

Geog 205 (Individuals & Groups)

- Required in the new Urban/Regional major track & a GEC for other students
- Assessment plan talks about embedded testing, does not provide specific examples/questions but talks about monitoring and evaluating the embedded testing
 - **send some sample questions that map to the learning outcomes- what are the expectations/performance levels that would be acceptable?**

TABLED UNTIL NEXT TIME

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Geography

Academic Unit

GEOG

Book 3 Listing (e.g., Portuguese)

205 Human Geography

Number Title

Human Geography

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn x

Winter

Spring

Year 2009

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Introduces key concepts in human geography: interconnections between people and places; the role of space and place in political, cultural, economic, and social interactions

Quarter offered: AU

Distribution of class time/contact hours: 2 11/3-hour lecture, 1 2-hour disc.

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes (omit)

Prerequisite(s): none

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No

GEC: Yes No

Admission Conditions Course: Yes No

Off-Campus: Yes No

EM: Yes No

Honors Embedded Statement: Yes No

Service Learning Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 450701 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

Provides an entry-level course to prepare students for upper-division course content.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within major(s)/minor(s) A general elective

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
Teaching this course will require a shift in teaching loads, made possible by increasing teaching load of newer faculty.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected Section Size: 40-50 _____ Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

CONTACT PERSON: Rick McClish E-MAIL: mcclish.10@osu.edu PHONE: 2-3553

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	<u>Becky Mansfield</u> Printed Name	<u>12/15/08</u> Date
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
3. ACADEMIC UNIT CHAIR/DIRECTOR	<u>MORTON O' KELLY</u> Printed Name	<u>12/15/08</u> Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	<u>Jay S. Hobgood</u> Printed Name	<u>12/16/08</u> Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Geography

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

GEOG 205

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

2. Breadth: B. Social Science (1) Individuals and Groups (from 2008 guidelines, approved May 2008)

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date **Autumn 2009**

6. If your unit has faculty members on any of the regional campuses, have they been consulted? yes

7. Select the appropriate descriptor for this GEC request:

Existing course with no changes to the *Course Offerings Bulletin* information. **Required documentation is this GEC summary sheet and the course syllabus.**

Existing course with changes to the *Course Offerings Bulletin* information. **Required documentation is this GEC summary sheet, the course change request, and the course syllabus.**

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

Academic Unit

Date

College Office/College Curriculum Committee

Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction

Date

Office of Academic Affairs

Date

GEOGRAPHY 205: HUMAN GEOGRAPHY

Adherence to Social Science General Education Curriculum General Learning Outcomes

According to the GEC Program Learning Goals and Objectives, last updated 05/30/2008, the expected outcomes for the "Social Sciences" GEC component are that:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Geography 205 will fulfill the above GEC expected learning outcomes by fulfilling the Social Sciences GEC "Individuals and Groups" sub-categorization.

1. How does Geography 205 address the GEC category expected learning outcomes above?

The overarching subject matter of this course concerns differences and similarities in the contexts of human existence. The course provides a lens onto understanding social structure and processes of human interaction by introducing students to key geographical concepts such as space, place, scale, territory, and landscape. Taken together, these concepts emphasize that individuals, groups, organizations, and societies cannot be studied without a careful consideration of socio-geographical context.

Moreover, this course introduces students to the ways in which the above concepts are used differently by various fields within the discipline, such as feminist geography, urban geography and political geography. As a result, students will exit the class with an awareness of the socio-geographic contexts of individuals, groups, organizations, and societies from not only multiple conceptual vantagepoints but also from multiple sub-disciplinary standpoints. Furthermore, the class provides students with plenty of hands-on opportunities to put these insights to use (see section 4 below).

Throughout, the course applies concepts from Human Geography to issues and problems of contemporary relevance. First, students will apply human geographic insights to broad-scale critical contemporary issues such as urbanization, global inequalities, territorial conflict, race and racism, and the human dimensions of global change. Second, the students will apply general concepts in locally-oriented Ohio-based case studies on issues like local economic development, the cultural politics of neighborhoods, and suburban sprawl. These case studies will emphasize that decision and policy making, although locally grounded, are always developed as a result of the intersection of global and local forces. The case studies will also emphasize the multiple social processes (e.g. cultural, economic, political) at work in both local and global contexts. By emphasizing the multifaceted nature of individuals and groups, the course explicitly raises questions about the context-dependence of social values and the role they play in problem solving.

2. How do the readings assigned in Geography 205 address the GEC category expected learning outcomes above?

The text book for this course – by Sallie Marston and Paul Knox, two leading human geographers – is recognized internationally as a strong introductory text in Human Geography. It covers all the major subfields of the discipline. It provides up-to-date coverage of debates about theory and method in Human Geography. It illustrates and applies these concepts with a suite of contemporary real-world issues.

But most importantly, the text approaches human geography sensitively. Many of the textbooks currently used to introduce human geography to undergraduate students rely on outdated mappings of people and their contexts. For example, individuals, groups, organizations, and societies will be discussed in terms of rather crude “cultural” or “regional” indices. We have chosen Marston and Knox’s text because it addresses differences and similarities across space without turning these specificities into cultural-geographic curiosities to be neatly tabulated against one another.

3. How do the topics covered in Geography 205 address the GEC category expected learning outcomes above?

To demonstrate that individuals, groups, organizations, and societies cannot be studied without careful consideration of socio-geographical context, students will be introduced to a broad, representative sample of subfields in Human Geography. These include: cultural geography, economic geography, political geography, population geography, urban geography, feminist geography and agricultural geography. The two lectures for each week will cover basic concepts in each of these sub-disciplines. The discussion group encourages students to synthesize and apply these concepts with respect to local case studies, and each week students will be introduced to a new method.

By organizing the class around individual subfields and methods, students are introduced to a range of theories and methods regarding the contexts of human existence and the processes by which societies function. Discussion of real-world cases, with emphasis on local issues, provides students knowledge necessary for problem solving.

4. How do the written assignments completed in Geography 205 address the GEC category expected learning outcomes above?

Each week (except week 5 and 10) students will take topics covered in class and apply them directly to locally relevant case studies, using a wide range of geographical methods. After each week’s discussion group, students will be asked to write about the case study, including methods and results, as well as share them with classmates. The class incorporates a total of eight written assignments.

These assignments are explicitly designed to address the expected learning outcomes of the GEC. First, students *learn methods of geographical inquiry*, including: critical media analysis, spatial data set construction, visual methodologies, archival research, commodity chain analysis, internet research, ethnographic observation, and writing field notes. These are all crucial aspects of doing

human geography research which are currently not taught in the department in an introductory manner in one stand alone course. Second, students will *research local case studies using these methodologies*. The objective is to encourage students to ground the general concepts they have learned regarding individual behavior and its social contexts and processes in a more immediate setting. By having to get out of the classroom and put their research skills to use, students will be able to explore and expand on the material encountered in class in terms of first-hand experience. Third, students will *write about their case studies and share these with their peers*. The goal here is to get students to articulate to their colleagues and the professor how their lives are caught up in larger scale processes or events occurring simultaneously in other sites . Moreover, it is hoped that students will be able to use their shared research to encourage their peers to make caveats and/or additions to material learned in class. In other words, by sharing their findings students will be able to engage iteratively with the conceptual material learned in class. If student research shows that certain conceptual material requires revision, students will be encouraged to engage in a small bit of theory-building each week.

GEOG 205 Human Geography: Course Assessment Plan

As developed in consultation with the Undergraduate Studies Committee in the Department of Geography, Geography 205 will be reviewed and assessed through the following mechanisms:

1. Quantitative student SEI evaluation
2. A survey (reprinted below), to be handed out with regular SEIs at the end of the quarter, and which asks students for their feedback on the extent to which the course lived up to its pedagogical and intellectual promises
3. A discursive evaluation of teaching by enrolled students, to be handed out with regular SEIs at the end of the quarter, that asks students for general feedback on the course
4. Embedded testing in both the midterm and final exams
5. Class observation of the teaching faculty member by a faculty colleague, including a written report to be submitted to the Chair as well as the Undergraduate Studies Committee
6. Embedded testing in Geography 600 (Geographic Inquiry) as a means to track later performance of students who have taken this course, compared to those who have not taken it.

Items 2-6 will be maintained on file in the department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards.

Item 2, the survey, will be returned to the department's Undergraduate Studies Committee for review. The survey will provide an assessment of how well the GEC goals of the course are being met. If the results suggest that the GEC learning objectives are not being clearly communicated through course content, the instructor will undertake substantial revision of readings, lecture content, and discussion in class. If the data primarily indicate neutrality or that GEC material is being adequately covered in class, the instructor will still make minor adjustments to readings and lecture content.

Anonymous GEC assessment survey, to be completed on the final day of class
<i>Please help your instructor know how well the course met its GEC goals. Mark each question according to the following key:</i>
Strongly disagree 1 Somewhat disagree 2 Neutral (neither agree or disagree) 3 Somewhat agree 4 Strongly agree 5
This course made me aware of the variety of sub-fields within human geography and their contribution to understanding human societies. 1 2 3 4 5
This course helped me understand the social, cultural, economic, geographic, and political contexts that shape human existence. 1 2 3 4 5

<p>This course made me aware of the variety of methods used by human geographers. 1 2 3 4 5</p>
<p>This course allowed me to practice a variety of methods in human geography. 1 2 3 4 5</p>
<p>This course taught me about integration in place: how and why places differ. 1 2 3 4 5</p>
<p>This course taught me about interdependencies among places: how and why specific places are tied together. 1 2 3 4 5</p>
<p>This course taught me about interdependencies among geographic scales: how the global shapes the local and vice versa. 1 2 3 4 5</p>
<p>This course taught me that the theories and methods of human geography are useful for understanding a variety of contemporary issues. 1 2 3 4 5</p>

Syllabus
GEOG 205
Human Geography

Instructor: Faculty Member

Contact information:

Office hours:

TA: Graduate Student

Contact information:

Office hours:

Course Rationale

This course introduces students to the basic tenets, ideas, and questions in Human Geography. Human geographers study how place and space shape who we are and what we have, and how people and places are fundamentally interconnected and interdependent. Students will learn to apply the insights of human geography to critical contemporary issues as varied as urbanization, global inequalities, ethnoterritorial conflict, and the human dimensions of global environmental change.

Students will be encouraged to develop a geographical imagination—that is, to learn to see the changing patterns, processes, and relationships among people, places and regions that shape our world. Specifically, students will be introduced to geography's principal ways of looking at the world:

1. integration in place (how and why places differ, and why that matters);
2. interdependencies among places (how and why specific places are tied together in ways that either reinforce or reduce their differences); and
3. interdependence of geographic scales (how the global shapes the local and vice versa).

Weekly discussion groups will allow students to apply these perspectives to issues specific to Ohio. In the process, they will be exposed to a variety of research and analytical tools used by human geographers, including: archival research, the use of Geographic Information Systems (GIS), constructing datasets, participant observation, taking fieldnotes, and using photography in research.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

GEC for Social Science: Individuals and Groups

This course meets the requirements of the GEC for Social Sciences: Individuals and Groups. The goal and rationale of the Social Science GEC is to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions. There are three central learning objectives of this GEC:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

This course meets these goals and objectives by introducing students to a variety of approaches for understanding multiple aspects of human societies, cultures, and institutions (for example, economic geography, political geography, and population geography). The course takes a very disciplinary approach, focusing on specific insights and tools (theories and methods) that Geography brings to bear on these topics. Students will apply what they learn during discussion groups, in which they will learn and practice many of the key methods used by human geographers. Throughout, the course applies concepts from Human Geography to issues and problems of contemporary relevance, and hence helps students develop knowledge that will be useful for problem solving.

The course provides multiple ways of understanding social structure and human interaction, which are the overarching themes of the course. Important sub-themes include human differences and similarities, group behavior, and cultural and individual identity. Lectures will introduce general concepts, and these will be supplemented with discussion groups that allow students to explore these concepts in local case studies.

Course Organization

The course is structured around two weekly lectures and one weekly discussion group. Chapters from the textbook are assigned weekly (be aware that we will not be reading the chapters in order) and should be completed in preparation for the Friday discussion group. Please bring your texts to discussion group with you.

Weekly discussion groups allow students to review, apply, and explore in detail material presented in lectures. Students are responsible for any new material presented in discussion groups. Teamwork is encouraged during discussion group time, but grading is based on the quality of individual work and individual participation.

Class and discussion group attendance is critical to success in this course. Students may only attend the discussion group section in which they are registered. Students are expected to prepare for, and attend, *all* weekly discussion group sessions. Students will be advised in advance when discussion groups involve trips outside of the classroom. Most discussion groups will require calculator, ruler, and textbook. The lowest discussion group score will not be used in calculating the final grade.

Required Text

Chapters will be assigned weekly from:

Knox, Paul K., and Sallie A. Marston. 2007. *Places and Regions in Global Context: Human Geography (4th ed.)*. Pearson/Prentice Hall. ISBN 0-13-149705-7. The text is available at OSU Bookstores (Barnes & Noble and Central Classroom) for : \$XX.XX (new) and \$XX.XX (used).

The text is also on 3-hour reserve in the Main Library.

Evaluation

1.	Mid-quarter exam	20%	
2.	Final exam (cumulative)	30%	
3.	Weekly assignments (8 at 5% each)	40%	due <u>in discussion group</u> weekly
4.	Overall attendance/participation	10%	

Letter Grade Conversion

A: 95% and above; A-: 90-94.9%; B+: 85-89.9%; B: 80-84.9%; B-: 75-79.9%; C+:70-74.9%; C: 65-69.9%; C-: 60-64.9%; D+: 55-59.9%; D: 50-54.9%; E: below 50%.

Policies

Students who anticipate missing an exam must see the Instructor *at least one week prior* to make alternative arrangements. In-class evaluation cannot be made up without special advance notice and is done at the discretion of the instructor.

Exam absences due to illness must be substantiated by a written note from a health care provider. Students who miss lectures or discussion groups due to illness are encouraged to borrow class notes from others, to attend all review sessions, and to meet with the TA or instructor to review missed topics. Missed discussion groups cannot be made up.

All assignments must be completed, and submitted, during the discussion group period. Assignments may not be completed prior to, or subsequent to, the assigned discussion group time. Assignments not handed in on time will lose 2 (two) percentage points per day.

Under exceptional circumstances, and at the discretion of the instructor, extra credit opportunities are available.

SCHEDULE

Class Topics, Required Readings, and Discussion groups

Week 1: Why does Geography matter?

Lecture 1: Background on Geography and geographers' toolkit

Lecture 2: Thinking like a geographer

Discussion group: Careers in Geography

Required reading: Chapter 1 Geography Matters

Week 2: One world, many worlds

Lecture 3: Mapping global interdependencies

Lecture 4: Historical production of global inequalities

Discussion group: Geography in the news (critical media analysis)

Required reading: Chapter 2 The Changing Global Context

Week 3: Population, Consumption, and Migration

Lecture 5: Human demographic dynamics

Lecture 6: Global migrations

Discussion group: Calculating your ecological footprint: constructing a dataset

Required reading: Chapter 3 Geographies of Population

Week 4: Culture as Geographical Process

Lecture 7: Identity and difference

Lecture 8: Landscape as a human system

Discussion group: Representing neighborhoods in Columbus: visual methodologies

Required reading: Selections from Chapters 5 Cultural Geographies & 6 Interpreting Places and Landscapes

Week 5: The Politics of Place

Lecture 9: Place and place-making

Lecture 10: MID-TERM EXAM

Discussion group: Guest speaker: Sports and the making of OSU Campus (Intro to OSU Library Archives)

Selections from Chapters 5 & 6

Week 6: Global Food: Past and Present

Lecture 11: The Columbian Exchange

Lecture 12: Agricultural industrialization

Discussion group: Commodity chains: Trace your lunch/Map your meal (introduction to internet research)

Required reading: Chapter 8 Agriculture and Food Production

Week 7: Space of Poverty and Affluence

Lecture 13: Uneven development

Lecture 14: Neoliberal globalization

Discussion group: Fieldtrip to Honda-Marysville

Required reading: Chapter 7 Geography of Economic Development

Week 8: Conflict in an Unruly World

Lecture 15: Territory, space, and geopolitics

Lecture 16: Global security and geographies of fear

Discussion group: Policing space on High Street (weekly personal log)

Required reading: Chapter 9 The Politics of Territory and Space

Week 9: Cities in a Globalizing World

Lecture 17: Global urbanization

Lecture 18: The U.S. city

Discussion group: Sprawl in Columbus, Ohio: Intro to GIS

Required reading: Selections from Chapters 10 Urbanization & 11 City Spaces: Urban Structure

Week 10: Future Geographies

Lecture 19: Future Geographies: unmaking place in a digital world?

Lecture 20: Putting it all together: key lessons

Discussion group: Review for final exam

Required reading: Chapter 12 Future Geographies

Final exam: Date, time, place

14 April 2009

Response to queries from the CCI Subcommittee regarding **Geography 205: Human Geography**

The Subcommittee asks for more information regarding our assessment plan for Geog 205, particularly in regard to embedded testing. The Subcommittee asks that we provide sample questions that map specifically to the learning outcomes of the Individuals and Groups GEC. The Subcommittee asked for similar information regarding the proposal for Geography 420; our response for Geog 205 parallels our response for that course. We hope this response effectively answers the subcommittee's concerns. If not, we will be happy to further address the issues.

Embedded testing is one method of direct assessment to be used in the course. Some testing will be in the form of specific questions on the mid-term and final while others will be part of weekly written assignments. The embedded questions on the exams will be aimed at evaluating students understanding of the learning outcomes for the material on that exam. For example, the mid-term takes place in week 5. The topics covered on that exam include Geography as a discipline, spatial interdependence and inequality, population geography, and cultural geography (and how these topics are connected). The embedded questions would address how well students are grasping the theories of scientific inquiry (geography as a discipline and subdisciplines within) and differences and similarities in social and cultural contexts of human existence (spatial interdependence and inequality, issues in population and cultural geography).

Assessment using the weekly written assignments will be similar but this format gives the instructor added ability to learn how well students have internalized the learning outcomes – understanding the theories of social scientific inquiry and their relevance for social problem solving and policy making. The weekly discussion groups, with which the written assignments are associated, also emphasize methods, so it will be in these assignments that we will embed questions related to understanding of social scientific methods.

The fact that Geog 205 is a new course and has yet to be taught presents us with the dilemma of providing specific example questions. We prefer not to make up an artificial response simply to “check the box.” Indeed we plan to proceed consistent with good pedagogic practice, and consistent with the advice of prior assessment designers (Gunther). Once the course is approved and the professor is able to assemble the lectures, Carmen resources and so on, the specific questions will be easily identified. The Undergraduate Studies Committee has a process in place for both individual course and overall major assessment, and will follow-up on these issues once the course is taught. We would expect that at least 75% of students taking the course would demonstrate basic understanding of a majority of the learning outcomes listed on the initial assessment plan for GEC status.

The instructor, in conjunction with the Undergraduate Studies Committee, will review the results of the embedded testing, discuss the findings with the department Chair and make modifications to the course where necessary to better meet the applicable learning outcomes.

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Geography
 Academic Unit

Book 3 Listing (e.g., Portuguese) 400
Course Number

Summer Autumn X Winter Spring Year 2009

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: _____
2. Number: 400 _____
3. Full Title: Geography of United States and Canada _____
4. 18-Char. Transcript Title: GEOG U S & CANADA _____
5. Level and Credit Hours U 5 _____
6. Description: Geographical analysis of North America; spatial patterns and processes associated with resources, economic structure, population, urbanization, income, and ethnicity at national, regional and urban scales _____
7. Qtrs. Offered : Su, Au, Wi, Sp _____
8. Distribution of Contact Time: 3 1.5-hr cl. (e.g., 3 cl, 1 3-hr lab) _____
9. Prerequisite(s): _____
10. Exclusion: (Not open to....) _____
11. Repeatable to a maximum of _____ credits. _____
12. Off-Campus Field Experience: _____
13. Cross-listed with: _____
14. Is this a GEC course? Yes _____
15. Grade option (circle): Ltr X S/U P
If P graded, what is the last course in the series? _____
16. a) Is an honors version of this course available? Y N X _____
b) Is an Embedded Honors version of this course available? Y N X _____
- c) Is this a Service Learning Course: Y N X _____
17. Other general course information: _____

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. _____
2. _____
3. Geography of North America _____
4. GEOG N AMERICA _____
5. _____
6. Geographical analysis of North America; spatial patterns and processes associated with culture, politics, economy and social difference at international, national, regional and urban scales _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. a) _____
b) _____
c) _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?

2. Does this course currently satisfy any GEC requirement? if so indicate which category.
social diversity

3. What other units require this course? Have these changes been discussed with those units?

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.

5. Is the request contingent upon other requests? if so list the requests.

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**
To better communicate to undergraduate students the content of this course, and to better reflect current disciplinary trends.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change. If the proposed change involves budgetary adjustments, describe the method of funding:

CONTACT PERSON: _____ EMAIL: _____ PHONE: _____

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|---------------------------------------|-------------------------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. <i>Morton O'Kelly</i>
ACADEMIC UNIT CHAIR/DIRECTOR | <i>MORTON O'KELLY</i>
Printed Name | <i>12/15/08</i>
Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. <i>Jay S. Hobgood</i>
COLLEGE CURRICULUM COMMITTEE | <i>Jay S. Hobgood</i>
Printed Name | <i>12/16/08</i>
Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

Geography of North America, 400

Spring Quarter 2008

Monday and Wednesday: 2:30-4:18 PM, Derby Hall Room 1080.

Larry Brown, Instructor

1176 Derby Hall; 614-292-2320 or 614-395-7045

Office Hours: Available any time in office and not otherwise busy.

E-mail: brown.8@osu.edu (Best way to reach); mailbox in Derby 1035

Kevin Grove, Co-Instructor

Office Hours: Mondays and Wednesdays 12:30 PM - 02:00 PM; other times by appointment.

Office: Derby Hall Room 1131, 292-1357

E-mail: grove.80@osu.edu (Best way to reach); mailbox in Derby 1035

Course Aims:

1. To provide a thematic overview of the geography of the US and Canada, but with focus primarily on the US. Material presented in class includes components of physical and socio-economic landscapes.
2. To expand knowledge of current events and their place dimensions, in the context of the US and Canada.
3. To engender a visceral familiarity with places in the US and Canada through exercises, slide presentations, and the like.
4. Through these various endeavors, to increase awareness of, and sensitivity to, similarities, differences, and interconnections within the US and Canada and between these countries and other parts of the world.
5. Following the GEC philosophy, to augment knowledge and skills relevant to being an educated citizen.
6. Students will not only learn the **where** of places and things, but more importantly the **how** and **why** behind geographical phenomena.
7. Said another way, the aim of this course is not just to understand where things are but (i) **what** are characteristics of places; (ii) **how** places differ from one another; (iii) **why** differences exist (social, cultural, economic processes); (iv) the **link** between geography and current events, or the **role** of geography in current events.

Recommended Resource Materials:

Text: *The United States and Canada: The Land and the People, Second Edition*, by Arthur Getis, Judith Getis, I.E. Quastler, McGraw Hill, 2001, Available at Book Stores.

Exercise CD: *Interactive World Issues of Place and Planet*, 2 CD-ROM set, McGraw Hill, Available at Book Stores (should be packaged with text) or from from Instructors.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible

of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the Committee (Faculty Rule 3335-5-847). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Grading:

If numerical grades are sufficiently high,

A = 93-100%; A- = 90-93%;
B+ = 87-90%; B = 83-87%; B- = 80-83%;
C+ = 77-80%; C = 73-77%; C- = 70-73%;
D+ = 67-70%; D = 63-67%;
E = <63%

If numerical grades are not sufficiently high, curving will be used for grading for all or part of the grade distribution.

Grade Composition:

Map Quizzes 10.0%
CD Exercise I 05.0%
CD Exercise II 07.5%
Thinking Thematically 05.0%
Mid-Term 25.0%
Final: 37.5%
Extraordinary Performance 10.0%

Extraordinary performance can be of either a positive or negative nature which includes such things as indications you are using the various resources made available through this course, **attendance**, marked **improvement/disimprovement** in performance over course of the quarter, etc. For most people, the final grade should be the average of their performance on exams and exercises, and the (dis) benefit this 10% is **primarily at a grade margin**.

Other Important Information

1. The course format may be **demanding**, and to avoid surprises, it's important that you understand this in advance.
2. You are encouraged to interact frequently with the Co-Instructors or myself (over the whole quarter, not just before examinations). This may concern class, reading, or lecture note information; procedural issues such as examination strategies, culling relevant information from readings and lectures, or effective note taking; discomfort over class demands; personal events that might effect class performance; etc. Such interaction will help you to get more out of this course, help us to teach

more effectively, and avoid surprises for both you and ourselves.

3. Because a good deal is learned through **being** in class, handouts related to the class will be a frequent occurrence, and the instructor feels strongly that the more attentive should be rewarded -- hence, **attendance is taken very seriously**.
4. The **class web page** can be found at **Carmen**. All material pertinent to the class will be there, **after** being initially presented in class -- syllabus, LAB lecture notes, powerpoint presentations, news articles, study guides, announcements, other material relevant to class, etc. Also, **note** that the **class web page** on Carmen **trumps** anything said in class regarding **dates** of examinations etc. And again, **NOTE** -- web information is **NOT** a substitute for being in class -- your daily attendance is expected.

If you want to get an idea of what we'll be doing this quarter, look at last year's web page -- go to **<http://www.geography.ohio-state.edu/>**, click on **Page Development, Go To Old Site, Class Resources, Class Web Pages, Previous Quarters, Spring 2007, Geography 400**.

5. Guest visitors to this class are welcome -- friends, other students, relatives, parents, children, etc. Giving me notice that such people are here or coming is not necessary, but would be appreciated. Also, with advance notice I can tell you whether a given day's class will be interesting in its own right and/or suggest a better day.

And Very Very Important Information

6. All **exams** (quizzes, mid-term, final) are to be **taken on the date given**. Any absence will be regarded with extreme skepticism, require **written explanation** from an independent source (e.g., an M.D.), and be **subject to our checking personally** with that source. In general, only **severe** illness or an emergency beyond the student's control is acceptable justification.

Concerning **map quizzes**, these are short, so that approximately 15 minutes class time will be allocated to each. Hence, **DO NOT be late** on a map quiz day. There will not be an opportunity to make it up! In a similar vein, **exercises** are **due** on a specified date by the **beginning of class** of that day.

7. **Dates** given in the course outline below are **approximate**. **Actual dates** will be **announced in class** and on the **web page**. **Each student** is **responsible** for obtaining those.
8. Under the new graduation system (Sunday following the end of the quarter), we are especially concerned with **Graduating Seniors**. If you are such a person, please **inform us of your status**.
9. If any individual has a **learning** or **physical disability**, is a **non-native speaker of English** (i.e., for whom English is a second language), or any other situation requiring special treatment, please let us know. We want to provide a setting that is conducive for each of you to learn as much as possible.

In this regard, any student who **feels** she or he **may** or **does** need an accommodation based on the impact of a disability, or other situation such as ESL, should contact a Co-instructor or myself to discuss specific needs. If disabled, please also contact the Office for Disability Services at 614-292-3307, or visit 150 Pomerene Hall, to coordinate reasonable accommodations for students with documented disabilities.

10. **Academic Misconduct** (see <http://oaa.osu.edu/coam/faq.html>, click on FAQs) -- "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." This includes, among other things under FAQs, **(a)** Knowingly providing or receiving information during a course exam or program assignment; **(b)** Use of unauthorized materials during a course

exam or program assignment; (c) Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor; (d) Submission of work not performed in a course: This includes instances where a student submits data or information from one course to satisfy the requirements of another course, unless submission of such work is agreed to by the instructor for which the work is being submitted; (e) Submitting plagiarized work for an assignment; (f) Serving as or asking another student to serve as a substitute (a 'ringer') while taking an exam; (g) Alteration of grades in an effort to change earned credit or a grade.

11. In short, it's important to

Attend class -- someone else's notes are not as good as your own -- when you read your own notes, the class discussion comes back; not so with the notes of others when you were not in class

Participate

Meet with Co-Instructors and Faculty -- let them know what is happening before, and well before, the event, not simultaneously or after; also, take the initiative to talk with us, whether you are having difficulties or not.

Take advantage of notes, handouts, materials on the Web (or on reserve)

Keep up

Don't cheat

Meet responsibilities like in the real world

Settle down early; work early; the quarter system is **exceedingly** fast!

COURSE OUTLINE (dates are approximate; it is the **student's responsibility** to know **exact dates**):

Week of 03/24 Chapter 01 Introduction

Chapter 02 Physical Features of the US and Canada

03/31 Chapter 02 Physical Features of the US and Canada

04/07 Chapter 03 Settlement Patterns before 1950

Map Quiz I; The Physical Landscape (Monday 04/07)

CD: Oregon: Saving the Salmon (Monday 04/07)

04/14 Chapter 04 Population Geographies Since 1950

Exercise I on Oregon Due (Monday 04/14)

04/21 Chapter 05 Political Geography

Mid Term (Wednesday 04/23)

04/28 Chapter 09 Cities

05/05 Chapter 09 Cities

Map Quiz II; The Human Landscape (Monday 05/05)

CD: Chicago: Farming on the Edge (Monday 05/05)

05/12 Chapter 12 Human Impact on the Environment

05/19 Chapter 14 Human Impact on the Environment, The Canadian Difference

Exercise II on Chicago Due (Monday 05/19)

05/26 Chapter 14 The Canadian Difference

Memorial Day Monday 5/26 -- No Class!!

06/02 **Final Examination** Tuesday, June 3, 1:30-3:18

The Ohio State University
Colleges of the Arts and Sciences Course Change Request

Geography
 Academic Unit

430

Book 3 Listing (e.g., Portuguese)

Course Number

Summer Autumn X Winter Spring Year 2009

Proposed effective date: choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information. Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: _____
2. Number: 430
 Geographical Perspectives on Environment and
3. Full Title: Society _____
4. 18-Char. Transcript Title: GEOG PERSP ENV-SOC _____
5. Level and Credit Hours U 5
 Geographical approaches to environmental
6. Description: change, with emphasis on interaction between
 society and environment, geographical differences, issues at
 different scales, and relationships between places
7. Qtrs. Offered : Au, Sp _____
8. Distribution of Contact Time: 2 1.1-hr cl., 1 1.6-hr lab
 (e.g., 3 cl, 1 3-hr lab) _____
9. Prerequisite(s): 210 _____
10. Exclusion:
 (Not open to....) _____
11. Repeatable to a maximum of _____ credits.
12. Off-Campus Field Experience: _____
13. Cross-listed with: _____
14. Is this a GEC course? Yes _____
15. Grade option (circle): Ltr X S/U P
 If P graded, what is the last course in the series? _____
16. a) Is an honors version of this course available? Y N X
 b) Is an Embedded Honors version of this course available?
 Y N X _____
- c) Is this a Service Learning Course: Y N X _____
17. Other general course information: _____

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. _____
2. _____
3. Environment and Society _____
4. ENVIRON & SOCIETY _____
5. _____
6. Geographical understanding of interactions between
 society and environment; how historical and contemporary
 views of the environment influence people's actions toward
 the environment and other people _____
7. _____
8. 2 2-hr cl. _____
9. NONE _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. a) _____
- b) _____
- c) _____
17. _____

B. General Information

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?

2. Does this course currently satisfy any GEC requirement? if so indicate which category.
soc sci human, natural, and economic resources

3. What other units require this course? Have these changes been discussed with those units?

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters.

5. Is the request contingent upon other requests? if so list the requests.

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to asccurrofc@osu.edu.)**
To better communicate to undergraduate students the content of this course, and to better reflect current disciplinary trends.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change. If the proposed change involves budgetary adjustments, describe the method of funding:

CONTACT PERSON: _____ EMAIL: _____ PHONE: _____

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

- | | | |
|--|--------------|------|
| 1. Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18 th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu . The ASC Curriculum Office will forward the request to the appropriate committee. | | |
| 5. COLLEGE CURRICULUM COMMITTEE | Printed Name | Date |
| 6. ARTS AND SCIENCES EXECUTIVE DEAN | Printed Name | Date |
| 7. Graduate School (if appropriate) | Printed Name | Date |
| 8. University Honors Center (if appropriate) | Printed Name | Date |
| 9. Office of International Affairs (study tours only) | Printed Name | Date |
| 10. ACADEMIC AFFAIRS | Printed Name | Date |

Environment and Society

Professor: Becky Mansfield

Email: mansfield.32@osu.edu **Phone:** 247-7264 (on campus: 7-7264)

Office: 1160 Derby Hall **Mailbox:** 1035 Derby Hall

Office hours: Directly after class, or by appointment for other times

Website: see the Carmen site for this course

Are humans separate from nature, or are they a part of it? Can humans ultimately control the natural world, or does the natural world determine the course of human history? Are some groups of people “closer to nature” than others? Is the earth made for humans to use? Is nature socially constructed? Does solving environmental problems require that we change how we think about nature? How do ideas about nature reflect and influence our ideas about other people, including ideas about race and gender? These are longstanding questions not only in Geography and Environmental Studies but in a variety of other fields, from Philosophy to Ecology. This course will focus on how geographers have understood human-nature relations, and we will also examine how others—policy makers, historians, environmentalists—have thought about this relationship. We will look at how people have thought about nature in different times and circumstances (mainly in the US and Europe over the past 150 years), and how that influences people’s actions toward the environment and other people. The goal of the course is to introduce students to key concepts and recurring themes in these enduring debates, while helping them identify and understand the importance of human-nature relations in contemporary life.

This course meets the requirements of the GEC for Social Sciences: Human, Natural, and Economic Resources. The goal and rationale of the Social Science GEC is to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions. There are three central learning objectives of this GEC:

1. to understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies
2. to comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts
3. to develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making

This course meets these goals and objectives by examining the relationship between human behavior, cognition, and society, on the one hand, and the natural world, on the other. In so doing, we will explicitly examine human differences and similarities, as well as individual and social values. We will stress the importance of different contexts for altering the environment-society relationship and how we perceive it, and we will be examining how perceptions of environment and society impact social and environmental problem solving. We will also be learning about different methodological approaches for understanding human-nature relations.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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Cheating and plagiarism will not be tolerated. Plagiarism is using another person's ideas without acknowledging from where the idea came. Plagiarism ranges from direct copying of someone else's work to presenting someone else's ideas as though they are yours. Please use citations to differentiate between your ideas and those you got from other sources (such as books and articles).

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Readings:

- There is no single text for this course. The readings include a variety of articles and book chapters, drawn from multiple sources. *Readings are all available through Carmen. You are expected to do all readings before the class for which they are assigned.*
- You will need to buy or borrow from a library a book to review (for Project three). A list of choices is provided on the assignment.

Course requirements:

Attendance and participation 15%
Quizzes: 2@ 10% each 20%
Project one : 15%
Project two OR three: 25%
Project four: 25%

Attendance and participation are required and will be graded. Talking with me outside of class about course material counts as participation. The **quizzes** test your knowledge of key concepts by

asking you to link individual authors to their central ideas. Each of the **projects** requires you to write a short essay in which you identify and explain ideas about environment and society. These assignments help you learn to interpret and evaluate ideas about environment and society that are present in everyday life. For **project one**, which will be completed by everyone, you will choose an advertisement and interpret the messages about nature present in the ad. You will then choose between projects two and three. For **project two**, you will find a set of articles on environmental problems in popular magazines and then interpret what the articles say about causes of environmental problems. **Project three** is a book review (I provide a list of books from which to choose), in which you will identify varieties of environmentalism expressed in the book you choose. **The final essay**, which will be completed by everyone, replaces the final exam. In it, you will compare and contrast the perspectives of two environmental organizations. The assignments are all attached to the end of syllabus, and I will go over them in more depth later in the quarter, as noted on the syllabus (I will go over them after we have covered relevant material, which is when they will make sense to you!).

Grading policies:

- Participation is based on attendance. If you are regularly absent, your participation grade will reflect your absences, even if you participate well on the days you do attend.
- Quizzes can only be made up if you have an emergency such as a medical problem or death in the family. You will need to document the emergency.
- Late projects will lose one percentage point (i.e. one percentage point of your final grade) for every day they are late. To avoid losing points, you must make arrangements **AHEAD OF TIME**.
- I will try to accommodate religious obligations, so please talk to me if these interfere with completing assignments or exams as scheduled.
- To pass the course:
 - You must receive a total grade of at least 55%.
 - You must complete all the assignments. Regardless of how well you do on other parts of the course, you will not pass the course if you miss a quiz or fail to turn in a project. PLEASE SEE ME if you are having problems that prevent you from meeting this requirement; we may be able to make alternative arrangements.
- Grading scale: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D (I will use the rules of rounding: < .5 is rounded down, ≥ .5 is rounded up.)

Schedule of topics, readings, and assignments

Sept 25: Introduction: Worldviews, Placing Humans and Nature

Sept 30: History of Human-Nature Relations, Domination of Nature
Read: Glacken (1967); Marsh (1864)

Oct 2: Dualism between Humans and Nature; *Discuss Project One*
Read: Merchant (1992)

Oct 7: Dualism: Primitive and Civilized People
Read: Soper (1995); Gregory (2001); Benton and Short ("Invented Indian") (1999)

Oct 9: Environmental Determinism vs. the Cultural Landscape

PROJECT ONE DUE

Read: Semple (1911); Sauer (1925)

Oct 14: Cultural Ecology

Read: Robbins ("Cultural ecology") (2004); Rappaport (1967)

Oct 16: Preservation

Read: Benton and Short ("No Holier Temple") (1999); Runte (1979); Muir (1901)

Oct 21: Conservation

Read: Roosevelt (1901); Pinchot (1910); Leopold (1949)

Oct 23: Modern Environmentalism

Read: Dowie ("Earth Days") (1996); Sauer (1956); Carson (1962); Boulding (1966)

QUIZ ONE

Oct 28: Population and Consumption Debates; *Discuss Projects Two and Three*

Read: Ehrlich (1969); Castree ("Ideologies of nature") (2001); Gardner, Assadourian, and Sarin (2004)

Oct 30: Reformist approaches

Read: Dowie ("Culture of Reform") (1996); Earth Works Group (1989); WCED (1987); *The Ecologist* (1993)

Nov 4: Radical Approaches

Read: Devall and Sessions (1985); Seager (1993)

PROJECT TWO DUE (Remember, students choose either project two OR three)

Nov 6: Wilderness Debates

Read: Cronon (1995)

Nov 11: NO CLASSES—VETERAN'S DAY

Nov 13: Social Construction of Nature

Read: Demeritt (2001)

Nov 18: Political Ecology (Video)

PROJECT THREE DUE WEDNESDAY NOVEMBER 19 AT 10AM. Please print your paper and leave it in my box in Derby 1035. (Remember, students choose either project two OR three)

Nov 20: Political Ecology: Definitions

Read: Robbins ("The hatchet and the seed," "A field crystallizes") (2004)

Nov 25: Case Studies in the Political Ecology of Degradation and Conservation

Read: Mansfield 2001; Fairhead and Leach 1995

Nov 27: NO CLASSES—THANKSGIVING

Dec 2: Natural Hazards, Vulnerability, and Environmental Justice; *Discuss Project Four*
Read: Wisner (2005); Gibbs (1993); Bullard (2002)

Dec 4: Hazards/Vulnerability/Justice case study: Video
QUIZ TWO

Finals week: **PROJECT FOUR DUE WEDNESDAY DEC 10 AT 11:30 AM.** Please print your paper and leave it in my box in Derby 1035 (feel free to turn the paper in early!)

Geog 400 (Soc Diversity)

- Course title and description change; removed some specificity (ethnicity, urbanization); ethnicity a big part of culture, odd to remove
- **Does the title change include an analysis of Mexico? Why change course title if not? The text itself mentioned US & Canada—concern that the syllabus does not reflect the title change—is it Central America perhaps?**

UNANIMOUSLY SENT BACK

Geog 430 (HNER)

- Course title, description, contact hrs & prereq changes
- ENR has a concern with course title change (though relatively minor as they express in their letter), removing “Geographical Perspectives” from title; obviously if it is offered by Geog course it involves Geog perspectives; environment means different things to different people
- Change to description; human interaction with environment is an old field
- Remove lab
- **Rationale for removal of lab (perhaps they are spreading out what was done in lab)- does this alter their ability to meet the GEC category?**
- **Remove 210 prereq- rationale- does this alter their ability to meet the GEC category?.** Physical Geography course; pedagogically the lab sounds like hands-on problem solving and field

UNANIMOUSLY SENT BACK

13 April 2009

Response to queries from the CCI Subcommittee regarding course change proposals for Geography 400 and 430

1. Geography 400

The Subcommittee asked for more information regarding the title change for Geography 400. Please find attached a new syllabus that incorporates Mexico into the study of North America. The syllabus focuses on relationships among the US, Mexico, and Canada.

2. Geography 430

First, in response to concern about the title change expressed by our colleagues in SENR, we have decided not to change the title of the course. We would still like to make all the other proposed changes (including the 18-character title). The course title will remain: Geographical Perspectives on Environment and Society.

Second, the Subcommittee asked about the removal of the lab and its relation with the GEC category.

- Although the course was originally proposed with a lab, it has never been taught with one. The change that we are requesting therefore reflects actual practice within the department.
- This should not affect the ability of the course to meet GEC social science category HNER requirements, as the core content of the course closely matches the expected learning outcomes of this GEC category. The course covers a range of different intellectual approaches (historical and contemporary) regarding the use and distribution of natural resources and covers a variety of policy approaches concerning such resources. A major focus of the course is the political, economic, and social trade-offs associated with different approaches to decisions and policymaking regarding these resources. By learning about different approaches for understanding environment-society relationships, students learn crucial tools for comprehending and assessing sustainability. The syllabus reflects these themes in its overall description, in the schedule of topics and readings, and in the assignments.

Third, the Subcommittee asked about the removal of the prerequisite, and its relation to the GEC category.

- When the course was proposed in 2002, a prerequisite was requested by one of the curriculum committees reviewing the proposal (I do not have more information about which committee). We decided this was a reasonable request, despite the fact that none of our 400-level courses have prerequisites. The course listed as a prerequisite (Geog 210) provides a physical geography perspectives on environmental issues. Now that we have taught this class for six years, we have found that this is not a necessary

prerequisite for the course. Instead we think that these courses offer different but parallel introductions to geographical study of environmental issues; either one could come first in a students' education in this area. Thus we wish to have the prerequisite removed.

- We do not expect that removing the prerequisite should alter the ability of the course to meet the GEC social science category HNER requirements. As stated above, the core content of the course still closely matches the expected learning outcomes of this GEC category. The focus is social science (geographical) understanding of individual and collective human use and decision making regarding the natural world.

Geography 400 – Geography of North America
The Ohio State University
Prospective Syllabus

Instructor contact information, office hours

Course Description:

Welcome to Geography 400 – Geography of North America! This course provides an introduction to urban, political, economic, physical and social geographic issues throughout North America. We will focus on the dense web of political, economic and social interconnections that draw together Americans, Mexicans and Canadians on our shared continental landmass. This is not merely a descriptive endeavor. We will seek to understand and explain why we live the way we do. This necessarily entails a critical perspective, one that will challenge us to engage with the world around us and challenge our commonly held assumptions about why things are the way they are.

GEC Category: Diversity: Social Diversity in the United States

Goals/Rationale:

Courses in social diversity will foster an understanding of the pluralistic nature of institutions, society, and culture in the United States and Canada.

Learning Objectives:

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values.

Students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should contact me as soon as possible in the quarter to discuss your requirements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Instructor
Department of Geography, Ohio State

Course website

The course syllabus, announcements, readings, lecture notes, exam review guides and other useful resources will be available at www.carmen.osu.edu. *Log in using your OSU Internet User Name and Password and then select Geography 400 from the list of courses for which you are currently enrolled.* It is recommended that you *regularly* check the web site for updates and news.

If you have problems logging in, check with me as soon as possible to determine whether or not you are officially enrolled. In the event that I am unable to get you logged in, you are responsible for contacting Carmen and gaining access to the class website.

Course time and location

Two 1 hr 48 min lectures per week.

Reading

The majority of texts on North America discuss only Canada and the US, despite the fact that Mexico City is North America's largest city! For this reason, this course will be structured around readings culled from academic journals and edited collections. We will also make use of some web material and film resources. The readings are available through the library and will also be posted on the class website on Carmen at www.carmen.osu.edu

Grading scale

A 93-100
A- 90-92.9
B+ 87-89.9
B 83-86.9
B- 80-82.9
C+ 77-79.9
C 73-76.9
C- 70-72.9
D+ 67-69.9
D 60-66.9
E 0-59.9
EN Too many absences to permit a passing grade

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Course grade

Midterm	30%
Final	30%
Midterm take home essay (due week 5)	15%
Final take home essay	15%
Attendance/Participation (due date of final exam)	10%

Attendance will be taken each class.

The exams will consist of a mix of ID questions, short answer questions and longer essay questions. Examples of each will be discussed in detail in class.

Class protocols

This will be a rewarding and engaging class, but before we get started please read the following protocols which hold, without exception, for all students enrolled in this course. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I want you to take learning equally so.

Collegiality in the classroom requires that you **turn off your cell phone**.

Regular and **punctual attendance** is required.

I will post a condensed version of the **lecture slides** at the end of every week. This does not mean that you are free to miss class. I will present examples and details in class that will *not appear* on the lecture slides. If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues. The exams are designed explicitly for students who attend class regularly.

Come and see me in **office hours**. I will be more than happy to answer questions and go over class material. If you cannot make posted hours, arrange an alternative appointment by email.

There are **two exams** for this course. You must successfully complete both exams in order to pass the course (i.e. miss one exam, fail the class). If you miss an exam and wish to write a make-up, you must have an original doctor's note demonstrating that you sought medical attention for an unavoidable reason. The note must include the doctor's name and a telephone number where I can contact her/him. If you miss an exam due to a medical emergency, the make-up exam must be written within one week (seven days) of the originally scheduled exam. If you miss the final exam and do not write the make-up prior to grades being posted (this may be sooner than a week), you will be awarded an "INC" grade which I will later change based on your final exam grade. *An absence*

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related to either the midterm or final must be explained directly in person to me, not communicated via email.

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the COAM. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Weekly lecture schedule

Date	Topics	Readings	Assignments
Lecture 1	Introduction, What is Geography?	No reading	
Lecture 2	Cultural Regions of the US	Mann, Geoff (2008) "Why Does Country Music Sound White? Race and the Voice of Nostalgia". <i>Ethnic</i>	

		& <i>Racial Studies</i> 31(1) pp. 73-100.	
Lecture 3	Canada, the 51st State? A Crash course in Canadian Cultural and Political History	<p>Mahon, Rianne (2008) "Varieties of Liberalism: Canadian Social Policy from the 'Golden Age' to the Present". <i>Social Policy and Administration</i> 42(4) pp. 342-361.</p> <p>Watch Michael Moore's <i>Sicko</i> (2007)</p>	
Lecture 4	Mexico: <i>el otro lado</i>	<p>Dear, Michael (2001) "Tale of Two Cities – Tijuana" in <i>The Postmodern Urban Condition</i> (London: Routledge).</p> <p>Dell'Agnese, Ella (2005) "The US-Mexico Border in American Movies: a Political Geography Perspective". <i>Geopolitics</i> 10(2) pp.204-221.</p> <p>Watch Orson Welles' <i>Touch of Evil</i> (1958)</p>	
Lecture 5	Fordism in America and Canada: the golden years, 1935-1970	TBA	
Lecture 6	Urban Poverty and Policing in Post-Fordist America and Canada, 1970-present	Gilmore, Ruthie (1999) "Globalisation and US prison growth: From Military Keynesianism to post-Keynesian Militarism". <i>Race and Class</i> 40(1) pp. 171-188.	
Lecture 7	Canada and the "Staples Export Trap"	Selections from Innis, Harold (1956) <i>Essays in Canadian Economic History</i> , ed Mary Q. Innis (Toronto: University of Toronto Press).	

		<p><i>Old Messages, New Media: The Legacy of Innis/ Anciens Messagers, nouveaux medias” L’héritage d’Innis</i> at the Library and Archives Canada homepage http://www.collectionscanada.gc.ca/innis-mcluhan/index-e.html</p>	
Lecture 8	<p>Mexico and the Border Industrialization Program: Maquiladoras from 1965 – present</p>	<p>Cravey, Altha (1998), “The New Model: a Case Study of the Maquiladoras” in <i>Women and Work in Mexico’s Maquiladoras</i> (Lanham: Rowman and Littlefield).</p> <p>Anderson, Joan and Gerber, James (2008) “Trade, Investment and Manufacturing” in <i>Fifty Years of Change on the US-Mexico Border</i> (Austin: University of Texas Press).</p> <p>http://www.corpwatch.org/article.php?id=1528</p>	<p>Paper Proposal</p>
Lecture 9	<p>The North American Free Trade Agreement: the Americanization of the Canadian and Mexican Economies</p>	<p>Holmes, John (2000) "Regional Economic Integration in North America" in <i>The Oxford Handbook of Economic Geography</i> eds Gordon L. Clark, M.P. Feldman and M.S. Gertler (Oxford: Oxford University Press).</p>	
Lecture 10	<p>MIDTERM</p>		<p>Take home essay handed out</p>
Lecture 11	<p>Gringolandia: Mexico as US Tourist Space in the Age of NAFTA</p>	<p>Torres, Rebecca Maria (2006) “Gringolandia: the Construction of a New Tourist Space in Mexico”. <i>Annals of the Association of American Geographers</i> 95(2) pp.</p>	<p>Take home essay due</p>

		314-335.	
Lecture 12	20th and 21st Century Canadian Immigration Politics	Mountz, Alison (2004) "Embodying the Nation-State: Canada's Response to Human Smuggling". <i>Political Geography</i> , 23(3) pp. 323-345.	
Lecture 13	20th and 21st Century US-Mexico Immigration Politics	Mains, Susan (2002) "Maintaining National Identity at the Border: Masculinity, and the Policing of Immigration in Southern California" in <i>Geographies of Power</i> ed Andrew Herod and Melissa Wright (London: Blackwell).	
Lecture 14	The Militarization of NAFTA: the North American Security Perimeter and the Merida Initiative After 9/11	Gilbert, Emily (2007) "Leaky Borders and Solid Citizens: Governing Security, Prosperity and Quality of Life in a North American Partnership". <i>Antipode</i> 39(1) pp. 77-98. Laura Carlsen, "A Primer on <i>Plan Mexico</i> ", at the America's Program website http://americas.irc-online.org/am/5204	
Lecture 15	Human-Environment Relations in Cascadia: Canadian Wood Exports to the US and Conserving Canada's Rainforests	Braun, Bruce (1997) "Buried Epistemologies: the Politics of Nature in Postcolonial British Columbia". <i>Annals of the Association of American Geographers</i> 87(1) pp. 3-31.	
Lecture 16	Transnational Politicking: the Case of Mexican Hometown Associations	Smith, Michael and Bakker, Matt (2008) " Transnational Electoral Politics: the Multiple Coronations of	

	in the US in the Age of NAFTA	the Tomato King” in <i>Citizenship Across Borders</i> (Ithaca: Cornell University Press).	
Lecture 17	North American Megacities: Urban Geography of Vancouver	Anderson, Kay (1999) “Trouble in Chinatown” in <i>Vancouver’s Chinatown</i> (Montréal; McGill University Press). Mitchell, Katharyne (2004) “Vancouver Goes Global” in <i>Crossing the Neoliberal Line</i> (Philadelphia: Temple University Press).	
Lecture 18	North American Megacities: Urban Geography of Mexico City, and Reforming the Ejido System Under NAFTA	Jones, Gareth and Ward, Peter (1998) “Privatizing the Commons: Reforming the Ejido and Urban Development in Mexico”. <i>International Journal of Urban and Regional Research</i> 22(1) pp. 76-93. Perramond EP (2008) “The Rise and Fall of the Mexican Ejido”. <i>Geographical Review</i> 98(3) pp. 356-371.	
Lecture 19	North American Megacities: Urban Geography of Los Angeles	Selections from Davis, Mike (1999) <i>Ecology of Fear – Los Angeles and the Imagination of Disaster</i> (New York: Vintage).	
Lecture 20	Suburbanization, Sprawl and Malls in North America	Zook, Matt and Graham, Mark (2006) “Wal-Mart Nation: Mapping the Reach of the Retail Colossus” in <i>Wal-Mart World</i> ed Stan Brunn (New York: Taylor and Francis). Walker, Margaret, Walker, David and Villagómez Velázquez, Yanga	Take home essay handed out

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		(2006) "The Wal-Martization of Teotihuacán" in <i>Wal-Mart World</i> ed Stan Brunn (New York: Taylor and Francis).	
FINAL EXAM			Take home essay due