

# Global Geography (GEOG 12)

Section 1 & 2, Fall 2017

Department of Geography and Global Studies

San Jose State University

## Course Information and Contact Information

Instructor: Elizabeth Sibilía  
Class Day/Time/Location (1): 9:00-10:15 Tu/Th, Clark (CL) #224  
Class Day/Time/Location (2): 12:00-1:15 Tu/Th, Dudley Moorhead Hall (DMH) #234  
GE/SJSU Category: D2

Office Location: Washington Square Hall (WSH- 111A)  
Office Hours: Tuesday 10:45-11:45am  
Office Phone: 408.924.5425 (email will get to me faster)  
Email: [elizabeth.sibilía@sjsu.edu](mailto:elizabeth.sibilía@sjsu.edu)

## Course Description

“Geography” is derived from the Greek word *geo* (earth), and *graphia* (writing), or “writing the world”. Geography is both writing about the world, and making the world (transforming, marking and forming). The meaning of “geography” has been hotly contested in history. This led to its definition transforming over time depending on the circumstances of the period. For the purpose of this course we will use a definition provided to us in the *Dictionary of Human Geography* (2009), geography is, “the study of the ways in which space is involved in the operation and outcome of social and biophysical processes” (this will become clearer as we move through the semester).

Global is used to describe a particular scale of analyses that employs a “world-wide” perspective, for example global as opposed to local or regionally scaled issues. But as this class will reveal, the issues that manifest across space and time at all scales are interrelated. It is near impossible to identify an issue today, albeit environmental, social, political-economic, that does not imply or reveal an interrelated set of processes that transcend political and cultural boundaries. Combining global with geography implies a way of making and thinking about issues and their production in material life around the world at multiple scales. Thus we will consider how “places are different because they are connected.”

In this class students will be introduced to basic conceptual vocabulary of human geography (scale, space, place, landscape, uneven development) and physical geography (anthropocene, ecosystem, biodiversity, climate) within a series of empirically-grounded studies that cover: climate change, food, migration, urbanization and development, and waste. In this course students will use a geographical perspective to think through pressing contemporary issues unfolding materially at the scale of everyday life on a world stage.

## What To Expect From Class

### Course Format

This class will incorporate a traditional lecture format with an interdisciplinary learning style as much as possible. The class will begin with a couple weeks dedicated to an introduction of geography's foundational concepts. This will help students develop awareness to why, and how, a geographic perspective may be used when thinking about contemporary issues. This course will include: lectures that introduce topics and regions through a variety of media, in-class group and pair projects, class discussions, and student presentations.

### Course Organization

This course is organized into 4 class blocks sections that cover the following:

**Class 1:** Introduce a geographic area (region) and highlight a global issue in particular;

**Class 2:** Introduce one instance where this issue manifests within the region in case studies;

**Class 3:** Discussion and in-class activity;

**Class 4:** Two Student Groups will create presentations on different case studies within the region that explores the same issue that had been introduced in Class 1. The purpose of this format is to develop a deeper understanding of how an issue 'on the ground' manifested in a particular place (within a given geographic area) using a geographic perspective.

### General Education Learning Outcomes (GELOs)

Upon successful completion of this course students will be able to:

1. Place contemporary issues and developments in spatial, political-economic, environmental, and historical context.
2. Start to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational and global identities and the similarities, differences, linkages, and interactions between them.
3. Evaluate social science information, draw on different points of view and begin to consider context specific solutions to issues with a sensitivity to how those solutions would impact people, places, and environment.
4. Compare and contrast two or more ethnic groups, cultures, regions, national or social systems.

*GELO will be evaluated through in-class assignments and quizzes, group presentations, short written responses, and a final paper.*

### Course Learning Outcomes (CLOs)

"The history of the present" was the French philosopher's, Michele Foucault, way of describing his work as the analysis of 'what today is'. That the time we live in is not a beginning or end, but a moment or period in the long walk of history. With this in mind, after taking this course students should be able to recognize that what observe know of the world are material implications of decisions made by people throughout modern history. When we recognize this, we learn that nothing was set in stone, things can and do change, because they have been produced. Students will be able to explore a topic with this perspective in mind and pull apart how it came to be *made* in the world and using geographic concepts to describe its making.

### Course Readings

Textbooks are very expensive and often their use of images, maps, and overall design are unnecessarily distracting and cluttered. However, they do also provide us with a cursory introduction to topics, people, places, and environments. In this course we will utilize a variety of media, including textbooks, disciplinary dictionaries, journal articles, films and videos to explore

geographic topics and topics geographically. The textbook we will pivot from is *World Regions in Global Context: Peoples, Places and Environments* (5<sup>th</sup> or 6<sup>th</sup> edition), but you do not need to purchase this book! All readings will be scanned and uploaded to Canvas as PDFs.

### **Course Guidelines: Technology & Communication**

Out of class: You are expected to have access to a computer at home or at school, be sure to figure out your computer and printing situation. \*See this link for information on Student Technology Resources, <http://www.sjsu.edu/gup/syllabusinfo/#StudentTechResources>

In-class: Computers, smart phones, and tablets are not permitted as tools for note taking or anything else in class. However, there will be times during in-class projects that you may be required to look something up or turn to your devices for support. It will be clear when you are permitted to take out your devices in this case. If your devices are out during lectures, you will not receive credit for being in class on that day. So, basically, if you want a strong participation grade, keep the devices in your bag until further notice.

Communication: The majority of my communication with you regarding assignments, announcements, and grades will be through CANVAS. I will be checking my SJSU email twice a week on M/W. Please note that I will respond to all student emails, but I will prioritize the urgent ones. Due to the size of the class, it may take time in getting back to you. Please be patient. If your situation is urgent please email me with this subject: “Urgent-Full Name-Class Section”, otherwise please type “Full name-Class Section #” for non-urgent emails.

\* If there is anyone who would like to discuss any of these policies, or have related concerns please email me to make arrangements to see me during office hours.

### **Expectations of You**

This course, as with any, will be as rewarding as the time and passion you put into it. Geography is not for the faint of heart. It requires you to dig into the material in order to challenge your assumptions of the world and sometimes even your fundamental belief systems. Some of you will leave at the end of the semester with a new way to look at the world and develop goals of how you want to interact and engage with it, while others will simply leave with a grade. This course will help you develop a new way of thinking about the world, how it was made, and how you choose to occupy it. You will be given a variety of individual and group assignments where you will be expected to give 100% of yourself. 100% in this context means: 1) **push the boundaries** of what you know and how you know it. Not to sound cliché but try to “think outside of your comfort zone” or the “box”; 2) It means to **speak-up**, talk to me if you are confused about an assignment, 3) **Be present** and your best selves!

### **Attendance & Participation (25pts)**

This grade is interconnected, but attending class regularly, doing the course readings, responding to them, and posting your responses to your Digital Journal will make up this portion of your grade.

#### *Attendance*

It goes without saying, you are expected to come to class during scheduled times and be prepared with completed assignments and readings. You are expected to have a notebook and writing material in each class along with a copy of the readings, preferably double-sided printouts.

### *Readings*

The syllabus is broken down into 6 thematic blocks made up of four classes. Each block will provide you with readings that offer an overview of the area, an issue and case studies of those issues. Some of the readings will be difficult meaning less accessible than others. It is important to not be afraid to look up words or phrases online, or to ask me for assistance if you need help! We all struggle with reading and comprehension at times!

### *Responses*

Spontaneous and sometimes timed prompts will be given based in your knowledge of the readings/videos. The instructor will prompt you with a cue or question to consider from the readings or class discussions. These responses will be submitted after completed.

### *Digital Journal*

The Digital Journal will act as a compository for all your responses. A blog site will act as this digital space for your writings and assignments. We will review the details together in class. Once your blog site is established you will be required to upload your class response to the Digital Journal.

### *Why keep a digital journal?*

A journal is a good way to document your growth through the semester, it will allow you and the instructor to see how your thoughts and language are developing. Additionally, building a digital journal will get you use to writing for an audience. It will also offer you a public place to showcase your student work in a portfolio. It will also allow you to look back on your work as an upper level student to remember what topics and subjects interested you most, and how you thought about them. Trust me this will be useful later.

### **Topical Event Assignments (25pts)**

The Topical Event assignment is a way for you to connect topics and concepts from class to stories in our contemporary world. You will be expected to write one for every theme we discuss over the semester (6 total). These should be printed and brought to the third class in each block. You will also need to upload them to your Digital Journals the day it is due.

### **Student Generated Class (25pts)**

Once during the semester you will be required to work in a group on a student generated class presentation. This portion of the grade will take into consideration your collaboration efforts, how creatively and thoughtfully your group completes the assignment and how the group problem-solves any conceptual or ideological issues that arise in discussions outside of class.

### **Midterm and Final Course Assignment (25pts)**

#### *Topical Essay (20pts)*

At the end of the semester you will be expected to demonstrate a competent understanding of a contemporary topic using a geographic perspective, in what I will call a “Topical Essay”. This will be a five-page paper, double-spaced, approximately 1400-1500-word max. Assessment of Topical Essays will be based on how well you are connecting the topic to the course content and other materials, clarity of intent, organization, and mechanics (including grammar, diction, spelling).

#### *Topical Essay Proposal and Bibliography (5pts)*

This is a contemporary news article of your choosing, with a 250-word description of why you chose it and how it connects with course content. You will also be required to use a geography database to build a short exploratory bibliography on the topic; this is for you to see what has already been written on the subject. For help with this database/journal search please see me or our Library Liaison, Nyle Monday (contact info on last page of syllabus).

**\*IMPORTANT**

- 1) All Assignments should be submitted with the following title:  
“Your Name - Assignment Name- Section #”
- 2) Detailed descriptions of these assignments and how they will be assessed will be provided in ample time before they are due in class, and available on CANVAS in the PPT from that class.

**University Policies – (Please review on your own time)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs'. <http://www.sjsu.edu/gup/syllabusinfo/>

**Grading Structure**

The grade for this class will be based on the following point structure out of 100:

|  |              |
|--|--------------|
| Attendance & Participation   | 25pts        |
| Current Events Assignments   | 25pts        |
| Student Generated Class  | 25pts        |
| <u>Midterm (Topical Essay Proposal) and Topical Essay (5 + 20)</u> | <u>25pts</u> |
| Total Possible Points  | 100pts       |

\*Details of how each assignment will be evaluated will be provided during the class lecture when the assignment is given. It will also be available in the PowerPoint presentation (PPT) of that class which will be posted to CANVAS.

\*In case of absence it is your responsibility to review the PPT for the class missed and retrieve any assignment.

**Late Assignments = Point Reduction**

*Responses and Topical Event Assignments* will be considered late if:

- The writing is not uploaded to your Digital Journal before you come to class, and you do not pass in a printed copy the day it is due. Lateness will be marked with a ✓-, and each minus will drop you potential points by one.

*Topical Essay Proposal and Bibliography* will be marked down 5pts for each day it is late, so get it in for good credit!

The *Student Generated Class* will be evaluated based on a set of defined criteria presented by the instructor.

*Topical Essay* will be marked 5pts off for each day it is late.

## Course Schedule

\*The readings listed under each course heading are due that day

\*Assignments are bolded below

\*Syllabus is subject to change. If it does the new one will be uploaded to CANVAS

Aug. 24 (R)            Introduction to Course

### GEOGRAPHIC CONCEPTS

Aug. 29 (T)            Space and Place

Readings:            1) Ch. 5 “Space: Fundamental Stuff of Geography” in *Key Concepts in Geography* (85-94)  
                             2) Ch. 9 “Place: Connections and Boundaries in an Interdependent World”, in *Key Concepts in Geography* (153-170)

**Assignment Due:    Develop a list of 3-5 questions from the readings.**  
**- Please type, print, and submit at the end of class. Include your personal heading**

Aug. 31 (R)            Scale

Readings:            3) Ch. 12 “Scale: The Local and the Global”, in *Key Concepts in Geography* 217-232  
                             4) Ch. 1 “Thinking Geographically” in *Economic Geography* (selection)

**Assignment:            In-class assignment – so please be sure to do the readings**

### GLOBALIZATION

Sept. 5 (T)            What is Globalization- Part I

Readings:            5) Ch. 1 “Globalization” in *Introducing Globalization: Ties, Tensions, and Uneven Integration (TTU)* 1-25

**Assignment Due:    - Digital Journals to Go Live! Submit your link to Digital Journals on Canvas.**  
**-1# Digital Journal upload, 1) Write a short bio about yourself, and include a brief description of why you are interested in “Global Geography”**

Sept. 7(R)            What is Globalization- Part I

Readings:            6) Ch. 3 “Commodities” in *Introducing Globalization*  
                             7) “How Sushi went global” in *Globalization Reader*

### REGION 1: THE WORLD

Sept. 12 (T)            Region 1: The World

Readings:            8) Ch. 1 “World Regions in Global Context” in *World Regions* (Selection)

- Sept. 14(R) Impacts of Climate on the World Region (Global)  
 Readings: 9) Ch. 3 “Overheated planet” in *Globalization and the Environment* (Selection)  
 TBA (possible additional reading)
- Sept. 19 (T) Climate Change ‘on the Ground’ & Topical Article Discussion  
 Readings: 10) “Case Studies: managing Risks of Extreme Events and disasters to Advance Climate Adaption including” (selection)  
 - Read: <https://www.theguardian.com/cities/2017/aug/18/kuwait-city-hottest-place-earth-climate-change-gulf-oil-temperatures>
- Assignment Due: Digital Journal #2 - Bring to class Topical Article Assignment & the Source**
- Sept. 21(R) Flex Class- Library Introduction  
**Assignment Due: Digital Journal Assignment #3 – to be uploaded by Friday Sept. 22**  
**Film Response**

## REGION 2: SOUTHEAST ASIA

- Sept 26 (T) Region 2: Southeast-Asia, Environment and Sustainability  
 Readings: 11) Ch.10 “Southeast-Asia” in *World Regions*, (selection)  
 12) “Sustainability” in *Companion to Environmental Geography* (37-47)  
 13) Ch.5 “Sustainability in a Global Era” in *Spaces of Sustainability*
- Sept 28 (R) Deforestation in Malaysia  
 Readings: 14) Ch. 5 “The Natural Environment” in *Intro. To Global Studies* (126-128)
- Oct 3 (T) Topical Article and Group Discussion  
**Assignment due: Digital Journal #4- Bring to class Topical Article Assignment & the Source**
- Oct 5 (R) Student Presentations #2  
 \* Further readings will be provided to student groups on CANVAS

## REGION 3: SUB-SAHARAN AFRICA

- Oct. 10(T) Region 3: Sub-Saharan Africa, Megacities, and Urbanization  
 Readings: 15) Ch. 5 “Sub-Saharan Africa” in *World Regions* (Selection)  
 16) Ch. 7 “Sustainable Cities” in *Spaces of Sustainability* (Selection)  
 17) “Introduction” (1-5)  
 18) Ch. 4 “‘Do-you-timers’ African Style: Addis Ababa, the unlikely capital of Africa” from *Globalization and Urbanization*
- Oct. 12(R) Everyday life in Makoko  
 Readings: 19) Selection of journalistic & scholarly accounts on challenges in Makoko  
**Assignment due: Respond to: How does the question of place, scale and space help us understand the challenges related to Makoko. This will be Digital Journal #4 (Please bring your responses to class)**

Oct. 17(T) Topical Article and Group Discussion  
**Assignment due: Digital Journal #5 Bring article and your response to class**

Oct. 19(R) Student Presentations #3  
\* Further readings will be provided to student groups on CANVAS

---

**Oct. 20 (F) Midterm**  
**Assignment due: Topical Essay Proposal and Bibliography (Uploaded to CANVAS)**

## **REGION 4: MIDDLE EAST & NORTH AFRICA**

Oct. 24(T) Region 4: Middle East & North Africa and Migration  
Readings: 20) Ch. 4 “Middle East and North Africa” in *World Regions*  
21) Ch. 4 “Labor” in *Introducing Globalization: TTU*  
22) Entries “Migrancy” & “Migration”, in *Dictionary of Human Geography*

Oct. 26(R) Labor in Dubai  
Readings: 23) “Migrants' woes in Dubai worker camps”  
24) “Fear and Money in Dubai,”  
25) TBA

Oct. 31(T) Topical Article and Group Discussion  
**Assignment due: Digital Journal #6- Bring to class Topical Article Assignment & the Source**

Nov. 2(R) Student Presentation #4  
\* Further readings will be provided to student groups on CANVAS

## **REGION 5: LATIN AMERICA AND THE CARIBBEAN**

Nov. 7(T) Region 5: Latin America & the Caribbean and Labor  
Readings: 26) Ch. 7 “Latin America & the Caribbean” in *World Regions* (262-303)  
27) “The International Division of Reproductive Labor: Paid Domestic Work and Globalization” in *Critical Globalization*  
28) “Critical Globalization Studies and Gender” in *Critical Globalization*

Nov. 9(R) Maquiladoras  
Readings: 29) Reading by Melissa Wright TBA

Nov. 14(T) Topical Article and Group Discussion  
**Assignment due: Digital Journal #7- bring article and your response to class**

Nov. 16(R) Student Presentation #5  
\* Further readings will be provided to student groups on CANVAS



Nov. 21\*

**NO CLASS- HOME ASSIGNMENT**

**REGION 6: SOUTH ASIA**

Nov. 28

Readings:

Region 6: South Asia and the Waste Trade

30) Ch. 9 "South Asia" in *World Regions*

31) "Waste Production" 142-148 and "Environmental Discrimination" 148-151 in *Global Studies*

32) TBA

Nov. 30

Readings:

Shipbreaking in Chittagong, Bangladesh

33) TBA

Dec. 5

**Assignment due:**

Topical Article and Group Discussion

**Digital Journal #8- bring article and your response to class**

Dec. 7

Student Presentation #6

\* Further readings will be provided to student groups on CANVAS

---

**Dec. 11**

**Assignment due:**

**Course Final**

***Topical Essay and Digital Journal***

## Of Utmost Importance

### **On Plagiarism**

\*\*Plagiarism will not be tolerated.

Please review this link to the campus policy:

<http://www.sjsu.edu/cs100w/policies/plagiarism.html>

### **On forms of Discrimination & Harassment**

\*\*Harassment and discrimination will not be tolerated

Please review this link to the campus policy:

[http://www.sjsu.edu/hr/students/students\\_harassment\\_complaints/](http://www.sjsu.edu/hr/students/students_harassment_complaints/)

## Other Important Resources

### **Library Liaison (Name and Contact)**

Name: Nyle Monday

Phone: 408.808.2041

Email: nyle.monday@sjsu.edu

Link at Library: [http://libguides.sjsu.edu/prf.php?account\\_id=41844](http://libguides.sjsu.edu/prf.php?account_id=41844)

### **SJSU Writing Center**

<http://www.sjsu.edu/writingcenter/>

### **SJSU Peer Connections**

<http://peerconnections.sjsu.edu/>

### **SJSU Counseling and Psychological Services**

<http://www.sjsu.edu/counseling>