

Inst.: Richard Bordner

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

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**Note that syllabi, readings and other materials will be provided in the Google Group for this class.**

**Required Texts:** Short, John 2017. 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.

**EART SUPPORT Scenario:**

We are trying something different as a framework to work through the course materials. In this scenario you have graduated (congratulations) from CUH so you've decided to take a job with EART SUPPORT. That will be the premise behind how we structure class sessions this semester.

**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 Google Group for this course to receive course materials

### **GRADING:**

- [GENERAL] COMPETENCY MEASURES [2]: 2 competency measures, both essay and take home.
  - o They will cover both the readings and the lectures
  - o You will have roughly a week to work on them
  - o The mid-semester CM counts for 10% of your course grade;
  - o the final Competency Measure counts for 30% of your course grade.
- CONCEPT ASSESSMENT [2]:
  - o I will give you a set of concepts. 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.
  - o The content must be based on and reflect the course materials. I will give you the concept sets.
  - o There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
  - o The concept analyses count for 20% [10% each] of the course grade.
- GUIDED PRESENTATION [1]:
  - o You do this by yourself [solo]
  - o Presentations will be based on the questions raised by 'tourists' or by your 'boss', which will be given out each week
  - o You will develop the presentation for your co-workers and for the tourist industry
  - o Your presentation will be based on Powerpoint or some other media/public display (your choice) and cover the topic in detail. You will do an in-class presentation to your co-workers, which should take less than 10 minutes. Figure 4-5 powerpoint slides as a normal presentation.

- It must include: 1) clarification of technical terms and their definitions (in anthropology); 2) discussion of the question you have chosen to answer with suitable examples; 3) one or two related points of interest.
- A written (hardcopy) storyline must be completed 1 week prior to your presentation for your co-workers to look over and review
- The Presentation will be worth 20% of the course grade
- LEARNING ASSESSMENT ASSIGNMENTS [as required]:
  - 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 [as required]:
  - 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 (1).....20%	C= 70-79	
Learning Assignments..... 10%		
Reaction Papers.....5%	Attendance.....5%	

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

8.28-9.1: 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

9.49-9.8: 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

9.11- 9.15: 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

9.18-9.22: MODULE IV: Environmental Impacts; perception-reality**Ass.: Ch. 5 [Pop & Resources]**

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

9.25- 9.29: MODULE V:**Ass.: Ch. 6 [People & Environment]**

Concepts: pollution vectors; biodiversity; consumption-recycling

10.26-10.6: 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

10.9-10.13: 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;

10.16-10.20: 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

10.23-10.27: MODULE IX: Cosmogony; religion and place; Globalization-Ethnic identity-place; Tourism; Hawai'i tourism**First Concept Assessment Due**

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

10.30-11.3: MODULE X: Political Geog; States; Colonial Empires-Collapse

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

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

11.6-11.10: MODULE XI: Nation-states; concept of 'Patriotism'

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

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

11.13-11.17: MODULE XII: Development-ethnicity-political struggle

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

Concepts: CBD; Megalopolis-Primate City; urbanization impacts

11.20-11.24: MODULE XIII: Urban planning, urban design; Community-regional planning

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

**Second Concept Assessment Due**

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

11.27- 12.1: MODULE XIV: Urban challenges; marginalization-isolation

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

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

12.4-12.8: MODULE XV: The City; applying concepts

**Final Competency Measure Paper DUE 12.13 [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>

**GE 103**  
**MY LIFE WITH EART SUPPORT**

By \_\_\_\_\_ [your name]

Last Monday was graduation, and now I'm a real UNIVERSITY graduate, the first in the family to even go to college much less get through. Mind you, the family isn't all that thrilled—I keep on getting the “How do you plan to pay for this?”, along with “Why did you pick such a useless major? My \_\_\_\_ (feel free to fill in the blank) got their degree in \_\_\_\_ and they already have a good paying job lined up.”

What can I say? I'm interested in people and how they interact with the world around, and taking courses on people-watching sounded more interesting than the alternatives, especially with the changes that AI is bringing. The job at Apple Pie Factory might not be great, but the tips are OK and it helps pay some bills.

I had the strangest and sort of creepy thing happen last night. Got the same text on all my accounts—and at the same time! Texted Kaleo and he said ‘Nope, didn't see anything’, so it wasn't like the systems all got hacked. So I calmed down and looked at the text:

**“Are you looking for an interesting job with a lot of growth potential, good pay and benefits? Your specific skills and LinkedIn profile make you a potential employee for our new regional office in Hawaii. If you are interested in finding out more, click on the contact button below and we will be in touch within 15 minutes. We are new to your region so our website is currently under construction. But when we contact you we will answer any and all questions you may have.**

**S. Trax**

**Regional Coordinator**

**EART SUPPORT”**

Obviously, I googled the company and got nothing. Not good, seems real flaky. So I talked it out with Kaleo, da kat and myself. Everyone agreed: **HIT** the button and see



what they have to say. I don't plan on working at Apple Pie forever. Of course you gotta think that asking da kat about anything like curiosity...

<Tap the Button>

Talk about a quick response—the phone rings like before I even get my finger off the button!

“Hello, this is Sar Six Trax. I see that you’ve decided to take advantage of our offer. Are you interested in a position with our non-profit?”

“I might be, but need to get a better idea of what you are looking for and what type of work we’re talking about.”

“Sure. We are a non-profit corporation that assists sentients in reaching their full potential. We analyze communities and groups, identify the areas of weakness and provide services to assist in their growth and success. This frequently involves partnerships with other companies that would like to invest in areas of their expertise. But we are unfamiliar with your region, and need local staff that can provide insight into conditions and situations we observe.”

“So my job would be as an analyst?”

“Exactly! We have been very successful in a number of different regions. Your area was just opened up to commercial activity, so we felt the need to provide non-profit support services to assist in dealing with the changes that will quickly start to show up.”

“So what would my job specifically look like? What are the hours? What is the pay? How much writing to I have to do?”

“Before I can get into any details, you will have to sign the non-disclosure agreement that just showed up on your screen. Then I can answer all your questions.”

This looked just like the “I Agree” that you see when you download an app. I decided I better check it out, so clicked on details—that was some serious fine print, so I gave up

after the first paragraph. But I scrolled down, and after what seemed like 10-15 pages of stuff, it switched into what looked like Chinese, then some wiggly line stuff, and finally what looked like the world's longest barcode.

I asked Sar Trax what was up with the barcode text.

Es [we'll get to that later] said, "That's a universal linguistic code that allows legal documents to work across any language system—it's standard in our business, but I think it might be new to your region."

"Oh, OK." I didn't know what to do next, but as I thought it over I realized that if I didn't click "I Agree", my chances of finding out anything else was toast. So I clicked "I Agree."

That was probably a big mistake. I'm still not sure if that was the dumbest thing I've ever done, or the smartest. But it's certainly been the most spectacular.

As soon as I clicked, a person popped up right in front of me—but it was weird, as I could sort of see through them. It looked like a real fancy version of the Hatsune Miku [<https://www.facebook.com/HatsuneMikuOfficialPage/>] that Bordner talked about in a class.

"Whaaa!"

"Sorry, I forgot you weren't used to this technology. Nice to meet you, I'm Sar Trax. Now as per our agreement, this comes next."

With that es slapped me on the back of the neck with es's hand, and I felt a sharp zap like a bad mosquito bite, but it went away fast.

"There, that didn't hurt much I hope?" es said.

"What did you just do?"

“Oh that, it’s just the scrambler that will erase all your memory if at some point you decide to break the NDA. Unfortunately scramblers aren’t very selective, so you will likely have the brains of a dog, but will still be able to function a little bit in this world.”

“You did WHAT to me! That can’t be legal! I’m going to call the cops—a lawyer—Kaleo. I’ll sue you for everything unless you get this thing out of my head!”

“Sorry, too late. You signed the ‘I Agree’. It’s not our fault if you were too dumb or lazy to read it.”

“But that’s not fair! I want out of this BS.”

“OK, but you’re going to drool on your clothes. And you better contact someone to take you in since you won’t have much working up top, if you get my meaning. Why don’t you just get a grip and listen to the offer?”

This was totally BS, but I didn’t see any way out....

On top of which I was thinking ‘I just got something slapped into my head by a freaking digital whatever that popped up out of nowhere--just who are these people that have this type of tech? Why me?’

“OK, this is crap, especially if you want me to work for you, but I guess my options are not real. So what’s the job?”

Es said, “It’s just like I said earlier. We want you to be a local analyst for this region.”

“But I thought there were a ton of different agencies already here in Hawaii?”

“Hawaii—oh you mean this island group.”

“Oh no, I’m talking about Eart. Your planet is so messed up from earlier uncontrolled exploitation that you placed under protective quarantine. But last week the authorities decided to re-open you to commercial development.”

“So we’re not at risk any more?”

“Oh no, just the opposite! You’re self-destructing so quickly that it is like a “reality show” I think you call it. Of course you might get your act together, but right now betting money is on you imploding in about 40 years. But it’s a great chance for our non-profit to use our expertise to postpone or maybe even stop this self-destruction. An apparently intelligent dominant species destroying it’s home without outside influence is unheard of, so there’s a lot of interest from a lot of our donors to try and help while your still around.”

“So we’re sort of like a zoo?”

“Maybe more like an endangered habitat exhibit.

Back to your earlier question. It pays \$100 an hour, and you’re on duty for 12 hours a day. You can also invest in opportunities that open up through our work, though you can’t accept gratuities [bribes] from for-profit companies that want to get insider scoops on new market investments. We generally work on one area at a time, as different donors have different areas of interest that they will fund.”

“Donors?”

“Donors from various species or religious groups. But that’s above your pay grade. That’s my job. You work for me as a analyst on whatever topic I assign. Given the time constraints and that you are within a new region, we will have to move fast to sample all the potential areas we can impact.”

I suddenly had a bad thought. “Are you human? What are you? What do you actually look like?” Sar Trax laughed, “No, not at all. This look is just to make you feel more

comfortable and sign the NDA. At some point after you're got more adjusted to your new work, I'll show you the 'real me.'

"Now to our donors:

They are very wealthy, have free time to devote to causes like ours, and want to make a difference. They are very sophisticated, have traveled widely, and are fascinated with your social dynamics and ability to conflate perception and reality. They will want clear and concise summaries of issues, analysis of cause and effect, and areas they can have to most impact to trigger positive change. They see your species' ability to allow perception to drive reality as a major challenge but also a major potential benefit. So you are not only the local analyst and informant, but in some cases a test subject as well."

### **EART SUPPORT MEETING SCHEDULE-EART OFFICES**

FRIDAY= DISTRIBUTE TOPICS FOR MONDAY SESSION

MONDAY= PRESENT IDEAS/VIDEOS ON TOPIC FOR DONORS

WEDNESDAY= VOTE ON TOP 3 SUBMISSIONS TO SEND ON // DISCUSSION,  
ADD WHAT MISSING, HIGHLIGHTS

FRIDAY= FORMAL ANALYSIS OF TOPIC, DISCUSSION OF INVESTMENT  
OPPORTUNITIES, DISCUSSION OF NEW TOPIC