

Introduction to Human Geography

Section 04: M/W 2:00 – 3:15 P.M.

Butte 101

Dr. LaDona Knigge

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Office Hours: M/W 3:30-5:30 Butte 533

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

SYLLABUS DATE: August 25, 2008

Syllabus in subject to change.

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.

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: 2007-09 Course Catalog <http://www.csuchico.edu/catalog/cat07/05Degree/05ge.html>)

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

Required Materials

The books required for this course are:

- Knox, Paul and Marston, Sallie. *Places and Regions in Global Context: Human Geography* 3 edition. Pearson: New Jersey. NOTE: The text also has a companion website with review questions, quizzes (complete with hints), and study guides at http://wps.prenhall.com/esm_knox_humangeo_4/

- *Goode's World Atlas*. 2000. 21st Edition. Rand McNally.

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

We'll also read some web-based material and readings. The articles are available on the electronic reserve (ERes) from the limited library loan service, online or on Vista.

ELECTRONIC RESERVE PASSWORD: <http://eres.csuchico.edu/>
<http://opac.csuchico.edu/search/r>

Course: **GEOG 102**

Password: **4JS5T**

1. BBC News. India 'loses 10 million female births.' January 9, 2006.
http://news.bbc.co.uk/2/hi/south_asia/4592890.stm
2. Wackernagel, Mathis and William E. Rees. 1996. *Our ecological footprint: Reducing human impact on the earth*. 31-60. Chapter 2: Footprints and sustainability. Vancouver: New Society Publishers.
3. Schlosser, Eric. 2001. *Fast food nation: The dark side of the all-American meal*. 148-166. Chapter 7: Cogs in the great machine. New York: Houghton Mifflin.

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:

▪ 3 Written Exercises (10 pts, 30 pts, & 60 pts)	100
▪ Three exams (100 pts each)	300
▪ In-class one minute papers (5 @ 5 pts each)	25
▪ Field work commentary/photos	20
▪ Map Quizzes or Exercises (12 @ 10 pts each)	120
▪ Chapter Guided Study Questions	25
▪ Total Points	600

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, please put GEOG 102-04 in the subject line.

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.*

Weekly map quizzes or in class exercises will take place on Wednesdays unless otherwise noted. (10 points each)

1-Minute Film Commentaries: You will hand in five in-class “1-minute” film commentaries. These are not graded but points are assigned. More than five films will be shown. “1-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. (5 points each, extra credit if completed for all videos).

Written Assignments:

Chapter Guided Study Questions: In order to ensure that students keep up with the assigned readings, students must complete question sets for each chapter. Students must submit handwritten answers to these questions. Please note the page numbers of your responses and use quotation marks when quoting exactly from the text. Question will be made available on Vista for each chapter and will not be accepted after the due date. Students will complete nine sets of questions. I will pick up at least three sets of questions. Essay questions for the tests will come from these questions.

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 September 7th (10 points).

- **Essay #2:** Two-page (excluding map), double-spaced typed paper (font 12, 1-inch margins all around, no more than two spaces between title and body of paper).
Due Date: In-Class on Monday Sept 15th (30 points).

What was your favorite spot to hang out in when you were in high school? What was the importance of this place to you and your friends? How did this place change over time (throughout the time you knew the place, and on a daily and hourly basis)? Describe this place's *site* and *situation*. Be sure that your paper clearly demonstrates that you understand the two concepts of *site* and *situation*. How do these geographical concepts help you understand the importance of this place to the lives of young people in the town where you live(d)? How did this place shape what kind of person you are turning out to be? Provide your own thoughtfully drawn mental (or cognitive) map of this place. (Cognitive/mental maps are discussed in Chapter 1 and Chapter 6. Site and situation are discussed in Chapter 1.)

- **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 13th (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 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.

Urban Field Exercise: You will visit historic sites in Chico, make observations, take digital photos, and submit a report through VISTA. Detailed instructions will be provided in class and through Vista. Report and photos must be submitted through appropriate VISTA portal. Do not send them to my email account. Points will be deducted for submissions made to my campus email account. (20 points)

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 “1-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.

Class Schedule

Week	Dates	Topic	Reading (s)	Assignments, exams and other information
1	Aug. 25-27	Introduction to Human Geography: Geography Matters	All readings are from Knox and Marston (K&M) unless otherwise noted Ch 1, pg 1–20	#1 In class mental map exercise
2	Sept 1-3 No Class Sept 1st	Studying Human Geography	Ch 1, pg 20-41 (end)	#2 In class exercise: Spatial Interdependencies Essay #1 due Sunday Sept 7th through Vista
3	Sept 8-10	Interpreting Places & Landscapes	Ch 6, 213-226	Film: <i>Chávez Ravine</i> #3 Map Quiz Wed: <i>Basic Earth Properties: pg vi Goode's World Atlas (GWA)</i>
4	Sept. 15-17	Interpreting Places & Landscapes (continued) Globalization	Ch 6, pg 226- 249 (end) Ch 2, pg 43-69	Essay #2 due in class on Monday #4 Map Quiz Wed: <i>Thematic Maps pg xi-xii GWA</i>
5	Sept. 22-24	Globalization (continued)	Chap 2, pg 69-83 (end)	Film: <i>The Seattle Syndrome</i> #5 Map Quiz: <i>Map Scale, pg vii GWA</i>
6	Sept 29 – Oct 1	Geographies of Population	Ch. 3, pg 85-96	Monday: Exam #1: Chap 1, 6, & 2
7	Oct 6-8	Population, Gender & Immigration	Ch. 3, pg 96-127 (end) BBC News on India (available online)	Mon. Film: <i>Six Billion and Beyond</i> or <i>China's One Child Rule</i> #6 Population Atlas exercise due Wed
8	Oct 13-15	Nature & Society	Ch. 4, pg 129-152 ERes: Waskernagel & Rees (ERes or Vista)	Mon. Film: <i>To Be Announced</i> Essay #3 due in class on Monday #7 Energy Production/Consumption exercise due Wed
9	Oct 20-22	Nature and Society (concluded) Agriculture & Food Production	Ch.4, 152-171 (end) Ch.8, Pg 301-317	Film: <i>In the Light of Reverence</i> #8 Ecological footprint exercise due Wed
10	Oct 27-29	Agriculture & Food Production	Ch. 8, pg 317-341 (end)	Film: Excerpt <i>Supersize Me'</i> ERes: Schlosser #9 Map Legends pg 1 GWA
11	Nov 3-5	City Spaces: Urban Structure	Chap 11, pg 427-444	Monday: Exam #2: Chap 3, 4 & 8
	Nov 6-9	This Way to Sustainability III Conference		Extra Credit Available
12	Nov 10-12	City Spaces: Urban Structure	Ch 11, pg 444-465 (end)	Monday: Urban fieldwork project explained Film: Queen City Farm #10 Map quiz Map Projections, pg viii GWA
	Nov 17-21	Geography Awareness Week	Activities to be announced	Extra Credit Available
13	Nov 17-19	Economic Development	Chap 7, pg 251-273	Sun Nov 16: Submit Urban Field Project through Vista #11 Economic Geography atlas exercise due Film: Life & Debt
14	Nov 24-26	Thanksgiving Break No Class	NO CLASS	<i>Have a Great Holiday</i>
15	Dec 1-3	Economic Development Cultural Geographies	Ch 7, pg 273-299 (end) Ch 5, 173-193	#12 Map Quiz Wed: <i>Middle East, page 200-1</i>
16	Dec 8-10	Cultural Geographies	Ch 5, pg 193-211 (end)	Film: <i>The United States vs John Lennon</i> #13 In class mapping exercise
17	Dec 15-19	Finals Week		Exam #3: Ch 11, 7 & 5 - Butte 101 Section 04: Friday 12:00 – 1:50

Other Information

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 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 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 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	100			
Exam #2	100			
Exam #3	100			
Essay #1	10			
Essay #2	30			
Essay #3	60			
Field Exercise	20			
Chapter Guided Question	25			
Map Quiz #1	10			
Exercise #2	10			
Map Quiz #3	10			
Map Quiz #4	10			
Map Quiz #5	10			
Exercise #6	10			
Map Quiz #7	10			
Exercise #8	10			
Map Quiz #9	10			
Map Quiz #10	10			
Map Quiz #11	10			
Map Quiz #12	10			
Map Quiz #13	10			
1-Min Paper #1	5			
1-Min Paper #2	5			
1-Min Paper #3	5			
1-Min Paper #4	5			
1-Min Paper #5	5			
	600 + 10 extra			