

Department of Geography New Course Requests

Summary of New Course Requests

Course number	Name	Specialization within which course justification provided (See Geography Revision proposal)
205	Human Geography	Urban, Regional, and Global Studies
455	Cities in a Globalizing World	Urban, Regional, and Global Studies
600	Geographic Inquiry	Urban, Regional, and Global Studies
684	Geographic Applications in Remote Sensing	Spatial Analysis
688	Emerging Topics In GIS	Spatial Analysis

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	U	Credit Hours
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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	GEC:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Admission Conditions Course:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	EM:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Off-Campus:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>			
Honors Embedded Statement:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>			
Service Learning Course:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>			

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.

- Provide the rationale for proposing this course:
 Provides an entry-level course to prepare students for upper-division course content.

- 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	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 18th 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 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

ASC Curriculum Office, 105 Brown Hall, 190 West 17th Avenue. fax: 688-5678. 07/88. Rev 08/09/05.

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

Items 2-5 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
This course made me aware of the variety of methods used by human geographers. 1 2 3 4 5

This course allowed me to practice a variety of methods in human geography.

1 2 3 4 5

This course taught me about integration in place: how and why places differ.

1 2 3 4 5

This course taught me about interdependencies among places: how and why specific places are tied together.

1 2 3 4 5

This course taught me about interdependencies among geographic scales: how the global shapes the local and vice versa.

1 2 3 4 5

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

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

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

Geography

Academic Unit

GEOG

Book 3 Listing (e.g., Portuguese)

455 Cities in a Globalizing World

Number

Title

Global Cities

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*): Globalization and urbanization; urban economies, spaces, and societies; function, form, and pattern in developed and developing world cities

Quarter offered: AU Distribution of class time/contact hours: 2 2-hour lectures

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 x S/U Progress What course is last in the series? _____

Honors Statement: Yes No x

GEC: Yes No x

Admission Conditions Course: Yes No x

Off-Campus: Yes No x

EM: Yes No x

Honors Embedded Statement: Yes No x

Service Learning Course: Yes No x

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 a 400-level topical entry into advanced courses in urban geography

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)

X 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.
Will be taught by current faculty; made possible by increasing course load of current junior 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	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 18th 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 Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

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/>.

Geography 455: Cities in a Globalizing World (5 credits)

TR 10:30am-12:18pm

Derby Hall 1080

Professor M. Thomas

Office location: 1124 Derby Hall

Phone: 247-8222

Email: thomas.1672@osu.edu

Office hours: Wednesdays 10am-noon

Course description

Where do you live? Chances are that you live in a city, since in high income countries, the urban population exceeds 70% of the total population. However, in lower income countries, only half of the population lives in cities – although rapid urbanization ensures that this number will grow in the coming decades. The ways that cities have developed over time, and the rates at which they have grown, affect spatial forms and social situations in divergent cities. In turn the economic context of urban life and growth is a central concern to understanding urban futures. This course explains how economies, spaces, and people's lives have evolved in cities in a context of globalization. The course covers changes to urban function, form, and pattern, especially as economic change over the past several decades has shaped postindustrial and developing world cities. Examples range from megacities to ordinary cities, from suburbanization in the developed world, to the environmental challenges facing rapidly growing cities in developing countries. Topics include economic production, consumption, and urban entrepreneurialism and opportunity; the city as a place of work and worklessness; urban nature and environments; social difference in the city; social exclusion, segregation, and poverty; and the urban political struggles that shape communities and seek alternative urban futures.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on 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). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Required text

- Michael Pacione (2005, 2nd edition). *Urban Geography: A Global Perspective*. Routledge Press.

Course requirements

<u>Requirement</u>	<u>% of final grade</u>
1. In class writing assignments	20
2. Midterm Exam	40
3. Final Exam	40

In-class writing exercises. I will assign 10-15 minute writing exercises frequently in class (there will be 5-6 exercises total). The purpose is to give you a chance to develop your ability to write a short essay effectively. The grade for the exercises will be based on the quality of your writing and arguments and your improvement over time. An average of all exercises will constitute 20% of your final grade, so try not to miss any classes or fall behind on your reading, or your average will fall. You may not make-up in class writing exercises if you are absent from class.

Midterm Exam. This exam will consist of 6 short answer definitions and 2 essay questions based on course materials and readings, discussions, and lectures. It will constitute 40% of your final grade for the course. In addition to being tested on the context of these materials, you should be ready to reflect on how they have informed, challenged, transformed, or enhanced your awareness about themes covered in class. The exam is on Thursday, April 24.

Final Exam. The final exam is worth 40% of your grade. Its format is the same as the midterm.

Please note: You must attend lectures. Please arrive promptly, complete readings before class meetings, and participate actively in class discussions and provide thoughtful engagement with lectures, readings, and other class materials.

Course schedule and assigned readings

Week One

Tuesday, March 25: *Introducing urban geography*

The evolution of urban geography from a concern with urban systems and internal spatial forms of the city, to an interest in theorising the urban from the vantage of wider economic, environmental, political, social and cultural geographical processes and theoretical perspectives.

Pacione Chapter 1

Thursday, March 27: *Global context of urbanization*

Urban geography focuses upon uneven development, social-cultural experience and inequality, and the spatiality of social relations in the city. Conceptualizing cities as places in wider -- national, trans-national and global -- networks, flows and relations.

Pacione Chapter 3

Week Two

Tuesday, April 1: *Urban structure*

Topics include: land use; housing; suburbanization and exurban growth; demographic change.

Pacione Chapters 6, 7 (start)

Thursday, April 3: *The ordinary city*

The ordinary city, mundane or everyday lived experiences; experiences from marginalised places inside and outside the west.

Pacione Chapters 6, 7 (finish)

Week Three

Tuesday, April 8: *Mega-cities*

Rapid growth (demographic and migration); infrastructure; housing and shanty towns; congestion; consumption; national levels of economic development.

Pacione Chapter 4

Thursday, April 10: *Case study: Mumbai, India*

In class video: Q2P

Pacione Chapter 27

Week Four

Tuesday, April 15: *Production, economy and the city*

Cities as sites and centers of production: cities in production and the division of labor; the Fordist, post-Fordist, and peripheral Fordist city; the urban creative class; new industrial spaces in cities; economic clusters.

Pacione Chapters 12, 14

Thursday, April 17: *Global cities, global networks, and transnational urbanism*

An examination of the 'global city' concept. Global processes that shape cities as nodes within global networks, migration flows and policy transfers; integration of post-colonial cities into global urban networks.

Pacione Chapter 16

Week Five

Tuesday, April 22: *Labor and the city*

The city as a place of work and worklessness: changing work in the city (e.g. rise of a service class, immigrant workers); women's labor; labor control; urban labor market segregation; racialized labor markets; the minimum wage, migrant labor, informal labor.

No new reading.

Thursday, April 24: Midterm exam

Week Six

Tuesday, April 29: *Territory, identity and imagining the urban*

The making and remaking of identities of, in, and around the urban; how cities are imagined, represented and marketed; urban place promotion and territorial competition.

Pacione Chapter 16

Thursday, May 1: *Cities, nature and environment*

The relationship between urbanization and nature; the environmental impact of urbanisation; urban sustainability; urban political ecology; environmental justice in the city.

Pacione Chapter 26

Week Seven

Tuesday, May 6: *Third world city environments*

Air, water, soil, and noise pollution; sanitation; energy use and projections; mega cities and ordinary cities.

Pacione Chapter 26 (finish)

Thursday, May 8: *Cities and social exclusion*

Segregation, the underclass, and financial exclusion; inner-city decay; education; racism and ethnic conflict; underemployment in 3rd world cities.

Pacione Chapters 15, 24

Week Eight

Tuesday, May 13: *The city, the state, planning, and urban politics*

Urban regimes, growth machines and neo-liberalism; land use planning and urban conflict; city-regionalism as a new locus of planning, governance and geopolitical authority.

Pacione Chapters 8, 20

Thursday, May 15: *Alternative urban spaces and politics*

Rethinking the city and ideas of economic and social alterity and urban politics; how cities have afforded alternative ways of organising economies and social relations outside or in opposition to mainstream circuits of capital.

Pacione Chapter 17

Week Nine

Tuesday, May 20: *The urban crisis*

The discourses, meanings and changing forms of urban crisis; rapid growth; white flight and racialized inner cities, the urban fiscal crisis; urban riots; globalisation and terror; the urban environmental crisis; moral panics.

Pacione Chapters 15, 25

Thursday, May 22: *Case Study: Hurricane Katrina and New Orleans*

In class video: *When the Levees Broke* (excerpts)

No new reading.

Week Ten

Tuesday, May 27: *Experiencing cities*

Embodied experiences of the city; the city as an articulation of the everyday social practices of different people. Issues include consumption, sexuality, age, childhood and adolescence, ethnic identity, poverty, homelessness, health, terrorism, and war.

Pacione Chapter 19

Thursday, May 29: *Representations and realities of the urban*

The material and symbolic spaces that weave together to form cities; interconnections between work, social, and home life in the city; how media produce different understandings of urban worlds; the displacement of the urban to rural areas; changing configurations of urban-suburban spheres.

Pacione Chapter 30

Final Exam: June 4, 10:30am in Derby Hall 1080

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

Geography

Academic Unit

GEOG

Book 3 Listing (e.g., Portuguese)

600 Geographic Inquiry

Number Title

Geographic Inquiry

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*): History of geographic thought; covers major advances and debates in theory and method, and outlines major contributions of geographic research.

Quarter offered: SP Distribution of class time/contact hours: 2 2-hour lectures

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

Prerequisite(s):

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with:

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

Honors Statement: Yes No x

GEC: Yes No x

Admission Conditions Course: Yes No x

Off-Campus: Yes No x

EM: Yes No x

Honors Embedded Statement: Yes No x

Service Learning Course: Yes No x

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 undergraduates with an overview of theory, method, and progress in the discipline.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): x Required on major(s)/minor(s) A choice on major(s)/minor(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.
Will be taught by current faculty; made possible by increasing course loads of current junior 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: 15-20 _____ 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	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 18th 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 Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Disability services

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/>.

GEOGRAPHY 600: GEOGRAPHIC INQUIRY

Affiliated faculty: Kevin Cox, Mathew Coleman, Becky Mansfield

Office:

Office Hours: _____ and/or by appointment

Email: INSTRUCTOR.NUMBER@osu.edu

Office Tel:

Course Rationale

Over its long history the field of human geography has been characterized by a number of distinct approaches, concepts and conceptual divisions. Many of OSU's peer departments have capstone-style courses that provide a sense of these distinctions, concepts and separations and how more recently, particularly with respect to theory, there have been elements of convergence among them. However, our department is currently lacking such a course. As a much needed remedy, we are proposing the addition of **Geographic Inquiry 600** to the core of the **Urban Regional and Global Studies** (URGS) track in the geography major. Geographic Inquiry 600 is designed so as to bring together a broad array of URGS majors to encapsulate all that they have learnt during their undergraduate careers. The course will focus on both concrete case studies as well as more abstracted conceptual and theoretical issues.

In order to provide URGS majors with a comprehensive and retrospective examination of theory and practice in the field of human geography, Geographic Inquiry 600 will examine major chapters in the history of geographic thought as well as provide students with an account of the political, economic and socio-cultural contexts of various approaches in human geography. Students will be prompted to think about research in human geography as mediated by time- and place- specific social, educational and institutional contexts and debates. Although this material will be presented more or less chronologically, i.e. from the late 19th century to the present, emphasis will be placed on the many ways in which current research and teaching in human geography incorporates insights from all the reviewed approaches.

Students will examine a broad range of human geographic theories, in their specific historical and geographic contexts: late 19th century environmental determinism, regional and cultural geography of the 1920 through 1950s, the post-WWII quantitative turn and the development of spatial science

in the 1950s and 1960s, the Marxist upheaval in 1970s Anglo-American geography, the emergence of humanistic geography in the 1980s, the new regional and cultural geography of the 1980s, poststructural geography in the post-Cold War context, feminist geography, as well as contemporary debates on nature and society.

In order to reach a broadly defined group of geography majors, the course will be offered as a combined, twice weekly, lecture and seminar. The lecture portion of the class will be set by the instructor and will cover broad themes in the history of geographic thought. The seminar portion of class will be structured around readings related to the lecture but will be led by students and will provide ample room for students to relate past debates to contemporary issues as well as bring in case studies from their own areas of specialization. The combination of lecture and seminar is intended to allow students to work through oftentimes abstracted theoretical arguments by getting them to read through "period scholarship" on concrete issues.

This course is tailored specifically for URGS majors, although the department anticipates that students enrolled in the Environment and Society, Physical Geography and GIS tracks will also enroll in the class on an optional basis.

Students enrolled in Geographic Inquiry 600 will not receive GEC credit.

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 465 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 the instructor as soon as possible to determine whether or not you are officially enrolled. In the event that the instructor is unable to get you logged in, you are responsible for contacting Carmen and gaining access to the class website.

Course time and location

One 1 hr 48 min lecture plus one 1 hr 48 min seminar per week.

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

Course grade

10 weekly 3 page commentaries, worth 5% each
Student presentation during seminar 25%
Student seminar write-up (due at the end of the quarter) 25%

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 the instructor suspects that a student has committed academic misconduct in this course, she/he is obligated by University Rules to report her/his 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 the instructor.

Weekly lectures/seminars

Week 1 lecture: Race, empire, evolution: Geography's contested roots

Week 1 seminar:

E C Semple (1911) <i>Influence of Geographic Environment</i> (New York: Henry Holt, 1911), Preface, I-vii and pp. 1-16 of Chapter 1.
--

D Livingstone, 'The Geographical Experiment: Evolution and the Founding of a Discipline' in <u>The Geographical Tradition</u> (Oxford: Blackwell, 1992), pp. 177-215.

D Livingstone, 'A Sternly Practical Pursuit: Geography, Race and Empire' in <u>The Geographical Tradition</u> (Oxford: Blackwell, 1992), pp. 216-259.

Week 2 lecture: An Early Path Abandoned: Classical Geopolitics

Week 2 seminar:

H J Mackinder (1904) "The Geographic Pivot of History." <u>Geographical Journal</u> 23:4, pp. 421-42.

I Bowman (1928) "The Situation of the United States." Chapter 35 in <u>The New World</u> . London: George Harrap.

I Bowman (1942) "Geography versus Geopolitics." <u>Geographical Review</u> 32:4, pp. 646-58.
--

G Kearns (1984) "Closed Space and Political Practice: Frederick Jackson Turner and Halford Mackinder." <u>Society and Space</u> 2:1, pp. 23-34.

G Toal ((1992) "Putting Mackinder in his Place." <u>Political Geography</u> 11:7, pp. 100-118.
--

Week 3 lecture: The Region and Human Geography 1900-1960

Week 3 seminar:

J M Houston (1959) "Land Use and Society in the Plain of Valencia." In R Miller and J W Watson (eds.), *Geographical Essays in Honor of Alan G Ogilvie*. London: Thomas Nelson.

J E Spencer and R J Horvath (1963) "How Does an Agricultural Region Originate?" *Annals of the Association of American Geographers* 53:1, pp. 74-92.

D W Meinig (1965) "The Mormon Culture Region: Strategies and Patterns in the Geography of the American West, 1847-1964." *Annals of the Association of American Geographers* 55:2, pp. 191-220.

Week 4 lecture: **The 1960s quantitative revolution and spatial science**

Week 4 seminar:

C Sauer (1952), *Agricultural Origins and Dispersals* (New York: American Geographical Society).

T Hagerstrand (1952) *The Propagation of Innovation Waves*. Lund Studies in Geography Series B, No.4.

L Knopp and M Brown (2004) "Queer Diffusions." *Society and Space* 21:4, pp. 409-24.

G F Pyle (1969) "The Diffusion of Cholera in the United States in the Nineteenth Century." *Geographical Analysis*, Vol.1.

Week 5 lecture: **The Spatial-Quantitative Revolution**

Week 5 seminar:

E Griffin (1978) "Testing the Von Thunen Theory in Uruguay." Chapter 16 in J Blunden et al. (eds.), *Fundamentals of Human Geography: A Reader*. New York: Harper and Row.

E Ullman (1978) "The Role of Transportation and the Basis of Interaction." Chapter 23 in J Blunden et al. (eds.), *Fundamentals of Human Geography: A Reader*. New York: Harper and Row.

K R Cox (1972) "The Structure of Communication Networks." Chapter 8 in *Man, Location and Behavior*. New York: Wiley.

Week 6 lecture: **Social Relevance and the Question of Power**

Week 6 seminar:

D Harvey (1978) "The Redistribution of Real Income in an Urban System." Chapter 30 in J Blunden et al. (eds.), *Fundamentals of Human Geography: A Reader*. New York: Harper and Row.

D M Smith (1978) "Human Geography: A Welfare Approach." Chapter 28 in *Man, Location and Behavior*. New York: Wiley.

E Wolpert and J Wolpert (1974) "From Asylum to Ghetto." *Antipode* 6:3, pp. 63-76.

D Harvey (1975) "The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory." *Antipode* 7:2, pp. 9-21.

D Massey (1984) *Spatial Divisions of Labor: Social Structures and the Geography of Production*. New York: Routledge.

Week 7 lecture: **Humanistic Geography**

Week 7 seminar:

C L Salter and W J Lloyd (1977) Landscape in Literature. Association of American Geographers Resource Paper for College Geography No. 76-3, pp.1-23.

D Lowenthal (1961) "Geography, Experience, and Imagination: Towards a Geographical Epistemology." Annals of the Association of American Geographers 51:3, pp. 241-260.

L Guelke (1974) "An Idealist Alternative in Human Geography." Annals of the Association of American Geographers 64:2, pp. 193-202.

C Harris (1978) "The Historical Mind and the Practice of Geography." Chapter 8 in D Ley and M Samuels (eds.) Humanistic Geography. Chicago: Maaroufa.

"Peopling' Human Geography and the Development of Humanistic Approaches." Chapter 3 in P Cloke, C Philo and D Sadler, Approaching Human Geography. New York: Guilford Press.

Week 8 lecture: **Political Ecology**

Week 8 seminar:

M Watts (1983) "Hazards and Crises; A Political Economy of Drought and Famine in Northern Nigeria." Antipode 15:1.

P Robbins (2004) "What is Political Ecology?" Chapter 1 in Political Ecology. Oxford: Blackwell.

S B Hecht (2004) "Invisible Forests: the Political Ecology of Forest Resurgence in El Salvador." Chapter 3 in R Peet and M Watts (eds.) Liberation Ecologies. New York: Routledge.

N L Peluso and P Vandergeest (2008) "Genealogies of the Political Forest and Customary Rights in Indonesia, Malaysia, and Thailand." The Journal of Asian Studies, 60: 3, pp. 761-812.

Week 9 lecture: **Feminist Geographies**

Week 9 seminar:

G Rose (1993) Feminism and Geography: the Limits of Geographical Knowledge. Minneapolis: University of Minnesota Press.

M. Domosh and J. Seager (2001) Putting Women in Place: Feminist Geographers Make Sense of the World. New York: Guilford.

R Nagar (2006) Playing with Fire: Feminist Thought and Activism Through Seven Lives in India. Minneapolis: University of Minnesota Press.

Week 10 lecture: **The 'Posts' and Human Geography**

Week 10 seminar:

"The Differences of Postmodern Human Geography." Chapter 6 in P Cloke, C Philo and D Sadler, Approaching Human Geography. New York: Guilford Press.

M A Doel (1999) Poststructuralist Geographies: the Diabolical Art of Spatial Science. Edinburgh: Edinburgh University Press.

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

Geography

Academic Unit

GEOG

Book 3 Listing (e.g., Portuguese)

684 Geographic Applications in Remote Sensing

Number Title

Remote Sensing

U/G

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*): Introduction to the fundamental principles, methods, and geographic applications of remote sensing

Quarter offered: AU Distribution of class time/contact hours: 2-hr cl, 1 2-hr lab

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

Prerequisite(s): Statistics 245 or permission of instructor

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:

Topic and skills necessary for complete education in geospatial analysis. Has been a hole in current curriculum.

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)

x 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.
Will be taught by current faculty; made possible by increasing course load of current junior faculty

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

Yes No x 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: 20 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes X 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	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 18th 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 Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

GEOG 684 – Geographic Applications of Remote Sensing

Instructor

Professor Desheng Liu
Email: liu.738@osu.edu
Office: 1189 Derby Hall
Phone: 247-2775
Office Hours: TBD

Lectures:

1116 Derby Hall, Wednesday 10:00-11:48pm

Labs

0140 Derby Hall, Wednesday 3:30-5:18pm

Course Website

<https://carmen.osu.edu>, check this website for lecture notes, lab assignments, readings, and announcements.

Prerequisites

Statistics 245 or permission of instructor

Credit Hours

This class is for 5 credits.

Course Description

Remote sensing has been widely used in various scientific researches including climate change, water resources, land use and land cover change, forest management etc. This course provides an introduction to the use of remote sensing in geography and atmospheric science. Main topics to be covered include remote sensing principles, image enhancement, image classification, change detection, and accuracy assessment. Real-world examples from a variety of topical areas will be used to illustrate the geographic applications of remote sensing. Computer laboratory exercises are designed to help students to gain hands-on experiences on the digital processing of remotely sensed data. Students are also expected to complete a project that applies remote sensing techniques to solve a geographic problem.

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).

Required Textbook

- Jensen, John R., 2005, *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall: Upper Saddle River, NJ, 3rd ed. ISBN 0-13-145361-0

Optional References

- Jensen, John R., 2007, *Remote Sensing of the Environment: An Earth Resource Perspective*, Prentice Hall: Upper Saddle River, NJ. 2nd ed. ISBN 0-13-188950-8
- Gong, Peng, 1997, *Remote Sensing and Image Analysis*, unpublished book, available at <http://www.cnr.berkeley.edu/~gong/textbook/>

Grading Policy

Final course grades will be based on the following weighting of assessment components:

Class participation	15%
Lab exercises	35%
Final project	50%

Final course grades will be assigned based on the following grading scale:

A: 93–100 | **A-:** 90–92 | **B+:** 87–89 | **B:** 83–86 | **B-:** 80–82 | **C+:** 77–79

C: 73–76 | **C-:** 70–72 | **D+:** 67–69 | **D:** 60–66 | **F:** below 60

Course Schedule

Week	Topic	Lab
1	Introduction to remote sensing <ul style="list-style-type: none">– remote sensing process– remote sensing system	Lab 1
2	Remote sensing data <ul style="list-style-type: none">– data collection– image statistics	Lab 2
3	Image calibration <ul style="list-style-type: none">– radiometric correction– geometric correction	Lab 3
4	Image enhancement <ul style="list-style-type: none">– spectral enhancement– spatial enhancement	Lab 4
5	Image classification <ul style="list-style-type: none">– unsupervised approaches– supervised approaches– accuracy assessment	Lab 5
6	Change detection and spatial analysis	Lab 6
7	Geographic applications of remote sensing <ul style="list-style-type: none">– remote sensing of vegetation– remote sensing of water	Lab 7
8	Geographic applications of remote sensing <ul style="list-style-type: none">– remote sensing of urban studies– remote sensing of atmospheric studies	Project
9	Case studies	Project
10	Project presentation	

Note: this schedule is tentative and subject to change. Please check the class website on Carmen frequently for updates.

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

Geography

Academic Unit

GEOG

Book 3 Listing (e.g., Portuguese)

688 Emerging Topics in GIS

Number

Title

Topics in GIS

U/G

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*): Examination of major recent developments in the theories, technologies, and/or applications of geographical information science

Quarter offered: SP Distribution of class time/contact hours: 2 cl, 2 2 hr. labs

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

Prerequisite(s): GEOG 686 or 687 or permission of instructor

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with:

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

Honors Statement: Yes No x

GEC: Yes No x

Admission Conditions Course: Yes No x

Off-Campus: Yes No x

EM: Yes No x

Honors Embedded Statement: Yes No x

Service Learning Course: Yes No x

Other General Course Information:

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

B. General Information

Subject Code 450702 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 undergraduate and graduate students a way to learn cutting edge theory and techniques in GIS.

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.
 The course will be taught by current faculty; addition is made possible by increased teaching load of current junior 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: _____ 15 _____ 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 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 18th 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 Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

Geography 688

Emerging topics in GIS: Web-Based GIS

Location: 1116 Derby Hall (Lecture), 0140 Derby Hall (Lab)

Time: M 8:30 - 10:18 AM (Lecture), M 4:30 - 6:18 PM (Lab)

Course URL: <http://carmen.osu.edu>

Instructor: Professor Ningchuan Xiao

Office: 1132 Derby Hall

Phone: 292-4072

E-mail: xiao.37@osu.edu

The Internet has fundamentally changed the way of computing. The combination of geographical information technologies and the Web can be observed in numerous applications such as daily travel planning and complicated natural resource management. The major goal of this course is to help students understand the design and implementation of web-based GIS for different purposes. We will survey a variety of enabling web-based techniques for spatial data management, geographical knowledge representation, and mapping. A wide range of web-based GIS applications will be discussed. This course also includes a hands-on lab exercises. After taking this class, students establish a broad understanding of web-based GIS and will be able to create GIS applications using various techniques.

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/>.

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Text and readings

A suite of reading materials will be provided during the quarter and students are required to finish each week’s reading assignment and submit an abstract before the class starts. Part of the lecture will be from the following book: *Internet GIS*, (by Peng, Z.-R. and Tsou, M.-H., 2003, John Wiley & Sons, Inc). The lecture does not necessarily follow the textbook. Instead, I will use my own lecture notes, which will be made available on the course schedule web site.

Prerequisites

Geography 686 or 687 or consent of instructor is required. Students should have a good understanding of geospatial data.

Credit Hours

This class is for 5 credits.

Evaluation

Student performance is assessed based on the following four main components:

- **Labs (30%).** Hands-on approaches will be used for weekly lab assignments. The labs are not based on a specific textbook. I will provide detailed lab instructions before each week's lab; many lab instructions and assignments are based on a variety of Internet sources.
- **Projects (30%).** Each student will work in a group of no more than 3 members. The group will complete an appropriate project using (some of) the techniques learned in this class. The group is responsible to collect the data and implement the idea. Groups will be created no later than April 14. The final grade for each project is determined by the following components:
 - Project Idea (2%). Each group should prepare one paragraph (<250 words) to describe a project idea they will pursue during this quarter. This idea need not be final but must be thoughtful. The paragraph should include, briefly, the goal of the project, potential data sets, suitable techniques, and some feasibility assessment.
 - Proposal (3%). On May 5, each group must submit a formal proposal of no more than 1000 words discussing in detail about their project. In addition to discussing the topics covered in the idea paragraph, the proposal should also include how the project will be managed (work breakdown, scheduling, organization, and roles of each group member).
 - Early report (5%). The purpose of an early report to encourage each group to start early so that they can overcome potential technical barriers that often appear in this stage of a project. This report should include a detailed description of the data to be used and a sound methodological framework. A sketch of the system to be designed should also be included and discussed.
 - Demonstration (15%). Each group will demonstrate their project (live!) on June 2 during the scheduled time for final examination. The proposal will be used as a major criterion to evaluate the demonstration. Peer review method *may be* used during the demonstration.
 - Final report (5%). This report concludes a project and should include the final discussion about the implemented functions/services in the original proposal. Some self-assessment as well as limitations should also be discussed. The final report is due on June 3.
- **Examination (20%).** An close-book examination is scheduled in the final week.
- **Participation (20%).** Attendance and participation in class discussion are expected of all students. More specifically, there are two kinds of activities.
 - Discussion (10%). Each morning meeting (except for the two case studies) will have an instructor-led session (about 2/3 of the class duration) and student-led discussions. Student-led discussions will be based on article reading or software experiments/tutorials. A student must lead at least one of the discussion during the quarter (bonus points may be given to those who are willing to do extra discussion). A

software experiment/tutorial session is typically handled by more than one student. The materials used for discussion (slides, for example) must be ready before class.

- Abstracts (10%). Each student must submit an abstract of no more than 500 words about the readings and software for each week. This does not include the chapters of the textbook. This requirement is exempted for those who are scheduled to lead the discussion on the particular day.

Students must make sure their work meet the following requirements:

- All documents must be prepared using HTML (with a reasonably good style) and be submitted in a digital package (including images if applicable) using dedicated drop boxes prepared on carmen.
- The project documents are due before 23:59 PM of the specified dates.
- The abstracts are due before each Monday morning class (i.e., 8:30 AM).
- All documents are "final", meaning that I do not accept "updated" version after the due dates. It is necessary to submit your documents early since carmen may not be reliable at the last minute.

Students should have good work ethics when working on their group projects. Complaints can be expressed before the due date of the final report. Students who failed to improve their work ethics may receive zero point for their projects.

Schedule

The following is a tentative schedule. An active, more detailed schedule is available online; students should check the active schedule page frequently as new materials are made available before every week's class.

Week	Lecture	Lab	Progress
1	Introduction	Basics: HTML, CSS	
2	Fundamentals of (inter)networking	Basics: AJAX	
3	Enabling techniques	Basics: WMS/WFS	
4	Case studies (Google maps and KML)	Mashups: Google Maps	Groups
5	Standards (OGC, XML, GML)	MapServer	Idea
6	Distributed systems	Mashups: Geoserver	Proposal
7	Semantic web	MapServer	
8	Geospatial web	MapServer	
9	Case study	Projects	Early report
10	Demonstrations		Final report
11	Examination		