

**Geography 1962
Spring Semester 2018**

Geographies of Global Change

Instructor: Professor Jennifer Fluri
Office: Guggenheim 103b
Office Hours: Wednesdays 2:00p-4:00pm (or by appointment)
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Personal Home Page: <http://www.colorado.edu/IBS/intdev/jobno/jobno.html>

Instructor: Professor William Travis
Office: Guggenheim 102B
Office Hours: Mondays 11am-12pm, Wednesdays 11 am-1pm (or by appointment)
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Class Web Page: All materials are on Desire2Learn (D2L) (accessed through learn.colorado.edu)

Please check the class D2L web page frequently for news, updates on assignments, readings, links to websites for the recitation section debates, lecture notes, practice exams, updated grades and scores, format for the research papers, recitation exercises, etc.

Teaching Assistants: The LEAD TA is Sarah Tynen: sarah.tynen@colorado.edu (contact her for all administrative questions/issues about accommodations, missed assignments, make-up exams, problems with D2L, etc.). Her office hours are in Guggenheim 314 on Mondays and Wednesdays from 2:00-3:00 pm (immediately following lecture).

Yang Yang: yang.yang@colorado.edu (sections 103, 105, 106)
Sarah Posner: sarah.posner@colorado.edu (sections 101, 107, 108)
Francis Naylor: francis.naylor@colorado.edu (sections 102, 104, 109)

Recitation schedule: The schedule and location for recitation sections is posted on D2L, and is also included in your class schedule through MyCUInfo.

Office hours:

Yang Yang	TU 1:30-2:30 pm, W 12:00-1:00 pm	GUGG 314
Francis Naylor	TH 2:00-4:00 pm	GUGG 312
Sarah Posner	M 3:00-4:00 pm, F 10:00-11:00 am	GUGG 312

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 migration and conflicts as responses to resource scarcities in the developing world. Module 2 examines the geographies of gender and economic development, addressing key geographic issues such as conflict, refugees, labor migration and natural disasters. Module 3 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 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.

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 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 forced 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:

The readings are available online on the class D2L site. Each of the online readings is located in a folder on D2L, although you may be asked to access some readings on the content's original website for optimal viewing. 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 D2L 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 module 1 and 2 (40 questions) and final (50 questions) exams will be taken from the readings with the rest from the lectures.

Each reading is clearly indicated for the respective weeks in the D2L "Required Readings" folder.

b) Class Debates:

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 provide background for their position, typically from some other websites that we link to on the course website (see Debate Materials under Content on D2L). **The debates will be held during your recitation in week 3, 7, and 15.** You are required to attend the debates and are not permitted to make-up the debates at a different time or with a different recitation.

c) Examinations:

There will be three exams in this course: two 50 minute exams (40 multiple choice questions) for the first two modules and one longer final exam (50 multiple choice questions). The exam for the third module will be part of the final exam and will be held on **Sunday, May 6th, 7:30pm-10pm**. You must have a valid excuse (Wardenburg doctor's note, etc.) if you wish to take a make-up exam. Please note the date/time of the final exam and do not make travel plans that conflict with it. The first two exams will be worth 15% of the final course grade each. The final exam (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 23** if you want to exercise this option for the final.

The format of the exams will be all multiple-choice 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) Short Paper Assignments:

Each student will be required to submit a short paper (maximum 2 pages) for each of the three modules, for a total of three short papers. You will be asked to evaluate and take an informed position on one of the controversial topics covered in the discussion sections. The grading rubric for the paper will be listed under the "Paper Materials" folder in D2L. The short paper must be submitted electronically to the D2L Dropbox by 12 pm MDT on the Monday of the 6th, 9th and 16th weeks (February 19th, March 12th, and April 30th). Full details about the assignments will be reviewed in recitations and will be available on D2L.

e) *Grade Distribution:*

Module 1 (Climate Change) exam - February 14	= 15%
Module 2 (Gender & Development) exam - March 21	= 15%
Final exam, focus on module 3 (Catastrophes/Disasters) -May 6	= 20%
Short papers (3 x 5%)	= 15%
Debates (3 x 5%)	= 15%
Recitation attendance and participation	= 20%
Total =	100%

f) *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.

Attendance is *required* in the discussion sections and the TA will take weekly attendance. Attendance is also required for all the debates. From years of experience, it is absolutely clear that course grades and attendance (in both 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, you must inform the instructor and sit in the first row.* 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 instructor and you will then be called out for a conversation with the instructor after class.

g) *Lecture Notes:*

Much of the text of the PowerPoint slides used in class will be available on D2L (see Lecture Notes under Content). 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.

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member and lead TA Sarah Tynen 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 Tynen 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 me of this preference early in the semester so that I may make appropriate changes to my 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 will be submitted to TurnItIn.com via the D2L dropbox folders. 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

Lecture, Readings and Recitations Outline

Week/Day	Lecture Topic	Reading	Recitation
Week 1			
Jan 15	MLK Day	Readings in Week 1 Folder on D2L	Review reading "Geography Matters" by Knox and Marston
Jan 17	Introduction to the Class		
MODULE 1- Human Consequences of Climate Change Professor O'Loughlin			
Week 2			
Jan 22	Climate Change – the evidence	Readings in Week 2 Folder on D2L	Review <i>Economist</i> reading on the IPCC climate-change report and prepare for Debate 1
Jan 24	Climate Change – policy implications		
Week 3			
Jan 29	Climate Change in Africa	Readings in Week 3 Folder on D2L	Debate 1 – The Paris Climate Conference
Jan 31	Food Vulnerability in Africa		
Week 4			
Feb 5	Migration as a Response	Readings in Week 4 Folder on D2L	Review for the exam
Feb 7	Migration in and from the Sahel		
Week 5			
Feb 12	Conflict Distributions in Africa	Readings in Week 5 Folder on D2L	Introduction to Paper 1
Feb 14	Exam for Module 1		
MODULE 2 - Gender and Development Professor Fluri			
Week 6			
Short Paper #1 Due on D2L at 12 pm on Monday, February 19th			
Feb 19	What is Geography?	Readings in Week 6 Folder on D2L	Review readings on Gender: Conflict & Peace Building
Feb 21	UN Security Council Resolution 1325		
Week 7			
Feb 26	Gender and Conflict	Readings in Week 7 Folder on D2L	Debate 2—Gender, Conflict and Peace
Feb 28	Gender and Peace building		
Week 8			
March 5	Gender and Migration	Readings in Week 8 Folder on D2L	Exercise—International Trade Game
March 7	Refugees and Defining Homeland		

Week 9	Short Paper #2 Due on D2L at 12 pm on Monday, March 12th		
March 12	Global Gender Gap and Saudi Women	Readings in Week 9 Folder on D2L	Review for exam 2
March 14	Credit & Debt: Microfinance and Pay Day Loans		
Week 10			
March 19	2004 Tsunami and 2015 Nepal Earthquake	Readings in Week 10 Folder on D2L	Exercise: Credit and Debt
March 21	Exam for Module 2		

Week 11 SPRING BREAK

	MODULE 3 - Geography of Disasters Professor Travis		
Week 12			
April 2	Dangerous places: A geography of disasters	Readings in Week 12 Folder on D2L	Introduction to Debate 3 – Abandon New Orleans?
April 4	Key concepts and the theory behind them: risk, hazards, disasters, vulnerability		
Week 13			
April 9	4 big problems in disaster risk management	Readings in Week 13 Folder on D2L	NO recitations this week - AAG meeting (Lectures as usual)
April 11	Continued		
Week 14			
April 16	Diagnosing disasters: What went wrong? I	Readings in Week 14 Folder on D2L	Introduction to Short Paper 3 – What Went Wrong? Prep for Debate 3
April 18	Diagnosing disasters: What went wrong? II		
Week 15			
Apr 23	Global effort to reduce disasters: will it work?	Readings in Week 15 Folder on D2L	Debate 3 – Should we abandon New Orleans?
April 25	Future catastrophes		
	Wrap-Up Professor Fluri		
Week 16	Short Paper #3 Due on D2L at 12 pm on Monday, April 30th		
April 30	Geographies of Disasters and Conflict Comparisons	No reading	Review for Final Exam
May 2	Final Exam Review		

Recitation Sections: Readings are taken from the folder assigned for each week under Content on D2L. For the three debates, readings for each position will be available under Content on D2L.

The final exam will be held on Sunday, May 6th from 7:30-10:00 pm

