

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. In sum, this course aims to help you develop a distinctly spatial way of understanding the world.

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. I expect that much of the material will be unfamiliar and some of it quite challenging.

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.

William Strunk and Elwyn B. White. *The Elements of Style*. Columbus, OH: Pearson, 1999.

Additional readings are available in the course's CANVAS site.

Grade Distribution:

- 1) 5 short critical essays (3-5 double-spaced pages): 40%
- 2) 1 midterm exam: 20%
- 3) 1 final exam: 30%
- 4) Participation and attendance 10%

For detailed instructions on assignments and an explanation of the grading scale, see the relevant files in the course's CANVAS site.

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

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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. Also note that **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?

No. 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 discussion and integration in the class.

How should I contact 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. The TA will do the same.

General classroom basics:

No cellphone gazing during class. (You may think I can't see you doing it, but I can, and doing so will count against your participation grade.)

Please arrive on time.

If you must leave early, please let me know at the beginning of class. Never simply leave class before the end of the period. (Doing so is disrespectful toward your classmates and the instructor and will count against your attendance grade.)

COURSE OUTLINE

Date	Topic	Reading	Assignment*
Aug. 24	Course introduction		
Aug. 26	What is geography? Key concepts and ideas	Knox & Marston	
Aug. 29		Knox & Marston	
Aug. 31		Knox & Marston	
Sept. 2	A Sense of Place	Tuan	
Sept. 5	LABOR DAY – NO CLASS		
Sept. 7	Thinking about maps	De Blij	
Sept. 9	Thinking about maps	De Blij	
Sept. 12	Population & geography	Short Ch. 3	
Sept. 14		Short Ch. 3	
Sept. 16	China's one-child policy	<i>Economist</i> (see URLs)	Critical essay #1
Sept. 19	Population and food – Malthus	Short Ch. 4	
Sept. 21	Population and food – hunger and food insecurity	Short Ch. 4	
Sept. 23	Food deserts	Short Ch. 4	
Sept. 26	Population and resources	Short Ch. 5	
Sept. 28	Energy in America	Vox maps (see URL)	
Sept. 30	Rare earths	Klinger; Folger	
Oct. 3	Nature-society relations	Short Ch. 6	
Oct. 5	Nature-society relations	<i>Economist</i> "A man-made world" (see URLs)	
Oct. 7	Nature-society relations		Critical essay #2
Oct. 10	Sustainability	Mansfield	
Oct. 12	Mid-term Exam		
Oct. 14	AUTUMN BREAK – NO CLASS		
Oct. 17	The cultural landscape	Cosgrove	
Oct. 19	In-class film: <i>Manufactured Landscapes</i>		
Oct. 21	In-class film: <i>Manufactured Landscapes</i>		
Oct. 24	The geography of the economy	Short Ch. 7	
Oct. 26	The geography of the economy		
Oct. 28	Economic globalization	Short Ch. 9	
Oct. 31	Geography of poverty and inequality	Milanovic	

Nov. 2	Globalization hits the core	Kaplan	
Nov. 4	Uneven development in the United States	Measure of America 2013-2014	Critical essay #3
Nov. 7	Political geography: The Nation-State	Short Ch. 12	
Nov. 9	Political geography: US election		
Nov. 11	VETERANS DAY – NO CLASS		
Nov. 14	Political geography: The challenge of ISIS; in-class film <i>The Rise of ISIS</i>	Mishra “How to think about Islamic State” (See URL); Wood “What ISIS really wants” (see URL)	
Nov. 16	Urban geography: an urban world	Short Ch. 13	Critical essay #4
Nov. 18	Urban geography: slums; <i>Welcome to Lagos</i>		
Nov. 21	Urban geography: slums; <i>Welcome to Lagos</i>		
Nov. 23	THANKSGIVING – NO CLASS		
Nov. 25			
Nov. 28	U.S. suburbanization	Jackson	
Nov. 30	Education and segregation	Failure Factories (see URL)	
Dec. 2	Gentrification	Short Ch. 15	Critical essay #5
Dec. 5			
Dec. 7	Review		
Final Exam Tuesday Dec. 13 10am-11:45am			