



[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: GE 103

Course Title: HUMAN GEOGRAPHY

Department Name: BEHAVIORAL SCIENCES PROGRAM

College/School/Division Name: SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

Course Credits: 3

Class Meeting Days: ONLINE

Instructor Name: John Cusick

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Phone: none

Office Location: none

Office Hours: schedule by email

University Course Catalog Description

GE 103 Human Geography (3)

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. Topics include: changing patterns of land use, migration and interaction; and the cultural logic in environmental degradation. *Course offered annually in the Fall semester.*

Course Overview

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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in 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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Program-Course Learning Outcomes

By the end of our course, students will be able to:

1. The student will apply intellectual frameworks and models to interpret social interaction from the Behavioral Sciences perspective.
2. The student will apply research approaches from anthropology and sociology.
3. The student will apply anthropological and sociological concepts related to social justice to current problems and issues in society.
4. The student will assess contemporary social issues through the lens of cultural diversity.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 4, 5	2, 4, 5	2, 4, 5
Program Learning Outcomes	1, 3, 4	1, 3, 4	1, 3, 4

Course Prerequisites

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. 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.

Required Learning Materials

Short, John 2017. Human Geography: A Short Introduction. NY: Oxford Univ. Press.

Video links will be posted in Canvas for required viewing and noted for each Module.

Course Website: <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio. DO NOT attempt to complete all the course work on your phone—get a ‘Chromebook’ laptop. I recommend a Chromebook as you end up with a keyboard and 11-14” screen (various brands from \$110-200 on Amazon). If you really can’t afford one, at least get a durable tablet on Amazon [Kindle Fire 8= \$89; Samsung Tab A= \$109] at the price of one textbook but functional for all your courses (and workplace). Your eyes and carpal tunnel will thank you, not to mention you have a larger screen for gaming/Netflix.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

- **CRITICAL THINKING EXERCISES:** Many modules have a Critical Thinking Exercise as the major assignment [5 total-see the Schedule]. You can do any topic based on your own personal interest from the materials in that module.
 - o All CT have a standardized format and minimum requirements [see below]
 - o 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 :
 - You will write a number of reaction papers , based on questions posed in video assignments
 - You will not be graded on grammar
 - They will be from 1-2 pages in length
 - Reaction Papers/Learning Assignments count for 10% of the course grade

CRITICAL THINKING EXERCISE RUBRIC:

4 Parts [THESE ARE THE MINIMUMS]:

- 1) Concept or topic covered—specify and define [2 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [2-3 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 [6-8 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]

CT 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.

CT-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.

Grading Weights:

CT exercises (5)..... 70%

Present/Blog..... 20%

Reaction Papers.....10%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

C Average grade indicating a competent grasp of subject matter

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F Failed to grasp the minimum subject matter; no credit given

Course Policies

Grades of "Incomplete"

Due to the nature and freedom of Flex scheduling, incompletes are not allowed. Failure to complete the course materials within the 6 month time frame requires you retake the course to get a final grade.

Writing Policy

Preferably APA format (since that is the industry standard).

PARAGRAPH= defined as having 2 or more sentences (not including quotes).

CITATIONS= You must show where you got your material from. You MUST support your material with citations. For websites capture the web address and paste into your bibliography

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (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.

Attendance Policy

The following attendance policy is from the [2020-2021 Academic Catalog](#). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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 which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time.

Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

COURSE SCHEDULE GE 103

MODULE 1: CONCEPTS-BIAS:

Ass.: Read Short Ch. 1-2 [28 pg]

[1.5 hrs reading]

Topics: Study areas in Geography; 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;

MODULE 2: THEORY-MOVEMENT:

Ass.: Read Short Ch. 3 [16 pg]; CRITICAL THINKING EXERCISE #1

[1 hr reading; 6 hr assignment]

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

MODULE 3: FOOD-RESOURCES:

Ass.: Short Ch. 4-5 [28 pg]; CRITICAL THINKING EXERCISE #2

[1.5 hr reading; 6 hr assignment]

Topics: Ag sectors; green revolutions-GMOs; sustainability

MODULE 4: ENVIRONMENT-ECONOMICS:

Ass.: Short Ch. 6-7 [29 pg]; CRITICAL THINKING EXERCISE #3

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

MODULE 5: PRODUCTION-MIGRATION:

Ass.: Ch. 8-9 [32 pg]

[1.5 hr reading; 6 hr assignment]

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

MODULE 6: TOURISM-HAWAI'I:

Ass.: Short Ch. 10, 17-18 [50 pg]; CRITICAL THINKING EXERCISE #4

[2 hr reading; 6 hr assignment]

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

MODULE 7: POLITICS-URBANIZATION:

Ass.: Short Ch. 11-16 [95 pg]; CRITICAL THINKING EXERCISE #5; PRESENTATION-BLOG DUE [4 hr reading; 14 hrs assignments]

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