

**Geography 1982
Spring Semester 2020**

World Regional Geography

Instructor: Professor John O'Loughlin
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Office Hours: Tuesdays and Thursdays 10-11am (or by appointment)
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Personal Home Page: <http://ibs.colorado.edu/jobno/>
Class Web Page: all materials except the Parenti book are on Canvas

Please check the class Canvas web page frequently for news, updates on assignments, readings, links to websites for the recitation section debates, clicker question and answers, lecture notes, practice exams, grade distributions, format for the research papers, etc.

Teaching Assistants: Kevin Mason kevin.mason@colorado.edu (LEAD TA – contact him for all questions/issues about clickers not working and registration, problems with Canvas, missed exams, etc)

Fedor Popov fedor.popov@colorado.edu (sections 102, 202, 203)
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(TA office hours will be announced in the individual recitations and posted on the Canvas main webpage under the “Contacts” link).

Course Components:

a) “World Regional Geography”

The course will focus on contemporary issues in the world’s regions. It differs from the usual world regional geography class by emphasizing the issues, dilemmas, choices and outcomes facing the actors (populations, governments, movements, military, international and local organizations, etc) that are engaged in each situation. **Four major themes will permeate the lectures and regional discussions – human responses to climate changes, democratization, economic globalization and migration, and nationalist/ethnic conflicts in some key world regions.** Rather than a region-by-region review of the cultural and other landscapes of the world, the lectures will focus on the difficulties faced by ordinary people in the diverse regional contexts. Contemporary world conflicts are best understood in their geographic settings. These regions are both interdependent (linked by the forces of globalization – economic, political, cultural - and climate change effects) and autonomous (characterized by an intriguing variety of cultural, environmental and political mosaics). We will examine the interactions of global forces and local interests by picking four major contemporary regional problems and by debating the possible options for solving these problems in recitation sections. Since the scene changes quickly in these settings, it is not only necessary to have some historical context, but also to have a good grasp of the regional geographic context. This context is provided by the readings and lectures.

b) “What is Geography?”

A common misconception is that Geography is learning where things are. Obviously, it is important to know where places are (especially in relation to other places) and to have an idea of what landscape elements are found in different places. But geographers also examine how places came to be what they now are, how they are related to other places, and in what ways places become resources of contention. One of the most exciting things about geography is that it requires the ability to integrate knowledge from a variety of different disciplines, such as geology, climatology, anthropology, history and economics, with a focus on places. In the lectures, we will use contemporary problems (e.g. the territorial division between Israel and the Palestinians) as a way of illustrating the methods of modern geographers (especially political geographers)

to understand these conflicts and to pose some possible solutions.

c) Geography 1982 as a MAPS class.

Why does this class meet the MAPS requirement? The purpose of the MAPS requirement in Geography is to ensure that CU undergraduates in the College of Arts and Sciences have a knowledge of the world beyond the borders of the United States – its diversity and complexity, its challenges and opportunities, its changes as a result of technological and economic innovations, its landscapes, and the interaction (current and potential, friendly and hostile) of countries with the U.S. The specific MAPS aim of Geog. 1982 is to educate CU undergraduates to appreciate this global complexity, to help them understand the context of newsworthy events, to provide background information for the evaluation of American foreign policy choices, and to become better-informed American (and global) citizens. By integrating “just the facts” (locational geography), regional mosaics (landscape, environmental, economic, cultural, political) and political choices in this class, we hope to meet the spirit and the goals of the MAPS requirement. We also, of course, want to impart our sense of wonder and intrigue about the changes that are happening in the world’s regions and why we became geographers in the first place. If we are successful, students will leave the class with an added interest in world affairs, with a deeper appreciation of the diversity of the world regions, and an acknowledgement of how conflicts develop and might be resolved through policy adaptations, though these conditions vary from context to context.

d) Facts and Opinions

It will become obvious early in the class that the issues that we examine are highly-controversial (think of the territorial division of Jerusalem or the current war in Afghanistan). Even the “facts” are in dispute, such as the location of a country’s “natural boundaries” or who qualifies to belong to an ethnic group, or even if an ethnic group exists (e.g. the Kurds in Turkey). The readings provide factual material and indicate where different opinions exist about the subjects covered. The lecture will provide a guide to interpretation by indicating the geographic dilemmas and the pros and cons of some important choices. The lecturer will sometimes inject his own opinion but will clearly indicate it as personal opinion. Students are welcome to offer additional points in the lecture or by emailing the instructor, coming to office hours, or by discussion in recitation. It is in the discussion sections that the main debates will take place and students will be forced to examine the issues we cover from a variety of ethical, ethnic, political and ideological perspectives. Hopefully, over the course of the semester, each student’s personal position will develop or evolve, or maybe change. It only matters that you confront the issues and, regardless of your own choices, that you have a position that can be defended in the face of critique and facts. Developing your ability to articulate this position, in verbal and written form, is important in the class and will be useful in further coursework and life after college.

Course Organization:

a) Readings:

Specifically for the course, all of the readings except the Parenti book, are available only online on the class Canvas site. Each of the online readings is packaged as a PDF for each week. *The text is Christian Parenti -Tropic of Chaos: Climate Change and the New Geography of Violence. New York: Perseus Books, 2011 (paperback).* We have purposely built a set of readings with ancillary materials (key points from lecture, discussion questions, graphical and cartographical materials, etc) into the content on Canvas for this class. The readings online and the Parenti book will be referred to in class; the lectures closely follow the themes of each reading and vice-versa but the lectures do not repeat or review in detail the online readings in detail. Individual readings are associated with the recitations and the TA's will go over reading assignments. Ideally, students will complete the reading before the lectures since these readings will set the context for each class. About half of the questions on the midterm and final exams will be taken from the text with the rest from the lecture.

Each recitation reading is clearly indicated in the schedule for the recitation section below.

b) Other Required Readings:

Three of the 15 discussion section meetings will be devoted to class debates. Four to five teams will debate in these recitation sections and each team-member will have a chance to present the team position in the debates. In order to present an informed position, each team will be required to read items related to the issue that provides background for their position, typically from some other websites that we link on the course website (see Debate Materials).

c) Examinations:

The mid-term exam will be held on **Thursday, March 5, 7:30pm-10pm**. (Let us know if you have a legitimate conflict – work, other exam, illness etc. You must have a valid excuse (Wardenburg doctor's note etc) if you wish to take a make-up exam). The final exam will be held for section 100 at **1:30pm on 2 May** and for section 200 at **4:30pm on 6 May**. Please note the date/time of your final exam and do not make travel plans that conflict with it. Each examination will be 25% of the final course grade. The University allows students with three or more exams scheduled for a single day to take the last exam on an alternate day. Let your TA know by **March 5** if you want to exercise this option for the final.

The format of the exams will be 50 multiple-choice questions. The final is not cumulative (only material since the midterm); about half of the questions are from lectures and about half from the readings on each exam.

d) Papers:

Each student will be required to submit a short paper (maximum 5 pages). You will be asked to evaluate and take an informed position on one of the controversial topics debated in the discussion sections. It is due in the course Dropbox by 5pm on **12 April**. Full details about the paper will be reviewed in recitations and will be available on the course web site.

e) Clickers:

Each student is required to purchase a purchase an I-clicker---a small remote control with 5 buttons labeled A-E – from the UMC bookstore. Students will answer multiple-choice questions in class by pressing the button corresponding to their answers. Receivers in the classroom are connected to a PC and this system records each student's answer and displays summaries of how the class answered. The instructor will use these responses to guide the lecture, test knowledge of the readings, and to clarify confusing material. Some questions will record if the student is present but will not grade the individual answer as correct or not. All students must have a clicker in their possession at lecture and it must be registered to their account. Full details on the purchase, registration and use of the clickers are given on the "Clickers" link on the Canvas webpage. Note that 10% of the overall grade is assigned by clicker responses in class. Many clicker questions will be repeated on the examinations. For clicker questions, 3 pts are given for both incorrect and correct answers but students should note carefully the correct answer on the clickers folder on the Canvas site after the lecture. Points for missed clicker questions can only be gained if the excused absence is given to the lead TA within 10 days. The lowest three days are dropped to allow for forgotten clickers, dead batteries, etc.

f) Grade Distribution:

Mid-term Exam	= 25%
Final Examination	= 25%
Clicker Answers	= 10%
Research Paper	= 10%
<u>Recitation Section (debates, attendance and discussion)</u>	<u>= 30%</u>
Total	= 100%

g) Attendance:

Attendance is expected at both lecture and discussion section. Since about half of the exam questions are taken from the lecture material, it would be a big mistake to skip lecture. If you miss class unavoidably, make sure to get the notes online or from a friend. Many clicker questions are repeated on the exams, verbatim or on the same concept.

Attendance is *required* in the discussion sections and the TA will take weekly attendance. It is unfair to your teammates to miss the required debates. From years of experience, it is absolutely clear that course grades and attendance (lectures and recitations) have a strong positive correlation.

Given the disruption caused by entry and exit from the lecture hall, it is very important that all remain in their seats till the lecture is over – the instructor promises to start and finish on time. Similarly, to avoid distractions, **no laptops or cell/smartphone use is permitted during class**; the TAs and the instructor will enforce this restriction. If you wish to use a laptop for note-taking, please inform the instructor and sit in the first couple of rows. The TAs will monitor laptop/cellphone use and if they believe they are inappropriately used, they will ask you to put away the tech product. Repeated violations of these requests will be reported to the course instructor and you will then be called out for a conversation with him after class.

h) Lecture Notes:

All of the text PPTs and key maps and graph slides used in lecture will be available at the Course Materials link on the Canvas site. Files are in PDF format. They will be put up before the corresponding lecture and are thus available for pre-lecture printing; this should help to alleviate frantic note-taking. NOTE: these slides are no substitute for lecture attendance but are simply an aid to note-taking.

i) Honor Code and Plagiarism

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member (assignment of a F or lowered score depending on the severity) and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Turnitin.com

A key element of this code is that CU students will not plagiarize (using the words and thoughts of others as your own). As part of the effort to control plagiarism and to ensure that submitted works from students are fully their own, the University has subscribed to TurnItIn.com. All student papers in Geog. 1982 will be submitted to TurnItIn.com via the Canvas link and a grade of 0 on the assignment will be given to any student in violation of the CU Honor Code. All violations will be reported to the Honor Code office. *Note that you cannot submit the same paper for two different classes without the express permission of both instructors. Similarly, you cannot use a paper or part of a paper for a previous class as the assignment in Geog. 1982.*

If you have any questions about this procedure or about any matter regarding proper citation and the Honor Code, you should talk to your TA or the instructor. You can see more about this issue at <http://www.colorado.edu/policies/honor.html>

j) Disability Accommodations:

If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

k) Religious Accommodation:

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you believe that you have such a conflict, please see the instructor.

l) Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. See this link: <http://www.colorado.edu/policies/classbehavior.html>

Lecture, Readings and Recitations Outline

Week/Day	Lecture Topic	Reading	Recitation
Week 1			
Jan 14	Introduction	Reading 1	Introduction to Goals for the Recitations
Jan 16	Key Human Geography perspectives		
Week 2			
Jan 21	Climate Change	Reading 2	Climate Change effects
Jan 23	Global Forces – Climate Change evidence		
Week 3			
Jan 28	Effects of Climate Change	Reading 3	Climate Change Policy Options
Jan 30	African Vulnerability to Climate Change		
Week 4			
Feb 4	Africa	Reading 4	Nations and States in Africa
Feb 6	Africa		
Week 5			
Feb 11	Africa	Reading 5	Debate – Paris climate treaty
Feb 13	Africa		
Week 6			
Feb 18	Middle East	Reading 6	Paper Guidelines and Format
Feb 20	Middle East		
Week 7			
Feb 25	Middle East	Reading 7	Review for the Midterm exam
Feb 27	Middle East		

Week 8			
Mar 3	China	Reading 8	Debate – Land for Israel & Palestine
Mar 5	EXAM REVIEW		
Midterm Examination March 5, 7:30-10:30pm – both sections 100 and 200 The exam room will be indicated later			
Week 9			
Mar 10	Latin America	Reading 9	
Mar 12	Latin America		
Week 10			
Mar 17	Latin America	Reading 10	Debate – US Immigration
Mar 19	Mexico and US immigration		

Spring BREAK

Week 11			
Mar 31	New Cold War –West v Russia & China	Reading 11	Human Rights in Illiberal States
Apr 2	Russia		
Week12			
Apr 7	Russia	Reading 12	No recitations AAG mtg in Denver
Apr 9	Russia’s Neighbors – “Near Abroad”		
Week 13			
Apr 14	Central Asia-Caucasus	Reading 13	Oil and Geopolitics
Apr 16	Mediterranean		
Week 14			
Apr 21	India	Reading 14	Waves of Global Production in Asia
Apr 23	India		
Week 15			
Apr 28	India	Reading 15	Review for Final Exam
Apr 30	Review – The World in 2026		

Recitation Section: readings are taken from the folder assigned for each week. For the three debates, readings for each position are available from the debate website