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## Term Information

Effective Term Autumn 2025

## 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

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## 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)*
- GEOG 3650 Concurrence - College of Food, Agricultural, and Environmental Sciences.pdf: 3650 SENR Contingent Concurrence Approval  
*(Concurrence. Owner: Godfrey, Ryan B)*
- GEOG 3650\_Revisions Cover Letter\_Woodworth\_April 2024.pdf: GEOG 3650\_Revision Cover Letter  
*(Cover Letter. Owner: Godfrey, Ryan B)*
- GEOG 3650\_GE Proposal\_Citizenship Theme\_Revision\_April 2024.pdf: GEOG 3650\_Revision GE Proposal  
*(GEC Model Curriculum Compliance Stmt. Owner: Godfrey, Ryan B)*
- GEOG 3650\_Syllabus\_Revision\_April 2024.pdf: GEOG 3650\_Revision Syllabus  
*(Syllabus. Owner: Godfrey, Ryan B)*
- GEOG 3650\_Group Project Description\_Syllabus Appendix A\_Revision\_April 2024.pdf: GEOG 3650\_Revision Group Project Description  
*(Other Supporting Documentation. Owner: Godfrey, Ryan B)*
- GEOG 3650\_Course Description\_Revision\_April 2024.pdf: GEOG 3650\_Revision Course Description  
*(Other Supporting Documentation. Owner: Godfrey, Ryan B)*
- GEOG 3650\_Cover Letter for Revision 2\_Woodworth\_9.3.2024.pdf: 9.3.2024 GEOG 3650 Revision Cover Letter  
*(Cover Letter. Owner: Godfrey, Ryan B)*
- GEOG 3650 Syllabus\_Revision\_2\_9.3.2024.pdf: 9.3.2024 GEOG 3650 Revised Syllabus  
*(Syllabus. Owner: Godfrey, Ryan B)*

## Comments

- Revisions updated and uploaded with cover letter and new syllabus with date of most recent requested contingent revisions. *(by Godfrey, Ryan B on 09/03/2024 04:20 PM)*
- Please see Subcommittee feedback email sent 05/20/2024. *(by Hilty, Michael on 05/20/2024 11:09 AM)*
- See feedback email sent 12-19-2023 RLS *(by Steele, Rachel Lea on 12/19/2023 03:31 PM)*

**COURSE REQUEST**  
3650 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/07/2024

**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
Revision Requested	Steele, Rachel Lea	12/19/2023 03:31 PM	ASCCAO Approval
Submitted	Godfrey, Ryan B	01/23/2024 02:50 PM	Submitted for Approval
Approved	Houser, Jana Bryn	01/23/2024 02:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/23/2024 02:59 PM	College Approval
Revision Requested	Hilty, Michael	02/20/2024 12:29 PM	ASCCAO Approval
Submitted	Godfrey, Ryan B	04/20/2024 03:11 PM	Submitted for Approval
Approved	Houser, Jana Bryn	04/20/2024 05:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/21/2024 12:20 PM	College Approval
Revision Requested	Hilty, Michael	05/20/2024 11:09 AM	ASCCAO Approval
Submitted	Godfrey, Ryan B	09/03/2024 04:20 PM	Submitted for Approval
Approved	Houser, Jana Bryn	09/03/2024 04:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/07/2024 01:28 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/07/2024 01:28 PM	ASCCAO Approval



General Education Themes II Subcommittee

August 27, 2024

Dear Review Committee,

The second revised proposal for GEOG 3650 “A World Divided? Place, Space, and Regions in World Affairs” is enclosed. The revision responds to the five contingencies resultant from committee review returned to the instructor April 29. The contingencies were as follows:

1. **Contingency 1:** The reviewing faculty ask that the course description as found on pages 1-2 of the syllabus more explicitly make mention of how the course will connect to the GEN Theme: Citizenship for a Diverse and Just World. While they appreciate the changes made, they believe that a stronger connection to the Theme will assist students in understanding how they can fulfill the GEN Theme ELOs.
2. **Contingency 2:** The reviewing faculty would like to see how the course is meeting GEN Theme ELOs 4.1 and 4.2 more thoroughly and explicitly throughout the course syllabus. While the ideas of diversity and justice appear to be implicitly being addressed throughout the course, they would like to see this connection made more explicit for the benefit of students.
3. **Contingency 3:** The reviewing faculty noticed that the course title appears to have changed within the course syllabus. They ask that the unit please clarify which title is correct and to either update the syllabus or curriculum.osu.edu with the appropriate title.
4. **Contingency 4:** The reviewing faculty ask that the Religious Accommodation statement be updated within the course syllabus (as found on page 17). On March 1<sup>st</sup>, 2024, the Arts and Sciences Curriculum Committee updated the required statement to be in compliance with the new statement, which was provided by the Office of Undergraduate Education and vetted by the Office of Legal Affairs. Please note, the “Policy: Religious Holidays, Holy Days and Observations” link is a required element of the statement. The newly updated statement has been updated on the [syllabus elements page of the ASC Curriculum and Assessment Services website](#).
5. **Contingency 5:** The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.



This letter responds to each contingency in turn:

1. **Contingency 1:** Additional language has been added to the syllabus on pages 1 and 2, as requested, to draw attention to, and clarify how the course fulfills the GEN Theme ELOs. The new text is highlighted in **magenta**.
2. **Contingency 2:** In addition to Contingency 1 revisions, extensive revisions have been made in the course schedule that add new language to emphasize more specifically and explicitly how the course material, lectures, and assignments work toward addressing GEN Theme ELOs. Further, the syllabus section retitled Chronological Weekly Theme Descriptions and Class Materials (Full Citations) (pp. 28-36) now includes short introductory paragraphs that introduce each week's theme(s) and itemizes relevant ELOs. Revisions are highlighted in **blue**.
3. **Contingency 3:** The current documents consistently apply the course title: "A World Divided? Place, Space, and Regions in World Affairs." Revisions are highlighted in **green**.
4. **Contingency 4:** Updated course policies and statements, including the requested Religious Accommodations Statement, have been added to the syllabus. See pp. 10-16.
5. **Contingency 5:** The current letter serves as detailed response to the contingencies requested.

Please note, changes in the first round of revision are highlighted in **yellow**.

I am happy to respond to any further requests for revision, should they be deemed necessary.

Sincerely,

Max D. Woodworth

Associate Professor

Department of Geography



# 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](mailto: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 social and physical features of our planet are intertwined and constantly changing. 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 **and how these shape our sense of self and belonging in a connected world.** **In this way, students will develop a deeper understanding of the meaning and importance of citizenship in dynamic global context.**

This is a middle-level undergraduate, three-credit course. Lectures are the primary format of the class. Its 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 geographical features and human affairs, broadly construed. **The course is structured around theme-driven units. Students**

engage in advanced exploration of topics through a combination of lectures, scholarly and general-audience readings, maps, and films. Students will engage these course materials through individual writing assignments of different types and lengths and a group project. 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, a more fully developed ability to contextualize global events and students' connections to them, and a deepened sense of global citizenship. This course is part of the General Education curriculum's Citizenship for a Just and Diverse World Theme. As such, course content emphasizes diverse views upon and approaches to the idea of citizenship, understood broadly as inclusion and belonging within communities delineated at various scales (i.e., local, national, regional). Integral to these themes will be examinations of difference, diversity, uneven power structures, and ethical-political dilemmas stemming from dynamic relations and connections among peoples and places.

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 that inform citizenship in 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,
- Be able to explain different perspectives and approaches in the study of citizenship in a diverse and globalizing world;
- Use maps to assess social phenomena,
- 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 current 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:**

<b>Citizenship for a Just and Diverse World Theme Goals and ELO's</b>	
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 Reading Reflections	$(10 \times 2\%) = 20\%$
Midterm Exam	$(1 \times 20\%) = 20\%$
Group Project	$(1 \times 20\%) = 20\%$
Attendance and Participation	$(2 \times 5\%) = 10\%$
<b>Total</b>	<b>100%</b>

### 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.

**Reading Reflections and Short Essays:** Students are asked to submit 10 Reading Reflections and Short Essays (around 400-500 words) in response to prompts provided in the syllabus on Carmen. There are 14 Reading Reflections and Short Essays listed on the syllabus, of which students must complete only 10. Students are advised to select assignments that fit their interests and schedules. Sample essays will be available in Carmen. For full marks, writing should be on-topic and written in idiomatic prose without grammatical or spelling errors. Reading Reflections and Short Essays 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, **Nigeria**, 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

### Course materials

- All readings and audio-visual materials for this class are available for free online through the University Library website or as PDFs stored on the course Carmen site.

### 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

## 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.

## 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.

## COURSE POLICIES

### Attendance

Attendance is of utmost importance in this class. For this reason, the attendance policy is very strict and inflexible. Students are allowed three unexcused absences. Each unexcused absence after the third will lead to a one-point deduction from the final grade! An excused absence is one that comes with documentation. Emailing to say you have a cold, or your car broke down, or your boss called you into work, etc. will not earn an excused absence. Please do not ask for an excused absence if you don't have documentation.



## 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. It is completely ok to voice ideas, reactions, thoughts that seem under-developed. The point is to listen, speak up, and learn. Though it has never occurred in any of my classes and Buckeyes are invariably a kind and thoughtful bunch, I would like to offer 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)." If a citation is made in the text, you must also include the full bibliographical reference at the end of your document.

## Academic integrity policy

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Written assignments may undergo review through Turnitin, an online system that checks for plagiarism.
- **Use of ChatGPT or other AI content-generators:** This course is designed to maximize creative production and thinking. However, there are periodic "check-ins" related to your final project. In preparing these assignments, as with any writing assignment, it is imperative to indicate when and how an AI tool was used. Failure to do so may violate the university's Academic Integrity Policy (see below).

## **OHIO STATE ACADEMIC MISCONDUCT 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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

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

## **STATEMENT ON TITLE IX AND SEXUAL MISCONDUCT/RELATIONSHIP VIOLENCE**

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](mailto: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](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin 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. 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. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **RELIGIOUS ACCOMMODATIONS**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **STATEMENT ON DIVERSITY**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## COURSE SCHEDULE

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. 26-31).

WEEK	TOPIC	READING, VIEWING	ASSIGNMENTS (due on the date indicated before class)
WEEK 1: Aug. 21	Introduction to the course	Lecture: What are regional geography and geopolitics? How are regions related to citizenship? (ELO 1.1)	
Aug. 23		Lecture: Why geography matters, what citizenship means in a diverse, globalizing world (ELO 1.1, ELO 3.1)  Readings: Syllabus; <i>Dictionary of Human Geography</i> : citizenship, geopolitics, region (total: 4 pages); DeBlij, Ch. 1: pp. 3-32. (ELO 1.1, ELO 1.2)	RR1: Briefly identify and describe three specific ways that geography matters in social life and provide three examples of how citizenship is tied to geography. (ELO 1.1, ELO 1.2, ELO 3.1, ELO 4.1)
<b>PART I: THE PHYSICAL AND SOCIAL WORLD MAPPED: MAPPING OUR PLACE IN THE WORLD</b>			
WEEK 2: Aug. 26	The World Map	Lecture: What are maps, and how can we read them? (ELO 1.1, ELO 2.1)  Reading: DeBlij, Ch. 2: pp. 33-70 (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)	DP1: Search online for maps of Appalachia and note any differences. Discuss briefly why mapping Appalachia is challenging, and how regional difference informs positively or negatively a sense of shared citizenship. (ELO

			1.1, ELO 2.1, ELO 3.1, ELO 4.1)
<b>Aug. 28</b>	The World Map	<p>Lecture: Why maps always lie: projections, distortion, and the ethical and justice problems in cartography (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)</p> <p>Reading: Monmonier, Ch. 3: pp. 27-44; Billé (ELO 1.1, ELO 1.2)</p> <p>Watch: <i>Why All Maps Are Wrong (6 minutes)</i> (ELO 1.1, ELO 1.2)</p>	RR2: According to Billé, how do maps elicit affective senses of citizenship? How does contestation over maps drive efforts toward inclusion or exclusion within a given territory? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)
<b>Aug. 30</b>	The Physical World	<p>Lecture: Basics of physical geography (ELO 1.1, ELO 2.1)</p> <p>Watch: <i>Faces of Earth: Shaping the Planet (45 minutes)</i> (ELO 1.1, ELO 2.1)</p>	Map exercise 1 (in-class, paper-based) (ELO 2.2)
<b>WEEK 3: Sept. 2</b>	LABOR DAY: NO CLASS		
<b>Sept. 4</b>	The Physical World	<p>Lecture: What on earth? Geophysical features. (ELO 1.1, ELO 2.1)</p> <p>Reading: Equal Earth Topography and Environments map; Dodge &amp; Kitchin (ELO 1.2, ELO 2.2)</p>	<p>Map exercise 2 (in-class, paper-based) (ELO 2.2)</p> <p>DP2: Drawing on Dodge and Kitchin, how do crowdsourced maps instill and deepen connection to place and senses of citizenship? How do crowd-sourced maps enhance cartographic diversity and alternate senses of belonging and inclusion? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)</p>



Sept. 6		Lecture: What on earth? Climate regions. (ELO 1.1, ELO 2.1)  Readings: Equal Earth Topography and Environments map; <u>World Climate Regions (Karagule)</u> ; Koeppen-Geiger map (ELO 1.1, ELO 2.1)	Map Quiz 1: The physical map of the world (in-class, paper-based) (ELO 2.2)
WEEK 4:  Sept. 9	The Political Map: drawing lines around people and places	Lecture: Where on earth? The political geography of the Americas and Caribbean (ELO 1.1, ELO 2.1)  Reading: <u>World Map</u> (ELO 1.1, ELO 2.1)	Map exercise 3 (in-class, paper-based) (ELO 2.2)
Sept. 11		Lecture: Where on earth? The political geography of Africa and Europe (ELO 1.1, ELO 2.1)  Reading: <u>World Map</u> (ELO 1.1, ELO 2.1)	Map exercise 4 (in-class, paper-based) (ELO 2.2)
Sept. 13		Lecture: Where on earth? The political geography of Asia & Australasia; <u>The Political Map summary: political maps, politicizing maps</u> (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)  Readings: <u>World Map</u> ; <u>Studemeyer</u> (ELO 1.1, ELO 2.1)	Map Quiz 2: The political map of the world (in-class, paper-based) (ELO 2.2)
<b>PART II: GEOGRAPHY AND REGIONAL ISSUES: DIVERSE REGIONS, DIVERSE HUMAN AFFAIRS</b>			
WEEK 5:  Sept. 16	Natural boundaries, human affairs: mountains, deserts, rivers, places	Lecture: How do natural boundaries shape diverse human affairs? How natural is citizenship? (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)	RR3: 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

		Reading: <i>The Dictionary of Human Geography</i> , regional geography, boundary, border (total: 6 pages); Agnew (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)	natural boundaries function as geopolitical boundaries in some instances and not others. (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)
<b>Sept. 18</b>	A humanized world	Lecture: How do humans change the earth? (ELO 1.1, ELO 2.1)  Watch: <i>A Human World (45 minutes)</i> (ELO 1.1, ELO 2.1)	DP3: How does the problem of global climate change challenge conceptions of citizenship? How does environmental citizenship implicate questions of justice and responsibility for environmental impacts? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)
<b>Sept. 20</b>		Lecture: What is the Anthropocene and who is accountable for it? (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)  Reading: Swyngedouw (pp: 253-258) (ELO 1.1, ELO 2.1)  Viewing: <i>Anthropocene</i> (87 minutes) (ELO 1.1, ELO 2.1)	Short Essay 1: movie review, <i>The Anthropocene</i> (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)
<b>WEEK 6:</b> <b>Sept. 23,</b>	Contested land, contested borders	Lecture: Where are recent history's border disputes? (ELO 1.1, ELO 2.1)  Watch: <i>Vox Borders: The Arctic</i> (13 minutes) (ELO 1.1, ELO 2.1)	DP4: Who should control Arctic space? How does the political struggle over the Arctic waged among large geopolitical actors impact Inuit citizens in multiple countries and their territorial rights? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)

<p><b>Sept. 25</b></p>		<p>Lecture: Where are recent history's border disputes? (ELO 1.1, ELO 2.1)</p> <p>Watch: <a href="#">Vox Borders: Nepal/China</a> (13 minutes) (ELO 1.1, ELO 2.1)</p>	<p>Map Quiz 3: Border disputes (in-class, paper-based) (ELO 1.2, ELO 2.2)</p>
<p><b>Sept. 27</b></p>	<p>Contested lands, contested borders, contested citizenship: Case study Taiwan</p>	<p>Lecture: Why is Taiwan "The Most Dangerous Place on Earth"? (ELO 1.1, ELO 2.1)</p> <p>Readings: <a href="#">The Economist (1 page)</a>; <a href="#">Rigger (4 pages)</a> (ELO 1.1, ELO 2.1)</p>	<p>RR4: How do categories of ethnic difference across the Taiwan Strait exacerbate geopolitical tensions in the region and challenge state-centered notions of citizenship? How have different conceptions of belonging within the territory of "China" shaped debates and simmering conflict over territory and inclusion between the People's Republic of China and the Republic of China? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)</p>
<p><b>WEEK 7:</b> <b>Sept. 30</b></p>	<p>Global tour of strategic "choke points"</p>	<p>Lecture: What are geopolitical "choke points" and where are they? (ELO 1.1, ELO 2.1)</p> <p>Reading: <a href="#">World Map</a> (ELO 1.1, ELO 2.1)</p>	<p>N/A</p>
<p><b>Oct. 2</b></p>		<p>Lecture: Do choke points still matter? (ELO 1.1, ELO 2.1)</p> <p>Reading: <a href="#">World Map</a> (ELO 1.1, ELO 2.1)</p>	<p>Map Quiz 4: Global choke points (in-class, paper-based) (ELO 1.2, ELO 2.2)</p>

Oct. 4	Choke points: Case study Panama Canal	Lecture: The Panama Canal and American empire (ELO 1.1, ELO 2.1)  Watch: <a href="#">Control the Choke Point: How the US Stole the Panama Canal (19 minutes)</a> (ELO 1.1, ELO 2.1)	RR5: How has the existence of choke points been relevant to human affairs historically? Provide at least one example. (ELO 1.2, ELO 2.2)
WEEK 8:  Oct. 7	Riverine systems	Lecture: How are major rivers and their watersheds political? Comparing and contrasting the Mekong and the Colorado rivers and struggles over water and land resources. (ELO 1.1, ELO 2.1)  Reading: Marshall (pp. 139-162); <a href="#">Nguyen &amp; Burton</a> ; <a href="#">World Map</a> (ELO 1.1, ELO 2.1)	DP5: How are new regional institutions intended to govern the Mekong reshaping the sense of belonging and place for groups in the regions who have historically lived trans-border lives? (ELO 1.2, ELO 2.2, 3.1, 4.1)
Oct. 9	<b>In-Class Midterm Exam</b>		
Oct. 11	AUTUMN BREAK: NO CLASS		
WEEK 9:  Oct. 14	Sacrifice Zones	Lecture: Appalachia and extractive industry (ELO 1.1, ELO 2.1)  Reading: Hedges & Sacco (pp. 115-176) (ELO 1.1, ELO 2.1, 3.1, 4.1)	DP6: Search Google maps or Google Earth for signs of mountain top removal in West Virginia and Kentucky. Post a screenshot. How does the idea of the "sacrifice zone" challenge the idea of shared citizenship? How are geographically uneven impacts of extractive activity justified? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)
Oct. 16		Lecture: Ecological and social destruction in northern Alberta	RR6: How do Hern, Johal & Sacco explain differences between

		<p>and environmental justice (ELO 1.1, ELO 2.1, 3.1, 4.1)</p> <p>Reading: Hern, Johal &amp; Sacco (pp. 81-114) (ELO 1.1, ELO 2.1, 3.1, 4.1)</p>	<p>Indigenous conceptions of resources and rights to territory and those of the Canadian national government? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)</p>
Oct. 18		<p>Lecture: Fossil fuel dependence and the creation of a Chinese wasteland (ELO 1.1, ELO 2.1, 3.1, 4.1)</p> <p>Reading: de Leuw &amp; Magrane (pp. 146-150) (ELO 1.1, ELO 2.1, 3.1, 4.1)</p> <p>Watch <i>Behemoth</i> (90 minutes) (ELO 1.1, ELO 2.1, 3.1, 4.1)</p>	<p>Short Essay 2: movie review, <i>Behemoth</i> (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)</p>
WEEK 10: Oct. 21	<p>Ungoverned territories: state unease with diverse environments</p>	<p>Lecture: The problem of places that are off the map (ELO 1.1, ELO 2.1)</p> <p>Readings: <a href="#">Rabasa et. al.</a>, Ch. 1 "Understanding Lack of Governance" (pp. 1-5) and Ch. 2 "Dimensions of Ungovernability" (pp. 7-14); skim full report (ELO 1.1, ELO 2.1, ELO 4.1)</p>	<p>DP7: Spaces are never truly ungoverned. So, what does the term "ungoverned" mean in the context of the report on "ungoverned spaces"? How is citizenship different in ungoverned spaces and how does political-military concern for such spaces generate differential impacts in terms of policing and state surveillance? (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)</p>
Oct. 23		<p>Lecture: When places exceed the reach of the state, a case study of the Pakistan-Afghanistan border region (ELO 1.1, ELO 2.1)</p>	<p>RR7: Write a short reflection (~300 words) on Trevor Paglen's photographs of sites in the Global War on Terror</p>

		Reading: <a href="#">Rabasa et. al.</a> , Ch. 6 “Case Study: The Pakistani-Afghan Border Region” (pp. 49-76) (ELO 1.1, ELO 2.1)	and the significance of “black sites” as spaces that defy common notions of citizenship. (ELO 1.2, ELO 2.2, ELO 3.2, ELO 4.2)
Oct. 25	Frontiers	Lecture: What are frontiers and how are they relevant today for politics, economic, and citizenship? How is the edge-space of frontiers a site of unevenness and injustice? (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)  Reading: Tsing (pp. 5100-5106) (ELO 1.1, ELO 2.1)	Group Work Check-in (ELO 2.2)
<b>PART III: THE SOCIAL PRODUCTION OF UNEVEN REGIONAL GEOGRAPHY: DIFFERENCE, POWER, AND JUSTICE UNDER GLOBALIZATION</b>			
<b>WEEK 11:</b>  Oct. 28	Climate change and habitable places	Lecture: Abrupt climate change and early human setbacks (ELO 1.1, ELO 2.1)  Readings: Mithen (pp. 8-19); <a href="#">Gowen, Kmmenda &amp; Bashir (3 pages)</a> (ELO 1.1, ELO 2.1)	DP8: Neolithic societies were vulnerable to environmental changes, both natural and anthropogenic. Are we less so in the current day? (ELO 1.2, ELO 2.2)
Oct. 30		Lecture: The return of abrupt climate change and the prospect of human setbacks, more so for some than others (ELO 1.1, ELO 2.1)  Readings: <a href="#">Buis (1 page)</a> ; <a href="#">IFRC “Extreme Heat” report (pp. 9-45)</a> ; <a href="#">“Extreme Heat Will Change Us” (3 pages)</a> (ELO 1.1, ELO 2.1)	RR8: Changing climate is forcing people to migrate within and across regions and assume new citizenship. Who should shoulder the burdens of large-scale migrations caused by climate changes? Where do you think people should go? What is a just approach to this

			problem? (ELO 1.2, ELO 2.2, ELO 4.2)
Oct. Nov. 1		Lecture: The challenge of speculating about probabilistic regional climate futures (ELO 1.1, ELO 2.1)  Reading: <a href="#">Robinson (10 pages)</a>	Short Essay 3: Reflection on <i>Ministry for the Future</i> , Ch. 1 (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.2)
WEEK 12: Nov. 4	Poverty and underdevelopment mapped	Lecture: Colonial maps, poverty maps; diverse forms of citizenship amid global poverty and migration (ELO 1.1, ELO 2.1)  Reading: Explore data in <a href="#">Atlas of Sustainable Development Goals; Milanovic</a> (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)	DP9: Discuss the relative advantages and disadvantages of the three types of citizenship arrangements proposed by Milanovic as a solution to global inequality and migration. Specify the justice implications of these different proposals. (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.2)
Nov. 6		Lecture: <a href="#">Global cities and urban citizenship</a> (ELO 1.1, ELO 2.1)  Reading: UN Habitat: <a href="#">Envisioning the Future of Cities (skim full report)</a> (ELO 1.1, ELO 2.1)	Map Quiz 5: Poverty and inequality (in-class, paper-based) (ELO 1.2, ELO 2.2)
Nov. 8		Lecture: Mapping poverty in the United States (ELO 1.1, ELO 2.1)  Reading: Explore data in <a href="#">The Measure of America</a> (ELO 1.1, ELO 2.1)	RR9: "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? <a href="#">How do the data in this report reveal differential experiences of citizenship in the United</a>

			States? Citizenship implies belonging and commonality; how does this report and its data challenge these ideas? (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2, ELO 4.2)
<b>WEEK 13: Nov. 11</b>	VETERANS DAY: NO CLASS		
<b>Nov. 13</b>	Energy and regional development	Lecture: How does energy production create distinctive regions? (ELO 1.1, ELO 2.1)  Readings: Explore data in <a href="#">EIA Interactive International Data</a> ; Bridge & Le Billon (pp. 5-32) (ELO 1.1, ELO 2.1)	Map Quiz 6: Major oil and gas basins of the world (in-class, paper-based) (ELO 1.2, ELO 2.2)
<b>Nov. 15</b>		Lecture: Mapping the uneven geographies of energy production, transport, and consumption: Carbon citizenship (ELO 1.1, ELO 2.1)  Readings: Potts (pp. 198-201); <a href="#">Neville &amp; Weinthal</a> (ELO 1.1, ELO 2.1)	DP10: Drawing on Neville & Weinthal, how does social support for and opposition against energy production foster and disrupt different senses of place and belonging? How does advocacy around oil extraction promote citizenship ideals? (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2, ELO 4.2)
<b>WEEK 14: Nov. 18</b>	Natural abundance: Canada	Group project presentation, part I (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2, ELO 4.1, ELO 4.2)	Presenting groups must post an outline of their presentations (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2, ELO 4.2)
<b>Nov. 20</b>	Natural abundance: South Korea	Group project presentation, part II (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2, ELO 4.1, ELO 4.2)	Presenting groups must post an outline of their presentations (ELO 1.2,



			ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.2)
Nov. 22	Natural abundance: Switzerland	Group project presentation, part III ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.1, ELO 4.2)	Presenting groups must post an outline of their presentations (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.2)
WEEK 15: Nov. 25	Natural abundance: Zambia and the Democratic Republic of Congo	Lecture: How to create regional dependency and the justice implications of uneven development (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)  Watch: <i>Stealing Africa</i> (60 minutes) (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)	Short essay 4: Movie review, <i>Stealing Africa</i> (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.1, ELO 4.2)
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 (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)  Watch: <i>Cobalt Red with Siddarth Kara (33 minutes)</i> (ELO 1.1, ELO 2.1, ELO 3.1, ELO 4.1)	RR10: How does the film about coltan make you rethink ideas about justice, global citizenship, and regional development? What do we, as global citizens, owe workers in the coltan mines? How are people advocating for the workers in the coltan industry? (ELO 1.2, ELO 2.2, ELO 3.1, ELO 3.2. ELO 4.1, ELO 4.2)
Dec. 4	Course Re-Cap: Reflection on overall learning	N/A	N/A

## **CHRONOLOGICAL WEEKLY THEME DESCRIPTIONS AND CLASS MATERIALS (FULL CITATIONS)**

**WEEK 1: This week introduces students to the course and to the disciplinary tradition of geography, generally, and regional geography, more specifically. We will cover basic and core terminology and concepts, including geopolitics, region, and citizenship. Relevant ELOs: 1.1, 1.2, 2.1, 3.1.**

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: This week begins Part I of this course, titled The Physical and Social World Mapped: Mapping Our Place in the World. This week deepens the exploration of the discipline of geography with a focus on maps and cartography. We will examine multiple types of world maps to explore difference in spatial representation. We cover problems of projection, distortion, and connected issues of justice and ethics in cartography. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1,3.2, 4.1, 4.2.**

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=klID5FDi2JQ>

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*, 3<sup>rd</sup> Edition. Ch. 3 "Map Generalization: Little White Lies, and Lots of Them." Chicago: University of Chicago Press: pp. 27-44.

Billé, Franck. 2014. Territorial Phantom Pains (and Other Cartographic Anxieties). *Environment and Planning D: Society and Space* 32(1): 163-178.

**WEEK 3: This week, we look specifically at physical maps of the world to learn how the planet can be differently divided into regions according to morphological and environmental features. Exercises and a quiz will reinforce empirical understanding of the physical map. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.2, 4.2.**

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.

Dodge, M and Kitchin, R. 2013. Crowdsourced Cartography: Mapping Experience and Knowledge. *Environment and Planning A: Economy and Space* 45(1): 19-36.

**WEEK 4: This week, the class considers the political map of the world. The reading and map are used to explore how territory and citizenship are connected and contested. Exercises and a quiz will reinforce empirical understanding of the political map. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1.**

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

Studemeyer, Catherine C. 2015. Geographies of Flexible Citizenship. *Geography Compass* 9(10): 565-576.

**WEEK 5: This week begins Part II of the course, titled Geography and Regional Issues: Diverse Regions, Diverse Human Affairs. Having grounded students' understanding of regional geography and citizenship, as well as deepened empirical familiarity with maps of the world, students begin this week to address the intersections of regional geographies and human affairs that guide the rest of the course. This week starts with consideration of natural boundaries and natural environments and the complex relations between these and human activities and human affairs. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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.

Agnew, John. 2013. "The Origins of Critical Geopolitics." *The Ashgate Research Companion to Critical Geopolitics*. London: Ashgate-Routledge, pp. 19-32.

**WEEK 6: This week focuses on borders, specifically on how they are produced and managed, how they structure and govern citizenship in different places, and their geopolitical impacts. Case studies from the Arctic, Nepal/China, and Taiwan/China ground this week's examinations of borders as contested geographies. The Taiwan/China focuses especially on the problem of territorial definition and citizenship in "China." Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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: This week explores the geopolitical concept of the choke point through maps and a short video. Choke points are critical spaces, as they serve as concentrated sites of regional interaction and exchange, regional identity formation, as well as geopolitical contestation. Students will be invited in class and reading reflection to consider how the physical space of the choke point impacts human affairs. Relevant ELOs: 1.1, 1.2, 2.1, 2.2.**

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](https://www.youtube.com/watch?v=D_PtYPnKBJs)

**WEEK 8: This week has one class meeting and the midterm exam. In our class meeting, we focus on riverine systems around the world and how rivers become political in clashes over resource access, territorial boundary-making. Contrasting examples of the Mekong River and Colorado River are drawn from the week's reading and ground the lecture content. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1.**

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.

Nguyen, Minh Quang and Borton, James. 2020. Ecocide on the Mekong: Downstream Impacts of Chinese Dams and the Growing Response from Citizen Science in the Lower Mekong Delta. *Asian Perspective* 44(4): 749-766.

**WEEK 9: This week, we consider the concept of sacrifice zones, meaning spaces around the world where human activities have disproportionately intense environmental and social impacts, usually driven by extractive industry. We review cases in Appalachia, the Alberta tar sands region, and China's coal country. We consider the geopolitical, ethical, and justice issues that animate extractive industry in different settings and explore citizenship in the context of opposition to extractive industry. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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: This week explores the problem of citizenship and governance in spaces that are effectively ungoverned due to combinations of physical remoteness and local opposition to external authority. We also consider, through the idea of the frontier, positive visions of remoteness and ungovernability, which become useful especially for extreme modes of extractive activity, often with severe environmental and social justice implications. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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: This week begins Part III of the course, titled The Social Production of Uneven Regional Geography: Difference, Power, and Justice under Globalization. We begin this broad theme through consideration of historical and present-day climate change. Students will learn about scientific debates around abrupt climate change and will explore geopolitical issues, questions about citizenship and climate migration, as well as environmental and social justice problems arising from extreme heat and climate change in different settings around the world. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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](https://www.washingtonpost.com/climate-environment/interactive/2023/pakistan-extreme-heat-health-impacts-death?itid=hp_Climate%20box_p011_f004)

**WEEK 12: This week, we examine poverty and global uneven development through maps, data, and policy reports. The aim is to deepen understanding about the depth of global poverty, diverse geographical patterns of poverty and inequality, and ethical**

**issues emerging from the persistence of uneven development, including policy prescriptions, such as mass migration, that challenge existing notions of citizenship. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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

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](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/>

Milanovic, Branko. 2018. *Global Inequality: A New Approach for the Age of Globalization* (Harvard University Press), Ch. 3, "Inequality Among Countries" (118-154).

**WEEK 13: This week, we explore the geopolitics of energy production, trade, and consumption. We deepen empirical understanding about the geography of energy and examine how the energy industry fosters different perspectives on place and belonging (i.e., citizenship), as well as environmental and social justice. Relevant ELOs: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.**

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.

Neville, K.J. and Weinthal, E. 2016. Scaling up site disputes: strategies to redefine "local" in the fight against fracking. *Environmental Politics* 25(4): 569-592.

**WEEK 14: This week will feature group presentations examining the core concept of "natural abundance" in one of the following three countries: Canada, South Korea, and Switzerland. Natural abundance appears a straightforward concept. However, throughout this class, we have examined different connections between people, places, and environments that complicate the natural-ness of abundance. Group presentations will use case study countries to critically examine the idea of "natural abundance." Relevant ELOs: 1.2, 2.2, 3.1, 3.2, 4.2.**

N/A

**WEEK 15: For this week, a documentary about the Zambian copper industry highlights multiple themes explored in this class: regional geopolitics, uneven development, citizenship, and justice. The central theme of this film is the challenge for a poor country (Zambia, in this case), to overcome dependency on external investment and markets and the various advocates around the world pushing for more just trade regulations and institutions. Relevant ELOs: 1.2, 2.2, 3.1, 3.2, 4.1, 4.2.**

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

**WEEK 16: Capping the semester, this week considers the coltan industry in the Congo. Coltan is one among many materials essential to the global electronics industry, and it is found in many of the products that we take for granted (i.e., cellphones, TVs, computer monitors). Through examination of coltan mining, students reflect on natural features of the earth, uneven regional development and poverty, geopolitical conflicts converging in the Congo, the ethical dilemmas of global citizenship amid the exploitation of people and places, and issues of environmental and social justice. Relevant ELOs: 1.2, 2.2, 3.1, 3.2, 4.1, 4.2.**

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](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, Nigeria, 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 and social development;
6. Discussion of how resources structure the country's foreign relations and shapes internal politics;
7. A review of conflicts within the country around resource use

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 3601: 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., &lt;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., &lt;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>

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	<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%

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

Geography 3601 (3 credits): GEOG 3601: A World Divided? Place, Space, and Regions in World Affairs

Theme Goals and ELO Rationale

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

This course investigates how social, natural, and built environments influence people's sense of belonging and place in the world. Students learn to apply geographic theory and concepts to examine citizenship in terms of one's situation within the dynamic relations linking individuals, communities, places, territory, and resources.

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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 in this course will develop skills to analyze relations between geography and human affairs, broadly construed, by completing:

- (1) ten online Discussion Posts of roughly 200 words each in which students will conduct preliminary critical evaluations of issues, concepts, and theories covered in assigned readings for that week;

- (2) ten Reading Reflections and Short Essays of roughly 400 words each. These assignments are designed to prompt students to identify main arguments and ideas, represent them faithfully and logically, and offer critical reflections; and,
- (3) a group project in which students will assess the issues of scarcity and abundance in one of three countries (tentatively, according to the syllabus: Canada, Nigeria, and Switzerland). This project is designed to facilitate students' critical engagement with the social, cultural, and political relations that inhere to issues of territory and resources.

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

Students learn to apply advanced geographic theory to explore regional geopolitics through in-depth study of current-day conflicts and regional challenges around the world. Students will engage with geopolitics as a diverse field of study and framework for analysis to understand connections and ruptures between a variety of actors and institutions that cohere at different scales: supra-national, national, regional, local, and within the space of the home. In this way, the course takes up citizenship in terms of people's complex relations to place and environments at different scales, not only in terms of inclusion within a single national territorial frame (as taught in state-centered approaches).

For example, in this class students will learn about cartography and the capacity of maps to generate senses of territory and nationhood (see Week 2). Students will engage critical readings about maps as social artifacts vested with specific of sorts of political, scientific, and cultural authority. In this way, students begin the semester by developing a critical perspective on maps and mapping technologies and learn how maps generate powerful affective and political responses. By way of critical readings of maps raised in assigned texts and in class in this and subsequent modules, students will learn how citizenship is shaped by cartography and the ubiquity of maps in their lives.

Another example is the ongoing tensions around nationhood, citizenship, and territory in the Taiwan Strait (Week 6). In this example, students will learn about the creation of "national" identity in Taiwan over recent decades and its evolution out of, and apart from, earlier notions of "one China" dating to the late-19<sup>th</sup> century. In this instance, citizenship is discussed in terms of dynamic historical links to territory, ethnic-linguistic affiliation, and diplomatic relations among competing powers across long spans of time.

A further example is the global challenge of energy resource development and its relation to regional growth and uneven development (Week 9). In this section, students explore energy resource production and global climate change and consider how local identities and

lifeways are shaped by regional and national energy strategies, on the one hand, and the variety of forces opposed to energy extraction and consumption operating at scales ranging from the local to the global. By examining diverse global settings for energy resource extraction (China and the United States), students will examine citizenship in relation to natural resources and their roles in fostering place-based identities.

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

Students in this course will undertake advanced-level study of regions and geopolitics through combinations readings, films, visual materials, lectures, discussions, and group work.

*Readings, films, and visual materials:* Course materials include advanced geographic scholarship on the course's core topics of geopolitics and regional geography, as well as curated collections of maps and outstanding documentary films. While mostly rooted in the discipline of Geography, these materials represent diverse scholarly traditions and perspectives on the range of place-based issues covered in this course.

For example, students will read entries on regional geography, citizenship, geopolitics, boundary, and border in the *Dictionary of Human Geography* and further ground their understandings of these core concepts through engagement with foundational scholarship on geopolitics by John Agnew (Week 5). This work will ground students' subsequent examination of regional geographic issues and challenges that structure the overall course.

Additionally, students will learn to "read" different types of maps illustrating changing regional geographies to identify, describe, and synthesize ideas and concepts 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).

*Lectures:* Each week will feature three lecture periods. Typically, the first weekly lecture will serve as an introduction to the topic and the course materials for the week. Core concepts will be identified in the readings and elaborated through lecture. The second weekly lecture period will be used to deepen students' understanding of key concepts through follow-on lecture and Q&A with the instructor.

*Discussions and Group Work:* The third weekly meeting will be used for discussion and in-class group work during which students will respond to prompts urging them to explore the week's topic and its connections to citizenship.

Activity Example: Maps tell stories that allow people to understand their relation to place, territory, resources, and culture. One activity students will undertake to examine this topic will be to find a thematic map on the Internet (the instructor will provide some exemplary choices that student can use or not) and evaluate how their map addresses identity and citizenship. Maps the instructor will provide as exemplars include a map of Appalachia (a classically “fuzzy” regional entity), a linguistic map of soda/pop/Coke (a classic visualization of U.S. regional identity and diversity), and a map of New Russia (a case of self-evident politicization of maps as part of regional geopolitical conflict). Students will be asked to write evaluations of their chosen map in 300 words and to share and discuss these in small groups.

**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.**

Students will have opportunities throughout the semester to demonstrate progress in their learning on the topic through completion of assignments that differ in type and length. Near-weekly Discussion Posts are a crucial part of the course, as they provide low-stakes opportunities for students to explore new ideas and reflect on their learning. Reading Reflections and Short Essays provide opportunities to more formally evaluate ideas in a short essay format designed to help deepen understanding through the process of writing.

The course culminates in a group project that requires students to jointly collaborate and reflect on the core topics of scarcity and abundance that sit at the heart of regional conflict. For this assignment, students working in small groups (4-5 people) will develop and present a PowerPoint presentation of no more than 10 slides that analyzes the topic in either Canada, Nigeria, or Switzerland by applying concepts such as uneven development, social-natures, resource frontiers, and sacrifice zones, and will relate these ideas to questions of citizenship at appropriate scales (national, regional, local). The case study countries are chosen as exemplars of countries that put in stark relief relations between territorial size, population size, resource abundance/scarcity, and human development. Questions of equity and citizenship are also central to resource production in each of these countries, and students are required to reflect upon these topics in their case studies.

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

**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.**

**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 citizenship and membership within societies, both within the US and/or around the world.**

**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.**

Citizenship, understood in the broadest sense as a form of belonging and identity, is at the heart of regional geopolitics. Construed in this way, questions of citizenship and its surrounding issues are braided throughout the course materials, class activities, and assignments and inform each course goal and learning objective.

Students will explore citizenship through global perspectives on environmental change (weeks 5 and 11 on the Anthropocene debates and climate change), historical and current perspectives on maps and cartography (weeks 2, 3, 4, and 12 on world maps and the geography of economic and social development), regional perspectives on boundary delineations and disputes (weeks 5, 6, and 7 on contested borders, boundaries, and chokepoints), local perspectives on resource exploitation (weeks 9 and 13 on sacrifice zones and energy and regional development), and anti-state perspectives (week 10 on ungoverned territories).

Students will have opportunities during in-class discussions and written assignments throughout the course to reflect upon, evaluate, and synthesize the course material's differing perspectives on belonging, place, inclusion, exclusion, and uneven development within changing social and physical environments.

**ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.**

This course will foster "intercultural competence as a global citizen" through sustained and in-depth engagement with issues and challenges that connect students in Columbus to people and places at the local, national, regional, and global scales. Students engage topics each week that place them outside of their familiar settings to encounter a range of peoples, institutions, and environments and the problems and opportunities each present for different people and groups.

For example, from the outset, the course highlights a planetary perspective on our world by looking closely – and critically – at political and physical maps of the world and the conventions of cartography and the typical continental-regional identifications (weeks 1 and



2). Students are asked to reflect on the influence of maps in generating senses of identity and belonging, as well as maps' utilization within contested politics over territory. A further example is through engagement with the regional geopolitical contest between Taiwan and the People's Republic of China wherein questions of identity, citizenship, and political power are central. Through these explorations, students will reassess conventional associations between people and territorial states as the basic building block of citizenship and to consider alternate and shifting conceptions of place and political-cultural belonging.

**ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.**

The topics that structure this course provide continuous opportunities to examine, critique, and evaluate expressions and implications of diversity, equity, and inclusion and to explore a variety of lived experiences. Each topic highlights how different groups and institutions around the world encounter and interact with aspects of varied physical environments. Students will learn how citizenship has been tied to forms of inclusion and exclusion within territories and environments and will engage questions that relate control and contestation over space to social and cultural diversity. Students will also consider how identities are constructed in relation to environments and how other elements of social difference, including race, caste, class, ethnicity, and gender figure within these processes and produce varied expressions. For example, during the unit on the geopolitical conflict between Taiwan and the People's Republic of China, students will explore the classifications of ethnic groups in Taiwan into "Mainlanders" and "locals" and will analyze how such classificatory schemes inform geopolitical contestation around citizenship across the Taiwan Strait (Week 6). Another example is an exploration of efforts to establish a governing mechanism to handle environmental issues in the Mekong Delta of Mainland Southeast Asia and how everyday transborder lives common among various ethnic groups are facing changes as a result of stricter regulatory surveillance of riverine borders and flows (Weeks 14, 15).

**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.**

This course's examination of geopolitical issues draws attention to the ways that social and natural environments intersect with structures of political and economic power and how these intersections influence conceptions of social difference, justice, and citizenship. These themes are interwoven throughout the course materials and are highlighted in lectures, group work, and written assignments. For example, the units on sacrifice zones and

extraction invite students to consider indigenous resistance to resource extraction in Canada and West Africa and to examine how differing notions of “resources” and “the commons” overlap and often conflict with prevailing notions of ownership maintained by state structures (see Weeks 9, 13). The case study on cobalt extraction (week 16) provides a bookend to the course invites students to examine everyday consumption of electronics and links this to regional conflict and struggles for environmental and social justice in the Democratic Republic of Congo.

In their group projects, students are asked to assess scarcity and abundance in one of the three case study countries (Canada, Nigeria, or Switzerland) and to discuss how justice, difference, and citizenship intersect and how they are influenced by cultural traditions, structures of power and advocacy for social change. This project asks students to explore struggles over the definition and management of resources, both historically and in the present, and the ways these are rooted within varied social and natural environments and structure relations with proximate and remote people and places.