

Geography of Global Change

GEO 3001, U01. Spring 2011

In this course you will:

1. *Gain an understanding of contemporary global changes.* Most of the foundations of today's seemingly new "global" phenomena date back at least to the period of colonialism, sometimes earlier. Furthermore, many "global" problems are exceedingly complex and display great spatial variability, thus meaning there are no easy solutions. Understanding and accepting this complexity will be part of this course. (Global Awareness)
2. *Critically assess multiple perspectives concerning global issues.* Given the complexity of many global issues, there are often multiple perspectives on what drives these processes and how best to address them. Part of the goal of this course is to understand and learn to critically assess these multiple perspectives, what their particular historical geographies are, and how these perspectives shed light on ways students can get involved in changing their world. (Global Perspective and Global Engagement)
3. *Gain the ability to analyze global issues from a geographic perspective.* Though geographers analyze many of the same issues people from other disciplines do, there is a difference in how geographers approach things. Terms like space, scale, systemic analysis and materiality are extremely important to geographers – this course will help you understand why. Similarly, it will focus on the research and publication processes through which geographic knowledge is produced and disseminated.

Global Learning Outcomes

Global Awareness: Students gain an understanding of the dynamics and complexities of contemporary global changes (such as trade, environmental, migration) as well as their historical geographies.

Global Perspective: Students will demonstrate an understanding of the evolution of, distinctions between, and key points of major/geographic perspectives on global issues (such as development, global warming, and population), en route to critically assessing these perspectives.

Global Engagement: Students will be able to draw on the geographic perspectives gained in the course to begin to articulate how to make an informed intervention in global issues that are important to them.

Course Description

We live in extraordinary times. In the last few years the planet has become more urban than rural, has begun to face a multitude of problems associated with climate change, and has seen more of the world's information potentially available to more people than ever before through the Internet. Not to mention the profoundly interconnected planetary economy. In the 1990's, a term called globalization emerged to describe this seeming leveling of the world – so much so that a well-traveled person like *New York Times* columnist Thomas Friedman actually wrote a book called *The World is Flat*. Some have even declared geography not to matter anymore – that every issue is only global now.

However all these recent changes lumped under globalization have histories – or to be precise historical geographies. Furthermore, in the words of Richard Florida, "the world is spiky" – meaning that global issues have an uneven geography, with areas of intensity and absence. Causes and effects are often not found in the same location, nor is every location equally impacted. The history and present of this uneven geography is the focus of this course.

The point of this course is to learn not just "facts" about global change – though you certainly will be presented with a lot of those. More importantly, the point is to understand that there are multiple perspectives on global change, including multiple "geographic" perspectives on how to contextualize, analyze, think about and act upon those facts. This will require reading work written by geographers so you can begin to think like a geographer.

Required Texts

A World of Difference: Encountering and Contesting Development (2nd Edition). By Porter, et. Al. The Guilford Press. ISBN: 1606232620

Geographies of Global Change: Remapping the World (2nd Edition). Edited by Johnston, Taylor and Watts. Blackwell. ISBN: 0631222863

Grading

There will be 500 total points available in this class, broken down as follows:

90 points: Global Change Research Assignment & Proposal
 50 points: Attendance and Participation
 120 points: Exam 1
 120 points: Exam 2
120 points: Final Exam
 500 points Total

The grading scale is A = 100-93%, A- = 92.9-90%, B+ = 89.9-87%, B = 86.9-83%, B- = 82.9%-80%, C+ = 79.9-77%, C = 76.9-73%, C- = 72.9-70%, D+ = 69.9-67%, D = 66.9-63%, D- = 62-60% F = 59-0%, which translates to, in points:

A : 500 thru 465 points	C: 384 thru 365 points
A-: 464 thru 450 points	C-: 364 thru 350 points
B+: 449 thru 435 points	D+: 349 thru 335 points
B: 434 thru 415 points	D: 334 thru 315 points
B-: 414 thru 400 points	D-: 314 thru 300 points
C+: 399 thru 385 points	F: 299 thru 0 points

Exams

Each exam will be a combination of multiple choice, matching, short answer and essay, drawn from lectures, readings, videos, etc. –anything covered in class or assigned. Each exam covers only material covered since the previous exam. This includes the final. That does not mean major concepts should be completely forgotten after first tested – indeed some concepts will be covered again and again in new light. *Essays and short answer will be worth a significant amount of points on the test (50%), because this is a largely conceptual class.*

Research Assignment, Proposal and Peer Editing

This assignment will involve demonstrating an ability to conduct and summarize research concerning global change, which takes into account a geographic perspective. The purpose of this assignment is not to write a semester paper, but to learn how geographers undertake research on a topic to understand the full range of perspectives that surround it. The techniques and sources which will be part of this project would be used regardless of whether you were working as a GIS professional, urban planner, locational analyst or academic researcher.

What you submit at the end of the semester will be what is known as an annotated bibliography. What this means is that the project will consist of **you** finding a variety sources (including geography reference, newspapers, journal articles, books, etc.) that relate to a global change topic of your choosing and instead of writing a coherent paper, write one or two paragraphs on each source summarizing it's topic, arguments, literature it is speaking to, methods, how it relates to the other sources, and its use to you. Again, the goal is to have you do research using geographical sources, so you get used to working as a geographer does.

Also, at the end of the project, you will provide a one page reflection on the literature reviewed as a whole, and what it seems to indicate might be a path for you to become involved in addressing the issues.

Additionally, a proposal, which will be used to gauge progress, will be submitted the week after the first exam. Also, two weekends before the project is due, there will be a peer editing session, where you will bring 3 completed sources from the final bibliography so that you can see what other students are doing and get suggestions. Assignments turned in late (or not ready for peer editing) will have points deducted.

Attendance and Active Learning Participation Points

This being an upper division course, you should not have to be reminded how important regular attendance is. This is especially true because lectures and discussions, while drawing on the readings, will expand upon them as well. Missing class means missing a lot of the material that will be on the test. The same goes for the readings – if you fail to do them before the test, your efforts to answer essay questions will be hamstrung.

To reward you for reading and participating actively in discussions, I will have various attendance point opportunities throughout the semester. Sometimes they will be announced tasks – like bringing three questions to class about the reading for discussion. Other times, they will be unannounced – like having a quick individual quiz about the reading that asks a few, really simple questions. If the reading is particularly theoretical, I will put you into groups during class so you and your classmates can hash it out together.

Sample Reading Schedule -- GEO 3001

Date	Lecture	Reading/Assignment Due
Tuesday, January 6, 2009	Syllabus/Quiz	
Thursday, January 08, 2009	Geography and/in/of/for/against Globalization	WD pg. 1-7; GEO Chapter 1
Tuesday, January 13, 2009	Background: Colonialism and the Making of a Global World	WD 14, 15
Thursday, January 15, 2009	Colonialism and Structural Inequality	WD 4
Tuesday, January 20, 2009	Nationalism, Cold War and Sports	GEO 9
Thursday, January 22, 2009	Development	WD 5, 6;
Tuesday, January 27, 2009	Development/Free Trade	WD 16; GEO 10, 20
Thursday, January 29, 2009	Free Trade	
Tuesday, February 03, 2009	Exam 1	
Thursday, February 05, 2009	Primary Commodity Production & Industrialization	WD 17, 18
Tuesday, February 10, 2009	Trade and Transnational Production	WD 20, 21
Thursday, February 12, 2009	Money and Finance	WD 22, 23
Tuesday, February 17, 2009	The State and Geopolitics	GEO 8, 12 Proposal Due
Thursday, February 19, 2009	Population & Health	WD 7; GEO 13
Tuesday, February 24, 2009	Health, Natural Resources and Sustainability	WD 12; GEO 14
Thursday, February 26, 2009	Natural Resources and Sustainability	GEO Intro to Part V, 23, 24, 25, 26
Tuesday, March 03, 2009	Natural Resources and Sustainability	
Thursday, March 05, 2009	Exam 2	
Tuesday, March 10, 2009	Difference and Race	WD 2; GEO 17
Thursday, March 12, 2009	Gender and Age/Intro to Global Warming	WD pgs 50-60; GEO 15, 16, 27
Tuesday, March 17, 2009	Spring Break	
Thursday, March 19, 2009	Spring Break	
Tuesday, March 24, 2009	Movie: Manufactured Landscapes	
Thursday, March 26, 2009	Conclusion of Movie: Peer Editing Session	3 sources due for peer editing.
Tuesday, March 31, 2009	Urbanization	WD 19; GEO 21
Thursday, April 02, 2009	Consumption & Tourism	GEO 18; WD 24
Tuesday, April 07, 2009	Migration	Research Due
Thursday, April 09, 2009	Media and Internet	GEO 22
Tuesday, April 14, 2009	A Better World	WD 25; GEO 28
Thursday, April 16, 2009	Review	
Tuesday, April 21, 2009	Final Exam, 5-7 PM	

PLEASE NOTE: WD= World of Difference; GEO = Geographies of Global Change