

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: Places and Regions in Global Context (6th 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 (i.e., local, regional, national, global). We will also read a variety of additional texts and will use films as additional course material. Read assigned material carefully before each class and complete assignments on time.

Required book:

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

Additional readings are on CARMEN.

Grade Distribution:

- 1) 2 short essays: 20% (10% each)
- 2) 10 journal entries: 20% (2% each)
- 3) attendance and participation: 10%
- 4) 2 exams: 50% (25% each)

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

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

Classroom basics:

No cellphone gazing during class.

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.)

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. Please allow me 24 hours to respond to email queries. The TA will do the same.

Graded Work

This class will require that you complete ten journal entries, two short essays, and two exams.

Journal Entries: Each student will be expected to submit ten journal entries, roughly one each week, as specified in the course outline below. Journal entries must be at least half a page single-spaced in a 12-point standard font. Each entry is expected to present reflections on an idea or concept covered in the text or in class-time discussions (e.g., globalization, time-space compression, demographic transition, slum, etc.). Entries should find a real-world example taken from the news or from daily life around campus, work, or home to illustrate the concept or idea you have selected. Entries will be graded for clarity, thoroughness, and relevance, but they need not be formal essays. Creative approaches are encouraged, assuming you feel so inspired. Late submissions will not be accepted. Each submission should build on the same document, such that the journal becomes a growing log of entries during the semester. Please write your newest entry at the top of the document, so that entries are in reverse chronological order. A template will be provided in Carmen.

Short essays: This class requires submission of two short essays, roughly two pages in single-spaced 12-point standard font. Essay prompts are provided on the course's Carmen site. These are formal, but short, analytical essays. They are designed to allow you to think more deeply and thoroughly about one or more of the ideas covered in class. They are graded for clarity, logic, and thoroughness. Short essays do not require outside research, nor is there a minimum number of sources or citations. However, you are expected to cite material, where appropriate, and to provide a full bibliographic entry at the end of the essay. I do not have a preference for bibliographic styles. I only care that they are clear and consistent.

Exams: There will be two exams. They are not cumulative. Each exam will be a take-home exam.

Explanation of Grade Standards

A (93 – 100%) = excellent understanding of the topic/question, insightful and thoughtful response to the material covered, goes beyond basic limits of assignment, persuasive and logical argumentation, no typographical or grammatical errors.

A- (90 – 92%) = superior understanding of the topic/question, insightful and thoughtful response to the material covered, goes beyond basic limits of assignment, strong argumentation, only minor typographical or grammatical errors.

B+ (87 – 89%) = strong understanding of the topic/question, clear argumentation and logic, meets requirements of assignment, few typographical or grammatical errors or minor organizational problems.

B (83 – 86%) = competent understanding of the topic/question, adequate grasp of information, logical argument, possibly a few minor organizational problems or grammatical errors, but shows overall coherence in discussion, few typographical or grammatical errors or minor organizational problems.

B- (80 – 82%) = competent understanding of the topic/question, shaky grasp of information, possibly a few organizational problems or grammatical errors, but shows overall coherence in discussion.

C+ (77 – 79%) = meets minimum requirements of the assignment but reveals superficial preparation through some problems with factual information (omissions or errors) and/or logical argument, more than a few grammatical and/or typographical errors.

C (73 – 76%) = meets minimum requirements of the assignment but reveals superficial preparation through problems with factual information (omissions or errors) and logical argument, more than a few grammatical and/or typographical errors.

C- (70 – 72%) = barely meets minimum requirements of the assignment, reveals weak preparation through problems with factual information (omissions or errors) and logical argument, has grammatical and/or typographical errors.

D+ (67 – 69%) = work reveals inadequate preparation through illogical argumentation and/or numerous factual information errors, does not follow directions, poor use of resources, organizational problems and grammatical errors

D (60 – 66%) = inadequate work as revealed through illogical argumentation, numerous factual errors, does not follow directions, poor use of resources, serious writing problems

E (59 or lower) = work not turned in or does not match assignment requirements

URLs for select course readings

For Sept. 21, *Economist* on China's One-Child Policy:

<http://www.economist.com/blogs/economist-explains/2013/12/economist-explains-8>

<http://www.economist.com/news/china/21657416-china-has-relaxed-its-one-child-policy-yet-parents-are-not-rushing-have-second-children>

<http://www.economist.com/news/china/21638131-enforcers-chinas-one-child-policy-are-trying-new-gentler-approach-enforcing-smile>

<https://www.economist.com/china/2018/07/26/chinas-two-child-policy-is-having-unintended-consequences>

For October 26:

Center for Land Use Interpretation: <http://clui.org/>

For November 5:

Kaplan, E. 2014. "Losing Sparta." *Virginia Quarterly Review*, Summer.

<https://www.vqronline.org/reporting-articles/2014/06/losing-sparta>

Social Science Research Council. The Measure of America.

<https://www.ssrc.org/programs/view/moa/>

For December 3:

BBC, *Welcome to Lagos*, Episode 1. <https://vimeo.com/11143842>

COURSE OUTLINE

Date	Topic	Reading	Assignment*
Aug. 22	Course introduction		
Aug. 24	Why geography matters	Knox & Marston Ch. 1, pp. 2-6	
Aug. 27	What is geography? Key concepts and methods	Knox & Marston Ch. 1, pp. 7-24	
Aug. 29		Knox & Marston Ch. 1, pp. 24-32	JE1
Aug. 31		n/a	
Sept. 3	LABOR DAY – NO CLASS		
Sept. 5	Emergence of a globalized world: stages, processes, implications	Knox & Marston Ch. 2, pp. 34-50	JE2
Sept. 7		Knox & Marston Ch. 2, pp. 51-63	
Sept. 10		Rediker	
Sept. 12	Population & geography: distribution, structure, change	Knox & Marston Ch. 3, pp. 66-85	JE3
Sept. 14			
Sept. 17	Population & geography: migration	Knox & Marston Ch. 3, pp. 85-94	
Sept. 19	Population & geography: population as a problem?	Knox & Marston Ch. 3, pp. 94-101	
Sept. 21	China's one-child policy	<i>Economist</i> (see URLs)	
Sept. 24	Nature and society: biophysical and social natures	Knox & Marston Ch. 4, pp. 105-116	JE4
Sept. 26			
Sept. 28	Nature and society: human impacts	Knox & Marston Ch. 4, pp. 116-142	
Oct. 1			
Oct. 3		Olentangy walk	Essay 1
Oct. 5	Culture, identity, and geography	Knox & Marston Ch. 5, pp. 144-166	JE5
Oct. 8		Knox & Marston Ch. 5, pp. 167-182	
Oct. 10		Catch-up/Midterm Review	
Oct. 12	AUTUMN BREAK – NO CLASS		
Oct. 15	Take-home Exam 1		
Oct. 17			
Oct. 19	Interpreting places and landscapes	Knox & Marston Ch. 6, pp. 184-193	JE6
Oct. 22		Knox & Marston Ch. 6, pp. 193-197	
Oct. 24		Knox & Marston Ch. 6, pp. 198-211	
Oct. 26		CLUI (see provided link)	

Oct. 29	Geographies of economic development: patterns of development	Knox & Marston Ch. 7, pp. 214-223	JE7
Oct. 31	Geographies of economic development: economic structure	Knox & Marston Ch. 7, pp. 223-232	
Nov. 2	Geographies of economic development: regional development and globalization	Knox & Marston Ch. 7, pp. 232-255	
Nov. 5	Globalization's discontents	Kaplan (see provided link); Measure of America (see provided link)	
Nov. 7	Food and agriculture: food systems	Knox & Marston Ch. 8, pp. 259-279	JE8
Nov. 9	Guest Lecture: J. McGibbons	n/a	
Nov. 12	VETERANS DAY – NO CLASS		
Nov. 14	Political geography: territory, place, and power	Knox & Marston Ch. 9, pp. 300-306	JE9
Nov. 16		Knox & Marston Ch. 9, pp. 306-332	
Nov. 19		n/a	Essay 2
Nov. 21	THANKSGIVING – NO CLASS		
Nov. 23			
Nov. 26	Political geography: supra-national and sub-national politics	Knox & Marston Ch. 9, pp. 332-347	
Nov. 28	Urban geography: historical processes	Knox & Marston Ch. 10, pp. 350-372	JE10
Nov. 30	Urban geography: contemporary urbanization	Knox & Marston Ch. 10, pp. 373-381	
Dec. 3	Global slums?	Watch: <i>Welcome to Lagos</i> (see provided link); Neuwirth	
Dec. 5	Final exam review		
Take-home Exam 2 Due Dec. 11, noon			