

## Term Information

Effective Term Autumn 2021  
*Previous Value* Autumn 2015

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

We are requesting an approval for distance learning delivery.

**What is the rationale for the proposed change(s)?**

This course has been successfully taught in a DL format due to Covid-19 and we would like to keep that delivery mode option available for future semesters.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2100
Course Title	Human Geography
Transcript Abbreviation	Human Geography
Course Description	Introduces students to the field of human geography; focus on real-world problems, such as migration, war, imperialism, environment, trade, conflict, inequality, and urbanization by applying key human geography concepts, such as place, space, scale, landscape, and territory.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

### *Previous Value*

Not open to students with credit for 205.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

45.0701

### Subsidy Level

General Studies Course

### Intended Rank

Freshman, Sophomore

### *Previous Value*

*Freshman, Sophomore, Junior, Senior*

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

## Course Details

### Course goals or learning objectives/outcomes

- Students will 1) achieve familiarity with fundamental human geography concepts and methods;
- 2) communicate human geography concepts and methods in writing;
- 3) apply human geography concepts and methods in experiential settings.

### Content Topic List

- Space, Place, and Territory
- Geography of Population and Migration
- Geographies of Economic Development
- Urbanization and Cities
- Technology and Consumption in a Global Society
- Culture and Diversity
- Nature and Society
- Geographies of Health

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
2100 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
07/17/2021

**Attachments**

- AU20\_GEOG2100\_Syllabus.docx: Updated Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- AU19-Geog 2100-Woodworth\_InPerson.pdf: In Person Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- Geog 2100\_ASCTech\_Review.docx: ASC Tech Review  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- online-course-assurance-au2020-GEOG2100.docx: AU20 Course Assurance  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- AU21\_GEOG2100\_Syllabus\_DL revised version.docx: Revised Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*

**Comments**

- Please see revised syllabus in response to feedback sent on 1/26/21. *(by Grandey, Mary Allison on 02/08/2021 10:43 AM)*
- See panel feedback sent on 1/26/21. *(by Vankeerbergen, Bernadette Chantal on 01/26/2021 04:45 PM)*
- 12/08/20: Please attach the in-person syllabus and the ASCTech review.

The "intended" rank for 2000-level courses is freshmen and sophomore, although junior and seniors can enroll. *(by Haddad, Deborah Moore on 12/08/2020 08:32 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Grandey, Mary Allison	12/07/2020 08:49 PM	Submitted for Approval
Approved	Munroe, Darla Karin	12/08/2020 07:32 AM	Unit Approval
Revision Requested	Haddad, Deborah Moore	12/08/2020 08:32 AM	College Approval
Submitted	Grandey, Mary Allison	12/09/2020 08:11 AM	Submitted for Approval
Approved	Munroe, Darla Karin	12/09/2020 08:46 AM	Unit Approval
Revision Requested	Haddad, Deborah Moore	12/10/2020 08:24 AM	College Approval
Submitted	Grandey, Mary Allison	12/10/2020 08:31 AM	Submitted for Approval
Approved	Munroe, Darla Karin	12/10/2020 08:32 AM	Unit Approval
Approved	Haddad, Deborah Moore	12/10/2020 08:42 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/26/2021 04:46 PM	ASCCAO Approval
Submitted	Grandey, Mary Allison	02/08/2021 10:43 AM	Submitted for Approval
Approved	Munroe, Darla Karin	07/12/2021 06:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	07/17/2021 12:28 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal	07/17/2021 12:28 PM	ASCCAO Approval



# SYLLABUS

# GEOGRAPHY 2100

Introduction to Human Geography  
Fall 2021 – Online

## COURSE OVERVIEW

### Instructor

Instructor: Max D. Woodworth

Email address: Woodworth.42@osu.edu

Phone number: (614) 247-6899

Office hours: WF 12:00-2:00 on Zoom, or by appointment

Teaching Assistant: XXXXXXXX

Email address: XXXXXXXX

Office hours: XXXXX

### Course description

To paraphrase the eminent 20<sup>th</sup>-century geographer Carl O. Sauer, geography is the study of humans' impact in changing the surface of the Earth. This broad definition of the discipline informs us that the study of geography concerns the immense variety of ways that we organize, manipulate, utilize, design, defend, interpret, and bring meaning to the pieces of planet Earth that we occupy. How we go about doing so is the substance of everyday life, politics, economy, and culture.

In this course, we will explore the discipline of Human Geography through a selection of important themes, concepts, and approaches. The core goals of this course are (1) to raise your awareness about how geography shapes the human experience and (2) to help you understand and use geographical concepts to explain processes of social change over time and across and within space. In sum, this course aims to help you develop a distinctly spatial way of understanding the world.

The course will contain a mix of recorded lectures, short videos, documentary films, readings taken from a variety of sources, regular quizzes, a book review, and two exams. The course is divided into eight Modules, each of which focuses on a topic that sits at the heart of human geography today. Students will be responsible for following the Modules throughout the semester, as they become available. I will hold at least one meeting with each student during the semester via Zoom. All graded material will be accessible on the course Canvas site and will have firm deadlines.

## Course learning outcomes

By the end of this course, successful students should be able to:

- Name, locate, and describe places and regions of the world
- Correctly use geographical concepts to analyze events and environments
- Identify and understand differences between people and places
- Identify and understand connections between people, places, and processes (e.g., globalization, climate change, demographic change)
- Articulate their own connection to places and processes occurring in the world today

This class fulfills the **GE** requirements for **Social Science: 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 central GEC **learning objectives** in this 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 develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policymaking.

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.

# COURSE MATERIALS

## Textbook, articles, audio-visual materials

- This course will make use of the “Introduction to Human Geography” open-source textbook by R. Adam Dastrup. There is no cost for this text; it is only available online.
- All scholarly articles will be available in PDF format on Carmen.
- Journalistic articles and other readings will be available through URL links provided in the course schedule (pp. 12-14).
- Audio-visual material will be available through links provided in the course schedule (pp. 12-14).

# COURSE TECHNOLOGY

## BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- [CarmenZoom virtual meetings](#)

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## GRADING AND INSTRUCTOR RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Eight reading quizzes	40
Posts to Discussion board (1 per week)	15
Book Review	15

<b>Exam 1</b>	<b>15</b>
<b>Exam 2</b>	<b>15</b>
<b>Total</b>	<b>100</b>

See course schedule below for due dates.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**. Quizzes and exams will be taken through Carmen and graded automatically.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** The teaching assistant and I will check and reply to messages in the discussion boards **at least once at different points during the week**.



## EXPLANATION OF GRADED ASSIGNMENTS

**Reading quizzes:** At eight points in the semester (see schedule on pp. 12-14) you are expected to complete an online quiz. Quizzes are available in Carmen and will appear in your schedule of assignments. Quizzes draw from the assigned readings and/or documentary films. A typical quiz will feature ten multiple choice or true-false questions and is time-limited to 30 minutes. Quizzes are graded on a 0-100 scale.

**Exams:** This course includes two exams, one in the middle of the term and one at the end. The second exam is not cumulative. An exam typically contains 40 multiple choice and true-false questions and four short written responses of between 250-400 words each. Exams are taken online in Carmen and will appear in your schedule of assignments. Exams are time-limited to two hours. Exams are graded on a 0-100 scale.

**Discussion board posts:** Each week students are expected to write a short post between 100-250 words on the course's discussion board on Carmen. The instructor will provide a prompt each week based on that week's readings. Students should respond either directly to the prompt or to a response already offered by a classmate. Discussion posts are given a 100 for completion and a 0 for non-completion.

**Book Review list:** This course requires that students write a roughly 1,000-word review of one of the following books:

- Marcus Rediker, *The Slave Ship*, available in print only at the university library (see <https://library.ohio-state.edu/record=b6364871~S7>). You can also choose to purchase it yourself (used copies can be bought on Amazon for less than \$10).
  - An unlimited ebook alternative: Daniel B. Domingues da Silva, [The Atlantic slave trade from West Central Africa, 1780-1867](#)
- Rachel Weber, [From boom to bubble : how finance built the new Chicago](#)
- David Harvey, [Rebel Cities](#)
- Gregory S. Jacobs, [Getting Around Brown: Desegregation, Development, and the Columbus Public Schools](#)
- Natalie G. Adams, [Just Trying to Have School : The Struggle for Desegregation in Mississippi](#)

Midway through the term, students will be expected to have selected a topic for their individual project and posted that topic on the course's Carmen discussion board. The individual project is graded on a 0-100 scale.

# OTHER COURSE POLICIES

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** In any written communications and assignments, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for Discussion board posts.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Intentionally demeaning language will not be tolerated in the class.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

### POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Written assignments undergo review through Turnitin, an online system that checks for plagiarism. The important thing to note here is that citation of sources is a **good thing** and shows you've done research. So, there is no need to not cite a source or to lift passages of others' writings.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect 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 this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) 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, 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.

**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 Committee on Academic Misconduct.** 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 from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Your mental health

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](https://ccs.osu.edu). 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](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% asynchronous online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into eight **bi-weekly modules** that are divided into weekly halves and released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**  
I will hold office every week on Zoom. You are welcome to sign on to them at any time to discuss material from the course or to ask questions.
- **Personal meeting: REQUIRED**  
All students will be scheduled to meet via Zoom with me at least once during the semester.
- **Participating in discussion forums: 1 TIME PER WEEK**  
As part of your participation, each week you are expected to post at least one discussion post in response to the week's content.

## STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

<https://advising.osu.edu/>

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### Requesting accommodations

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; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug. 24 – Sept. 3	<b>Module 1, part 1: What is Geography?</b> Lecture 1 To Read: <a href="#">Dastrup, Ch. 1</a> To Do: Discussion Post (Due Aug. 27)
2		<b>Module 1, part 2: Why does geography matter?</b> Lecture 2 To Read & Watch: DeBlij; <a href="#">Why geography?</a> To Do: Quiz (Due Sept. 3); Discussion Post (Due Sept. 3)
3	Sept. 6 - Sept. 17	<b>Module 2, part 1: Population Geography: What are the geographical patterns of population change?</b> Lecture 3 To Read & Watch: <a href="#">Dastrup, Ch. 2.1-2.3</a> ; <a href="#">Population Geography</a> To Do: Discussion Post (Due Sept. 10)
4		<b>Module 2, part 2: Population Geography: What are the geographical patterns of migration?</b> Lecture 4 To Read & Watch: <a href="#">Dastrup, Ch. 2.4</a> ; <i>The Last Train Home</i> To Do: Quiz (Due Sept.17); Discussion Post (Due Sept. 17)

Week	Dates	Topics, Readings, Assignments, Deadlines
5	Sept. 20 - Oct. 8	<p>Module 3, part 1: Geography of Development and Global Unevenness</p> <p>Lecture 5</p> <p>To Read &amp; Watch: Atlas of Sustainable Development; <a href="#">Industrial and Economic Development</a>; <a href="#">Ha-Joon Chang – Why are some countries rich and others poor?</a></p> <p>To Do: Discussion Post (Due Sept. 24)</p>
6		<p>Module 3, part 2: Geography of Economic Development: Global Inequality</p> <p>Lecture 6</p> <p>To Read &amp; Watch: <a href="#">Milanovic and Jayadev</a>; <a href="#">Hans Rosling TEDTalk</a>; <a href="#">David R. Williams TEDTalk</a></p> <p>To Do: Quiz (Due Oct. 1); Discussion Post (Due Oct. 1)</p>
7		<p>Module 3, part 3: Racial Capitalism</p> <p>Lecture 7</p> <p>To Read and Watch: <a href="#">Pulido</a>; <a href="#">Geographies of Racial Capitalism</a>; <a href="#">Congo, My Precious</a></p> <p>To Do: Quiz (Due Oct. 8); Discussion Post (Due Oct. 8)</p>
8	Oct. 11 - Oct. 17	<p>Module 4: Cultural Geographies: Landscape and Power</p> <p>Lecture 8</p> <p>To Read: <a href="#">Sklair and Struna</a>; <a href="#">Power</a></p> <p>To Do: Exam 1 (Due Oct. 17)</p>
9	Oct. 18 - Oct. 31	<p>Module 5, part 1: Political Geography: Borders, boundaries, governments</p> <p>Lecture 9</p> <p>To Read &amp; Watch: <a href="#">Dastrup, Ch. 4</a>; <a href="#">How the States Got Their Shapes</a></p> <p>To Do: Quiz (Due Oct. 22); Discussion Post (Due Oct.22)</p>
10		<p>Module 5: part 2: Political Geography: Territorial dispute case study – Taiwan</p> <p>Lecture 10</p>



Week	Dates	Topics, Readings, Assignments, Deadlines
		To Watch: <a href="#">Taiwan</a> ; <i>Metal Politics Taiwan</i> To Do: Discussion Post (Due Oct. 29)
11	Nov. 1 – Nov. 14	Module 6, part 1: Urban Geography: Cities, mega-cities, slums Lecture 11 To Read & Watch: Roy; <a href="#">Welcome to Lagos</a> To Do: Quiz (Due Nov. 5); Discussion Post (Due Nov. 5)
12		Module 6, part 2: Urban Geography: Segregation in U.S. cities Lecture 12 To Read: Rothstein; <a href="#">Li, Skop &amp; Yu</a> ; <i>La Haine</i> ; <a href="#">‘We’re A Segregated City’ : Charlottesville Speaks Out A Year After Deadly Rally; What Happened in Bethel, Ohio?</a> To Do: Discussion Post (Due Nov. 12)
13	Nov. 15 -Nov. 23	Module 7, part 1: Environment and Society Lecture 13 To Read & Watch: <a href="#">“Making the Outdoors Great for Everyone”</a> ; <a href="#">Finney</a> ; <a href="#">Bennett</a> ; <a href="#">National Geographic</a> ; To Do: Quiz (Due Nov. 19); Discussion Post (Due Nov. 19)
14		Module 7, part 2: Global climate change Lecture 14 To Read & Watch: <a href="#">Maslin</a> , Ch.’s 1, 2, 3; <a href="#">The Anthropocene</a> ; <a href="#">President Obama at Exit Glacier</a> ; <a href="#">TEDTalks James Hansen</a> To Do: Quiz (Due Nov. 23); Discussion Post (Due Nov. 23)
15	Nov. 29 -Dec. 5	Module 8: Book Review (Due Dec. 5)
	Dec. 9	To Do: Exam 2 (Due: TBD)

## INTRODUCTION TO HUMAN GEOGRAPHY

Professor: Max D. Woodworth  
Office hours: Fridays 1pm - 3pm  
Email: woodworth.42@osu.edu  
Office: Derby Hall 1148

TA: Katie Krupala  
TA office hours: MW 11:30am – 12:30pm  
TA email: krupala.1@osu.edu  
TA office: Derby Hall 1131

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To paraphrase the eminent 20<sup>th</sup>-century geographer Carl O. Sauer, geography is the study of humans' impact in changing the surface of the Earth. This broad definition of the discipline informs us that the study of geography concerns the immense variety of ways that we organize, manipulate, utilize, design, defend, interpret, and bring meaning to the pieces of planet Earth that we occupy. How we go about doing so is the substance of everyday life, politics, economy, and culture.

In this course, we will explore the discipline of Human Geography through a selection of important themes, concepts, and approaches. The core goals of this course are (1) to raise your awareness about how geography shapes the human experience and (2) to help you understand and use geographical concepts to explain processes of social change over time and across and within space. In sum, this course aims to help you develop a distinctly spatial way of understanding the world.

The primary format for the class will be lectures, though we will also engage in group discussions, group work, and outdoor fieldwork. For class time to be productive, you must come to class prepared. It is essential to read the assigned material carefully before each class and complete assignments on time.

**Readings:** All assigned texts are available on the course's Carmen site.

**Grade Distribution:**

- 1): Reading responses & exercises (10 total): 40%
- 2): Exam 1: 25%
- 3): Exam 2: 25%
- 4): Participation and attendance 10%

For detailed instructions on assignments and an explanation of the grading scale, see the relevant files in the course's Carmen site.

This class fulfills the **GE** requirements for **Social Science: 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 central **GEC learning objectives** in this 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 develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policymaking.

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.

## ACADEMIC MISCONDUCT POLICY

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).”

## DISABILITY SERVICES

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

## Class Policies and Guidelines

### ***General classroom basics:***

Absolutely no cellphone gazing during class. (You may think I can't see you doing it, but I can, and doing so will count against your participation grade.)

Please arrive on time.

If you must leave early, inform me at the beginning of class. Never simply leave class before the end of the period. (Doing so is disrespectful toward your classmates and the instructor and will result in you being marked as absent.)

### ***Must I always attend class?***

Consistent attendance is crucial to success in this class. Attendance will be taken at the beginning of each class session. You are expected to attend each session and to provide documented evidence (doctor's note, etc.) to receive an excused absence. Please note that absences due to extracurricular activities (i.e., Model UN, club travel, family travel, etc.) do not count as excused. Also note that **after three unexcused absences, your final grade will begin to drop by a percentage point per unexcused absence.**

### ***Must I participate in class?***

Yes. Reading and listening are good but are not enough to guarantee effective learning. Verbally articulating your ideas is a very helpful way for you to process, organize, and express your thoughts. Active participation is therefore expected of everyone.

### ***What is the policy on late assignments?***

For logistical purposes (and because deadlines are deadlines) late assignments will only be accepted in the case of a documented medical or family emergency, or if an extension has been granted before the due date. Unfortunate occurrences, such as a failed Internet connection, roommate crises, traffic, etc., do not count. **Please do not request an extension unless you have a valid excuse and documentation.** Assignments not turned in on time receive a 0% grade.

### ***Can I use a laptop or other device in class?***

Provisionally, yes. I understand many of you will elect to read the course texts in PDF format and will need a device to access texts during class. However, if the TA, who will be seated in the rear of the class, informs me that digital devices are a distraction, I will need to ban their use in class.

### ***How should I contact the professor?***

I maintain designated weekly office hours and am happy to accommodate requests to meet outside those hours, if needed. I will reply within 24 hours to all substantive email queries. The TA will do the same.

**COURSE OUTLINE (please note that readings are subject to change)**

Date	Topic	Reading	Assignment
<b>Week 1</b>	Aug. 21	Course overview	
	Aug. 23	Human geography	Syllabus quiz
<b>Week 2</b>	Aug. 26	Maps and cartographic knowledge	
	Aug. 28		
	Aug. 30		Exercise 1
<b>Week 3</b>	Sept. 2	<b>NO CLASS – LABOR DAY</b>	
	Sept. 4	Region and imaginative geographies	Said
	Sept. 6	Place and connection	Massey
<b>Week 4</b>	Sept. 9	Geography of development, poverty, and inequality	Todaro & Smith (pp. 40-73)
	Sept. 11		
	Sept. 13		Sidaway
<b>Week 5</b>	Sept. 16	Geographies of capitalism	Harvey; Kaplan
	Sept. 18		
	Sept. 20		
<b>Week 6</b>	Sept. 23	Population, migration, displacement	Knox & Marston
	Sept. 25		
	Sept. 27		
<b>Week 7</b>	Sept. 30	Borders, boundaries, and territory	Johnson et. al.
	Oct. 2		
	Oct. 4		Watch: <i>Metal Politics Taiwan</i>
<b>Week 8</b>	Oct. 7	Landscape analysis	Jackson; Rose
	Oct. 9		
	Oct. 11	<b>NO CLASS – AUTUMN BREAK</b>	
<b>Week 9</b>	Oct. 14	Ruins and ruination	Kitchin et al.
	Oct. 16	<b>EXAM 1</b>	
	Oct. 18	Environmental geography	Braun
<b>Week 10</b>	Oct. 21	Anthropocene and climate change	IPCC
	Oct. 23		
	Oct. 25		
<b>Week 11</b>	Oct. 28	Cores, peripheries, frontiers	Moore; Watts
	Oct. 30		
	Nov. 1		
<b>Week 12</b>	Nov. 4	Energy geographies	Woodworth; Huber
	Nov. 6		Exercise 3
	Nov. 8		Watch <i>Behemoth</i>

<b>Week 13</b>	Nov. 11	<b>VETERANS DAY – NO CLASS</b>		
	Nov. 13	Segregation and housing	Rothstein; Skop & Li (see URL below)	RR 6
	Nov. 15			
<b>Week 14</b>	Nov. 18	Planetary Urbanism	Brenner & Schmid; Robinson & Roy	
	Nov. 20			
	Nov. 22	Urban politics and spatial practice	Stehlin & Tarr	RR 7
<b>Week 15</b>	Nov. 25	Black geographies	Hawthorne	
	Nov. 27	<b>NO CLASS – THANKSGIVING</b>		
	Nov. 29			
<b>Week 16</b>	Dec. 2	Black geographies, cont'd		
	Dec. 4	<b>EXAM 2</b>		

# Online Course Assurance

## Autumn 2020 Distance Learning

To submit a class for approval for online (Distance Learning) offering, refer to the following core best practices, which are derived from a more comprehensive list of considerations for online delivery (see the Office of Distance Education and eLearning's [Best Practices for Online Teaching](#)). This review is for change of delivery only; course goals, objectives, and related considerations are not under review because they have been approved already.

**In addition to submitting a copy of your syllabus, review the items below and provide additional details where applicable.** You might refer to the [Keep Teaching Course Syllabus Template](#) and [Keep Teaching Carmen course template](#) for policies and strategies to adapt.

Course Number and Title:

## Format and integrity

Students will have opportunities for **regular and substantive academic interactions with the course instructor.**

This [Department of Education requirement](#) is based on the types of courses that Ohio State can offer for credit. A self-paced format is considered a correspondence course, which the university is not accredited to offer. "Regular and substantive interaction" is defined as interactions that are initiated by the instructor, occur regularly and frequently (weekly or more often), and are of an academic nature.

*Examples include regularly scheduled CarmenZoom sessions and office hours, facilitating online CarmenCanvas discussions, or regularly scheduled Carmen announcements.*

**Key resource:** [Regular and Substantive Interaction in Online and Distance Learning](#)

Have details about regular instructor interaction with students been provided in the course syllabus?

If you answered no, please provide details on how this requirement will be met in your course:

Reviewer comments:

Students have a **required participation** activity (e.g., discussion response, assignment) at least once per week.

This rule is in place to ensure that the instructor and university can pinpoint the time that a student last participated in the course, which is an institutional requirement related to student financial aid. The participation should be an activity such as the ones listed above; a login or view of pages in a module would not be sufficient.



**Key resource:** [Attendance in Online Courses](#)

Have details on participation been provided in the course syllabus?

If you answered no, please provide details on how participation will be addressed in your course:

Reviewer comments:

Instruction time—the amount of time students spend learning—is **equivalent to an in-person class** of the same number of credit hours.

Online classes must meet federal and [state guidelines](#) for equivalent “direct instruction” and “out-of-class” time (an average over a 14-week term of 1 hour “direct instruction” plus 2 hours “out-of-class” time per week for each 1 credit hour, as is the [policy for classes in any modality](#)). This can be calculated by examining typical weeks of the course with the resource below, and estimating the time it would take a student to complete the activities, homework and assignment preparation.

**Key resource:** [ODEE Credit Hour Estimation](#)

Number of credit hours:

Length of class in weeks (14 for a full semester):

*Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them. Each credit hour should consist of 1 hour “direct instruction” and 2 hours “out of class” time per week for a 14-week class. The purpose is not to have a precise accounting of hours, but to give a picture of how the student learning experience would be equivalent to an in-person offering.*

**Direct instruction (e.g., class discussions, lectures, active learning activities):**

**Out-of-class (e.g., homework, reading, assignment prep):**

Reviewer comments:

The syllabus provides clear expectations about the format/modality of the course and notifies students of any required **synchronous** (live, scheduled) sessions.

Students often expect that online classes will be completely asynchronous (i.e., work can be done each week according to their own schedules). It's crucial to make them aware of required synchronous sessions — ideally both in the syllabus and in the class schedule in BuckeyeLink.

**Key resource:** [Job Aid for Class Labels \(P, HY, DH, DL\) at Ohio State](#)

Have details about the overall course format and any synchronous sessions been provided in the course syllabus?  Yes

Reviewer comments:

The course syllabus includes **online-specific guidance about academic integrity for all major assignments or assignment types.**

This information, which could be included in the overview descriptions of major assignments or in a separate section, will help students know what the academic integrity expectations are for the online course in addition to the standard university policies on academic integrity. Students need to know if they are or are not allowed to work in groups, use their own past works, use notes or the book, etc. The syllabus should also make note of technology tools, such as plagiarism checking tools, that will be used.

**Key resource:** [ODEE Online Course Syllabus Template](#)

**Further reading:** [Academic Integrity in Online Courses](#)

Have expectations about academic integrity been provided in the course syllabus for major assignments?  Yes

Reviewer comments:

## Carmen and Technology

The class will use the **Carmen Key** practices for a navigable, consistent student experience.

Using a consistent CarmenCanvas setup and structure eliminates potential barriers and allows students to concentrate on learning.

**Key resource:** [Optional Keep Teaching Carmen course template](#)

**Further reading:** [Get Started Remote Teaching Resources](#)

The syllabus is located on the syllabus page in Carmen.  Yes

Assignments are set up for online submission in Carmen, with due dates.  Yes

Course materials and activities are organized into Modules.  Yes

Important class-wide communications during the term will be sent through the Announcements tool.  Yes

Reviewer comments:

The online course activities, materials, and Carmen site will be prepared with **accessibility in mind for students with disabilities**.

Students with disabilities are protected by the Americans with Disabilities Act and the university's digital accessibility policy with the right to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. Each academic unit has an [accessibility coordinator](#) who can provide assistance with questions about particular technologies or needs. These accessibility expectations apply to all classes, regardless of mode of delivery.

**Key resource:** [ODEE Online Course Syllabus Template](#)

**Further reading:** [Overview of Accessible Technologies](#)

The syllabus informs students of how to request an accessibility accommodation:

Have you reviewed [basic considerations](#) for improving the accessibility of an online course?:

Reviewer comments:

## Teaching Strategies

**Course materials and activities** have been appropriately adapted for online learning.

It may be helpful to think about identifying your core strategies for accomplishing each of the following on a regular basis:

- Sharing materials and guidance with students
- Providing students with practice and application
- Engaging students in conversation and reflection

Keep in mind that some students may not have access to high-speed internet. For sharing content, consider using pre-recorded, downloadable materials to allow students to work through material at their own pace during the week in lieu of lengthy lecture-based Zoom sessions. Weekly instructor announcements or video messages, Carmen discussion boards, and discussion-based Zoom meetings could all form part of a strategy for engaging and connecting with students on a regular basis.

**Key resource:** [Planning Strategies for Remote Teaching](#)

This will be evaluated in the syllabus. No instructor input needed.

Reviewer comments:

**Assignments and assessments** are appropriate and practicable for online learning.

Major assessments will likely need adaptation or new forms, including strategies for online submission and academic integrity. Where possible, avoid the use of proctored exams.

**Key resource:** [Remote Assessment Resources](#)

**Further reading:** [Designing Assessments That Don't Lend Themselves to Cheating](#)

This will be evaluated in the syllabus. No instructor input needed.

Reviewer comments:

## Additional Notes

The following space is left for any additional notes from the reviewer that fall outside of the categories above but might be deemed useful for the course instructor.

Reviewer comments:

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: GEOG 2100**

**Instructor: Max D. Woodworth**

**Summary: Introduction to Human Geography**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen discussion boards</li> <li>• Zoom</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All materials are available under a site license agreement.
6.4 The course technologies are current.	X			All applications are web based tools and are updated on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			All applications are either under agreement with existing OSU privacy policies or do not require a login.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are present
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and

				access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

**Reviewer Information**

- Date reviewed: 7/8/20
- Reviewed by: Ian Anderson

**Notes: Add statements B&C and this is ready to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.