



# SYLLABUS

# GEOGRAPHY 2100

Introduction to Human Geography  
Fall 2020 – Online

## COURSE OVERVIEW

### Instructor

Instructor: Max D. Woodworth

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Office hours: MWF 10:20-11:15

### Course description

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.

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 and 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 recorded lectures, short videos, documentary films, readings taken from a variety of sources, regular quizzes, a book review, and two exams. The course is divided into eight Modules, each of which focuses on a topic that sits at the heart of human geography today. Students will be responsible for following the Modules throughout the semester, as they become available. I will hold two one-on-one meetings with each student during the semester via Zoom. All graded material will be accessible on the course Canvas site and will have firm deadlines.

## Graded Assignments:

Quizzes

## 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.

# GRADING AND INSTRUCTOR RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Eight reading quizzes (5 points each)	40
Posts to Discussion board (2 per week)	15
Book Review	15
Exam 1	15
Exam 2	15
Total	100

See course schedule below for due dates.

## Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

## 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**. Quizzes and exams will be taken through Carmen and graded automatically.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## 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 communications and assignments, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for Discussion board posts.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably. Remember that sarcasm doesn't always come across online. 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. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into eight **bi-weekly modules** that are divided into weekly halves and released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**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 online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbook, articles, audio-visual materials

- This course will make use of the “Introduction to Human Geography” open-source textbook by R. Adam Dastrup. There is no cost for this text; it is only available online.
- All scholarly articles will be available in PDF format on Carmen.
- Journalistic articles and other readings will be available through URL links.
- Audio-visual material will be available through links.

### Book Review list

- Part of this course requires that students write a 2-page, single-spaced review of one of the following books:

- Marcus Rediker, *The Slave Ship*
  - OSU – print only <https://library.ohio-state.edu/record=b6364871~S7>
  - An unlimited ebook alternative: Daniel B. Domingues da Silva, [The Atlantic slave trade from West Central Africa, 1780-1867](#)
- Rachel Weber, [From boom to bubble : how finance built the new Chicago](#)
- David Harvey, [Rebel Cities](#)
- Gregory S. Jacobs, [Getting Around Brown: Desegregation, Development, and the Columbus Public Schools](#)
- Natalie G. Adams, [Just Trying to Have School : The Struggle for Desegregation in Mississippi](#)

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 26 – Sept. 4	<b>Module 1, part 1: What is Geography?</b> Lecture 1 To Read: <a href="#">Dastrup, Ch. 1</a> To Do: Discussion Post
2		<b>Module 1, part 2: Why does geography matter?</b> Lecture 2 To Read & Watch: DeBlij; <a href="#">Why geography?</a> To Do: Quiz; Discussion Post
3	Sept. 7 - Sept. 18	<b>Module 2, part 1: Population Geography: What are the geographical patterns of population change?</b> Lecture 3 To Read & Watch: <a href="#">Dastrup, Ch. 2.1-2.3</a> ; <a href="#">Population Geography</a> To Do: Discussion Post
4		<b>Module 2, part 2: Population Geography: What are the geographical patterns of migration?</b>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Lecture 4 To Read & Watch: <a href="#">Dastrup, Ch. 2.4</a> ; <i>The Last Train Home</i> To Do: Quiz; Discussion Post
5	Sept. 21 - Oct. 9	Module 3, part 1: Geography of Development and Global Unevenness Lecture 5 To Read & Watch: Atlas of Sustainable Development; <a href="#">Industrial and Economic Development</a> ; <a href="#">Ha-Joon Chang – Why are some countries rich and others poor?</a> To Do: Discussion Post
6		Module 3, part 2: Geography of Economic Development: Global Inequality Lecture 6 To Read & Watch: <a href="#">Milanovic and Jayadev</a> ; <a href="#">Hans Rosling TEDTalk</a> ; <a href="#">David R. Williams TEDTalk</a> To Do: Quiz; Discussion Post
7		Module 3, part 3: Racial Capitalism Lecture 7 To Read and Watch: <a href="#">Pulido</a> ; <a href="#">Geographies of Racial Capitalism</a> ; <a href="#">Congo, My Precious</a> To Do: Quiz; Discussion Post
8	Oct. 12 - Oct. 16	Module 4: Cultural Geographies: Landscape and Power Lecture 8 To Read: <a href="#">Sklair and Struna</a> ; <a href="#">Power</a> To Do: Exam 1
9	Oct. 19 - Oct. 30	Module 5, part 1: Political Geography: Borders, boundaries, governments Lecture 9 To Read & Watch: <a href="#">Dastrup, Ch. 4</a> ; <a href="#">How the States Got Their Shapes</a> To Do: Quiz; Discussion Post

Week	Dates	Topics, Readings, Assignments, Deadlines
10		<p>Module 5: part 2: Political Geography: Territorial dispute case study – Taiwan</p> <p>Lecture 10</p> <p>To Watch: <a href="#">Taiwan</a>; <i>Metal Politics Taiwan</i></p> <p>To Do: Discussion Post</p>
11	Nov. 2 – Nov. 13	<p>Module 6, part 1: Urban Geography: Cities, mega-cities, slums</p> <p>Lecture 11</p> <p>To Read &amp; Watch: Roy; <a href="#">Welcome to Lagos</a></p> <p>To Do: Quiz; Discussion Post</p>
12		<p>Module 6, part 2: Urban Geography: Segregation in U.S. cities</p> <p>Lecture 12</p> <p>To Read: Rothstein; <a href="#">Li, Skop &amp; Yu</a>; <i>La Haine</i>; <a href="#">‘We’re A Segregated City’ : Charlottesville Speaks Out A Year After Deadly Rally; What Happened in Bethel, Ohio?</a></p> <p>To Do: Discussion Post</p>
13	Nov. 16 -Nov. 27	<p>Module 7, part 1: Environment and Society</p> <p>Lecture 13</p> <p>To Read &amp; Watch: <a href="#">“Making the Outdoors Great for Everyone”</a>; <a href="#">Finney</a>; <a href="#">Bennett</a>; <a href="#">National Geographic</a>;</p> <p>To Do: Quiz; Discussion Post</p>
14		<p>Module 7, part 2: Global climate change</p> <p>Lecture 14</p> <p>To Read &amp; Watch: <a href="#">Maslin</a>, Ch.’s 1, 2, 3; <a href="#">The Anthropocene</a>; <a href="#">President Obama at Exit Glacier</a>; <a href="#">TEDTalks James Hansen</a></p> <p>To Do: Quiz; Discussion Post</p>
15	Nov. 30 -Dec. 4	Module 8: Book Review
	Dec. 9	To Do: Exam 2



