

Geography 111-01: Human Geography of Global Issues Spring Semester, 2009

Class Time and Location: 10:50-11:50, MWF, Rm 107, Carnegie Hall

Instructor: Bill Moseley

Office: Rm 104d, Carnegie Hall

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Teaching Assistants:

Leah Ritz (lritz@macalester.edu), 7-8:30pm Tues and Thurs; and Julia Van Horn (jvanhorn@macalester.edu), 9:50-10:50am on MWF. Teaching assistants hold office hours in the geography office (Car 104) or Car 109.

Course Description and Goals

This course examines the basic concepts and processes that shape human geography. Global patterns of population, culture, natural resources, economy and urbanization are surveyed and the factors influencing these patterns are discussed. Distinctions between the more developed (core) and the less developed (peripheral) regions of the world are highlighted and regional examples are used to illustrate geographic concepts. The course also relates current social, economic, environmental and political issues and events to the various themes presented.

I have four broad goals for this course: 1) to hone your skills as a critical thinker via reading, discussion and writing; 2) to enhance your knowledge of the world by comparing and contrasting patterns of culture, population, political, and economic systems in various parts of the globe; 3) to foster geographic thinking and analysis through critical examination of spatial patterns of human processes, human-environment interactions, and connections between places and regions; and 4) to stimulate greater interest in understanding the world geographically. The first goal is a general one that, if attained wholly or partially, will serve you well throughout the rest of your life as a professional and citizen. The last three goals relate to my desire to begin to teach you to think about and understand the world like a geographer. Whether or not you go on to take more courses in geography, learning to view the world from a variety of disciplinary perspectives is part and parcel of the liberal arts philosophy.

Format

The class will meet three times a week on Monday, Wednesday and Friday. The class will be conducted with both lectures and in-class discussions. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it.

This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send e-mail (moseley@macalester.edu), which normally will be responded to promptly during normal business hours.

Disabilities

If you have a documented disability, or any other problem you think may affect your ability to perform well in this class, please see me early in the semester so that arrangements may be made to accommodate you.

Academic Misconduct

Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

Texts

Required:

Moseley, W.G., D. Lanegran and K. Pandit (eds). 2007. *The Introductory Reader in Human Geography: Contemporary Debates and Classic Writings*. Malden, MA: Blackwell Press. (ISBN 978-1-4051-4922-8).

Diamond, Gerald. 2003. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Company.

Discussion readings will be available via library reserves (electronic and hard copy).

Optional:

DeBlij, HJ, A. Murphy and E. Fouberg. *Human Geography: People, Place and Culture*. 8th Edition. Hoboken, NJ: John Wiley & Sons (two of these books will be on library reserve for the course).

Hudson, J.C. 2003. *Goode's World Atlas*. 20th Edition. Skokie, IL: Rand McNally.

Assignments

Reading: This course involves a considerable amount of reading, and it is critical that you read the assigned texts for the days indicated in the schedule below.

Discussion: Participation and Leadership (5%): Class will be oriented exclusively towards discussion about one third of the time. Questions and discussion also are encouraged on lecture days. The purpose of discussion is to facilitate critical analysis and lively dialog on key global issues related to human geography. Participation points will be derived from your participation in the discussion sessions (based on the quality and quantity of your involvement in these sessions) and your co-leadership of two discussions. A few participation points also will be derived from my assessment of your participation in the lecture sessions (based on cogency of comments, questions, and answers to questions). Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see me if you have difficulty speaking in class.

In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an on-going scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. After the first discussion day, student discussion leaders will be assigned to facilitate our scholarly debates.

Reaction essays (8% of grade) Reaction essays are brief essays (1-2 page or 500-650 words) in which you respond to one or more assigned readings for a given discussion. Your essays should include a succinct but detailed summary of the argument(s) to which you are responding and develop your reaction, which may be one of skepticism, all out agreement or disagreement, epiphany, or whole-hearted endorsement. Regardless, your essay should exhibit a line of reflective thought in which you explain the logic and rationale that supports your reaction to the reading(s). Your essays must include at least one question, relevant to the readings, which you would like to ask of your classmates. Thus, the reaction essays should help you prepare for participation in class discussion of the readings.

Reaction essays must be submitted via Moodle. The essays are due by noon the day before a discussion. You are required to complete eight essays and have nine opportunities to write them (for discussions 1,2,5,6,7,9,10,11,12) . Each essay is worth 1% of your grade. Proof read your essays so that they are free of grammatical and spelling errors. The essays are marked in a credit/no credit fashion and are not graded. Reaction essays submitted late will receive no credit.

Writing Goals and Writing Assignments (36% of grade)

There is a moderate amount of writing in this class. I view writing as terribly important, and a fundamental skill honed during a liberal arts education. I use writing to achieve multiple goals in this course, some of which include: 1) to facilitate reflection of read material (i.e., to make you a better reader); 2) to hone your ability to analyze and construct arguments (i.e., to be an engaged citizen who is critical of the material he/she reads and who is able to persuade others through the sound use of information); 3) to process and analyze data and observations collected in the field; and 4) to learn to write/think like a geographer and to understand how social scientists participate in a scholarly discussion via the written word.

You will have four writing assignments (a book review, an ethnic market field exercise, a policy memo, and a cognitive mapping exercise). Details regarding each specific writing assignment will be handed out well in advance of the due dates.

Exams (51% of grade):

You will have three equally weighted exams. Exams largely will be of the essay variety, with a few other questions of a different style (e.g., multiple choice, short answer).

Grading

Grade Components

Exam 1 (2/27):	17%	Paper 2 (3/9):	10.5%
Exam 2 (4/8):	17%	Paper 3 (4/3):	7%
Exam 3 (5/8):	17%	Paper 4 (5/1):	10.5%
Paper 1 (2/16):	8%	Reaction essays:	8%
		Discussion leader and partic:	<u>5%</u>
		Total:	100%

Note: Another way to think about grading for the course: 51% of your grade is related to exams, 36% is related to writing, and 13% is related to participation.

Final grades are based on a weighted average for the term. Grade cutoff points are as follows: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.

Overview of Lecture Schedule and Important Due Dates

Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes.

Wk	Dates	Topic			Assignments/ Exams
		Monday	Wednesday	Friday	
Part I: Introduction, Maps & Power, Population Geography, Agricultural Geography					
1	26-30 Jan	Course business	Introduction to Geography lecture	Maps and power Lecture	
2	2-6 Feb	Discussion 1: What the #@%!! is geography?	Intro to Geography lecture/ Population Lecture	Population lecture	
3	9-13 Feb	Discussion 2, Overpopulation & Migration	Population Lecture	Guest lecture by Holly Barcus (migration in Mongolia)	
4	16-20 Feb	Discussion 3: <i>Guns, Germs and Steel</i> , <u>book review due</u>	Agriculture lecture,	Discussion 4: <i>Guns, Germs and Steel</i>	book review due Mon, 16 Feb.
5	23-27 Feb	Agriculture lecture	Discussion 5: Agriculture	<u>Exam #1</u>	Exam 1 (27 Feb)
Part II: URBAN GEOGRAPHY, ECONOMIC GEOGRAPHY, DEVELOPMENT GEOGRAPHY					
6	2-6 March	<u>Urban lecture</u>	Discussion 6: Urban	Guest lecture by Laura Smith (mortgage foreclosures)	
7	9-13 March	Urban/econ geography lecture, <u>ethnic market assign due</u>	Econ geog lecture	Discussion 7 Econ geography	Ethnic market exercise due Mon, 9 March
	16-20 March	Spring break			
8	23-27 March	No class	Film	Economic Geography Lecture	
9	30 Mar – 3 April	Econ geog lecture	Development lecture	Discussion 8, <u>Development memo due</u>	Development memo due Fri, 3 April

Part III: HUMAN-ENVIRONMENT GEOGRAPHY, PLACE AND CULTURAL GEOGRAPHY, POLITICAL GEOGRAPHY					
10	6-10 April	Development lecture	Exam #2	Human-Environment Geography Lecture	Exam #2 (8 April)
11	13-17 April	Human-Env Geography Lecture	Discussion 9 Human-Environment	Guest lecture by Helen Hazen (Human-Env Geography)	
12	20-24 April	Place and Regional Geography lecture	Discussion 10 Regional Geog	Cultural geography lecture	
13	27 April – 1 May	Discussion 11 Cultural Geog	Political Geography Lecture	Guest lecture by Dan Trudeau (cog map exercise due)	cognitive map exercise (1 May)
14	4 May	Discussion 12 Political Geography	No class	<u>3rd Exam (8 May, 10:30-12:30)</u>	Exam #3 (8 May)

Reading Schedule for Discussions

Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes. Most reading assignments are in *The Introductory Reader in Human Geography: Contemporary Debates and Classic Writings* (aka *Reader*) or on electronic library reserve.

Discussion 1 (Monday, Feb 2): What the @%\$#! is geography and why is it relevant?

Reader pgs 1-9: Moseley, W.G., D. Lanegran and K. Pandit. "Introduction: Situating Geography."

Reader Chap 1: Pattison, W. "The Four Traditions of Geography."

Reader Chap 2: National Research Council. "Geography's Perspective"

Reader Chap 3: De Blij, HJ. "Geography and Foreign Policy."

Reader Chap 4: Moseley, W.G. "Reflections of an American Geographer on the Anniversary of September 11th."

Discussion 2 (Monday, Feb 9): Population Dynamics and Migration

Reader Chap 7: Malthus, Thomas. "Essay on the Principle of Population."

E-reserve: Lohmann, Larry. 2003. "Re-imagining the population debate." *The Corner House*.

Reader Chap 9: Gould, W.T.S. and R.I. Woods. "Population Geography and HIV/AIDS: The Challenge of a Wholly Exceptional Disease."

Reader Chap 10: Fan, Cindy C. "Interprovincial Migration, Population Redistribution, and Regional Development in China: 1990 and 2000 Census Comparisons."

Discussion 3 (Monday, Feb 16): The Physical Environment and the Rise and Spread of Food Production

Prologue and Chapters 1-10. In Diamond, Jared. 2003. *Guns, Germs and Steel: The Fates of Human Societies*. New York: Norton.

Discussion 4 (Friday, Feb 20): From Food Production to Development

Chapters 11-19 and Epilogue. In Diamond, Jared. 2003. *Guns, Germs and Steel: The Fates of Human Societies*. New York: Norton.

Discussion 5 (Wednesday, Feb 25): Debating the 1st, 2nd and 3rd Agricultural Revolutions

Reader Chap 11: Diamond, Jared. "The worst mistake in the history of the human race."

Reader Chap 12: Innis, DQ. 1980. "The Future of Traditional Agriculture."

E-reserve: Collier, Paul. 2008. "The Politics of Hunger: How Illusion and Greed Fan the Food Crisis." *Foreign Affairs*. November/December.

E-reserve: Aal, William, Lucy Jarosz, and Carol Thompson. 2009. "Response to Paul Collier." Forthcoming in *Review of African Political Economy*.

Discussion 6 (Wed, March 4): Urban Geography

Reader Chap 22: Allen, James P. and Eugene Turner. "Ethnic Residential Concentrations in United States Metropolitan Areas."

E-reserve. Kaplan, David. 1997. "The Creation of an Ethnic Economy: Indochinese Business Expansion in Saint Paul." *Economic Geography*. 73(2): 214-233.

Reader Chap 21: Kennedy, Eugene. "Greenville: From Back Country to Forefront."

Reader Chap 24: Beaverstock, Jonathan V., Richard G. Smith and Peter J. Taylor. "World-City Network: A New Metageography?"

Discussion 7 (Friday, March 13): Economic Geography

Reader Chap 27: Grigg, David. "Wine, Spirits and Beer: World Patterns of Consumption."

Reader Chap 25: Bridge, G. and A. Wood. 2005. "Geographies of Knowledge, Practices of Globalization: Learning from the Oil Exploration and Production Industry." *Area*. 37(2): 199-208.

Reader Chap 26: Herod, Andrew. "The impact of containerization on the New York – New Jersey Waterfront."

Reader Chap 29: Domosh, M. and J. Seager. "Women at Work."

Discussion 8 (Friday, April 3): Development Geography

E-reserve: Bhagwati, Jagdish. 2002. "Trading for Development: The Poor's Best Hope," *The Economist*. June 21.

E-reserve: Hausmann, Ricardo. 2001. "Prisoners of Geography." *Foreign Policy*. January/February.

Reader Chap 30: Grant, Richard & Jan Nijman. "The re-scaling of uneven development in Ghana and India."

Reader Chap 34: Oppenheimer, Andres. "Geography, Culture and Prosperity."

Discussion 9 (Wed, April 15): Human-Environment Geography (Wilderness and Hazards)

Reader Chap 16: Cronon, William. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature."

Reader Chap 15: Meyer, William B. "Americans and Their Weather."

Reader Chap 32: Cupples, Julie. "Rural Development in El Hatillo, Nicaragua: Gender, Neoliberalism and Environmental Risk."

Discussion 10 (Wed, April 22): Regional Geography and Place

E-reserve: Moseley, W.G. "Yankee Go Home: Tales of a Northerner Educated in the South." In: Wheeler, JO and SD Braun. *The Role of the South in the Making of American Geography: Centennial of the AAG*. Blackwell Publishers. Pp 91-96.

Reader Chap 17: Lanegran, David A. 2000. "Minnesota: Nature's Playground."

E-reserve: Tuan, Yi-Fu. 1996. "Space and Place: Humanistic Perspective." In Agnew, J. D. Livingstone and A. Rogers. (eds) *Human Geography: An Essential Anthology*. Malden, MA: Blackwell Publishing.

Discussion 11 (Monday, April 27): Cultural Geography of sacred spaces and religion

E-reserve: Zelinsky, Wilbur. 2001. The uniqueness of the American religious landscape. *The Geographical Review*. 91(3): 565-

E-reserve: Blake, Kevin S. 2001. "Contested Landscapes of Navajo Sacred Mountains." *The North American Geographer*. 3(1): 29-62.

E-reserve: Doughty, Robin W. 1981. "Environmental Theology: Trends in Western Thought." *Progress in Human Geography*. Issue 5. 313-322.

Reader Chap 19: Prorok, Carolyn V. "Transplanting Pilgrimage Traditions in the Americas."

Discussion 12 (Monday, May 4): Political Geography: Geopolitics, Borders, and Public Space

Reader Chap 35: Megoran, Nick. "Revisiting the 'pivot': the influence of Halford Mackinder on analysis of Uzbekistan's international relations"

Reader Chap 36: Kepka, J. and A.B. Murphy. "Euroregions in Comparative Perspective: Differential Implications for Europe's Borderlands."

Reader Chap 37: Mitchell, Don. "The End of Public Space? People's Park, Definitions of the Public, and Democracy."

Welcome to the course! I look forward to working with you this semester.