

San José State University
Geography and Global Studies Department
Geography 12, Global Geography, Section 4, Spring, 2016

Course and Contact Information

Instructor:	Edward Collins
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Office Hours:	Wednesdays, 7:50 -8:50 am, and by appointment)
Class Days/Time:	Monday, Wednesday, 9:00 to 10:15 am
Classroom:	Clark Hall Room 224
GE/SJSU Studies Category:	D2

Course Format Lecture

Faculty Web Page and MYSJSU Messaging (This section is optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

Catalogue Description: Comparative geography of our world: regions and countries, natural environments and resources, settlements and land use, cultural diversity, economic and political patterns. GE Area: D2

Welcome to Geography 12, Global Geography! The word “geography” comes from the Greek expression for “writing the earth.” As an academic subject, geography is concerned with (1) describing the surface of the earth; (2) explaining the natural and cultural processes that give rise to these features; and (3) exploring the ways in which humans experience, imagine, transform, and are transformed by the world around them. Geographers study the relationships between people and the environment. In a world that is becoming increasingly complex, geography is an excellent framework for understanding how people, places, and problems are related. Cultural geographers are concerned with important themes: population and migration, language, ethnicity, religion, politics, development, agriculture, urban patterns, and resource issues. In this class, you will apply basic concepts in cultural and physical geography to

understand regions and nations in a geographic context, including regional and global interactions of cultural and physical processes, such as migration, globalization, cultural interactions, and the environment. The focus of this class is on regional variation, comparing and contrasting both regions and nations within regions, giving you a broader perspective of the world.

Learning Outcomes

GE Learning Outcomes

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

1. Place contemporary developments in cultural, historical, environmental, and spatial contexts; (GELO is assessed by Quizzes, Paper 1, and Test 1.)
2. 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. (GELO is assessed by Paper 1, Quizzes, and Test 2.)
3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (GELO is assessed by Paper 2.)
4. Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. (GELO is assessed by Quizzes, and Test 1.)

Course Learning Outcomes (CLO)

Goals

Social Science courses should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

Student Learning

Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

Required Texts/Readings

Textbook

The required textbook is: Fundamentals of World Regional Geography, by Joseph J. Hobbs, Brooks Cole / Thomson Learning, also available as an e-book at Cengage. (The online rental text is MUCH less expensive!)

Other Readings

There will be occasional reading material either as class handouts or posted on Canvas.

Library Liaison (Optional)

Nyle Monday, at (408) 808-2041, is reached via e-mail at Nyle.Monday@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Written Assignments: There are two written assignments, and these fulfill the writing requirement while focusing on increasing your analysis skills. The first writing assignment, a film review, asks you to look at one global or regional geographic issue in detail. The second assignment, Triangulate the Truth, asks you to compare perspectives and biases underlying three news reports.

First Writing Assignment: Film Review: Due, 9/28 (Assesses GELO 1 and GELO 2)

Select and view a non-documentary film that **addresses a global or regional geographic issue, using one of the listed films below**. Discuss the geographic issue and the film's presentation of the issue in a **2-3**-page paper with a minimum word count of 750 words. Include the following in your paper:

- INTRODUCTION, with BASIC FILM information: title, date, director, 2 main stars, country of origin, and the issues you will discuss in the body. (5 points)
- BRIEF SYNOPSIS: 1 page maximum (10 points)
- GEOGRAPHIC DESCRIPTION: A description of the cultural and physical landscapes portrayed that you found most interesting. (10 points)
- DISCUSSION OF ISSUES:
 - What are the major geographic (both cultural and physical) issues raised in the film? Draw on specifics from the film to support your discussion. (25 points)
 - To what extent are these issues specific to the country portrayed? Explain. (20 points)
 - To what extent are they more universal issues? Explain, including why you think they are not universal issues if that is the case. (25 points)
- CONCLUSION: Review two or three key points (from your discussion of issues) that you want the reader to remember. (5 points)

FILMS ACCEPTABLE FOR REVIEW ASSIGNMENT

North America

- | | |
|--------------------------|----------------------------|
| • Dear White People | • Wall Street |
| • Real Women Have Curves | • Forrest Gump |
| • Chinatown | • Top Gun |
| • The Butler | • Crash |
| • Django Unchained | • My Big Fat Greek Wedding |
| • Gangs of New York | • The Good Girl |
| • The Joy Luck Club | • Unforgiven |
| • True Grit | • Margin Call |
| • Mississippi Masala | • Amistad |
| • The Shipping News | • The Grapes of Wrath |
| • The Good Lie | • Fat Man and Little Boy |
| • To Kill a Mockingbird | • Ghosts of Mississippi |

- Remember the Titans
- All the President's Men

- Smoke Signals

Europe/Russia

- When We Leave
- Bend it Like Beckham
- Midnight in Paris
- Chocolat
- The Girl With the Dragon Tattoo
- Let the Right One In
- Matchpoint
- The Talented Mr. Ripley

- Room with a View
- The Girl on the Bridge
- Local Hero
- Sound of Music
- Before Sunrise
- Dr. Zhivago
- La Dolce Vita

Sub-Saharan Africa

- Hotel Rwanda
- The Gods Must be Crazy
- Out of Africa
- Blood Diamond
- Captain Phillips
- Constant Gardner
- Last King of Scotland
- God Grew Tired of Us

- Invictus
- From a Whisper
- White Water
- The First Grader
- Tsotsi
- War Witch
- Zulu

North Africa/SW Asia

- Omar
- The Attack
- Wadjda
- Hurt Locker
- Syriana
- The Kite Runner

- The Boy in the Striped Pajamas
- Babel
- Zero Dark Thirty
- The Band's Visit
- Lemon Tree
- Paradise Now

Middle/South America

- Like Water for Chocolate
- Love in the Time of Cholera
- The Motorcycle Diaries
- The Rose Seller
- No

- Central Station
- The Maid
- City of God
- Evita
- Alive

South Asia

- Monsoon Wedding
- Outsourced
- Bride and Prejudice
- Gandhi
- A Passage to India
- Namesake

- Slumdog Millionaire
- Mr. and Mrs. Iyer
- The Great Indian Butterfly
- Before the Rains
- Midnight's Children
- The Best Exotic Marigold Hotel

- Eat, Pray, Love

East Asia

- Grave of the Fireflies
- 7 Years in Tibet
- Crouching Tiger, Hidden Dragon
- Memoirs of a Geisha
- Manchurian Candidate
- Still the Water

SE Asia

- The Impossible
- Indochine
- Heaven & Earth
- The Killing Fields
- Platoon
- The Lady
- One Evening After the War
- The Traveling Circus
- The Year of Living Dangerously

Oceania and the Pacific

- Rabbit-Proof Fence
- Australia
- The Piano
- Breaker Morant
- The Tracker
- Tracks
- Beneath Clouds

Second Writing Exercise: Triangulate the Truth Due, 11/25 (Assesses GELO 4)

The bias of a reporting source is just as important as the news story itself. This exercise will help you think more critically about the news stories you hear or read, and hopefully make you ask questions about the source of the story. Your paper length is a minimum of 750 words, and this usually takes at least 2-3 pages. Make sure to read the instructions with each step.

1. Click on this link: <http://www.antiwar.com/sources.html#int> to go to a site with an extensive list of world news sources. (If clicking doesn't work, paste the link into your browser.) Not all of the sites are active all the time so you may need to try another if the one you want doesn't work, or do an online search.
2. Pick a singular news event on **any event of regional, international concern (political, economic, military or environmental)** happening right now...an international news event! Make it a big enough story that it will likely be covered by all major international papers ... in other words, no local stories or stories dealing with minor domestic policies within one country. (Examples: the Greek debt crisis, the present conflicts in Syria and Iraq, Iran's nuclear treaty status, warfare in Ukraine, etc.)
3. Now, choose three different news sources, from three different countries, from three different continents (e.g. one from Africa, one from Europe, one from Asia or whatever combination you want). Select three news sources that have three different biases... that is one from far left, from far right, from center-right, from center-left, or full on centrist. If the story you chose isn't reported in 3 different countries and regions then find a different story. (20 points)

If you want an easy example, choose radically different news sources from two opposing sides of a singular issue. For example, any Iranian source vs. any U.S. source on any Iranian nuclear industry story. (Your third source could be from someplace in the middle in Europe, such as the BBC.)

4. Now read the story from each of your news sources on the exact same international headline that you have chosen.
5. In the introduction of your text, describe the event, why it is important, and which three (3) news sources you will analyze in the body of your work. (10 points)
6. Make a list of the facts/opinions that all stories agreed upon. Then make a list of important points of disagreement between the news sources.
7. Write an essay in which you consider the following questions:
 - a. Did you detect any difference in the reporting of the events? (10 points)
 - b. Did the different news sources choose to highlight different facts? (10 points)
 - c. Did they assign blame/credit to different parties, or at least seem to be written in such a way as to suggest their bias to one party or another? (10 points)
 - d. Did they use different descriptors or words to tip their hat as to their bias? (10 points)
 - e. Were there significant facts/points absent in one story that were included in another story? (10 points)
 - f. Did you detect a difference in tone in the stories as reported by different news sites? For instance, was there a tone of blame/credit? Disgust/pride? (10 points)
8. Your essay conclusion should review 2 or 3 key points from the body. (10 points)

WARNING: DO NOT make a list of the questions and answer them individually. No bullet points or numbered lists. Write a narrative essay in which you consider the questions I have posed above. I will not grade a list of answers to the questions!! You must properly credit the ideas of others using citations. (Poor citations earn partial credit, and lack of citation of another's work is plagiarism.) Work should be typed, and meet the minimum word count (required in compliance with course GE requirements). The objective is to increase your depth of knowledge and to help you explore events from different perspectives.

All assignments must be submitted twice: both on paper (for grading markup) and via electronic submission to Canvas (to check for plagiarism). **Plagiarism will not be tolerated. (See the Academic**

Integrity section below.) Assignments are due **in class** on the date specified **in the schedule**. **Late papers or late submissions to Canvas receive a 10% penalty for each day or fraction of a day late. (Any assignment submitted 10 or more days late earns a zero.)**

Written Assignment Details for Both Papers:

1. Use complete sentences and a paragraph structure. Do not use run-on sentences.
2. Your paper should have an introduction, a body, and a conclusion.
3. Bullet point responses will not be graded.
4. Write between the minimum word count and twice the minimum word count.
5. Use 12 point font and double spaced text.
6. Submit each article with your class number, name, assignment description, and a title.
7. Do not work together on your papers. Non-unique work earns a grade of zero.

Remember: **Paper 1 is Due on 9/30 and paper 2 is Due on 11/25**. Work should be submitted on time to avoid losing 10% per day late. See the Schedule.

Quiz Format (Assesses GELOs 1, 2, 4)

Quizzes will include a combination of multiple choice questions taken from the test bank and lecture material for each chapter. This means there are 11 quizzes, and I will drop the lowest quiz. Each quiz will have 20 questions.

Quizzes are administered on-line, using Canvas. You will have one week to complete each quiz, and may take the quiz twice during that time span. Each time you take the quiz, you will have 60 minutes to answer all questions. After you take the quiz, you can see the questions and which questions you answered correctly. This gives you time to research the answers to the questions **before** you start the second quiz attempt.

Exam Format (Assesses GELOs 1, 2, 4)

Exams will include a combination of multiple choice questions, fill in the blank questions, and map identification. The multiple choice questions and fill in the blank questions will be taken from the online quiz content. You will have seen all the quiz questions before each exam, and I will modify about half of the questions and answers, as well as convert half to fill in the blank questions. (For example, a multiple choice question such as, “select a nation-state: {Iceland, Nigeria, Russia, United States}” could become “Write down one nation-state: _____”, or “Write down one multi-national state: _____.”

Map identification involves identifying countries in the regions covered before the exam. (Exam 1 covers countries in Chapters 4 through 6 regions, and Exam 2 covers the rest.)

Makeup Exams

If a student has documented proof of an emergency, serious accident, family member burial, academic conflict, active military duty, jury duty, or legal court appointment that causes you to miss an exam, then I will generate a new exam. If a student does not have a written medical excuse or official notice of call to duty, the student will receive a zero for the missed exam.

Participation

Participation requires your presence and your active work. Each participation activity will involve a drawing, a paragraph, a set of questions, or a set of question responses. If you aren't there, you can't participate, so you need to attend class. Your participation will help you understand the course material, and will help me gauge your understanding of the material we are covering. If you participate fully, you will receive full credit, and if you are only partially participating, you receive partial credit. I will drop your lowest two participation scores, and average the rest for participation credit. This a few missed classes in case life becomes difficult. I recommend coming to all of the classes to maximize your learning and improve your grade.

Extra Credit

A maximum of 10% extra credit may be earned by each student. Assignments will be given in class, and are due one week later in-class. A total of 15 short one-point assignments will be available, and you can complete as many as you wish. A maximum of 10 points (only 10 % of your grade) can be earned, and extra assignments are available to ensure that you can attain this 10 % extra credit maximum.

These opportunities vary. One type might involve drawing, while others may have a short (1 minute) oral and written report on a recent international topic of interest to you. A third type might be a comparison of different national responses to the same problem of your choice, such as drought or sea level rise. Late work loses 10% per day (the same penalty for late papers).

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

The class is composed of 2 tests (25% each), 2 writing assignments (10% each), in-class participation (10% total) and on-line quizzes (20% total). A maximum of 10% extra credit is also available through writing and other exercises.

Final grades are earned on a percentage basis:

A+	98 – 100 %	C+	78 – 79 %
A	92 – 97 %	C	72 – 77 %
A-	90 – 91 %	C-	70 – 71 %
B+	88 – 89 %	D	60 – 69 %
B	82 – 87 %	F	0 – 59 %
B-	80 – 81 %		

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

All students are expected to respect others, and treat one another professionally, and with courtesy. You will be encouraged to participate in class discussions, while treating one another with respect. To facilitate this environment of professional behavior, please arrive on time, turn off your cell phones, and stay for the entire class. Academic Senate policy on classroom behavior (S90-5) applies to this class. (See <http://www.sjsu.edu/senate/s90-5.htm> to study the full policy.) Cell phone and personal computer use distract from others’ learning, and their use is not allowed.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Course Number / Title, Semester, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1/2016	introduction
1	2/3/2016	Chapter 1, start quiz 1
2	2/8/2016	Chapter 2
2	2/10/2016	Chapter 2, start quiz 2
3	2/15/2016	Chapter 3
3	2/17/2016	Chapter 3, start quiz 3
4	2/22/2016	Chapter 4
4	2/24/2016	Chapter 4, start quiz 4
5	2/29/2016	Chapter 5
5	3/2/2016	Chapter 5, start quiz 5
6	3/7/2016	Chapter 6
6	3/9/2016	Chapter 6, start quiz 6
7	3/14/2016	Regional Issue Comparison (similarities and differences)
7	3/16/2016	Inter-regional Issues (political, economic, and military)
8	3/21/2016	Chapter 1-6 review
8	3/23/2016	Chapter 1-6 test
9	3/28/2016	Spring Break
9	3/30/2016	Spring Break
10	4/4/2016	Chapter 7
10	4/6/2016	Chapter 7, start quiz 7
11	4/11/2016	Chapter 8
11	4/13/2016	Chapter 8, start quiz 8
12	4/18/2016	Chapter 9
12	4/20/2016	Chapter 9, start quiz 9
13	4/25/2016	Chapter 10
13	4/27/2016	Chapter 10, start quiz 10
14	5/2/2016	Chapter 11

Week	Date	Topics, Readings, Assignments, Deadlines
14	5/4/2016	Chapter 11, start quiz 11
15	5/9/2016	Regional Issue Comparison (similarities and differences)
15	5/11/2016	Inter-regional Issues (political, economic, and military)
16	5/16/2016	Chapter 7 – 11 review
Final Exam	5/18/2016	Chapter 7 – 11 Final Exam, Clarke Hall Room 224, 7:15 AM start