

**Request for Renewal of
Geography 151: Geography & Contemporary Society
as an FG course**

**Leeward Community College
Fall 2007**

Page	Contents
2	Course Description & Changes
3	Hallmark 1 Sample Materials
5	Hallmark 2 Sample Materials
7	Hallmark 3 Sample Materials
9	Hallmark 4 Sample Materials
10	Hallmark 5 Sample Materials
11	Hallmark 6 Sample Materials
12	Sample Writing Assignment (Power of One) for Hallmark 6
15	Sample Course Syllabus

I. Course Description (Course Outline, 10/9/07)

COURSE INFORMATION:

GEOG 151: Geography & Contemporary Society (3)

AA/FGC, AA/SS, AS/SS

3 hours of lecture per week

Prerequisites: None

Preparation: ENG 21 or ENG 22 with a grade of C or better or equivalent.

Human use of the earth; systematic study of world patterns of population, natural resources, economic activities, agriculture, mining and manufacturing, services and consumption. Elements of location theory, resource management and regional economic development and planning.

COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of GEOG 151, the student should be able to:

- Demonstrate an understanding and appreciation of the processes that have shaped the world's major culture regions.
- Demonstrate an appreciation of cultural diffusion or the spread of ideas and innovations throughout the world.
- Demonstrate an understanding of the intimate relationship between human activities and the natural environment and the various forms of spatial expression resulting from human activities on the surface of the earth.
- Demonstrate an understanding of culture as an interrelated whole in which one facet acts on and is acted on by other facets, a key to understanding our multicultural society.

II. Changes

No significant changes have been made in Geography 151 since the original request for Foundations designation was approved.

III. Assessing of Course. Below are samples of course materials that illustrate how the course meets the Foundations Hallmarks. Original course materials may be viewed upon request.

Hallmark 1. Provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present).

As noted in the original Foundations designation request, Geog 151 meets the requirements of category C (prehistory to present). Samples lessons include:

Class Lectures:

Earth-Human Relationship:

- What is the pristine myth?
- How have humans been spatial actors (force of change) on the planet throughout history?
- How did early humans (Stone Age) modify the environment?
- What geographical changes did the Agricultural Revolution produce?
- What did the arrival of Europeans to the "New World" in the 15th Century mean for the Americas?
- Why did the Industrial Revolution transform humanity's relationship to the Earth?
- What is the Environmental Revolution?

Geography & Race:

- What is race?
- Why does humanity display a variety of physical features?
- How are people a reflection of the Earth itself?
- What is racism?
- Why is racism a social construct?

History of Demography:

- What is the current number of living human inhabitants on Earth?
- What has been the pattern of human population growth dating back 2 million years?
- At what historical point did human population figures begin to increase?
- How long did it take for humanity to reach 1 billion people?
- Since the 1950s, what factors have produced the "population explosion?"
- What did Karl Marx contend was the underlining causes of human poverty and environmental impact?
- Today, in what parts of the world is there a stabilization or decline of population numbers?

- Which countries of the world are experiencing rapid population growth? Why?

Study Questions:

- What forces might be at work to produce the geographical distribution of wheat agriculture around the world?
- What is subsistence agriculture?
- Who are hunter-gatherers?
- What is nomadic herding?
- What is the global chicken?
- Why is rice cultivated in such hilly areas in Asia, whereas in the United States rice farming is confined to the flat plains?
- What is a natural hazard?
- How has Western Culture sought to mitigate (diminish) the impact of natural hazards? Give an example to support your response.
- Why do people throughout the world inhabit hazard zones?

Multimedia:

- *Skin* (National Geographic): This National Geographic special takes a holistic look at human skin. The viewer is taken around the world to understand why humans look different and how human skin is often a cultural template. Critical questions are explored such as: Why people evolved different types of skin tones? How physical characteristic are a biological adaptation to geography? How body art (tattoos) is used by different cultures as a form of expression? What is skin inequality? How cultural diffusion has shaped ideas of beauty? What is skin bleaching?
- *World Population* (Population Counts): Dots representing 1 million people are plotted on a world map showing the rate of growth and spatial distribution of humanity from 1 A.D. projected to the year 2020. Historical reference points (via visual cues) and a heart-beat are further used in the short film.

Hallmark 2: Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) using multiple perspectives.

The course involves a thematic approach to describing and analyzing the myriad of social forces shaping human geography in the 21st Century. A small sample includes:

Class Lectures:

Political-Economy:

- What is the state?
- What is state deregulation?
- What is the free market?
- What are neoliberal policies?
- What is gross domestic product (GDP)?
- What is externalization of costs?
- What is civil society?
- What is globalization?
- What is time-space compression?
- What are free trade zones or Export Processing Zones (EPZs)?
- What is the "digital-divide"?
- What is the "fast-world," "slow-world"?
- What are Transnational Corporations (TNCs)?

Demography (Human Population):

- Why are there spatial differences in the distribution of people on Earth?
- What social factors influence human population trends?
- What is doubling time?
- What is exponential growth?
- Who was Thomas Malthus?
- What is Total Fertility Rate (TFR)?
- What is Infant Mortality Rate (IMR)?
- What is the demographic transition model?
- What was Y6B (Year of the Six Billion)?

Nature, Society, and Technology:

- What is nature?
- How do ideas of nature differ by culture?
- What is animism?
- What is the mechanistic worldview?
- What is reductionist thinking?
- What is ecotheology?
- What is progress?

- Who are technocrats?
- What is the Impact Law (**P**opulation X **A**ffluence X **T**echnology)?
- What is the Gaia Theory?

Multimedia:

- *Life & Debt* (New Yorker Video): A documentary that examines the outcomes of twenty-five years of IMF & World Bank imposed economic reforms on the country of Jamaica. Key areas of inquiry include: state restructuring, shifts in cultural norms result from globalization, changes in land-use patterns, local views of global tourism, export processing zones and income inequality.
- *Population Counts* (CNN): The students are introduced to the Chretree sisters; three women in Nepal in their early 30s who are unmarried, childless and own a mountain tracking-guide business. The traditional life of women in Nepal is discussed and the social tensions that have arisen with the Chertiee sisters' life choices. This case-study illuminates how the reproductive patterns of a culture are often linked to the status of woman.

Study Questions:

- Who are considered the primary agents of globalization?
- Globalization is not like the former British-Empire. Why?
- Why are U.S. automakers scrambling to get a foothold in China?
- What is the information-superhighway?
- What are maquiladoras?
- Some producers use maquiladoras because of what key advantage?
- Why do maquiladoras prefer to hire women?
- What is environmental determinism?
- What is possibilism?
- What are three values that underscore teleology?
- The authors stipulate on page 89 that (certain) early Christians believed that the Earth was given to humans for their use. How did this belief shape the attitudes of *some* Christian thinkers to the Earth?
- What is the J-shaped population curve?
- What is the population explosion?
- Geographers use maps to describe spatial patterns observed on the Earth's surface. Examine the Population Density map on pages 214-215. Observe the population density trends for Alaska (USA), Hudson Bay (Canada), Greenland, Siberia (Russia), Mongolia, the Plateau of Tibet (China), Central Brazil (South America) & Australia. Why do these locations have low population densities?
- The Rule of 72 helps demographers to determine the time in years it takes for a country or the world to double its human population. What insights does calculating doubling time provide?
- Analyze the definition of *gender roles* on page 227. In some cultures, the number of children a man or woman has confers what type of social status?

Exam Questions:

- What is globalization?
- Transitional Corporations are considered a global force. Why?
- What is the digital divide?
- You have been asked to give a speech at a public Earth Day rally in downtown Honolulu. During your presentation a person in the audience yells out the question: What is Nature? What reply would be the most apt to render based on the principles explored in class?
- Why is there a link between female literacy & total fertility rate (TFR)?
- Gender preferences have resulted in what type of social practices around the world?
- What critical question do ecotheologists ask?
- What are two values that define the organic view of nature?
- What thoughts about nature have been most persistent in Western Culture?
- How was progress measured in the 18th Century?
- What view of the Earth does the Gaia Theory present?

Hallmark 3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.

Dynamic spatial tensions today inform geographic studies. The changes associated with globalization have sparked a wide debate about the future of the human condition. A critical question is what does a more integrated world mean for the cultural heritage of humanity? Having a solid grounding in geographical thought can help the students to better understand the nature of the world they live in. Samples of course inquiry include:

Class Lectures:

What is Geography?

- What is cultural geography?
- What is the scientific method?
- What are the subdivisions of geography?
- What is holistic thinking?
- What are the fundamental concepts of spatial analysis?
- What are spatial scales (global, national & local)?
- What are the tools of geography (maps, GIS)?
- What are the *Geography for Life: National Geography Standards*?
 1. the Existential Reason
 2. the Ethical Reason
 3. the Intellectual Reason
 4. the Practical Reason

The Cultural Mosaic:

- What is culture?
- How is culture transmitted?
- What is ethnicity?
- What are cultural traits?
- What is cultural diffusion?
- What are gender issues?
- What is popular/global culture?
- What are replicated landscapes?

Study Questions:

- What are cultural borders?
- What conclusion might a perceptive person from another culture reach about the ideology of the culture that produced the Toronto landscape?
- How is popular culture reflected?
- Do cultures differ in their relationship with the physical environment?
- What is indigenous technical knowledge (ITK)?
- What are polytheistic religions?
- What are monotheistic religions?
- In what forms does religion appear in the cultural landscape?
- What are the major linguistic cultural regions of the world?
- Why is language an important form of cultural expression?
- How did the mosaic of languages and dialects come to exist?
- What is folk culture?
- What is world music?
- Is English taking over the world, virtually?

Multimedia:

- *The Merchants of Cool* (Frontline, PBS): An investigation into how large media conglomerates are reshaping the landscape of youth-popular culture as a result of globalization. The program explores such concerns as: the commodification of cultural expression, global branding, homogenous images, materialistic-based lifestyles, reinforcement of patriarchal gender roles and social reactions to commercialized, global media culture.
- *Local Futures. Beyond the Global Economy* (International Society for Ecology & Culture): Ladakh or "Little Tibet" is a desert land in the Himalayas. It is a place of few resources and a harsh climate. Yet, for more than a thousand years, it has been home to a thriving culture. Traditions of frugality and cooperation, along with an intimate knowledge of their environment, have enabled the Ladakhi to prosper. Now, however, the traditional culture and physical landscape of Ladakh are undergoing radical changes as a result of industrial-based globalization. *Local Futures* raises poignant questions about commonly-held Western beliefs to do with development and progress.

Hallmark 4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.

Cultural interaction is nothing new. Indeed, cross-human contact has occurred for millennia. Today, however, the advent of a global communications network such as satellite TV and the internet and the jet-aircraft has added a new dimension to the human experience. Sample course materials that address inter-societal interactions and change include:

Class Lecture:

Cultural Diffusion:

- What is cultural diffusion?
- How does cultural diffusion occur?
- What is cultural globalization?
- What are cultural hearths?
- Is global media impacting cultural diversity?
- What cultural shifts occurred in Fiji with the introduction of Western media (TV, movies, music & literature) in 1995?
- What is Manifest Destiny?
- What impact did Manifest Destiny have on the cultural & physical landscapes of North America?
- How did European diseases such as smallpox change the "New World?"

Earth-Use Patterns:

- Where the Mississippi River flows into the Gulf of Mexico exists one of the world's largest *Dead Zones*. What is a Dead Zone? What causes Dead Zones?
- The ocean has become a dumping ground for human trash. What are three *land-based* sources for marine debris in Hawai'i?
- Why is marine debris a threat to such sea-birds as the Albatross of Midway Island?
- What vital function do marine reserves (or conservation districts) serve?
- What is long-line fishing? What is by-catch?
- What is a *keystone species* (ie: the Pacific Gregory)?
- Why are consumers key in determining the fate of the world's fisheries?
- What impacts does meat production have on the Earth?
- How are patterns of livestock consumption changing around the world?
- Why is eating a vegetarian diet considered less harmful to the planet?
- Why has global soybean production increased?
- Why is the advent of a global cattle industry linked with deforestation of the Amazon Rainforest in Brazil?

Multimedia:

- *Bhutan, Asia* (Frontline World): Bhutan, a Buddhist kingdom in the Asia, is the last place on Earth to obtain television. This case study considers: What does the bombardment of mainly Western images, such as the World Wrestling Federation (WWF), mean for the long term integrity of the culture of Bhutan?

Study Questions:

- How did the geographical distribution of religions come about?
- What is the patterning of religious faiths?
- What is the origin and diffusion of agriculture?
- What is the Indus-Ganga Hearth?
- Will growing cultural interactions enhance or reduce the world's cultural heterogeneity?
- Do the diverse of hues of the human mosaic as revealed in maps shine less brightly than before?
- What is glocalization?

Exam Questions:

- Why is culture a powerful social force?
- Fiji is an island country in the South Pacific. What impact has the arrival of Western television had on the people of Fiji?
- How can television help change culture? Give an example to support your response.
- How is culture transmitted? Give an example to support your response.
- What impact did Manifest Destiny have on North America?

Hallmark 5. Include at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions.

A core aspect of this course covers the Asian and Pacific (including Hawaii) region. Examples of course material include:

Class Lecture:

Kana Wai (Law of Water):

- What is kana wai?
- Why was there a Kapu (cultural sanction) on the use of fresh-water in Hawai'i?
- *Wai* in Hawaiian means water. *Waiwai* means wealth. What insights does such language reveal about the culture of the ancient Hawaiians?
- How did early Western businessmen in Hawaii begin to deplete Oahu's fresh-water lens?
- Why was the Honolulu Board of Water Supply created?

Multimedia:

- *Hawaiians Reflecting Spirit* (Filmworks): This film presents the viewer with important cultural insights about the Hawaiian people, their origins, historical challenges and current social conditions. It also details the revival of an indigenous people whose identity is intrinsically linked to the geography of the Hawaiian Islands.

Hallmark 6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

The course uses multiple modes of presenting cross-societal perspectives, such as:

Writing Assignment: See assignment entitled Power of One (page 14).

Multimedia:

- *In the Light of Reverence* (Bullfrog Films): the Lakota of the Great Plains of North America are seen in a struggle to practice their land-based religion and to protect *Mato Tipila* (Devil's Tower, Wyoming), a site they consider most sacred. The film explicitly reflects how ideas of nature vary from one culture to another.

- *Brother IZ. The Man and His Music* (Island Music): This DVD contains a selection of music by Hawaiian artist, Israel Kamakawiwo'ole (1959-1997). It is used to provide an example of how music is utilized as a medium to convey the values and perspectives of a culture.

- *Earth & the American Dream* (Direct Cinema Limited): This film chronicles the clash of cultural beliefs; Native American/European settlers, and the transformation of the physical geography of North America that has ensued since the arrival of Christopher Columbus in 1492 up to the 21st Century.

Sample Writing Assignment for Hallmark 6

Geography & Contemporary Society

Guidelines: Power of One

A Chinese proverb exalts: "Those who say it cannot be done should not interrupt the person doing it." How poignant. It seems that the human psyche has become stifled by a curious condition; a myth of all things. Yes, a myth. This myth knows no boundaries. It is universal in scope. No culture is immune to its grip. It often lays dormant in the recesses of the mind. It reveals itself through the medium of language. If one listens carefully it can be detected in such quips as: "what can I do?" or "I'm only one person." It is the myth of disempowerment, an ugly perversion of truth. It is the myth that one person cannot change the world. It is a false goof. Our-story resonates with bewildering acts of selflessness, of individuals from all walks of life who have made a difference. It is a legacy that should be celebrated; a source of much inspiration. Of course, there is still a lot to do, problems alas, abound. But never doubt the power of one—that includes YOU!

You are to write a biography on:

Aung San Suu Kyi (*f.*)

- Myanmar (Burma)
- Social Reformer

A biography is about telling the life story of a person. You want to paint an in-depth portrait of the person to the reader. Apply the six questions of critical inquiry to your research: who, what, when, where, how & why. Below is a list of questions that you can use to form the basis of your biography. Your biography should be written as a narrative; a story, not just a syntax (list) of questions and answers.

- Where were they born? (region, city, country)?
- When were they born (day, month, year)?
- Where were they raised?
- Who were they raised by?
- What events shaped their lives?
- What obstacles did they overcome?
- What risks did they take?
- Who was a large influence on their life?
- What human qualities does (did) the person possess?
- How have they made a difference? (be in-depth)
- What is their legacy to the world?
- Why is (was) this person a force of change?
- What does it mean to be a hero? How is a hero different from a celebrity? Was the person you profiled a hero? Why?

REQUIREMENTS

Word Length: Your paper must be **1200 words** in length excluding titles, tables, graphs, pictures, etc. This amounts to the following:

Typed

- four (4) **full** pages
- size 12 font
- single-sided
- doubled-spaced
- ink print must be readable

Hand Written

- seven (7) **full** pages
- single-sided
- doubled-spaced
- your hand writing must be legible to the reader
- you must use an ink pen **not** pencil.

These are minimum word lengths. You are welcome to submit papers of additional length. Failure to meet this requirement will result in the automatic forfeiture of one (1) full letter grade.

Front Coversheet: On a coversheet at the front of your paper indicate your name, person's name, course title (Geography & Contemporary Society) and class time.

Sources: Your paper must be factually based. Your paper must be written by you and not plagiarized. Any paper found to have been plagiarized will result in the forfeit of all course points. The discourse (content) of your paper must be informed by a minimum of **three** published sources. This may include such materials as the Internet, journals, newspapers, books, scientific research, etc.

Internet Sources: Ensure that any information you obtain from the Internet is derived from a legitimate website such as a government agency or non-profit organization.

Bibliography Page: Your sources must be cited on a separate page that is attached at the back of your paper. Only providing the web-address of an Internet site is not sufficient. You must fully cite all Internet material. Cite your sources using the Modern Language Association (MLA) format. See attached.

Deadline: Your paper is due (write in your due date):

Deadline: Your biography is due **10:30 AM, Thursday, November 15, 2007. Grade Penalty: LATE, 20 points per weekday.** You must submit your work in **hardcopy**. No electronic version of your paper (fax, email, CD, zip-disc, etc) will be accepted. Late assignments must be submitted in person either to me or the Social Science Division office in FA 220. DO NOT submit a late assignment via e-mail, snail-mail or by slipping it under an office door. This will avoid the possibility of it being unaccounted for. **If you are unable to turn in your paper on time, submit it early.**

Draft Review: You are more than welcome to submit a draft copy of your paper for review. It is up to you to request this option. Do not leave it to the last minute.

ASSESSMENT OF ACADEMIC WRITING

The following is used as a basis for assessing student performance with respects to their written work in this class. Such is intended to be a guide only.

- Did the student answer the question/topic?
- Did the student's paper contain information, facts, statements that were relevant to the question?
- Did the student's paper flow in a logical manner or was it disjointed?
- Did the student state their opinion (if required by the question)? Was it backed up with well thought out ideas and examples?
- Was the student's paper based on academic theory, research or facts, or did it mainly contain personal opinion and experiences?
- Did the student demonstrate reasonable knowledge of the subject matter?
- What was the standard of English comprehension: sentence structure; grammar; spelling; and tense (past, present, future)?

Course Syllabus - Spring 2008

Geography 151: Geography & Contemporary Society
T/TH, 10:30-11:45 AM
55636 (3.0 credits)

This course is rated:



Beyond Words!

Human Footprints: You are walking barefoot along the coastline of a vast wind swept beach. There is not a cloud in the sky. The warmth of the midday sun lessens the sting of a cool ocean breeze. The tide is out. And the wet sand underneath feels soft as it oozes between your toes with each stride. There is not another person on the beach. But you are not alone. In the distance you hear the cries of a flock of seagulls as they take flight towards the open water. You inhale the fresh salty air deep into your lungs. You feast on the raw beauty of nature that surrounds you. You feel alive! You stop to take a moment to reflect. You turn back to see how far you have come. In the sand you observe a set of footprints that stretches off into the distance. They are your footprints; they are your imprint upon the landscape of time and space. Soon the high tide will wash away the visible signs of your presence there on that beach. But you do not mind. For you have come to realize as you stand there on the shore of the world that during the journey of life... we all leave our footprints, our mark, our enduring essence upon the surface of the Earth.

Course Description: Human use of the earth; systematic study of world patterns of population, natural resources, economic activities, agriculture, mining and manufacturing, services and consumption. Elements of location theory, resource management and regional economic development and planning.

Student Learning Outcomes: Upon successful completion of the course, you should be able to accomplish the following: 1) Demonstrate an understanding and appreciation of the processes that have shaped the world's major culture regions; 2) Demonstrate an appreciation of cultural diffusion or the spread of ideas and innovations throughout the world; 3) Demonstrate an understanding of the intimate relationship between human activities and the natural environment and the various forms of spatial expression resulting from human activities on the surface of the earth; and 4) Demonstrate an understanding of culture as an interrelated whole in which one facet acts on and is acted on by other facets, a key to understanding our multicultural society.

Course Reading: Jordan-Bychkov, Terry., Domosh, Mona., Neumann, Roderick., Price, Patricia. (2006): The Human Mosaic. W.H. Freeman & Company, New York. Tenth Edition. Supplemental information will also be given out during the semester.

Course Requirements: This course centers on the material conveyed during the lectures. Student attendance is strongly recommended. Your performance in this course will be based on the following areas of evaluation:

(1) Power of One (80 points): *Biography:* You are to write a biography on a humanitarian. The subject of your biography shall be assigned in class. ***Oral Presentation:*** You are to give an oral presentation on your biography in class. **Deadline:** The due date of your biography & oral presentation is 10:30 AM, Thursday, March 20, 2008. **Grade Penalty: LATE, 20 points per weekday; NO ORAL, 25 points.** Late assignments must be submitted in person either to me or the Social Science Division office in FA 220. DO NOT submit a late assignment via e-mail, snail-mail or by slipping it under an office door. This will avoid the possibility of it being unaccounted for. **Bonus Points:** You are welcome to submit your paper early. Five (5) bonus points will be added to your paper if turned in at least 3 days prior to the due date.

(2) Exams (170 points): There will be a total of three exams during the semester: two (2) midterms (70 points each) and a final (100 points). There are two grading categories for the midterm exams. **Category A:** If you obtain a letter grade of “C” or better on each midterm exam, only the highest scoring midterm will be calculated toward your final grade (the lower of the two will be discounted). **Category B:** If you obtain a letter grade of “C-” or less on each midterm exam, both scores will be calculated toward your final grade. The final will be cumulative unless otherwise advised. The date of the final exam is **Tuesday, May 13, 2008**. The final exam will not be given prior to the official date.

(3) In-Class Participation (25 points): Credit will be awarded for in-class participation on a random basis. In order to receive such credit a student must: a) attend class on the day the assigned activity occurs; and b) actively engaged in the learning process. The specific class activities chosen to be evaluated, and the amount of total points assigned to each class activity, will be determined at my discretion.

Final Grade: The award of a final grade in this class will be based on a number points system. The final grade will be determined on the following basis: **A** (275-248), **B** (247-220), **C** (219-193), **D** (192-165) or **F** (164 & below). *Category B*, add 70 points (345 points).

Passing Grade: You must complete all academic work to receive a passing grade in this class (midterm & final exams, written assignments). The requirements of this course are **compulsory** not optional.

Make-Up Exam: Should you miss a scheduled midterm exam due to extraneous circumstances then contact me ASAP. You must have a **legitimate reason** to sit a make up exam. Official verification will be required. To ensure fairness, a 15% grade penalty will be applied to an unfounded absence.

Incomplete Work: In order to obtain a passing grade you must fulfill all course requirements. If by the end of the semester you have outstanding work & your name is on the active class list, you will receive an “F” as the final grade. If at any time you wish to discontinue from this course, it is your **responsibility** to notify student admissions and have the appropriate records amended.

Attendance: This is a classroom-based course. No credit will be given for attendance per se. Your daily presence is, however, strongly recommended. You enrolled in this class thus you are fully aware as to when it meets. Attendance will be documented for administrative purposes.

Extra Credit: Up to my discretion. Extra credit cannot be used as a substitute for late and/or outstanding work.

Reading: A mission of higher education is to graduate persons whom are well informed about the world. Reading is a critical part of this pursuit. Your academic career involves being exposed to the broader literature. The desire is to help you acquire a body of knowledge to engage in informed thinking. Reading in this sense is a source of self-empowerment. You are expected to come to class versed in the reading and to be able to engage in articulate discourse. How can an educator facilitate interactive discussion on topics if the students do not come to class prepared?

A Word on English: The quality of English expression, spelling and grammar will be taken into account when evaluating all formal work. Ensuring a high level of written proficiency is the responsibility of all of academia.

Cheating and Plagiarism: There is zero tolerance for either cheating or plagiarism at this campus. Both acts amount to academic dishonesty. The academic standing of a college or university is underscored by the academic honesty of its faculty and students.

Code of Conduct: You are a student of **higher** education. This is an arena of scholarship, citizenship, and self-growth. One should strive to conduct themselves with civility. The following are not compatible with the standards of academia:

- sleeping in class
- being late
- doing homework in class
- idle chit-chat
- being belligerent
- frolicking on lap-top computers
- reading non-course literature
- gossip and note writing
- gratuitous language
- listening to music
- leaving early without giving prior notice
- text-messaging, etc.

- only registered students are permitted in class unless prior approval is given.
- the use of cellular phones and electronic pagers are not permitted in class. Please ensure that all pieces of electronic equipment are turned off or muted while you are in the classroom.

Behaviour unbecoming is in breach of the Student Code of Conduct established by this institution. I reserve the right to take appropriate recourse against uncouth behaviour, including grade penalties. It is not my desire to be a taskmaster. However, part of my duty as an educator is to up-hold the integrity for which the principles of academia stand. This is an institute of **higher learning**; it is not the do-drop-in-centre. If you feel this class does not jive with you, withdraw.

Email: I make every attempt to respond to email messages promptly. On weekends I am often out and about partaking in the world. Subsequently, I may be delayed in replying. Do not use email for last minute quires, ask ahead.

Student with Disabilities: Leeward Community College (LCC) abides by Section 504 of the Rehabilitation Act of 1973 & the Americans with Disabilities Act of 1990, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the *KAKO’O ‘IKE* (KI0 program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The *KI* office is located in L-208, across from the elevator on the second floor of the Library building. One may also telephone the *KI* office at 455-0421.

Disclaimer: I reserve the right to change any aspect of this course during the semester. You will be duly notified of any changes.

If you feel that you cannot adhere to the provisions stipulated in this syllabus, you are free to withdraw from this class and pursue alternative options.

Course Outline

Geography & Contemporary Society—T/TH—10:30-11:45 AM
Spring 2008

Day	Date	Class Discourse	Reading
Tue	Jan 15	E Komo Mai (Welcome)	
Thu	Jan 17	What is Geography?	1-4, 17-18, 20-22, 25-27
Tue	Jan 22	Human Mosaic 1	2, 30-36, 38-39, 51, 60-61
Thu	Jan 24	Human Mosaic 2	
Tue	Jan 29	Human Mosaic 3	
Thu	Jan 31	Human Mosaic 4	144
Tue	Feb 05	Human Mosaic 5	66-71, 78-79, 88
Thu	Feb 07	Human Mosaic 6	
Tue	Feb 12	The Idea of Nature 1	17-18, 88-92
Thu	Feb 14	Midterm Exam 1	
Tue	Feb 19	The Idea of Nature 2	
Thu	Feb 21	The Idea of Nature 3	
Tue	Feb 26	The Idea of Nature 4	
Thu	Feb 28	Human Population 1	212-235

Tue	Mar 04	Human Population 2	241-244, 246, 253
Thu	Mar 06	Human Population 3	
Tue	Mar 11	Human Population 4	17-18, 310-315
Thu	Mar 13	Human Population 5	
Tue	Mar 18	Globalization 1	410-417, 422-424
Thu	Mar 20	Biography Due	
Tue	Mar 25	Spring Break	
Thu	Mar 27	Spring Break	
Tue	Apr 01	Midterm Exam 2	
Thu	Apr 03	Globalization 3	320-321, 231, 296-299
Tue	Apr 08	Globalization 4	315 (labor supply)-318
Thu	Apr 10	Globalization 5	
Tue	Apr 15	Globalization 6	
Thu	Apr 17	Paradigm Shift 1	
Tue	Apr 22	Paradigm Shift 2	
Thu	Apr 24	Paradigm Shift 3	
Tue	Apr 29	Paradigm Shift 4	
Thu	May 01	Paradigm Shift 5	
Tue	May 06	Last Day of Instruction	
Tue	May 13	Final Exam 10:00-11:30 AM DA 203	