesty below and see:

<http://www.csuchico.edu/catalog/cat05/2StudentServices/01sjd.html>

If a student is thought to be cheating and charges are brought, a process is set in motion which can result in severe consequences, ranging from failure in an individual course to long-term suspension from the university and denial of a degree.

The examples below do not include all possible violations of the university's expectations, but they do give a good idea of behavior which will result in grade reduction, disciplinary probation, suspension, or expulsion from the university.

Plagiarism: Copying homework answers from your text to hand in for a grade; failing to give credit for ideas, statement of facts, or conclusions derived from another source; submitting a paper downloaded from the Internet or submitting a friend's paper as your own; claiming credit for artistic work (such as a music composition, photo, painting, drawing, sculpture, or design) done by someone else.

Taking Information: Copying graded homework assignments from another student; working together on a take-home test or homework when not specifically permitted to do so by the instructor; looking at another student's paper during an examination; looking at your text or notes during an examination when not specifically permitted to do so by the instructor.

Providing Information: Giving your work to another to be copied; giving answers to another student during an examination; after taking an exam, informing another student in a later section of questions which appear on that exam; providing a term paper to another student.

Misrepresentation: Having another student take your exam, or do your computer program or lab experiment; lying to an instructor to increase your grade; submitting a paper that is substantially the same for credit in two different courses without prior approval of both instructors involved; altering a graded work after it has been returned and then submitting the work for re-grading.

Grading Rubric for your record				
	Possible Points	Your points	Your Cumulative Grade	Notes
Exam #1	80			
Exam #2	80			
Essay #1	20			
Essay #2	30			
Essay #3	30			
Essay #4	60			
Map Quiz/Exer #1	10			
Map Quiz/Exer #2	10			
Map Quiz/Exer #3	10			
Map Quiz/Exer #4	10			
Map Quiz/Exer #5	10			
Map Quiz/Exer #6	10			
Map Quiz/Exer #7				
Extra	10			
1-Min Paper #1	10			
1-Min Paper #2	10			
1-Min Paper #3	10			
1-Min Paper #4	10			
Total	400 + 10 extra			

Class Schedule

WK	Dates	Topic	Reading (s)	Assignments, exams and other information
1	Aug. 24, 26	Introduction to Human Geography: Geography Matters	All readings from Knox and Marston (K&M) unless otherwise noted Ch 1, pg 1-20	#1 In class mental map exercise Writing Assn Essay #1 Due Aug 30 (submit through VISTA)
2	Aug 31** & Sept 2	Studying Human Geography	Ch 1, pg 20-39 (end)	#2 In class exercise: Spatial Interdependencies **No Class Aug 31 st Furlough Day
3	Sept 7+, 9	The Changing Global Context:	Ch 2, pg 40-53	+No Class Sept 7 – Labor Day
4	Sept 14, 16**	Industrialization of World's Core Regions	Ch 2, pg 53-68 (end)	**No class Sept 16 - Furlough Day
5	Sept 21, 23	Contemporary Globalization Interpreting Places & Landscapes	Ch 2, 68-81 (end) Chap 6, pg 214-228	#3 Exercise: Intro to Goode's World Atlas
6	Sept 28, 30	Interpreting Places & Landscapes (continued)	Ch 6, pg 228- 238	#4 Map Quiz Wed: <i>Basic Earth Properties</i> Mon: Outside Activity Paper #2 Due in class
7	Oct 5, 7	Globalization & Place-making	Ch 6. Pg 238-247 (end)	Film: <i>Chávez Ravine (Minute Paper#1)</i>
8	Oct 12, 14	Geographies of Population Population Dynamics & Processes;	Ch 3, pg 82-99	Mon: Exam #1 Chap 1, 2, & 6
9	Oct 19, 21	Geographies of Population : Population Movement & Migration; Sustainable development, gender & population issues	Ch 3, pg 99-125 (end)	#5 Population Atlas exercise due Wed Film: <i>Six Billion and Beyond</i> or <i>World in Balance (Minute Paper #2)</i>
10	Oct 26, 28	Nature & Society: US Environmental Policies and Political Views of Nature	Ch 4, pg 126-147	Mon: Essay #3 Migration Paper Due in class
11	Nov 2*, 4	Nature & Society (cont): Human Action & Recent Environmental Change;	Ch 4, pg 148-171	*No Class Nov 2 SBCD
	Nov 5-8	This Way to Sustainability V Conference		
12	Nov 9, 11+	Nature & Society (conclusion) Environmental Sustainability		Film: <i>Peak Oil/Who Killed Electric Car? (Minute Paper #3)</i> +No Class Nov 11 Veteran's Day
13	Nov 16,18	Agriculture & Food Production Global Change in Food Production and Consumption	Ch 8, pg 296-315 ERes: Lyson "Civic Agriculture" Ch 1 & 2	Wed: Outside Activity Paper #4 due in class #6 Map Exercise Wed
14	Nov 23 – 27+	+Thanksgiving Break	No Class	Enjoy Your Holiday!!!
15	Nov 30 & Dec 2**	The Environment & Agricultural Industrialization	Ch 8, pg 315-327 Lyson: "Civic Agriculture" Ch 3 & 4	
16	Dec 7, 9	Local Food Systems, Urban Agriculture	Ch 8, pg 327-337 Lyson Ch 5 & 6	Mon. Film: <i>To Be Announced (Minute Paper #4)</i> Map quiz #7 (extra)
17	Dec 14-18	Finals Week		Exam #2: Ch 3, 4 & 8 & Civic Agriculture by Lyson Mon: 4:00 – 5:50; Fri 12:00 – 1:50

+Observed holidays
 *State Budget Closure Days (SBCD)
 **Dr. Knigge's Furlough Days

NOTE: Class Schedule is subject to change pending approval of furlough days

Mandated Furlough Days:

As you should be aware, California is in the midst of a budget crisis which may not be solved for quite some time. Due to extraordinary budget cuts to CSU, fees to students have been increased 32%, many sections have been cut and faculty are required to take nine (9) unpaid furlough days each semester for the 2009-2010 academic year.

On our furlough days, we are not allowed to do any university-related work. We cannot teach on these days, we cannot correspond with students, and we are not to come to campus. I have signed an agreement with the University that I will not do any university-related work on these days and I can be disciplined if I do. These mandated furlough days have necessitated the revision of the course to eliminate some elements that have been included in the past.

Unfortunately this is the result of a dramatic budget cut to CSU by the state after years of underfunding the system. While I do not agree with what is happening, I am bound to follow the process that has been set into motion.

Furlough calendar:

State Budget Closure Days (SBCD):

T Sept 8th
Th Oct 15th
M Nov 2nd

Dr. Knigge's Furlough Days:

M Aug 31st
W Sept 16th
T Oct 20th
Th Nov 12th
W Dec 2nd
F Dec 11th

NOTE: Dr. Knigge's Furlough Schedule is subject to approval by Dept. Chair and Dean of College of Behavioral & Social Sciences and may be subject to change.

For more information on furloughs see: <http://www.csuchico.edu/hr/furlough.php>



Due to severe budget cuts imposed on the CSU, course sections, class meetings, and office hours have all been reduced. If you think it is wrong to pay more money for less education, please contact your legislators and let them know that they need to re-fund the CSU System.

DEMAND YOUR VOICE BE HEARD

Governor Schwarzenegger
Senator Sam Anestad
Assembly Member Dan Logue
Assembly Member Jim Nielsen
Paul Zingg
CSU Chico Provost Sandra Flake

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Remember that your vote matters. In the next election remember to vote!