

GEOG 111-01: Human Geography of Global Issues
Spring 2007

Class time and location: MWF 9:40 – 10:40 am, in room 06 Carnegie Hall
Instructor: Dan Trudeau
Office: 104f Carnegie Hall
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Office hours and location: Thursdays 3:30-5 pm, or by appointment, in Carnegie 104.

Course Description

This course introduces you to basic concepts, processes and spatial relationships that affect human geographies. We will evaluate different ways in which human societies throughout the world are increasingly interconnected through the globalization of cultural, economic, political, population and subsistence systems. Through this process, you will become familiar with different subfields of human geography including their methods of inquiry and object of study. This course focuses primarily on geographical patterns at the international scale and thus employs current examples and cases from a variety of world regional contexts.

Learning Goals

My overarching goals in this course are to have you develop a proficiency in geographic thinking and analysis and an appreciation of how a geographical perspective contributes to knowledge about how the world works. In order to achieve these goals, I have designed the course to: (a) enrich your knowledge of geographic patterns of world's cultural, economic, political, population and subsistence systems; and (b) develop your geographical analysis skills by examining the spatial dimensions of social processes and relationships that animate and constitute such systems. Towards these goals, you will also enhance your critical thinking skills through writing, reading and discussion.

Format of the Course

Our time in class will be spent on a variety of activities, including lecture, discussion, and in-class exercises that facilitate learning about different subfields of human geography and their relevance to contemporary global issues. In order to achieve this, the general format of the course will introduce a subfield of geography through lecture and activities and will conclude with a discussion of current issues on which the subfield sheds light.

I aim to cultivate a dynamic and interactive environment in which we can learn, use and evaluate new ideas as well as learn from each other. I hope to make learning about geography and the globalizing world enjoyable. However, this will require your sustained interest, participation, and regular attendance. I therefore expect students to come to class having completed all the assigned readings for the day and prepared to engage the material.

Reading

Required: Knox, Paul and Sallie Marston, 2007, *Places and Regions in a Global Context*. 4th Edition, Pearson Prentice Hall: Upper Saddle River, NJ.

Assigned readings for discussion; see the course schedule below for details.

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

The books are available for purchase through the campus bookstore and are on reserve (2-hour loan period) at the library. The atlas is kept in the reference section. Additional required readings are available on electronic and 2-hour reserve from the library. Some assigned reading is available exclusively through the internet. Let me know if you have any problems accessing the reserve material in a timely manner.

Assessment

While I intend to make learning about geography and globalization enjoyable, your knowledge will be assessed. Your grades will be determined through your performance in the following categories:

Attendance: attendance is required. Moreover, it is important that you attend every class for at least three reasons: (a) my lectures tend to build on previous classes; (b) lectures will often supplement your readings by bringing in additional material; and (c) test material will be drawn from both lectures and readings. If you miss class, you will therefore be at a disadvantage. Your attendance will not count explicitly toward your grade; however, I take good and poor attendance records into consideration when I assign final grades. Students on the threshold between a C+ and B-, for instance, may be assigned the higher grade in the case of excellent attendance.

Participation in discussion: each unit will conclude with in-class discussion of assigned readings. The discussions are an opportunity for you to clarify uncertainties and synthesize your understanding of concepts and ideas presented in the lectures and readings. Furthermore, the discussion topics ask you to analyze current issues from a geographical perspective. The discussions thus present important learning opportunities in the class. You will of course need to be present to participate in discussion, but beyond this you will be evaluated for your ability to: (a) add content and insight into the discussion, and (b) pose relevant questions that contribute to the discussion. In order to earn points for discussion, make sure you participate in the class discussions. Please feel free to see me if you are reluctant to speak up in class – I am happy to work with you to find ways to facilitate your participation.

Reaction essays: Reaction essays are short (i.e., ½ to 1 page) essays in which you respond to one or more assigned readings or films. These essays are due on the days for which discussion is scheduled. And you must write your essay in response to the film and/or reading(s) assigned for the discussion. These essays are thus meant to help you prepare to participate in the discussion. They also help me get a sense of how you evaluate the course material. Your reaction to the readings may be one of skepticism, all out agreement or

disagreement, epiphany, or whole-hearted endorsement. Regardless, your reaction 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. Ideally, this question will follow from your reaction to the reading(s). Reaction essays must be typed in 12 point font and free of grammatical and spelling errors. The essays are also due at the beginning of class. The essays are evaluated on a credit/no credit basis, rather than being graded. Lastly, I will not accept any reaction essays that are submitted late.

Writing assignments: There are three writing assignments in which you must write longer (5-7 page) essays in a more measured and deliberate fashion than the reaction essays. The writing assignments ask you to synthesize the course readings in order to take a position on contested issues, including immigration restrictions, support for genetically modified organisms, and use of sweatshop labor in the production of clothing. These assignments are intended to provide you with an opportunity to integrate a geographical perspective into your critical examination of contemporary issues of global significance. Your essays also provide me with an opportunity to assess your understanding of the material, your ability to employ a geographical perspective to aid critical thinking, and your development as an effective writer.

Specific directions for individual writing assignments will be given at a later time, through the course Moodle site, and in advance of the deadlines. Your writing assignments must be typed in 12 point font and free of grammatical and spelling errors. The assignments are due at the beginning of class on the day for which they have been assigned. The specific due dates are marked in the course schedule. Writing assignments that are turned after the due date will be penalized 10% per day late.

Exams: there are three non-cumulative exams in this course. The exams use a mix of questions, including multi-choice, short answer, and essays, to test your comprehension of course material. I design exams to test your understanding of concepts, ideas, and perspectives that are important to the study of human geographies. The tests will also include *some* questions that assess your geographic knowledge of places and regions that we study. Finally, you must take the exams on the scheduled days. Take notice of the exam dates on the course schedule and arrange your travel plans accordingly. There are no make-up exams, except under specific circumstances explained in the course policies below.

Grades:

Your final grade will be based on your performance as follows:

20% Reaction papers (eleven in total, eight of which count [i.e. you may drop/miss the remainder], each worth 2.5 %)

24% Writing assignments (three in total, each worth 8 %)

51% Exams (three in total and none cumulative, each worth 17%). Exams will take place on Feb 23, Mar 28, and May 7.

5% Discussion participation

Grade distribution:

Letter grades will be assigned according to the following distribution:

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Unsatisfactory</u>	<u>Failing</u>
A (100-92)	B+ (89-88)	C+ (79-78)	D+ (69-68)	NC (< 60)
A- (91-90)	B (87-82)	C (77-72)	D (67-62)	
	B- (81-80)	C- (71-70)	D- (61-60)	

Course Policies

Disabilities. If you have a documented disability or any other problem that you think may affect your ability to perform well in this course please see me as soon as possible so that we can discuss appropriate accommodations.

Make-up Exams. You can make-up a missed exam only in the case of an excused absence, including documented medical emergencies and religious observances. If you have religious obligations that conflict with scheduled exams, assignments, or required attendance, see me no later than Friday February 2nd so that we can discuss appropriate accommodations.

Academic honesty. I expect the work you do in this course will be your own. This means that your papers and exams must represent your original written work for this class only. Furthermore, you must take care to properly cite others' work in your papers. Instances of plagiarism and cheating will result in a failing grade for the class. Furthermore, they will be reported to the Dean and may result in suspension or even dismissal from the college. Feel free to speak with me about what constitutes plagiarism.

Changes. As the semester unfolds, there may be reason to change readings, topics, or the schedule of the course. In the event of a change, alterations will be announced in class and through email. It is your responsibility to keep up with any changes.

Creating and Sustaining a Learning Environment

We come to this class to learn, which involves careful listening, thoughtful discussion, and a civil exchange of ideas. Respect for your peers and instructors are absolutely essential to create and sustain an environment conducive for learning. In order to do this, the following is some conduct I want all of us to observe:

- Come to class on-time, leave when it is officially complete
- Refrain from creating distractions, such as holding private conversations or engaging in other activities (e.g., solitaire on your laptop) not related to class
- Turn off cell phones prior to the beginning of class
- Listen to and respectfully engage the ideas of others in class. From time to time, we will discuss controversial issues in class and you can expect that an opinion or point of view will be voiced with which you will disagree. More than anything, these situations present an opportunity for learning. To make the most of these opportunities, it is important that we maintain a civil and open environment. Please treat your classmates and instructor with respect and fairness.

Class Schedule

	Day	Topic	Readings ¹	Assignments ²
Week 1	M Jan 22	Introduction to the course		
	W Jan 24	Lecture: Thinking geographically	Chapter 1, Appendix A	Bring a map to class
	F Jan 26	Discussion 1: What is geography?	Discussion 1	Reaction essay 1
Week 2	M Jan 29	Lecture: Globalization	Chapter 2	
	W Jan 31	Lecture: Core-periphery relationships		
	F Feb 2	Discussion 2: Taking sides on globalization	Discussion 2	Reaction essay 2
Week 3	M Feb 5	Lecture: Population geography	Chapter 3	
	W Feb 7	Lecture: Migrants and migration		
	F Feb 9	Film: <i>Farmingville</i>		
Week 4	M Feb 12	Discussion 3: Are immigration restrictions ethical?	Discussion 3	Reaction essay 3
	W Feb 14	Lecture: Nature and Society Guest lecturer: Helen Hazen, PhD	Chapter 4	

	Day	Topic	Readings	Assignments
	F Feb 16	Lecture: Corporate ethics and the environment Guest Lecturer: Mary Tkach, Aveda	Friedman (E-Reserve)	Writing Assignment #1: the politics of immigration
Week 5	M Feb 19	Lecture: NatureWorks Guest lecturer: Ann Tucker, Cargill		
	W Feb 21	Discussion 4: confronting consumption	Discussion 4	Reaction essay 4
	F Feb 23	Exam 1		
Week 6	M Feb 26	Lecture: Cultural geography	Chapter 5	
	W Feb 28	Lecture: Globalization and Cultural change	Yan (E-reserve)	
	F Mar 2	Discussion 5: Does globalization cause cultural homogenization?	Discussion 5	Reaction essay 5
Week 7	M Mar 5	Lecture: Urban systems	Chapter 10	
	W Mar 7	Film: <i>Powaqqatsi</i>		
	F Mar 9	Discussion 6: Are cities sustainable?	Discussion 6	Reaction essay 6
Week 8	M Mar 12 W Mar 14 F Mar 16	No Classes, Spring Break!		

	Day	Topic	Readings	Assignments
Week 9	M Mar 19	Lecture: Globalization and economic development	Chapter 7	
	W Mar 21	Lecture: Commodity connections		
	F Mar 23	Geography of clothing field trip		
Week 10	M Mar 26	Discussion 7: Are sweatshops a necessary evil?	Discussion 7	Reaction essay 7
	W Mar 28	Exam 2		
	F Mar 30	Lecture: Agriculture and the Global economy; Guest lecturer: Helen Hazen, PhD	Chapter 8	
Week 11	M Apr 2	Lecture: technology and food production		Writing Assignment 2: The geography of clothing
	W Apr 4	Discussion 8: should India adopt GMOs?	Discussion 8	Reaction essay 8
	F Apr 6	No Class		
Week 12	M Apr 9	Lecture: Political Geography	Chapter 9	
	W Apr 11	Lecture: Geopolitics of Halford Mackinder	Mackinder (E-Reserve)	
	F Apr 13	Discussion 9: Does globalization signal the end of the nation state?	Discussion 9	Reaction essay 9

	Day	Topic	Readings	Assignments
Week 13	M Apr 16	Film: <i>Promises</i>		Writing Assignment #3: Agriculture policy in India
	W Apr 18	Film: <i>Promises</i>		
	F Apr 20	Discussion 10: Can new boundaries bring peace to the Mid-East?	Discussion 10	Reaction essay 10
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Week 14	M Apr 23	Lecture: Urban Geography	Chapter 11	
	W Apr 25	Lecture: sprawl and the New Urbanism		
	F Apr 27	Discussion 11: What is the future of American cities?	Discussion 11	Reaction essay 11
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Week 15	M Apr 30	Last Lecture: geographical futures and the future of geography	Chapter 12	
Finals	M May 7	Exam 3 - 8 AM – 10 AM		

1 - Readings must be completed by corresponding date.

2 – Assignments are due at the beginning of class on the corresponding date.

Discussion Schedule

Below is a detailed schedule of readings for class discussion. All readings are available through the library E-Reserve, unless otherwise noted.

<u>Discussion Topic</u>	<u>Date</u>	<u>Readings</u>
1: What is geography?	F Jan 26	(1) Pattison; (2) Cutter; (3) Brooks
2: Taking sides on globalization	F Feb 2	(1) Henwood; (2) Herman; (3) Gordon; (4) Steger
3: Are immigration restrictions ethical?	M Feb 12	(1) Economist – The longest Journey; (2) Economist – Irresistible attraction; (3) Nowak and Isbister
4: Confronting consumption	W Feb 21	(1) Maniates; (2) Population and natural resources (3) Online: Redefining Progress (4) Najam and Brown
5: Does globalization cause cultural homogenization?	F Mar 2	(1) Brooke; (2) Goswami; (3) Watson
6: Are cities sustainable?	F Mar 9	(1) Rees; (2) Beaverstock et al.; (3) Bunting and Filion
7: Are sweatshops a necessary evil?	M Mar 26	(1) Online: “made in China”; (2) Kristoff and WuDunn (3) Brown
8: Should India adopt GMOs?	W Apr 4	(1) Dar; (2) Rosset, (3) Online: The global politics of food
9: Does globalization signal the end of the nation state?	F Apr 13	(1) Dionne; (2) Belsie; (3) Burgi and Golub
10: Can new boundaries bring peace to the Mid-East?	F Apr 20	(1) Economist – Israel’s security barrier; (2) Economist – From war to war; (3) Online: Electronic Intifada
11: What is the future of American cities?	F Apr 27	(1) Kuntsler; (2) Mitchell; (3) Online: Sprawl in America

URLs for online resource:

Online: Redefining Progress:

<http://www.rprogress.org/footprint/ecolFoot.shtml>

**take the ecological footprint quiz at <http://www.myfootprint.org/>

Made in China

http://www.nlcnet.org/campaigns/archive/chinareport/table_of_contents.shtml

Global Politics of Food

http://americanradioworks.publicradio.org/features/gmos_india/index.html

Electronic Intifada

<http://electronicintifada.net/cgi-bin/artman/exec/view.cgi/7/1775>

Sprawl in America

<http://www.usatoday.com/news/sprawl/main.htm>

Additional recommended materials:

National Geographic Atlas:

<http://plasma.nationalgeographic.com/mapmachine/index.html>

American Association for the Advancement of Science Atlas of Population and Environment:

<http://atlas.aaas.org/index.php?sub=intro>

University of Southern California center for sustainable cities:

<http://www.usc.edu/dept/geography/ESPE/>