

# GES 105-02: Introduction to Human Geography | Fall 2020

Assistant Professor John Stehlin, PhD

## **Course information**

*Course number and title:* GES 105-02: Introduction to Human Geography

*Credits:* 3

*Meets:* Online (synchronous and asynchronous)

*Markers:* GSB (Social and Behavioral Sciences), GN (Global Non-Western Perspectives)

*Pre-requisites/Co-requisites:* none

*Course website:* <https://uncg.instructure.com/courses/81971>

## **Instructor information**

*Name:* John Stehlin

*Office location:* Graham 235

*Email:* [jgstehli@uncg.edu](mailto:jgstehli@uncg.edu)

*Zoom office hours:* Tuesdays and Thursdays 1:00 PM, or other times by appointment. Please sign up for office hours [here](#).

*Pronouns:* he/him/his

## **Tutoring information**

*Name:* Nathan McMenamin

*Email:* [n\\_mcmena@uncg.edu](mailto:n_mcmena@uncg.edu)

*Zoom office hours:* TBA

*Pronouns:* he/him/his

## **Communication**

I respond to emails within 48 hours during the work week and on Monday for emails received between Friday and Sunday. Please include "GES 105" in the subject line of your email.

## **Catalog description**

Introduction to geographical characteristics of population, political systems, settlement patterns, and cultural mosaics.

## **Course description**

GES 105 introduces you to the broad and diverse field of human geography, covering the major subdisciplines of cultural, economic, political, urban, and human-environmental geography, as well as key intellectual traditions within and across these subfields. The goal of the course is to give you a preview of the material that is covered in greater depth as you progress in the GES curriculum.

## **Learning Outcomes**

Upon successfully completing this course, students will be able to:

- Identify key themes and perspectives in different subfields of human geography, as demonstrated by class participation, assignments, and exams.

- Correctly and creatively apply concepts and perspectives from these subfields to real-world events, as demonstrated by class participation and assignments.
- Engage in dialogue and provide constructive feedback to classmates, as demonstrated by class participation and in-class activities

### **Requirements & Grading Criteria**

Completion of all course components is necessary to receive a passing grade in the course.

#### **Discussions and participation: 30% of final grade**

Online discussions will be posted roughly every other week on the topics listed below. Discussions are the primary criteria for evaluating your participation in the class, and are a good chance to demonstrate your understanding of course material. To keep them timely, they will not remain open indefinitely, so post early! Discussions are evaluated based on constructive engagement with other group members, precision in discussion of texts and ideas, and visible effort, and are graded on a ✓+ / ✓ / ✓– basis. Your participation grade also includes two office hours meetings with your group, which will be scheduled in September and November, as well as any office hours you schedule at other times with myself or Nathan McMEnamin.

#### **Key Terms Diary: 10% of final grade**

The goal of the key terms diary is for your group to collectively keep a running list of terms that you have looked up while reading or listening to course material. There are dozens of terms that you won't have encountered before, and it's essential to learn them (even if it's just a quick look at the textbook's glossary or a Wikipedia search!) to understand the material. At the end of the semester, the longer your list, the more you will have learned.

#### **Quizzes: 10% of final grade**

Each module will have a quiz to provide accountability, an opportunity to demonstrate your understanding of the material, and practice for the final exam.

#### **Assignments: 20% of final grade**

There are two in-depth assignments over the course of the term. Assignments will ask you to bring together ideas from various subfields of geography and use them to reflect on an empirical (real-world) place or issue. The first of these will examine demographic, environmental, and economic data sources, while the second will deal with a political or social issue in the news. Assignment prompts will explain the procedure in more detail.

#### **Final exam: 30% of final grade**

The final exam will be cumulative and is a combination of multiple choice and short answer questions. Because it is take-home and open-notes/open-book, it will ask you to synthesize rather than just repeat information. I will hold a synchronous review session by Zoom during the last week of class, and the exam will be due December 4 at 5:00 PM.

### **Grading Scale**

A	93-100	B+	87-89	C+	77-79	D+	67-69	F	59 and below
A-	90-92	B	83-86	C	73-76	D	63-66		

	B-	80-82   C-	70-72   D-	60-62
√+	100   √	87   √-	75	

**Textbook & Readings**

The main text for this course is *Human Geography: A Short Introduction* (2<sup>nd</sup> edition) by John Rennie Short, which is available through the UNCG bookstore in both physical and electronic formats. Additional required and supplementary readings, as well as links to external websites, will be found on the Canvas site (<https://uncg.instructure.com/courses/81971>).

**Course Structure**

	Topic	Core readings	Assignment(s)
8/17-8/21	Introducing human geography	Massey	Discussion 1: Introduce yourself
8/24-9/4	The human geography tradition	HG: ASI Ch. 2; Borges, BGS; Mansfield et al.	Discussion 2: Cognitive mapping
9/7-9/18	Environment and society	HG: ASI Chs. 3-6; Costley; Finch	Discussion 3: Environmental justice and climate change
9/21-10/2	Economic geography	HG: ASI Chs. 7, 8, 12; Madrigal [podcast]	Discussion 4: Economy and uneven development
10/5-10/16	Social and cultural geography	HG: ASI Chs. 9, 11, 13; Guess and Moulton [podcast]	Discussion 5: Social space Assignment 1: Local socio-economic and environmental profile
10/19-10/30	Political geography	HG: ASI Chs. 14-15; Prashad; Nehru [video]; Anzaldúa	Discussion 6: Nation-states and political territory
11/2-11/13	Urban geography	HG: ASI Chs 16-18; Doshi [video]; Hayden; Wright, Green, and Johnson [podcast]	Discussion 7: Place and the built environment
11/16-11/20	Summing up	Heglar; Gilmore [video]	Discussion 8: Human geography and a world in crisis Assignment 2: News article analysis
12/4			Take-home final exams due 5:00 PM

## *Course Policies*

### **Syllabus and class meetings**

Weekly lectures will typically be posted to Canvas on Mondays, depending on where we are in the material for the given module.

There are no synchronous class meetings. I will hold two synchronous meetings to check in with your group over the course of the semester. These are mandatory and an absence will affect your participation grade. You can make up an absence by scheduling office hours with me and being prepared to discuss the material that you missed.

The contents of the syllabus are subject to change at my discretion and with reasonable notice.

### **Technology**

Technology will mediate everything we do in this class, so we need to be very conscientious about how we use it, and particularly how we engage with each other.

- **Zoom:** Group meetings with me will be held synchronously on Zoom. If you have access to a computer and WiFi, please use your computer to connect so that it's easier to participate using the chat and "hand raise" functions. If you have only a phone, you can call in without connecting to video to save on data costs. Please **mute your mic** when not talking to prevent echoes and disruption. Don't do anything over Zoom that you wouldn't do in class, and please try to limit eating.
- **Google Docs:** During the first week, we will set up groups and use shared Google Drive folders and documents for collaboration over the course of the semester. I recommend using your UNCG login for any Google features used in class to keep it separate from your personal mail. If you don't have access to Microsoft Word (UNCG Software link [here](#)), you can compose assignments in Google Docs but please export a .docx file to submit assignments.

### **Late work, extra credit, and grade challenges**

Work that is submitted late will lose one letter grade (10 points on a 100-point scale) per 24 hours that it is late, which means it is usually in your favor to turn an assignment in on time, even if it is not up to your highest standards. Also, there will be periodic opportunities for extra credit over the course of the semester.

You should feel free to request clarification on any grade you receive by signing up for office hours and discussing it with me there. Please note that it is always possible for my re-evaluation of your work to lower the original grade.

### **Academic integrity**

Please make yourself familiar UNCG's academic integrity policies, available at <http://sa.uncg.edu/handbook/academic-integrity-policy/>. When in doubt, cite! All written work submitted through Canvas is automatically checked using the Turnitin anti-plagiarism software, and suspected cases of academic dishonesty will be handled according to university procedures.

### **Disruptive behavior**

Disruptive behavior is that which UNCG regards as speech or action which: 1) is threatening, or 2) substantially impedes the delivery of university services. Disruptive behavior includes harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Code of Conduct. The instructor may withdraw a student from a course for behavior that is deemed by the instructor to be disruptive to the class. Please see the student affairs handbook at <https://sa.uncg.edu/handbook/wp-content/uploads/Disruptive-Behavior-in-the-Classroom-Policy-8-4-17.pdf> for more information.

### **Accommodations for varying abilities**

This university and the Department of GES welcome students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the [Office of Accessibility Resources and Services](https://ods.uncg.edu/) (<https://ods.uncg.edu/>, 336-334-544, Suite 215 EUC). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

### **Campus resources if you're having difficulty**

I will do my best to help you succeed in this class, but there are a number of campus resources designed to provide you with extra support.

#### *Tutoring:*

Please ask me for help if you are having trouble understanding the material or managing your workload. Chances are if you are having trouble, others are too, and reaching out to me could help your classmates as well. Beyond speaking to me in office hours, please make use of the Students First office (<https://studentsfirst.uncg.edu/>, 101 Forney Student Success Commons, 336-334-5730), and/or the Writing Center (<https://writingcenter.uncg.edu/>, 3211 MHRA, 336-334-3125).

#### *Health and wellness:*

Please do not hesitate to seek advice and/or help for any issues of physical, mental, and emotional health you may have, because these can quickly become barriers to your learning, and not just in this class. Please reach out to [Student Health Services and/or The Counseling Center](https://shs.uncg.edu/) (<https://shs.uncg.edu/>, 336-334-5874, 107 Gray Drive), whose services include free, confidential mental health services, if you need help or just a person to talk to. Please note that it is impossible for me to guarantee confidentiality because under many circumstances I am legally required to refer certain issues (sexual violence, self-harm, violence toward others) to the proper resources.

#### *Interpersonal violence:*

The [Campus Violence Response Center](https://cvrc.uncg.edu/) (<https://cvrc.uncg.edu/>, 336-334-9839, Gove Student Health Center) provides free counseling and other services to people who have experienced sexual assault, intimate partner violence, stalking, or related problems. As above, please note

that although I recognize that there are many cases in which a survivor would prefer not to pursue disciplinary action, as a professor I am legally required to report any such cases that I learn of.

### Reading List

Readings are an essential element of this class. You will need to have read the material before responding to group discussions in order to make a substantive contribution. You are responsible for all material in the assigned readings, whether or not it is covered in lectures or assignments.

For some readings, the page numbers of the most important passages to focus on will appear on the syllabus like so: **(127-34)**. This does not mean you should skip the other sections – at the very least skim them so that you know how the important parts fit into the overall argument.

In Modules, you will see **Read**, **Skim**, and **Further reading** files in a staggered list under each module heading. For example, on Canvas, the first segment of readings for Module 3 will appear like so:

<i>HG: ASI</i> , Ch. 7: The Geography of Three Economic Sectors	← read
<i>HG: ASI</i> , Ch. 8: The Economic Geography of Uneven Development	← read
<i>HG: ASI</i> , Ch. 12: Creating a Global Economy	← read
Madrigal - Episode 1: Welcome to Global Capitalism	← read
Christopherson, et al. - The World is Not Flat.pdf	← further reading
Cowen - The Deadly Life of Logistics.pdf	← further reading

Wise words about reading strategically:

Social science should be read differently than other kinds of material... Don't start with the first word and continue to the last word. Try to **figure out the overall argument** before you begin reading, by looking for summaries at the beginning or end of each section or chapter. This isn't a detective novel, so it's better to **know the conclusion before you set out**... Don't get bogged down. Once you know what you're looking for, it'll be easier to choose which paragraphs and sections to read carefully and which you can skim. **Yes, skim**. And if there's material you can't apprehend after a serious try, jot down your question to ask in class and then move on. ([Professor Marc Blecher, Oberlin College](#)).

There is too much material to try to do the readings—even skimming!—at the last minute, so please keep up!

	<b>Introducing human geography</b>
August 17-21	<b>Read:</b> Massey, Doreen. 1994. "A Global Sense of Place." In <i>Space, Place, and Gender</i> . Minneapolis: University of Minnesota Press, pp. 146–56. <b>Logistical business:</b> Form study groups and create group Google Docs <b>Discussion 1:</b> Introduce yourself
August 24	<b>COURSE WITHDRAWAL POLICY IN EFFECT AFTER AUGUST 24</b>
<b>MODULE 1</b>	<b>The human geography tradition</b>
August 24- September 4	<b>Read:</b> <i>HG: ASI</i> , Ch. 2: "The Nature of Geography," pp. 15-29 <b>Read:</b> Borges, Jorge Luis. 1999 [1946]. "On Exactitude in Science." In <i>Collected Fictions</i> , translated by Andrew Hurley. New York: Penguin, p. 325. <b>Read:</b> American Association of Geographers Black Geographies Specialty Group. 2020. "Black Geographies Specialty Group's Call for Transformative Racial Justice," June 10, 2020. <a href="https://blackgeographies.org/2020/06/10/black-geographies-specialty-groups-call-for-transformative-racial-justice/">https://blackgeographies.org/2020/06/10/black-geographies-specialty-groups-call-for-transformative-racial-justice/</a> . <b>Read:</b> Mansfield, Becky, et al. 2019. "It's Time to Recognize How Men's Careers Benefit from Sexually Harassing Women in Academia." <i>Human Geography</i> 12 (1): pp. 82–87. <b>Discussion 2:</b> Cognitive mapping <b>Further reading:</b> <i>HG: ASI</i> , Ch. 1: "The Home Planet," pp. 1-14 <b>Further reading:</b> Gilmore, Ruth Wilson. 2002. "Fatal Couplings of Power and Difference: Notes on Racism and Geography." <i>The Professional Geographer</i> 54(1): pp. 15-24
<b>MODULE 2</b>	<b>Environment and society</b>
September 7-18	<b>Skim:</b> <i>HG: ASI</i> , Ch. 3: "Population Dynamics," pp. 32-47 <b>(36-40)</b> <b>Read:</b> <i>HG: ASI</i> , Ch. 4: "Population and Food," pp. 48-59 <b>(52-7)</b> <b>Read:</b> <i>HG: ASI</i> , Ch. 5: "Population and Resources," pp. 60-74 <b>(65-72)</b> <b>Read:</b> <i>HG: ASI</i> , Ch. 6: "People and the Environment," pp. 75-87 <b>(79-85)</b> <b>Read:</b> Costley, Drew. "15 Years After Katrina, a Fight Against 'the Jim Crow of Climate Change' Rages on in the Gulf Coast." <i>One Zero</i> , January 15, 2020. <a href="https://onezero.medium.com/15-years-after-katrina-a-fight-against-the-jim-crow-of-climate-change-rages-on-in-the-gulf-coast-d2690bc1cbab">https://onezero.medium.com/15-years-after-katrina-a-fight-against-the-jim-crow-of-climate-change-rages-on-in-the-gulf-coast-d2690bc1cbab</a> . <b>Read:</b> Finch, Bill. 2015. "The True Story of Kudzu, the Vine That Never Truly Ate the South." <i>Smithsonian Magazine</i> , September 2015. <a href="https://www.smithsonianmag.com/science-nature/true-story-kudzu-vine-ate-south-180956325/#86JFTLoCoqObrtZv.99">https://www.smithsonianmag.com/science-nature/true-story-kudzu-vine-ate-south-180956325/#86JFTLoCoqObrtZv.99</a> <b>Discussion 3:</b> Environmental justice and climate change <b>Further reading:</b> Davis, Mike. 2002. "The Origins of the Third World: Markets, States and Climate." <i>Corner House Briefing</i> 27, December.

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<http://www.thecornerhouse.org.uk/sites/thecornerhouse.org.uk/files/27origins.pdf>

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**MODULE 3**      **Economic geography**

September 21-  
October 2

**Read:** *HG: ASI*, Ch. 7: “The Geography of Three Economic Sectors,” pp. 90-105

**Read:** *HG: ASI*, Ch. 8: “The Economic Geography of Uneven Development,” pp. 106-119

**Read:** *HG: ASI*, Ch. 12: “Creating a Global Economy,” pp. 180-96 **(185-94)**

**Listen:** Madrigal, Alexis. 2017. “Episode 1: Welcome to Global Capitalism.” *Containers* [podcast]. <https://soundcloud.com/containersfmg/episode-1-welcome-to-global-capitalism-1> (40 min.)

**Discussion 4:** Economy and uneven development

**Further reading:** Christopherson, Susan, Harry Garretson, and Ron Martin. 2008. “The World is Not Flat: Putting Globalization in its Place.” *Cambridge Journal of Regions, Economy, and Society* 1(3), pp. 343-9 **[343-6]**

**Further reading:** Cowen, Deb. 2014. *The Deadly Life of Logistics: Mapping Violence in Global Trade*. Minneapolis, MN: University of Minnesota Press, pp. 53-90.

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**MODULE 4**      **Social and cultural geography**

October 5-16

**Read:** *HG: ASI*, Ch. 9: “The Geography of Population,” pp. 122-38 **(126-35)**

**Listen:** Guess, Allison, and Alex Moulton. 2019. “Episode 2: The Blues Epistemology, Lick Trading in Blues Time from the Bottom of the Belly.” *Antipod* [podcast]. <https://soundcloud.com/antipodcollective/episode-2-the-blues-epistemology-lick-trading-in-blues-time-from-the-bottom-of-the-belly> (28 min.)

**Read:** *HG: ASI*, Ch. 11: “The Geography of Language,” pp. 161-77 **(167-74)**

**Read:** *HG: ASI*, Ch. 13: “The Global Geography of Culture,” pp. 197-207 **(199-203)**

**Discussion 5:** Cultural landscapes and social space

**Assignment 1:** Local socio-economic and environmental profile

**Skim:** *HG: ASI*, Ch. 10: “The Geography of Religion,” pp. 139-60

**Further reading:** McKittrick, Katherine and Clyde Woods. 2007. “No One Knows the Mysteries at the Bottom of the Ocean.” In McKittrick, Katherine and Clyde Woods, eds. *Black Geographies and the Politics of Place*. Cambridge, MA: South End Press (pp. 1-7).

**Further reading:** Rosenberg, Gabriel. 2016. “Fetishizing Family Farms.” *Boston Globe*, April 10, 2016.

<https://www.bostonglobe.com/ideas/2016/04/09/fetishizing-family-farms/NJszoKdCSQWaq2XBw7kvIL/story.html>

**Further reading:** Tuan, Yi-Fu. 1979. “Space and Place: Humanistic Perspective.” In *Philosophy in Geography*, edited by Stephen Gale and

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Gunnar Olsson. Ann Arbor, Mich.: D. Reidel Publishing Company, pp. 387–427.

October 9

**LAST DAY TO WITHDRAW WITHOUT INCURRING WF GRADE**

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**MODULE 5**

**Political geography**

October 19-30

**Read:** *HG: ASI*, Ch. 14: “World Orders,” pp. 210-24

**Read:** *HG: ASI*, Ch. 15: “The Nation-State,” pp. 225-49 **(231-42)**

**Read:** Prashad, Vijay. 2007. “Bandung.” In *The Darker Nations: A People’s History of the Third World*. New York: The New Press, pp. 31-50.

**Watch:** Nehru, Jawaharlal. “Independence Speech.” August 15, 1947.  
[https://www.youtube.com/watch?v=PQE\\_IJiqcqw](https://www.youtube.com/watch?v=PQE_IJiqcqw).

**Read:** Anzaldúa, Gloria. 1987. “The Homeland, Aztlán/El Otro México.” In *Borderlands/La Frontera: The New Mestiza*. San Francisco, Calif.: Aunt Lute Books, pp. 1-13.

**Further reading:** Jones, Reece. 2016. “Introduction.” In *Violent Borders: Refugees and the Right to Move*. New York; London: Verso, 1-8.

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**MODULE 6**

**Urban geography**

November 2-13

**Read:** *HG: ASI*, Ch. 16: “The Urban Transformation,” pp. 252-64 **(255-62)**

**Watch:** Doshi, Sapana. 2012. “Video Abstract: ‘The Politics of the Evicted: Redevelopment, Subjectivity, and Difference in Mumbai’s Slum Frontier,’” *AntipodeFoundation.org*, November 12.  
<https://www.youtube.com/watch?v=VhR688UKC58>

**Read:** *HG: ASI*, Ch. 17: “Networks of Cities,” pp. 265-74

**Read:** *HG: ASI*, Ch. 18: “The Internal Structure of the City,” pp. 276-97

**Read:** Hayden, Dolores. 1980. “What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work.” *Signs* 5(3): S170-87.

**Listen:** Wright, Kai, Nadege Green, and Christopher Johnson. “Premium Elevation.” *There Goes the Neighborhood* [podcast]. November 5, 2019.  
<https://www.wnycstudios.org/podcasts/neighborhood/episodes/there-goes-the-neighborhood-miami-premium-elevation> (24 min.)

**Further reading:** Harvey, David. 2003. “Prologue” and “The Organization of Space Relations.” In *Paris, Capital of Modernity*. New York: Routledge, pp. 88-112 **(102-12)**.

**Further listening:** Mars, Roman. 2019. “Invisible Women.” *99 Percent Invisible* [podcast], July 23.  
<https://99percentinvisible.org/episode/invisible-women/>

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**Summing up**

November 16-20

**Read:** Heglar, Mary Annaïse. “What Climate Grief Taught Me About the Coronavirus.” *The New Republic*, March 25, 2020.

<https://newrepublic.com/article/157059/climate-grief-taught-coronavirus>.

**Watch:** Gilmore, Ruth Wilson. “Covid 19, Decarceration, and Abolition.”

Interview by Naomi Murakawa, April 16, 2020.

<https://www.youtube.com/watch?v=hf3f5i9vJNM>.

**Discussion 8:** Human geography and a world in crisis

**Assignment 2:** News article analysis

November 25-27

**THANKSGIVING HOLIDAY**

December 4

**FINAL EXAMS DUE AT 5:00 PM**