

GEOG 102: PRINCIPLES OF CULTURAL GEOGRAPHY**Spring 2010****T/TH 12:30-1:45 pm****Storm Hall 351, Schedule number 21365****OVERVIEW**

This course provides an introduction to cultural geography by exploring pressing global issues including environmental decline, population growth, food security, economic crises, migration, identity politics, war and urbanization. In an increasingly globalized world, these issues have impacts upon all of our lives, whether we live in San Diego, Bogotá, Mumbai or Tokyo. By exploring these topics through the lens of cultural geography, we will uncover how spatial interconnections and geographical interdependence shape the world as we know it. We will further understand how individual actions at the local scale have social, cultural and environmental impacts around the world.

COURSE INSTRUCTOR

Dr. Kate Swanson
 Department of Geography
 307 Storm Hall
 Office Hours: Tuesdays 2-3pm
 or by appt.
 Phone: 619-594-3508
 kswanson@mail.sdsu.edu

TEACHING ASSISTANTS

Sam Cortez	Don Colley
313A Storm Hall	322A Storm Hall
Office hours: Tuesdays & Thursdays 11am	Office hours: Mondays 12:30-1:30pm & Tuesdays 2-4pm
Phone: 619-594-3746 scortez@rohan.sdsu.edu	Phone: 619-594-8030 dcolley@rohan.sdsu.edu

COURSE READINGS

There is one required text for this course:

Knox, Paul and Sallie Marston. *Human Geography: Places and Regions in Global Context*, **4th or 5th edition**. Upper Saddle River, NJ: Prentice Hall.

While the 5th version of this textbook is more current, its price varies from \$50-\$130, depending on which format you purchase and where you purchase it. At the SDSU Bookstore, the hardcover version sells for \$127.49 new and \$98.40 used. A 3-hole punched binder version is available for \$96.99 new and \$74.85 used. You can also purchase a digital version of the book for \$52.80. Purchase of the 5th edition also gives you access to the book's website, which has additional content including the e-book, videos, readings, and more. The website for the textbook is:

http://wps.prenhall.com/wps/media/access/Pearson_Default/6890/7056131/login.html

Because of these high costs, you may choose to purchase the 4th edition of this book. While the SDSU Bookstore does not sell this book, you can find it online for a much lower price (used for \$15 and up). The disadvantage of buying the 4th edition is that you may have trouble reselling it. You also won't have access to the book's website; however, access to this website isn't necessary for this course. Beyond the textbook material itself, we won't be using any of the web content in class.

Additional readings will be assigned; these will be posted on Blackboard. Access to a good atlas and keeping up to date on the news and current events will further assist you with this course.

LEARNING OUTCOMES

This course provides you with a framework for understanding key local and global issues from a geographic perspective. It will give you the tools to answer the following types of questions: Why do certain regions have greater population problems than others? Why are some countries richer than others? How does human movement between countries and regions impact economies and politics? What factors contribute to urban decay and renewal? How does geography help us understand conflict in the world? By the end of this course, you will be able to:

- use geographic principles and methods to understand current world problems;
- demonstrate how local actions influence global processes and vice versa;
- analyze complex social, cultural and environmental issues; and
- express informed and well-reasoned opinions on geographic issues that affect our everyday lives.

COURSE STRUCTURE

The course is divided into four sections. The first section is an introduction to how geographers look at the world. This includes a discussion of why geography is important in a globalizing world, as well as descriptions of basic geographic concepts. The second section deals with nature and society with a focus on population change, environment, agriculture and food. The third section focuses in-depth upon global migration and culture. In the fourth, and final, section we deal with global urbanization, the structure of cities and geo-political issues.

ASSESSMENT

Attendance and participation at all scheduled classes should go without saying. A small portion of your grade will come from randomly assigned in-class exercises. If you miss an in-class exercise, you forfeit the grade. Please note that this class is not designed for memorization and regurgitation. Rather, in this class, I want you to think critically about how the issues we discuss affect your lives outside and beyond university life.

Your final grade is dependent upon two in-class exams, two short papers (5 pages plus graphics) and class participation. There will be no final exam during exam week.

Paper 1 (due in class on February 23 rd)	15%
Exam 1 (March 2 nd)	30%
Paper 2 (due in class on April 8 th)	15%
Exam 2 (May 11 th)	30%
Participation	10%

The grade scale for this course is as follows:

94 – 100 = A	84 – 86 = B	74 – 76 = C	64 – 66 = D
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	60 – 63 = D-
87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	0 – 59 = F

ASSIGNMENTS

Paper 1: Commodity Chains (15% of final grade)

In our present-day society, it is increasingly difficult to know where our food is produced and where our products are made. ‘Made in China’ labels only tell part of the story; this assignment asks you to tell the rest of it. Your task is to pick one commodity, one brand and one country (for example, bananas, Chiquita, and Ecuador) and trace how this product ended up on a store shelf in San Diego. In doing so, I ask you to trace the environmental, social and cultural costs of production and consumption. This assignment will be explained in greater detail in class and a detailed handout will be posted on Blackboard.

Paper 2: Migration (15% of final grade)

Situated on the US/Mexico border, migration is a particularly important (and controversial) topic in San Diego. In this paper I ask you to do three things:

- 1) By talking to family members and conducting historical research, describe what push and pull factors motivated past generations of your family to move.
- 2) Using scholarly research materials, compare and contrast these push/pull factors to the factors driving Mexican immigration (both legal and illegal) to the U.S. today.
- 3) Drawing from your research, provide your well-argued and evidence-based thoughts on US immigration policy towards Mexico, particularly in terms of illegal migration.

This assignment will be explained in greater detail in class and detailed information and readings will be posted on Blackboard to assist you.

CLASS POLICIES

Exams: The exam will consist of short answer and long answer questions. Prior to the exam I will give you a study guide to assist you with your preparation. You will be responsible for all material covered in the lectures, readings, tutorials, class discussions and videos. Exam 1 will be based on Parts I & II of the course, while Exam 2 will be based on Parts III & IV. No make-up exams will be given.

Papers: No extensions will be given on papers, except in the case of documented illnesses or other documented reasons. All papers must be turned in during class on the due dates. Emailed papers will not be accepted. Late assignments will be penalized at 10 percent per day. After assignments have been graded and returned, you'll have one week to dispute grades. Beyond this, grade modification will not be possible.

Blackboard: There will be a Blackboard website associated with this course. Please refer to it for downloads, assignments and course announcements. All lecture slides (with the possible exception of guest lectures) will be posted on Blackboard.

Plagiarism: Cheating and plagiarism will not be tolerated (see "Cheating and Plagiarism" section of the senate policy file http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf). The minimum penalty for cheating or plagiarism is a grade of zero on the assignment.

Classroom behavior: Out of respect for your fellow classmates and the instructors, please refrain from disruptive behavior at all times (i.e., cell phone use, web surfing, talking in class, arriving late, offensive language, etc.). This is vital to ensure a positive learning environment.

Email: If you have questions or issues to discuss, I encourage you to come to my office hours, the TA office hours, talk to me after class or make an appointment with me. I will check my email regularly during regular business hours (Monday-Friday, 9am-5pm) and will do my best to respond as soon as I can. Outside of these hours, I check my email less often and may not be able to respond until the next business day.

Special accommodation: If you require special accommodations due to a disability, religious holiday, university-sponsored sports event, or other documented reason, **you must let me know me about this within the first two weeks of classes** in order to make sure that I can make suitable arrangements. For those who require additional assistance, you may also contact Disabled Student Services (<http://www.sa.sdsu.edu/sds/>; 619-594-6473).

CSU Employee Furloughs: This year across this campus and around the CSU system some class days will be cancelled because of furloughs. A furlough is mandatory un-paid time off; faculty and staff on each CSU campus are being "furloughed" two days per month. These cancelled class days are marked on the schedule below. It is important to recognize that these days off are not holidays. Instead, they are concrete examples of how massive state budget cuts have consequences for you as students and for me as a faculty member.

Schedule: Although every effort will be made to adhere to the schedule below, please note that the lecture schedule is subject to change. Exams, tutorials and due dates will not change.

COURSE SCHEDULE

PART I: GEOGRAPHIC WAYS OF LOOKING AT THE WORLD

Topic	Readings	Date
Introduction and Course Outline		Thursday January 21
Basic Concepts	Chapter 1	Tuesday January 26
Globalization – Part I	Chapter 2 & 7	Thursday January 28
Globalization – Part II		Tuesday February 2
Globalization – Film		Thursday February 4
TUTORIAL 1 – Commodity Chains		Tuesday February 9

PART II: PEOPLE AND ENVIRONMENT IN A CHANGING WORLD

World Population Growth	Chapter 3	Thursday February 11
World Population Growth – Film		Tuesday February 16
Nature and Society – Part I	Chapter 4	Thursday February 18
Nature and Society – Part II		Tuesday February 23
PAPER 1 DUE		
Agriculture and Food Production	Chapter 8	Thursday February 25
Agriculture, Biotechnology and Food Security		Tuesday March 2
NO CLASS – Furlough Day		Thursday March 4
EXAM #1		Tuesday March 9

PART III: MIGRATION AND CULTURE

Topic	Readings	Date
Movement and Migration	Chapter 3	Thursday March 11
Case study: Ecuador		Tuesday March 16
Movie – Under the Same Moon (Part I)		Thursday March 18
Movie – Under the Same Moon (Part II)		Tuesday March 23
TUTORIAL 2 – Migration (Facilitator: Sam Cortez)		Thursday March 25
NO CLASS – Reading Week		Tuesday March 30
NO CLASS – Reading Week		Thursday April 1
Culture and Globalization	Chapter 5	Tuesday April 6
Globalization and Music (Guest: Sam Cortez)		Thursday April 8
PAPER 2 DUE		
NO CLASS – Furlough Day		Tuesday April 13
NO CLASS – AAG Conference		Thursday April 15
Geography and Identity (Guest: Don Colley)		Tuesday April 20

PART IV: CITIES AND GEOPOLITICS

Urbanization	Chapter 10	Thursday April 22
Global Urbanism	Chapter 10 & 11	Tuesday April 27
Post modern cities (Guest: Prof. S. Aitken)	Chapter 11	Thursday April 29
Nations, States and Borders	Chapter 9	Tuesday May 4
Exam Review	Chapter 12	Thursday May 6
EXAM #2		Tuesday May 11

WRITING A TERM PAPER

(Adapted from supplement to Knox and Marston course text, 4th Edition)

Writing a good paper is not really all that difficult if you prepare and organize well. The first essential issue is deciding on a **topic**. Your topic may be assigned, or you may have some freedom of choice in selecting it. A good way to approach a term paper topic is to think about the point you are trying to make. A good paper does not just describe an issue in the way that an encyclopedia does. A good paper will have a **point or argument**, and it will show something about what *you* think about the issue. A good paper will combine thorough research, which provides supporting evidence, and your own ideas, which provide the argument or thesis of the paper. You might approach the point you are trying to make by thinking of it as a question that your paper will help answer.

The second essential issue in writing a good paper is good organization—both before and during the writing of the paper. Writing a long paper will seem much easier—and like much less work—if you prepare a good **outline** first. Your outline should contain all of the main points you want to make. Write out these points first, and then arrange them in a way that makes sense and seems to flow. If you can write a few paragraphs for each point, you will find that your paper almost writes itself.

Papers should follow the traditional arrangement of introduction, body, and conclusion. The **introduction** will announce your topic and the point you are trying to make. The **body** of the paper will present your data and evidence for that point, and elaborate the argument; it may be divided into separate sections. The **conclusion** will sum up the paper and once again remind the reader of the point you have made.

A final consideration is the use of **references**. Where have you found all of the information you've used in writing your paper? There are many ways to present references, and below you'll find the system most often used in geography. References (or citations) are all of those sources that are mentioned somewhere in your paper. A **bibliography**, on the other hand, is a list of all sources consulted, even though you may not mention them in the text of your paper. For assignments in this class, please use a list of **references**.

USING REFERENCES IN TERM PAPERS

References (also known as **citations**) indicate the sources of material you are using for your paper. References may be books; journal, magazine, or newspaper articles; government documents; personal interviews; and web sites. For **books** you need to indicate the author and title of the book, the city of publication (also indicate the state or country if it's not obvious), the name of the publisher, the year of publication, and who translated the book (if it's a translation). Using encyclopedias for anything other than

basic facts and statistics is generally frowned upon. For **chapters in books** you need to indicate the author of the chapter, the chapter title, the chapter's page numbers, the editors of the book, the book's title, and the publisher and date and place of publication. For **journal, magazine, and newspaper articles** you need to indicate the title of the article and its author (some newspaper articles don't list an author—for those you can just use the title); the name of the journal, magazine, or newspaper; and the volume number, date of publication, and page numbers. For **government documents** you should follow the example of an article, but give any reference number for the document as well as the name of the agency that published it. For **personal interviews**, you should list the name of the person you interviewed, their job or title, and the date and place (city and state) of the interview. If you interview somebody by e-mail or telephone, you can mention this instead of the place. For **World Wide Web sites**, you should list the title of the web page, the URL (web address), and the date you accessed it.

You need to reference material if you are making an **exact quote** from someone else's work, and also if you are using the person's **idea or concept** (even if it's paraphrased and not in his/her exact words). If you are listing any **facts or figures** that are not commonly known, then you also need to reference where you got that information. If you use somebody else's map or illustration you also need to indicate the source for that.

References in geography are normally listed using the **author-date system** (sometimes known as the Harvard system). In this system, you indicate the author's last name and year of publication (and page number for direct quotations) in parentheses just after the material quoted or cited. You then list all the references at the end of the paper, in alphabetical order. See the examples below, which include proper referencing for peer-reviewed journal articles, books, interviews and websites. There are many variations to systems of referencing. In general, you can use any accepted style in this class as long as it appears in a major journal or university press publication (for example APA, MLA, Chicago Manual of Style). Whatever style you choose, **be consistent** throughout the paper. Do not mix styles.

Maps and illustrations are often useful in making a point in a paper, as are things like **tables and graphs** if you have a lot of statistical data. The use of these will depend on the topic of your paper. Be sure to give the source of any maps, tables, or graphs that you use.

Author-date referencing system

Examples of how the citations would appear in the paper or essay:

1. The reality of America “is created and maintained by overarching myths” (Tuan 1996: 5).
2. The relationship between indigenous peoples and government in northern Canada is different from their relationship in other parts of the country (Chaturvedi 1996: 149).
3. R. Gerard Ward (1989) argues that Europeans and Pacific Islanders have had different perceptions of the Pacific region.
4. Polar regions play a key role in the operation of the global atmospheric system (Chaturvedi 1996: 21).
5. The Australian National University was founded by the Australian Government in 1946 (Australian National University 2005).
6. According to my grandmother, her journey across the sea “was long, grueling and painful” (Jones 2010).

Examples of how the citations would appear in the references, in a separate section of the paper called “References” (they are listed in alphabetical order):

Australian National University. 2009. About ANU.

http://info.anu.edu.au/Discover_ANU/About_ANU/Profile/index.asp, Accessed February 27, 2009.

Chaturvedi, Sanjay. 1996. *The Polar Regions: A Political Geography*. Chichester, England: John Wiley and Sons.

Jones, Elspeth. 2010. Personal interview. January 7, 2010.

Tuan, Yi-Fu. 1996. *Cosmos and Hearth: A Cosmopolite’s Viewpoint*. Minneapolis: University of Minnesota Press.

Ward, R. Gerard. 1989. “Earth’s Empty Quarter? The Pacific Islands in a Pacific Century.” *The Geographical Journal* 155 (2): 235–246.