

Course Syllabus: Geography 200.

Welcome to Human Geography 200. This is a five-credit course that fulfills a Social Science distribution requirement for the Associate in Arts and Sciences (AAS) Degree at Bellevue College. There are no prerequisites for this class. This class can also count toward a 'Concentration in Geography' - you need a total of 20 credits for this award (the only 'required' class is Geog 100).

Course Description:

The course will cover a series of the major themes within the study of human geographic enquiry. The interplay between the natural physical environment and the human landscape and the interrelationships between different peoples and cultures will be the basis from which this class will be developed.

I hope that the course material will create a desire to understand the intricacies of these systems and inspire a deeper appreciation of these components of geographic enquiry. For intimacy with a landscape inspires respect for that landscape and ultimately a better understanding of our selves.

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Please use my email on Canvas to contact me – my room is D100D (right next to the fountain in the main square).

My college email is gwalker@bellevuecollege.edu please use Canvas email communication if at all possible.

Course Objectives:

- to consider the basic themes that make-up the core of geographic enquiry
- to explore the relationships between physical and cultural landscapes
- to investigate the spatial component of cultural processes and interactions
- to study the changes that occur in the human landscape
- to provide a foundation in geographic enquiry that will act as a catalyst for future study

- to develop a sense of place and foster a sharper sense of intimacy with both the physical and cultural world in which we live.

Course textbook – will form the basis of the online class discussion forums -

The Wayfinders: Why Ancient Wisdom Matters
 ISBN 9780-88784-8421
 by Wade Davis
 Pub by House of Anasi Press
 2009

Course Outline.

About Human Geography -

Culture can be defined as the ‘complex interplay of learned behavior within a society’- and is therefore something which is taught and passed on from generation to generation. As children our parents generally play the most influential roles in shaping who we are and how we behave. Later in life it is our elementary school teacher who comes along to leave a lasting impression - to be followed by members of our peer group in later school years. The influence of friends and family and of a larger group including our Pastor, Rabbi, Imam, Priest, sports coach or favorite actor - all contribute to the transfer of a complex web of behaviors and attitudes. The cultural traits of learned behavior range from the language spoken: the religion revered: the festivals and fashions to observe and the music to enjoy.

In the first few weeks we will look at a series of these cultural traits and discuss how they play such a hugely significant role in shaping the cultural environment of a society. We will spend a good deal of time discussing some aspects of human geography that are becoming more frequent components of this field of study namely, the influence of pop culture; the relevance of street art, literature and movies; the geography of happiness; and the psychology of sacred places.

It is rather odd that many textbooks do not devote a chapter to the interplay of the physical world with the human realm. It seems to me to be a rather obvious connection and surely one that we should look at in our study of human geography.

The physical components of the landscape weigh heavily on the workings of humankind and clearly play an important role in shaping culture. This is evident in a whole series of illustrative examples. Isolated communities for instance – such as many of the indigenous peoples that we shall study later in the course – have preserved their unique cultural traits largely as a result of their very isolation. The Inuit of the Arctic; the Inca of the high Andes and the Warao of the Orinoco Delta of Venezuela are examples of cultural survival despite the onslaught of other more powerful and imposing groups.

We will look closely at ethnicity and the forces of acculturation and assimilation. As well as seeking to understand the geographical background to humankind's inhumanity and the details of ethnic cleansing and genocide. Urban segregation and the position of minority cultures within societies will also be explored.

After identifying the details of nation and state we will look at the impact of very powerful states over time on the manipulation of groups and the dynamics of subsequent cultural change. Our study will also include rural landscapes with particular emphasis on indigenous peoples and their struggle to maintain a foothold in landscapes that they have called home for thousands of years. We will take a close look at three specific groups of indigenous peoples of the Americas – all of whom trace their ancestry back some 4,000 years, such as the Penan of Malaysia, the Inuit peoples of the Arctic and the Maya of southern Mexico and Guatemala.

Given that the total number of people living in urban areas worldwide is estimated at in excess of three billion, a little over half of the world's population, it is imperative that we discuss the impact of urban societies and the many forms of urban culture evident in the global landscape. In 'Western' industrial societies – such as in North America: Europe: Russia: Japan and Australasia – the urban percentage is generally in excess of 75 percent of the entire population. However, it is in the developing countries that the greatest absolute gains in urban populations have taken place over the last fifty years. The largest city in the world may continue to be Tokyo for some time yet to come, but, the size of emerging mega-cities, such as Sao Paulo; Mexico City; Shanghai; Jakarta; Lagos; and Lima has been particularly dramatic in recent years.

In the concluding week we will look at the ways in which the attributes of a culture group are diffused. This is a phenomenon that has gained in speed with the accelerating trends associated with globalization. It is generally referred to as cultural diffusion and can occur on a number of different levels of contact and assimilation.

Finally, I hope that the inherent links and inter-relationships that exist in all of these aspects of geographical enquiry will become more and more evident as you digest the essence of human geography. I hope that the content of our course will attempt to reveal that different cultures are not failed attempts at being like us, but, simply different ways of doing things, each with their own vitality, integrity and place in our world.

The course is divided into 10 Modules (each Module has 3 parts).

Module 1: Introduction to human geography - attributes of culture.

Module 2: Cultures at the crossroads.

Module 3: Cultures at the edge.

Module 4: Population geography

Module 5: Geography of language

Module 6: Geography of spirituality, mindfulness and religion.

Module 7: Geography of scared places.

Module 8: Geography of pop-culture.

Module 9: Geography of happiness.

Module 10: Human geography and the influence of the physical world.

Format and Assessment:

(1) 5 Class Discussions – there will be a series of 5 online discussions that we will include in the class structure. Each has a deadline date so please check. Each discussion will consist of a first post of about 300 words (15 marks) that you should make and this needs to be followed up with second and third posts each of about 100 words (5 marks). The longer post should reflect your thoughts on the topic in question and marks will be awarded for depth of contribution; degree of analytical thinking; evidence of research done such as links and references; good use of grammar; and degree to which you provide alternative ideas and thoughts within the discussion forum. These posts must reflect comprehension and critical thinking. Post new ideas and respond to the posts of others. The topics of the articles/videos are designed to elicit dialog and expansion on topics presented. You will earn points for not only expounding on the main points, but bringing ‘juicy’ insights that expand on the topic, play the devil’s advocate or present another side to the discussion. You will not score points for simply regurgitating the content of the article/video without taking it somewhere new, or for posts that lack depth. You will also lose points if it appears that you only skimmed the meaning and/or neglected to read/listen in depth. **Each of the 5 discussion forums will be worth a maximum of 20 marks (100 marks).**

(2) Weekly Image Quiz – the class is sub-divided into 10 weekly Module sections - you should read the class notes that are in Powerpoint format for the week - some of these Powerpoints are very large files and will take a while to download. You can ‘Save’ each one to your own Desktop if you wish. Perhaps spend a little time doing this at the start of the course (downloading the class notes so that they will be ready for you). Each of the Modules of class notes is each divided into three parts to make it both easier to read as well as quicker to download. There will be **three images** selected from that week’s Module class notes Powerpoint presentation and you will need to make notes on each of these three images as you work your way through the Module. The three images are all available for you at the start of the Module (see Modules Home Page). The

Weekly Image Quiz will contain just one of these three images and you will only have 5 minutes to write about the image in the text box of the question. You should therefore have the three answers to the three images already prepared before you take the quiz so that you can 'copy and paste' your answer in the quiz text box. **I am looking for you to discuss the relevance of the image within the context of the particular topic that is the focus of that week's class notes.** Please be absolutely one hundred percent sure that this written work is your own and not 'copy and pasted' from somewhere else. If it is not your own then a zero score will be given (Canvas has the ability to identify material that has been 'copy and pasted' so please be aware of this). The written answer should be about 250-300 words in length). Each has a deadline date so please check. **Each Weekly Image Quiz is worth 10 marks toward your total (100 marks).**

- (3) **Mid-Term Exam** – this will be a timed multiple-choice exam of 60 minutes and will be based on Module 1 through 5. It will be comprised of 50 questions (one mark each). You will be given 25 of these questions to answer as you work through the material (see the Modules Home Page for these under the Mid-Term Exam link). The other 25 questions will be chosen randomly from the class notes and you should refer to your own Study Note Book and careful revision to help you to answer these 'unseen' questions. Check for the dates that the exam will be open for you to take. **It will be worth 75 marks toward your total.**

- (4) **Final Exam** - this will be a timed multiple-choice exam of 60 minutes and will be based on Module 6 through 10. It will be comprised of 50 questions (one mark each). As for the previous exam you will be given 25 of these questions to answer as you work through the material (see the Modules Home Page for these under the Final Exam link). The other 25 'unseen' questions will be chosen randomly from the class notes. Check for the dates that the exam will be open for you to take. **It will be worth 75 marks toward your total.**

- **5 Discussion Topics 100 marks**
- **10 Weekly Image Questions 100 marks**
- **Mid-Term Exam 75 marks**
- **Final Exam 75 marks**

- **Total = 350 marks (plus 10 marks extra credit for class evaluation).**

- **Grading –**
- A 320+
- A- 300-319

- B+ 280-299
- B 260-279
- B- 240-259
- C+ 220-239
- C 200-219
- C- 180-199
- D+ 160-179
- D 140-159
- F 139 and less

Your Full and Complete Participation is expected:

- Take good hand-written notes in your own Study Note Book as you read through each series of Powerpoint class notes.
- Read the specified materials and check the due dates for all submissions.
- Timely completions of required work is your responsibility.
- There will be no make-ups as you have a number of days within which to complete each of the submissions.

Participation: you are responsible for:

- the technical aspects of your computer/email/printer etc.
- Please refer to the BC Distance Education website (Links to an external site.) for the Canvas Tutorial (Links to an external site.) and for minimum hardware requirements. The Distance Education Office telephone number is listed above.
- reading the specified materials.
- taking part in email discussions. Contacting me/fellow students can be helpful.
- keeping comprehensive notes/diagrams/maps relevant to course topics.
- timely completions of place location and module exams. You should not leave exams to the last minute in case you have a technical problem this is a very important consideration.
- reviewing the Bellevue College academic calendar for all details regarding registration and withdrawal policy and procedures and distribution of final grades.
- reading the Social Science Division's policy statement.
- if special needs are necessary contacting Disability Support Services at (425) 564-2498

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

(Updated SP 2014)

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades.

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline.

Good luck and I sincerely hope you enjoy our journey in Human Geography!

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