
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Geography
Fiscal Unit/Academic Org Geography - D0733
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3650
Course Title A World Divided? Place, Space, and Regions in World Affairs
Transcript Abbreviation Reg Geog Affairs
Course Description This course embraces a new approach to world regions by focusing on the ways that the constantly changing social and physical features of our planet are intertwined with, and inform, world affairs. This exploration is carried out in this class through a focus on contemporary geographical issues that reveal the diverse and dynamic social and physical environments we inhabit.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites None
Exclusions None
Electronically Enforced No

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 45.0701
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Improve students' foundational geographical knowledge
- Develop geographical analytical skills
- Foster intellectual engagement with the political, economic, cultural, and environmental transformations
- Interpret maps to assess world affairs

Content Topic List

- Geopolitical features of regions
- Geophysical and social features of regions
- Map projections and distortions
- Social-environmental relations
- Climate Change, habitation, and energy
- Poverty and underdevelopment
- Social Justice

Sought Concurrence

Yes

Attachments

- GEOG 3650 Citizenship Proposal.pdf: 3650 GE Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Godfrey, Ryan B)
- GEOG 3650 Course Description.pdf: 3650 Course Description
(Other Supporting Documentation. Owner: Godfrey, Ryan B)
- GEOG 3650 Syllabus_Final.pdf: 3650 Syllabus
(Syllabus. Owner: Godfrey, Ryan B)
- GEOG 3650 Syllabus Appendix A_Group Project.pdf: 3650 Group Project Description
(Other Supporting Documentation. Owner: Godfrey, Ryan B)
- GEOG 3650_Curricular Map.pdf: 3650 Curricular Map
(Other Supporting Documentation. Owner: Godfrey, Ryan B)
- Concurrence Requests for 3650_All.pdf: 3650 Concurrence Requests
(Concurrence. Owner: Godfrey, Ryan B)

Comments

COURSE REQUEST
3650 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/29/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Godfrey, Ryan B	11/16/2023 05:05 PM	Submitted for Approval
Approved	Houser, Jana Bryn	11/16/2023 05:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/29/2023 11:00 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/29/2023 11:00 AM	ASCCAO Approval



SYLLABUS

GEOGRAPHY 3650:

A WORLD DIVIDED? PLACE, SPACE, AND REGIONS IN WORLD AFFAIRS

(COUNTS TOWARD GE CITIZENSHIP FOR A JUST AND DIVERSE
WORLD THEME COURSE)

3 Credit-Hour, Lecture-Based Course

Autumn 2024 – Full Term – In-Person DAY AND TIME; LOCATION

COURSE OVERVIEW

Instructor

Instructor: Max D. Woodworth

Email: woodworth.42@osu.edu

Phone number: (614) 247-6899

Office hours: Derby Hall 1148

Teaching Assistant

XXX

Email: XXX

Course description

This course embraces a new approach to world regions by focusing on the ways that the constantly changing social and physical features of our planet are intertwined with, and inform, world affairs. This exploration is carried out in this class through a focus on contemporary geographical issues that reveal the diverse and dynamic social and physical environments we inhabit.

This is a middle-level undergraduate, three-credit course. Lectures are the primary format of the class. The course's primary goal is to build geographical knowledge that can enrich students' understanding of the world. Lectures and course materials are designed to do the following: (1) cover the fundamental geophysical forces that have given shape to the wide variety of environments that humans inhabit, (2) reveal the layered and diverse human geographies of our world, and (3) explore the relations between physical and social geographical features and world affairs, broadly construed. The course is structured around theme-driven, map-based assignments and hands-on group work that enable deep

engagements with geographical modes of analysis of contemporary issues. There are no required texts for this course; all materials are provided via URL links or as PDFs in Carmen.

Students will leave the course with a detailed geographical understanding of the world, a heightened ability to think about issues in geographical terms, and a more fully developed ability to contextualize world affairs and students' connections to them.

The goals of this course are as follows:

- (1) to improve students' foundational geographical knowledge,
- (2) to develop geographical analytical skills, and
- (3) to foster intellectual engagement with the political, economic, cultural, and environmental transformations remaking the world today.

This is an in-person course. We will use a range of materials: maps, scholarly texts, exceptional journalistic work, films, and artworks. Students are expected to attend all classes, complete all assigned readings and audio-visual viewings, and participate actively in class discussions.

Course-specific expected learning outcomes

By the end of this course, successful students should be able to:

- Identify and locate physical and social geographical features of the world,
- Understand the varieties of map projections and their implications,
- Use maps to assess world affairs,
- Develop analytical language to understand social-environmental relations, and
- Develop skills as self-directed learners by conducting original research, working in groups, presenting findings, and completing writing assignments of different lengths.

COURSE ALIGNMENT WITH THE UNIVERSITY'S GENERAL EDUCATION CURRICULUM

The Goals and Expected Learning Outcomes (ELO's) of this course align with the expectations of the GE Citizenship for a Just and Diverse World Theme. The general Goals and Expected Learning Outcomes of all GE Theme courses are as follows:

GE Theme Courses Goals and ELO's	
<p>Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.</p>	<p>Successful students are able to</p> <p>ELO 1.1 Engage in critical and logical thinking of the topic or idea of the theme.</p>
	<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>
<p>Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p> <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>

How does this course meet the Goals and Expected Learning Outcomes of the GE Theme courses?

This course meets the Goals and Expected Learning Outcomes for GE Themes courses, shown in the above table, by engaging with a broad spectrum of advanced theories and concepts within the discipline of Geography. The course's conceptual framing redirects commonplace understandings about regional geography by examining different ways that regional space can be defined and delineated. Specifically, students will use academic texts, documentary film, fiction writing, news reporting, and policy reports to assess how earth's geophysical features relate over time to human behaviors and affairs from different geographical and intellectual perspectives (Goal 1; ELO 1.1, ELO 1.2). The approach to world geography adopted in this

course – through in-depth examinations of social and physical environments – will help students develop critical thinking skills essential for discerning the origins, evolutionary pathways, impacts, and implications of different ideas in geography, including relational space, regions, and uneven economic development (Goal 2; ELO 2.1, 2.2). Through written work and quizzes, students will engage and synthesize concepts in this course toward deepening their understanding of inter-regional relations in the contemporary world. Students will learn to analyze diverse types of maps and texts in tandem and will complete regular quizzes to verify learning at consistently marked points during the term (Goal 2; ELO 2.1). Students will critically examine official policy reports from a variety of agencies to learn how social-scientific data is assembled, synthesized, and disseminated (Goal 2; ELO 2.2). Further, students will explore world affairs through a geographical lens to develop the ability to see how temporally and geographically remote events are connected to them in the present. In the process, students will develop awareness of the complexity of global geography, their position within it, and their capacity to assess and respond creatively to changing circumstances and environments (Goal 2, ELO 2.1, 2.2).

The Goals and Expected Learning Outcomes unique to the Citizenship for a Just and Diverse World Theme are as follows:

Citizenship for a Just and Diverse World Theme Goals and ELO's	
Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.	Successful students are able to ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
	ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
Goal 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of	ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

citizenship and membership within societies, both within the US and/or around the world.	ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.
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How does this course meet the specific Goals and Expected Learning Outcomes of the Citizenship for Just and Diverse Theme?

This course meets the Goals and Expected Learning Outcomes for the Citizenship for a Just and Diverse World Theme under the GE by examining and engaging a variety of conceptions about national and global citizenship. Students will explore citizenship in connection with environmental changes, cartographical disputes, geopolitical flashpoints, and contention between economic and political space (Goal 3; ELO 3.1). Students will learn to analyze diverse types of maps and texts at an advanced level and will use regular quizzes to verify learning at consistently marked points during the term (Goal 3; ELO 3.1). Written assignments and hands-on group work will provide opportunities for students to reflect on regions as dynamic and contested spaces and will apply these ideas in graded work to situate themselves in our current globalized context (Goal 3; ELO 3.2). Specifically, students will use academic texts, documentary film, fiction writing, news reporting, and policy reports to assess how earth's geophysical features relate over time to human behaviors and affairs from different geographical and intellectual perspectives, and specifically how these relationships shape the nature and implications of citizenship understood in the diverse ways outlined above (Goal 3; ELO 3.2). Students examine diversity in terms of regional physical and social environments and how political and economic forces intersect with these features of lived environments. This includes exploring geographies of poverty, inequality, and underdevelopment at regional and national scales in different parts of the world (Goal 4; ELO 4.1). Through written projects and quizzes focused on different kinds of maps and connected texts, students will engage and synthesize concepts in this course toward deepening their understanding of diversity and justice within complex and varied lived environments (Goal 4; ELO 4.1). Students will critically examine how modes of resistance and assertions of identity and citizenship emerge through fluid interactions among physical environments and regional politics and economics. (Goal 4, ELO 4.2).

GRADING AND INSTRUCTOR RESPONSE

How your course grade is calculated

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
5 Map Quizzes	$(5 \times 4\%) = 20\%$
10 Discussion Posts	$(10 \times 1\%) = 10\%$
10 Short Answers	$(10 \times 2\%) = 20\%$
Midterm Exam	$(1 \times 20\%) = 20\%$
Group Project	$(1 \times 20\%) = 20\%$
Attendance and Participation	$(2 \times 5\%) = 10\%$
Total	100%

Explanation of graded assignments

Map quizzes: This course will feature five map quizzes. These will be paper-based and completed in class. You will be asked to identify 20 specified map features on each quiz. Glossaries of map features will be available in Carmen. Quizzes will be graded on a 0-100 scale. Quizzes are worth 20% of the final grade.

Discussion Posts: Students are asked to post to the class Discussion board following prompts provided in the syllabus and on the Discussion site. For one point (out of possible two points), students can post an individual response. For two points, students can additionally post a response to a classmate's discussion post. Responses need not be long but must be topic-relevant. Discussion Posts are graded on a 0-100 scale and are worth 10% of the final grade.

Short Answers: Students are asked to submit 10 short answers (about one paragraph, or half a page single-spaced) in response to prompts provided in the syllabus on Carmen. A sample short answer will be available in Carmen. For full marks, answers should be on-topic and written in idiomatic prose without grammatical or spelling errors. Short Answers are graded on a 0-100 scale and are worth 20% of the final grade.

Midterm Exam: This course will include a midterm exam. The exam will be taken in class on Oct. 9 and will feature a mix of multiple-choice and short answer-type questions. An exam

review guide will be available in Carmen. The exam will be graded on a 0-100 scale and will be worth 20% of the final grade.

Group Project: Students will be divided into groups of four (no more than five) to conduct research on the problem of scarcity and abundance in Canada, South Korea, or Switzerland. Research will be conducted using online and library resources. Each group will research only one of the three countries. Groups will develop a PowerPoint presentation featuring 5-10 slides (no more) that explores the concepts of scarcity and abundance in these countries. Groups will present their findings to the class in Week 14. Projects are graded on a 0-100 scale and are worth 20% of the final grade. Members of a group will each receive the same grade. (See Appendix A for a detailed description of the project and a grading rubric.)

Attendance and Participation: Attendance will be taken in every class session. Students are permitted three unexcused absences per semester. After the third unexcused absence, each absence results in a percentage point deduction from the final grade. Everyone is also expected to participate actively in class. This means asking questions, offering constructive responses to classmates' discussion, and/or taking part during in-class activities. There may be occasional pop reading quizzes or short, end-of-class writing exercises. These will be collected and graded and will count toward your attendance and participation grade. Attendance and Participation are each worth 5% of the final grade.

Late assignments

I try to be flexible and understanding about people's busy schedules, so I can grant two late submissions without deducting grade points. Starting with the third late assignment, five percentage points are deducted for each day of lateness. Family or medical emergencies are acceptable excuses for lateness and will not result in point deductions. Please provide documentation so I can record an excused lateness.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60 –66.9: D
Below 60: E

Instructor feedback and response time

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

HOW THIS COURSE WORKS

Mode of delivery: This course is a lecture-based class, offered in person.

Communication: The instructor will communicate with the class about assignments, deadlines, and any other crucial information for the course during class and through Carmen Announcements. It is the responsibility of students to read Announcements promptly.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction in the classroom in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a C grade.

Attendance and participation requirements:

- **Attend lecture periods**
You are expected to be present during class sessions. After three unexcused absences, final grades will drop by a percentage point per class period missed.
- **Participate in class**
You are expected to actively participate in class-time activities and discussions. I urge everyone to speak voluntarily during class times, but will call on students, as well.

Excused absences

Absences can be excused for medical reasons or family emergencies. Please take initiative to provide the instructor with documentation verifying your reason for absence. If the matter is private, please simply email me indicating such.

Office hours

I will hold office hours in Derby Hall 1148 every Tuesday from 11am to 1pm, or by appointment. Please simply send an email to me with three half-hour periods convenient to

you and I will respond with a preferred time or a request to provide a few more options in case I'm having a particularly busy week.

STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

<https://advising.osu.edu/>

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

COURSE MATERIALS AND TECHNOLOGIES

Textbook, articles, audio-visual materials

- All readings for this course are available through hyperlinks provided in the syllabus or will be available in PDF format on Carmen.
- Audio-visual material will be available through links.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful. A fruitful learning environment is achieved when everyone knows that their contributions to discussions are welcomed and that their peers are ready to listen with open hearts and minds to what we each have to say.

- **Writing style:** In any written communications and assignments, you should remember to write using correct grammar, spelling, and punctuation. A crucial part of this course is learning to be a better writer.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably and allow classmates time and space to talk through challenging ideas without feeling judged or demeaned. Though I have never faced any problems of this sort in any of my classes during my ten years here, and Buckeyes are invariably a kind and thoughtful bunch, I

would like to put here an obvious reminder that intentionally demeaning language will not be tolerated in the class.

- **Citing your sources:** Please make it a regular practice to cite sources whenever appropriate. Use parenthetical citations, which look like this: “Globalization is characterized by a process known as a ‘time-space compression’ (Harvey, 2005).” When you cite a source, you must always also include the full bibliographical reference at the end of your document. For consistency, use MLA style for bibliographic citations.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

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://studentlife.osu.edu/csc/>.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may

request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

COURSE SCHEDULE AU24

This schedule is subject to change. Changes will be announced through Carmen and repeated in class. All reading and viewing materials are available either through URL links provided in the course schedule below or in the Files section of the Carmen course site. You should expect to spend, on average, six hours per week to complete the readings and assignments below. A chronological list of readings and viewings with full citations is provided at the end of this table (pp. 22-26).

WEEK	TOPIC	READING, VIEWING	ASSIGNMENTS (due on the date indicated <u>before</u> class)
WEEK 1: Aug. 21	Introduction to the course	Lecture: What are regional geography and geopolitics? How are regions related to citizenship? Readings: Syllabus; <i>Dictionary of Human Geography</i> : citizenship, geopolitics, region (total: 4 pages)	
Aug. 23		Lecture: Why geography matters Reading: DeBlij, Ch. 1: pp. 3-32.	SA1: Briefly identify and describe three specific ways that geography matters in social life
PART I: THE PHYSICAL AND SOCIAL WORLD MAPPED			
WEEK 2: Aug. 26	The World Map	Lecture: What are maps, and how can we read them? Reading: DeBlij, Ch. 2: pp. 33-70	DP1: Search online for maps of Appalachia and note any differences. Discuss briefly why mapping Appalachia is challenging.
Aug. 28	The World Map	Lecture: Why maps always lie: projections and distortion Reading: Monmonier, Ch. 3: pp. 27-44	SA2: How are maps used as political tools? Identify at least one example.

		Watch: Why All Maps Are Wrong (6 minutes)	
Aug. 30	The Physical World	Lecture: Basics of physical geography Watch: Faces of Earth: Shaping the Planet (45 minutes)	Map exercise 1 (in-class, paper-based)
WEEK 3: Sept. 2	LABOR DAY: NO CLASS		
Sept. 4	The Physical World	Lecture: What on earth? Geophysical features. Reading: Equal Earth Topography and Environments map	Map exercise 2 (in-class, paper-based) DP2: Identify a space you are familiar with and discuss how its geophysical features shape local social life.
Sept. 6		Lecture: What on earth? Climate regions. Readings: Equal Earth Topography and Environments map; World Climate Regions (Karagule) ; Koeppen-Geiger map	Map Quiz 1: The physical map of the world (in-class, paper-based)
WEEK 4: Sept. 9	The Political Map	Lecture: Where on earth? The political geography of the Americas and Caribbean Reading: World Map	Map exercise 3 (in-class, paper-based)
Sept. 11		Lecture: Where on earth? The political geography of Africa and Europe Reading: World Map	Map exercise 4 (in-class, paper-based)

<p>Sept. 13</p>		<p>Lecture: Where on earth? The political geography of Asia & Australasia</p> <p>Reading: World Map</p>	<p>Map Quiz 2: The political map of the world (in-class, paper-based)</p>
<p>PART II: GEOGRAPHY AND REGIONAL ISSUES</p>			
<p>WEEK 5:</p> <p>Sept. 16</p>	<p>Natural boundaries: mountains, deserts, rivers</p>	<p>Lecture: How do natural boundaries shape human affairs?</p> <p>Reading: <i>The Dictionary of Human Geography</i>, regional geography, boundary, border (total: 6 pages)</p>	<p>SA3: Identify an instance where a natural boundary serves as a political boundary and a second instance where a natural boundary does not function as a political boundary. Discuss why natural boundaries function as political boundaries in some instances and not others.</p>
<p>Sept. 18</p>	<p>A humanized world</p>	<p>Lecture: How do humans change the earth?</p> <p>Watch: A Human World (45 minutes)</p>	<p>DP3: Reflect upon and comment on whether, and the degree to which, you are responsible for global climate change?</p>
<p>Sept. 20</p>		<p>Lecture: What is the Anthropocene?</p> <p>Reading: Swyngedouw (pp: 253-258)</p> <p>Viewing: <i>Anthropocene</i> (87 minutes)</p>	<p>Short Essay 1: movie review, <i>The Anthropocene</i></p>
<p>WEEK 6:</p> <p>Sept. 23,</p>	<p>Contested land, contested borders</p>	<p>Lecture: Where are recent history's border disputes?</p> <p>Watch: Vox Borders: The Arctic (13 minutes)</p>	<p>DP4: Who should control Arctic space?</p>

Sept. 25		Lecture: Where are recent history's border disputes? Watch: Vox Borders: Nepal/China (13 minutes)	Map Quiz 3: Border disputes (in-class, paper-based)
Sept. 27	Contested lands, contested borders: Case study Taiwan	Lecture: Why is Taiwan "The Most Dangerous Place on Earth"? Readings: The Economist (1 page) ; Rigger (4 pages)	SA4: Should Taiwan negotiate unification with China?
WEEK 7: Sept. 30	Global tour of strategic "choke points"	Lecture: What are geopolitical "choke points" and where are they? Reading: World Map	N/A
Oct. 2		Lecture: Do choke points still matter? Reading: World Map	Map Quiz 4: Global choke points (in-class, paper-based)
Oct. 4	Choke points: Case study Panama Canal	Lecture: The Panama Canal and American empire Watch: Control the Choke Point: How the US Stole the Panama Canal (19 minutes)	SA5: How has the existence of choke points been relevant to human affairs historically? Provide at least one example.
WEEK 8: Oct. 7	Riverine systems	Lecture: How are major rivers and their watersheds political? Comparing and contrasting the Mekong and the Colorado rivers. Reading: Marshall (pp. 139-162); World Map	DP5: How does the Euphrates affect politics in the Middle East?
Oct. 9	In-Class Midterm Exam		
Oct. 11	AUTUMN BREAK		

<p>WEEK 9:</p> <p>Oct. 14</p>	<p>Sacrifice Zones</p>	<p>Lecture: Appalachia and extractive industry</p> <p>Reading: Hedges & Sacco (pp. 115-176)</p>	<p>DP6: Search Google maps or Google Earth for signs of mountain top removal in West Virginia and Kentucky. Post a screenshot.</p>
<p>Oct. 16</p>		<p>Lecture: The ecological and social destruction of northern Alberta</p> <p>Reading: Hern, Johal & Sacco (pp. 81-114)</p>	<p>SA6: Write a short reflection (~300 words) on Edward Burtynsky's photographs of the Alberta Tar Sands.</p>
<p>Oct. 18</p>		<p>Lecture: Fossil fuel dependence and the creation of a Chinese wasteland</p> <p>Reading: de Leuw & Magrane (pp. 146-150)</p> <p>Watch <i>Behemoth</i> (90 minutes)</p>	<p>Short Essay 2: movie review, <i>Behemoth</i></p>
<p>WEEK 10:</p> <p>Oct. 21</p>	<p>Ungoverned territories</p>	<p>Lecture: The problem of places that are off the map</p> <p>Readings: Rabasa et. al., Ch. 1 "Understanding Lack of Governance" (pp. 1-5) and Ch. 2 "Dimensions of Ungovernability" (pp. 7-14); skim full report</p>	<p>DP7: Spaces are never truly ungoverned. So, what does the term "ungoverned" mean in the context of the report on "ungoverned spaces"?</p>
<p>Oct. 23</p>		<p>Lecture: When places exceed the reach of the state, a case study of the Pakistan-Afghanistan border region</p> <p>Reading: Rabasa et. al., Ch. 6 "Case Study: The Pakistani-Afghan Border Region" (pp. 49-76)</p>	<p>SA7: Write a short reflection (~300 words) on Trevor Paglen's photographs of sites in the Global War on Terror.</p>

Oct. 25	Frontiers	Lecture: What are frontiers and how are they relevant today? Reading: Tsing (pp. 5100-5106)	Group Work Check-in
PART III: THE SOCIAL PRODUCTION OF UNEVEN REGIONAL GEOGRAPHY			
WEEK 11: Oct. 28	Climate change and habitable places	Lecture: Abrupt climate change and early human setbacks Readings: Mithen (pp. 8-19); Gowen, Kmmenda & Bashir (3 pages)	DP8: Neolithic societies were vulnerable to environmental changes, both natural and anthropogenic. Are we less so in the current day?
Oct. 30		Lecture: The return of abrupt climate change and the prospect of human setbacks Readings: Buis (1 page) ; IFRC "Extreme Heat" report (pp. 9-45) ; "Extreme Heat Will Change Us" (3 pages)	SA8: Changing climate is forcing people to migrate within and across regions. Who should shoulder the burdens of large-scale migrations caused by climate changes? Where do you think people go?
Oct. Nov. 1		Lecture: The challenge of speculating about probabilistic regional climate futures Reading: Robinson (10 pages)	Short Essay 3: Reflection on <i>Ministry for the Future</i> , Ch. 1
WEEK 12: Nov. 4	Poverty and underdevelopment mapped	Lecture: Colonial maps, poverty maps Reading: Explore data in Atlas of Sustainable Development Goals	DP9: Drawing on data from the Atlas of Sustainable Development Goals, where is poverty concentrated?
Nov. 6		Lecture: Poverty, inequality, the city and the countryside	Map Quiz 5: Poverty and inequality (in-class, paper-based)

		Reading: UN Habitat: Envisioning the Future of Cities (skim full report)	
Nov. 8		Lecture: Mapping poverty in the United States Reading: Explore data in The Measure of America	SA9: "The Measure of America" reveals stark inequalities in the United States. In your own lives, where and when have you encountered the inequalities revealed in this report?
WEEK 13: Nov. 11	VETERANS DAY		
Nov. 13	Energy and regional development	Lecture: How does energy production create distinctive regions? Readings: Explore data in EIA Interactive International Data ; Bridge & Le Billon (pp. 5-32)	DP10: When do you think about the geographies of energy production? Does energy production ever impinge on your daily life? How might that affect how you feel about energy's role in modern life?
Nov. 15		Lecture: Mapping the uneven geographies of energy production, transport, and consumption Reading: Potts (pp. 198-201)	Map Quiz 6: Major oil and gas basins of the world (in-class, paper-based)
WEEK 14: Nov. 18	Natural abundance: Canada	Group project presentation, part I	Presenting groups must post an outline of their presentations
Nov. 20	Natural abundance: South Korea	Group project presentation, part II	Presenting groups must post an outline of their presentations

Nov. 22	Natural abundance: Switzerland	Group project presentation, part III	Presenting groups must post an outline of their presentations
WEEK 15: Nov. 25	Natural abundance: Zambia and the Democratic Republic of Congo	Lecture: How to create regional dependency Watch: <i>Stealing Africa</i> (60 minutes)	Short essay 4: Movie review, <i>Stealing Africa</i>
Nov. 27	THANKSGIVING BREAK: NO CLASS		
Nov. 29	INDIGENOUS PEOPLES' DAY: NO CLASS		
WEEK 16: Dec. 2	Unevenness, connection, justice, and citizenship	Lecture: Crisis in the Central African cobalt belt and what it means to be a global citizen today Watch: Cobalt Red with Siddarth Kara (33 minutes)	SA10: How does the film about coltan make you rethink ideas about justice and regional development? What do we, as global citizens, owe workers in the coltan mines?
Dec. 4	Course Re-Cap: Reflection on overall learning	N/A	N/A

CHRONOLOGICAL READING AND VIEWING LIST (FULL CITATIONS)

WEEK 1

DeBlij, Harm. 2012. *Why Geography Matters ... More than Ever*. Oxford: Oxford University Press. Chapter 1, "Why Geography Matters ... More than Ever," pp. 3-32. Available as PDF in Carmen.

Gregory, D., Johnston, R., Pratt, G., Watts, M.J., and Whatmore, S. (Eds.). 2009. *The Dictionary of Human Geography*. Chichester, UK: Wiley-Blackwell.

WEEK 2

DeBlij, Harm. 2012. *Why Geography Matters ... More than Ever*. Oxford: Oxford University Press. Chapter 2, "Reading Maps and Facing Threats," pp. 33-70. Available as PDF in Carmen.

Harris, Johnny. 2016. *Why All Maps Are Wrong*. Vox Media. 6 minutes.
<https://www.youtube.com/watch?v=kIID5FDi2JQ>

AGI. 2013. *Faces of Earth: Shaping the Planet*. American Geosciences Institute. 45 minutes.
<https://www.youtube.com/watch?v=yWezU1P6dM0>

Monmonier, Mark. 2018. *How to Lie with Maps*, 3rd Edition. Ch. 3 "Map Generalization: Little White Lies, and Lots of Them." Chicago: University of Chicago Press: pp. 27-44.

WEEK 3

Equal-Earth.com. *Equal Earth Topography and Environments Map*. Available as PDF in Carmen.

Karagule, Deniz. 2020. *World Climate Regions: A new approach for developing a new map of standardized global climate regions*.
<https://storymaps.arcgis.com/stories/61a5d4e9494f46c2b520a984b2398f3b>

Kottek, M., Grieser, J., Beck, C., Rudolf, B., and Rubel, F. 2006. *World Map of Koeppen-Geiger Climate Classification, updated*. *Meteorol. Z.*, 15, 259-263. Available as PDF in Carmen.

WEEK 4

CIA. *World Political Map*. Available as PDF in Carmen and [here](#).

WEEK 5

AGI. 2013. *Faces of Earth: A Human World*. American Geosciences Institute. 45 minutes.
<https://www.youtube.com/watch?v=FkrsKC0QI-s>

Swyngedouw, Erik. 2019. "The Anthro(Obs)cene." In Antipode Editorial Collective, *Keywords in Radical Geography: Antipode at 50*. Chichester, UK: Wiley-Blackwell: pp. 253-258.

Baichwal, Jennifer, Burtynsky, Edward, and de Poncier, Nicholas. *Anthropocene: The Human Epoch*. Berlin: Kino Lorber. 87 minutes.

WEEK 6

Harris, Johnny. 2016. *Vox Borders: The Arctic*. Vox Media. 13 minutes.
<https://www.vox.com/a/borders/the-arctic>

Harris, Johnny. 2016. *Vox Borders: Nepal/China*. Vox Media. 13 minutes.
<https://www.vox.com/a/borders/nepal-china>

Rigger, Shelley. 2011. "Excerpt: Why Taiwan Matters: Small Island, Global Powerhouse." The China Beat Blog Archive 2008-2012. 922. <http://digitalcommons.unl.edu/chinabeatarchive/922>

The Economist. 2021. "The Most Dangerous Place on Earth." 1 May.

WEEK 7

CIA. *World Political Map*. Available as PDF in Carmen.

Harris, Johnny. 2022. *Control the Choke Point: How the U.S. Stole the Panama Canal*. 19 minutes. https://www.youtube.com/watch?v=D_PtYPnKBJs

WEEK 8

CIA. *World Political Map*. Available as PDF in Carmen.

Marshall, Tim. 2021. *The Power of Geography: 10 Maps that Explain the World*. Ch. 6, "Turkey." New York: Scribner Books: pp. 139-162.

WEEK 9

Hedges, Chris and Sacco, Joe. *Days of Devastation, Days of Revolt*. New York: Nation Books. Chapter 4, "Days of Devastation: Welch, West Virginia," pp. 115-176. Available as PDF in Carmen.

Hern, Matt, Johal, Am, and Sacco, Joe. 2018. *Global Warming and the Sweetness of Life: A Tar Sands Tale*. Chapter 4, "Fort McMurray: Dene, Woodland Cree, and Chipewyan Territories," pp. 81-114. Available as PDF in Carmen.

Zhao, Liang. 2015. *Behemoth (Bei Xi Mo Shou)*. Arte. 90 minutes. Available online through OSU library, link TBD.

De Leuw, Sarah. and Magrane, Eric. 2019. "Geopoetics." In Antipode Editorial Collective, *Keywords in Radical Geography: Antipode at 50*. Chichester, UK: Wiley-Blackwell: pp. 146-150.

WEEK 10

Rabasa, Angel, Boraz, Steven, Chalk, Peter, Cragin, Kim, Karasik, Theodore W., Moroney, Jennifer D. P., O'Brien, Kevin A., and Peters, John E. 2007. *Ungoverned Territories: Understanding and Reducing Terrorism Risks*. Santa Monica, CA: The RAND Corporation. Chapter 1 "Understanding Lack of Governance," pp. 1-5, Chapter 2 "Dimensions of Ungovernability," pp. 7-14, Chapter 6 "Case Study: The Pakistani-Afghan Border Region," 49-76. <https://www.rand.org/pubs/monographs/MG561.html>

Tsing, Anna. 2003. "Natural Resources and Capitalist Frontiers," *Economic and Political Weekly*, 38(48): 5100-5106. Available as PDF in Carmen.

WEEK 11

Mithen, Steven. 2003. *After the Ice: A Global Human History, 20,000 – 5,000 BC*. Cambridge, MA: Harvard University Press. Chapter 1 "The Birth of History," pp. 3-7, Chapter 2 "The World at 20,000 BC," pp. 8-19. Available as PDF in Carmen.

Buis, Alan. 2022. "Too Hot to Handle: How Climate Change May Make Some Places too Hot to Live," NASA Jet Propulsion Laboratory, March 9. <https://climate.nasa.gov/explore/ask-nasa-climate/3151/too-hot-to-handle-how-climate-change-may-make-some-places-too-hot-to-live/>

IFRC. 2022. *Extreme Heat: Preparing for the Heat Waves of the Future*. International Federation of the Red Cross. Read pp. 9-45. <https://www.ifrc.org/sites/default/files/2022-10/Extreme-Heat-Report-IFRC-OCHA-2022.pdf>

The New York Times. 2022. "Extreme Heat Will Change Us," *The New York Times*, November 18. <https://www.nytimes.com/interactive/2022/11/18/world/middleeast/extreme-heat.html>

Robinson, Kim Stanley. 2021. *The Ministry for the Future*. New York: Orbit Books. Chapter 1. <https://www.orbitbooks.net/orbit-excerpts/the-ministry-for-the-future/>

Gowen, Annie, Kommenda, Niko, and Bashir, Saiyna. 2023. "Climate-linked ills threaten humanity." *The Washington Post*, 5 September. https://www.washingtonpost.com/climate-environment/interactive/2023/pakistan-extreme-heat-health-impacts-death?itid=hp_Climate%20box_p011_f004

WEEK 12

World Bank Group. 2023. *Atlas of Sustainable Development Goals 2023* (online, interactive). Washington, DC: World Bank. <https://datatopics.worldbank.org/sdgoalatlas/>

UN Habitat. 2022. *World Cities Report 2022: Envisioning the Future of Cities*. Nairobi, Kenya: UN Habitat. https://unhabitat.org/sites/default/files/2022/06/wcr_2022.pdf

SSRC, 2023. "Mapping America" (online, interactive data mapping tool). *Measure of America*. New York: Social Science Research Council. <https://measureofamerica.org/maps/>

WEEK 13

EIA. "World Energy (online, interactive data mapping tool). U.S. Energy Information Administration. Washington, DC. <https://www.eia.gov/international/overview/world>

Bridge, Gavin and Le Billon, Philippe. 2013. *Oil*. Cambridge, UK: Polity Press. Chapter 1 "The Nature of a Political Resource," pp. 5-32. Available as PDF in Carmen.

Potts, Shaina. 2019. "Offshore." In Antipode Editorial Collective, *Keywords in Radical Geography: Antipode at 50*. Chichester, UK: Wiley-Blackwell: pp. 198-201.

WEEK 14

N/A

WEEK 15

Guldbrandsen, Christoffer. 2013. *Stealing Africa*. Copenhagen: The Why Project. 58 minutes. <https://www.youtube.com/watch?v=WNYemuiAOfU&t=2s>

WEEK 16

Australian Broadcasting Corporation News, 2022. "Blood Cobalt: The Congo's Dangerous and Deadly Green Energy Mines." 33 Minutes. https://www.youtube.com/watch?v=_V3blzNX4co

APPENDIX A: Group Project Explanation

In this course, groups of four or five students will prepare an eight- to ten-minute oral presentation supported by PowerPoint slides on the topic of scarcity and abundance in either Canada, South Korea, or Switzerland. The instructor will designate groups and assign countries to each group by the end of Week 3. Groups will present their findings to the class in Week 14. Projects are graded on a 0-100 scale and are worth 20% of the final grade. Members of a group will each receive the same grade.

For this project, students will conduct research using online and library resources. Oral presentations should include a script tied to specific slides. A presentation should feature no less than 5 and no more than 10 slides, not including a title slide and a last slide listing your references. (Note: More slides do not equal more points. See rubric below.)

PowerPoint slides should contain a balance of images and text. As a rule of thumb, no more text should feature on a slide than is necessary to communicate a point.

Each presentation must cover the following:

1. A review of the concept of natural resource scarcity;
2. A review of the case study country's economic development;
3. A summary of the case study country's natural resource endowment;
4. Presentation of the case study country's core industries;
5. Discussion detailing whether or not, and to what degree, scarcity has impacted the case study country's economic development.

Each of the five components of the presentation accounts equally for one fifth of the project grade. A grading rubric for each of the presentation's five components looks as follows:

Evidence of research	Full marks (5 points): citation of 10 or more authoritative sources Partial marks (2-4 points): fewer than 10 citations but more than 4 and/or citation of non-authoritative sources among authoritative sources
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GEOG 3650: A World Divided? Place, Space, and Regions in World Affairs

	<p>Minimal marks (1 point): 4 or fewer citations and/or reliance mostly on non-authoritative sources</p> <p>No marks (0 points): no citations provided</p>
<p>Empirical data</p>	<p>Full marks (5 points): basic empirical data about the case study country is concise but thorough, plentiful, and cited</p> <p>Partial marks (2-4 points): data is incomplete in terms of thoroughness, quantity, or citation</p> <p>Minimal marks (1 point): data is minimal, tangential, and poorly cited</p> <p>No marks (0 points): no data</p>
<p>Effective oral communication</p>	<p>Full marks (5 points): presentation is held to 10-minute limit, connection between script and slides is clear, all group members speak</p> <p>Partial marks (2-4 points): presentation is too short (i.e., <8 minutes), or slides and script not consistently synced or connected, or one or two group members do not speak</p> <p>Minimal marks (1 point): presentation is much too short (i.e., <5 minutes), and/or slides not clearly related to the script, and/or only one member of the group speaks</p> <p>No marks (0 points): presentation is incomplete and not comprehensible</p>
<p>Logic of presentation and argument</p>	<p>Full marks (5 points): presentation features a clear and logical argument</p>

GEOG 3650: A World Divided? Place, Space, and Regions in World Affairs

	<p>about the role of resource scarcity to the case study country's development</p> <p>Partial marks (2-4 points): presentation features an imperfectly clear and/or partly illogical argument about the role of resource scarcity to the case study country's development</p> <p>Minimal marks (1 point): presentation lacks an argument and/or is illogical</p> <p>No marks (0 points): no argument is offered</p>
Total Possible Points	25 = 100%

Course Description: GEOG 3650: A World Divided? Place, Space, and Regions in World Affairs

This in-person, three-credit course embraces a new approach to understanding world regions by focusing on the ways that the social and physical features of our planet are intertwined and constantly changing. In doing so, the course's content examines contemporary geographical and geopolitical issues that reveal the diverse and dynamic social and physical environments we inhabit. Lectures are the primary format of the class. The course's primary goal is to build geographical knowledge that can enrich students' understanding of the world and its diversity. Lectures and course materials are designed to do the following: (1) cover the fundamental geophysical forces that have given shape to the wide variety of environments that humans inhabit, (2) reveal the layered and diverse human geographies of our world, and (3) explore the relations between physical geographical features and human affairs, broadly construed. The course is structured around theme-driven, map-based assignments and hands-on group work that enable deep engagements with geographical modes of analysis of contemporary issues. There are no required texts for this course; all materials are provided via URL links or as PDFs. The course uses a range of materials: maps, scholarly texts, exceptional journalistic work, films, and artworks. Students will leave the course with a detailed geographical understanding of the world, a heightened ability to think about issues in geographical terms, and a more fully developed ability to contextualize global events and students' connections to them. This course is part of the General Education curriculum's Citizenship for a Just and Diverse World Theme.

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Geography 3650 (3 credits): GEOG 3650: A World Divided? Place, Space, and Regions in World Affairs

Theme Goals and ELO Rationale

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

As a middle-level undergraduate, three-credit course in regional geography and global geopolitics, this course satisfies the GE goals and learning objectives for Citizenship for a Just and Diverse World by focusing on the dynamic relations between physical environments and social processes at various scales. The course uses advanced geographic scholarship on cartography, geopolitics, human-environment relations, and uneven development to teach students how social change is related to environmental conditions, how these relations change over time, and how such changes impact people, places, and communities at different scales ranging from the local to the national, regional, and planetary. Students examine citizenship in terms of how changing power relations at the scales just mentioned intersect with different physical environments and generate various place-specific advocacy movements for diversity and justice. Throughout the semester, students apply new ideas toward situating themselves as global citizens today.

Connect this course to the Goals and ELOs shared by *all* Themes

General Theme Goals and ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 1.1 Engage in critical and logical thinking of the topic or idea of the theme.

Students use academic texts, documentary film, fiction writing, news reporting, and policy reports to assess from different intellectual perspectives how earth's geophysical features relate over time to human behaviors and affairs. Emphasis is placed on engaging how geographers conceptualize the region (e.g., continental, relational, biophysical, functional) and how ideas about regions intersect with other ideas in geography (e.g., place, space, geopolitics, uneven development). Selections of readings from *The Dictionary of Human Geography* (Gregory, D., 2009) will provide a conceptual glossary to complement the course's readings.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students explore regional geopolitics through advanced and in-depth study of current-day conflicts and regional challenges. An example is the ongoing tensions around nationhood, citizenship, and territory in the Taiwan Strait (Week 6). Another example is the global challenge of energy resource development and its relation to regional growth and uneven development (Week 9). A further example is exploration of current-day physical environments as deeply "humanized" through processes of extraction, manipulation, earth moving, and emissions (see Week 5).

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Students will learn the origins, evolutionary pathways, impacts, and implications of different ideas in geography about region and geopolitics and how these contrast with similar concepts in adjacent disciplines, such as political science, environmental science, or economics. Students will engage maps of various kinds illustrating changing regional geographies to identify, describe, and synthesize ideas within regional geopolitics (e.g., choke points, sacrifice zones, buffer zones, ungoverned territory, frontiers) (Weeks 5, 6, 7, 9, 10). Further, students will critically examine official policy reports from a variety of agencies to learn how social-scientific data is assembled, synthesized, and utilized (Weeks 10, 12). Through written projects and quizzes, students will engage and synthesize concepts toward deepening their understanding of regions and geopolitics in the contemporary world.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

This course features a strong focus on current affairs so that students have opportunities to explore contemporary events through a geographical lens and develop the ability to see how geographically remote events are connected to them in the present. In the process, students will develop awareness of the complexity of global geography, their position within it, and their capacity to assess and respond creatively to changing circumstances and environments.

Goals and ELOs unique to Citizenship for a Just & Diverse World

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Students will explore global citizenship in connection with environmental changes, cartographical disputes, geopolitical flashpoints, and contention between economic and political space. Students analyze this range of perspectives in terms of geographic scholarship on regional geopolitics and uneven development. Materials supporting this objective will draw upon different types of maps, policy reports, and scholarly texts. Regular quizzes and written essays are used to verify learning at consistently marked points during the term.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students engage discipline-specific human-geographical modes of regional analysis and contrast these with perspectives rooted in political science and classical economics. Students further develop intercultural competence as a global citizen by reflecting on how

regions are defined through dynamic associations with ideas like race, class, caste, and nationality. Examples include critical examination of the role cartography has played in creating regions (Week 2) and understanding the connection between extractive regional economies and community decline (see Week 9).

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Students examine diversity in terms of regional physical and social environments and how political and economic forces intersect with these features of lived environments. This includes exploring geographies of poverty, inequality, and underdevelopment at regional and national scales in different parts of the world (Week 12). Another example is an exploration of the idea of resource abundance and how socially determined resource abundance shapes access to resources along lines of social difference around the world (Weeks 14, 15).

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Students critically examine how modes of resistance and assertions of identity emerge through fluid interactions among physical environments and regional politics and economics. Some examples include movements for Taiwanese independence (Week 6), indigenous resistance to resource extraction in Canada and West Africa (see Weeks 9, 13, 14), and opposition to central-state rule in Northwest Pakistan's "ungoverned territories" (Week 10).

Concurrence Requests for 3650 – “A world divided? Place, space, and regions in world affairs.” (Max Woodworth)

On 10/24/2023, the following concurrence request was sent to:

Dr. Gregory Caldeira – Political Science (No response)

Dr. Marcus Kurtz – International Studies (Concur)

Dr. Scott McGraw – Anthropology (Confirmation but no follow up response)


Dr. Kristi Williams – Sociology (Concur)


Dr. Yang (Chair) and Dr. Ye (DUS) – Economics (Concur)

The Department of Geography is creating a new course (Geog 3650) in our Geography Program that will be an elective for our GEOG majors, and will also satisfy the GE theme: Citizenship for a just and diverse world. The course is titled "A WORLD DIVIDED? PLACE, SPACE, AND REGIONS IN WORLD AFFAIRS". The course is a revamp of what had previously been Geog 3601: "Global Politics and the Modern Geopolitical Imagination". However, 3601 had been deactivated in 2015 and has not been offered since. As such, it was officially withdrawn from the course catalogue this past spring, 2023 and we can no longer use that course number. The proposed course will focus on how changing social and physical features of the planet are related to world affairs, with an emphasis on the links between geographical features and social and physical environments humans occupy.

Please take a look at the syllabus attached here and let me know if you feel there are any issues with concurrence of courses offered within the department of Economics. Please respond by COB 11/7. If we receive no response, we will assume that there is no concern for concurrence.
Thank you for your time!

-Dr. Jana Houser



Williams, Kristi
To:  Houser, Jana

Tue 10/24/2023 2:45 PM

Hi Jana,

Sociology is happy to concur. Looks like a great course.

Best,
Kristi



Kurtz, Marcus

To: Houser, Jana



Tue 10/24/2023 2:19 PM

Start reply with:

[Thank you!](#)

[Wonderful! Thank you so much!](#)

[Thank you very much!](#)

Dear Jana,

On behalf of International Studies, I'm happy to concur. It looks like a great course.

Best,

Marcus.

Marcus J. Kurtz

Director, International Studies Program

College of Arts and Sciences Distinguished Professor of Political Science

Ohio State University

[website](#)



Ye, Lixin

To: Houser, Jana; Yang, Huanxing



Tue 10/24/2023 3:13 PM

Start reply with:

[Thank you!](#)

[Great, thank you so much!](#)

[Great, thanks for letting me know!](#)

Dear Jana,

Your newly proposed course (Geog 3650) looks good, and the Economics Department is happy to concur.

Best regards,

Lixin

Lixin Ye

Professor and Director of Undergraduate Studies

Department of Economics

The Ohio State University

449A Arps Hall, 1945 N. High St.,

Columbus, OH 43210

Tel.: 614-292-6883

<https://www.asc.ohio-state.edu/ye.45/>

📄 You replied on Tue 10/24/2023 5:47 PM



McGraw, Scott
To: 🟢 Houser, Jana



Tue 10/24/2023 5:26 PM

Hi Jana –

OK, we'll happily have a look: thanks for sending!

Hope all is well.
Scott



W. Scott McGraw

Professor and Chair

Department of Anthropology

4042 Smith Laboratory, 174 W. 18th Avenue

Columbus, OH 43210-1106

(614) 688-3794

Mcgraw.43@osu.edu

I never received a followup from Scott, nor any response at all from Dr. Caldeira. Therefore given the 3 affirmative and 2 unresponsive requests, we will proceed forward with this course.

Social and Environmental Geography	Required Courses			Method Electives								Introduction Electives					Intermediate Electives											Advanced Electives												
	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G							
B = beginner I = intermediate A = advanced S = special population doing independent work (individual or group project, thesis)	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e								
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
	4	4	5	4	5	5	5	5	5	5	5	2	4	4	2	2	2	3	5	5	3	3	3	3	3	3	3	3	4	5	5	5								
	1	1	1	1	1	2	2	2	2	2	2	1	0	0	4	5	8	3	9	9	6	6	7	7	7	8	8	9	9	1	3	3	4							
	0	0	9	0	0	0	0	1	1	2	2	0	0	0	0	0	0	0	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0							
	0	1	4	3	3	0	1	0	2	5	5	0	-	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Social and Economic Geography	MC	KMc		DL	ER	EC	YS	EC	EC	YS	DL	YS	MW	MD	MD	NE	KMc	HL	AR	JW	MC	MW	JW	MC	ER	BKM	BKM	BM	JD	NE	HL	HM		DM	MD	NE	MW	JW	YQ	MD
Goal A: Human, Environmental, and Spatial Concepts Students understand various conceptual approaches and their context to interpret patterns, processes and their relation.																																								
1. Conceptualize human, environmental, or spatial problems																																								
a. Describe the spatial and historical context of a problem (B)	B	B		B									B	B	B	B	B			B	B	B	B	B		B	B				B	B	B		B					
b. Identify the 'ecological fallacy' (the inappropriate homogenization or aggregation of differentiated phenomena within a unit of analysis, using scale as an analytical unit) (B)				B																						B														
c. Examine dynamics within a place's or system's boundaries, and implications for real-world problems (I)	I													I	I	I	I			I	I	I	I	I	I							I	I	I	I					
d. Examine dynamics that connect places or systems across space, and implications for real-world problems (I)	I													I	I	I	I			I	I	I	I	I	I						I	I	I	I						
e. Evaluate processes that operate at different scales and their effects (A)	A													A	A		A			A	A	A		A						A	A			A						
2. Critically evaluate different approaches to describe, explain, or predict real-world experience																																								
a. Describe the strengths and weaknesses of various approaches for their utility in interpreting real-world experience (B, I)	I	I		B									B,I	B,I	B,I		B,I			B,I	B,I	B,I	B,I	B,I	B,I		B,I	B,I			B,I	B,I	B,I		B,I					
b. Explain the contexts in which various approaches were developed (A)	A													A	A		A			A	A	A	A	A	A		A	A			A	A			A					
c. Critically evaluate various approaches in their field of study (A)	A																A			A	A	A	A	A	A		A	A			A	A	A	A						
3. Appraise the relation between concepts and real-world experience																																								
a. Interpret patterns (B)				B									B				B			B		B		B	B					B					B					
b. Critique how knowledges in their fields are used in developing solutions to real-world problems (I)																	I			I		I		I	I					I				I						
c. Relate research findings to debates about different approaches to research (A)																	A								A	A				A		A	A							
d. Relate patterns to processes to assess causal relations (A)																	A								A	A				A		A								
Goal B: Research Strategies, Methods and Data Students are able to apply appropriate methods and data, to transform data into actionable knowledges to support ethical scholarship and decision making.																																								
1. Gather information regarding data and their context to draw conclusions																																								
a. Identify relevant data sources and their quality (B)		B		B									B				B												B						B					
b. Collect data from relevant sources (I)		I															I												I					I						
c. Design feasible data-collection procedures (I)				I													I																	I						
d. Explain how context shapes conclusions drawn from data (A)		A															A																							
2. Evaluate research strategies and methods to engage problems																																								
a. Identify available research strategies and methods (B)													B				B										B								B					
b. Explain how strategies and methods may be used constructively and destructively in real-world applications (B, I)																	B										B					B,I								
c. Provide empirical examples of constructive and destructive applications of methods (I)																																I								
d. Assess the strengths and limitations of available research strategies and methods (I, A)																																I,A	I,A							
3. Apply strategies and methods																																								
a. Visualize patterns through mapping, graphing, or using GIS techniques (B)				B									B																											
b. Identify sources of uncertainty or partial knowledges (B, I)				B,I													B,I											B,I												
c. Analyze how errors propagate through data processing (I)																																								
d. Examine the impacts of sources of uncertainty or partial knowledges on the reliability of data (I)																																								
e. Apply interactive and dynamic visualization techniques (I, A)																																					I,A			
f. Analyze patterns using appropriate methods (I, A)				I,A													IA																							
g. Apply strategies to mitigate or constructively engage the effects of uncertainty or partial knowledges (A)																	A																							
h. Interpret data and results using appropriate methods (A)				A									A																							A				

