



SYLLABUS

GEOGRAPHY 2100

Introduction to Human Geography
Spring 2022 – In person

MWF 12:40pm-1:35pm

COURSE OVERVIEW

Instructor

Instructor: Max D. Woodworth

Email address: woodworth.42@osu.edu

Phone number: (614) 247-6899

Office hours: by appointment

Teaching Assistant: Emily Mazan

Email address: mazan.4@buckeyemail.osu.edu

Office hours: by appointment

Course description

To paraphrase the eminent 20th-century geographer Carl O. Sauer, geography is the study of humans' impact in changing the surface of the Earth. This broad definition of the discipline informs us that the study of geography concerns the immense variety of ways that we organize, manipulate, utilize, design, defend, interpret, and bring meaning to the pieces of planet Earth that we occupy. How we go about doing so is the substance of everyday life, politics, economy, and culture.

In this course, we will explore the discipline of Human Geography through a selection of important themes, concepts, and approaches. The core goals of this course are (1) to raise your awareness about how geography shapes the human experience and (2) to help you understand and use geographical concepts to explain

processes of social change over time and across/ within space. In sum, this course aims to help you develop a distinctly spatial way of understanding the world.

The course will contain a mix of lectures, films, and readings taken from a variety of sources. There are two written assignments and two exams, as well as occasional unannounced reflection assignments written in class that contribute to your participation grade.

The readings for this class are often complex. It is ok to not understand everything upon first read; bring your questions to class, sit with the ideas, read them a second time, and ask how they explain your world. Listen to your classmates. My hope and objective for this class is to make the classroom a community for shared learning and intellectual growth.

Course learning outcomes

By the end of this course, successful students should be able to:

- Name, locate, and describe places and regions of the world
- Correctly use geographical concepts to analyze events and environments
- Identify and understand differences between people and places
- Identify and understand connections between people, places, and processes (e.g., globalization, climate change, demographic change)
- Articulate their own connection to places and processes occurring in the world today

This class fulfills the **GE** requirements for **Social Science: Individuals and Groups**.

The goal and rationale of the **Social Science GE** is to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions.

There are three central GEC **learning objectives** in this course:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policymaking.

The course provides multiple ways of understanding social structure and human interaction, which are the overarching themes of the class. Important sub-themes include human differences and similarities, group behavior, and cultural and individual identity. Lectures will introduce general concepts, and these will be supplemented with assignments and activities that allow students to explore these concepts in the real-world

context. The course meets these goals and objectives by introducing students to a variety of approaches for understanding multiple aspects of human societies, cultures, and institutions. The course applies concepts from Human Geography to issues and problems of contemporary relevance, and hence helps students develop knowledge that will be useful for problem solving.

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Written assignments (2)	40
Exams (2)	40
Participation and attendance	20
Total	100

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates and stay alert to deadlines.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** In any written assignments, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably. Intentionally demeaning language will not be tolerated in the class.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Exams:** You must complete the exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Written assignments undergo review through Turnitin, an online system that checks for plagiarism. The important thing to note here is that citation of sources is a **good thing** and shows you've done research.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on

past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

HOW THIS COURSE WORKS

Mode of delivery: This course is in-person.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an in-person course, attendance and participation are essential to success in this class. At different unannounced points in the semester, you will be asked to complete a reflection assignment in class. These will count toward your participation grade and cannot be made up. Active participation in discussions is also a crucial part of the learning process and will be graded.

Office hours: OPTIONAL

I will hold office hours by appointment on Zoom. When contacting me to meet for office hours, please include three half-hour time windows when you are available to meet. I will respond with a time that works for both of us.

STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

<https://advising.osu.edu/>

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

COURSE MATERIALS AND TECHNOLOGIES

Textbook, articles, audio-visual materials

- This course will make use of a variety of texts and films. There are no texts to purchase for this class.
- All scholarly articles will be available either in hyperlinks or in PDF format on Carmen.
- Audio-visual material will be available through links.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

COURSE SCHEDULE

	Date	Topic	Reading, viewing	Assignment
Week 1	Jan 10	Introduction to the course; review of syllabus		
	Jan. 12	Interconnection and interdependence	Massey	
	Jan. 14	The foundations of human geography: place	Syllabus; Knox & Marston (pp. 1-6, skim 7-18)	
Week 2	Jan. 17	MLK Day – No Class		
	Jan. 19	The foundations of human geography: spatial and regional analysis	Knox & Marston (pp. 18- 30); Where is the Midwest?	
	Jan. 21	The foundations of human geography: spatial and regional analysis	N/A	
Week 3	Jan. 24	Social production of space: Cores, peripheries, frontiers	Tsing	
	Jan. 26	Social production of space: nation-states	Anderson, Ch. 1 “Introduction”	
	Jan. 28	Social production of space: globalization and space-time compression	N/A	

Week 4	Jan. 31	Watch: <i>Darwin's Nightmare</i>		
	Feb. 2	Watch: <i>Darwin's Nightmare</i>		
	Feb. 4	Class discussion about <i>Darwin's Nightmare</i>		
Week 5	Feb. 7	Environment-society relations, part I: from environmental determinism to cultural landscape	<u>Duncan</u>	
	Feb. 9	Cont'd	N/A	
	Feb. 11	Environment-society relations, part II: social nature, political ecology, the Anthropocene	Scott	
Week 6	Feb. 14	Cont'd	Zee	
	Feb. 16	Class discussion of <i>The Anthropocene</i>	<i>The Anthropocene</i> , <u>"Postcards from a world on fire"</u>	
	Feb. 18	Landscape analysis explained	N/A	
Week 7	Feb. 21	Space and cultural politics	Wright	
	Feb. 23	Cont'd	N/A	
	Feb. 25	Cont'd	Ong	
Week 8	Feb. 28	No class: Research and writing assignment #1, landscape analysis		
	Mar. 2	Resources and growth	<u>Walker</u>	

	Mar. 4	Geographies of capitalism	Harvey; Kaplan	Written assignment #1
Week 9	Mar. 7	Population and geography	Dastrup 2.0-2.3; Population Geography	
	Mar. 9	Migration	Dastrup 2.4	
	Mar. 11	Midterm		
Week 10	Spring Break – No Class			
Week 11	Mar. 21	Geopolitics: Territory and territorialization	Diener & Hagen	
	Mar. 23		N/A	
	Mar. 25	Watch: <i>Metal Taiwan</i>	Rigger	
Week 12	Mar. 28	Watch: <i>Metal Taiwan</i>	Rowen	
	Mar. 30	Class discussion about <i>Metal Taiwan</i>		
	Apr. 1	Urbanization and urban development	Walker & Lewis	
Week 13	Apr. 4	Black suburbanization in the United States	Wiese	
	Apr. 6	Transect explained	N/A	
	Apr. 8	Ethnoburb & Invisiburb	Skop & Li	
Week 14	Apr. 11	Class discussion about <i>La Haine</i>	Watch: <i>La Haine</i>	
	Apr. 13	Global slum	Watch: <i>Welcome to Lagos</i> ; Davis ; Angotti	
	Apr. 15	Black geographies	Hawthorne	

Week 15	Apr. 18	No class: Research and writing assignment #2, transect exercise		
	Apr. 20	Global Urbanism	<u>Moser & Côté-Roy</u>	
	Apr. 22		N/A	Written assignment #2
Week 16	Apr. 25	Interconnection revisited: Reading the built environment	<u>Wu</u>	
EXAM 2 DUE May 3, noon				