

GEOG 142 FALL 2012

Introduction to Human Geography

1 Course Description

2 Logistics

3 Teaching

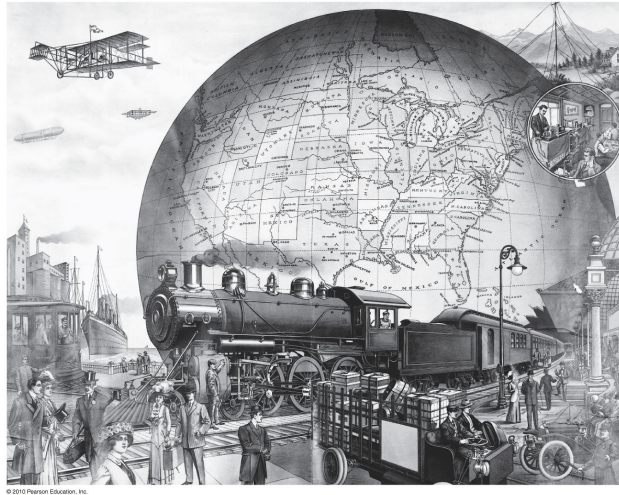
4 Reading

5 Writing & Research

6 Grading

7 The Schedule

8 The Rules



1. COURSE DESCRIPTION

Why are some countries richer than others? What do video games reveal about war? What motivates people to smuggle themselves across borders, to crowd into shipping containers, or to cross dangerous deserts on foot? What explains urban decay in Detroit and urban renewal in Portland, and what are the implications of each? Does the global success of Lady Gaga prove the world is “flat”? Over the last decade, **globalization** has become a catchphrase in academic and public discourse. In this course, we will look critically at the geographic dimensions of our globalized world: why places and regions are interconnected, how they are unique, and how the movement of people, ideas, and things transforms our bodies, places, and worlds.

This course aims to provide you with an understanding of the key concepts and theoretical frameworks that form the foundation of **geography**. Geographers study the **flows of things**: people, money, rivers, technologies, rainclouds, commodities, or critters across space and time, especially as these flows become fragmented, uneven, or planet-wide (the process of **globalization**). Geographers use **maps** and geospatial tools to make sense of these flows. The unique convergence of flows in a certain location is what geographers call a **place**; the interconnections and flows between places create what we call **space**. All places are inhabited, experienced, and traversed by human **bodies**; and bodies are differentiated in society according to cultural and political systems of **difference**—such as gender, sexuality, and race. In short, geographers don’t just memorize state capitals; we study how and why people transform their surroundings into specific places like cities, national parks, sacred sites, or suburbs.

By grounding spatial interconnections in real-life examples, this course will expose you to conceptual categories for understanding how and why the world changes around us. We will also examine the mutual interaction of economic, social, and cultural processes over geographic space and demonstrate the ways that race, class, gender, ethnicity, place, and other aspects of difference are implicated in globalization. Because of this focus, GEOG 142 is a gateway to the Geography major/minor, and fulfills multicultural requirements for the International Cultures (IC) category and general education requirements for the social sciences (<2). **Welcome!**

2. LOGISTICS

Learning Objectives

By the end of this class, you will be able to:

- Define and explain key concepts, themes, and approaches in human geography
- Recognize and interpret the emergence and influence of economic globalization at different scales and in different sites
- Characterize and critically analyze the changing interconnections among people, places, and things
- Research a topic from a geographic perspective using a mix of popular and academic sources

Lecture and Discussion Sections

This course is divided into **lectures** and **discussion sections**. The main instructor, Dr. Katie Meehan, is responsible for the lectures and overall course functioning. Lectures meet on Mondays and Wednesdays, 4:00-5:20pm, in Lawrence 177. Discussion sections meet in Condon 106. Please remember that you may only attend the section in which you are formally registered. Graduate Teaching Fellows (GTFs) lead the following sections:

<i>GTF</i>	<i>Sections</i>
Tyler Duffy	Wednesdays 9:00-9:50, 10:00-10:50, 11:00-11:50
Tom Ptak	Tuesdays 9:00-9:50; Thursdays 9:00-9:50, 10:00-10:50
Emma Slager	Tuesdays 10:00-10:50, 3:00-3:50, 4:00-4:50
Christopher Thomas	Fridays 9:00-9:50, 10:00-10:50, 11:00-11:50

Things to Bring to Class

- A set of 3x5 index cards (we will use these for A&P activities)
- Paper and a pen or pencil (for taking notes)
- If you use a laptop or other electronic device to take notes, you must comply with the "Laptop Use Policy"
- Suggested item: a printout of the lecture outline

3. TEACHING

The Fall 2012 teaching team consists of an instructor—Dr. Katie Meehan, who is responsible for the lectures and overall course functioning—and four Graduate Teaching Fellows (GTFs).

Instructor: Dr. Katie Meehan

meehan@uoregon.edu

Office: Condon 107C

Office hours: Thursdays 1-3 & by appointment

GTF: Tyler Duffy

tduffy@uoregon.edu

Office: Columbia 246

Office hours: Fridays 1-2 & by appointment

GTF: Tom Ptak

tptak@uoregon.edu

Office: Condon 275

Office hours: Wednesdays 1-2

GTF: Emma Slager

eslager@uoregon.edu

Office: Condon 202

Office hours: Tuesdays 11-12

GTF: Christopher Thomas

cthomas3@uoregon.edu

Office: Condon 202

Office hours: Mondays 3-3:50

The **Blackboard** website and email **communication** with your GTF are indispensable for obtaining required materials, for helpful links, and for remaining up to date with the course. Our Blackboard website will provide lecture outlines, outside readings, most assignments, places to submit certain assignments, and updated grades, unless otherwise specified by the instructor or GTF. Please visit the course website often—at minimum, on a biweekly basis—because we will use it for important announcements throughout the term. If you have trouble accessing or using Blackboard, technical help is available on the Main Floor of the Knight Library. Or search Blackboard FAQs for Students: <http://libweb.uoregon.edu/scis/blackboard/faq/questions.html?category=students>

The lectures will build on the assigned reading to illuminate the geographical topic. Hence, while no attendance is formally taken, it will be quite obvious when you miss a class (lecture or discussions) because you'll have difficulties understanding and taking part in the discussions, and you will likely miss graded in-class activities or exercises. Before each lecture, a **lecture outline** will be posted on Blackboard, but these are brief and *cannot* substitute for your own notes.

In the discussion sections, you will work closely with the GTFs and other students in an interactive environment to ensure that the readings and lectures are properly *understood*. Through a variety of learning techniques (thinking exercises, small group activities, debates, video presentations, quizzes, etc) you will elaborate on the material of the lectures. The GTFs coordinate their section with each other and the lectures, but they adapt to the specific make-up and dynamics of each section.

If you want to ask, comment, or disagree with something, you can put your hand up at any time or send an email after class. Our job is to explain. If you remain silent, we get worried, because it is quite impossible that you understand everything straight away—as we ourselves surely don't understand everything. Being capable of asking questions (and there are no stupid questions) is the first step at becoming a better thinker. If you cannot apply geographical concepts to other cases, or put definitions in your own words, or feel that you just don't "get it", you should jot down what you don't understand and take it to discussion section or lecture.

4. READING

There are two required **texts** for this course:

- Knox, Paul L. and Sallie A. Marston. 2012. *Human Geography: Places and Regions in Global Context, 6th Edition*. Upper Saddle River, NJ: Prentice Hall. (Note: the 5th edition of this book is also acceptable.)
- Urrea, Luis Alberto. 2003. *The Devil's Highway*. New York: Back Bay Books.

The Knox & Marston textbook serves as our “reference guide” for geographic concepts: it contains organized chapters with bulleted main points, a very helpful glossary, good maps and timelines, and a fairly diverse set of illustrating examples. You may also purchase the e-book version, which costs much less than the printed version. Purchase of the 6th edition gives you access to the book’s website, which has additional content, videos, readings, etc. Because of these high costs, you may also choose to purchase the 5th edition of this book. While you can find it online for a lower price than the 6th edition, the disadvantage of buying the 5th edition is that you may have trouble reselling it. Three copies of Knox & Marston have been put on reserve at the UO Knight Library; they are available for checkout in increments of 2 hours.

What most textbooks lack, however, is a gripping story—a narrative that moves the reader in addition to providing information. To that end, we will read *The Devil's Highway*, an award-winning nonfiction book that follows twenty-six Mexican migrants who attempted to cross the southern Arizona desert in May 2001, in search of employment and economic opportunity. Only twelve of the men made it out alive. The book narrates their personal stories within the wider context of globalization, economic change, migration, geopolitics, and sociospatial difference—key themes we explore in GEOG 142. As one reviewer put it, “[author] Urrea has crafted an impassioned and poetic exploration of the dark side of globalization, where commodities flow free and people die in the desert.”

5. WRITING & RESEARCH

As part of the course requirements, you will research and write an original paper. All writing follows certain rules, and the kind of writing that you will learn in this course is **academic writing**. A social-scientific paper is different from what most of you wrote in school. Not to worry, though—writing a good paper is not that difficult if you prepare, practice, and organize well.

- Each student will write a research paper that investigates the **geographical connections** of a particular **object**—that is, of either a *people* or *thing*. The aim of the project is to get students to consider the ways the contemporary world is constituted through a dense web of connections among people and things. For example, a focus on the category *people* might explore the links between the Bengali construction workers in Dubai and their homeland in India; a focus on the category *thing* might explore the economic relations that facilitate the availability of bottled Fiji Water at Trader Joe’s stores in the US. More assignment details will be provided in discussion section.
- All good research and learning, whether at university or at your future job, starts with taking **notes**. We get worried, and you get sleepy, if you’re not constantly trying to jot down the information that is being offered to you. *Everything that happens in lecture or discussion section can reappear in the exam*. You will be assisted in this essential skill in the beginning of the term.
- Academic writing must conform to the principles of academic **honesty**. Any form of cheating, fabrication, or plagiarism [i.e., taking someone else’s product, words, ideas, and data as one’s own work] will result in a failing grade. It is your responsibility to find out about academic honesty at:

<http://www.libweb.uoregon.edu/guides/plagiarism/students/>

- Academic writing contains an easily identifiable and original **argument** [also called a thesis]. This is the point *you* are making and trying to convince the reader about, a point nobody has ever made before, supported by evidence. You will formulate a particular problem about your object and discuss it with your GTF; then you will conduct research in a systematic and careful manner; the research leads you to certain conclusions; finally, you make your argument in the research paper.
- A research paper is **well-structured**, with a clear introduction telling the reader in brief what to expect; what you will argue and how you will do that; a middle in which you develop the argument through a number of sections highlighting various aspects of the problem and telling the reader what evidence you found; and a conclusion, in which you summarize the evidence and reiterate the argument.
- A social-scientific paper is supported by **references**, and often quotes from primary and secondary sources. Effective academic writing shows readers what has already been written on your problem. We ask you to provide a minimum of 8 high-quality sources (e.g., books, journal articles) in your research paper. You will learn how to distinguish between popular and academic titles during discussion section.
- If you seek additional help with your writing, try visiting the Teaching & Learning Center (TLC) Writing Lab, which offers free writing assistance to all UO students. The Writing Lab is located in 72 PLC. Drop in or make an appointment, Monday-Friday 9:00am-4:00pm. For more information, see:

<http://tlc.uoregon.edu/learningservices/labs/labs.html>

6. GRADING

Your performance in the course will be evaluated on a variety of activities, ranging from group discussion exercises to an individual research project. The final grade is based on the total cumulative points you earn over the semester. Think of each course component as an opportunity to earn points toward your final grade. There are a total of 200 points available, divided as shown:

<i>Component</i>	<i>Points</i>
Attendance & Participation (A&P)	10
Discussion Exercises	40
Exam I	50
Exam II	50
Research Paper	50
TOTAL	200

As all due dates and exam dates are provided in advance, there are no make-ups for any of the required course components. Furthermore, it is our overall course policy that **no late assignments will be accepted**.

Attendance & Participation (A&P)

Your individual attendance and participation (A&P) in lecture is essential to the overall success of the class, as well as to your own achievement. This means we will periodically check A&P using a variety of mechanisms including (but not limited to): in-class activities, one-minute papers, pop quizzes on the assigned reading, and feedback on class topics. Most of these activities will be completed on 3x5 index cards, so please be sure to bring a supply to each class. A&P activities will be graded for completion and not necessarily content. A&P activities are not announced beforehand and cannot be 'made-up'.

Exams

You will take two exams during the term. Each exam will consist of a combination of multiple choice and short essay questions. Exams are non-cumulative. Please remember there are no make-ups for exams, unless you notify the instructor of a University-approved absence *before* the test.

Discussion Exercises

Discussion section is designed to help you: a) actively understand the topics being taught in lecture; b) learn the skills necessary to write a successful research paper. Over the term, you will complete 4 discussion exercises (worth 10 points each), which are short assignments (or activities) that require the application of critical reading, thinking, and communication skills.

Some exercises will be completed individually, but some will be conducted in small groups—in order to increase class interaction and facilitate collaborative learning. If you encounter problems in section (e.g., a lack of effort from a particular group member), please speak with your GTF.

Research Paper

Each student will write a research paper that investigates the geographical connections of a particular object—that is, of either a *people* or *thing*. The aim of the project is to get students to consider the ways the contemporary world is constituted through a dense web of connections among people and things. More details and requirements for the paper will be provided in lecture and section.

Final Grade

The final grade will be specified using the following approximate distribution:

97%-100%	A+	80-82%	B-	63-66%	D
93-96%	A	77-79%	C+	60-62%	D-
90-92%	A-	73-76%	C	0-59%	F
87-89%	B+	70-72%	C		
83-86%	B	67-69%	D+		

7. THE SCHEDULE

Key

Knox & Marston (*Introduction to Human Geography* textbook) = K&M

The Devil's Highway = DH

TBA = to be announced

Week	Date	Topics	Readings/Assignments Due
1	9/24 M	Introduction	--
	9/26 W	Space/Place/Flows/Objects	DH: pp. 3-40 K&M: Chapter 1, pp. 2-31
	<i>Discussion</i>	<i>Introduction to the Discussion Section</i>	--
2	10/1 M	Colonialism	K&M: Chapter 2, pp. 41-50
	10/3 W		K&M: Chapter 2, pp. 51-63
	<i>Discussion</i>	<i>Focus on Colonization</i>	<i>Exercise #1 due (in-class activity)</i>
3	10/8 M	Development	"Cocaine, Incorporated" by Patrick Radden Keefe K&M: Chapter 7, pp. 216-238
	10/10 W		K&M: Chapter 7, pp. 238-255
	<i>Discussion</i>	<i>Focus on Economic Globalization</i>	<i>Exercise #2 due (in-class activity)</i>
4	10/15 M	Movement	K&M: Chapter 3, pp. 85-94 Finish <i>The Devil's Highway</i>
	10/17 W		K&M: Chapter 3, pp. 75-84, 94-100
	<i>Discussion</i>	<i>Focus on Migration</i>	<i>Exercise #3 due</i>
5	10/22 M	Movement, cont'd/Exam review	--
	10/24 W	Exam 1	--
	<i>Discussion</i>	<i>Research Skills Workshop I</i>	<i>Research Topic due</i>
6	10/29 M	War	"War Games" by Chris Suellentrop K&M: Chapter 9, pp. 306-332
	10/31 W		"From Baseworld to Droneworld" by Ian Shaw K&M: Chapter 9, pp. 332-343
	<i>Discussion</i>	<i>Research Skills Workshop II</i>	<i>Topics returned</i>
7	11/5 M	Elections	"New Data on Obama's Massive Demographic Advantage" by Ruy Teixeira and William Frey K&M: Chapter 9, pp. 344-347
	11/7 W	Food	K&M: Ch 8, pp. 266-278

	<i>Discussion</i>	<i>The \$1 Calorie Challenge</i>	<i>Exercise #4 due</i>
8	11/12 M	Food	K&M: Ch 8, pp. 279-297
	11/14 W		"Tuna" by Paul Robbins, Paul Hintz, and Sarah Moore
	<i>Discussion</i>	<i>Tba</i>	<i>Research Paper due</i>
9	11/19 M	Cities	K&M: Ch 10, pp. 350-356; 361-372
	11/21 W	No class - Break for Thanksgiving	
	<i>Discussion</i>	No section meetings this week	
10	11/26 M	Cities	K&M: Ch 11, pp. 384-393
	11/28 W		K&M: Ch 10, pp. 373-381; Chp 11, pp. 403-413
	<i>Discussion</i>	<i>Exam 2 Review</i>	<i>Research papers returned</i>
	12/6 Thurs	Exam 2	3:15-5:15pm in regular classroom

Notes

Should any schedule changes be made, you will be provided with a revised schedule on Blackboard. Please check the "version date" (listed at the bottom of the syllabus) to make sure you have the latest version.

8. THE RULES

Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidations of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas, and backgrounds, which is the lifeblood of the university

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with Dr. Meehan. Please bring a notification letter from Disability Services outlining your approved accommodations. For more information, see: http://ds.uoregon.edu/DS_home.html

Classroom Behavior

Above all, students should conduct themselves as adults in the classroom. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing.

Please turn off all cell phones and other electronic devices (excluding laptop computers used for note taking during lecture) before you enter the classroom. *The Emerald* or other non-course related reading materials should not be read during class. You are expected to be on time. Class starts at 4:00 and ends at 5:20. Packing up your things early is disruptive to others around you and the instructor. Threatening or violent behavior will not be tolerated.

Any continued disruption of class will result in a warning. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class. For more information, see the UO Student Conduct Code: <http://studentlife.uoregon.edu/LinkClick.aspx?fileticket=puLfAzFDbg%3D&tabid=69>

Laptop Use Policy

Students that inappropriately use laptops, internet, and/or other technological devices in the classroom distract their peers (and the instructor). You may use laptops (or other devices) only to advance your learning in GEOG 142 (taking notes, for instance). In order to use such a device in class, you must:

- (1) **Write an email** to the instructor (Dr. Katie Meehan, at meehan@uoregon.edu) by Monday, October 1 explaining why you need to use the device in class; and
- (2) **Sit in the first 3-4 rows of the classroom for every lecture**. If you use the electronic device in a manner other than explained in your email, or sit elsewhere than the designated laptop zone, you lose the privilege of using the device in GEOG 142.

Absences

Failure to take an exam on the date it is scheduled will result in a grade of ZERO. Please do not come to us after an exam is missed to explain why you were not in attendance to take it at the specified time.

If you anticipate in advance that you cannot take an exam on the day and time outlined because:

- (3) You are traveling to an official university-sponsored event (e.g. an academic conference or an event for Intercollegiate Athletics, Club Sports, or the Oregon Marching Band); or
- (4) You have a prescheduled medical appointment.

If you foresee an absence due to one of the reasons described above, you must contact your instructor a minimum of two weeks in advance of the anticipated absence with appropriate documentation. Appropriate documentation includes a letter (on official letterhead) from your coach, instructor, professor, or doctor that provides us with the details of the pre-existing time conflict and is signed by the appropriate party.

Academic Misconduct

Plagiarism, fabrication, and cheating are reprehensible and punishable. Plagiarism is the inclusion of someone else's product, words, ideas, and data as one's own work. Fabrication is the intentional use of information that the author has invented when s/he states or implies otherwise, or the falsification of research with the intent to deceive. Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that s/he has mastered information on an academic exercise (i.e., a test) that s/he has not mastered, including the giving or receiving of unauthorized help. Any case of possible plagiarism, fabrication or cheating will result in a failing grade on that particular course component.

AND, FINALLY: SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grading policy and course standards, may be subject to change with advanced notice, as deemed appropriate by the instructor.