

**Geography 1962**  
**Spring Semester 2023**      **Geographies of Global Change**  
**MW 1:25-2:15pm VAC1B20**  
**(all lectures are in person)**

*Instructor:* Professor John O’Loughlin (module 1 and course organizer)  
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*Instructor:* Professor Jennifer Fluri (module 2)  
*Office:* Guggenheim 108  
*Office Hours:* by appointment: <https://jenfluri2.youcanbook.me/>  
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*Personal Home Page:* <https://www.colorado.edu/geography/jennifer-fluri-0>

*Instructor:* Professor William Travis (module 3)  
*Office:* Guggenheim B-01  
*Office Hours:* Quick email response for short questions. Weeks 12-16: Zoom 9-10 W; In-Person: 12:30-1 MW, and by appointment  
*Contact:* [william.travis@colorado.edu](mailto:william.travis@colorado.edu)  
*Zoom office hours (9-10 Tuesdays)* <https://cuboulder.zoom.us/j/6968150192>  
*Personal Home Page:* <https://www.colorado.edu/geography/william-riebsame-travis>

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

Teaching Assistants: The Lead TA is Prakriti Mukerjee [prakriti.mukerjee@colorado.edu](mailto:prakriti.mukerjee@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

<b>Recitation TA</b>	<b>Office Hours</b>	<b>Recitation Sections</b>
Prakriti Mukerjee	email <a href="mailto:prakriti.mukerjee@colorado.edu">prakriti.mukerjee@colorado.edu</a> or through <a href="https://prakriti-m.youcanbook.me">https://prakriti-m.youcanbook.me</a>	106
Aja Procita	<a href="mailto:Aja.procita@colorado.edu">Aja.procita@colorado.edu</a>	102, 103, 105
Priscilla Corbett	<a href="mailto:Priscilla.corbett@colorado.edu">Priscilla.corbett@colorado.edu</a>	101, 104, 107

### **Course Components:**

#### *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 (people, 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 (Professor O’Loughlin) is a review of some of the main human consequences of climate change**, particularly the Paris climate treaty, international commitments, food and livelihood security, migration and possible conflicts as responses to resource scarcities, especially Africa. **Module 2 (Professor Fluri) examines power dynamics associated with gender, race, and class** as part of geopolitical conflicts, humanitarian aid and economic development, and migration. **Module 3 (Professor Travis) examines the interaction of people and environment 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 development.

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.

*“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 such as migration and conflict) as a way of illustrating the approaches of modern geography to understand these issues and to pose some possible solutions.

*Geography 1962 as an introductory class.*

The specific aim of Geog. 1962 is to educate CU undergraduates to appreciate current global complexities around rapid environmental and social changes, 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 current 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 by context.

*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 human-induced 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:

### *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.

### *Recitations:*

The recitations meetings will be devoted to review, discussion and short exercises to clarify lecture and reading materials. Plus, **each student will write 3 short essays (approximately 500 words each) in recitation session, one for each module.** Prompts and rubrics for these short essays in the respective modules will be given in recitation.

### *Examinations:*

There will be three exams in this class. Modules 1 and 2 have in-class 50minute exams with 40 multiple choice questions. The final exam on May 8th has 40 questions from module 3 plus 10 more from modules 1 and 2. You must have a valid excuse if you wish to take a make-up exam. Please note the date/time of the final exam (**May 8<sup>th</sup> 4:30-7pm**) and do not make plans that conflict with it. The first two exams will be worth 15% of the final course grade each. The final module quizzes (including the third module) will be worth 20% 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/time. Let your TA know by **March 24** 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 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.

*Grade Distribution:*

Module 1 exam (Climate Change)	Feb. 20	= 15%
Module 2 exam (Gender, Development, Migration)	Mar 22	= 15%
Final exam, & module 3 (Disasters & Catastrophes.)	May 8	= 20%
Short papers (3 x 10% - one for each module)		= 30%
Recitation Attendance		= 10%
Recitation Participation		= 10%
		Total =100%

*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 lectures. If you cannot access a lecture, make sure to get the notes online or from a friend.

Attendance is *required* in the recitation 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.

*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. Laptops may only be used by request and laptop users must sit in the first two rows.

### Lecture, Readings and Recitations - Outline and Schedule

Week/Day	Lecture Topic	Reading	Recitation
Week 1			
		Readings in Week 1 Folder	Introduction
Jan. 16	<b>Martin Luther King Jr day – no class</b>		
Jan. 18	Introduction to the course – Profs O’Loughlin, Fluri and Travis		
Week 2			
Jan 23	Geographic perspectives	Readings in Week 2 Folder	Review readings of week 2
Jan 25	Climate change – The evidence		
Week 3			
Jan 30	Climate change –Policy implications	Readings in Week 3 Folder	Review readings of week 3
Feb 1	Climate change migration		
Week 4			

Feb 6	Climate change- 2015 Paris	Readings in Week 4 Folder	Review reading "What is the Paris Agreement?"
Feb 8	Food vulnerability in Africa		
Week 5			
Feb 13	Development and climate change	Readings in Week 4 Folder	Review for Exam 1
Feb 15	Conflict and climate change in Africa		
Week 6			
Feb 20	<b>Examination on Module 1 (50mins)</b>		In-class short paper on Paris agreement

Week 6 continued			
Feb 22	Global Crises/Bearing Witness	Readings in Week 6 Folder	Introduction to Module 2
Week 7			
		Readings in Week 7 Folder	Refugee / Migration Simulation
Feb 27	Gender and Conflict: Afghanistan		
Mar 1	Humanitarian Aid Geographies		
Week 8			
Mar 6	Gender and Economic Development	Readings in Week 8 Folder	Economic Trade Game
Mar 8	Gender and the Global Economy		
Week 9			
Mar 13	Gender and Migration	Readings in Week 9 Folder	In – class short paper
Mar 15	Migrants/Refugees		
Week 10			
Mar 20	Migration/Environmental Disasters		Exam Prep
Mar 22	<b>Exam Module 2 (50 mins in class)</b>		
Week 11: SPRING BREAK			
Week 12			
April 3	Introduction Module 3: Dangerous places: A geography of disasters and their causes.	Readings in Week 12 Folder	Introduction to Module 3
Apr 5	Key concepts and the theory behind them: risk, hazards, disasters, & vulnerability		

Week 13			
Apr 10	4 big problems in disaster risk management	Readings in Week 13 Folder	Review week 12 readings
Apr 12	4 big problems in disaster risk management (continued)		
Week 14			
Apr 17	Strategic retreat: Can we get out of harm's way equitably? wrong?	Readings in Week 14 Folder	Introduce Module 3 essay: Strategic Retreat
Apr 19	Diagnosing disasters: What went wrong?		
Week 15			
Apr 24	Diagnosing disasters: What went wrong?	Readings in Week 15 Folder	In-recitation short essay
Apr 26	Global effort to reduce disaster: Can it work?		
Week 16			
May 1	Future catastrophes	Reading in Week 16 Folder	<b>Review for final exam</b>
May 3	Review of the course: All instructors		

**The final exam may be held on Monday, May 8th from 4:30-7 pm in the VAC1B70 classroom**

### 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 Prakriti Mukerjee** in a timely manner (**by February 1<sup>st</sup>**) so that your needs can be addressed. Disability Services determines accommodations based on documentation. for 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](mailto: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 Prakriti Mukherjee in writing of any religious holidays or observances that conflict with any exams or assignments by February 1<sup>st</sup>**. 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. We 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](#).

Laptops may only be used by request and laptop users must sit in the first two rows.

### **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](mailto: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).