

# GEOGRAPHY 2100: HUMAN GEOGRAPHY

**Semester:** SP 2019

**Format of instruction:** Lecture

**Instructor:** Professor M. Coleman

**Office:** 1156 Derby Hall

**Office Hours:** Mon & Wed 11-12:30pm

**Email:** [coleman.373@osu.edu](mailto:coleman.373@osu.edu) (Please put "Geography 2100" in subject line)

**Office Tel:** (614) 292-9986

**Web:** <http://u.osu.edu/coleman.373/>

**Teaching Assistant:** Jennifer McGibbon

**Office:** 1131 Derby Hall

**Office Hours:** Mon 2-3:30pm, Wed 11-12:30pm

**Email:** [mcgibbon.4@osu.edu](mailto:mcgibbon.4@osu.edu)

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

**Class location:** Enarson Classroom Bldg 311

## 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 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](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, smart phones and other mobile communication devices in class is disruptive to your colleagues' learning.** You may not use of these devices during class. Please **turn off your cell phone ringer** before the class starts, and please refrain from messaging your friends while class is in session. If you use your mobile device in class, or if your cell rings in class, I will take your name, give you a 1<sup>st</sup> warning, and remind you of the class policy. **If you violate this policy again, I will ask you to leave the classroom for the remainder of the seminar period. You will meet with me in office hours to discuss your disruptive behavior.** I may elect to remove you from the class depending on circumstances. There will be no exceptions to this rule.
- If you are using a laptop, tablet or another portable computing device to take notes my expectation is that you are using it for that purpose alone. Using your **portable devices** for other reasons (surfing, email, videos, social media) is a distraction for you and your peers. If I detect that you are using your tablet and/or laptop for non-class related activities, I will take your name, give you a 1<sup>st</sup> warning, and remind you of the class policy. **If you violate this policy again, I will ask you to leave the classroom for the remainder of the seminar period. You will meet with me in office hours to discuss your disruptive behavior.** I may elect to remove you from the class depending on circumstances. There will be no exceptions to this rule.
- **My core expectation is that 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. 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) – which you can access 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.

### **COURSE REQUIREMENTS**

The majority of your grade comes in the form of a midterm exam as well as a final exam. All are weighted equally at 35%. In addition to the exams, you have two research and writing assignments, each worth 15% of your final grade. There is no attendance grade for this class.

Midterm exam (March 8)	35%
Final exam (April 30)	35%

Project 1 (February 8)	15%
Project 2 (April 15)	15%

### **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
C 73-76.9	

### **ATTENDANCE EXPECTATIONS**

There is no attendance grade for this class, but I expect you to **attend all lectures and remain in the classroom for the duration of the lecture.**

### **RESEARCH AND WRITING ASSIGNMENTS**

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**, and the second assignment is an **ethnographic exercise on campus focused on borders and boundaries**. I will post clear instructions for each assignment online.

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 8 (@5:00 pm)**, and the second is due on **April 15 (@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 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 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.

### **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.

### **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*. The readings are all available on the Carmen website.

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 book is available as an e-book through the university library system.**

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 will be distributed via Carmen <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.

# Class Lecture Schedule

Date	Topic	Reading
January 7	Syllabus and class overview	N/A
January 9	Interdependence, connectivity	Amin, A. 2004. "Regions Unbound: Towards a New Politics of Place." <i>Geografiska Annaler Series B-Human Geography</i> 86(1): 33-44.
January 11	Spatial and regional analysis	
January 14	Cores and peripheries	N/A
January 16	Uneven development	N/A
January 18	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.
<b>January 21</b>	<b>MLK Day—NO CLASS</b>	N/A
January 23	<i>Darwin's Nightmare</i>	N/A
January 25	<i>Darwin's Nightmare</i>	
January 28	<i>Darwin's Nightmare</i> discussion  Review of Research and Writing Assignment #1 (Commodity Chains)	
January 30	Geographies of capitalism I	
February 1	Geographies of capitalism II	Das, R. J. 2009. "Capital and Space". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 375-381.
February 4	Space I	Kitchin, R. 2009. "Space II". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 268-275.  Ruddick, S. M. 2009. "Society-Space". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 217-226.
February 6	Space II	
February 8	Place I  <b>Research and Writing Assignment #1 (Commodity Chains) Due 5pm</b>	Cresswell, T. 2009. "Place". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 169-177.
February 11	Place II	
February 13	Landscape	Morin, K. M. 2009. "Landscape Perception". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 140-145.

		Dubow, J. 2009. "Landscape". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 124-131.
February 15	Scale	Sayre, N. F. and Di Vittorio, A. V. 2009. "Scale". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 19-28.
February 18	Population displacement	Waite, L. 2008. "A Place and Space for a Critical Geography of Precarity?" <i>Geography Compass</i> 3(1): 412-433.
February 20	Population dynamics and the demographic transition	
February 22	Undocumented migration I	
February 25	Undocumented migration II	
February 27	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 1	<i>Winter On Fire</i>	
March 4	<i>Winter On Fire</i>	
March 6	Feminist geography	Johnson, L. C. 2009. "Feminism/Feminist Geography". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 44-58.  Thien, D. 2009. "Feminist Methodologies". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 71-78.
<b>March 8</b>	<b>Midterm—IN CLASS</b>	N/A
<b>March 11-15</b>	<b>Spring Break—NO CLASS</b>	N/A
March 18	Territory and territoriality	Delaney, D. 2009. "Territory and Territoriality". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 196-208.
March 20	Borders and boundaries	Paasi, A. 2009. "Political Boundaries". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 217-227.
March 22	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 25	Review of Research and Writing Assignment #2 (Borders in Everyday Life)	N/A
March 27	People and nature	Jones, O. 2009. "Nature-Culture". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 309-323.  Radel, C. 2009. "Natures, Gendered". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 331-336.
March 29	<i>California Water Supply (Abandoned, w/ Rick McCrank)</i>	



April 1-5	<b>Work on Research and Writing Assignment #2 (Borders in Everyday Life)—NO CLASS</b>	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 8	Urban geography	Knox, P. 2009. "Urbanization". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 112-118.
April 10	Gentrification and redevelopment I	Hammel, D. J. 2009. "Gentrification". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 360-367.  Phillips, M. 2009. "Gentrification, Rural". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 368-375.
April 12	Gentrification and redevelopment II	
April 15	Sprawl, segregation  <b>Research and Writing Assignment #2 (Borders in Everyday Life) Due 5pm</b>	Poulsen, M. F. 2009. "Segregation". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 63-69.  Atkinson, R. and McGarrigle, J. 2009. "Segregation, Urban". <i>International Encyclopedia of Human Geography</i> . London: Elsevier, pp. 76-80.
April 17	Geographies of the Anthropocene I	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 19	Geographies of the Anthropocene II	
April 22	Interdependence and connectivity revisited	Review Amin 2004