

INTRODUCTION TO HUMAN GEOGRAPHY

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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. The core goals of this introductory course in human geography 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 and within space.

Our primary text will be *Human Geography: A Short Introduction* by John Rennie Short. Chapters in this textbook are arranged thematically and focus on such topics as nature-society relations, population, migration, urban geography, globalization, 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 class time to be productive, you must come to class prepared. Read assigned material carefully before each class and complete assignments on time. Concepts in this class are likely to be new for you, so it is normal (and desirable) to 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):

John Rennie Short. *Human Geography: A Short Introduction*. Oxford: Oxford University Press, 2014.

Additional readings are on CARMEN.

Course Requirements and Grade Distribution

- 1) 11 in-class quizzes: 10%
- 2) Geography journal: 10%
- 3) Story map assignment: 10%
- 4) Landscape assignment: 10%
- 4) 4 contemplative essays: 10%
- 5) Mid-term exam: 20%
- 6) Final exam: 30%

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

This class fulfills the **GE** 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).”

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

Must I always attend class?

Consistent attendance is crucial to success in this class. Attendance will be taken at the beginning of each class session. You are expected to attend each session and to provide documented evidence (doctor's note, etc.) to receive an excused absence. Please note that absences due to extracurricular activities (i.e., Model UN, club travel, family travel, etc.) do not count as excused. After three unexcused absences, your final grade will begin to drop by a percentage point per unexcused absence.

Must I participate in discussion?

Yes. Reading and listening are good but are not enough to guarantee effective learning. Verbally articulating your ideas is a helpful way for you to process, organize, and express your thoughts. Active participation is therefore expected of everyone.

What is the policy on late assignments?

For logistical purposes and because deadlines are deadlines, late assignments will only be accepted in the case of a documented medical or family emergency, or if an extension has been granted before the due date. Unfortunate occurrences, such as a failed Internet connection, roommate crises, traffic, etc. do not count. Please do not request an extension unless you have a valid excuse and documentation. Assignments not turned in on time receive a 0% grade.

Can I use a laptop in class?

I do not permit the use of laptop computers or other devices during class unless you have a documented reason to use one. Please verify with me if you have such a need. This rule is in place as a way to help you concentrate and to foster better discussion and integration in the class. Considerable research in recent years shows that students who take notes in the traditional fashion (with pen and paper) learn better in class.

What constitutes appropriate classroom etiquette?

I regard the classroom as a relaxed, yet formal learning environment. What does this mean? Put simply, I hope to foster a classroom where all of you feel at ease to share your ideas freely and take the learning process seriously. This requires a few simple rules. Firstly, please arrive on time. Arriving late is disruptive and undermines the spirit of respectful intellectual exchange we hope to generate in the classroom. Second, if you must leave class early, please notify me in advance. Finally, I ask that cellphones and other digital devices not be visible during class. This last rule is very important.

How should I contact and address the professor?

I maintain designated weekly office hours and am happy to accommodate requests to meet outside those hours, if needed. I will reply within 24 hours to all *substantive* email queries. Queries that can be answered by reading the syllabus will receive either no reply or an email that reads as follows: ITS (in the syllabus). In the subject heading of emails, please write "RE: GEOG2100." I also request that emails be written formally. By this, I mean that emails should be written with "Dear Dr. Woodworth," and should be signed off with "Sincerely." This may sound old-fashioned, but I make this request explicit in order to eliminate any guesswork on your part -- and also because I think it's good practice.

COURSE OUTLINE

| Date | Topic | Reading | Assignment* |
|----------|--|---|--|
| Aug. 26 | Course Intro | | |
| Aug. 28 | What is geography and why does it matter? | Syllabus; Harm de Blij | CE 1; join Facebook group |
| Aug. 31 | Labor Day – No Class | | |
| Sept. 2 | The home planet ... and our place in it | Short Ch. 1; <i>Economist</i> “A man-made world” (see URLs) | Photo |
| Sept. 4 | Geography’s intellectual landscape | Ch. 2 | Quiz |
| Sept. 7 | Thinking about maps | Monmonier | Journal |
| Sept. 9 | Thinking about maps: in-class map exercise | “Story map assignments” in CARMEN | |
| Sept. 11 | Basic Story Map showcase | | Story map |
| Sept. 14 | People, resources, and environment: demographic trends | Short Ch. 3 | Journal; Quiz |
| Sept. 16 | People, resources, and environment: demographic trends | | Population exercise |
| Sept. 18 | China’s one-child policy | <i>Economist</i> (see URLs) | |
| Sept. 21 | People, resources, and environment: Population and food | Ch. 4 | Journal; Quiz |
| Sept. 23 | People, resources, and environment: oil | Textbook Ch. 5: pp. 81-90; Vox maps (see URL) | |
| Sept. 25 | Oil | Textbook Ch. 5: 91-98; Bridge & Le Billon; “Mapping the Shale Gas Boom” (see URL) | Quiz |
| Sept. 28 | People, resources, and environment: Nature-society relations | | Watch <i>Manufactured Landscapes</i> ; CE 2; |
| Sept. 30 | People, resources, and environment: Nature-society relations | Textbook Ch. 6 | Quiz |
| Oct. 2 | People, resources, and environment: Nature-society relations | T. Steinberg; Baker (see URL); Ingraham (See URL) | Journal |
| Oct. 5 | Cultural geography: the many | D. Meinig; “Landscape | Journal |

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| | meanings of landscape | exercise” in CARMEN | |
| Oct. 7 | Cultural geography: landscape and power | D. Mitchell | |
| Oct. 9 | Cultural geography: identity and place amid globalization | D. Massey | Journal |
| Oct. 12 | Cultural geography: in-class landscape presentations | | Landscape exercise |
| Oct. 14 | Mid-term exam review | | |
| Oct. 16 | No Class – Autumn Break | | |
| Oct. 19 | Mid-term Exam | | |
| Oct. 21 | Economic geography: spatial divisions of the economy | Textbook Ch. 7 | Journal; Story Map Tour topic due |
| Oct. 23 | Economic geography: spatial divisions of the economy | | Quiz |
| Oct. 26 | Economic geography: making economic space: actors, processes, and power | Textbook Ch. 8 | |
| Oct. 28 | Globalization: making a global economy | Textbook Ch. 9 | Quiz (Ch.’s 8 & 9) |
| Oct. 30 | Globalization: the global commodity, in-class exercise | | |
| Nov. 2 | Globalization: the global commodity | Watch Rivoli (see URL) | Journal |
| Nov. 4 | Globalization: global culture? | Textbook Ch. 10 | Quiz |
| Nov. 6 | Globalization: globalization and cultural capital | Ren | |
| Nov. 9 | Globalization: life on the factory floor | Watch <i>Mardi Gras: Made in China</i> | CE 3; Journal |
| Nov. 11 | No Class – Veterans Day | | |
| Nov. 13 | Political geography: Empire | Textbook Ch. 11 | Journal |
| Nov. 16 | Political geography: The Nation-State | Textbook Ch. 12 | Quiz (Ch.’s 11 & 12) |
| Nov. 18 | Territory and affect | Billé | |
| Nov. 20 | Political geography: The challenge of ISIS | Mishra “How to think about Islamic State” (See URL); Wood “What ISIS really wants” (see URL) | |
| Nov. 23 | Urban geography: an urban world | Textbook Ch. 13 | Quiz; Journal |
| Nov. 25 | No Class – Thanksgiving and Columbus Day | | |
| Nov. 27 | | | |
| Nov. 30 | Urban geography: slums | Watch <i>Welcome to Lagos</i> (see URLs) | CE 4 |

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| Dec. 2 | Urban geography | Textbook Ch. 14 | |
| Dec. 4 | Urban geography | Textbook Ch. 15 | Quiz (Ch.'s 14 & 15) |
| Dec. 7 | Story Map Tour showcase | | Journal |
| Dec. 9 | Final exam review | | |
| Final Exam TBD | | | |

- CE: Contemplative essay.