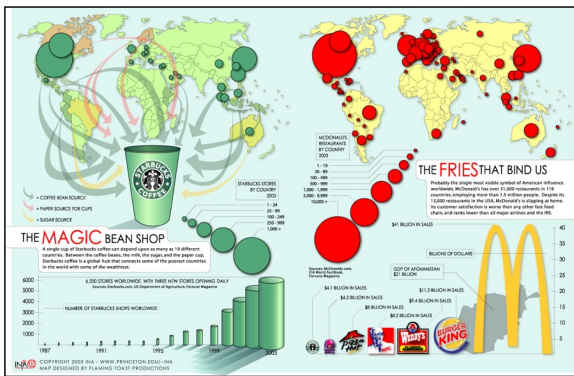


# HUMAN GEOGRAPHY

Spring 2020

This syllabus was amended on March 16 2020 to reflect the suspension of in-person teaching and face-to-face instruction through the end of the semester due to COVID19. All changes to the original syllabus are marked in this document, in red, with 'track changes'.



<http://www.princeton.edu/~ina/infographics/starbucks.html>

CLASS LOCATION	BAKER SYSTEMS 144
CLASS TIME	<b>MON, WED, FRI 12:40-1:35PM</b> <b><u>DUE TO THE SUSPENSION OF FACE-TO-FACE INSTRUCTION, THE REMAINDER OF THE CLASS, STARTING ON MARCH 23, WILL BE COMPLETED ONLINE. I WILL BE POSTING VERY BRIEF VIDEO LECTURES ON MONDAYS AND WEDNESDAYS, ACCOMPANIED BY A POWERPOINT SLIDE DECK. THE FRIDAY CLASSES WILL REQUIRE YOU TO WATCH AN ONLINE MOVIE AND COMPLETE A DISCUSSION POST FOR THE WEEK (DETAILS BELOW).</u></b>

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## PROFESSOR MAT COLEMAN

1156 Derby Hall

Email: [coleman.373@osu.edu](mailto:coleman.373@osu.edu)

Office hours: **MON, WED 2:00-3:00PM OR BY APPOINTMENT**

I will host one collective office hour per week on Wednesdays via Zoom, at 3pm. I will send out an invite for the Zoom office hours ahead of time. Ariel will sit in during my office hours.

**TA: Ariel Rawson, Ph.D. candidate, Department of Geography**

1083 Derby Hall

Email: [rawson.29@buckeyemail.osu.edu](mailto:rawson.29@buckeyemail.osu.edu)

Office hours: **MON, WED 11:00AM-12:30PM**

[Ariel will host one collective office hour per week on Mondays at noon via Zoom. She will send out an invite for the Zoom office hours ahead of time.](#)

**Course description:** Introduces students to the field of human geography; focus on real-world problems, such as migration, war, imperialism, environment, trade, conflict, inequality, and urbanization by applying **key human geography concepts**, such as place, space, scale, landscape, and territory. Prereq: Not open to students with credit for 205. GE soc sci indivs and groups course. <https://geography.osu.edu/courses/2100>

**Student Life Disability Statement**

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Counseling and Consultation Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## COURSE RATIONALE

Geography 2100 introduces students to the **basic conceptual vocabulary of human geography within the context of empirically-grounded lectures** on topics such as development, migration, war, borders, gentrification, segregation, food, and climate change. By the end of the class, students will have a strong grasp of **key theoretical concepts in human geography**, such as place, space, territory, landscape, region, scale, uneven development and landscape. Students will be able to apply these concepts to **make sense of the myriad comprehensive ties that bind peoples and places together, oftentimes unequally, across the globe.**

Geography 2100 caters primarily to GE students with no background in Geography. However, the class is also designed to prepare Geography majors for higher division classes in our department's Urban, Regional and Global Studies and Environment and Society tracks. More on the Department of Geography can be found at [www.geography.osu.edu](http://www.geography.osu.edu).

## GE FOR SOCIAL SCIENCE: INDIVIDUALS AND GROUPS

This course meets the requirements of the GE for Social Sciences: 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 expected learning outcomes of this GE 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 comprehend and assess individual and group values and their importance in social problem solving and policy making.

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.

## CLASS PROTOCOLS

This will be a rewarding and engaging class, but before we start please read the following protocols, which hold without exception for all enrolled students. These protocols will make your learning experience more enjoyable. I take teaching seriously, and I would like you to take learning equally so.

- The use of cell phones and other mobile communication devices in class is disruptive to your colleagues' learning. You may not use of these devices during class. If you use your mobile device in class, or if you otherwise disrupt class with your device, I will take your name, and give you a 1<sup>st</sup> warning. If this happens a second time at any point during the semester, you will forfeit your attendance for the class in question. There will be no exceptions to this rule.
- Students will, at all times and without any exceptions, act professionally and courteously in the classroom. In particular, I am expecting that your engagement with me, and especially with your peers, is not hostile or derisory, and that you respect social difference. In particular, I will not tolerate language or commentary that is racist, sexist, patriarchal, or homophobic. If your participation disrupts the class, or is not respectful to your peers, or me, I will drop you from the class as per the University Faculty Rule 3335-8-33 (E) (Conditions and Procedures for Disenrollment from a Course) (see <https://trustees.osu.edu/university-faculty-rules/3335-8>). There will be no exceptions to this rule.
- If you miss a seminar, I strongly recommend that you get a full set of notes from one of your colleagues. It would be a good idea to team up with a class peer at the start of the semester to share notes.

### **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) – available at (<https://trustees.osu.edu/sites/default/files/migrated/assets/files/RuleBook/CodeStudentConduct.pdf>) – defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (see below), collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never

considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

As defined by University Rule 3335-31-02, plagiarism is the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the COAM. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact me.

I strongly suggest you read the ‘Ten Suggestions for Preserving Academic Integrity’ at <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct#Ten-Suggestions>

**COURSE REQUIREMENTS**

The majority of your grade comes in the form of a midterm exam as well as a final exam. Both are weighted equally at 30%. In addition to the exams, you have two group-based research and writing assignments, each worth 15% of your final grade. Attendance is worth an additional 10% of your grade.

Attendance	10% <u>I will assign the attendance grade, on 10%, ending on March 6 2020. I will not evaluate attendance for the remainder of the semester.</u>
Midterm exam (March 6)	30%
<del>Final exam (April 28)</del>	<del>30%</del>
Team Research & Writing Project 1 (February 7)	15%
<del>Team Research &amp; Writing Project 2 (April 13)</del>	<del>15%</del> <u>Due to the suspension of face-to-face instruction, I am canceling the second research and writing assignment.</u>
Freebee – no work required!	5%
<u>Weekly discussion post</u>	<u>4x 5%</u>

	<a href="#">See explanation, below</a>
<a href="#">Take home exam</a>	<a href="#">20%</a> <a href="#">See explanation, below</a>

**GRADING SCALE**

- A 93-100
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 60-66.9
- E 0-59.9
- EN Too many absences to permit a passing grade
- INC Incomplete

An "A" grade indicates outstanding performance in the class, in comparison with other students.

An "A-" grade indicates excellent performance in the class, in comparison with other students.

A "B+", "B" and/or "B-" grade indicates above average performance in the class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students.

A "C+", "C" and/or "C-" grade indicates average performance in the class, in comparison with other students. Average students will be assigned +/- in comparison with other average students.

A "D+" and/or "D" grade indicates low but acceptable performance in the class, in comparison with other students. D-range students will be assigned + in comparison with other average students.

An "E" grade indicates that the student has not successfully satisfied the course requirements.

**WORK EXPECTATIONS**

According to Ohio State policy (<https://trustees.osu.edu/university-faculty-rules/3335-8>), a 3 credit hour course comprises 3 hours of instruction in class and 6 hours of homework/study time outside class per week, for a total of **9 hours per course per week**, for the student to earn a C grade.

## RESEARCH AND WRITING ASSIGNMENT

I will discuss my expectations for the ~~two~~ research and writing assignments at length in class. The ~~first~~ assignment is a commodity chain analysis based on your class readings and internet research on a specific commodity. ~~The second assignment is an ethnographic exercise on campus focused on borders and boundaries. I will post clear instructions for each assignment online.~~

THE ASSIGNMENT REQUIRES TEAMWORK (a minimum of groups of 2 individuals) ~~AND TEAM EVALUATION~~. I will not accept research and writing assignments that are completed individually.

Your research and writing assignment is due on **February 7 (@5:00 pm)**, ~~and the second is due on April 13 (@5:00pm)~~. It will be time-stamped by Carmen Dropbox. Any assignment submitted after 5:00pm on either date will be penalized 10% at the start of every 24-hour period that the assignment is past due. This means that an assignment turned in at 5:01pm on the due date will incur a 10% penalty. Please familiarize yourself with the Carmen Dropbox process before the due date so that you don't end up missing the submission deadline. Don't be late! It is good practice to not wait until the last minute to submit your work.

You will submit the assignment through Carmen Dropbox only. Do not email me your assignments.

Assignments submitted through Carmen Dropbox are automatically submitted for an originality check through Turnitin. See details on academic integrity and plagiarism above.

## MIDTERM AND FINAL EXAMS

I will discuss the short answer format of the ~~midterms and the final~~ exams during class. I will provide brief, but comprehensive, study guides to help you prepare for the ~~midterm exams as well as for the final exam.~~

### FINAL EXAM

Your final exam will be a take home exam. It will consist of two questions. You will have one week to complete the exam, starting on April 20. The exam must be submitted through an assignment portal on Carmen. Your final exam will be weighted at 20% of your overall grade.

### FREEBEE

In order to compensate for the disturbance to your semester caused by COVID19, and to set you on the best possible track for success, I am giving you each an additional 5% toward your grade.

### DISCUSSION POSTS

For the last remaining four weeks of the semester, you are responsible for completing a discussion post on Carmen relating to that weeks lectures, readings, and videos. Your discussion post should not exceed 150 words. Your post should tackle one of the following questions:

What did you find most challenging from the week's material?

What did you think of the readings?

What was most interesting or surprising to you about the material we covered this week?

Explain one key concept you encountered this week. Do you have a question about?

The discussion posts are due on March 27, April 3, April 10 and April 17, as indicated on the schedule at the end of the syllabus. Each post is worth 5% of your final grade, for a total of 20%.

### **ABSENCES AND MAKE-UPS**

Legitimate excused absences include: participation in a scheduled activity of an official University organization, verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service.

If you miss a research and writing assignment deadline for any of these reasons, you must provide me with verifiable documentation (a note from your University organization, a doctor's note, etc.). The documentation must include a name and a telephone number for someone who can explain your absence. If you miss an assignment deadline, I will give you an extra 24 hours to hand in the assignment. After 24 hours, the original late penalty procedure is restarted.

If you miss a midterm exam or the final exam, and if you can provide valid documentation, the make-up exam must be written within one week (seven days) of the originally scheduled exam. If you do not write the missed exam within the seven-day grace period, you will receive no grade (i.e., 0%) for the exam. If you do not complete the final exam prior to the grade-posting deadline (this may be sooner than a week after the final exam), and if you have a valid excuse for having missed the exam, you will be awarded an INC grade which I will later change based on your final exam grade.

### **READINGS**

There is no assigned textbook for this class. Textbooks are too expensive, and in general make for unrewarding reading. Our readings in this class will comprise short overview essays from the *International Encyclopedia of Human Geography*, as well as undergraduate-friendly peer-reviewed articles from the journal *Geography Compass*.

**You are responsible for finding and downloading the readings for this class. I will not be posting any of the readings to the class website. The journal articles and the entries from the *International Encyclopedia of Human Geography* are readily available through the OSU library website (<https://library.osu.edu/>).**



The *International Encyclopedia of Human Geography* is a comprehensive review of core concepts and debates in Geography, written for an academic audience. We are using several entries as assigned readings in the class but there are hundreds more entries in the book that might be useful.

**The readings I've assigned will require your focus and concentration. My expectation is that students will complete the readings prior to coming to class.**

### **TECHNOLOGY**

All course materials (lectures, assignments, review material) will be distributed via Carmen at <http://carmen.osu.edu>.

For help with your password, university e-mail, Carmen, and any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

### **OFFICE HOURS**

Come and see me in office hours. I will be more than happy to answer questions and go over class material. I will also be happy to provide additional reading materials to supplement what we do in the class. [Please see the first page for updated information on virtual office hours via Zoom.](#)

**Class Lecture Schedule**

	Date	Topic	Reading
Week 1	January 6	Syllabus and class overview	N/A
	January 8	How to do well in a 2000-level class and in other Arts and Sciences introductory classes: ABCs of reading, notetaking, and writing	N/A
	January 10	Interdependence, connectivity (core geography concepts)	Amin, A. 2004. "Regions Unbound: Towards a New Politics of Place." <i>Geografiska Annaler Series B-Human Geography</i> 86(1): 33-44.
Week 2	January 13	Basic human geography approaches: spatial and regional analysis	N/A
	January 15	Cores and peripheries (core human geography concepts)	N/A
	January 17	Uneven development (core human geography concepts)	N/A
Week 3	January 20	MLK Day—NO CLASS	N/A
	January 22	Commodity chain analysis	Cook, I. 2004. "Follow the Thing: Papaya." <i>Antipode</i> 36(4): 642-664.  Yeh, E., and Kunga T. 2013. "Following the Caterpillar Fungus: Nature, Commodity Chains, and the Place of Tibet in China's Uneven Geographies." <i>Social &amp; Cultural Geography</i> 14(3): 318-340.
	January 24	<i>Darwin's Nightmare</i>	Celebrated film by Hubert Sauper on the global fish industry and its connection with other industries
January 27	<i>Darwin's Nightmare</i>		
Week 4	January 29	<i>Darwin's Nightmare</i> discussion	2004, 107 mins Documentaries > Politics & Current Affairs Documentaries > War Documentaries > Resource Extraction & Environmental Damage
		Review of Team Research and Writing Assignment #1 (Commodity Chains)	

	January 31	Economic geography: geographies of capitalism	Das, R. J. 2009. "Capital and Space". International Encyclopedia of Human Geography. London: Elsevier, pp. 375-381.
Week 5	February 3	Economic geography: geographies of capitalism (con't)	
	February 5	Space (core human geography concepts)	Kitchin, R. 2009. "Space II". International Encyclopedia of Human Geography. London: Elsevier, pp. 268-275.
	February 7	Space (core human geography concepts) (con't)  <b>Team Research and Writing Assignment #1 (Commodity Chains) Due 5pm</b>	Ruddick, S. M. 2009. "Society-Space". International Encyclopedia of Human Geography. London: Elsevier, pp. 217-226.
Week 6	February 10	Place (core human geography concepts)	Cresswell, T. 2009. "Place". International Encyclopedia of Human Geography. London: Elsevier, pp. 169-177.
	February 12	Place (core human geography concepts) (con't)	
	February 14	Cultural geography: landscape analysis	Morin, K. M. 2009. "Landscape Perception". International Encyclopedia of Human Geography. London: Elsevier, pp. 140-145.  Dubow, J. 2009. "Landscape". International Encyclopedia of Human Geography. London: Elsevier, pp. 124-131.
Week 7	February 17	Scale (core human geography concepts)	Sayre, N. F. and Di Vittorio, A. V. 2009. "Scale". International Encyclopedia of Human Geography. London: Elsevier, pp. 19-28.
	February 19	Population and health geography: population displacement	N/A
	February 21	Population and health geography: population dynamics and the demographic transition	N/A
Week 8	February 24	Mobility (core geographical concepts)	Merriman, P. 2009. "Mobility". International Encyclopedia of Human Geography. London: Elsevier, pp. 134-143.

			Adey, P. 2009. "Fluidity-Fixity". International Encyclopedia of Human Geography. London: Elsevier, pp. 194-199.
	February 26	Mobility geography: undocumented migration	Waite, L. 2008. "A Place and Space for a Critical Geography of Precarity?" <i>Geography Compass</i> 3(1): 412-433.
	February 28	Feminist geography	Johnson, L. C. 2009. "Feminism/Feminist Geography". International Encyclopedia of Human Geography. London: Elsevier, pp. 44-58.  Thien, D. 2009. "Feminist Methodologies". International Encyclopedia of Human Geography. London: Elsevier, pp. 71-78.
Week 9	March 2	Geopolitics	Dittmer, J. and Gray, N. 2009. "Popular Geopolitics 2.0: Towards New Methodologies of the Everyday." <i>Geography Compass</i> 4(11): 1664-1677.
	March 4	Political geography: territory and territoriality	Delancy, D. 2009. "Territory and Territoriality". International Encyclopedia of Human Geography. London: Elsevier, pp. 196-208.
	March 6	<b>Midterm—IN CLASS</b>	N/A
<u>COVID19 POLICY ANNOUNCED BY UNIVERSITY ON MARCH 9 2020, FACE-TO-FACE INSTRUCTION SUSPENDED</u>			
Week 10	March 9-13	Spring Break—NO CLASS	N/A
Week 11	<u>March 16-20</u>	<u>Extended Spring Break – NO CLASS</u>	<u>N/A</u>
Week 12	<u>March 23</u>	<u>Undocumented migration</u>	<u>Waite, L. 2008. "A Place and Space for a Critical Geography of Precarity?" <i>Geography Compass</i> 3(1): 412-433.</u>
	<u>March 25</u>	<u>Feminist geography</u>	<u>Johnson, L. C. 2009. "Feminism/Feminist Geography". International Encyclopedia of Human Geography. London: Elsevier, pp. 44-58.</u>

			<a href="#">Thien, D. 2009. "Feminist Methodologies". International Encyclopedia of Human Geography. London: Elsevier, pp. 71-78.</a>
	<a href="#">March 27</a>	<a href="#">Online video</a>  <a href="#">Exodus: The Journey Continues</a>  <b><a href="#">Discussion post due on Carmen by 5pm</a></b>	<a href="#">Documentary by James Bluemel, PBS</a>  <a href="#">2018, 114 mins</a> <a href="#">Documentaries &gt; Politics &amp; Current Affairs</a>
	<a href="#">March 30</a>	<a href="#">Political geography: territory and territoriality</a>	<a href="#">Delaney, D. 2009. "Territory and Territoriality". International Encyclopedia of Human Geography. London: Elsevier, pp. 196-208.</a>
Week 13	<a href="#">April 1</a>	<a href="#">Political geography: borders and boundaries</a>	<a href="#">Paasi, A. 2009. "Political Boundaries". International Encyclopedia of Human Geography. London: Elsevier, pp. 217-227.</a>
	<a href="#">April 3</a>	<a href="#">Online video</a>  <a href="#">Tectonics: A Topography of the U.S. Border with Mexico</a>  <b><a href="#">Discussion post due on Carmen by 5pm</a></b>	<a href="#">Silent documentary by Peter Bo Rappmund</a>  <a href="#">The Arts &gt; Experimental/Alternative Media</a> <a href="#">Documentaries &gt; Science, Nature &amp; Technology</a> <a href="#">Sciences &gt; Environmental Sciences</a> <a href="#">Global Studies &amp; Languages &gt; North American Studies</a> <a href="#">Documentaries</a>
Week 14	<a href="#">April 6</a>	<a href="#">Urban geography: gentrification</a>	<a href="#">Hammel, D. J. 2009. "Gentrification". International Encyclopedia of Human Geography. London: Elsevier, pp. 360-367.</a>  <a href="#">Phillips, M. 2009. "Gentrification, Rural". International Encyclopedia of Human Geography. London: Elsevier, pp. 368-375.</a>
	<a href="#">April 8</a>	<a href="#">Urban geography: sprawl, segregation</a>	<a href="#">Poulsen, M. F. 2009. "Segregation". International Encyclopedia of Human Geography. London: Elsevier, pp. 63-69.</a>  <a href="#">Atkinson, R. and McGarrigle, J. 2009. "Segregation, Urban". International Encyclopedia of Human Geography. London: Elsevier, pp. 76-80.</a>
	<a href="#">April 10</a>	<a href="#">Online video</a>	<a href="#">Documentary by Marc Levin, HBO</a>

		<p><u><a href="#">Class Divide: Effects of Gentrification in West Chelsea, NYC</a></u></p> <p><b><u><a href="#">Discussion post due on Carmen by 5pm</a></u></b></p>	<p><u><a href="#">2016, 75 mins</a></u>  <u><a href="#">Documentaries &gt; Politics &amp; Current Affairs</a></u>  <u><a href="#">Global Studies &amp; Languages &gt; North American Studies</a></u>  <u><a href="#">Social Sciences &gt; Race &amp; Class Studies</a></u>  <u><a href="#">Social Sciences &gt; Sociology</a></u></p>
	<u><a href="#">April 13</a></u>	<p><u><a href="#">Nature (core geographical concepts)</a></u></p>	<p><u><a href="#">Jones, O. 2009. "Nature-Culture". International Encyclopedia of Human Geography. London: Elsevier, pp. 309-323.</a></u></p> <p><u><a href="#">Radel, C. 2009. "Natures, Gendered". International Encyclopedia of Human Geography. London: Elsevier, pp. 331-336.</a></u></p>
	<u><a href="#">April 15</a></u>	<p><u><a href="#">Anthropocene</a></u></p>	<p><u><a href="https://www.rollingstone.com/culture/culture-features/plastic-problem-recycling-myth-big-oil-950957/">https://www.rollingstone.com/culture/culture-features/plastic-problem-recycling-myth-big-oil-950957/</a></u></p> <p><u><a href="https://www.rollingstone.com/politics/politics-features/oil-gas-fracking-radioactive-investigation-937389/">https://www.rollingstone.com/politics/politics-features/oil-gas-fracking-radioactive-investigation-937389/</a></u></p>
	<u><a href="#">April 17</a></u>	<p><u><a href="#">Online video</a></u></p> <p><u><a href="#">Anthropocene: The Human Epoch</a></u></p> <p><b><u><a href="#">Discussion post due on Carmen by 5pm</a></u></b></p>	<p><u><a href="#">Celebrated film by Jennifer Baichwal , Nicholas de Pencier and Edward Burtynsky on human planetary impact</a></u></p> <p><u><a href="#">2019, 87 mins</a></u>  <u><a href="#">Documentaries &gt; Politics &amp; Current Affairs</a></u>  <u><a href="#">Documentaries &gt; Science, Nature &amp; Technology</a></u>  <u><a href="#">Sciences &gt; Environmental Sciences</a></u></p>
<u><a href="#">Week 11</a></u>	<u><a href="#">March 16</a></u>	<p><u><a href="#">Political geography: borders and boundaries</a></u></p>	<p><u><a href="#">Paasi, A. 2009. "Political Boundaries". International Encyclopedia of Human Geography. London: Elsevier, pp. 217-227.</a></u></p>
	<u><a href="#">March 18</a></u>	<p><u><a href="#">Environmental geography: geographies of food and agriculture</a></u></p>	<p><u><a href="#">Heynen, N., Kurtz, H. and Trauger, A. 2012. "Food Justice, Hunger and the City." Geography Compass 6(5): 304-311.</a></u></p>
	<u><a href="#">March 20</a></u>	<p><u><a href="#">Nature (core geographical concepts)</a></u></p>	<p><u><a href="#">Jones, O. 2009. "Nature-Culture". International Encyclopedia of Human Geography. London: Elsevier, pp. 309-323.</a></u></p>
<u><a href="#">Week 12</a></u>	<u><a href="#">March 23</a></u>	<p><u><a href="#">Environmental geography: California Water Supply (Abandoned, w/ Rick McCrank)</a></u></p>	<p><u><a href="#">Radel, C. 2009. "Natures, Gendered". International Encyclopedia of Human Geography. London: Elsevier, pp. 331-336.</a></u></p>

	March 25	Urban geography	Knox, P. 2009. "Urbanization". International Encyclopedia of Human Geography. London: Elsevier, pp. 112-118.
	March 27	Urban geography: gentrification	Hammel, D. J. 2009. "Gentrification". International Encyclopedia of Human Geography. London: Elsevier, pp. 360-367.
Week 13	March 30	Urban geography: gentrification (cont)	Phillips, M. 2009. "Gentrification, Rural". International Encyclopedia of Human Geography. London: Elsevier, pp. 368-375.
	April 1	Review of Team Research and Writing Assignment #2 (Borders in Everyday Life)	Emerson, R. M., Fretz, R. I. and Shaw, L. L. 1995. "Fieldnotes in Ethnographic Research" and "In the Field: Participating, Observing and Jotting Notes" in Writing Ethnographic Fieldnotes. Chicago, University of Chicago Press: 1-38.
	April 3	Urban geography: sprawl, segregation	Poulsen, M. F. 2009. "Segregation". International Encyclopedia of Human Geography. London: Elsevier, pp. 63-69.  Atkinson, R. and McGarrigle, J. 2009. "Segregation, Urban". International Encyclopedia of Human Geography. London: Elsevier, pp. 76-80.
Week 14	April 6-10	Work on Team Research and Writing Assignment #2 (Borders in Everyday Life) —NO CLASS	
Week 15	April 13	<i>Anthropocene: The Human Epoch</i>  Research and Writing Assignment #2 (Borders in Everyday Life) Due 5pm	Celebrated film by Jennifer Baichwal, Nicholas de Pencier and Edward Burtynsky on human planetary impact  2019, 87 mins Documentaries > Politics & Current Affairs Documentaries > Science, Nature & Technology Sciences > Environmental Sciences
	April 15	<i>Anthropocene: The Human Epoch</i>	
	April 17	<i>Anthropocene: The Human Epoch</i> discussion	Review Amin 2004 on interdependence and connectivity
Week 16	April 20	<u><a href="#">Final take home exam available on the class website</a></u>	N/A

Exam week	April 27	Final <u>take home exam</u> <u>due through Carmen</u> <u>assignment portal no</u> <u>later than noon</u>	<del>12:00pm-1:45pm</del> <del>Baker Systems 144</del> <a href="https://registrar.osu.edu/scheduling/SchedulingContent/SP20Finals.pdf">https://registrar.osu.edu/scheduling/SchedulingContent/SP20Finals.pdf</a>
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