

World Cities: Course Syllabus, Schedule, and Writing Guidelines

Classroom: Stewart Bldg. 104

Office: Bldg. 72 (Ex-Law Library) 119

Office hours: TR 3:00--4:00; or by appointment.

Credit hours: 3

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Course description from the catalog:

This course focuses on world cities in the context of globalization. Today over half of the world's population lives in cities and the rate of urbanization greatly outpaces global natural increase. The course studies the major cities of eleven world regions, focusing both on those of global significance and those that exemplify regions' distinctive characters.

Specific Objectives:

To cultivate the "geographer's eye" in every student in order to perceive the significance of geography in daily life and in global processes.

To become familiar with the pattern of global urbanization.

To reveal the complex intertwining of the local and the global in the major cities of the world.

To understand the socio-spatial processes of urban growth in world regions.

To study best and worst cases in order to consider sustainable urban futures.

GEOG 3610 fulfills Social/Behavioral Science Exploration and the International Requirement.

Prerequisites: none.

Instructor: Dr. Robert Argenbright. I received a Ph.D. in geography from the University of California, Berkeley, in 1990. I have extensive experience teaching courses in human geography, including fourteen years as a professor at the University of North Carolina, Wilmington, as well as seven years at the U. All of my research has concerned Russia; my current project is a book about Moscow.

Required book: S. Brunn, M. Hays-Mitchell, & D. Zeigler, eds., *Cities of the World: World Regional Urban Development*, Sixth Edition, Rowman & Littlefield Publishers, 2016.

The book was not ordered for the bookstore, but there is a copy on reserve in Marriott Library.

Assessment:

1. Participation:	10%
2. Quizzes:	20%
3. Term Paper:	30%
4. Final exam:	40%

Explanation of approach to assessment:

1. **Participation** consists of several elements. You cannot participate if you do not attend. And productive participation starts with you arriving on time. I will be keeping track of **attendance** and **your attendance record will affect your score** on participation. If you are participating in a university-sponsored activity or have some other good reason to miss class, please inform me (e-mail is best) beforehand.

Another component is **discussion**. Everybody should be prepared to contribute to discussion every class. The best way to do this is to read the assignment and think about it; then try to put the main point(s) in your own words. Or, if something is not clear, then prepare to ask me about it. Treat films the same as readings.

Unfortunately, on rare occasion there is **disruptive behavior**. Frequent tardiness or leaving early (without letting me know beforehand) is one form. I will deduct points from your score in such cases. Very disruptive behavior may lead to a failing grade, ejection from the class and/or a conference with the dean.

Please cut your cell phones off before class starts and do not create a distraction with any sort of electronic device. IF YOU GET UP TO TAKE A CALL, DON'T COME BACK THAT DAY.

2. There will be **13 quizzes** based on material covered in the readings and class: 2 map quizzes and 11 pop quizzes. Only the map quizzes are scheduled (see schedule below). One purpose of the pop quizzes is to encourage you to keep up with the reading and to ask questions in class. **Your grade will be the average of the highest 10 scores.** There will be **no make-up quizzes**. If you have to miss a class when we have a quiz, and I accept your excuse (something in writing--undocumented "flu," car trouble or missed connection on the way home from holiday will not do), I will take the average of the highest 10 scores.

Anyone caught cheating on a quiz will get a 0, which will not be dropped, and a penalty of 5% from the final grade. Cheating involves having materials or devices, other than the quiz and a pen/pencil, accessible during the quiz. No notes, phones, pads allowed. No dictionaries—if you do not understand a word raise your hand and either the reader or I will come to you.

Most quizzes are given at the beginning of class. If you come late, you may work on the quiz until the last student who came on time is done.

3. The **term paper** (10-12 pp., 12 font, double spaced) should focus on one city (minimum population of 1,000,000—see the appendix in the textbook for population sizes of cities) in any country except the United States (except Moscow, which is my topic). I may allow a smaller city to be covered, if it has global significance (Jerusalem or Venice for instance).

The theme “To make (your city here) sustainable: problems and prospects” (of course, you should come up with your own title). You should consider physical problems; such as inversion layers or infrastructural inadequacies, issues involving social space; such as residential segregation or proliferating squatter settlements; and questions of place and identity, such as community organizing or ethnic neighborhood formation.

The **main purpose** of doing a term paper is to show that you can use the concepts from the course in the independent study of a specific topic. So, **you need to use the concepts from the course** (cite the readings and lectures) coherently.

You may use internet sources (not Wikipedia—see “Concerning Writing” below), but you have to be especially careful with them. Be sure you know whose site it is (and put it in your reference) and what their point of view is.

You must use at least two professional urban geography or urban studies articles. I suggest you look at the following journals, all of which are available in or through (electronically) the library: *Annals of the Association of American Geographers*; *Cities, Gender, Place and Culture*; *Geographical Review*; *International Journal of Urban and Regional Research*; *Journal of Urban Health*; *Political Geography*; *The Professional Geographer*; *Progress in Human Geography*; *Social and Cultural Geography*; *Urban Affairs Review*, *Urban Ecosystems*, *Urban Geography*; *Urban Studies*. Others may be acceptable—please ask me about them. **If you do not use two professional geography articles, 30 points off. If you just use one, 15 points off.** When academic sources are mentioned but not really used, the penalty will be assessed on a case-by-case basis.

“Academic sources” does not mean blogs, tweets, abstracts, textbooks, book reviews, *National Geographic*, working papers, conference papers, or Wikipedia; it means **professional journals with peer-reviewed articles or scholarly books published by university presses, or the equivalent**. To count as an academic source, an article must be **at least 12 pages long**.

I recommend that you also look at “Suggested Websites” in the textbook, but check with me if you want to use something from one of them as a “professional” article.

How to find academic sources that pertain to your topic? One way is to use a search engine, such as the library’s or Google Scholar. You can also start with the references listed in the assigned readings on the topics. **All sources, including readings from the course, must be cited in the paper. For more on citations, see “Concerning Writing,” below.**

The term paper is second only to the final exam as an assessment tool in this course. Review the course objectives above. Use your “geographer’s eye” as you read your source material—you may have to extract the geography embedded in a source coming from another disciplinary perspective. Keep the global context in mind and pay heed to the combination of global forces and local factors in “your” city.

To help you succeed, the paper has several deadlines.

- (1) when you turn in the topic (city name) that you propose to cover (Sept. 13); this is a pass/fail assignment worth 3 points of the final grade. **Topics must be turned in on time to get credit.**
- (2) when you turn in the final topic with a list of references and a brief outline (Sept. 29); The bibliography should be formatted in the MLA style, which is discussed in “Concerning Writing.” Send the assignment to my e-mail address as a Word attachment. Together **the bibliography and outline are worth 7 points--2 points will be deducted from the final term paper grade for each day that either of these assignments is late, up to 3 days.**
- (3) **optional:** when you hand in the paper for me to review, without grading (Nov. 15); **send the assignment to my e-mail address as a Word attachment.** I will look at whatever you have, so long as you make the deadline. No late papers accepted for this optional deadline.
- (4) **final deadline for the revised paper—Dec. 1.**

The term paper is due December 1. Late papers (after midnight) will be penalized 5 points per day up to 3 days. December 4 is the last day, after which they will not be accepted and will be scored 0.

Please write your paper as a Word document; you will submit them through Canvas. Go to the course on Canvas, then to Assignments, then click on the assignment. All the papers will go through Turnitin.

4. The **final exam** will include both short-answer type questions (multiple choice, identification, etc.) as well as an essay section. I will give you some guidance concerning the possible topics for essay questions.

Note: Be on time. **If you come so late that one or more students have already completed the exam and left the room, you will not be allowed to take the exam (and no make-up).** **During the exam, no electronic devices or paper that has not been provided by me should be visible. If you have to leave the room during the exam, leave your cell-phone on your desk until you return, at which point you need to put it away again.**

*Make-up exams are given only for compelling reasons with written documentation, such as medical problems and family emergencies. **DO NOT BUY A PLANE TICKET OR MAKE ANY OTHER TRAVEL PLANS THAT CONFLICT WITH THE TIMING OF THE EXAM.***

For the all **course grades**, the 90s are As, the 80s are Bs, etc. Specifically, A ranges from 93.4-100 (UU doesn't count A+'s), A- from 90.0 to 93.3, B+ from 86.7 to 89.9, etc.

Bonus Option

Students have the **option** of writing reports, each of 1-1.5 pages in length, on a topic addressed by a speaker outside of class that **pertains to course themes**. Each report is worth a maximum of 1 point on the final grade, up to a **maximum of five**.

You must observe the following instructions. The reports are **due one week after the speaker's presentation** and cannot be submitted late. Your report must state at the top: the name of the speaker, the title of the talk, the date of the talk, and the date of submittal. Your report must identify at least 1 concept or issue from the course that the speaker addressed (or should have addressed!). Your report must also succinctly summarize the talk's main points. The report should be well-written. Ask if you aren't sure about a talk or about key issues.

Suggestions: Keep this syllabus and refer to it concerning the rules and schedule. Most importantly, keep up with the reading and come to class. If you find you have trouble with the material, ask me about it in class, come to office hours or make an appointment.

On Academic Misconduct—From the University Code:

- “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.
1. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
 2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
 3. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. <http://regulations.utah.edu/academics/6-400.php>

ALL ELECTRONIC DEVICES MUST BE PUT AWAY DURING QUIZZES, TESTS, AND THE EXAM. NO NOTES ALLOWED.**ADA Statement:**

“The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.”

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Schedule

T, A23: Syllabus Day.

For the next class, read my comments about geography at the end of “Concerning the Term Paper” below on p. 14; read the “Eco-City” and “Planning Sustainable” articles, on Canvas.

Th, A25 Geography overview, discussion of urban sustainability.

For next class, read Ch. 1.

T, A30: Introduction to urban geography.

For the next two classes, read Ch. 2.

For next time know the map, “World Urbanization by Country” —see the map “Fig. 1 Urbanization Rates” at this website: <http://debitage.net/humangeography/urban.html>.

Th, S1: Introduction to urban geography, cont. Cities of US and Canada. **Map Quiz 1.**

T, S6: Cities of US and Canada.

For next time be able to find on the map cities that were projected to have 10-million populations by 2015, see the textbook, p. 12.

Th, S8: Cities of US and Canada, cont. **Map Quiz 2.**

For the next two classes, read Ch. 3. For the next class, prepare to hand in your topic (city name). For next time, term paper topic.

T, S13: Cities of Middle America and the Caribbean. **Term paper topic (city name) due.**

For the next two classes, read Ch. 4.

Th, S15: Cities of Middle America and the Caribbean, cont.; Cities of South America.

T, S20: Cities of South America, cont.

For the next 2 classes, read Ch. 5.

Th, S22: Cities of Europe.

T, S27: Cities of Europe, cont.

For the next class, read Ch. 6. For next class, prepare your outline and working bibliography.

Th, S29: Cities of Russia. **Outlines and bibliographies due.**

For next class, read Argenbright article, available on Canvas.

T, O4: Moscow.

For the next 2 classes, read Ch. 7

Th, O8: Cities of the Greater Middle East.

Fall Break

T, O18: Cities of the Greater Middle East, cont.
For the next 2 classes read Ch. 8.

Th, O20: Cities of Sub-Saharan Africa.

T, O25: Cities of Sub-Saharan Africa, cont.
For the next 2 classes, read Ch. 9.

Th, O27: Cities of South Asia.

T, N1: Cities of South Asia, cont.
For the next 2 classes, read Ch. 10.

Th, N3: Cities of Southeast Asia.

T, N8: Cities of Southeast Asia, cont.
For the next 4 classes, read Ch. 11.

Th, N10: Cities of East Asia.

T, N15: Cities of East Asia. **Optional deadline to turn in draft papers.**

Th, N17: Film. ASEEES

T, N22: Cities of East Asia, cont.
For the next class, read Ch. 12.

Thanksgiving

T, N29: Cities of East Asia, cont.; Cities of Australia and the Pacific Islands.
For the next 2 classes read Ch. 13.

Th, D1: **Term paper due.**

T, D6: Urban Futures.
For next time, write down at least 2 questions for review.

Th, D8: Last class. Review for final exam.

Final Exam: Monday, 12 December, 10:30—12:30

Concerning Writing

The most important thing is to do your own work. See the university's policy on academic misconduct above. It is especially important to avoid plagiarism. The following three examples of plagiarism are from Harold C. Martin and Richard M. Ohmann, *The Logic and Rhetoric of Exposition* (1963):

1. *Word-for-Word copying.* Whenever someone else is directly quoted, honesty and courtesy require acknowledgment of the source. The quoted material should be placed in quotation marks and its exact location should be indicated, either in the text of the student's paper or in a footnote.
2. *The mosaic.* To intersperse a few words of one's own here and there while basically copying the work of another is obviously unethical, unless one clearly acknowledges that this is being done. Should there be a valid reason for doing so then quotation marks or a general footnote should be used to show what belongs to the source and what one's own contribution is.
3. *The paraphrase.* Once more the crucial point is acknowledgment. Sometimes one can paraphrase in order to simplify, abbreviate, or improve upon an original, but the reader deserves to know what is being presented to him and whose work it represents. Therefore, acknowledgment of the source is required within the text of the student's paper or by footnote.¹

Note in #1 above the phrase "exact location." This is always crucial—give the source and page number where a quote has come from or where you derived ideas or inspiration.

Even if you completely re-write somebody else's ideas—even if you disagree with them—**if your work was influenced at all by somebody else's you should cite their work.** What this means in practice is that you usually will have at least one citation per paragraph.

If you fail to cite *influences* (I am not referring to copying, "mosaic," and paraphrase here) in this way, I will not consider it plagiarism, but I will consider it poor scholarship and grade accordingly.

There are two main reasons for citing sources thoroughly. One is to help your reader find out more about the topic, should s/he so desire. The other is to give credit to people for the work

¹ Please note that I did not have to place quotation marks around this long excerpt because I presented it as a block quote, indented right and left by 0.5 inches.

they have done. Just as you would not like it if somebody stole your paper and got an “A,” do not steal other people’s ideas and writing and pass it off as your own.

I reserve the right to see all the sources for any assignment turned in my class. I may withhold the grade until I have seen them.

Ordinarily, the penalty is **5 points for each missing citation, also -5 for a citation in the text for which there is no full reference in the works cited list** at the end of the paper.

In plagiarism cases I generally give a 0 on the work containing the plagiarism, so the “weight” of the penalty depends on the importance of the assignment. I am required to report to the chair of the department, and the matter may be sent “upstairs” from there.

How to Cite Sources

In this class we will use the *Chicago Manual of Style* Author-Date Format for References. At the end of this section, “Concerning Writing,” there is a two-page guide, taken with gratitude from the University of Georgia. I also have put the guide on Canvas separately, in case the version included here is too fuzzy. If questions arise that are not covered in the guide, bring them to me. Or, you may also download the Chicago Manual of Style: <https://chicagomanualofstyle16thpdf.wordpress.com/>.

If you cite a foreign language source write the citation and reference in English, and then add a parenthetical note about the translation: e.g., (my translation from the original Chinese).

When you cite the textbook or assigned readings from the course, treat them just the same as any other source.

If you cite one of my lectures, it should look something like this (the date is important, so keep track in your notes): Argenbright R., lecture in GEOG 3610, University of Utah, 20 October 2016.

Organizing the Paper

There are different levels of organization, ranging from the paper as a whole down to the phrase. **For the paper as a whole, the most important thing is to have a *theme*.** You will also have sub-themes—topics that form parts of the theme—but keep in mind that writing a paper with a specific theme takes more than listing a bunch of stuff that somehow seems sort-of-kind-of-like it might have something to do with the theme. **Your job is to show exactly how everything in the paper relates to the theme.**

You need a title that at least suggests the theme. The title does not have to cover the whole theme, because you will do that in your introduction. But the title should be more specific than “Geography Paper.”

Then **you need an introduction**. This is a scholarly paper, so the introduction has two main goals: (1) to state clearly the theme of the paper and (2) to provide a guide for the reader to your approach—i.e., you should say just how the sub-themes are organized.

“This paper studies urban-geographical problems in Bangkok, Thailand from the perspective of *sustainability*. First the paper introduces “sustainability” and discusses the dimensions of the concept that are significant in the urban context. This discussion of concepts is followed by a brief study of Bangkok’s historical geography, with a focus on recent development. Then the paper considers in turn the main obstacles to making Bangkok a sustainable city: _____, _____, _____, and _____. The final section of the paper summarizes the main findings of the study and suggests three alternative scenarios describing possible futures for Bangkok.”

Some of you have been trained to write in the style of “creative writing.” You need to make some adjustments. Academic writing is also an art—there is creativity involved—but the basic form is set, so stick with it. The main point is not to entertain, but to inform the reader. An engaging style helps, but the main thing at this stage is organize the material logically so that everything is shown to relate to the theme and the paper as a whole “stands on its feet” as a coherent work.

It is OK if you want your first paragraph to serve as a “hook,” to catch the reader’s interest.

“Marusya arrived in the big city on the back of a truck, along with two dozen other teenage girls from villages in the north. She understood that her father had promised she would work to pay off the loan he had received from her new employer. She was told she would be a dancer, yet the man had not asked to see her dance. But she forgot about that when her feet touched ground in the big city. The bright lights, the noise, and the intense smells had her reeling—if only she could go home!

Marusya was just one of over one thousand people to take up residence in Bangkok that day. The population of Thailand’s capital has doubled in just...”

The “hook” should not go on too long, but instead lead directly to the formal introduction.

More on Organization

Before you write anything else, you should have an outline that sets out a logical organization for all the topics related to the theme.

It is often a good idea to use sub-heads to set off sub-themes. E.g.:

Historical-Geographical Development of Bangkok

Within each section of the paper, the topics covered in the paragraphs should be arranged logically, with respect to the theme (and to chronology, if applicable—that is, cover the 19th century first, then the 20th).

Every paragraph should begin with a topic sentence or a transition sentence that leads to the topic sentence.

“The prime minister may have been sincere, but the rate of new housing construction in Bangkok has actually declined in the past five years. Consequently, new arrivals to the capital have built their own shelter in the form of shanty towns.”

A paragraph should address just one topic. Within the paragraph, organize the sentences logically to support the topic. Make sure you write in complete sentences—you need a subject and a verb in every one.

This paper is about the sustainability issues of one city. It should be easy to organize well if it goes something like this:

Title

Introduction

Physical-Geographical Factors Pertaining to Sustainability (if any)

Historical Background of Conditions Affecting Sustainability

Overview of Negative Factors and Positive Efforts to Move toward Sustainability (if any)

Close-up Study of 1-4 Factors

Summary and (optional) Future Prospects

Other Suggestions

If you have spent some time in “your” city, but you were not doing professional research, keep personal observations to a minimum. This paper should not be about you, it should be about the city.

Do not use contractions in academic writing. This is a formality that shows respect for the reader—the writer does not want to treat the reader in too familiar a fashion. And do not address the reader directly as “you.”

Eliminating contractions should help clear up some of the confusion about apostrophes. There are rules about using apostrophes; one cannot just sprinkle them around in the paper for decoration.

Apostrophes are used in academic writing to show possession. “The boy’s dog” means that the dog belongs to the boy. “The boys’ dog” means that the dog belongs to more than one boy. “The boy’s drove off in the car” means that the boy has a drove of something (cattle?) somehow squeezed into an automobile which is located at some distance away—and please note, because of the misplaced apostrophe this is not a sentence because there is no verb.

Special problem: “it’s” is a contraction of “it is.” The way to say the “dog belongs to it” is to write “its dog.”

Use “effect(s)” to mean “consequence(s)” or “impact(s).” Use “affect” as a verb—“to affect” something is “to influence” or “to have an effect upon.” (“Affect” as a noun basically means emotion—the word is mainly used in psychology).

Do not use any word if you are not sure that it really means what you want it to say. You can end up sounding stupid because you were trying too hard to sound smart.

Be careful with spelling. By all means run the spell-check on the computer, but also proofread carefully. If you misspell a word in such a way that you have spelled another word, the computer will not catch it (e.g., “site a reference”).

On Content and Sources

No source contains “the truth, the whole truth, and nothing but the truth.” Human communication just does not work that way. So, always be wary of your sources—always know who your source is and consider whether s/he has some particular “ax to grind.”

If you stick with academic sources, your job is easier in this respect because all published articles in reputable journals, as well as scholarly books put out by academic publishers, have been read by several (3 or more) specialists in the field. That does not mean that it is the “whole truth,” but it does mean the author did not just make it all up.

Websites are especially problematic, therefore you must know who has produced any website you use. If, for instance, you use the website of the Indonesian Tourist Ministry, you can expect to find some useful information, but also a lot of marketing material. Shark attacks, tsunamis, and native rebellions probably will not be mentioned.

If you want to look at Wikipedia when you are getting started, fine. You can go from there to acceptable sources. **Wikipedia is not an acceptable source because it can be manipulated—it's much better than it used to be, but still not a scholarly source.**

Use multiple sources. I provided a list above that would make a good start.

Use the textbook and lectures as well as the sources you find. The main purpose of doing a paper assignment is to show that you have understood enough from the course that you can take and apply it to a specific topic on your own. It shows that you really have absorbed the material in the course if it clearly is guiding your research.



Chicago Manual of Style: Bibliographic Format for References

Based on *The Chicago Manual of Style*, 18th ed., 2010. Copies are available at Main, Science, and Miller Learning Center Reference Desks. Also see the *St. Martin's Handbook*, 7th ed., 2011, pp. 396-425.

The "Documentation I: Notes and Bibliography" system, traditionally used in literature, history and the arts, is covered in a separate handout.

Documentation II: Author-Date References

The Author-Date system consists of an *in-text citation* composed of the author's last name and a year of publication together with a corresponding entry in the reference list (titled "References" or "Works Cited") at the end of the paper.

The in-text citation can cite a whole work (with no page number given) or cite a specific portion (include a page number or range of pages). Examples of in-text citations:

- (Pollan 2006) — author last name, year of publication; cites whole work
- (Mnookin and Kornhauser 1979, 22) — two authors, year, page number
- (Jones, Smith, and Chao 2008, 118-119) — three authors, year, page number range
- (Barnes et al. 2008) — four or more authors uses only first author
- (Spinoza 232; Hawkins 36) — two citations listed together, separated by a semicolon

If you use the author's name in your sentence, omit it from the in-text citation and place the citation after the name: "As Ramirez (2005, 86) asserts, the best thing to do is to escape..."

Authors in reference list: If you have four or more authors of a work, list all of them instead of using "et al." If the work has no identifiable author or editor, start the citation with the work's italicized title, and use an italicized short form of the title in your in-text citation: *A True and Sincere Declaration of the Purpose and Ends of the Plantation* is shortened to (*True and Sincere Declaration* 1610).

Reference list arrangement: Alphabetize by the author's last name. If there is more than one work by the same author, arrange them chronologically from oldest to newest. If there is more than one work by the same author in the same year, begin them as "Jones, Frank. 2006a. ...", "———. 2006b. ...", etc. Indent all but the first line of each reference by three or four spaces—a "hanging indent".

For more information, consult the section numbers of the *Chicago Manual of Style* given after each heading below.

Book or e-book (14.68-110; 15.32-15.42): Use the first named city on the copyright page of the book for the place of publication. Use state codes after the city only if the city is not well known or may be confused with a different place (14.134-138). For a library e-book, include the distributor (NetLibrary, Ebrary, etc.) at the end. For free online e-books, include a DOI (Digital Object Identifier) or URL.

- In-text:** (DeLafield and Jones 2009, 145)
- Reference:** DeLafield, Catherine, and Bob Jones. 2009. *Women's Diaries as Narrative in the Nineteenth-Century Novel*. Burlington, VT: Ashgate. NetLibrary e-book.

Book chapter or work in an anthology (14.111-117; 15.9):

- In-text:** (De Vinne, Jones, and Fly 2009, 41)
- Reference:** De Vinne, Christine, Bob Jones, and Ed Junior Fly. 2009. "Religion under Revolution in *Ourika*." In *Approaches to Teaching Duras's Ourika*, edited by Mary Ellen Birkett and Christopher Rivers, 37-44. New York: Modern Language Association of America.

Journal article (14.175-198; 15.43-15.47): If you access the article through a GALILEO database, include a DOI (Digital Object Identifier) or a stable/persistent URL at the end of your reference. Sometimes there is no DOI and the URL is too long or not stable. In these cases you can list the database name and a unique identifying number for the article, usually called the accession number, in parentheses. If you use the article in print, omit the URL, DOI, etc.

Donala, Mary Kate. 2009. "Analyzing Lead Content in Ancient Bronze Coins." *Journal of Chemical Education* 86 (3): 343-346. doi:10.1021/ed009p343.

Shumway, J. Matthew, and Richard H. Jackson. 1995. "Native American Population Patterns." *Geographical Review* 85 (2): 195-201. <http://www.jstor.org/stable/216062>

Gkiouzepas, Lampros, and Margaret K. Hogg. 2011. "Articulating a New Framework for Visual Metaphors in Advertising." *Journal of Advertising* 40 (1): 103-120. *Business Source Complete, EBSCOhost* (59258480).

Magazine or newspaper article (14.199-213; 15.47): These may be cited in-text and omitted from the references, or you may choose to cite a lesser-known magazine in the references.

Meacham (*Newsweek*, October 12, 2009) writes that Zakaria "argues that deterrence has worked since 1945."

The *New York Times* (August 22, 2011) interviewed billionaire Bill Gross about his prescriptions for the economy.

Sipchen, Bob. 2009. "Everyone's Fight." *Sierra*, July. *Academic Search Complete, EBSCOhost* (42316978).

Encyclopedia entry (14.247-248): If the encyclopedia is well-known, cite it in-text and omit it from the References. Include the edition number if you are not using the first edition. Put the entry title, in quotes, after the abbreviation s.v. (*sub verbo*, "under the word"). If you are using an online encyclopedia, include a DOI or URL; if there is no publication or revision date, include the date you accessed the article.

(*Encyclopedia Britannica*, 11th. ed., s.v. "Gilbert Keith Chesterton").

(Wikipedia, s.v. "Mad Men," last modified August 28, 2011, http://en.wikipedia.org/wiki/Mad_men).

Cite articles from a lesser-known encyclopedia in-text and in the references, as you would a book:

In text: (Wigoder 2002, s.v. "Passover")

Reference: Wigoder, Geoffrey, ed. 2002. *The New Encyclopedia of Judaism*. New York: New York University Press.

If the encyclopedia entry has a named author and is "substantial" (fairly long), you can use a format similar to the one for a book chapter (see above):

Flueckiger, Joyce Burkhalter. 2004. "Vernacular Islam." In *Encyclopedia of Islam and the Muslim World*, edited by Richard C. Martin. New York: Macmillan Reference USA.

Website (14.243-246; 15.51): If possible, determine author of the content, page title, site title or site owner, and the URL. If there is no publication or revision year, use the year in which you accessed the document.

Merrill, David. 2011. "Alcoholism and Alcohol Abuse." *MedlinePlus*. Last modified August 29, 2011. <http://www.nlm.nih.gov/medlineplus/ency/article/000944.htm>.

Film or TV (14.279): List the screenwriter as the principal author; the film, episode, scene or commentary track title; and the media type (DVD, VHS, etc.), followed by publication information. Film and TV series titles are italicized; episode, scene and commentary titles are placed in quotes.

Cross, Beverly. 1981. *Clash of the Titans*. DVD. Directed by Desmond Davis. Buckinghamshire, England: MGM.

Online Video (14.288): From YouTube, Hulu, etc. Include the hosting website, duration in hours and minutes, information about the original performance, the date posted, and the URL.

In text: ("UGA VII rushes the field" 2010)

Reference: "UGA VII rushes the field." 2010. YouTube video, 2:24, from a performance televised by CBS on September 22, 2010. Posted by "ugavilforeverman." October 3, 2010. <http://www.youtube.com/watch?v=asdikjlsjvang>.

On Geography

Finally, remember this is a *geography paper*. You may read sources written by political scientists, sociologists, and others. That is fine, but you need to bring it “home” and work it into a geography paper. Keep in mind our three big themes.

- 1) The human/nature-relationship approach deals with how non-human nature affects human affairs (e.g., impacts of Katrina) and how humans alter the rest of nature (e.g., global warming), while keeping in mind that we physically are part of, not apart from, nature.
- 2) The spatial-organization approach not only explains observable geographical patterns of human institutions and activities, but explores how we produce specific spaces and forms of spatial organization. This production of space involves complex and contentious social processes which are ongoing, not static.
- 3) The meaning-of-place approach is concerned with the cultural and psychological dimensions of human habitation, especially with the relationship between identity and attachment to place.