

**Geography 2002
Spring Semester 2009**

Geographies of Global Change

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Class Web Page: http://www.colorado.edu/geography/class_homepages/geog_2002_s09/

Please check the class web page frequently for updates on assignments, links to websites for the recitation section debates, clicker question and answers, lecture notes, practice exams, grade distributions, format for the research papers, etc.

Teaching Assistants:

Ted Holland edward.bolland@colorado.edu (LEAD TA – contact him for all questions/issues about clickers).
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(TA office hours will be announced in the individual recitations and posted on the class webpage under the “Contacts” link).

Course Components:

a) *“The Geography of Conflicts”*

The course will focus on contemporary geographic conflicts in the world’s regions. It differs from the usual world regional geography class by emphasis on the issues, dilemmas, choices and outcomes facing the actors (populations, governments, movements, military, international organizations, etc) that are engaged in each conflict situation. Rather than a region-by-region review of the cultural and other landscapes of the world, the lectures will focus on the difficulties faced by ordinary people in the diverse regional contexts. We will argue that contemporary world conflicts are best understood in their geographic settings. These regions are both interdependent (linked by the forces of globalization – economic, political, cultural) and autonomous (characterized by an intriguing variety of cultural, environmental and political mosaics). We will examine the interactions of global forces and local interests by picking six major contemporary regional problems and by debating the possible options for solution of these problems in recitation sections. Since the scene changes quickly in these settings and it is not only necessary to have some historical context, it is also important to have a good grasp of the regional geographic context. This context is well-provided by the readings.

b) *“What is Geography?”*

A common misconception is that Geography is learning where things are. Obviously, it is important to know where places are (especially in relation to other places –see any Atlas and look at the maps in the readings) and to have an idea of what landscape elements are found in different places (see the readings). But geographers also examine how places came to be what they now are, how they are related to other places, and in what ways places become resources of contention. One of the most exciting things about geography is that it requires the ability to integrate knowledge from a variety of different disciplines, such as geology, anthropology, history and economics, with a focus on places. In the lectures, we will use contemporary problems (e.g. the territorial division between Israel and the Palestinians) as a way of illustrating the methods of modern geographers (especially political geographers) to understand these conflicts and to pose some possible solutions.

c) Geography 2002 as a MAPS class.

Why does this class meet the MAPS requirement? The purpose of the MAPS requirement in Geography is to ensure that CU undergraduates in the College of Arts and Sciences have a knowledge of the world beyond the borders of the United States – its diversity and complexity, its challenges and opportunities, its changes as a result of technological and economic innovations, its landscapes, and the interaction (current and potential, friendly and hostile) of countries with the U.S. The specific MAPS aim of Geog. 2002 is to educate CU undergraduates to appreciate this global complexity, to help them understand the context of newsworthy events, to provide background information for the evaluation of American foreign policy choices, and to become better-informed American (and global) citizens. By integrating “just the facts” (locational geography), regional mosaics (landscape, cultural, political) and political choices in this class, we hope to meet the spirit and the goals of the MAPS requirement. We also, of course, want to impart our sense of wonder and intrigue about the changes that are happening in the world’s regions and why we became geographers in the first place. If we are successful, students will leave the class with an added interest in world affairs, with a deeper appreciation of the diversity of the world regions, and an acknowledgement of how conflicts develop and might be resolved, though these conditions vary from context to context.

d) Facts and Opinions

It will become obvious early in the class that the issues that we examine are highly-controversial (think of the territorial division of Jerusalem or the current war in Iraq). Even the “facts” are in dispute, such as the location of a country’s “natural boundaries” or who qualifies to belong to an ethnic group, or even if an ethnic group exists (e.g. the Kurds in Turkey). The texts provide factual material and indicate where different opinions exist about the subjects covered. The lecture will provide a guide to interpretation by indicating the geographic dilemmas and the pros and cons of some important choices. The lecturer will sometimes inject his own opinion but will clearly indicate it as personal opinion. Students are welcome to offer additional points in the lecture or by emailing the instructor, coming to office hours, or by discussion in recitation. It is in the discussion sections that the main debates will take place and students will be forced to examine the issues we cover from a variety of ethical, ethnic, political and ideological perspectives. Hopefully, over the course of the semester, each student’s personal position will develop or evolve, or maybe change. It only matters that you confront the issues and, regardless of your own choices, that you have a position that can be defended in the face of critique and facts. Developing your ability to articulate this position, in verbal and written form, is important in the class and will be useful in further coursework and life after college.

Course Organization:

a) Text:

The texts for the course are a series of articles available through electronic reserve (denoted by text 1, text 2 etc on the syllabus). For each of the major regions covered, there is a chapter from a standard introductory geography text that allows you to get a good grasp of the diverse landscapes of the world regions. Individual readings from these texts and associated recitations are assigned for each week. Ideally, students will complete the reading before the lecture since these readings will set the context for each class. Just under half of the exam questions will be taken from the texts.

The reserve readings are available on Electronic Reserve. Each recitation reading is clearly indicated in the schedule for the recitation section below. The readings are available by clicking on the button on the course webpage and logging in using **geog2002** and the password, **xxxxxx**. These are PDF files so you will need Acrobat Reader on the computer you are using to read and print them. For many reading, there are both high-quality and low-quality scans; the “Big Scans” folder contains the higher-quality PDFs. A copy of each book from which the materials are scanned is on reserve for Geography 2002 at the Norlin Reserve desk.

b) Other Required Readings:

Five of the 15 discussion section meetings will be devoted to class debates. Four to five teams will debate in these recitation sections and each team-member will have a chance to present the team position in the debates. In order to present an informed position, each team will be required to read items related to the

issue (usually an article on electronic reserve from the *Economist*) that provides background for their position. Other materials for the debates can be found from some other websites that we link on the course website (under Debate Materials).

c) Examinations:

The mid-term exam will be held on **Wednesday, March 11** in class. The final exam will be held at **10:30am on Thursday, May 7th**. You must have a valid excuse (Wardenburg doctor's note etc) if you wish to take a make-up exam. Please note the date/time of the final exam and do not make travel plans that conflict with it. Each examination will be 25% of the final course grade.

The University allows students with three or more exams scheduled for a single day to take one of the exams on an alternate day. Let your TA know by **February 16** if you want to exercise this option for either the mid-term or the final.

The format of the exams will be true-false and multiple-choice questions. The final is not cumulative (only material since the midterm); about half of the questions are from lectures and about half from the readings on each exam.

d) Papers:

Each student will be required to submit a short paper (maximum 5 pages). You will be asked to evaluate and take an informed position on one of the controversial topics debated in the discussion sections. It is due in the recitation section of the week of **20 April**. Full details about the paper will be reviewed in recitations and will be available on the course web site.

e) Clickers:

Each student is required to purchase a purchase an I-clicker---a small remote control with 5 buttons labeled A-E – from the UMC bookstore. Students will answer multiple-choice questions in class by pressing the button corresponding to their answers. Receivers in the classroom are connected to a PC and this system records each student's answer and displays summaries of how the class answered. I will use these responses to guide the lecture, test knowledge of the readings, and to clarify confusing material. The clickers cost about \$40 and all students must have one in their possession and registered to their account. I decided to use a clicker system in lieu of a textbook so the costs for the course are reasonable for the students. Full details on the purchase, registration and use of the clickers are given on the "Clickers" link on the class webpage. Note that 15% of the overall grade is assigned by clicker responses in class.

f) Grade Distribution:

Mid-term Exam	= 25%
Final Examination	= 25%
Clicker Answers	= 15%
Research Paper	= 10%
<u>Recitation Section (debate, attendance and discussion)</u>	<u>= 25%</u>
Total	= 100%

g) Attendance:

Attendance is expected at both lecture and discussion section. Since about half of the exam questions are taken from the lecture material, it would be a big mistake to skip lecture. If you miss class unavoidably, make sure to get the notes. Many clicker questions are repeated on the exams, verbatim or on the same concept.

Attendance is **required** in the discussion sections and the TA will take weekly attendance. It is unfair to your teammates to miss the debates. From years of experience, it is absolutely clear that course grades and attendance (lectures and recitations) have a strong positive correlation.

Given the disruption caused by entry and exit from the lecture hall, it is very important that all remain in their seats till the lecture is over – the instructor promises to start and finish on time. Similarly, to avoid distractions, **no laptops or cellphone use is permitted during class**; the TAs and the instructor will enforce this restriction. If you wish to use a laptop for note-taking, please inform the instructor and sit in the first couple of rows.

h) Lecture Notes:

Most of the text PPT used in class will be available at the Course Materials link on the course homepage. Files are in PDF format. They will be put up before the corresponding lecture and are thus available for pre-lecture printing; this should help to alleviate frantic note-taking. NOTE: these slides are no substitute for lecture attendance but are simply an aid to note-taking. The login is **geog2002** and the password is **xxxxxx**.

i) Honor Code and Plagiarism

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Turnitin.com

A key element of this code is that CU students will not plagiarize (using the words and thoughts of others as your own). As part of the effort to control plagiarism and to ensure that submitted works from students are fully their own, the University has subscribed to TurnItIn.com. All student papers in Geog. 2002 will be submitted to TurnItIn.com and a grade of F in the course will be given to any student in violation of the CU Honor Code. *Note that you cannot submit the same paper for two different classes without the express permission of both instructors. Similarly, you cannot use a paper for a previous class as the assignment in Geog. 2002.*

If a student has any questions about this procedure or about any matter regarding proper citation and the Honor Code, he or she should talk to a TA or the instructor. You can see more about this issue at http://www.colorado.edu/academics/honorcode/Pass_Code.html

j) Disability Accommodations:

If you qualify for accommodations because of a disability, please submit a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

k) Religious Accommodation:

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you believe that you have such a conflict, please see the instructor.

l) Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions.

Lecture and Readings Outline

Week/Date	Lecture	Readings	Recitation Section
Week 1			
Jan. 12	Introduction	Reading 1	Introduction - Key Human Geographic Concepts
Jan. 14	Globalization – General Trends		
Week 2			
Jan. 19	MLK Day – NO class	Reading 2	Nationalism - Terms and Concepts
Jan. 25	Globalization and the Developing World		
Week 3			
Jan. 26	Nationalism and Identities	Reading 3	The US in the World
Jan. 28	Ethno-Territorial Conflicts		
Week 4			
Feb. 2	Ethnic Minority Separatism	Reading 4	Nationalist Conflicts
Feb. 4	The Future of Nations		
Week 5			
Feb. 9	Balkans – Road to Sarajevo	Reading 5	Aftermaths of Conflict
Feb. 11	Balkans –Kosovo and its Aftermath		
Week 6			
Feb. 16	Russia – Economic and Political Changes	“Travels in the Caucasus”	Debate I -Chechen Independence?
Feb. 18	Russia – Post Communist Identities		
Week 7			
Feb. 23	Caucasus – The Chechen Wars	Reading 6	“Caucasus and Oil”
Feb. 25	Pseudo-states around the Black Sea		
Week 8			
Mar. 2	Caspian Sea Oil – The “Great Game”	Reading 7	Debate II – Control of Caspian Sea Oil
Mar. 4	Russia and Central Asia		
Week 9			
Mar. 9	Central Asia – Islamisms	Midterm Review	NONE- Review for Midterm
Mar. 11	<i>MIDTERM EXAM</i>		
Week 10			
Mar. 16	Afghanistan – Local and Global Wars	Reading 8	Debate III – The War in Afghanistan
Mar. 18	Political Geography of “War on Terrorism”		
SPRING BREAK			
Week 11			
Mar. 30	India – Geopolitical Tensions	Reading 9	Review Paper Guidelines and Formats
Apr. 1	Pakistan – State and Nations		

Week 12			
Apr. 6	Africa – A “tragic continent”?	Reading 10	Africa’s Wars
Apr. 8	Congo/Zaire – the African “world war”		
Week 13			
Apr. 13	Sahel and food and “the wheat trap”	Reading 11	Debate IV- Solving African Conflicts
Apr. 15	West Africa– Resource wars		
Week 14			
Apr. 20	Middle East – Islamic Diversity	Reading 12	Debate V – The 2 nd Partition of Palestine
Apr. 22	Israel/Palestine–Territorial Dilemmas.		
Week 15			
Apr. 27	Iraq – Update – Geopolitical Scenarios	None	Review for Final Exam
Apr. 29	Review		

Readings

- Michael Bradshaw, George W. White and Joseph P. Dymond, *World Regional Geography: Global Connections, Local Voices*. Boston: McGraw Hill, 2004. (Reading3; pp. 537-49; Reading4; pp111-24; Reading5; pp. 125-65)
- Graham Smith *The Post-Soviet States: Mapping the Politics of Transition*. London: Edward Arnold, 2000 (Reading6; pp. 128-43).
- Sallie Marston, Paul Knox and Diana Liverman, *World Regions: Peoples, Places and Environments*. Upper Saddle River, NJ: Prentice-Hall, 2002.(Reading8; pp.538-39; Reading9; 533-57, 565)
- Lester Rowntree, Marvin Lewis, Marie Price and William Wyckoff, *Diversity amid Globalization: World Regions, Environment and Development*. 2nd ed. Upper Saddle River, NJ: Pearson, 2003 (Reading1; pp1-45; Reading8: pp435-52).
- Robert D. Kaplan *The Ends of the Earth: A Journey to the Frontiers of Anarchy*. New York: Vintage, 1997 (Reading7; pp. 244-72).
- Harm J. de Blij and Peter O. Muller, *Geography: Realms, Regions and Concepts*. 11th ed. New York: John Wiley and Sons (Reading10: pp. 265-85; Reading12: pp. 320-64)
- David L. Clawson *World Regional Geography: A Developmental Approach*. 8th ed. Upper Saddle River, NJ: Prentice- Hall, 2004 (Reading11; pp.511-27)
- Paul Collier et al *Breaking the Conflict Trap: Civil War and Development Policy*. Washington DC: World Bank, 2003 (Reading2: pp. 13-32)

Recitation Section

Reading

Week of 12 Jan	None
Week of 19 Jan	<i>Economist</i> “Failed States”.
Week of 26 Jan	<i>Economist</i> “Wooing the World”
Week of 2 Feb	<i>Economist</i> “Civil Wars”
Week of 9 Feb	<i>Economist</i> “Bosnian Civil War – 10 years on”
Week of 16 Feb	<i>Economist</i> “The Wild South”.
Week of 23 Feb	<i>Economist</i> “Caucasus and Oil”
Week of 2 Mar	None – Midterm review
Week of 9 Mar	<i>Economist</i> “Winning or losing; Al-Qaeda”
Week of 16 Mar	<i>Economist</i> “Afghanistan and Pakistan”
Week of 23 Mar	<i>SPRING BREAK</i>
Week of 30 Mar	None – Research Paper Guidelines Reviewed
Week of 6 Apr	<i>Economist</i> “Tutsi and Hutu”
Week of 13 Apr	<i>New York Times</i> “Africa’s resources – Tin in the Eastern Congo”
Week of 20 Apr	<i>Economist</i> “The Palestinians”
Week of 27 Apr	None – Review for the Final Examination

The title and page numbers for the *Economist* readings are available at the beginning of each reading.