

## Course Information

Semester & Year: Spring 2023

Course ID & Section #: GEOG-2-V4576-2023S

Instructor's name: April Ruth Hoffmann, PhD

Day/Time: Online

Location: Online

Number of units: 3

## Instructor Contact Information

Office location: Zoom:

Office hours: By Appointment <https://ar-hoffmann.youcanbook.me/>

Phone number: n/a

Email address: Message through Canvas for the fastest reply; CR email: April-Hoffmann@Redwoods.edu

Zoom Room Link: <https://prescottcollege.zoom.us/my/ruth.sjco>

## Catalog Description

An introduction to the spatial distribution and organization of human activity. This includes an investigation of the relationship between cultural development and environmental influences. Students will explore the relationships of physical geography to the customs, arts, social institutions, and achievements of human cultures. Topics include origins, migration, population growth, economic development, energy demands, urbanization and globalization.

## Course Student Learning Outcomes: By semester's end, the student will be able to:

1. Describe cultural patterns in terms of languages, religions, urbanization, political and economic patterns, and human-environment interactions.
2. Assess modes of economic development in relationship to initial advantage, influence of external environment, and geopolitics.
3. Use examples of human populations to explain the historical and contemporary processes that shape them.

## Prerequisites/co-requisites/ recommended preparation

None

## Required Materials (Downloads Provided; No Cost to Student)

Textbook title: [Human Geography: A Concise Introduction](#)

Edition: 1

Author: Mark Boyle

ISBN: 9781118451502 (e-book ISBN 9781118451489)

Price and Availability: This e-book is available for FREE in pdf chapters in the Course Modules

Other requirements: Posted readings on Canvas, pdf copies of primary and secondary sources

## Admissions deadlines & enrollment policies

### Spring 2023 Dates

- *Classes begin: 01/14/23*
- *MLK Holiday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into the class duration*
- *Last day to petition to file P/NP option: 02/11/23*
- *Lincoln's Birthday (all campuses closed): 02/10/23*
- *President's Day (all campuses closed): 02/22/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Spring Break (no classes): 03/13/23 – 03/17/23*
- *Final examinations: 05/08/23 – 05/12/23*
- *Last day of the semester: 05/12/23*
- *Grades available for transcript release: approximately 05/29/23*

### Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment where all people feel comfortable contributing their perspectives to classroom discussions. It, therefore, encourages instructors and students to use language that is inclusive and respectful.

### Course Content Advisory

Be aware that several topics presented in this course may be offensive or painful for students to process. If you are concerned about a particular topic, issue, or source, please see me in advance to determine appropriate alternatives.

### Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near the library
- Klamath-Trinity: 530-625-4821 Ext 103

### Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of academic dishonesty. In cases involving academic dishonesty, determination of the grade and the student's status in the course is left primarily to the faculty member's discretion. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment or exam, or a report may be sent to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Student Support Services

The following online resources are available to support your success as a student:

- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Counseling](#) helps students in need of online professional counseling services such as crisis counseling.

[CR's Learning Resource Center](#) includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Consists of the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

## Community College Student Health and Wellness

- Resources, tools, and training regarding health, mental health, wellness, basic needs, and more designed for California community college students, faculty, and staff are available on the California Community Colleges [Health & Wellness website](#).
- [Wellness Central](#) is a free health and wellness resource available 24/7 in your space at your pace.
- Students seeking a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Special programs for Eligible Students

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support, and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with various services, including career assessments and peer mentoring. Students can apply for the program in [Eureka](#) or [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans, and Dependents attending CR through Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In an emergency on campus, you will receive an alert through your email or phone. Registration is not necessary to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information, see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel. Do not leave campus unless it has been

deemed safe by the campus authorities.

## **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety, go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911 to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, public address system, and when possible, updates on the college website to ensure the school community is notified.
5. Follow established procedures for the specific emergency outlined in the College of the Redwoods Emergency Procedure Booklet (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus unless necessary to preserve life and is deemed safe by the person in command.

## **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities and procedures used by the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students, and the general public during an emergency. It is the responsibility of the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS), to protect life and property from the effects of emergencies within its jurisdiction.

## **Conduct Expectations**

One of the major goals for this class is to create an academic environment to discuss the many exciting components of cultural geography at various scales. To that end, it is not only essential that we respect each other, but that we create an environment in which we all can learn. This means:

***Don't be rude. Communicate with respect. Do honest work.***

## **Course Content**

Be aware that several topics presented in this course may be offensive or painful for students to process. If you are concerned about a particular topic, issue or source, please come see me in advance to determine if there are appropriate alternatives.

## **Decolonial Framework**

This course adopts a decolonial framework in recognition of the persistent legacies of hierarchies of difference that are evidenced both in discourses of thought and in the material conditions of the geographies that we study. During this course we will closely examine “the colonizers model of the world” and the full range of its resultant consequences. Some university courses are centered on the normative discourse while others approach scholarship with a more critical approach. This course invites you to think critically about the uneven development in the various geographies that we study, and to practice acts of re-humanization and culturally affirming analysis that centers communities impacted by injustice and inequality. The grading approach strives to reward intellectually appropriate engagement.

## **Antiracist Approach**

Culturally affirming antiracist intellectual discourses are foundational to this course. While engaging in course material antiracism is not something that we aspire to but rather is expected of every participant including the instructor. We will thus not engage in any argumentation or debate that argues for or against the merit of processes which result in the premature death of any marginalized group of people. In this course we will examine the best practices for addressing uneven development that center impacted communities and how this works across geographic scales.

## **Gender-Inclusive Language**

This course aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to class discussions. It therefore encourages instructor and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

### Grading Method:

There are 100 total points that you can earn in this class (plus up to 10 extra credit/bonus points). These assignments have been designed for you to engage in the material in a variety of ways to develop critical thinking, analysis, writing, and presentation skills, all of which are core skills for Geographers and useful tools for all scholars.

It is my job to provide you with an educational opportunity to learn about Cultural Geography and why it is an essential component of your college education. As such, **I do not GIVE you grades; you EARN them** by completing your work, thinking intelligently and analytically about the discussions, and required materials, and engaging thoughtfully. Because earning grades is YOUR responsibility, if you need assistance with any aspect of the course contact me as soon as possible - not in the last few weeks of the course. CR has many resources for students who need additional support, and I am happy to help to connect you with any you require.

### Grading Scale: 100 points possible

93.5-100.0, 94% & Up=A	73.5-76.4, 74%-76%= C
89.5-93.4, 90%-93%= A-	69.5-73.4, 70%-73%= C-
86.5-89.4, 87%-89%=B+	66.5-69.4, 67%-69%= D+
83.5-86.4, 84%-86%=B	59.5-66.4, 60%-66%= D
79.5-83.4, 80%-83%=B-	59.4 & below = FAIL
76.5-79.4, 77%-79%= C+	

### Assignments Overview: There are FIVE Types of Assignments in Geography 2:

- 1. Quizzes (5) and Tests (2):** [25 points total; 25% of course grade]
- 2. Workshops (3):** [25 points; 25% of course grade]
- 3. Global Connections Case Studies (3):** [25 points; 25 % of course grade]
- 4. Course Project: Megacity Case Study (3 Assignments Total):** [15 points total; 15% of course grade]
- 5. Community Engagement/Participation** (1 Short Assignment; 1 Community Event): [10 points total; 10% of course grade]

## Assignments Details:

### **Quizzes and Tests:** [25 points; 25% of course grade]

10% (10 points)    5 Online Quizzes: Based on course readings. Open book/notes; multiple choice.

5% (5 points)        Midterm Exam: Multiple choice, matching, and short answer sections.

10% (10 points)    Final Exam: Multiple choice, matching, and short answer sections.

### **Workshops:** [25 points; 25% of course grade]

25% (25 points)    3 Geographer's Toolkit Workshops: Learn and use geographic methodologies. Each workshop incorporates readings, lectures, and interactive activities centered on significant case studies or themes. Worth 5-10 points each.

### **Global Connections:** [25 points; 25 % of course grade]

25% (25 points)    3 Case Studies: Critically evaluate key cultural geography concepts in multiple locations. Based on reports, news and/or in-depth investigations. Worth 5-10 points each.

### **Course Project: Megacity Case Study** [15 points; 15% of course grade]

15% (15 points)    3 Critical Analysis Assignments: Examine geographic scale and cultural geography themes in a series of assignments closely considering a global Megacity of your choosing.

1.    Megacities Field Guide- Cities Overview (5 Points)
2.    Cultural Geography Analysis (5 points)
3.    Geographic Scale Interview (5 points)

### **Community Engagement/Participation:** [10 points; 10% of course grade]

5% (5 points)        Student Information Assignment (5 points) Due the first week of class.

5% (5 points)        Community Event Assignment (5 points) Attend a Community Event (online or in person) and connect the event to course themes.

**Late Assignments:** There are no deductions for late assignments, but there are no extensions for quizzes or tests. Plan your work accordingly and do not procrastinate. If you need help ask for it immediately do not wait.

**Extra Credit:** Students can earn up to 10 Bonus Points (bonus points on tests & assignments do NOT count towards this limit). This semester's opportunities:

**1: Week One Text Assignment (1 point):** Send me a message on Canvas by the end of Friday of Week One (tell me your name and your favorite pizza topping these days)

**2: Attend (Virtual) Office Hours (2 points):** Make an appointment or drop in BEFORE FALL BREAK.

**3: Attend a relevant campus or community event (1-2 points):** You may attend in person or virtual events that are announced in class. If you think an event should be offered for extra credit let me know!

**4: Extra Credit Assignment: Data Science/Population Pyramids (Worth up to 5 Points):** Compare Humboldt County demographic data with that of a Megacity. Available after the Midterm Exam. Due the last week of class.

## Spring 2023 Geog2 Schedule

- Assigned readings are listed in full on Canvas
- There are 3 LIVE Zoom Talks During the Semester. Attendance is optional but the information discussed in each is required- if you do not attend you can watch the recording later.
- ALL assignments are due at Midnight on Fridays.
- There is no penalty for late assignments with the following exceptions:
  - Quiz One and Quiz Two will be closed before the Midterm Exam
  - Quizzes Three, Four, and Five will be closed before the Final Exam
  - Midterm and Final Exams cannot be taken late without a documented emergency and department approval.

Day	Assignments DUE	Assigned Readings	Weekly Topic(s)
<b>UNIT ONE: People and Place</b>			
<b>Week 1:</b>		Course Syllabus	
<b>T Jan 17</b>		Boyle Ch 1 & 2	Course Overview
<b>F Jan 20</b>	Student Intake Survey	<i>Read Workshop/Toolkit O: Mapping Basics</i>	
<b>Week 2:</b>			Unit 1 Themes & Assignments Overview
<b>M Jan 23</b>	<i>Global Connections: Case Study 1: Sex for Grades</i>	<i>Global Connections: Current Event Case Study 1: Sex for Grades</i>	The Geographical Imagination
<b>F Jan 27</b>			
<b>Week 3:</b>		Blaut, 1993. "History Inside Out."	Colonizers' Model of the World
<b>M Jan 30-</b>	Online Quiz 1		Geographic Scale Overview
<b>F Feb 3</b>			
<i>If you fall behind on assignments, contact the instructor. Do not wait for several weeks.</i>			



Day	Assignments DUE	Assigned Readings	Weekly Topic(s)
<b>UNIT TWO: Development and Place</b>			
<b>Week 4:</b> <b>M Feb 6</b> <b>F Feb 10</b>	Workshop 1: Carceral Geographies	Workshop 1 Resources (Carceral Geographies) Boyle Ch 3 Boyle Ch 4	Cultural Geography
<b>Week 5:</b> <b>M Feb 13-</b> <b>Th Feb 16</b>	Global Connections: <i>Case Study 2: Uneven Development</i>	Megacity Resources ( <i>Videos/Some are shown during the Zoom Talk</i> )	Course Project Overview
<b>LIVE Zoom Talk 1: Course Project Overview: Global Megacities (Attend Live or Watch Recording for Course Project Assignment 1)</b> <b>Time of Workshop TBD- there will be a survey during Week 2 of class- LIVE Zoom Talks are optional but you can skip the online assignment if you attend!</b>			
<b>Week 6:</b> <b>T Feb 21-</b> <b>F Feb 24</b>	Course Project 1: Megacities Overview	Boyle Ch 5 Boyle Ch 6	Economic Geography Political Geography
<b>Week 7:</b> <b>M Feb 27-</b> <b>Fri Mar 3</b>	Online Quiz 2 <i>*Community Event Assignment</i>	Political Economy Reading	Political Economy
<i>Mar 1-3 is the Social Justice Summit Event, one of the options for the Community Event Assignment (Attend a local event online or in person &amp; answer questions about the event). There will be a recorded event option also. You can do this assignment any time all semester but if you want to attend SJS you need to plan accordingly.</i>			
<b>Week 8:</b> <b>M Mar 6-</b> <b>F Mar 10</b>	MIDTERM EXAM MIDTERM Available Mon 3/6-Fri 3/10 MIDTERM EXAM DUE MIDNIGHT FRI 3/10		Midterm Overview
<b>SPRING BREAK MARCH 13-17</b>			
<i>If you fall behind on assignments, contact the instructor. Do not wait for several weeks.</i>			

**UNIT THREE: Nature and Place**

SPRING BREAK MARCH 13-17

<b>Week 9:</b> <b>M Mar 20-</b>	Online Quiz 3	Resources- Workshop 2: Global Water Crisis/The Politics of Water	Unit 3 Homework Assignments Overview  Extra Credit Assignment Available
<b>F Mar 24</b>	<i>LIVE Zoom Workshop 2: Global Water Crisis</i> <b>Attend Live or Watch Recording for Workshop 2)</b> <b>Time of Workshop TBD- there will be a survey during Week 2 of class- LIVE Zoom Talks are optional but you can skip the online assignment if you attend!</b>		
<b>Week 10</b> <b>M Mar 27-</b> <b>F Mar 31</b>	Workshop 2: Global Water Crisis	Urban Geography/Slums Resources	Population Geography/Overpopulation Discourses  Urban Geography
<b>Week 11</b> <b>M Apr 3-</b> <b>Th Apr 7</b>	Global Connections Case Study 3: Life on the Line	Boyle Ch 7 Boyle Ch 8	Environmental Resource Geography Natural Hazards Environmental Hazards

*If you fall behind on assignments, contact me immediately. Please do not wait for several weeks.*

<b>UNIT FOUR: Institutions and Place: Development, Technology, and the Future</b>			
<b>Week 12</b> <b>M Apr 10</b> <b>Fri Apr 14</b>	Course Project 2: Cultural Geography Overview  Online Quiz 4	Boyle Chp 9  Boyle Chp 10 Harvey "The Right to the City"	Urbanization Global Migration
<b>Week 13</b> <b>M Apr 17-</b> <b>F Apr 21</b>	Course Project 3: Geographic Scale	Resources- Workshop 3: Environmental Justice Case Studies  Pulido, 2000.  "Environmental Racism"	Spatial Justice/Environmental Justice
<i>Zoom Talk 3: Workshop 3: Environmental Justice Case Studies (Attendance is Optional but you can skip the Canvas assignment if you attend the workshop); Will be Recorded; The Recording (or Live Zoom) is part of Toolkit Workshop 3).</i>			
<b>Week 14</b> <b>M Apr 24-</b> <b>F Apr 28</b>	<i>Workshop 3: Environmental Justice Case Studies</i>	Boyle Chp 11  Boyle Ch 12	Postcolonial Geography
<b>Week 15</b> <b>M May 1-</b> <b>F May 5</b>	<i>Online Quiz 5</i>	<i>Any remaining required readings that you need to complete before the Final Exam.</i>	<i>Final Exam Review</i>
All Late Assignments DUE Friday May 5!			
<b>FINALS</b> <b>M May 8-</b> <b>F May 12</b>	FINAL EXAM WEEK (The Final Exam is Available M May 8-Fri May 12 (due Midnight 5/12))		
<i>If you fall behind on assignments contact me immediately. Please do not wait for several weeks.</i>			