

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.

Phone: 739-4644(wk), E-mail: work: rbordner@chaminade.edu; home:

bordnerr001@hawaii.rr.com

Website: www.socialresearchsystems.com. Note that syllabi, readings and other materials will all be provided in the Google Groups for this class.

Required Texts: Short, John 2015. Human Geography: A Short Introduction. NY: Oxford Univ. Press.

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) Google Groups. Much of the course material will be provided through Google Groups. This is accessed through your CUH email, so you must check your email regularly for notices.

Course Grading:

Issue Presentation and Discussion Leading: You will lead two (2) guided discussions. In this course we have a number of concepts and issues linked to each of the themes. You will lead a discussion about one aspect or sub-topic within that theme. You will choose which issue(s) you want to lead early in the semester. You will also have to choose one or two article(s) that the rest of the class will read. You must explain why you chose those articles. You must have the articles approved by me. **You MUST get the articles to me so I can send out the pdfs/links to the rest of the class ONE WEEK prior to the day you lead the discussion or you will receive an F for your discussion.** The presentations count for 30% of the course grade.

Issue Analysis Assessment: For **Two (2)** of the themes (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) key concepts within the theme, 2) global contemporary relevance and 3) relevance to Hawai'i in the next 10 years. The content must be based on and reflect the course materials, specifically the text and other assigned readings that were part of that theme. Each portfolio will be due one week (to the day) after we finish that theme. There is a 5 page minimum length requirement. Late papers will not be accepted. Plagiarism within your portfolios will result in you receiving an F for the course. The portfolios count for 30% of the course grade.

Final Synthesis paper: The research paper must consist of a minimum of 8 pages (text, double-spaced), with 3 major references other than class materials (3 internet sources= 1 source; or 2) the Google Earth Old Hawaii Service Learning Project. With the Old Hawaii Project you must complete a minimum of 20 hours of time onsite and keep notes of your experiences, which you will incorporate into a final analysis and review of the Project, how it ties into what you've learned in this class and its impact on you. The synthesis paper is worth 20% of your course grade.

Reaction Papers: There will be a series of reaction papers given during the semester. Each paper should be from 1-2 pages long. The reaction papers will be worth 5% of the course grade.

Field Trip: You must complete the field trip. This will count for 5% of the course grade.

Class Participation/Attendance: CUH requires attendance. In this class you will either be leading a class or participating while your colleagues do so, so you must be present in class and

participate. You are expected to engage and contribute to the discussions and ask questions. Feel free to think out loud, voice an opinion (and then retract it) and engage in useful dialog. I reserve the right to ask individuals to limit their comments so that they don't dominate the discussion, and if you are completely silent I will solicit opinions from you. Attendance and participation is worth 10% of your grade.

Mobile Rules: Due to a recent problem with cell phones, the following rules are in place: 1) cell phones are off unless you have an emergency—let me know at the beginning of class; 2) text messaging is totally unacceptable in class—if you are caught, you are out of class for that day and listed as not attending.

Field Trip.....	5%	A= 90-100	D= 60-69
Presentation (2).....	30%	B= 80-89	F= -60
Synthesis Paper.....	20%	C= 70-79	
Issue Portfolios (2).....	30%		
Reaction Papers.....	5%		
Part/Attend.....	10%		

- 8.24-8.28: WEEK I: Introduction / Assessment / What is Geography? Human Geography?
Ass.: Text ch. 1 Thinking Geographically
- 8.31-9.4: 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
- 9.7- 9.11: WEEK III: / Population and demographics
Ass.: Text ch. 3 Migration
- 9.14-9.18: WEEK IV: Migration—who, where, why? / Forces for migration—push/pull factors /
Ass.: Text ch. 4 Folk-Popular Culture
- 9.21- 9.25: WEEK V: Built environment and symbolism / Landscapes as mnemonic engines / Spatial patterns to vernacular built environments / People and the physical landscape—Kakaako, Ward Centre and Victoria Ward Estate
Ass: Text ch. 5 Language
- 9.28-10.2: Language and place / Language, religion & ethnic identity / Review for EXAM I /
10.3 EXAM I (text ch. 1-5) / Ass.: Text ch. 6 Religion
- 10.5-10.9: WEEK VI: Ritual places and religion / Sacred places and geomancy
Ass: Text ch. 7 Ethnicity
- 10.12-10.16: WEEK VII: Ethnicity and place / Ethnic identity and ethnic markers
Ass.: Text ch. 8 Political Geog
- 10.19-10.23: WEEK VIII: Political power / Nation-state vs. ethnicity / Concepts of sovereignty in 21st century
Ass: Text ch. 9 Development
- 10.26-10.30: 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**
- 11.2-11.6: 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
- 11.9- 11.13: 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
- 11.16- 11.20: WEEK XIII: Urban planning, urban design / Community and regional planning / Community and regional planning in Hawaii
Ass: Text ch. 14 Resource Issues
- 11.23- 11.27: WEEK XIV: The impacts of tourism—economic, social, environmental /
- 11.30-12.4: 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 [hard copy only]**
- 12.8: EXAM III 1:15** (in regular room)

We comply with all federal laws and guidelines including Title 9.

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Academic Honesty

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.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

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.

Research Method In Social Relations
Kidder

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>