

Inst.: Richard Bordner

Off. Hrs: Beh. Science Building, #114, MWF 11:30-2, TR 11:30-12:20 or by app't.

Phone: 739-4644(wk), E-mail: work: [rbordner@chaminade.edu](mailto:rbordner@chaminade.edu); home: [bordner001@gmail.com](mailto:bordner001@gmail.com)

Website: [www.socialresearchsystems.org](http://www.socialresearchsystems.org). Blog at <https://anthgeog.wordpress.com>.

Note that syllabi, readings and other materials will be provided in the Google Group 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 texts. Both lectures and textual materials will be on the exams, and you are responsible for BOTH. Attendance is mandatory if you want to pass the class.

2) Videos: Some videos will be shown in class while others will be via YouTube during the semester. You will be responsible for viewing them - attendance is mandatory and will be taken. You will be writing short reaction papers on most of the videos.

**Skill Competencies you must have to take the course:**

- You must join the course Google Group to receive course materials

**GRADING:**

- COMPETENCY MEASURES: 2 competency measures, both essay and take home.
  - They will cover both the readings and the lectures
  - You will have roughly a week to work on them
  - The mid-semester one counts for 10% of your course grade;
  - the final competency measure for 30% of your course grade.
- CONCEPT ANALYSIS ASSESSMENT:
  - For **Two (2)** of the concepts (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) the definition and application of the concept in anthropology, 2) its relevance to your intended career and your personal life; and 3) how it will be manifest in social behavior here in Hawai'i in 10 years.
  - The content must be based on and reflect the course materials. In the schedule you will find the acceptable concepts that you must choose from and their due dates.
  - There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
  - Multiple individuals with the same content will be counted as plagiarism and will result in you receiving an F.
  - The concept analyses count for 20% [10% each] of the course grade.
- GUIDED PRESENTATION:
  - You work solo or as a team of 2
  - In this course we have a number of concepts linked to each of the themes.
  - You will lead the class in a guided discussion about one concept covered in the course
  - Your presentation will be based on Powerpoint or some other media/public display (your choice) and take approximately 10 minutes. You will be given 5 more minutes to lead a discussion with your classmates input so provide thoughtful points for them to ponder.

- It must include: 1) the definition and use of the concept in anthropology; 2) the relevance of the concept to you and your classmates [why they should learn and use it]; 3) 2-3 points to ponder to drive discussion at the end of the Presentation.
- The material must be submitted in electronic format at least 1 week prior to your presentation
- 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 Guided Presentation will be worth 20% of the course grade
- **LEARNING ASSESSMENT ASSIGNMENTS:**
  - I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
  - There will be a number of various tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
  - Learning Assignments count for 10% of your course grade.
- **REACTION PAPERS:**
  - You will write a number of reaction papers
  - These will be on questions posed in class, usually related to videos
  - You will not be graded on grammar
  - They will be from 1-2 pages in length
  - Reaction Papers count for 5% of the course grade.
- **ATTENDANCE:**
- Attendance is mandatory in all CUH courses
- Attendance counts for 5% of your course grade
- **ELECTRONICS RULES:**
  - Computers-tablets used to take notes in class are encouraged
  - If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
  - Smartphones are not acceptable as classroom devices, so they must be off;
  - Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Competency Measures (2).. 40%

A= 90-100

D= 60-69

Concept Analysis (2)..... 20%

B= 80-89

F= -60

Guided Presentation.....20%

C= 70-79

Learning Assignments..... 10%

Reaction Papers.....5%

Attendance.....5%

**THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS**

8.22-8.26: MODULE I: Introduction; Context-Earth; What is Human Geography?**Ass.: Ch. 1 [Home Planet]**

Concepts: Geography fields; Space-Place-Region; spatial perspective; human-environment interaction; landscapes-natural, cultural; built environment; cultural ecology; intervening opportunity; friction of distance

8.29-9.2: MODULE II: Culture, space and place; maps; human-environment relationship**Ass.: Ch. 2 [Intellectual Context]**

Concepts: cartography; mapping issues; qualitative-quantitative; culture-society-ethnocentrism-cultural relativity; GPS-GIS; perception-reality; theory approaches

9.5- 9.9: MODULE III: / Population; demographics; food production**Ass.: Ch. 3-4 [Pop Trends; Pop & Food]**

Concepts: Demographics; CBR-CDR-TFR-ZPG; pop pyramids; replacement rate; Malthusian model-carrying capacity; transmission vectors; ag sectors; green revolutions-GMOs; sustainability

9.12-9.16: MODULE IV: Environmental Impacts; perception-reality**Ass.: Ch. 5 [Pop & Resources]**

Concepts: GAIA concept; renewable-nonrenewable; energy systems;

9.19- 9.23: MODULE V:**Ass.: Ch. 6 [People & Environment]**

Concepts: pollution vectors; biodiversity; consumption-recycling

9.26-9.30: MODULE VI: Production sectors; Built Environment; Work & control of labor**Ass.: Ch. 7-8 [Geog of 3 Econ Sectors; Econ Geog at Different Scales]**

Concepts: Production-labor; economic sectors; Q of L as development goal; GDP-HDI measures; growth model-development; individual-mass production; Fordist-Post Fordist; Outsourcing; Fair Trade; Break of Bulk Point

10.3-10.7: MODULE VII: Global Production; People and the physical landscape**Ass.: Ch. 9 [Global Economy]****Mid-Semester Competency Measure Paper Out-Return**

Concepts: Migration forms; push-pull; migrant-refugee; remittance economies; assimilation; diaspora;

10.10-10.14: MODULE VIII: "The Global Economy"; Production, multinationals and space; digital realities-places**Ass.: Ch. 10 [Culture & Globalization]**

Concepts: ethnicity stages, 2 parts; ethnic cleansing; cultural appropriation; language; lingua franca; symbol-sign-icon; proxemics-kinesics; digital realities-digital places

10.17-10.21: MODULE IX: Cosmogony; religion and place; Globalization-Ethnic identity-place; Tourism; Hawai'i tourism**First Concept Analysis Assessment Due**

Concepts: Cosmogony; Durkheim religion definition; Religion forms; pilgrimage; Tourism history-forces; tourism impacts-ethnicity

10.24-10.28: MODULE X: Political Geog; States; Colonial Empires-Collapse

**Ass.: Ch. 11 [Empires-States]**

Concepts: Colonialism forms; the State-boundaries-borders; sovereignty-regional organizations

10.31-11.4: MODULE XI: Nation-states; concept of 'Patriotism'

**Ass.: Ch. 12 [Nation-State]**

Concepts: nationalism-patriotism; nation-state; balkanization; self-determination-sovereignty-ethnicity

11.7- 11.11: MODULE XII: Development-ethnicity-political struggle

**Ass: Ch. 13 [Urban Transformation]**

Concepts: CBD; Megalopolis-Primate City; urbanization impacts

11.14- 11.18: MODULE XIII: Urban planning, urban design; Community-regional planning

**Ass.: Ch. 14 [Networks of Cities]**

**Second Concept Analysis Assessment Due**

Concepts: transportation networks; on-demand production-movement; infrastructure investment-costs; digitized networks

11.21- 11.25: MODULE XIV: Urban challenges; marginalization-isolation

**Ass.: Ch. 15 [Internal Structure of the City]**

Concepts: urban marginalization; gentrification-underclass; "Social Design" as planning goal

11.28-12.2: MODULE XV: The City; applying concepts

**Final Competency Measure Paper DUE 12.7 [hard copy only]**

Concepts: Current-future trends-issues

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>