

GEOGRAPHY 2100: HUMAN GEOGRAPHY

Semester: SP 2018

Format of instruction: Lecture

Instructor: Professor M. Coleman

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Office Hours: Mon, Wed, 1:45pm-3:00pm

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Class hours: Mon, Wed & Fri 12:40pm - 1:35pm

Class location: Scott Lab E125

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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 globalization, migration, war, borders, gentrification, segregation, food, and climate change. By the end of the class, students will have a working understanding of key theoretical concepts in human geography, such as place, space, territory, landscape, region, scale, uneven development and landscape. The class caters primarily to students with no background in Geography, but 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.

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 get started please read the following protocols which hold, without exception, for all enrolled students. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I would like you to take learning equally so.

- The **use of cell phones, smart phones and other mobile communication devices in class is disruptive** to your colleagues' learning. The use of these devices is prohibited during class. Please **turn off your devices** before the class starts. If you use your mobile device or if your cell rings in class, I will ask you to leave the classroom for the remainder of the lecture period. There will be no exceptions to this rule.
- If you are using a laptop, tablet or another portable computing device, my expectation is that you are using it to take notes. Using your **portable devices** for other reasons (surfing, email, videos) is a distraction for you, and more importantly, for your peers. If I detect that you are using your tablet and/or laptop for any of these other activities, I will ask you to leave the classroom for the remainder of the lecture period. There will be no exceptions to this rule.
- I **welcome your active participation during the lectures** in the form of questions regarding the material at hand. It is my responsibility to ensure that students' participation in class is orderly and respectful. If your participation disrupts the class, or is not respectful to me or your peers, I will ask you to leave the classroom for the lecture period and to meet with me afterwards to discuss your enrollment in the class.
- I will post a condensed version of the **lecture slides** for each class at the end of every week. This does not mean that you are free to miss class. **I will present examples and details in class that will not appear on the lecture slides.** If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues.

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) (oaa.osu.edu/coam/home.html) 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.

Course Requirements

The majority of your grade comes in the form of two midterm exams as well as a final exam. All are weighted equally at 20%. The midterm exams are not cumulative. The final exam is cumulative. In addition to the exams, you have two research and writing assignments, each worth 15% of your final grade. Lastly, you can earn up to 10% for regular attendance.

Midterm exam:	30%
Final exam:	30%
Project 1:	15%
Project 2:	15%
Attendance:	10%

Research and writing assignments

I will discuss my expectations for the **two research and writing assignments** at length in class. I will post clear instructions pertaining to each assignment on the Carmen site. You will **submit the assignments through Carmen Dropbox only. Do not email me your assignments.**

The first research and writing assignment is due on **February 9th (5:00 pm)**, and the second is due on **April 20th (5:00pm)**. Your research and writing assignments 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 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 would be **good practice to not wait until the last minute to submit your work.**

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

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.

In addition to providing official documentation, I will require that you also **fill out the university's official absence excuse form** at www.shc.osu.edu/posts/documents/absence-excuse-form2.pdf.

If you miss an assignment deadline, and you can provide valid documentation, I will give you an **extra 24 hours** to hand in the assignment. After 24 hours, the original late penalty procedure is restarted. The absence procedure related to the midterm exams and final exams is explained below.

If you **miss a midterm exam or the final exam**, 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 it. 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. Note for graduating seniors: an INC grade will likely delay graduation.

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.

Attendance expectations

I expect you to **attend all lectures and remain in the classroom for the duration of the lecture**. Missing class will result in the loss of attendance points.

Grading scale

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

Readings

There is no assigned text for this course, although I will be assigning introductory peer-reviewed journal articles.

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.

Class Lecture Schedule

Date	Topic	Reading
January 8	Syllabus and class overview	N/A
January 10	Interdependence, connectivity	Amin, A. 2004. "Regions Unbound: Towards a New Politics of Place."
January 12	Spatial and regional analysis	<i>Geografiska Annaler Series B-Human Geography</i> 86(1): 33-44.
January 15	MLK, no class	N/A
January 17	Cores and peripheries	N/A
January 19	Uneven development	N/A
January 22	<i>Darwin's Nightmare</i>	Cook, I. 2004. "Follow the Thing: Papaya." <i>Antipode</i> 36(4): 642-664.
January 24	<i>Darwin's Nightmare</i>	
January 26	<i>Darwin's Nightmare</i> discussion Review of Research and Writing Assignment #1 (Commodity Chains)	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 & Cultural Geography</i> 14(3): 318-340.
January 29	Geographies of capitalism I	N/A
January 31	Geographies of capitalism II	
February 2	Space I	

February 5	Space II	Evans, B. et al. 2012. "Obesity/Fatness and the City: Critical Urban Geographies". <i>Geography Compass</i> 6(2): 100-110.
February 7	Place I	N/A
February 9	NO CLASS Research and Writing Assignment #1 (Commodity Chains) due 5:00 pm via Carmen	N/A
February 12	Place II	N/A
February 14	Landscape	Cosgrove, D. 1998. "The Idea of Landscape." In <i>Social Formation and Symbolic Landscape</i> . Madison, University of Wisconsin Press: 13-38.
February 16	Scale	N/A
February 19	Population displacement	Waite, L. 2008. "A Place and Space for a Critical Geography of Precarity?" <i>Geography Compass</i> 3(1): 412-433.
February 21	Population dynamics and the demographic transition	
February 23	Undocumented migration I	
February 26	Undocumented migration II	
February 28	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 2	<i>Winter On Fire</i>	
March 5	<i>Winter On Fire</i>	
March 7	Feminist geography	Coddington, K. 2015. "Feminist Geographies beyond Gender: de-Coupling Feminist Research and the Gendered Subject." <i>Geography Compass</i> 9(4): 214-224.
March 9	Midterm	N/A
March 12-16	NO CLASS Spring Break	N/A
March 19	Territory and territoriality	Painter, J. 2012. "Rethinking Territory." <i>Antipode</i> 42(5): 1090-1118.
March 21	Borders and boundaries	N/A
March 23	Geographies of food and agriculture	Heynen, N., Kurtz, H. and Trauger, A. 2012. "Food Justice, Hunger and the City." <i>Geography Compass</i> 6(5): 304-311.

March 26	Review of Research and Writing Assignment #2 (Borders in Everyday Life)	N/A
March 28	People and nature	Alexis-Martin, B and Davies, T. 2017. "Towards Nuclear Geography: Zones, Bodies and Communities". <i>Geography Compass</i> 11(1), 1-13.
March 30	<i>California Water Supply (Abandoned, w/ Rick McCrank)</i>	
April 2	Urban geography	N/A
April 4	Gentrification and redevelopment I	Bryson, J. 2012. "The Nature of Gentrification". <i>Geography Compass</i> 7(8): 578-587.
April 6	Gentrification and redevelopment II	Nakazawa, T. 2017. "Expanding the Scope of Studentification Studies". <i>Geography Compass</i> 11(1): 1-13.
April 9-13	NO CLASS Work on 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 <i>Writing Ethnographic Fieldnotes</i> . Chicago, University of Chicago Press: 1-38.
April 16	Sprawl, segregation	N/A
April 18	Geographies of the Anthropocene	Choose two of: Castree, N. 2014. "Geography and the Anthropocene I: the Back Story." <i>Geography Compass</i> 8(7): 436-449. Castree, N. 2014. "Geography and the Anthropocene II: Current Contributions." <i>Geography Compass</i> 8(7): 450-463. Castree, N. 2014. "Geography and the Anthropocene II: Future Directions." <i>Geography Compass</i> 8(7): 464-476.
April 20	NO CLASS Research and Writing Assignment #2 (Borders in Everyday Life) due 5:00 pm via Carmen	N/A

April 23	Interdependence and connectivity revisited	N/A
FINAL EXAM Tuesday May 1 12:00pm-1:45pm		