GE 103: Human Geography

Inst.: Richard Bordner
Off. Hrs: Upper (*mauka*) Portables, #114, MWF 11:30-2, TR 11:30-12:20 or by app't.
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Website: www.socialresearchsystems.com. Note that syllabi, required/recc readings are at this site, including the OneNote files for the SL Project.

Required Texts: Rubenstein, James. 2013. Contemporary Human Geography-e-text version. New York: Prentice-Hall. NOTE that this is the e-text version with access to their web features.

Course Description: This course is designed to provide a basic background in the study of human geography, or the relationship between people and the physical landscape. Geography is the study of space, while human geography is the study of people in physical space. This course examines traditional concerns of human geographers in changing patterns of land use, migration and interaction, from the context of cross-disciplinary research dealing with major issues of modern existence. These range from cultural impacts on decision-making to cultural logic in environmental degradation. This course is intended for any student interested in understanding the world that they inhabit, and how we interact with it and each other. It is especially suitable for behavioral science majors, for education majors (both elementary and secondary) and for students planning to go into careers dealing with policy, planning or advocacy issues such as political science, regional planning or environmental studies.

BS-DIV Student Learning Outcomes

Behavioral Science
1.   Ability to apply the scientific method to the study of human behavior in various environmental contexts
2.   An understanding of human behavior relative to various environmental contexts
3.   An understanding of human behavior relative to adapting to various changing environmental contexts

Course Objectives:
This course meets the following Behavioral Science program goals that we have for you (the student):
        1) growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);

The course has the following course goals:
    1) To increase your sensitivity to the complex dialog that underlies our interaction with the physical environment around us;
    2) How pervasive spatial concepts are to our individual and collective existence;
    3) The complex dialog between culture, world view and perceived reality on one hand, and various constraining forces of the physical environment on the other;
    4) The value of geographical concepts to both understanding and dealing with many of the complex issues facing us today.
    5) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
    6) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the

motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

Modes of Instruction: 1) Lectures and discussions: The lectures will supplement but NOT repeat the material covered in the text/online. Both lectures and textual materials will be on the exams. Attendance is mandatory if you want to pass the class.
2) Reaction Papers: A number of films will be shown during the semester. You will be responsible for viewing them, and for many of them you will write a reaction paper on a pre-selected question related to the movie. Some of this material will also be incorporated into the exams.
3) Online Pearson tutorial materials.

Grading: 1) Exams: There will be 3 exams in this class, each a combination of multiple choice and short essay. The exams will be sequential rather than cumulative, covering both lectures, handouts and readings, and will be worth 60% of the course grade.
2) Research Paper: You will have to complete a research paper on a topic of your choice based on the course material. It must be approved by me or you may suffer the consequences. It will be from 6-8 pages in length (text). You have two other options: 1) fieldwork within Second Life, or 2) the Google Earth Old Hawaii Service Learning Project. With the Service Learning option you must complete 20 hours of volunteer time onsite, keep daily notes of your experiences which you will incorporate into a final analysis and review of the experience, how it ties into what you've learned in this class and its impact on you. The paper will count for 20% of the course grade.
3) Reaction papers: For most of the videos shown this semester you will have 1-2 questions to react to. Remember a reaction paper is your opinion on the question posed, not a film description. You will not be graded on grammar and syntax. The reaction papers are worth a total of 10% of your course grade.
4) Class participation/Attendance: Participation essential to get through the class. This will count for 10% of your course grade.
  THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

Grade Weight: Exams(3)..........60%   A= 90-100   D=60-69
           Reaction papers.......……10%   B= 80-89   F= -60
           Part/Attend.....…………10%   C= 70-79
           Res. Paper/Serv. Learning…20%

8.25-8.29: WEEK I: Introduction / Assessment / What is Geography? Human Geography?
        Ass.: Text ch. 1 Thinking Geographically
9.1-9.5: [9.1 Holiday] WEEK II: What is culture and how does it relate to space and place? Mental maps and other ways geographers explain (theory) the human-environment relationship
        Ass.: Text ch. 2 Population
9.8- 9.12: WEEK III: / Population and demographics
        Ass.: Text ch. 3 Migration
9.15-9.19: WEEK IV: Migration—who, where, why? / Forces for migration—push/pull factors /
        Ass.: Text ch. 4 Folk-Popular Culture
9.22- 9.26: WEEK V: Built environment and symbolism / Landscapes as memnonic engines / Spatial patterns to vernacular built environments / People and the physical landscape— Kakaako, Ward Centre and Victoria Ward Estate
        Ass: Text ch. 5 Language
9.29-10.3: Language and place / Language, religion & ethnic identity / Review for EXAM I /
        10.3 EXAM I (text ch. 1-5) / Ass.: Text ch. 6 Religion
10.6-10.10: WEEK VI: Ritual places and religion / Sacred places and geomancy
        Ass: Text ch. 7 Ethnicity
10.13-10.17 [10.13 Holiday] WEEK VII: Ethnicity and place / Ethnic identity and ethnic markers
        Ass.: Text ch. 8 Political Geog
10.20-10.24: WEEK VIII: Political power / Nation-state vs. ethnicity / Concepts of sovereignty in 21st century
        Ass: Text ch. 9 Development
10.27-10.31: WEEK IX: Global economics and politics / The politics of NGO's and development / Concepts of aid and development programs / Development options: Tourism in Hawai`i
        Ass: Text ch. 10 Agriculture
        11.7: EXAM II (text ch. 6-10) / Ass: Text ch. 11 Industry
11.3-11.7: WEEK XI: : The Geography of business / Production, multinationals and space / Capitalism, "free markets" and politics / Work & control of labor
        Ass.: Text ch. 12 Settlements-Services
11.10- 11.14 [11.11 Holiday]: WEEK XII: Development, ethnic identity and political struggle in the Pacific—Fiji / Traffic and suburbs—why you spend so much time stuck in traffic / Perception, behavior and gridlock
        Ass: Text ch. 13 Urban patterns
11.177- 11.21: WEEK XIII: Urban planning, urban design / Community and regional planning / Community and regional planning in Hawaii
        Ass: Text ch. 14 Resource Issues
11.24- 11.28: [11.27-28 Holiday] WEEK XIV: The impacts of tourism—economic, social, environmental /
12.1-12.5: WEEK XV: Gaia and ecosystems / Environmental impacts and planning / Summary / Review for Exam III (text ch. 11-14, learning outcomes)
12.5: RESEARCH PAPER DUE
12.9: EXAM III 1:15 (in regular room)

ONLINE WORLDS and VIRTUAL WORLDS: PARTIAL BIBLIOGRAPHY

Anarbaeva, Samara 2012. "Samarita Ibanez: An Identity Journey from First Life to Second", in Journal of Virtual Worlds Research Vol. 5/1, 5/2012.   *Experiential approach.*

Backe, Maria 2010. "Ávant-Garde and Subversion in an Online 3D World: Second Life as a Social Laboratory", in Under the Mask: Perspectives on the Gamer [underthemask.wikidot.com/mariebacke].
        2009. "Neko Culture in Second Life", ms.   *Interesting viewpoint of this subculture and their logic in SL*

Bainbridge, William S. 2010. The Warcraft Civilization: Social Science in a Virtual World. Cambridge: MIT Press.   *Unusual work—not really as per title, more a sales pitch for WOW from insider point of view. Not very useful in comparative work.*

Banakou, Domna 2010. "The Effects of Avatars' Gender and Appearance on Social Behavior in Virtual Worlds", in Journal of Virtual Worlds Research Vol. 2/5, 5/2010.   *Interesting study of appearance and impact on social relations.*

Bengtsson, Stina 2011. "Virtual Nation Branding: the Swedish Embassy in Second Life", Journal of Virtual Worlds Research Vol. 4/1, 7.2011.   *Interesting analysis of projected identity into SL.*

Blascovich, Jim & Jeremy Bailenson 2011. Infinite Reality: The Hidden Blueprint of Our Virtual Lives. NY: Harper-Collins.   *Excellent account of current relationship of real and virtual worlds.*

Boellstorff, Tom 2008. Coming of Age in Second Life: An Anthropologist Explores the Virtually Human. Princeton: Princeton Univ. Press.   *Key work on formalizing study of SL. Very good section on validity of social study of SL and very good discussion of ethnographic techniques in virtual environments.*
        2009. "Method and the Virtual: Anecdote, Analogy, Culture", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.   *Good discussion of theoretical premises in virtual studies.*

Castronova, E. 2005. Synthetic Worlds. Chicago: Univ. of Chicago Press.   *Seminal work that legitimized studies of virtual worlds—very interesting arguments, good analysis.*
                2008. Exodus to the Virtual World: How Online Fun is Changing Reality. NY: Macmillan. *Useful but not as compelling arguments—more formal, data-only argument which isn't very compelling.*

Consalvo, Mia 2007. Cheating: Gaining Advantage in Videogames. Cambridge: MIT Press.   *Interesting analysis of social factors behind user guides/walkthroughs etc. to work around game design.*

Crimsonlay, Misty 2010. Sex & Romance in Second Life. E-book: Smashwords.
                2010. A Sordid Day in Second Life. E-book: Smashwords.   *Explicit sexual diaries in SL. Some insight into sex industry and rationale for sex-driven role play.*

Guest, Tim 2007. Second Lives: A Journey Through Virtual Worlds. NY: Random House.   *A very autobiographical, 1st person examination of moving through virtual worlds and the significance of avatars in RL.*

Herold, David K. 2012. "Second Life and Academia-Reframing the Debate between Supporters and Critics", Journal of Virtual Worlds Research Vol. 5/1, 5.2012.   *Role of SL in Higher ED from Hong Kong experiences.*

Hodge, Elizabeth, S. Collins & T. Giordano 2011. The Virtual Worlds Handbook: How to Use Second Life and Other 3D Virtual Environments. Boston: Jones & Bartlett.   *A good technical manual for educators and other professionals looking at using SL.*

Ivory, James D. 2012. Virtual Lives. Santa Barbara-ABC-CLIO.   *Very good general guide to virtual worlds-MMORGs-social impacts.*

Koles, Bernedett & Peter Nagy 2012. "Who is Portrayed in Second Life: Dr. Jekyll or Mr. Hyde? The extent of congruence between real life and virtual identity", in Journal of Virtual Worlds Research Vol. 5/1, 5.2012.   *Very interesting article on persona relations.*

Lester, John 2009. "Artistic Expression in Second Life: What can we learn from creative pioneers of new mediums?", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.   *Linden Lab employee view of creativity in SL. Limited utility.*

Loureiro, Ana & Teresa Bettencourt 2010. "Building Knowledge in the Virtual World—Influences of Real Life Relationships", in Journal of Virtual Worlds Research Vol. 2/5, 5/2010.   *Study looking at linkages between virtual and real worlds/identities.*

Ludlow, Peter & Mark Wallace 2007. The Second Life Herald: The Virtual Tabloid that Witnessed the Dawn of the Metaverse. Cambridge: MIT Press. *Interesting historical study of social dynamics in virtual worlds—as much from Sims Online as in SL. Good discussion of relationship between Residents and Developers/Corporate control.*

Malaby, Thomas M. 2009. Making Virtual Worlds: Linden Lab and Second Life. Ithaca: Cornell Univ. Press.   *Key study—embedded anthropologist in Linden Lab. Very good discussion of virtual worlds, makes very good balance with Boellstorff.*

Markham, Annette 1998. Life Online: Researching Real Experience in Virtual Space. Walnut Creek: Altamira Press.   *Dated, but good early study into impact of online social networks when still text based rather than 3-D/virtual worlds (pre-graphical).*

Meadows, Mark S. 2008. I, Avatar: The Culture and Consequences of Having a Second Life. Berkeley: New Riders. *Very important work, subtle in spots but sophisticated discussion of virtual identities and their impacts in real life. Key discussion of the concept of virtual in early 21st century.*

Minocha, Shailey, Min Quang Tran & Ahmad J Reeves 2010. "Conducting Empirical Research in Virtual Worlds: Experiences from Two Projects in Second Life", in Journal of Virtual Worlds Research Vol. 3/1, 11/2010. *Some useful insights into field/methodological issues when dealing with experimental/data structured approaches in SL (in contrast to ethnographic/phenomenological).*

Molka-Danielsen & Mats Deutschmann 2009. Learning and Teaching in the Virtual World of Second Life. Trondheim: Tapir Academic Press.   *Good guide to SL in education, European orientation.*

Moore, Dana, Michael Thome & Karen Haigh 2008. Scripting Your World: The Official Guide to Second Life Scripting. NY: Wiley Press.   *The official guide to scripting-building in SL.*

Nardi, Bonnie A. 2010. My Life as a Night Elf Priest: An Anthropological Account of World of Warcraft. Ann Arbor: Univ. of Michigan Press.   *Very important work. Though frequently puts down SL vs WOW, the discussion of field methodologies and the complex relationship between virtual and real life are central to these studies.*

Paul, Cristopher 2009. "Culture and Practice: What We Do, Not Just Where We Are", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.

Pearce, Celia & Artemesia 2009. Communities of Play: Emergent Cultures in Multiplayer Games and Virtual Worlds. Cambridge: MIT Press.   *Key work in the area, excellent discussion of theoretical and methodological issues.*

Percival, Sean 2008. Second Life: In-World Travel Guide. Indianapolis: Que. *Interesting SL site guide. Of relevance in that majority of sites now gone, so a good measure of the temporary nature of SL locations/places.*

Rheingold, Howard 2012. Net Smart: How to Thrive Online. Cambridge: MIT Press.   *Good guide to social networking and online personas.*

Robbins, Sarah & Mark Bell 2008. Second Life for Dummies. Indianapolis: Wiley.   *Good guide to SL, though not as easy to use as Whites. Written during 'hot period' so the language used is interesting in terms of perceived opportunities in SL.*

Rufer-Bach, Kimberly 2009. The Second Life Grid: The Official Guide to Communication, Collaboration and Community Engagement. NY: Wiley.   *Official Linden Lab guide for educators and professionals.*

Rymaszewski, Michael et al. 2008. Second Life: The Official Guide 2nd ed. NY: Wiley. *The Official general guide to SL—now with Viewer 2.0 it is slightly outdated, but section on building/prims very good.*

Santos, Antonio 2010. "Using Design-Based Research for Virtual Worlds Research Projects", in Journal of Virtual Worlds Research Vol. 3/1, 11/2010.   *Useful methodological discussion.*

Savin-Baden, Maggi 2010. A Practical Guide to Using Second Life in Higher Education. NY: Open Univ. Press.   *Good guide to SL in Higher Ed, reflects European use of SL-more common than US.*

Schroeder, Ralph 2011. Being There Together: Social Interaction in Virtual Environments. Cambridge: Univ. of Oxford Press.   *Key new study of virtual worlds, especially SL. Also good summaries/critiques of the work to date in the field. Very good theory/methods section.*

Sixma, Tjarda 2009. "The Gorean Community in Second Life: Rules of Sexual Inspired Role-Play", in Journal of Virtual Worlds Research Vol. 1/3, 2/2009.   *Very interesting study of one of the more spectacular (especially to the media) subgroups in SL.*

Sung, Yongjun, Jang Ho Moon, Mihyun Kang & Jhih-Syuan Lin 2011. "Actual Self & Avatar Self: The Effect of Online Social Situation on Self-Expression", <u>Journal of Virtual Worlds Research </u>Vol. 4/1, 7/2011. *Social psychology-driven analysis of virtual identity.*

Tapley, Rebecca 2008. <u>Designing Your Second Life</u>. Berkeley: New Riders. *Good basic guide to scripting-building in SL.*

Taylor, T.L. 2009. <u>Play Between Worlds: Exploring Online Game Culture</u>. Cambridge: MIT Press.

Turkle, Sherry 1995. <u>Life on the Screen: Identity in the Age of the Internet</u>. NY: Simon & Schuster. *Early key work in the area of virtual realities—oft-cited, but dated in many ways.*

V3Image 2007. <u>A Beginner's Unofficial Guide to Second Life: Second Life made Fun & Easy</u>. Las Vegas: ArchBooks Pub. *Fairly good alternative to Official SL guide-like 'for Dummies' series.*

Vandermeer, Jeff & S.J. Chambers 2011. <u>The Steampunk Bible</u>. NY: Abrams Image. *Useful resource for steampunk world, logic and role playing in real life. May be relevant for other sub-groups in RL/SL.*

White, Brian A. 2008. <u>Second Life: A guide to Your Virtual World</u>. Indianapolis: Que. *A good introduction to SL, especially with building prims.*

<u>Relevant Theoretical Works:</u>

Blunt, Alison & Robyn Dowling 2006. <u>Home</u>. London: Routledge.

Carsten, Janet & Stephen Hugh-Jones (eds.) 1993. <u>About the House: Levi-Strauss and Beyond</u>. Cambridge: Cambridge Univ. Press.

David, Bruno & Julian Thomas (eds.) 2008. <u>Handbook of Landscape Archaeology</u>. Walnut Creek: Left Coast Press.

Gottdiener, Mark 2001. <u>The Theming of America: American Dreams, Media Fantasies, and Themed Environments</u>. NY: Westview.

Groth, Paul & Todd Bressi (eds.) 1997. <u>Understanding Ordinary Landscapes</u>. New Haven: Yale Univ. Press.

Halter, Marilyn 2000. <u>Shopping for Identity: The Marketing of Ethnicity</u>. NY: Schoken Books. *Interesting analysis of image-identity. Should have major application in virtual worlds like SL (but no work done to date).*

Jackson, John B. 1994. <u>A Sense of Place, a Sense of Time</u>. New Haven: Yale Univ. Press.
          1984. <u>Discovering the Vernacular Landscape</u>. New Haven: Yale Univ. Press.
          , Helen Horowitz (ed.) 1997. <u>Landscape in Sight</u>. New Haven: Yale Univ. Press.

King, Anthony D. 1995. <u>The Bungalow: The Production of a Global Culture</u>. 1995. NY: Oxford Univ. Press.

LaFarge, Albert (ed.) 2000. <u>The Essential William H. Whyte</u>. NY: Fordham Univ. Press.

Liebs, Chester H. 1985 (1995). <u>Main Street to Miracle Mile: American Roadside Architecture</u>. Baltimore: John Hopkins Univ. Press.

Low, Setha 2003. <u>Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America.</u> NY: Routledge.

Marcus, Clare C. 1997. <u>House as a Mirror of Self: Exploring the Deeper Meaning of Home</u>. Berkeley: Conari Press.

Mathews, Gordon 2000. <u>Global Culture/Individual Identity: Searching for Home in the Cultural Supermarket</u>. NY: Routledge.

Meinig, D.W. (ed.) 1979. <u>The Interpretation of Ordinary Landscapes: Geographical Essays.</u> NY: Oxford Univ. Press.

Muir, Richard 1999. <u>Approaches to Landscape</u>. Houndsmill: Macmillan Press.

Oliver, Paul 2003. <u>Dwellings</u>. London: Phaidon Press.

Rapoport, Amos 1982 (1990). <u>The Meaning of the Built Environment: A Nonverbal Communication Approach</u>. Tucson: Univ. of Arizona Press.
          2005. <u>Culture, Architecture, and Design</u>. Chicago: Locke Science Pub.
          1969. <u>House Form and Culture</u>. Englewood Cliffs: Prentice-Hall.

Robertson, Iain & Penny Richards 2003. <u>Studying Cultural Landscapes</u>. NY: Oxford Univ. Press.

Vitek, William & Wes Jackson (eds.) 1996. <u>Rooted in the Land: Essays on Community and Place</u>. New Haven: Yale Univ. Press.

Whyte, William H. 1980. <u>The Social Life of Small Urban Spaces</u>. NY: Project for Public Spaces.

<u>**Academic Honesty**</u>
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

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Research Design And Counseling
Heppner, Kivlighan, and Wampold

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A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

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Research Method In Social Relations

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THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.
http://allpsych.com/researchmethods/replication.html