

**San José State University
Geography Department
Geography 12, Global Geography,
Section 4, Spring 2017**

Course and Contact Information

Instructor:	Edward Collins
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Office Hours:	Available online and by appointment
Class Days/Time:	Monday, Wednesday, 10:30-11:45
Classroom:	Boccardo Business Center, Room 105
GE/SJSU Studies Category:	D2

Course Format

Technology Intensive, Hybrid, and Online Courses

This is a lecture class format using Canvas, and computer access is required for quizzes, making this a hybrid class. I will send informational e-mails and posting lecture PowerPoint presentations and supporting material on Canvas, including assignments and quizzes. Quizzes are online, and tests are in-class. Computer access is available on campus. I am available via e-mail, by phone, or by appointment.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) 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> 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.

GE Learning Outcomes (GELO)

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.

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

1. the social dimension of society as a context for human life,
2. the processes of social change and social continuity,
3. the role of human agency in those social processes, and
4. the forces that engender social cohesion and fragmentation.

Required Texts/Readings

Textbook

The recommended textbook is: Fundamentals of World Regional Geography, (3rd or 4th edition) by Joseph J. Hobbs, Brooks Cole / Thomson Learning, also available as an e-book at Cengage. (The online rental text is MUCH less expensive, and the third edition is perfectly acceptable!) The e-text is sold at the bookstore, and you can also order from Cengage, which has an

electronic version of the third edition at

http://www.cengage.com/search/productOverview.do;jsessionid=35524F33879F0C018FF47B1843CBA386?N=16+4294965439&Ntk=P_EPI&Ntt=206462676680013647014305979511382747511&Ntx=mode%2Bmatchallpartial

Other Readings

There will be occasional reading material either as class handouts or posted on Canvas. Video clip links and other sources that support your readings will be sent to you using Canvas and your SJSU e-mail. Please make sure to check your accounts regularly.

Library Liaison

Your Library Liaison is Nyle Monday, and he may be reached online via nyle.monday@sjsu.edu, and by phone at 408-808-2041. He also has a web link at the library: http://libguides.sjsu.edu/prf.php?account_id=41844.

Course Requirements and Assignments (Required)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

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:

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. (*Assignment supports GELO 1 and GELO 2*)

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

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. (*Assignment supports GELO 4*)

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 or in the recent past... 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 include: an international economic crisis, a proposed or broken treaty, a nuclear proliferation concern, warfare in in some state, or a conflict between two or more countries.) Make sure that it is a single event, NOT a series of events.
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 (and an easier writing task), choose radically different news sources from two or more opposing sides of a singular issue. (Your third source could also be from someplace in the middle.)

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.

Written Assignment Details for All 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 name and number, your name, assignment description, and a title.
7. Do not work together on your papers. Non-unique work earns a grade of zero.

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.)** Use the Schedule and Canvas to track these due dates.

Quizzes

There are regular on-line quizzes, covering the reading material for each chapter. Questions will be drawn from the textbook course bank as well as the lectures, and the start dates are specified in the calendar below. Quizzes will be available for a minimum of one week. *(Quizzes support GELOs 1, 2, 4)*

Exams

Exam dates are shown in the schedule. Exams will include a combination of multiple choice questions. The multiple choice topics 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. You should master the concepts behind all answers in the quizzes, including the “wrong” answers. (Changing the question may make a different answer right.) *(Exams support GELOs 1, 2, 4)*

Makeup Exams

If a student has documented proof of an emergency, serious accident, hospitalization, surgery, family member burial, academic conflict, active military duty, jury duty, legal court appointment or other crisis that justifies missing an exam, then I will generate a new exam. If a student does not have a written justification, the student will receive a zero for the missed exam.

Participation Exercises

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 allows a few missed classes in case life becomes difficult. However, I recommend coming to all of the classes to maximize your learning and improve your grade.

Extra Credit

A maximum of 5% extra credit may be earned by each student. Assignments will be given in class, and are due later both in-class and online as canvas submissions.

[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.”

Final Examination or Evaluation

Your Final Exam Period is **May 19th, from 9:45 to 12:00 Noon**. Your Final Exam covers Chapters 8-11.

Grading Information (Required)

Tests and quizzes are multiple choice. Quiz and test questions will be taken from the book, and approximately half of the test questions will be taken from quiz questions.

Papers will be graded using the following deductions:

Error	Penalty
Not in Turnitin	Work is not graded.
No name, class, assignment listed	-5%
No title	-5%
Poor grammar	-10%
Poor description of causes	-20%
Poor description of effects	-20%
Poor description of responses	-20%
Poor introduction	-5%
Poor conclusion	-5%
Poor citations	-10%
Missing citations	-20%

Determination of Grades

The class is composed of 3 tests (45% of your grade), 2 writing assignments (20%), in-class participation exercises (15%) and on-line quizzes (20%). A maximum of 5% extra credit is also available through writing exercises.

Final grades are earned on a percentage basis:

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

A 10% penalty will be assessed each day for late papers. No work is accepted after the end of the semester without justification and a completed authorized incomplete application.

All work must be your own unique effort. To that end, all of your papers must be submitted to Turnitin using Canvas before they will be graded. Again, un-submitted work will not be graded. Cheating on a quiz or

extensive plagiarism will result in a zero for the work submitted, and report to Student Conduct and Ethical Development.

Total class grade weighting is determined using the following scale:

Topic:	Weighting:	Details:
In-class exercises	15%	You must be in class to participate for credit.
Quizzes	20%	On-line, multiple choice
Paper 1	10%	Hard-copy in class and Canvas submission are both required.
Paper 2	10%	Hard-copy in class and Canvas submission are both required.
Test 1	15%	In-class, multiple choice
Test 2	15%	In-class, multiple choice
Test 3	15%	In-class, multiple choice
Extra Credit	5%	Hard-copy in class and Canvas submission are both required.
	105%	total possible points

Classroom Protocol

All students shall treat all other people, including peers and professors, respectfully, professionally and courteously. Academic Senate policy: University Policy, Student Rights and Responsibilities (S16-15), at <http://www.sjsu.edu/senate/docs/S16-15.pdf>, applies to this class. Activity that distracts students' ability to learn are strongly discouraged. Distractions such as cell phone use (including texting), watching or working on non-class topics, surfing, or other non-class computer use are not acceptable. If you need to conduct any of these activities, please leave the classroom, and return after you are done.

University Policies

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' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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.

- "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."
(Request written consent in my class.)
 - "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 F15-7 at <http://www.sjsu.edu/senate/docs/F15-7.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](#) 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. [Presidential Directive 97-03](#) 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.

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 are in several departments and colleges, as well as 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, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and a study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. 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](http://www.sjsu.edu/writingcenter) 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 Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 the [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Geography 12, Global Geography, Section 4, Spring 2017 Course Schedule

The schedule is subject to change with fair notice and the notice will be made available via e-mail.

Course Schedule

week	date	Topics, Readings	Assignments, Tests, Deadlines
1	1/30/2017	Chapter 1	Introduction
1	2/1/2017	Chapter 1	Quiz 1 (Chapter 1)
2	2/6/2017	Chapter 2	
2	2/8/2017	Chapter 2	Quiz 2 (Chapter 2)
3	2/13/2017	Chapter 3	
3	2/15/2017	Chapter 3	Quiz 3 (Chapter 3)
4	2/20/2017	Chapter 4	
4	2/22/2017	Chapter 4	Quiz 4 (Chapter 4)
5	2/27/2017	review	
5	3/1/2017	exam	Test 1 (Chapters 1-4)
6	3/6/2017	Chapter 5	
6	3/8/2017	Chapter 5	Quiz 5 (Chapter 5)
7	3/13/2017	Chapter 6	
7	3/15/2017	Chapter 6	Quiz 6 (Chapter 6)
8	3/20/2017	Chapter 7	Paper 1 due
8	3/22/2017	Chapter 7	Quiz 7 (Chapter 7)
9	3/27/2017	break	(no class)
9	3/29/2017	break	(no class)
10	4/3/2017	review	
10	4/5/2017	exam	Test 2 (Chapters 5-7)
11	4/10/2017	library visit	
11	4/12/2017	topic reviews	
12	4/17/2017	Chapter 8	
12	4/19/2017	Chapter 8	Quiz 8 (Chapter 8)
13	4/24/2017	Chapter 9	
13	4/26/2017	Chapter 9	Quiz 9 (Chapter 9)
14	5/1/2017	Chapter 10	
14	5/3/2017	Chapter 10	Quiz 10 (Chapter 10)
15	5/8/2017	Chapter 11	Paper 2 Due
15	5/10/2017	Chapter 11	Quiz 11 (Chapter 11)
16	5/15/2017	review	
16	5/17/2017	study day	(no class)
finals	5/22/2017	exam	Test 3 (Chapters 8-11)
Your final exam (Test 3) is at 9:45 a.m. on 5/19/2017			