

Geography 1962
Spring Semester 2021

Geographies of Global Change
MW 1:50-2:40pm

(Lectures are remote via ZOOM;
all of the lectures for Module 1 and Module 2 are synchronous;
Module 3 has both synchronous and asynchronous lectures)

Instructor: Professor John O’Loughlin (module 1 and course organizer)
Office: Zoom <https://cuboulder.zoom.us/j/abRjcF5Kz9>
Office Hours: T 3-5pm or request Zoom appt by email
Contact: Email: johno@colorado.edu
Personal Home Page: <https://ibs.colorado.edu/johno/>

Instructor: Professor William Travis (module 2)
Office: <https://cuboulder.zoom.us/j/99084183211>
Office Hours: Wed 10:00-11:00, and quick email response anytime, and by appointment
Contact: william.travis@colorado.edu
Personal Home Page: <https://www.colorado.edu/geography/william-riebsame-travis>

Instructor: Professor Mara Goldman (module 3)
Office: Zoom: <https://cuboulder.zoom.us/j/9219764606>
Office Hours: TH 1:30-3:30, or request Zoom appt by email
Contact: mara.goldman@colorado.edu
Personal Home Page: <https://www.colorado.edu/geography/mara-goldman-0>

Class Web Page: All materials are on CANVAS (accessed through <https://canvas.colorado.edu/>)

Teaching Assistants: The Lead TA is Sarah Posner: sarah.posner@colorado.edu. Contact the Lead TA for administrative questions regarding the course (exams, missed classes accommodations, etc).

Recitation schedule: The schedule and location for recitation sections is posted on CANVAS under “Important Information.” It is also included in your class schedule through MyCUInfo and the BUFF PORTAL

Recitation TA	Office Hours	Recitation Sections
Sarah Posner Sarah.posner@colorado.edu	Thursday 2pm-3pm or by appointment https://cuboulder.zoom.us/j/95089495956	109
David Bachrach david.bachrach@colorado.edu	Tuesdays 3pm-5pm or by appointment https://cuboulder.zoom.us/j/99180247828 Password: Spring2021	101, 105, 110
Kripa Dongol Kripa.dongol@colorado.edu	Tuesdays 9-11 am or by appointment https://cuboulder.zoom.us/j/6649630725	102, 106, 108
Prakriti Mukerjee prakriti.mukerjee@colorado.edu	Request via email or through https://prakriti-m.youcanbook.me	103, 104, 107

Course Components:

a) Geographies of Global Change

The course will focus on contemporary issues in the world's regions in the relationship between people and the social and natural environments. 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. Three major themes will organize the lectures and recitations, and each constitute a module of the course. **Module 1 is a review of some of the main human consequences of climate change**, especially food and livelihood security, migration and possible conflicts as responses to resource scarcities in the developing world, especially Africa. **Module 2 examines the interaction of people and nature via the persistent pattern of natural and technological disasters**, locating their root causes in both natural and social realms, and the remarkable persistence—even worsening—of disaster in patterns of human justice. **Module 3 examines power dynamics associated with gender, race, and class** as a part of environment and development processes—focusing on climate change risks and adaptations, and environmental justice.

The lectures will focus on the difficulties faced by ordinary people in the diverse regional and environmental contexts. Major contemporary issues can be understood in their geographic settings. We will examine the interactions of global forces and local interests by picking three major contemporary regional problems and by debating the possible options for solving these problems in recitation sections. The instructors are lecturing on topics that they actively research and will bring some of the latest research to the discussion in a manner accessible to students in a first-year university class.

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 earth science, anthropology, history and economics, with a focus on places. In the lectures, we will use contemporary problems (e.g. the possible relationship between the resource scarcities generated in a vulnerable region by climate change and the various human consequences in the form of migration and conflict) as a way of illustrating the approaches of modern geography to understand these issues and to pose some possible solutions.

c) Geography 1962 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 both within and 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, people's relationships with the environment, and the interaction (current and potential, friendly and hostile) of countries with the U.S. The specific MAPS aim of Geog. 1962 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 policy choices, and to become better-informed American (and global) citizens. 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 environments, 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 we examine are quite complex. Even the “facts” are in dispute, such as the extent of climate change or whether people who engage in conflict in a resource scarce region are responding to competition over scarce resources or whether other factors are responsible for the violence. 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/her 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 encouraged to examine the issues we cover from a variety of ethical, 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 develop 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:

There is no textbook for the class. The readings are available online on the class CANVAS site. Each of the online readings is located in a folder on CANVAS, although you may be asked to click on a link in order to access some readings on the content’s original website for optimal viewing. We have purposely built a set of readings with extra materials (key points from lecture, discussion questions, graphical and cartographical materials, etc.) into the content on CANVAS for this class. **The readings online 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.** 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 exams will be taken from the readings with the remaining half from the lectures.**

Each reading is clearly indicated for the respective weeks in the CANVAS “Required Readings” folder. You must be prepared to take a quiz during recitation on the week’s readings.

b) Recitations:

The recitations meetings will be devoted to review and discussion of the readings and to clarify lecture materials. Each student will write 3 short position papers (approximately 1000 words each) on a topic drawn from a list that connect to the lecture material and readings in each module. Details on the papers in the respective modules will be given in recitation.

c) *Examinations:*

Subject to change in format due to ongoing Covid uncertainties, there will be three exams in this course; one 50minute online exam during class time via Canvas (40 multiple choice questions) for each of modules 1 and 2 and the final exam on May 2nd that incorporates material from the third module and some review questions from modules 1 and 2). The University allows students with three or more exams scheduled for a single day to take the last exam on an alternate day/time. Let your TA know by **April 15** if you want to exercise this option for the final.

The format of the exams will be multiple-choice, true/false and matching questions. The final exam is cumulative but will focus on the third module and include only general questions from the first two modules and the last week (wrap-up) of class. About half of the questions will be from lectures and about half from the readings on each exam. This should be further encouragement to both complete the required readings and attend lecture.

d) *Grade Distribution:*

Module 1 exam (Climate Change) February 22	= 15%
Module 2 exam (Disasters) March 29	= 15%
Module 3 and summary exam (Gender, Env., Dev.) May 2	= 20%
Short papers (3 x 10% - one for each module)	= 30%
Recitation Attendance	= 10%
Recitation Participation (Zoom 'elevator pitches')	= 10%
Total	=100%

e) *Attendance:*

Attendance is expected at both lecture and discussion section; attendance will be assessed periodically through online quizzes via Canvas. Since about half of the exam questions are taken from the lecture material, it would be a big mistake to skip watching the recorded or live online lectures. If you cannot access a lecture, make sure to get the notes online or from a friend. For module 3, attendance in live online lectures is encouraged but not required as the lectures are recorded.

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

As course lectures and recitation activities move to remote teaching and online platforms exclusively, it is very important that all students demonstrate appropriate online behavior. Avoid disruptive engagements and use your best judgement to minimize background noise (turn off audio), distracting videos or problematic use of the chat option. Repeated violations of these requests will be reported to the instructor and you will then be called out for a conversation with the instructor. Use the 'raise hand' or chat box to ask questions during classes.

f) *Lecture Notes:*

Much of the text of the PowerPoint slides used in class will be available on CANVAS (see Lecture Slides under Modules). Files are in PDF format. In most cases 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.

Lecture, Readings and Recitations - Outline and Schedule

Week/Day	Lecture Topic	Readings	Recitation	Assignments
Jan 15	Wednesday schedule Introduction to the class Professors O'Loughlin, Travis and Goldman			
Week 1	MODULE 1- Human Consequences of Climate Change Professor O'Loughlin			
Jan 18	Martin Luther King day- no class	Readings in Week 1 Folder on CANVAS	Review readings "Geography Matters" by Knox and Marston and "Hot and Bothered" by <i>The Economist</i>	
Jan 20	Climate change – The evidence			
Week 2				
Jan 25	Climate change – Societal and Policy implications	Readings in Week 2 Folder on CANVAS	Review readings <i>Economist</i> "Global Warming 101" and <i>New York Times</i> "How climate migration will reshape America"	
Jan 27	Climate change migration			
Week 3				
Feb 1	Climate change- 2015 Paris agreement	Readings in Week 3 Folder on CANVAS	Review reading "What is the Paris Agreement?" & Introduction to paper 1	
Feb 3	Food vulnerability in Africa			
Week 4				
Feb 8	Development and climate change	Readings in Week 4 Folder on CANVAS	Zoom "elevator pitch" (2mins) on the Paris treaty	
Feb 10	Conflict and climate change in Africa			
Week 5				
Feb 15	Is Syria's civil war the first 'climate war'	Readings in Week 5 Folder on CANVAS	Review for the exam	
Feb 17	WELLNESS Day – no class			
MODULE 2 - Geography of Disasters Professor Travis				
Week 6				Short Paper #1 Due by the time of your recitation this week

Feb 22	Exam Module 1 (50mins)	Readings in Week 6 Folder on CANVAS	Brief introduction to Module 2	
Feb 24	Introduction Module 2 - Dangerous places: A geography of disasters			
Week 7				
Mar 1	4 big problems in disaster risk management	Readings in Week 7 Folder on CANVAS	Review week's readings	
Mar 3	4 big problems in disaster risk management (cont.)			
Week 8				
Mar 8	Dangerous places: protect or abandon?	Readings in Week 8 Folder on CANVAS	Introduction to Short Paper 2	
Mar 10	Dangerous places (cont.)			
Week 9				
Mar 15	Diagnosing disasters: What lessons?	Readings in Week 9 Folder on CANVAS	Zoom "Elevator pitch" (2 mins) on Protect vs. Abandon	
Mar 17	Diagnosing disasters: What lessons?			
Week 10				
Mar 22	Future catastrophes	Readings in Week 10 folder	Review for exam 2	
Mar 24	Future catastrophes			
MODULE 3 - Gender, Environment and Development Professor Goldman				
Week 11				
Mar 29	Exam for Module 2	Readings in Week 11 Folder on CANVAS	Introduction to Module 3	
Apr 1	Gender and Environment: An introduction			
Week 12				
Apr 5	An Intersectional look at Covid-19	Readings in Week 12 Folder on CANVAS	Introduction to Short Paper 3	
Apr 7	Gender and Disasters			
Week 13				
Apr 12	Film: Taking Root: The Vision of Wangari Maathai	Readings in Week 13 Folder on CANVAS	Elevator pitch	Zoom
Apr 14	Environmental Justice and Slow Violence			

Week 14				
Apr 19	Feminist Political Ecology	Readings in Week 14 Folder on CANVAS	Online discussion forum on film. Reading review quiz.	
Apr 21	Climate change and gender			
Week 15	Summary Professor O'Loughlin			Short Paper #3 Due Uploaded by April 27th at 5pm
Apr 26	Review of Climate Change, Disasters, and Gender & Development	No readings this week	Review for Final Exam	
Apr 28	Last Class - Final Exam Review			

The final exam is scheduled for Sunday, May 2nd from 7:30-10pm through a CANVAS online test (details later).

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member or **lead TA Sarah Posner** in a timely manner (**by February 1st**) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, **you need to inform lead TA Sarah Posner in writing of any religious holidays or observances that conflict with any exams or assignments by February 1st**. See the [campus policy regarding religious observances](#) for full details.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise instructors of this preference early in the semester so that we can make appropriate changes to our records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct,

discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

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 written work in Geog 1962 is submitted to TurnItIn.com via CANVAS. A grade of F in the course will be given to any student in violation of the CU Honor Code. *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 1962.* 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 at www.colorado.edu/policies/honor.html