

San José State University
College of Social Sciences/Urban Planning/Geography Program
Geography 10, Cultural Geography
Section 1
Spring 2023

Course and Contact Information

Instructor:	Maureen A. Kelley, PhD
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Office Hours:	Wednesdays 1400 to 1500 & by appointment
Class Days/Time:	Mondays & Wednesdays, 1030 to 1145
Classroom:	Clark Hall (CL 224)
Prerequisites:	none
GE/SJSU Studies Category:	Area D1: Human Behavior

Course Description

The human population studied through the perspective of cultural groups, their institutions and geographic distributions, how different people occupy, use, and modify their environment, and the interaction of individuals from one group with those of another.

This course is a geographic exploration of cultural geography. Readings, videos, exercises, exams, discussions, and a final paper are all used to gain a better understanding of human interactions. Students will develop their ability to think critically, independently, relationally, and contextually; and to communicate their views effectively, particularly in writing.

Course Format

Technology Intensive, Hybrid, and Online Courses

Course materials are on the [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 Canvas or MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Computer Internet access is essential for accessing materials and uploading assignments on Canvas. All written assignments must be submitted and uploaded to Canvas in Adobe portable document format (.pdf) or Microsoft Word Document format (.doc) only. The Canvas SpeedGrader cannot parse Apple pages (.pages) format; however, SpeedGrader has been known to read OpenOffice (.odt) format.

GE Learning Outcomes (GELO)

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

GELO 1: 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.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

GELO2: Place contemporary developments in cultural, historical, environmental, and spatial contexts.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

GELO3: 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.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

GELO4: Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

GELO5: Compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

Course Learning Outcomes (CLO)

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

CLO1: Demonstrate understanding of and ability to analyze spatial relationships.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

CLO2: Demonstrate understanding of, and ability to analyze and critique human and environment interactions.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

CLO3: Define and use basic geography tools and techniques.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

CLO4: Demonstrate ability to analyze and compare/contrast global regions.

1. Readings: All
2. Assignments: All
3. Activities/Experiences: All

Required Texts/Readings

Required Text

The required textbook is *Fundamentals of Human Geography* (2023) by Wing Cheung. The text is freely available as

- an Adobe portable document format (pdf) file or a Google document at <https://drive.google.com/file/d/1eXzh7KSKGiAL3iWAizJMCBbAiE229XJo/view>
- or fully online at <https://palomar.maps.arcgis.com/apps/instant/portfolio/index.html?appid=475a89b740c84075825529a797dc3cfb>

and is licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0) agreement. Other readings and materials will be available on Canvas.

Other technology requirements / equipment / material

Given the fluid nature of the real world, if the course meets online then interaction will be conducted through the Canvas Learning Management System. We may utilize the Zoom video conferencing plugin module for meetings in Canvas; therefore, be sure to download the latest version of Zoom. If we meet on campus, then we conduct class in person and utilize the Canvas Learning Management System.

All students are required to submit written assignments via a word processing application that has the capabilities of outputting text documents in either MicroSoft Word file format (.doc) or Adobe portable document file format (.pdf). The Canvas Learning Management System's Speed Grader cannot read the Apple .pages file formats.

You do not want me to convert your files from .pages to .doc or a native format I use hoping there will be a one-to-one conversion; you are responsible for submitting assignments in the proper file format. If you do accidentally submit in a file format other than what is accepted, then you will get an initial request to resubmit in the proper file format. If you do not resubmit, then your assignment in that Apple operating system format that Canvas cannot parse will be graded as 50% credit.

Course Requirements and Assignments

Writing

The minimum writing requirement for this course is 3,000 words in a language and style appropriate to the discipline of Geography. This instructor uses and prefers the American Psychological Association (APA) style. Information and weblinks to APA style guidelines can be found on the Canvas website and on page 10 in this document.

Writing	Minimum Words
Exercises (13)	800
Exams (2)	400
Participation responses	300
Paper	1500
Total:	3000

Exercises

There will be thirteen, 75 to 100 minimum word, exercises on the week's topic based on readings, lectures, and videos. These assignments are designed to elicit objective responses from the materials. Each exercise is worth 10 points for a total of 100 points, 20% of the final grade, where three of the lowest scores will be eliminated from grade calculations. Seven of the exercises are objective and require you to upload a document, the other exercises are designed for you to understand how we use geography in our everyday lives and will be in the form of a discussion page on Canvas. Detailed instructions for the exercises are provided on Canvas. **Please be aware all grades are posted on Canvas and grade calculations are performed within the instructor's spreadsheet.**

Midterm Examination

There will be one online midterm examination will cover Chapters 1 to 7 in the textbook. The exam will have twenty multiple choice questions worth one point each. In addition to the multiple choice portion of the exam, there will be five short answer or essay questions worth 20 points. You choose which three to answer. The exam is worth 50 points, or 20% of the final grade. Detailed instructions for the midterm are provided on Canvas.

Class Participation

Plan to set aside time for each week's topic. Active participation is a vital element of the course. This not only makes the class more interesting and enjoyable, but you are responsible for material discussed during class and you cannot earn an "A" without participating. Your class participation grade will include posting a response to the question of the day posted on the days we meet and contributing to the discussion posts.

Quality participation refers to being an active participant on Canvas: answering the Monday/Wednesday question of the day in a timely fashion, posting responses in the discussion pages that clearly demonstrates that students have watched, and are willing to discuss the week's topic in a manner of open inquiry.

The questions will be posted on the Canvas website on the Assignments and/or Discussions web pages, and you will have two weeks to respond for potential full credit. Class participation is worth 100 points or 20% of your final grade, which 10 points out of the 100 points will be calculated based on your Canvas activities bi-weekly (Canvas interaction score).

The Canvas interaction score (maximum 10 points) will be weighted based on the median score of all students in the class:

$$\text{Weekly Weighted Score} = \text{Page Views} + \text{Participation} + (\text{Submissions} + \text{On-time Submissions} - \text{Late Submissions} - \text{Missing Submissions})$$

Final Paper/Project

There is one paper required for this course—a research paper based on The Geography of or The Spatial Distribution of based on your learning and understanding of course material. Be sure to pick a topic that relates to the subject matter. You should also write your paper in a standard formal essay format with an introduction, body, and conclusion. The length of the final paper should be 750 to 1000 words. The final paper is worth 200 points, 40%, of your final grade.

Given the nature of academic writing and research, I do not want to read the results of a paper that was written the night before it is due. Therefore, your final paper is designed to be a semester-length project in which you submit a proposal, then a preliminary literature review and annotated bibliography, then a first draft, and finally the paper. The following is a breakdown of the steps for your project:

Steps	Points	Due Before Final Due Date
Proposal	10	12 to 10 weeks
Literature review	40	7 to 8 weeks
First draft	50	4 to 5 weeks
Final paper	100	1 to 0 weeks
Total	200	

University Policies

Please review University policies regarding syllabi at:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Undergraduate Education's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Per University guidelines, “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final examination will mostly cover Chapters 8 to 13 in the text. The exam will have twenty multiple choice questions worth one point each. In addition to the multiple choice portion of the exam, there will be five short answer or essay questions worth 20 points. You choose which three to answer. Any low scoring questions from

the midterm (less than 50% correct) will have a likelihood of showing up on the final exam. The exam is worth 50 points, or 20% of the final grade. Detailed instructions for the final exam are provided on Canvas.

Grading Information

Determination of Grades

A strong performance in all areas of assessment is necessary to achieve the highest grade in this course. You will not be graded on attendance. However, it is not possible to do well if you are not present in class to join in discussions and to complete assignments and exercises.

You are responsible for informing me in advance if you know you must miss classes for a valid reason. Excused absences refer to illness, family responsibilities, and similar necessities. Exceptions to these policies will be made only in the case of officially documented emergencies. Contact me regarding emergencies as soon as possible—before an assignment is due rather than after it is already late—so special arrangements may be made.

Grade Breakdown

Assignments	Points	Percent
Exercises (10)	100	20
Exams (2)	100	20
Participation	100	20
Reflection paper	200	40
Total	500	100

Penalty for Late or Missed Work

Assignments not submitted on the due date and assigned time will be marked down. There will be a 2% reduction in grade for each calendar day that your assignment is late. Any assignment that is overdue by two weeks (four class meetings, 14 calendar days) is considered late and will receive a zero (0).

Extra Credit

There is no scheduled extra credit at this time; however, extra credit may be assigned when the instructor is in the mood for some. Extra credit will be announced in class or on the course Announcements page for online classes. All extra credit assignments will be listed in Assignments>Extra Credit on Canvas.

Letter Grades

Grade	Points	Percentages
A plus	485.0 to 500.0	97.00% to 100.00%
A	465.0 to 484.9	93.00% to 96.99%
A minus	450.0 to 464.9	90.00% to 92.99%

Grade	Points	Percentages
B plus	435.0 to 449.9	87.00% to 89.99%
B	415.0 to 434.9	83.00% to 86.99%
B minus	400.0 to 414.9	80.00% to 82.99%
C plus	385.0 to 399.9	77.00% to 79.99%
C	365.0 to 384.9	73.00% to 76.99%
C minus	350.0 to 364.9	70.00% to 72.99%
D plus	335.0 to 349.9	67.00% to 69.99%
D	315.0 to 334.9	63.00% to 66.99%
D minus	300.0 to 314.9	60.00% to 62.99%
F	0.00 to 299.9	0.00% to 59.99%

“This course must be passed with a C- or better as a CSU graduation requirement.”

Classroom Protocol

We all want to be in a positive learning environment. Course content can be challenging. I expect everyone to be respectful of opinions, other students, and the instructor. I will make every effort to be prepared for class, come to class on time, and be available during my office hours for help.

I expect my students to be prepared for class, *contribute to Canvas discussions in a timely fashion*, and turn in assignments on time. I expect all students to refrain from reading non-course-related materials during class. Computers are essential for course related work but do not abuse your computer privileges by reading, watching, or interacting with noncourse-related materials.

Zoom Classroom Protocol

Use of Cameras in Class

Please be aware that I understand if you are reluctant to show yourself and your surroundings via video conferencing. Therefore, I will be flexible requiring everyone having their webcams on.

Recording of Zoom Classes

“University [P]olicy (S12–7) at <https://www.sjsu.edu/senate/docs/S12-7.pdf> requires consent from all individuals who will appear in a class recording. If a student does not wish to be identified in a class recording, you might allow an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording).”

Currently, I do not plan to record the visual portion of Zoom sessions; however, if students wish to have their sessions recorded, then there should be a plurality of students agreeing to the digital recordings. You are under no obligations whether you agree or not. If students use the text messaging portion, then I will copy and paste the session and post via Canvas.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

Writing Policy

Correct use of English is a fundamental requirement for your assignments to be graded. If a minimum of 20 errors in spelling, syntax, grammar, or technical errors are detected, then there is an automatic 10% reduction in grade for all assignments. Grading rubrics for exercises are on the Canvas website.

Formal academic writing guidelines are essential for this course. Please upload your assignments as either an MSWord document (.doc) or Portable Document File (.pdf) only, unless otherwise specified. The Canvas SpeedGrader cannot accept any other file formats, and I do not download and grade assignments on my computers.

All assignments must be written using formal academic writing styles conforming to standard guidelines:

- lastname first initial _course number _assignment number (ie kelleym_G010S1_essay1.doc)
- Times New Roman 12pt normal font
- 1.5 or 2.0 line spacing
- 1" margin all around
- APA citation method
 - reference page (anytime you cite sources)
 - page numbers
 - proper headings and enumeration styles
- DO NOT add your student name/class/date heading on your assignments because the file name and date stamp on Canvas provides me with this information
- DO NOT include questions and prompts (Your Turnitin.com scores will be artificially high and you waste space)
- No cover page or running head required!

If any of the above standards are not adhered to, then each violation of a major bullet point a reduction of 0.1 point will be assessed from your total score. Refer to the [Purdue Online Writing Laboratory General Format webpage for APA style guidelines](#).

I am your target audience. Therefore, I expect a formal tone from your essays: **no breezy style and no contractions**. Also, country names should be in a manner that is generally accepted in formal settings (ie United States or United States of America rather than America or 'Murica). If any of the previously mentioned styles are used, then they will be counted as an error of syntax and/or grammar. Refer to the [Purdue Online Writing Laboratory Levels of Formality webpage](#) for more information.

Remember, the first 20 errors will be counted and an overall 10% reduction will be assessed on your assignment. Therefore, proofread your paper before you submit!

APA Style Guidelines on the Internet

Here are some websites that can help you when it comes time to write your papers:

In the past, I had my trusty APA style guide by my side when I wrote my papers (as well as an APA automatic citation generator in LaTeX).

But there are now some very nice tools out on the Internet:

- [The APA style guide](#) website
- [Purdue Online Writing Laboratory General Overview website](#) and side bars for comprehensive listing
- [Purdue Online Writing Laboratory APA Sample Paper](#) website
- [Citation Machine](#) website for formatting citations, although naively relying on an automatic citation generator may get you into trouble—always double check

Get used to using these resources. Your instructors will be very grateful!

...and finally...

Please email me via the Canvas mail system a picture of a red panda to show that you read and understood the content of this course syllabus.

Geography 10: Cultural Geography Spring 2023 Course Schedule

Schedule is subject to change with fair notice and will be made available on the Canvas webpage and via email. Check on the Canvas Assignment pages and course calendar for due dates (all written assignments are due Friday, 11:59pm the following week unless otherwise specified).

Course Schedule

Week	Date	Topics	Reading/Lecture	Activities	Due	Learning Outcomes
1	01/25	Introductions		Canvas Introductions		
2	01/30	Introduction to Geography	Ch. 1	Videos: <i>Time lapse of the entire universe; Why all world maps are "wrong"</i> Question of the Day (QoD)		All
	02/01		Ch. 1	Exercise 1: Map Reading In-class or Canvas Discussion & QoD		
3	02/06	Population & Health	Ch. 2	Videos: <i>What if every human ever born came back to life today?; Human population through time; The world's craziest population pyramids</i> Question of the Day (QoD)		All
	02/08		Ch. 2	Exercise 2: Demographics & Population Pyramids In-class or Canvas Discussion & QoD	Exercise 1	
4	02/13	Migration	Ch. 3	Videos: <i>Animated map shows history of immigration to the US; The racist history of US immigration laws</i> Question of the Day (QoD)		All
	02/15		Ch. 3	Exercise 3 In-class or Canvas Discussion & QoD	Exercise 2	
5	02/20	Folk & Popular Culture LAST DAY TO ADD/DROP	Ch. 4 Final Paper?	Videos: <i>Folk culture vs. popular culture from the Smithsonian; AP Human Geography - folk vs popular culture</i> Question of the Day (QoD)		All
	02/22		Ch. 4	Exercise 4 In-class or Canvas Discussion & QoD	Exercise 3	
6	02/27	Language	Ch. 5	Videos: <i>What makes a language... a language?; How languages evolve; The screwed-up history of English spelling</i> Question of the Day (QoD)	Paper Proposal	All
	03/01		Ch. 5	Exercise 5 In-class or Canvas Discussion & QoD	Exercise 4	
7	03/06	Religion	Ch. 6 Lit. Review?	Videos: <i>Diffusion of religion & language; Animated map shows how religion spread around the world</i> Question of the Day (QoD)		All

Week	Date	Topics	Reading/Lecture	Activities	Due	Learning Outcomes	
	03/08		Ch. 6	Exercise 6 In-class or Canvas Discussion & QoD	Exercise 5		
8	03/13	Race & Ethnicity	Ch. 7	Videos: <i>The fine line between religion and ethnicity; The myth of race</i> <i>BBC Ideas</i> Question of the Day (QoD)		All	
	03/15		Ch. 7	Exercise 7 In-class or Canvas Discussion & QoD	Exercise 6		
9	03/20	Midterm	What are Drafts?	Midterm preparation Question of the Day (QoD)	Lit. Review	All	
	03/22			Midterm	Exercise 7		
	03/27	SPRING BREAK					
10	04/03	Political Geography	Ch. 8	Videos: <i>A geopolitical tour of the world; Gerrymandering: Controversial political redistricting explained</i> <i>History</i> Question of the Day (QoD)		All	
	04/05		Ch. 8	Exercise 8 In-class or Canvas Discussion & QoD			
11	04/10	Development & Wealth	Ch. 9	Video: <i>Rostow's stages of economic growth & least cost theory</i> In-class discussions and/or Question of the Day (QoD)			
	04/12		Ch. 9	Exercise 9 In-class or Canvas Discussion & QoD	Exercise 8		
12	04/17	Agriculture & Food	Ch. 10	Video: <i>Agricultural Revolution</i> Question of the Day (QoD)	First Draft	All	
	04/19		Ch. 10	Exercise 10 In-class or Canvas Discussion & QoD	Exercise 9		
13	04/24	Industry	Ch. 11	Video: <i>Why did the Industrial Revolution start?</i> Question of the Day (QoD)		All	
	04/26		Ch. 11	Exercise 11 In-class discussions and/or Question of the Day (QoD)	Exercise 10		
14	05/01	Human Settlement	Ch. 12	Videos: <i>Why cities exist; Urbanization and the future of cities</i> Question of the Day (QoD)		All	
	05/03		Ch. 12	Exercise 12 In-class discussions and/or Question of the Day (QoD)	Exercise 11		
15	05/08	Environment & Resources	Ch. 13	Videos: <i>7 billion & counting; Why the world population won't exceed 11 billion</i> Question of the Day (QoD)		All	
	05/10		Ch. 13	Exercise 13 In-class discussions and/or Question of the Day (QoD)	Exercise 12		
16	05/15	Wrap-up & review		Wrap-up & review	Exercise 13		

Week	Date	Topics	Reading/Lecture	Activities	Due	Learning Outcomes
Sec 1 Final	05/22	Final Exam (0945 to 1200) CL224				
	05/26	LAST DAY TO TURN IN PAPER, ASSIGNMENTS, & DISCUSSIONS			Final Paper	