

**GE 103: HUMAN GEOGRAPHY**

Inst.: Dr. Richard Bordner

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

Phone: 739-4644(wk), E-mail: [rbordner@chaminade.edu](mailto:rbordner@chaminade.edu); [Home: [bordnerr001@gmail.com](mailto:bordnerr001@gmail.com)]

Website/Blogposts: <https://greatsageproject.org/>

**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.

The Marianist Values of Chaminade University, which we strive to incorporate into these classes:

- 1) Educate in formation of faith
- 2) Provide an integral quality education
- 3) Educate in family spirit
- 4) Educate for service, justice and peace
- 5) Educate for adaptation and change

**GENERAL EDUCATION GOALS addressed with the Human Geography (GE 103) Course:**

Critical Thinking Skill [1:7]: Through examination of regional and global perceptions and belief systems students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.

Integral (Holistic) Education/Global Awareness [2:3]: Through the diverse local and regional viewpoints presented in the World Regional Geography course students will integrate their personal experience with global awareness within the multi-cultural community of Chaminade University learners.

**BEHAVIORAL SCIENCES PROGRAM LEARNING OUTCOMES addressed with the Human Geography (GE 103) Course:**

- The student will develop an understanding in intellectual frameworks and models to interpret social interaction from the Behavioral Studies perspective.

- This course contributes to understanding the Marianist Educational goal #2 by collaborating in attaining knowledge of the human condition through exposure to cultural and belief diversity globally and regionally.
- This course contributes to understanding the Marianist Educational goal #4 by exposing students to diverse belief systems and values across cultures and regions, increasing awareness of ethnocentrism and increasing sensitivity towards the range of perceptual worlds reflective of our global world.
- The student will assess contemporary social issues through the lens of cultural diversity.
  - This course contributes to understanding of the Marianists Educational goal #4 by expanding student horizons to embrace the social complexity of the global society
  - This course contributes to the Chaminade University Core Commitment both in the area which honors and promotes open inquiry, reflection, critical dialogue with peers through the lens of cultural diversity; and also fosters an excellent multi-cultural learning environment drawing on our unique Pacific Island location through the examples based on Asian and Pacific Island societies.

**COURSE LEARNING OUTCOMES for the Human Geography (GE 103) Course:**

- Understand the complex interaction of ethnic identity, regionalism and nationalism;
- The complex dialog between culture, world view and perceived reality on one hand, and various constraining forces of the physical environment on the other;

Provide students with the geographical concepts that will allow them to assess how perceptions and motivations of diverse ethnic groups shape how they interact with the environment and each other.

**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:**

**We will be using Canvas for this course. You will also get an invite to share some of my Google Drive folders that have course materials for your use. You must be comfortable with retrieving data from the Web to complete the Service Learning Project. If you need assistance, contact me or the CUH Help Desk.**

**Please send all Assignments to me as e-mail attachments, either as Word docs/rtf/pdf formal files.**

Do not attempt to complete all the course work on your phone—get a tablet. You can get a durable cheap one on Amazon for under \$100 US, or the price of one of your serious textbooks [Kindle Fire 8= \$89; Samsung Tab A= \$109]. Your eyes and carpal tunnel will thank you, not to mention you have a larger screen for gaming/videos.

**GRADING:**

- **CRITICAL THINKING EXERCISES:** You will complete a series of Critical Thinking Exercises [6 total-see schedule]. At the start of each module I will post some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—if you want to do your own, you must check we me first to see is it's appropriate.
  - Each CT will consist of a minimum of 6 paragraphs in a specific format [see below]
  - The CTs count for 70% of your course grade;
  
- **PRESENTATION/BLOG POST:**
  - You do this by yourself [solo]—NO GROUP WORK
  - Presentation/blog will be based a specific concept or topic from the course materials
  - Do NOT repeat the material presented in the class discussions or PowerPoints—this must be your own material
  - Your goal is a presentation that would be useful for your classmates
  - Your presentation can be as a PowerPoint, blog post or website (your choice) and cover your topic in detail. For length estimate 5-7 PowerPoint slides or a 7-10 paragraph blog post as the minimum.
  - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue; 4) cites and sources.
  - The Presentation will be worth 20% of the course grade
  
- **REACTION PAPERS and LEARNING ASSIGNMENTS [as required]:**
  - You will write a number of reaction papers based on questions posed to videos
  - You will not be graded on grammar
  - They will be from 1-2 pages in length
  - There will also be several assignments during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assignments.
  - Reaction Papers/Learning Assignments count for 5% of the course grade
  
- **ATTENDANCE:**
  - Attendance is mandatory in all CUH courses, in person or via Zoom meetings
  - Attendance counts for 5% of your course grade

CT Exercises (6)..... 70%

A= 90-100

D= 60-69

Presentation/Blog..... 20%

B= 80-89

F= -60

Reaction/Learning Assign.....5%      C= 70-79  
Attendance.....5%

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

**You have 1 week from the due date on assignments to turn them in w/o penalty; after that late submissions will be penalized. Assignments more than 3 weeks late will not be accepted. I usually get assignments graded w/in 2 working days of submission, but for major assignments it will be 1 week after the due date.**

**Critical Thinking (CT) Exercise Format**

**CT FORMAT:**

4 Parts [THESE ARE THE MINIMUMS]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1-2 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [5-6 PARAGRAPHS]
- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [2-3 PARAGRAPHS]
- 5) Citations with bibliography [APA format preferred]

**RULES:**

PARAGRAPH= defined as having 2 or more sentences.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

**WAYS TO LOSE POINTS:**

**1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down**

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

**2 Merely repeating class [PowerPoint/talks] materials= 1 grade down minimum**

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

**3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum**

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

**4 Working on exercises with others= minimum 1 grade down**

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

**5 Bogus citations/sources= 1 grade down minimum**

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

8/24 - 9/11: MODULE 1 [PART 1-2 CONCEPTS-BIAS]:

**Ass.: Ch. 1-2**

Topics: Geography fields; Space-Place-Region; spatial perspective; human-environment interaction; landscapes-natural, cultural; built environment; cultural ecology; intervening opportunity; friction of distance; cartography; mapping issues; qualitative-quantitative; culture-society-ethnocentrism-cultural relativity; GPS-GIS;

9/14 - 9/25: MODULE 2 [PART 3-4 THEORY-MOVEMENT]:

**Ass.: Ch. 3**

Topics: Perception-reality; theory approaches; demographics; CBR-CDR-TFR-ZPG; pop pyramids; replacement rate; Malthusian model-carrying capacity; transmission vectors

9/28 - 10/2: MODULE 3 [PART 5-6 FOOD-RESOURCES]:

**Ass.: Ch. 4-5**

Topics: Ag sectors; green revolutions-GMOs; sustainability

10/5 - 10/16: MODULE 4 [PART 7-8 ENVIRONMENT-ECONOMICS]:

**Ass.: Ch. 6-7**

Topics: GAIA concept; renewable-nonrenewable; energy systems; pollution vectors; biodiversity; consumption-recycling; Production-labor; economic sectors; Q of L as development goal; GDP-HDI measures; growth model-development

10/19 - 10/30: MODULE 5 [PART 9-10 PRODUCTION-MIGRATION]:

**Ass.: Ch. 8-9**

Topics:; individual-mass production; Fordist-Post Fordist; Outsourcing; Fair Trade; Break of Bulk Point; Migration forms; push-pull; migrant-refugee; remittance economies; assimilation; diaspora

11/2 - 11/13: MODULE 6 [PART 11-12 TOURISM-HAWAII]:

**Ass.: Ch. 10**

Topics: ethnicity stages, 2 parts; ethnic cleansing; cultural appropriation; language; lingua franca; symbol-sign-icon; proxemics-kinesics; digital realities-digital places; Cosmogony; Durkheim religion definition; Religion forms; pilgrimage; Tourism history-forces; tourism impacts-ethnicity

11/16 - 11/25: MODULE 7 [PART 13-14 POLITICS-URBANIZATION]:

**Ass.: Ch. 11-16**

Topics: Colonialism forms; the State-boundaries-borders; sovereignty-regional organizations; nationalism-patriotism; nation-state; balkanization; self-determination-sovereignty-ethnicity; CBD; Megalopolis-Primate City; urbanization impacts; transportation networks; on-demand production-movement; infrastructure investment-costs; digitized networks; urban marginalization; gentrification-underclass; "Social Design" as planning goal; Current-future trends-issues

## **GENERAL INFORMATION:**

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance**

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Academic Conduct Policy**

*From the 2019-2020 Undergraduate Academic Catalog (p. 39):*

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, [please refer to the Student Handbook \(Links to an external site.\)](#).