

## INTRODUCTION TO HUMAN GEOGRAPHY

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To paraphrase the eminent 20<sup>th</sup>-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. The core goals of this introductory 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 space.

Our primary text will be *Human Geography: Places and Regions in Global Context (6<sup>th</sup> Edition)*. Chapters in this textbook are arranged thematically, such as population, migration, urban geography, and so on. Each theme is approached with attention to its dynamics at various spatial scales (ie., local, regional, national, global). We will also read a variety of additional texts and will use films as additional course material. For the lectures to be effective, you must come to class prepared. Read the material carefully before each class. You will have questions. Dwell on them; discuss them with classmates and friends; raise them in class.

**Required book** (available at Long's/Barnes and Noble on High Street):

Knox, P.L. and S.A. Marston. *Human Geography: Places and Regions in Global Context, 6<sup>th</sup> Edition*. New York: Pearson, 2013.

Additional readings are on CARMEN.

### Course Requirements and Grade Distribution

- 1) 10 short written assignments (7 reading responses, 3 contemplative essays): 20%
- 2) 5 map quizzes: 10%
- 3) 10 reading question sets: 10%
- 4) 3 exams: 60%

For detailed instructions on assignments, see the relevant files in the course's contents page on CARMEN.

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

The goal and rationale of the Social Science GEC 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.

### **ACADEMIC MISCONDUCT POLICY**

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).”

### **DISABILITY SERVICES**

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

## **Class Policies and Guidelines**

### **Attendance**

Attendance will be taken at each class session. Students are expected to attend each session and to provide documented evidence (e.g., doctor's note) to receive an excused absence. After three unexcused absences, the final grade will be reduced by a point per further unexcused absence.

### **Participation**

We will have plenty of occasions to discuss topics in smaller groups. All students must try and be involved in discussions. Articulating your ideas will help you understand the course material. Please remember that a respectful and engaged format of questioning and debate will allow everyone to feel comfortable sharing his or her ideas with the class. Many of the issues we discuss in this class do not have clear-cut answers; other issues are politically sensitive. For this reason, it is imperative that we respect each other's contributions to discussions and develop an appreciation of the diversity of views that people of different backgrounds and personal experiences bring to the class.

### **Submitting assignments**

All assignments are to be submitted through CARMEN in the course's designated "drop box."

### **Late assignments**

Late assignments will not be accepted unless there has been an emergency or an extension has been granted before the due date. Assignments not turned in on time will receive a 0% grade, no exceptions.

### **Laptops in class**

Use of laptops is conditional on using them to take notes only. As a courtesy to your classmates, please do not surf the Web while in class.

### **Basic classroom etiquette**

Please, silence or turn off cell phones and other communication devices.  
Do not text while in class.  
Arrive on time.

## COURSE OUTLINE

Date	Topic	Reading	Assignment*
Aug. 27	Course Intro	Syllabus	
Aug. 29	What is geography and why does it matter?	Textbook Ch. 1, pp. 2-24	CE #1
Sept. 1	<b>Labor Day – No Class</b>		
Sept. 3	What are region, landscape, and place?	Textbook Ch. 1, pp. 24-31	QS #1
Sept. 5	Thinking about maps	Monmonier	RR #1
Sept. 8	What are the key processes of change that shaped the pre-modern world?	Textbook Ch. 2, pp. 34-50	
Sept. 10	How is today's globalization different?	Textbook Ch. 2, pp. 51-63	Map Quiz #1
Sept. 12	The West and the Rest	Hall	RR #2
Sept. 15	How do we measure population?	Textbook Ch. 3, pp. 66-75	
Sept. 17	What are the key processes of population change?	Textbook Ch. 3, pp. 76-85	
Sept. 19	What is the geography of migration?	Textbook Ch. 3, pp. 85-93	QS #2
Sept. 22	Is population a problem?	Textbook Ch. 3, pp. 93-100; Lohman	RR #3
Sept. 24	How has the nature-society relation been defined and studied?	Textbook Ch. 4, pp. 104-119	
Sept. 26	How has energy impacted the environment?	Textbook Ch. 4, pp. 120-129, 133-142	QS #3
Sept. 29	What is global climate change?	Textbook Ch. 4, pp. 130-131; "Climate 101" (Pew 2011)	RR #4
Oct. 1	Exam #1		
Oct. 3	What is a cultural landscape?	Textbook Ch. 5, pp. 144-154	
Oct. 6	How does geography affect cultural systems?	Textbook Ch. 5, pp. 155-166	
Oct. 8	What are the relations between place and identity? Is there a "global" culture?	Textbook Ch. 5, pp. 167-181	QS #4; Map Quiz #2
Oct. 10	<b>No Class</b>		
Oct. 13	How is meaning produced in places?	Textbook Ch. 6, pp. 184-193	
Oct. 15	Is it possible to "read" a landscape?	Textbook Ch. 6, pp. 193-211	
Oct. 17	Ideology and landscape	Cosgrove	RR #5
Oct. 20	What is development and how	Textbook Ch. 7, pp. 214-223	Map Quiz #3

	is it measured?		
<b>Oct. 22</b>	What are some explanations for uneven development?	Textbook Ch. 7, pp. 223-232	QS #5
<b>Oct. 24</b>	How has globalization affected regional development patterns?	Textbook Ch. 7, pp. 232-254	
<b>Oct. 27</b>	Life in the World's Workshop	<i>Mardi Gras: Made in China</i>	CE #2
<b>Oct. 29</b>	What are the three phases of revolutionary change in agriculture?	Textbook Ch. 8, pp. 258-278	
<b>Oct. 31</b>	How has globalization changed agriculture?	Textbook Ch. 8, pp. 278-290	QS #6
<b>Nov. 3</b>	What challenges are posed by agriculture today?	Textbook Ch. 8, pp. 290-297	Map Quiz #4
<b>Nov. 5</b>	Exam #2		
<b>Nov. 7</b>	How are boundaries meaningful?	Textbook Ch. 9, pp. 300-306	
<b>Nov. 10</b>	What are the origins of the "world system"?	Textbook Ch. 9, pp. 306-332	
<b>Nov. 12</b>	How is geography made political?	Textbook Ch. 9, pp. 332-347	QS #7
<b>Nov. 14</b>	Territory and nation	Anderson	RR #6
<b>Nov. 17</b>	How do pre-modern and modern cities differ?	Textbook Ch. 10, pp. 350-366	
<b>Nov. 19</b>	What are world cities?	Textbook Ch. 10, pp. 367-372	
<b>Nov. 21</b>	How are cities of the developing world growing?	Textbook Ch. 10, pp. 373-381	Map Quiz #5; QS #8
<b>Nov. 24</b>	The "Third World" Urbanizes	<i>Welcome to Lagos</i>	CE #3
<b>Nov. 26</b>	<b>No Class – Thanksgiving and Columbus Day</b>		
<b>Nov. 28</b>			
<b>Dec. 1</b>	What are the key spatial areas of a city?	Textbook Ch. 11, pp. 384-387	QS #9
<b>Dec. 3</b>	How do North American, European, and Islamic cities differ spatially?	Textbook Ch. 11, pp. 387-402	
<b>Dec. 5</b>	What problems are unique to cities of the "periphery"?	Textbook Ch. 11, pp. 403-412	QS #10
<b>Dec. 8</b>	Slum life	Davis	RR # 7
<b>Exam #3 TBD</b>			

\* RR: Reading Response; CE: Contemplative essay; QS: Question set.