

GEOG 106: Fall 2011

Test 1

Read these BEFORE you proceed further:

- Response is due before discussions begin on Monday (October 24th)
- Answers should be word-processed and double-spaced
 - I will NOT grade handwritten responses
- This is an open-book (well, open-readings), open-notes test.
- The answers should be your own.
 - Thou SHALL NOT consult with anybody
 - Violating this will result in severe penalties
 - And will result in termination of the take-home format for the rest of this class and classes during the rest of the academic year.
- A well-crafted answer (*per question*) may be articulated in about 500 words
- When discussing definitions, do not merely copy/paste them from websites, but explain your understanding of those ideas in your own words.
- A staple on the top left corner to hold the sheets together will be enough
 - DO NOT submit your responses in binders/folders/...
 - DO NOT submit unstapled sheets
- Pay attention to the mechanics of writing
 - Grammar, spell-check, etc.
 - While I won't mark your responses down for bad writing, I want you to make use of such opportunities to improve your writing skills too.

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1. First, read the news story that is listed in the class syllabus as “Test 1, link for Question 1” along with this test. Then, clearly articulate whether the poppy cultivation discussed there is consistent with the economic logic presented in I, Pencil, or whether I, Pencil is not applicable to such contexts.
 2. Read the news story that is listed in the class syllabus as “Test 1, link for Question 2” along with this test. The news is about agricultural exports to South Korea and Panama from the Pacific Northwest. Is this consistent with the “locavore” movement?
 3. What do the following population pyramids reveal about trends in fertility rates in Japan? What are the economic implications of those underlying trends over the hundred years?

