

Geography 200: World Regional Geography (Call # 21366-3)
Winter 2008, Mondays and Wednesdays, 11:30 a.m. to 1:18 p.m.
Ramseyer 0100

Instructor:

Dr. Marie Cieri
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Phone: 247-7371
Office: 1152 Derby Hall
Office hours: by appt. MW 3:00 – 4:00 p.m.

Teaching Assistant:

Nick Crane
crane.61@osu.edu
Phone: 292-6127
Office: 1145 Derby
Office hours: TR 10 a.m. – 12 p.m.

Class Web Page on Carmen: carmen.osu.edu. Use your OSU username (last name.#) and password (the one you use for OSU email).

Course Description:

Though the geography of the world is a huge topic, we will aim to learn significant aspects of the social, cultural, political, economic and physical characteristics of our planet by dividing it into 10 regions, each of which share a number of important and distinctive characteristics. While we will examine and discuss commonalities within the landscapes and societies of each of these regions, we will also take a close look at the increasing interdependency that exists between and among regions throughout the globe. Our goal by doing so is to better understand how our contemporary world functions and how we as individuals and as societies affect and are affected by what happens elsewhere. (NOTE: because we have only a nine-week W108 quarter, we will focus on 9 of 10 regions, omitting North America because of its familiarity to most of us. However, since North America is a major player in world affairs, we will frequently discuss its relationship to the other 9 regions and its role in globalization of the world's economy, politics and culture.)

Geography 200 fulfills two GEC requirements: Social Science Course (4C) and Diversity Experience (6B). More about this on pp. 5-6 of this syllabus.

Required Texts:

2007. Marston, Knox and Liverman. *World Regions in Global Context: Peoples, Places, and Environments* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall. (You may also use the 2nd edition of this book from 2005).

Recommended:

A current world atlas with a good index. If you don't own one, there are many you can access in the libraries on campus.

NOTE: New copies of *World Regions in Global Context* are expensive. Luckily, many sections of GEOG 200 in past quarters have used either the 2nd or 3rd edition of this book, so there are lots of used copies out there.

Added Features: We will likely have some guest speakers, short film screenings and/or demonstrations of world-regional cultural phenomena during the quarter.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the Committee (Faculty Rule 3335-5-847). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD292-0901; <http://www.ods.ohio-state.edu/>.

Course Requirements:

- Students are expected to **attend all classes**. Students who do attend all classes will do much better in this course than those who don't. The same holds true for students who come to class on time and don't leave early (this is especially disruptive to other students and to the instructor). Much of the material that will appear on exams and other assignments will be based on the lectures and/or will emerge during class discussions, and some of this material is *not* contained in your textbook. Students are responsible for all course information and announcements whether or not they are present. Additionally, a number of pop quizzes will be given during the quarter, and students who are absent will not be given the opportunity to make them up. See "participation" grade below. ***No text-messaging, cell phone or mp3 player use during class.***
- **Reading assignments** are essential to this course. You should aim to at least skim most of these readings by the dates indicated on this syllabus, then fully read pertinent sections no later than a day or two after these dates. You'll find that your life will be much easier if you keep up with the class. Cramming before exams can be a real nightmare for a wide-ranging course like this.
- You will take **two tests** and a **final exam**. The first two will be of equal weight and the final will count slightly more toward your final grade. Here's what will be covered in each exam:

Test 1, Jan. 28 = Introduction, maps, Europe, Russian Federation, Central Asia and the Transcaucasus.

Test 2, Feb. 18 = Middle East, North Africa, Sub-Saharan Africa, Latin America

Final Exam, March 10 = East Asia, Southeast Asia, South Asia, Australia, New Zealand, the South Pacific, plus there will be some questions related to general themes covered in the course.

Exams will consist of true/false, multiple-choice, fill-in-the-blank, short-answer and/or essay questions. We will do an in-class review before each exam which will include further information about format.

- You will be given four **map quizzes**. These will be administered at the beginning of class on the following dates:

Map Quiz 1, Jan. 14 = Europe; the Russian Federation, Central Asia and the Transcaucasus

Map Quiz 2, Jan. 30 = Middle East, North Africa and Sub-Saharan Africa

Map Quiz 3, Feb. 11 = Latin America

Map Quiz 4, Feb. 25 = East Asia; Southeast Asia; South Asia; Australia, New Zealand and the South Pacific

The items to be located (physical, social and political features) will be identified on an assignment sheet that will be available to you on Carmen well in advance of the quiz date (practice maps will also be available). A current world atlas should be very helpful in locating the assigned features on your practice maps.

IMPORTANT NOTE about exams and quizzes: There will be **NO make-ups** for exams or quizzes without a written doctor's or other official's note documenting serious illness or personal/family emergency. Students **MUST** notify the instructor or teaching assistant of the situation by phone or email at least 24 hours before the exam or quiz date. All make-up exams will be in essay format. Students who miss quizzes because they are late for class will **NOT** be given the opportunity to take them at a later date.

- You will have a writing assignment (3-5 pages) based on viewing a film related to course content, set within a region other than your home region. A list of films from which to choose will be posted on Carmen during the week of Jan. 14. Some of these films will be on 24-hour reserve at Sullivant Library; others may be obtained from the Columbus Public Library, from local video stores or from online rental sources such as Netflix. If you do not have ready access to a DVD or videocassette player, you can use ones that are at Sullivant Library.

Further details on this writing assignment will be posted on Carmen. This assignment is due no later than class time on Wed., Feb. 27, though I recommend you view the film, write your paper and hand it in around the time we are dealing with the relevant region in class.

Grading System:

Participation/attendance/pop quizzes 12%
Writing assignment 10%
4 map quizzes (4% ea.) 16%
Test 1 19%
Test 2 19%
Final exam 24%

Final Grading Scale

A= 92-100%; A- = 90-91%;
B+ = 88-89%; B = 82-87%; B- = 80-81%
C+ = 78-79%; C = 72-77%; C- = 70-71%
D+ = 68-69%; D = 62-67%; D- = 60-61%
E = less than 60%

GEC Requirements Fulfilled by this Class:

Diversity: International Issues

Goals/ Rationale:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Learning Objectives:

1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Social Science

Goals/Rationale: Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Class Schedule (subject to changes and additions):

Date	Topic	Reading*	Quizzes, etc.
Jan. 4 (F)	Introduction and Maps		
Jan. 7 (M)	Introduction	Ch. 1 & Appendix	
Jan. 9 (W)	Introduction	Ch. 1	
Jan. 14 (M)	Europe	Ch. 2	Map Quiz 1
Jan. 16 (W)	Europe + Russian Federation, Central Asia, the Transcaucasus.	Ch. 2 & 3	
Jan. 23 (W)	Russian Federation, etc.	Ch. 3	
Jan. 28 (M)	TEST 1 + Middle East and North Africa		
Jan. 30 (W)	Middle East and North Africa	Ch. 4	Map Quiz 2
Feb. 4 (M)	Sub-Saharan Africa	Ch. 5	
Feb. 6 (W)	Sub-Saharan Africa	Ch. 5	
Feb. 11 (M)	Latin America	Ch. 7	Map Quiz 3
Feb. 13 (W)	Latin America	Ch. 7	
Feb. 18 (M)	TEST 2 + East Asia		
Feb. 20 (W)	East Asia	Ch. 8	
Feb. 25 (M)	Southeast Asia	Ch. 9	Map Quiz 4
Feb. 27 (W)	Southeast Asia + South Asia	Ch. 9 & 10	Last day to hand in writing assignment
Mar. 3 (M)	South Asia	Ch. 10	
Mar. 5 (W)	Australia, New Zealand and the Pacific Islands	Ch. 11	
Mar. 10 (M)	FINAL EXAM		

*Chapter numbers listed relate to the 3rd edition of *World Regions in Global Context*. Students who have the 2nd edition can find a list of correct chapter numbers for that edition on Carmen.

Syllabus
GEOG 205
Human Geography

Instructor: Faculty Member
Contact information:
Office hours:

TA: Graduate Student
Contact information:
Office hours:

Course Rationale

This course introduces students to the basic tenets, ideas, and questions in Human Geography. Human geographers study how place and space shape who we are and what we have, and how people and places are fundamentally interconnected and interdependent. Students will learn to apply the insights of human geography to critical contemporary issues as varied as urbanization, global inequalities, ethnoterritorial conflict, and the human dimensions of global environmental change.

Students will be encouraged to develop a geographical imagination—that is, to learn to see the changing patterns, processes, and relationships among people, places and regions that shape our world. Specifically, students will be introduced to geography's principal ways of looking at the world:

1. integration in place (how and why places differ, and why that matters);
2. interdependencies among places (how and why specific places are tied together in ways that either reinforce or reduce their differences); and
3. interdependence of geographic scales (how the global shapes the local and vice versa).

Weekly discussion groups will allow students to apply these perspectives to issues specific to Ohio. In the process, they will be exposed to a variety of research and analytical tools used by human geographers, including: archival research, the use of Geographic Information Systems (GIS), constructing datasets, participant observation, taking fieldnotes, and using photography in research.

Disability Services

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Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

GEC for Social Science: Individuals and Groups

This course meets the requirements of the GEC for Social Sciences: Individuals and Groups. The goal and rationale of the Social Science GEC is to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions. There are three central learning objectives of this GEC:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

This course meets these goals and objectives by introducing students to a variety of approaches for understanding multiple aspects of human societies, cultures, and institutions (for example, economic geography, political geography, and population geography). The course takes a very disciplinary approach, focusing on specific insights and tools (theories and methods) that Geography brings to bear on these topics. Students will apply what they learn during discussion groups, in which they will learn and practice many of the key methods used by human geographers. Throughout, the course applies concepts from Human Geography to issues and problems of contemporary relevance, and hence helps students develop knowledge that will be useful for problem solving.

The course provides multiple ways of understanding social structure and human interaction, which are the overarching themes of the course. Important sub-themes include human differences and similarities, group behavior, and cultural and individual identity. Lectures will introduce general concepts, and these will be supplemented with discussion groups that allow students to explore these concepts in local case studies.

Course Organization

The course is structured around two weekly lectures and one weekly discussion group. Chapters from the textbook are assigned weekly (be aware that we will not be reading the chapters in order) and should be completed in preparation for the Friday discussion group. Please bring your texts to discussion group with you.

Weekly discussion groups allow students to review, apply, and explore in detail material presented in lectures. Students are responsible for any new material presented in discussion groups. Teamwork is encouraged during discussion group time, but grading is based on the quality of individual work and individual participation.

Class and discussion group attendance is critical to success in this course. Students may only attend the discussion group section in which they are registered. Students are expected to prepare for, and attend, *all* weekly discussion group sessions. Students will be advised in advance when discussion groups involve trips outside of the classroom. Most discussion groups will require calculator, ruler, and textbook. The lowest discussion group score will not be used in calculating the final grade.

Required Text

Chapters will be assigned weekly from:

Knox, Paul K., and Sallie A. Marston. 2007. ***Places and Regions in Global Context: Human Geography (4th ed.)***. Pearson/Prentice Hall. ISBN 0-13-149705-7. The text is available at OSU Bookstores (Barnes & Noble and Central Classroom) for : \$XX.XX (new) and \$XX.XX (used).

The text is also on 3-hour reserve in the Main Library.

Evaluation

1.	Mid-quarter exam	20%	
2.	Final exam (cumulative)	30%	
3.	Weekly assignments (8 at 5% each)	40%	due <u>in discussion group</u> weekly
4.	Overall attendance/participation	10%	

Letter Grade Conversion

A: 95% and above; A-: 90-94.9%; B+: 85-89.9%; B: 80-84.9%; B-: 75-79.9%; C+: 70-74.9%; C: 65-69.9%; C-: 60-64.9%; D+: 55-59.9%; D: 50-54.9%; E: below 50%.

Policies

Students who anticipate missing an exam must see the Instructor *at least one week prior* to make alternative arrangements. In-class evaluation cannot be made up without special advance notice and is done at the discretion of the instructor.

Exam absences due to illness must be substantiated by a written note from a health care provider. Students who miss lectures or discussion groups due to illness are encouraged to borrow class notes from others, to attend all review sessions, and to meet with the TA or instructor to review missed topics. Missed discussion groups cannot be made up.

All assignments must be completed, and submitted, during the discussion group period. Assignments may not be completed prior to, or subsequent to, the assigned discussion group time. Assignments not handed in on time will lose 2 (two) percentage points per day.

Under exceptional circumstances, and at the discretion of the instructor, extra credit opportunities are available.

SCHEDULE

Class Topics, Required Readings, and Discussion groups

Week 1: Why does Geography matter?

Lecture 1: Background on Geography and geographers' toolkit

Lecture 2: Thinking like a geographer

Discussion group: Careers in Geography

Required reading: Chapter 1 Geography Matters

Week 2: One world, many worlds

Lecture 3: Mapping global interdependencies

Lecture 4: Historical production of global inequalities

Discussion group: Geography in the news (critical media analysis)

Required reading: Chapter 2 The Changing Global Context

Week 3: Population, Consumption, and Migration

Lecture 5: Human demographic dynamics

Lecture 6: Global migrations

Discussion group: Calculating your ecological footprint: constructing a dataset

Required reading: Chapter 3 Geographies of Population

Week 4: Culture as Geographical Process

Lecture 7: Identity and difference

Lecture 8: Landscape as a human system

Discussion group: Representing neighborhoods in Columbus: visual methodologies

Required reading: Selections from Chapters 5 Cultural Geographies & 6 Interpreting Places and Landscapes

Week 5: The Politics of Place

Lecture 9: Place and place-making

Lecture 10: MID-TERM EXAM

Discussion group: Guest speaker: Sports and the making of OSU Campus (Intro to OSU Library Archives)

Selections from Chapters 5 & 6

Week 6: Global Food: Past and Present

Lecture 11: The Columbian Exchange

Lecture 12: Agricultural industrialization

Discussion group: Commodity chains: Trace your lunch/Map your meal (introduction to internet research)

Required reading: Chapter 8 Agriculture and Food Production

Week 7: Space of Poverty and Affluence

Lecture 13: Uneven development

Lecture 14: Neoliberal globalization

Discussion group: Fieldtrip to Honda-Marysville

Required reading: Chapter 7 Geography of Economic Development

Week 8: Conflict in an Unruly World

Lecture 15: Territory, space, and geopolitics

Lecture 16: Global security and geographies of fear

Discussion group: Policing space on High Street (weekly personal log)

Required reading: Chapter 9 The Politics of Territory and Space

Week 9: Cities in a Globalizing World

Lecture 17: Global urbanization

Lecture 18: The U.S. city

Discussion group: Sprawl in Columbus, Ohio: Intro to GIS

Required reading: Selections from Chapters 10 Urbanization & 11 City Spaces: Urban Structure

Week 10: Future Geographies

Lecture 19: Future Geographies: unmaking place in a digital world?

Lecture 20: Putting it all together: key lessons

Discussion group: Review for final exam

Required reading: Chapter 12 Future Geographies

Final exam: Date, time, place

GEOG 240

Economic and Social Geography

Winter 2008

Tue/Thurs 9:30 – 11:18 a.m.

Page Hall 0020

Instructor: Professor D. Munroe

Office: Derby 1123

Office hours: W, F 1-3pm

Email: munroe.9@osu.edu

TA: Chris Riley, Derby 1145

Office hours: M, W 3:30 – 5:00 pm

Email: riley.212@osu.edu

Introduction to the course

What is the economy? Where are the boundaries between economic practice or economic processes, and the social? The purpose of this class will be to conceptualize ourselves as **social actors**, continually negotiating the Economy, or perhaps a set of **economies**. Economic relationships are fundamentally social relationships, but the formality of our economy often masks key aspects of these relationships from us. We will also consider the **spaces and places** of economic activity, and interrogate our role in producing them.

Roughly the first half of the class will be spent introducing key concepts from human geography used to study society and the economy, as well as summarizing major economic processes (production and consumption) and key economic trends (globalization). Then, we will use a familiar, but contested, social category (childhood) to look at economic change. Finally, we will use the example of the agro-food industry as an illustration of the economy as a social system.

Course evaluation

2 Exams (Midterm and Final)	30% each	60% total
3 Short Paper	10% each	30% total
In-class writing assignments	2% each	10% total
		<hr/> 100%

Readings

Readings are available through a course pack provided by Zip Publishing. (1313 Chesapeake Ave, (614)485-0721, info@zippublishing.com). Course packs will be available at the SBX bookstore, or you may order them online at: <http://www.zippublishing.com/>. Additional readings will be available on Carmen.

Papers

Students will write three short (3 page, double-spaced) essays to be handed in during class. Details to follow, but here is a short summary.

Paper 1: A Job I Have Had DUE 1/24

Students will reflect upon their experiences, and social position, within a summer or part-time job.

Paper 2: Not Another Teen Movie DUE 2/21

Students will analyze economic and social relationships in a teen-centered movie (something produced between 1980 – present).

Paper 3: What I Buy DUE 3/6

Students will analyze the links between their consumption choices and the global economy.

Academic Misconduct: Academic misconduct in any form will not be tolerated. This includes, but is not limited to, cheating and plagiarism. Students are referred to the definitions of academic misconduct found here: <http://oaa.osu.edu/procedures/1.0.html>. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected misconduct, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Students with Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

General Education Curriculum (GEC) requirements

This course can be used to satisfy two areas of the GEC:

4. Social Science, "Human, Natural and Economic Resources"

Goals: To help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

6. Diversity Issues, "International Issues"

Goals: To help students become educated, productive and principled citizens of their nation and the world.

Learning objective:

Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Policies

Classroom etiquette: Cell phones must be turned off through the lecture period. Anyone using cell phones to make/receive calls or text messages will be asked to leave.

Course material: Students are responsible for all material presented in class and all assigned readings. **Examinations will also include material presented only in lecture.** Students are expected to attend all lectures, complete the required reading, complete all homework assignments and take the exams on the scheduled dates. Students are also expected to take a proactive role by seeking assistance from the TA or the instructor when problems arise.

Late Papers: Assignments are due on the dates indicated on the syllabus. **Students must be present to turn in assignments;** essays left in my mailbox will be counted as late. Although group

Week 2

- ◇ Tuesday Jan 8 – Defining Economic and Social Geography
Readings: Encyclopedia of Human Geography
Entries: Social Geography, Economic Geography
- ◇ Thursday Jan 10 – What is the Economy?
Reading: Coe et al. Ch 2: Does the economy really exist?

Week 3

- ◇ Tuesday Jan 15 – How do we understand the Social?
Reading: Castree et al. Ch 3: What difference does difference make?

Section 2: Major trends and economic processes

- ◇ Thursday Jan 17 – Globalization: discourse and deception
Reading: Dicken Ch 2: Global Shift: the changing global economic map.

Week 4

- ◇ Tuesday Jan 22 – Production as a social process
Reading: Cloke et al. Ch 16: Production
- ◇ Thursday Jan 24 – The Death of Distance
Reading: Coe et al. Ch 5: Technology and agglomeration
Paper 1: A Job I Have Had

Week 5

- ◇ Tuesday Jan 29 – Urban spaces
Reading: Cloke et al. Ch 32: Urban forms
- ◇ Thursday Jan 31 – Where the jobs are...
Reading: Dicken Ch 17: Making a living in developed countries: where will the jobs come from?

Week 6

- ◇ Tuesday Feb 5 – Consumption as a social process
Reading: Coe et al. Ch 10: Consumption
- ◇ Thursday Feb 7 – Midterm Examination

Section 3: Children in the global economy

Week 7

- ◇ Tuesday Feb 12 – What is childhood?
No Reading
- ◇ Thursday Feb 14 – Child producers, child consumers
Reading: Johnston et al. Ch 16: Children and the globalization of social reproduction

Week 8

- ◇ Tuesday Feb 19 – Teenagers, consumption and public space
Reading: Thomas 2005: Girls, consumption space and hanging out in the city (On Carmen)

Section 4: The agro-food system

- ◇ Thursday Feb 21 – Where does your breakfast come from?
Reading: Coe et al. Ch 4: Commodity Chains
Paper 2: Not Another Teen Movie

discussion of assignments is encouraged, all materials submitted by a student must be his/her original work; group submissions are not allowed. Submissions of substantially similar work by more than one student will be dealt with as acts of scholastic dishonesty.

Penalties for lateness will be assessed as follows:

Date	Penalty	Example
On the due date, but after lecture	1/3 letter grade	A becomes A-
One day late	1 letter grade	A becomes B
Two days late	2 letter grades	A becomes C
More than two days late	No credit	A becomes E

Students who miss class due to serious illness or other extreme circumstances must submit documentation to me within one week of the absence in order to turn in any work missed. If documentation is not received within this period excusing the absence, the student will receive a 0 (zero) grade for any work missed.

Grading Scale

Percentage	Letter Grade	Qualitative Description
93-100	A	Achievement that is outstanding relative to the level necessary to meet course requirements.
90-92.9	A-	
87-89.9	B+	Achievement that is significantly above the level necessary to meet course requirements.
83-86.9	B	
80-82.9	B-	
77-79.9	C+	Achievement that is <u>in keeping</u> with the course requirements in every respect.
73-76.9	C	
70-72.9	C-	
67-69.9	D+	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
60-66.9	D	
0-59.9	E	Work that was either completed but not worthy of credit, or incomplete.

Course Schedule

- o Please complete the assigned readings BEFORE each class. If you do not do the reading in advance of class, you will not be prepared, and it is likely that you will fall behind.
- o There will be approximately 5 in-class writing assignments on topics from the day's assigned readings.

Section 1: How do geographers study the economy?

Week 1

◇ Thursday Jan 3 – Introduction to the Class

Week 9

◇ Tuesday Feb 26 – Post-colonial food production

Reading: Freidberg 1997 (On Carmen)

◇ Thursday Feb 28 – Agribusiness

Reading: Johnston et al. Ch 4: From farming to agribusiness Thanksgiving, No class

Week 10

◇ Tuesday March 4 – The politics of alternative consumption

Reading: Bryant and Goodman 2004: The political ecology of alternative consumption (On Carmen)

◇ Thursday March 6 – Review for the Final Exam

Paper 3: What I Buy

◇ **Final Examination Monday March 10th 9:30 – 11:18 a.m.**
Preliminary worksheet

Take a few moments now to fill out the worksheet below. You will not need to turn it in, but we will refer to it later in the quarter, so please save for future reference.

In the table below, identify some goods or services that are important in your life in the first column, and describe how and where you obtain them in the second column. In the third column, try to speculate on the number of people involved in making the good or service available to you.

Things important in your life	How/where do you obtain them?	How many people are involved in providing this?

Instructor
Department of Geography, Ohio State

Geography 400 – Geography of North America

The Ohio State University
Prospective Syllabus

Instructor contact information, office hours

Course Description:

Welcome to Geography 400 – Geography of North America! This course provides an introduction to urban, political, economic, physical and social geographic issues throughout North America. We will focus on the dense web of political, economic and social interconnections that draw together Americans, Mexicans and Canadians on our shared continental landmass. This is not merely a descriptive endeavor. We will seek to understand and explain why we live the way we do. This necessarily entails a critical perspective, one that will challenge us to engage with the world around us and challenge our commonly held assumptions about why things are the way they are.

GEC Category: Diversity: Social Diversity in the United States

Goals/Rationale:

Courses in social diversity will foster an understanding of the pluralistic nature of institutions, society, and culture in the United States and Canada.

Learning Objectives:

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values.

Students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should contact me as soon as possible in the quarter to discuss your requirements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Instructor
Department of Geography, Ohio State

Course website

The course syllabus, announcements, readings, lecture notes, exam review guides and other useful resources will be available at www.carmen.osu.edu. *Log in using your OSU Internet User Name and Password and then select Geography 400 from the list of courses for which you are currently enrolled.* It is recommended that you *regularly* check the web site for updates and news.

If you have problems logging in, check with me as soon as possible to determine whether or not you are officially enrolled. In the event that I am unable to get you logged in, you are responsible for contacting Carmen and gaining access to the class website.

Course time and location

Two 1 hr 48 min lectures per week.

Reading

The majority of texts on North America discuss only Canada and the US, despite the fact that Mexico City is North America's largest city! For this reason, this course will be structured around readings culled from academic journals and edited collections. We will also make use of some web material and film resources. The readings are available through the library and will also be posted on the class website on Carmen at www.carmen.osu.edu

Grading scale

A 93-100
A- 90-92.9
B+ 87-89.9
B 83-86.9
B- 80-82.9
C+ 77-79.9
C 73-76.9
C- 70-72.9
D+ 67-69.9
D 60-66.9
E 0-59.9
EN Too many absences to permit a passing grade

Instructor
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Course grade

Midterm	30%
Final	30%
Midterm take home essay (due week 5)	15%
Final take home essay	15%
Attendance/Participation (due date of final exam)	10%

Attendance will be taken each class.

The exams will consist of a mix of ID questions, short answer questions and longer essay questions. Examples of each will be discussed in detail in class.

Class protocols

This will be a rewarding and engaging class, but before we get started please read the following protocols which hold, without exception, for all students enrolled in this course. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I want you to take learning equally so.

Collegiality in the classroom requires that you **turn off your cell phone**.

Regular and **punctual attendance** is required.

I will post a condensed version of the **lecture slides** at the end of every week. This does not mean that you are free to miss class. I will present examples and details in class that will *not appear* on the lecture slides. If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues. The exams are designed explicitly for students who attend class regularly.

Come and see me in **office hours**. I will be more than happy to answer questions and go over class material. If you cannot make posted hours, arrange an alternative appointment by email.

There are **two exams** for this course. You must successfully complete both exams in order to pass the course (i.e. miss one exam, fail the class). If you miss an exam and wish to write a make-up, you must have an original doctor's note demonstrating that you sought medical attention for an unavoidable reason. The note must include the doctor's name and a telephone number where I can contact her/him. If you miss an exam due to a medical emergency, the make-up exam must be written within one week (seven days) of the originally scheduled exam. If you miss the final exam and do not write the make-up prior to grades being posted (this may be sooner than a week), you will be awarded an "INC" grade which I will later change based on your final exam grade. *An absence*

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related to either the midterm or final must be explained directly in person to me, not communicated via email.

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the COAM. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Weekly lecture schedule

Date	Topics	Readings	Assignments
Lecture 1	Introduction, What is Geography?	No reading	
Lecture 2	Cultural Regions of the US	Mann, Geoff (2008) "Why Does Country Music Sound White? Race and the Voice of Nostalgia". <i>Ethnic</i>	

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		& <i>Racial Studies</i> 31(1) pp. 73-100.	
Lecture 3	Canada, the 51st State? A Crash course in Canadian Cultural and Political History	<p>Mahon, Rianne (2008) "Varieties of Liberalism: Canadian Social Policy from the 'Golden Age' to the Present". <i>Social Policy and Administration</i> 42(4) pp. 342-361.</p> <p>Watch Michael Moore's <i>Sicko</i> (2007)</p>	
Lecture 4	Mexico: <i>el otro lado</i>	<p>Dear, Michael (2001) "Tale of Two Cities – Tijuana" in <i>The Postmodern Urban Condition</i> (London: Routledge).</p> <p>Dell'Agnese, Ella (2005) "The US-Mexico Border in American Movies: a Political Geography Perspective". <i>Geopolitics</i> 10(2) pp.204-221.</p> <p>Watch Orson Welles' <i>Touch of Evil</i> (1958)</p>	
Lecture 5	Fordism in America and Canada: the golden years, 1935-1970	TBA	
Lecture 6	Urban Poverty and Policing in Post-Fordist America and Canada, 1970-present	Gilmore, Ruthie (1999) "Globalisation and US prison growth: From Military Keynesianism to post-Keynesian Militarism". <i>Race and Class</i> 40(1) pp. 171-188.	
Lecture 7	Canada and the "Staples Export Trap"	Selections from Innis, Harold (1956) <i>Essays in Canadian Economic History</i> , ed Mary Q. Innis (Toronto: University of Toronto Press).	

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		<p><i>Old Messages, New Media: The Legacy of Innis/ Anciens Messagers, nouveaux medias" L'héritage d'Innis</i> at the Library and Archives Canada homepage http://www.collectionscanada.gc.ca/innis-mcluhan/index-e.html</p>	
Lecture 8	<p>Mexico and the Border Industrialization Program: Maquiladoras from 1965 – present</p>	<p>Cravey, Altha (1998), "The New Model: a Case Study of the Maquiladoras" in <i>Women and Work in Mexico's Maquiladoras</i> (Lanham: Rowman and Littlefield).</p> <p>Anderson, Joan and Gerber, James (2008) "Trade, Investment and Manufacturing" in <i>Fifty Years of Change on the US-Mexico Border</i> (Austin: University of Texas Press).</p> <p>http://www.corpwatch.org/article.php?id=1528</p>	<p>Paper Proposal</p>
Lecture 9	<p>The North American Free Trade Agreement: the Americanization of the Canadian and Mexican Economies</p>	<p>Holmes, John (2000) "Regional Economic Integration in North America" in <i>The Oxford Handbook of Economic Geography</i> eds Gordon L. Clark, M.P. Feldman and M.S. Gertler (Oxford: Oxford University Press).</p>	
Lecture 10	<p>MIDTERM</p>		<p>Take home essay handed out</p>
Lecture 11	<p>Gringolandia: Mexico as US Tourist Space in the Age of NAFTA</p>	<p>Torres, Rebecca Maria (2006) "Gringolandia: the Construction of a New Tourist Space in Mexico". <i>Annals of the Association of American Geographers</i> 95(2) pp.</p>	<p>Take home essay due</p>

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		314-335.	
Lecture 12	20th and 21st Century Canadian Immigration Politics	Mountz, Alison (2004) "Embodying the Nation-State: Canada's Response to Human Smuggling". <i>Political Geography</i> , 23(3) pp. 323-345.	
Lecture 13	20th and 21st Century US-Mexico Immigration Politics	Mains, Susan (2002) "Maintaining National Identity at the Border: Masculinity, and the Policing of Immigration in Southern California" in <i>Geographies of Power</i> ed Andrew Herod and Melissa Wright (London: Blackwell).	
Lecture 14	The Militarization of NAFTA: the North American Security Perimeter and the Merida Initiative After 9/11	Gilbert, Emily (2007) "Leaky Borders and Solid Citizens: Governing Security, Prosperity and Quality of Life in a North American Partnership". <i>Antipode</i> 39(1) pp. 77-98. Laura Carlsen, "A Primer on <i>Plan Mexico</i> ", at the America's Program website http://americas.irc-online.org/am/5204	
Lecture 15	Human-Environment Relations in Cascadia: Canadian Wood Exports to the US and Conserving Canada's Rainforests	Braun, Bruce (1997) "Buried Epistemologies: the Politics of Nature in Postcolonial British Columbia". <i>Annals of the Association of American Geographers</i> 87(1) pp. 3-31.	
Lecture 16	Transnational Politicking: the Case of Mexican Hometown Associations	Smith, Michael and Bakker, Matt (2008) "Transnational Electoral Politics: the Multiple Coronations of	

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	in the US in the Age of NAFTA	the Tomato King" in <i>Citizenship Across Borders</i> (Ithaca: Cornell University Press).	
Lecture 17	North American Megacities: Urban Geography of Vancouver	Anderson, Kay (1999) "Trouble in Chinatown" in <i>Vancouver's Chinatown</i> (Montréal; McGill University Press). Mitchell, Katharyne (2004) "Vancouver Goes Global" in <i>Crossing the Neoliberal Line</i> (Philadelphia: Temple University Press).	
Lecture 18	North American Megacities: Urban Geography of Mexico City, and Reforming the Ejido System Under NAFTA	Jones, Gareth and Ward, Peter (1998) "Privatizing the Commons: Reforming the Ejido and Urban Development in Mexico". <i>International Journal of Urban and Regional Research</i> 22(1) pp. 76-93. Perramond EP (2008) "The Rise and Fall of the Mexican Ejido". <i>Geographical Review</i> 98(3) pp. 356-371.	
Lecture 19	North American Megacities: Urban Geography of Los Angeles	Selections from Davis, Mike (1999) <i>Ecology of Fear – Los Angeles and the Imagination of Disaster</i> (New York: Vintage).	
Lecture 20	Suburbanization, Sprawl and Malls in North America	Zook, Matt and Graham, Mark (2006) "Wal-Mart Nation: Mapping the Reach of the Retail Colossus" in <i>Wal-Mart World</i> ed Stan Brunn (New York: Taylor and Francis). Walker, Margaret, Walker, David and Villagómez Velázquez, Yanga	Take home essay handed out

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		(2006) "The Wal-Martization of Teotihuacán" in <i>Wal-Mart World</i> ed Stan Brunn (New York: Taylor and Francis).	
FINAL EXAM			Take home essay due

GEOGRAPHY 420
Global Climate Change: Causes and Consequences

5 credits, no prerequisites

Instructor: Dr. Bryan Mark

Office: 1136 Derby Hall

Email: mark.9@osu.edu

Phone: 247-6180

Office hours: W, R 10:30-11:30 am, or by appointment

Textbook: Our Changing Planet: An Introduction to Earth System Science, 3rd Edition, by Fred T. Mackenzie

Course Objectives

The substantive material covered in this course requires that students attain knowledge from the physical sciences. Understanding the drivers of global climate and environmental change requires knowledge of the Earth system, its climate, the mechanisms that force climate, the human activities that affect the magnitude and direction of some of these forcing mechanisms, the economic drivers of human activities and consideration of the social, political, economic and physical forces that govern present and future human actions and choices regarding resource use.

This course meets GEC requirements in one area - Natural Science, Physical Science

In the Natural Sciences: It is impossible to understand global climate and environmental changes without knowledge of the physical, chemical and biological processes that shape the Earth System. The course includes lectures on the Earth's energy balance, the movement of energy and mass by the atmosphere and ocean, the hydrologic cycle, air pollution and the nature of both renewable and non-renewable energy sources.

This course will require your **full** participation if you expect to do well. In order for you to take full advantage of the opportunities in this course and demonstrate that you have done so, I expect the following:

- Attentive and active participation in class discussions and activities;
- Thoughtful and timely reading of assigned materials;
- Completion of each short paper on time;
- Demonstration of critical thinking and an ability to integrate and synthesize diverse facts and ideas of the scientific and human-influenced processes underlying environmental change at different scales (local, regional and global); geographic perspectives on environmental issues;
- Open-minded, critical consideration of diverse viewpoints about human uses of natural resources and their consequences.

Evaluation

Student evaluation will be based on a combination of the following:

- Short papers: 20% = 100 points
- Presentation/Debates: 20% = 100 points
- Mid Term: 25% = 125 points
- Final 35% = 175 points

- **Total Points: 100%=500 points**

Course Policies

Student Code of Conduct webpage:

http://studentaffairs.osu.edu/resource_csc.asp.

You are expected to adhere to all policies listed.

Disability Statement

Students with physical or learning disabilities requiring alternative accommodations for completing course requirements must make these arrangements in consultation with the University Office of Disability Services (150 Pomerene Hall, 2-3307) and the instructor **at the beginning of the quarter.**

Students who anticipate missing an exam must make arrangements with the instructor at least **one week prior**. Furthermore, no in-class activity or exam can be made up without special advanced notice, given at the instructor's discretion. *Documentation will be required for an excused absence.*

Topics

Part I: The Earth System

Week 1

- Introduction: What is Global Environmental Change?
- Basic Physiology of the Earth
 - discussion of *Physical Geography* and *Earth System Science* (ESS) and application of these conceptual frameworks to conduct local to global-scale analyses of past, present and future climate and environmental change
 - system equilibrium, thresholds and feedbacks (e.g. climate-biosphere)
 - discussion of how the interaction of human systems with these spheres is increasingly important
 - **Reading: The Lithosphere, Chapter 1 (Mackenzie)**

Week 2

- Putting Environmental Change in Context: What can geologic, paleoecologic and historic records tell us?
 - discussion of phenomena (biological, physical, chemical) that are dependent on climate, i.e. use of proxy records to reconstruct climate and environmental change
 - discussion of global and regional climate models
 - identify mechanisms responsible for and causes of past climate change and feedbacks present in Earth-Atmosphere System (EAS)
 - **Reading: Chapter 11 (Mackenzie)**
- Scales of variability (annual – orbital)
 - annual, decadal, centennial, millennial; acknowledge that societal focus on annual and decadal variation
 - discussion of multiple stable states/solutions (non-unique climate state) given a set of boundary conditions – Lorenz and Chaos Theory

Evaluation: Students will research, synthesize and write a paper describing a method (history of scientific techniques, technologic interdependence, etc.) used to reconstruct past environments. This exercise will provide insight to the operation of earth's atmospheric system and its complexity. A short presentation utilizing power point will be made. [50 points]

Part II: Human Dimension(s) of Global Change

Week 3

- Human Population Growth and Environmental Change
- Understanding demographic transition models
- Evaluating the earth's carrying capacity and sustainability
- **Reading: Chapter 7 (Mackenzie)**

Week 4

- Land Degradation and Land Use: land conversion issues (forestry, agriculture, ranching, fisheries and aquaculture), effects of land conversion activities (soil erosion, biomass burning, use of pesticides), biodiversity
 - Discussion of habitat destruction, fragmentation and conversion
 - Biodiversity hotspots – endemic species role of human activity and extinction
 - International Union for Conservation of Nature (IUCN) – Red Books
 - Biodiversity conservation: species richness, habitat and/or ecosystem foci
 - Impact to energy balance
 - Ecosystem dynamics in relation to carrying capacity and biochemical cycling
 - Technological methods used to detect change in the natural environment
 - **Reading: Chapter 8 (Mackenzie)**

Week 5

- Global Warming (natural climatic variability, greenhouse gases, oceans and ice cores, consequences).
 - Global warming causes and consequences
 - two issues: rate of warming and fragmentation
 - response of biomes to projected warming
 - shifts ecotonal environments such tree line/timberline
 - changes in natural fire frequencies
 - nature reserve design
 - **Reading: Chapter 11 (Mackenzie)**

Evaluation: Mid-term exam covering the EAS, land-use change, population growth and global warming. These topics relate to knowledge and understanding of the earth and natural universe. [125 points]

Week 6

- Atmospheric Chemistry: ozone depletion and acid deposition
 - **Acid Deposition**
 - Review causes and effects
 - **Ozone Focus Study**
 - Vienna Convention (1985)
 - Montreal Protocol (1987)
 - London Agreement (1990)
 - Copenhagen Amendment (1992)
 - **Reading: Chapter 10 (Mackenzie)**
 - **Case Study: Discovery of the ozone hole**

Evaluation: Students will research, synthesize and write a paper describing a specific human dimension of environmental change; e.g. nature reserve design, fisheries collapse, timber extraction, drought mitigation. A short presentation utilizing power point will also be made. [50 points]

Week 7

- Hydrologic Cycle:
 - discussion of various components: ocean evaporation and precipitation; terrestrial precipitation and evapotranspiration, reservoirs (ice, ground water), runoff and residence time
 - case studies: groundwater marine pollution, terrestrial/marine linkages, ENSO, sea level rise, freshwater eutrophication, desalinization
 - **Reading: Chapter 3 (Mackenzie)**
 - **Field trip: Olentangy River 5th Avenue dam**

Part III: Global Change Science, Society and Policy

Week 8

- IPCC (Intergovernmental Report on Climate Change) which demonstrates the scientific process and process of scientific consensus, The Millennium Ecosystem Assessment Report, Arctic Climate Impact Assessment: outcomes and effectiveness
- **Reading: IPCC**

Week 9

- Alternative energy sources – nuclear, wind power generation, solar thermal and photovoltaic (supplemental readings: Appenzeller, Deffeyes, and Weaver)
- Approaches to limiting C-emission (Cap-and-Trade, C sequestration, re-forestation, carbon tax, international, regional and local agreements) etc).
- Utilization of the principles of the first and second laws of thermodynamics, including the first and second laws of efficiency. We will also employ climate circulation modeling; specifically limits of computing resolution and uncertainty.

Evaluation: Students will form groups of 3-4 and debate propositions outlined in "Debate Topics" appendix. This exercise stresses students' ability to present scientific evidence and interdependence of experiment and theory [100 points]

Week 10

- Projections: what does the future hold
 - sea-level rise (thermal expansion, change in terrestrially-held water)
 - soil-moisture (Palmer's drought severity index), agricultural productivity
 - changes in phenology (National Phenology Network)
 - frequency and magnitude of severe weather
 - epidemiology of vector-borne disease
 - **Readings: Chapter 12 (Mackenzie) and IPCC**
 -

Evaluation: Final exam covering Human dimensions of environmental change and global change science and its relationship to society and policy. [175 points]

Supplemental Readings

Climate Change 2007: The Physical Science Basis <http://www.ipcc.ch>

One Planet Many People, Atlas of Our Changing Environment
<http://na.unep.net/OnePlanetManyPeople/>

The Millennium Ecosystem Assessment <http://www.maweb.org/en/index.aspx>

AAAS Atlas of Population & Environment <http://atlas.aaas.org/>

Appenzeller, T. 2004. The end of cheap oil. *National Geographic* 205: 80-109.

Barlow, M. and Clarke, T. 2002. Blue Gold: The Fight to Stop the Corporate Theft of the World's Water. The New Press: New York. pp. 278.

Carson, R. 1962. Silent Spring. Houghton Mifflin: New York. pp. 400.

Deffeyes, K. S. 2001. Hubbert's Peak. Princeton University Press: Princeton, NJ. pp. 208

Goudie, A. 1990. The Human Impact on the Natural Environment. Cambridge: MIT Press. pp. 1-22.

Murphy, D. E. 2004. Water Contract Renewals Stir Debate Between Environmentalists and Farmers in California. New York Times, December 15, 2004.

Resisner, M. 1986. Cadillac Desert: The American West and Its Disappearing Water. Penguin Books: New York. pp. 582. Hydrologic Cycle

Weaver, K. F. 1981. Special report on energy: our energy predicament. *National Geographic*, 2-23.

Yergin, D. 1991. The Prize: The Epic Quest for Oil, Money and Power. Simon and Schuster: New York. pp. 885.

Debate Topics

Vehicles powered by corn-based ethanol are good for the environment and should be promoted.

Pro: They are good for the environment due to lower emission

Con: They are bad for the environment due to environmental footprint of corn production

Nuclear power plants are on balance harmful to the environment and should not be built.

Pro: They are harmful because they produce nuclear waste

Con: They are helpful since they only emit steam from their smoke stacks

The best way to mitigate carbon emissions is with a Cap and Trade system.

Pro: Cap and trade is the best

Con: Strict cap is the best

Con: Incentives is the best

A price should be put on the goods and services provided by the world's ecosystem.

Pro: Everyone should pay the "true" value of a commodity, including its environmental costs.

Con: All commodities will be too expensive to afford, causing an economic disaster

The US should reprocess spent nuclear fuel.

Pro: nuclear waste should be used as many times as possible before it is placed in Yucca Mountain

Con: the hazards involved in the reprocessing have the potential to cause a major environmental disaster.

California's proposed conventional light bulb ban should become law.

Pro: more efficient light bulb use can prevent millions of tons of CO2 from entering our atmosphere.

Con: Compact Fluorescent Light bulbs are very environmentally harmful during construction.

Geography 430
Autumn 2008

Tu-Th 12:30-2:18
1116 Derby Hall

Environment and Society

Professor: Becky Mansfield

Email: mansfield.32@osu.edu **Phone:** 247-7264 (on campus: 7-7264)

Office: 1160 Derby Hall **Mailbox:** 1035 Derby Hall

Office hours: Directly after class, or by appointment for other times

Website: see the Carmen site for this course

Are humans separate from nature, or are they a part of it? Can humans ultimately control the natural world, or does the natural world determine the course of human history? Are some groups of people “closer to nature” than others? Is the earth made for humans to use? Is nature socially constructed? Does solving environmental problems require that we change how we think about nature? How do ideas about nature reflect and influence our ideas about other people, including ideas about race and gender? These are longstanding questions not only in Geography and Environmental Studies but in a variety of other fields, from Philosophy to Ecology. This course will focus on how geographers have understood human-nature relations, and we will also examine how others—policy makers, historians, environmentalists—have thought about this relationship. We will look at how people have thought about nature in different times and circumstances (mainly in the US and Europe over the past 150 years), and how that influences people’s actions toward the environment and other people. The goal of the course is to introduce students to key concepts and recurring themes in these enduring debates, while helping them identify and understand the importance of human-nature relations in contemporary life.

This course meets the requirements of the GEC for Social Sciences: Human, Natural, and Economic Resources. The goal and rationale of the Social Science GEC is to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions. There are three central learning objectives of this GEC:

1. to understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies
2. to comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts
3. to develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making

This course meets these goals and objectives by examining the relationship between human behavior, cognition, and society, on the one hand, and the natural world, on the other. In so doing, we will explicitly examine human differences and similarities, as well as individual and social values. We will stress the importance of different contexts for altering the environment-society relationship and how we perceive it, and we will be examining how perceptions of environment and society impact social and environmental problem solving. We will also be learning about different methodological approaches for understanding human-nature relations.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Cheating and plagiarism will not be tolerated. Plagiarism is using another person's ideas without acknowledging from where the idea came. Plagiarism ranges from direct copying of someone else's work to presenting someone else's ideas as though they are yours. Please use citations to differentiate between your ideas and those you got from other sources (such as books and articles).

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Readings:

- There is no single text for this course. The readings include a variety of articles and book chapters, drawn from multiple sources. *Readings are all available through Carmen. You are expected to do all readings before the class for which they are assigned.*
- You will need to buy or borrow from a library a book to review (for Project three). A list of choices is provided on the assignment.

Course requirements:

Attendance and participation 15%
Quizzes: 2@ 10% each 20%
Project one : 15%
Project two OR three: 25%
Project four: 25%

Attendance and participation are required and will be graded. Talking with me outside of class about course material counts as participation. The **quizzes** test your knowledge of key concepts by

asking you to link individual authors to their central ideas. Each of the **projects** requires you to write a short essay in which you identify and explain ideas about environment and society. These assignments help you learn to interpret and evaluate ideas about environment and society that are present in everyday life. For **project one**, which will be completed by everyone, you will choose an advertisement and interpret the messages about nature present in the ad. You will then choose between projects two and three. For **project two**, you will find a set of articles on environmental problems in popular magazines and then interpret what the articles say about causes of environmental problems. **Project three** is a book review (I provide a list of books from which to choose), in which you will identify varieties of environmentalism expressed in the book you choose. **The final essay**, which will be completed by everyone, replaces the final exam. In it, you will compare and contrast the perspectives of two environmental organizations. The assignments are all attached to the end of syllabus, and I will go over them in more depth later in the quarter, as noted on the syllabus (I will go over them after we have covered relevant material, which is when they will make sense to you!).

Grading policies:

- Participation is based on attendance. If you are regularly absent, your participation grade will reflect your absences, even if you participate well on the days you do attend.
- Quizzes can only be made up if you have an emergency such as a medical problem or death in the family. You will need to document the emergency.
- Late projects will lose one percentage point (i.e. one percentage point of your final grade) for every day they are late. To avoid losing points, you must make arrangements AHEAD OF TIME.
- I will try to accommodate religious obligations, so please talk to me if these interfere with completing assignments or exams as scheduled.
- To pass the course:
 - You must receive a total grade of at least 55%.
 - You must complete all the assignments. Regardless of how well you do on other parts of the course, you will not pass the course if you miss a quiz or fail to turn in a project. PLEASE SEE ME if you are having problems that prevent you from meeting this requirement; we may be able to make alternative arrangements.
- Grading scale: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D (I will use the rules of rounding: < .5 is rounded down, ≥ .5 is rounded up.)

Schedule of topics, readings, and assignments

Sept 25: Introduction: Worldviews, Placing Humans and Nature

Sept 30: History of Human-Nature Relations, Domination of Nature
Read: Glacken (1967); Marsh (1864)

Oct 2: Dualism between Humans and Nature; *Discuss Project One*
Read: Merchant (1992)

Oct 7: Dualism: Primitive and Civilized People
Read: Soper (1995); Gregory (2001); Benton and Short ("Invented Indian") (1999)

Oct 9: Environmental Determinism vs. the Cultural Landscape

PROJECT ONE DUE

Read: Semple (1911); Sauer (1925)

Oct 14: Cultural Ecology

Read: Robbins ("Cultural ecology") (2004); Rappaport (1967)

Oct 16: Preservation

Read: Benton and Short ("No Holier Temple") (1999); Runte (1979); Muir (1901)

Oct 21: Conservation

Read: Roosevelt (1901); Pinchot (1910); Leopold (1949)

Oct 23: Modern Environmentalism

Read: Dowie ("Earth Days") (1996); Sauer (1956); Carson (1962); Boulding (1966)

QUIZ ONE

Oct 28: Population and Consumption Debates; *Discuss Projects Two and Three*

Read: Ehrlich (1969); Castree ("Ideologies of nature") (2001); Gardner, Assadourian, and Sarin (2004)

Oct 30: Reformist approaches

Read: Dowie ("Culture of Reform") (1996); Earth Works Group (1989); WCED (1987); The Ecologist (1993)

Nov 4: Radical Approaches

Read: Devall and Sessions (1985); Seager (1993)

PROJECT TWO DUE (Remember, students choose either project two OR three)

Nov 6: Wilderness Debates

Read: Cronon (1995)

Nov 11: NO CLASSES—VETERAN'S DAY

Nov 13: Social Construction of Nature

Read: Demeritt (2001)

Nov 18: Political Ecology (Video)

PROJECT THREE DUE WEDNESDAY NOVEMBER 19 AT 10AM. Please print your paper and leave it in my box in Derby 1035. (Remember, students choose either project two OR three)

Nov 20: Political Ecology: Definitions

Read: Robbins ("The hatchet and the seed," "A field crystallizes") (2004)

Nov 25: Case Studies in the Political Ecology of Degradation and Conservation

Read: Mansfield 2001; Fairhead and Leach 1995

Nov 27: NO CLASSES—THANKSGIVING

Dec 2: Natural Hazards, Vulnerability, and Environmental Justice; *Discuss Project Four*
Read: Wisner (2005); Gibbs (1993); Bullard (2002)

Dec 4: Hazards/Vulnerability/Justice case study: Video
QUIZ TWO

Finals week: **PROJECT FOUR DUE WEDNESDAY DEC 10 AT 11:30 AM.** Please print your paper and leave it in my box in Derby 1035 (feel free to turn the paper in early!)

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The Ohio State University
Geography 445: Transportation Security
Spring Quarter, 2008

XX

Location: Page Hall, Room 0020

Time: Tuesday and Thursday: 3:30 – 5:18 pm

Reg. Number: 10194-8

Instructor: Dr. Eric Neubauer **E-mail:** eneubaue@cscs.edu

Office at CSCC: TL 323 (Center for Technology and Learning)

Telephone/Fax at CSCC: Office: 287-5698 / Department: 287-5005 / Fax: 287-5301

Office Hours at CSCC: Monday through Thursday 10:00 am – 12:00 pm

Office at OSU: 1155 Derby Hall

Phone at OSU: Office: 292-2704 / Department: 292-2514

Office Hours at OSU: Tuesday & Thursday 2:00 – 3:00 pm or by appointment

Requirements: GEOG 445 Course Packet – at UniPrint (Tuttle location) or <http://uniprint.osu.edu>

Recommended: Rodrigue, J.-P., C. Comtois, and B. Slack (2006). *The Geography of Transport Systems*.

Routledge: New York, NY. Sweet, K. M. (2006). *Transportation and Cargo Security: Threats and Solutions*.

Pearson/Prentice Hall: Upper Saddle River, NJ.

Course Description:

This course serves as an introduction to transportation security. The objectives of the course are as follows:

1) To provide an understanding from a geographic perspective the importance of transportation in human activity in historical and contemporary contexts; 2) To identify and understand key concepts and methods used by geographers in exploring the socio-economic impacts and implications of transportation;

3) To identify the major modes of transportation and their general characteristics and to understand the role each plays in the broader context of transport activity;

4) To identify and understand elements associated with protecting transportation infrastructure and cargo, to include such things as laws and regulations; industrial practices; cargo screening equipment; personnel, physical, and procedural security requirements; and new security technologies; 5) To identify the major transportation industry and government institutions responsible for addressing transportation security issues, and to understand the role each plays in shaping transportation security policies and procedures;

6) To identify and understand key concepts and methods used by transport planners and/or policy-makers in addressing transportation security issues;

7) To assess and understand transportation security vulnerabilities from a geographic, transport planning, and/or policy perspective, as well as identify and understand current international security threats, countermeasures, and potential future security concerns.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Student Conduct Policy:

Plagiarism and other forms of cheating will not be tolerated. Please consult the Code of Student Conduct at http://studentaffairs.osu.edu/resource_csc.asp. University rules provide severe penalties for academic misconduct, ranging from course failure to dismissal from the University. University Rules can be found in the "University Survey – A Guidebook and Readings for New Students" handbook. Any questions about this policy, or your grade, should be brought directly to the attention of the instructor.

Course Overview

(**Note:** Chapters from the Sweet text will be indicated by an **S**, while chapters from the Rodrigue text will be indicated by an **R**).

Week #1: **R** – Chapters 1 & 3 Week #2: **R** – Chapters 2; **S** – Chapters 1 & 2 Week #3: **R** – Chapter 4; **S** – Chapter 6 Week #4: **S** – Chapters 3 & 11; Critical Infrastructure Week #5: **R** – Chapter 5; **S** – Chapters 9 & 10 Week #6: **R** – Chapter 7; **S** – Chapters 8 & 13; Response & Recovery Week #7: **R** – Chapter 6; **S** – Chapters 5 & 12 Week #8: **R** – Chapter 9; **S** – Chapter 4 Week #9: **S** – Chapter 7 & 14; Risk Assessment Week #10: Telecommunications

Course Summary:

The following is a list of exams, exercises, and other assignments with their corresponding point total and percentage of the final grade:

- Mid-term #1: 300 points (30%)
- Mid-term #2: 300 points (30%)
- Final: 300 points (30%)
- Topic Report: 50 points (5%)
- Other assignments: 50 points (5%)
- Total: 1000 points

Course Grade Scale:

Grades will be determined based on the following scale:

A: 1000 - 930 A-: 929 – 900 B+: 899 - 870 B: 869 – 830 B-: 829 – 800 C+: 799 – 770 C: 769 – 730 C-: 729 – 700 D+: 699 – 650 D: 649 – 600 E: 599 - 0

Consideration will be given for those students bordering on the upper E range (that is, students who have 580-599 points will be given consideration for a D based on such things as attendance, class participation, improvement on exams and assignments, etc).

Important Due Dates/Other Dates:

April 17 Mid-term Exam #1 (**Week 1 – Week 3 Material**)
 May 15 Mid-term Exam #2 (**Week 4 – Week 6 Material**)
 May 26 *Memorial Day (campus closed)*
 May 27 Topic report due
 Jun 3 Final Exam (**Week 7 – Week 10 Material**) Page Hall, 0020 3:30 - 5:18 pm

Course Expectations:

Students are expected to be on time for class, and each student is responsible for all material (lectures, assignments, additional readings, etc.) presented in class. Class attendance is *mandatory*, and **a failure to attend class on a regular basis may seriously jeopardize your final grade**. It is the responsibility of each student to ask questions in class when you are unsure of a topic. Finally, any completed assignments done outside of class are to be given to the instructor in class. **Assignments not given to the instructor in class will be recorded as a zero – no exceptions or excuses!!!**

Course Notes:

There will be two mid-terms and one final exam covering the following sections:

Mid-term #1: **Week 1 through Week 3 Material** (Covers chapters 1, 2, & 6 from Sweet text; chapters 1, 2, 3, & 4 from Rodrigue text; lecture, and any additional handouts) Mid-term #2: **Week 4 through Week 6 Material**

(Covers chapters 3, 8, 9, 10, 11 & 13 from Sweet text; chapters 5 & 7 from Rodrigue text; Critical Infrastructure; Response & Recovery; lecture, and any additional handouts)

Final Exam: **Week 7 through Week 10 Material** (Covers chapters 4, 5, 7, 12 & 14 from Sweet text; Chapters 6 & 9 from Rodrigue text; Risk Assessment; Telecommunications; lecture, and any additional handouts)

IMPORTANT NOTE: Students missing a scheduled exam (mid-term or final) will be required to provide sufficient documented evidence before he/she will be allowed to take a make-up exam. Students failing to provide sufficient documentation for a missed exam will result in a score of **zero** for that exam – **no exceptions or excuses!!**

Other Policies:

It is university policy to provide reasonable accommodations to students with physical, mental, or learning disabilities. To request such accommodations contact the Office for Disability Services in 150 Pomerene Hall at 292-3307. Once certified, present the relevant information to the instructor in a timely manner.

If you decide not to complete the course, please formally drop. Failure to officially withdraw will result in an "E" on your transcript.

Exams:

Mid-term exam and final will likely consist of a combination of multiple choice/true-false questions, matching questions, short-answer and/or essay questions. Exams will be based on material covered in the course packet, lecture, and supplemental material provided by the instructor. Each mid-term exam is worth 300 points; the final is also worth 300 points and is non-comprehensive. (900 points total).

Topic Report: Students will be required to write a short (3-5 page length) report on a topic provided by the instructor. Guidelines will be given by the instructor on the structure, content, and format for the report. The topic report is worth 50 points. **Failure to submit the report in class on or before the due date will result in an automatic 50% reduction in score, but partial points can still be earned if the paper is submitted in class on the next scheduled class date. Failing that, a score of zero will be given - no exceptions or excuses!!** **Other Assignments:** In addition to the exams and the topic report, students will be assessed on other activities. These activities may be based on classroom questions and answers, classroom discussion, in class exercises/quizzes, or other activities/exercises done outside of class. The other assignments are worth 50 points total. **Failure to attend class when an additional assignment is given will result in a score of zero for that assignment – no exceptions or excuses!** It is therefore imperative that students attend class on a regular basis in order to do well in the course. **Extra Credit:** Extra Credit opportunities may be (but not necessarily will be) available, but only at the instructor's discretion for the entire class as a whole. Extra credit opportunities will **NOT** be available to a student on an individual basis.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Geography 455: Cities and their Global Spaces (5 credits)

TR 10:30am-12:18pm

Derby Hall 1080

Professor M. Thomas

Office location: 1124 Derby Hall

Phone: 247-8222

Email: thomas.1672@osu.edu

Office hours: Wednesdays 10am-noon

Course description

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

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in

connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Required text

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

Course requirements

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

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

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

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

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

Course schedule and assigned readings

Week One

Tuesday, March 25: *Introducing urban geography*

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

Pacione Chapter 1

Thursday, March 27: *Global context of urbanization*

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

Pacione Chapter 3

Week Two

Tuesday, April 1: *Urban structure*

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

Pacione Chapters 6, 7 (start)

Thursday, April 3: *The ordinary city*

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

Pacione Chapters 6, 7 (finish)

Week Three

Tuesday, April 8: *Mega-cities*

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

Pacione Chapter 4

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

In class video: Q2P

Pacione Chapter 27

Week Four

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

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

Pacione Chapters 12, 14

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

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

Pacione Chapter 16

Week Five

Tuesday, April 22: *Labor and the city*

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

No new reading.

Thursday, April 24: **Midterm exam**

Week Six

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

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

Pacione Chapter 16

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

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

Pacione Chapter 26

Week Seven

Tuesday, May 6: *Third world city environments*

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

Pacione Chapter 26 (finish)

Thursday, May 8: *Cities and social exclusion*

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

Pacione Chapters 15, 24

Week Eight

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

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

Pacione Chapters 8, 20

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

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

Pacione Chapter 17

Week Nine

Tuesday, May 20: *The urban crisis*

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

Pacione Chapters 15, 25

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

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

No new reading.

Week Ten

Tuesday, May 27: *Experiencing cities*

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

Pacione Chapter 19

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

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

Pacione Chapter 30

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

GEOGRAPHY 460
SPACE, POWER AND POLITICAL GEOGRAPHY
Spring Quarter 2008
The Ohio State University

Instructor: Professor M. Coleman
Office: 1156 Derby Hall
Office Hours: Wednesday , 2:00-3:30pm and/or by appointment
Email: coleman.373@osu.edu
(Please put "460" in subject line)
Tel: (614) 292-9686

Teaching Assistant: Nurcan Atalan-Helicke
Office: 1070 Derby Hall
Office Hours: Tuesday, Thursday 11:45-1:15pm
Email: atalan-helicke.1@osu.edu
(Please put "460" in subject line)
Tel: (614) 292-2705

Course objectives

- To identify and explore various keystone concepts, approaches and issues in Political Geography.
- To understand the changing role of the state in matters of political, economic and cultural governance in the 20th and 21st centuries.
- To approach contemporary issues in world politics (*i.e.*, globalization, imperialism) through use of political geographic concepts.

GEC Requirement

Geography 460 fulfills the GEC requirement for "4B: Social Sciences: Organizations and Politics".

- GEC 4B Goals/Rationale: Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.
- GEC 4B Learning Objectives: 1) Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies; 2) Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts; and, 3) Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Disability Statement

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should contact me as soon as possible in the quarter to discuss your requirements. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, **TDD 292-0901; <http://www.ods.ohio-state.edu/>**.

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the COAM. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Course website

The course syllabus, announcements, readings, lecture notes, exam review guides and other extra resources will be available at www.carmen.osu.edu. Log in using your OSU Internet User Name and Password and then select Geography 460 from the list of courses for which you are currently enrolled. You should regularly check the web site for updates and news.

If you have problems logging in, check with your TA as soon as possible to determine

whether or not you are officially enrolled. In the event that we are unable to get you logged in, you are responsible for contacting Carmen and gaining access to the class website.

Course time and location

Two lectures per week (**Tuesday and Thursday, 9:30-11:15am**) in **HC (Hopkins Hall) 0162**.

Readings and class preparation

Required readings will be made available on the course website. Consult the lecture schedule below to see which readings are assigned for each lecture. It is expected that students will complete all readings prior to coming to class. Students are responsible for all readings.

Course grade

Midterm Exam – 35%

Midterm take home essay – 15%

Final take home essay – 15%

Final Exam – 35%

The mid-term and final exams will consist of 2 point identification questions and 6 point short answer questions. You will be required to answer the exam in full and complete sentences (*i.e.*, no bullet-point answers will be accepted). The take-home essay will ask you to write a detailed answer to a general question, using your lecture notes and appropriate readings. More details will be given in class about the exams and take home essays.

Grading scale

A 93-100

A- 90-92.9

B+ 87-89.9

B 83-86.9

B- 80-82.9

C+ 77-79.9

C 73-76.9

C- 70-72.9

D+ 67-69.9

D 60-66.9

E 0-59.9

EN Too many absences to permit a passing grade

Class protocols

This will be a rewarding and engaging class, but before we get started please read the following protocols which hold, *without exception*, for all students enrolled in this course. These are designed to make your learning experience more enjoyable. I take teaching very seriously, and I want you to take learning equally so.

Collegiality in the classroom requires that you **turn off your cell phone**.

Regular and **punctual attendance** is required.

I will post a condensed version of the **lecture slides** at the end of every week. This does not mean that you are free to miss class. I will present examples and details in class that will *not appear* on the lecture slides. If you miss a class, it is highly recommended that you get a full set of notes from one of your colleagues. The exams are designed explicitly for students who attend class regularly.

Come and see me in **office hours**. I will be more than happy to answer questions and go over class material! If you cannot make posted hours, arrange an alternative appointment by email.

There are **two in-class exams** and **two take-home essay questions** for this course. You must successfully complete ALL exams and essay questions in order to pass the course (i.e. miss one, fail the class). Late essays will be penalized a full 10% for every part of 24 hours that the paper is late, starting at the beginning of class. No exceptions. If you miss an exam and wish to write a make-up, you must have an original doctor's note demonstrating that you sought medical attention for an unavoidable reason. The note must include the doctor's name and a telephone number where I can contact her/him. If you miss an exam due to a medical emergency, the make-up exam must be written within one week (seven days) of the originally scheduled exam. If you miss the final exam and do not write the make-up prior to grades being posted (this may be sooner than a week), you will be awarded an "INC" grade which I will later change based on your final exam grade. *An absence related to either the midterm or final must be explained directly in person to me, not communicated via email.*

LECTURE OUTLINE

Lecture 1 March 25

Introduction

Topics: course goals and requirements – what is Political Geography (PG)? – space, power, resistance, policies and politics – uneven distribution of power – power geometries

Reading: David Newman. (2002). From 'Moribund Backwater' to 'Thriving into the New Century': Political Geography at the Turn of the Millennium. In Clive Schofield *et al.* (eds.), *The Razor's Edge – International Boundaries and Political Geography* (The Hague: Kluwer Law International), pp.3-20.

Lecture 2 March 27

Spatial Science

Topics: brief disciplinary overview of PG – PG as a “moribund backwater” – the legacy of German geopolitics – nomothetic vs. idiographic knowledge – the quantitative revolution – concentric models of land use – location triangles – Central Place Theory – friction and distance-decay models

Reading: N/A

Lecture 3 April 1

MARXIST POLITICAL GEOGRAPHY (Nurcan Atalan-Helicke)

Topics: 2 critiques of spatial science – core/periphery theories in PG – exchange vs. production theories – Marx and a definition of capitalism – circuits of capital and the state – surplus value – class conflict

Reading: Matthew Edel. (1981). Capitalism, Accumulation and the Explanation of Urban Phenomena. In M. Dear and A. J. Scott (Eds.), *Urbanization and Urban Planning in Capitalist Society* (London: Methuen), pp. 19-44.

Lecture 4 April 3

Uneven Development

Topics: overaccumulation/underconsumption – theories of structural crisis – uneven development – the spatial fix

Reading: Neil Smith. (1996). Class Struggle on Avenue B. In *The New Urban Frontier* (London: Routledge), pp. 1-29.

Neil Smith. (1996). Global Arguments – Uneven Development. In *The New Urban Frontier* (London: Routledge), pp. 75-89.

Lecture 5 April 8

Localities

Topics: spatial structures of production – rethinking subjectivity and social identity – race, gender and class analysis – production and reproduction – scale

Reading: J. K. Gibson-Graham. (2006). Class and the Politics of Identity. In *The End of Capitalism (As We Knew It) – A Feminist Critique of Political Economy* (Oxford: Blackwell), pp. 46-71.

Lecture 6 April 10

Postmodern political geographies

Topics: agency, structure and humanistic geography's critique of Marxism – postmodernism and its critique of Marxism (and humanistic geography) – epistemological postmodernism (the politics of representation, power/knowledge) – historical postmodernism – cultural logics of late capitalism – consumption, space and the society of the spectacle – Los Angeles

Reading: Joanne Sharp. (2003). Feminist and Postcolonial Engagements. In John Agnew et al. (Eds.), *A Companion to Political Geography* (Oxford: Blackwell), pp. 59-74.

Lecture 7 April 15

Power and Space

Topics: theories of power – the difference that thinking spatially makes – power as domination and resistance – power as constraint vs. power as facilitation – power as hegemony – “legal”, “disciplinary” and “biopolitical” geographies of power – Michel Foucault

Reading: John Allen. (2003). Power. In John Agnew *et al.* (Eds.), *A Companion to Political Geography* (Oxford: Blackwell), pp. 95-108.

Lecture 8 April 17

Movie Class

TBA

Lecture 9 April 22

Territory and Territoriality

Topics: territory, territoriality – marking, communicating and policing space – borders and boundaries – springboards and shelters – psychosomatic geographies – resistance to territoriality – power at the periphery

Reading: Steve Herbert. (1996). The Normative Ordering of Police Territoriality: Making and Marking Space with the Los Angeles Police Department. *Annals of the Association of American Geographers* 86(3), pp. 567-582.

Daniel B. Wood. (2007). A Friday Night on the Front Line of LA's Gang Wars. *Christian Science Monitor*, March 7.

Lecture 10 April 24

States, nations, nationalism

Topics: geopolitical orders of modernity – states as containers of power, wealth, society and culture – internal and external territoriality – state consolidation – medieval spatiality of power – territorial trap – globalization and the “hollowing out” of the state – theories of nationalism – imagined communities – nationalism as an “autonomous force” vs. nationalism as a “practical politics”

Reading: Michael J. Shapiro. (2003). Nation-States. In John Agnew *et al.* (Eds.), *A Companion to Political Geography* (Oxford: Blackwell), pp. 271-288.

Take home essay #1

Midterm exam review sheet handout

Lecture 11 April 29

Take home essay #1 due

Lecture 12 May 1

Scale and the political geography of Fordism

Topics: the welfare state and Fordism – modes of regulation and regimes of accumulation – mass production/mass consumption – Bretton Woods – the crisis of Fordism

Reading: Ruth Gilmore. (1999). Globalization and US Prison Growth: From Military Keynesianism to post-Keynesian Militarism. *Race and Class* 2(3), pp. 171-188.

Additional: Watch Charlie Chapman's *Modern Times* (1936) on www.youtube.com

Lecture 13 May 6

SCALE AND THE POLITICAL GEOGRAPHY OF POST-FORDISM

Topics: flexible specialization – peripheral Fordism – “just-in-time” production – spatial reorganization of core economies – “disorganized capitalism” – local economic impact of global retailing – global retailing and outsourced production – China’s role in the global retailing phenomenon – Treasury Bills, credit card debt and second mortgages

Reading: James Fallows, “China Makes, The World Takes”, *The Atlantic Monthly* (July/August 2007). Available on-line at <http://www.theatlantic.com/doc/200707/shenzhen>

Emma Mawdsley. (2007). China and Africa: Emerging Challenges to the Geographies of Power. *Geography Compass* 1(3), pp. 405-421.

Pádraig Carmody and Francis Owusu. (2007). Competing Hegemons: Chinese vs. American Geo-Economic Strategies in Africa, *Political Geography*, 26(5), pp. 504 – 524.

Lecture 14 May 8

POLITICAL GEOGRAPHY OF MONEY AND FINANCE

Topics: states and the (de)regulation of money – before and after Bretton Woods – trends in FDI (foreign direct investment) – trends in portfolio investment – new geographies of finance (derivatives, swaps, options, and futures) – global and local geographies of financial exclusion – Casino Capitalism – the Asian Crisis

Reading: Jessie Poon. (1999). The Asian Economic ‘Flu’: A Geography of Crisis. *Professional Geographer* 51(2), pp. 184-196.

Lecture 15 May 13

POLITICAL GEOGRAPHY OF STRUCTURAL ADJUSTMENT

Topics: 1973 oil crisis and debt recycling – from development loans to conditionality loans, the World Bank and the IMF – structural adjustment – local austerity and global

trade – gender and the burden of neoliberal restructuring – food riots – rethinking geographies of fiscal “blame” and “solution” – Mexico case study – “diminished sovereignty” – what is neoliberalism? – rollback and rollout neoliberalism

Reading: Jamie Peck & Adam Tickell. (2002). Neoliberalizing Space. *Antipode* 34(3), pp. 380-404.

Lecture 16 May 15

POLITICAL GEOGRAPHY OF BORDERS: THE MEXICO-US BORDER AS A “POST-BORDER” ECONOMY

Topics: maquiladoras and crossborder manufacturing – Mexican peso crisis and neoliberal restructuring – NAFTA – cultural hybridization – a “postborder” or “postsovereign” world? – the Juárez femicides – disappearing women in the maquiladoras

Reading: Michael Dear & Héctor Manuel Lucero. (2005). Postborder Cities, Postborder World: The Rise of Bajalta Mexico. *Society and Space* 23(3), pp. 317-321.

Melissa Wright. (2004). From Protest to Politics: Sex Work, Women’s Worth and Ciudad Juárez Modernity. *Annals of the AAG* 94(2), pp. 369-386.

Lecture 17 May 20

POLITICAL GEOGRAPHY OF BORDERS: MIGRATION AND THE MEXICO-US BORDER

Topics: trends in undocumented migration – causes and theories of undocumented migration from Mexico – the Bracero Program – remittances – official and unofficial border policing – US immigration law in the 1990s and after 9/11

Reading: Douglas Massey. (2000). Free Trade and the Economic Underpinnings of Mexico-US Migration. *Borderlines* 8(8), 1-4.

Susan Mains. (2002). Maintaining National Identity at the Border: Scale, Masculinity, and the Policing of Immigration in Southern California. In A. Herod, & M. W. Wright (Eds.), *Geographies of Power* (Oxford: Blackwell), pp. 192–214.

Optional: Nick Megoran. (2005). The Case for Ending Migration Controls. *Antipode* 37(4), pp. 633-637.

Lecture 18 May 22

GEOPOLITICS 1 IMPERIAL AND COLD WAR GEOPOLITICS

Topics: Ratzel – Kjellén – Mackinder – Haushofer – Spykman – Mahan – geopolitics of the heartland – race, gender and mountaineering – the geographical closure of global space – political geography after WWII – imperial geopolitics vs. Cold War geopolitics – containment – spatial scientific geopolitics

Reading: Gerry Kearns. (2003). Imperial Geopolitics. In John Agnew *et al.* (Eds.), *A Companion to Political Geography* (Oxford: Blackwell), pp. 173-186.

Klaus Dodds. (2003). Cold War Geopolitics. In John Agnew *et al.* (Eds.), *A Companion to Political Geography* (Oxford: Blackwell), pp. 204-218.

Lecture 19 May 27

GEOPOLITICS 2 POST-COLD WAR GEOPOLITICS

Topics: critical geopolitics – feminist geopolitics – identity/difference and violence – popular geopolitics – the cultural geographic roots of geopolitics – shopping for threats after the end of the Cold War – Malthusian geopolitics – problematizing demography and migration as a national security threat – securitizing migration after 9/11

Reading: Jennifer Hyndman. (2001). Towards a Feminist Geopolitics. *Canadian Geographer* 45(2), pp. 210-222.

Tim Luke. (2003). Postmodern Geopolitics. In John Agnew *et al.* (Eds.), *A Companion to Political Geography* (Oxford: Blackwell), pp. 219-235.

Lecture 20 May 29

GEOPOLITICS 3

IS THE US AN IMPERIAL POWER?

Topics: oil and the Middle East – the Dollar-Wall Street Regime (DWSR) – contemporary theories of US Empire – hegemony vs. imperialism – accumulation by dispossession – neoliberalism and neoconservatism – “new” and “old” wars – the Revolution in Military Affairs (RMA)

Reading:

David Harvey. (2007). In What Ways is the ‘New Imperialism’ Really New? *Historical*

Materialism 15(1), pp. 57-70.

Sue Roberts, Anna Secor & Matt Sparke. (2003). Neoliberal Geopolitics. *Antipode* 35(5), 886-897.

Take home essay #2

Final exam review sheet handout

Thursday June 5 9:30 - 11:18 am HC 0162

Take home essay # 2 due

Disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD292-0901; <http://www.ods.ohio-state.edu/>.

Life and Death Geographies: Global Population Dynamics

Geography 470

Derby Hall 1080

Tuesdays and Thursdays 5:30-7:18pm

Professor Thomas

1124 Derby Hall

614-247-8222

thomas.1672@osu.edu

Winter office hours: Tuesdays 2pm-3:30pm and by appointment

Objectives

- 1) To learn and be able to utilize the basic tools used by population geographers;
- 2) To gain an understanding of some of the major factors affecting population trends globally and in select locations;
- 3) To complicate assumptions about population explosion, fertility rates, and reproduction;
- 4) To gain a greater sensitivity to the various influences impacting fertility and women's reproduction and health in the US and globally;
- 5) To analyze mortality and morbidity, particularly AIDS, in different political, geographical, and economic contexts;
- 6) To appreciate and comprehend the political, economic, and social systems and interconnections affecting migration trends and the lives of migrants and refugees;
- 7) To address the issues affecting environmental degradation, food shortages, and poverty relating to population growth across scale and in third world mega-cities.

Plagiarism statement: DON'T DO IT. Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Readings: The readings listed on the syllabus are available as PDFs or as web files on our course web site via Carmen (<http://telr.osu.edu/carmen/>). You should also download the *2007 World Population Data Sheet* (also on Carmen) and print it – please bring it to every class.

Course requirements and Grades**Requirement % of final grade**

- | | |
|---------------------------------|----|
| 1. In-class writing assignments | 15 |
| 2. Exam 1 | 25 |
| 3. Paper | 30 |
| 4. Exam 2 | 30 |

1. In-class writing exercises. I will assign 10-15 minute writing exercises frequently in class (there will be between 4-6 exercises total). The purpose is to give you a chance to develop your ability to write a short essay effectively. The grade for the exercises will be based on the quality of your writing and arguments and your improvement over time. An average of all exercises will constitute 15% of your final grade, so try not to miss any classes or fall behind on your reading, or your average will fall. You may not make-up in class writing exercises if you are absent from class. (Your lowest score will be dropped before averaging.)
2. Exam 1. This exam will consist of 2-3 essay questions based on course materials and readings, discussions, and lectures; it will constitute 25% of your final grade for the course. In addition to being tested on the context of these materials, you should be ready to reflect on how they have informed, challenged, transformed, or enhanced your awareness about themes covered in class. The exam is on Thursday, January 31.
3. Paper. You are free to choose a topic for the research paper from the following: fertility, family planning, reproductive politics, HIV/AIDS, mortality, internal or international migration, or refugees. Your research topic must be applied to a country of your choosing, but not the United States. You must submit a research proposal and have your paper idea approved by the beginning of week six (February 5, 200 words, worth 5% of your paper's grade). The paper is due March 6, the last day of class. Undergraduates must write 8-10 pages and Masters students should write 15 pages. All papers should have 12 point font, 1 inch margins, double spacing, and be adequately cited. You are encouraged to supplement your text with tables, charts, or graphs. (I will discuss the papers in class in more detail.)
4. Exam 2. The second exam will be take home, and it is worth 30% of your grade. It must be **uploaded to Carmen** or **emailed to me** as an attachment by Tuesday, March 11, 5:30pm. No late exams will be accepted, no exceptions. You are welcome to send me your exam early.

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

Disabilities and accommodations

Every student on campus has a right to a classroom learning environment that is accessible to them. If you have a learning, visual, hearing, mobility, or other disability, please contact me immediately to arrange reasonable accommodations. The Office for Students with Disabilities is located at Murphy Hall A255, and their telephone is (310) 825-1501. Web: <http://www.saonet.ucla.edu/osd/>.

Class schedule and readings

Please note:

- Readings are to be completed before the class period for which they are assigned.
- You are expected to read and to be ready to discuss all readings, so plan wisely so that you may stay on schedule. If you fall behind, please see me immediately.

Week 1.

Thursday, January 3. Introduction to the course, world population change.

Print *2007 World Population Data Sheet* and bring to every class.

McFalls, Joseph (2007). Population: A lively introduction. *Population Bulletin* 62:1.

Week 2.

Tuesday, January 8. Population theories and policies.

Ashford, Lori (2001). New population policies: advancing women's health and rights. *Population Bulletin* 56:1.

Thursday, January 11. Population policies and reproductive choice.

Blanc, Ann (2001). The effect of power in sexual relationships on sexual and reproductive health: an examination of the evidence. *Studies in family planning* 32(3): 189-213.

Week 3.

Tuesday, January 15. China.

Lee, James and Wang Feng (1999). Malthusian models and Chinese realities: the Chinese demographic system 1700-2000. *Population and Development Review* 25(1): 33-65.

Hesketh, Therese, Li Lu, and Zhu Wei Xing (2005). The effect of China's one-child family policy after 25 years. *New England Journal of Medicine* 353 (11): 1171-1176.

Greenhalgh (1994). "Controlling births and bodies in village China." *American Ethnologist* 21(1): 3-30.

Thursday, January 17. India.

Donaldson, Peter (2002). The elimination of contraceptive acceptor targets and the evolution of population policy in India. *Population Studies* 56(1): 97-110.

Sen, Amartya (2001). Population and gender equity. *Journal of Public Health Policy* 22(2): 169-174 [reprinted from *The Nation*, 2000]

DeParle, Jason (2007). Jobs abroad support 'model' state in India. *New York Times*, September 7, 2007.

In class video excerpt: Q2P

Week 4.

Tuesday, January 22. India con't.

Dugger, Celia (2001). Three *New York Times* articles: 1. Modern Asia's anomaly; 2. Abortions in India; 3. A claim to help.

In class videos: The legacy of Malthus, and Something like a war

Thursday, January 24. The legacy of eugenics in the United States.

Roberts, Dorothy (1997). "From Norplant to the contraceptive vaccine: the new

frontier of population control" in *Killing the black body: race, reproduction and the meaning of liberty*. NY: Pantheon Books.

Week 5.

Tuesday, January 29. United States Census: changing American fertility.
Dye, Jane (2005). Fertility of American Women, June 2004. *Current Population Reports* P20-555. US Census Bureau.
Thornton, Russell (2001). "What the Census doesn't count." *New York Times*, March 23, 2001.

Thursday, January 31. **Exam 1 in class.**

Week 6.

Tuesday, February 5. Mortality and world trends in death.
PRB Policy Brief (2004). *Improving the health of the world's poorest people*.
Paper proposals due today

Thursday, February 7. The geography of infectious disease.
Kent, Mary and Sandra Yin (2006). Controlling infectious diseases. *Population Bulletin* 61:2.
In class video: Pandemic: Facing AIDS

Week 7.

Tuesday, February 12. Mortality: AIDS.
Caldwell. (2000) "Rethinking the African AIDS Epidemic." *Population and development review* 26(1): 117.
World Health Organization HIV/AIDS country information: choose one country and read its "profile" (also print it and bring to class for discussion). You might also want to look at the epidemiological fact sheet and health indicators for your chosen country.
<http://www.who.int/hiv/countries/en/index.html>

Thursday, February 14. International migration.
Martin, Philip and Jonas Widgren (2002). International migration: a global challenge. *Population Bulletin* 57:1.

Week 8.

Tuesday, February 19. World urbanization and mega-cities.
UNFPA (2007). Chapter 1: The promise of urban growth. *UNFPA State of World Population 2007: Unleashing the potential of urban growth*. (For a better view of the graphics, go to website listed on publication)
Satterthwaite, David (2003). The links between poverty and environment in urban areas of Africa, Asia, and Latin America. *Annals of the American Academy of Political and Social Science* 590: 73-92.

Thursday, February 21. Refugees.
United Nations High Commissioner for Refugees (UNHCR) (2006). Chapter 2: Safeguarding asylum, in *The state of the world's refugees 2006*.
www.unhcr.org

Week 9. (No office hours this week!)

Tuesday, February 26. Refugees con't.

United Nations High Commissioner for Refugees (UNHCR) (2006). Chapter 6:
Rethinking durable solutions, in *The state of the world's refugees 2006*.

www.unhcr.org

In class video: TBD

Thursday, February 28. No class: work on term papers!

Week 10.

Tuesday, March 4. Food security.

Rosegrant, Mark and Sarah Cline (2003). Global food security: challenges and
policies. *Science* 302: 1917-1919.

PRB Policy Briefs (2007). Malnutrition is still major contributor to child deaths.
Food and Agricultural Organization of the UN (2006). *The state of food
insecurity in the world 2006*.

Thursday, March 6. Environmental degradation and human population.

UNFPA (2007). Chapter 5: Urbanization and sustainability in the 21st century.
*UNFPA State of World Population 2007: Unleashing the potential of urban
growth*.

Claudia Deutsche (2007). Trying to connect the dinner plate to climate change.
New York Times, August 29, 2007.

Food and Agriculture Organization of the United Nations (2006). Livestock
impacts on the environment. *Agriculture Magazine* 21.

Research papers due. Take home exam distributed.

Geog 480: Map Reading and Interpretation

Autumn 2008
M, W 8:30 – 10:18, Derby 1116

Instructor:

Dr. Marie Cieri, Derby 1152 247-7371; cieri.1@osu.edu Office hours: M 10:30 – 12:30 (or by appt.)

Course Description

Maps and map-like objects have played an important role in societies across the globe for centuries. Now, with the increased capacity to explore, analyze and describe spatial data through digital technologies such as geographic information systems (GIS) and the Internet, maps have become ever more prominent features of our contemporary world. This course will introduce students to the many ways maps and the process of mapping have been and are now used by geographers and scores of other social actors – public administrators, planners, developers, marketers, the military, the news media, historians, scientists, financiers, politicians, agriculturalists, artists, the police, architects, environmentalists, tourism promoters, vacationers, realtors, you name it! We will learn how to read and interpret maps of many types, vintages and cultural origins, and one of the chief ways we will do this is by making maps of our own using tools that are readily available on the Internet. Pertinent topics such as data sources, generalization and map “infrastructure” (scale, projections, reference systems, accuracy) will be covered. No previous experience with map-making or GIS is required, and students from disciplines outside geography are welcome to enroll.

Course Prerequisites

No previous experience with map-making or GIS is required, though some familiarity with the Internet is important.

Readings

The required readings for this course will be available through Carmen, a reader that will be available at SBX later in the quarter, and from your instructor.

These readings and the extensive web-based notes and images are your primary sources for this course. Tests, exercises and projects are based on lecture material and assigned readings. Lectures do not follow the readings point by point -- there is a substantial amount of material presented in class that isn't in the readings. It is therefore very important not only to attend class but to arrive on time and stay for the entire class period.

Please bring readings to the class for which they are assigned, as we will be referring to them frequently. Due dates for required readings are noted on the course schedule.

Students also will be required to purchase a map for the course (instructions provided in class) which should cost around \$6.

Exercises

Six exercises will be assigned. Most of these will involve work on the Internet. Students having problems with access to the Internet should talk to the instructor as soon as possible. Completed exercises must be turned in on time (late work will be penalized 5% per day, including weekends). Exercises will be linked to the course schedule and exercise pages. Additional in-class exercises will occasionally be assigned.

Computer Skills

Students in Geography 280 will be expected to use a computer with Internet capabilities for accessing lecture outlines, exercises, and instructions for the final project. You should check OSU's website for information on other computer labs you can use if you don't have your own computer with web access. If you need any help with the computer skills needed for Geography 280, please ask me.

Evaluation

- 2 tests @ 100 pts. each = 200 pts.
- Final project = 200 pts.
- Exercises = 200 pts.
- Student reports = 50
- Participation = 100 pts.
- One unexcused absence allowed; after that, your final, total grade will be reduced by 3% for each absence unless you have a written medical excuse.
- Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D or E.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the Committee (Faculty Rule 3335-5-847). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

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Other Policies

- No make-up exams will be given (except with a written medical excuse, at the discretion of the instructor).

Course Schedule (Note: subject to change; changes will be announced in class and on the online class page/course schedule):

Readings should be completed by the class period for which they are listed.

Lecture outlines, can be accessed through the online schedule. Your instructor usually will post updated lectures just prior to the pertinent class period.

Note on the lecture outlines and exams: students who take notes along with the lectures and refer to them while reviewing the lecture outline materials do the best on exams. The lecture outlines are not a substitute for attending class or taking notes.

Wed. Sept. 19: Introduction to the Course

Mon. Sept. 24: Maps and Human Understanding + Mental Maps Readings Due: *National Geographic* article "Revolutions in Mapping" and *NY Times* article "Submarine Crash Reveals Gap in Navy Map System."

Wed. Sept. 26: Cartographic Maps Readings Due: Krygier and Wood, *Making Maps*, pp. 26-33 of "Why Are You Making Your Map?"; and pp. 70-83, "Map-Making Tools." **Due:** Exercise 1: Mental Mapping

Mon. Oct. 1: Finding "Real" Maps -- **Meet in the Map Library at 8:45 a.m.** Reading Due: Wood, "Maps Work by Serving Interests."

The Map Library is located in Ackerman Library, 610 Ackerman Rd. on the West Campus. OSU Map Librarian Steve Rogers will provide an orientation to the university's map collections, and we'll do some exploring on our own as well. You should also take this opportunity to work on Exercise 2 in the library.

Wed. Oct. 3: A Cultural History of Maps Readings Due: Godlewska, "The Idea of the Map" and Monmonier, "Going Native."

Mon. Oct. 8: Computers and Mapping

Reading Due: Dorling and Fairbairn, "Geographical Information Systems" **Due:** Exercise 2: Finding "Real" Maps

Wed. Oct. 10: The Environment to be Mapped and Review for Test I

Mon. Oct. 15: **Test 1** and Geographic Data

Wed. Oct. 17: Geographic Data Reading due: Krygier and Wood, "Mappable Data" **Due:** Exercise 3: TBA

Mon. Oct. 22: Geographic Data (cont.) + Map Abstraction Reading due: Krygier and Wood, "Map Generalization and Classification"

Wed. Oct. 24: Map Abstraction (cont.) Reading Due: Krygier and Wood, "Map Symbolization" **Due:** Exercise 4: TBA

Mon. Oct. 29: **No class** (I'll be on my way back from a symposium about mapping, in Los Angeles).

Wed. Oct. 31: Map Reference Systems Readings due: Krygier and Wood, "Geographic Framework" and Paumgarten, "Getting There."

Due: Exercise 5: TBA

Mon. Nov. 5: Map Projections

Readings due: Krygier and Wood, pp. 91-109 of "Geographic Framework"

Wed. Nov. 7: Map Projections (cont.) + Review for Test 2

Due: Exercise 6: Map Projections

Mon. Nov. 12: **No class** – Veterans Day

Wed. Nov. 14: **Test 2** + Focus on Maps in Society 1

Mon. Nov. 19: Focus on Maps in Society 2 Readings Due: Monmonier, "Census Maps"

Students report on individual readings and/or on mapmaking assignments

Wed. Nov. 21: Focus on Maps in Society 3 Students continue to report on individual readings and/or mapmaking assignments.

Mon. Nov. 26: Focus on Maps in Society 3 + discussion of progress on Final Projects

Students show final project works-in-progress

Wed. Nov. 28: Focus on Maps in Society 4 + Course Conclusions Students continue to show final project works-in-progress

Final Project Due: Mon., Dec. 3, by 5 p.m.

Please leave your final project in my mailbox in Derby 1036

GEOGRAPHY 490
Biogeography: An Introduction to Life on Earth
Autumn 2007

This course will present an **integrated** study of past, present and likely future distribution of Earth's biological diversity. The distribution of flora and fauna through space and time at multiple spatial and temporal scales will be discussed. We will be concerned with identifying how abiotic factors such as soils, climate and topography affect the geographic and spatial distribution of individuals, species, ecosystems and biomes. Additionally, we will discuss how biotic and historical factors have influenced the past and present distribution of organisms. We will also focus on how human modification of the Earth Atmosphere System (EAS) has impacted Earth's biota and what approaches are being taken to aid in understanding and conserving endangered and threatened species and biodiversity.

Time: Mon/Weds. 12:30 — 2:18 pm

Location: Derby Hall (DB) 0155D

Instructor: Dr. David Porinchu

Office: 1128 Derby Hall

Phone: 247-2614

Email: porinchu.1@osu.edu

Office Hours: Monday and Wednesday, 3:30 – 5:00 p.m.

Course Format/Structure:

This will primarily be a lecture-based course. However, a significant component of the class will involve group discussions. These discussions will require active student involvement. Additionally, in-class assignments and labs will provide students with hands-on experience. The lab exercise, i.e. *Paleoenvironmental Lab*, will cover topics and methods that supplement the lecture material. Students will be expected to complete a term paper focusing on a biogeographic topic to be determined in consultation with the instructor. Guidelines for writing term papers will be made available early in the quarter. Students will also make a short presentation on a biome of their choice. Students are strongly encouraged to attend all lectures and obtain notes for those lectures that they may have missed. A make-up exam is possible in the event of a documented emergency or through **prior** consent of the instructor.

Disability Statement

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examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp) .

Reading Materials:

The primary source of material for this course will be the following textbook:
MacDonald, G. M (2003). *Biogeography: Time, Space and Life*. Wiley, New York.
518 pp.

Additional readings will be assigned on a weekly basis. An abbreviated list of these readings can be found following the lecture-reading outline.

Evaluation:

Biome presentation and write-up 10 %
Mid-term exam 20 %
Term paper 30 %
Term paper presentation 5 %
IUCN Report 10 %
Participation 5 %
Reading responses 20 %

Course Lecture-Reading Outline
(subject to change)

Week 1

Introduction: review of hierarchies (taxonomic, ecologic and trophic), and physical geography basics (global climate, microclimate and soils). Additional topics include introduction to gradients of diversity and how many species exist. [Chapters 1,2; Diamond, 1987; May, 1988]

Week 2

Discussion of how abiotic factors such as light, temperature and moisture control the distribution of biota. Environmental gradients and the concept of species' niches will also be introduced. Additional topics include discussion of other physical factors and the interaction of abiotic factors on geographical distributions. [Chapter 3; Jansen, 1967; Stevens, 1992; Gaston et al., 1998]

Week 3

Discussion of how biotic factors such as predation, competition and symbiosis affect species interactions and community composition. The combined effects of biotic and abiotic factors on biodiversity will be discussed. Additional topics include discussion of ecosystems and biodiversity and biotic assemblages on a global scale. [Chapter 4; Savidge, 1987, Roemer et al., 2002; Hierro et al., 2005]

Week 4

Presentation and student-led discussion of community formations and biomes [Chapter 6; plus additional readings].

Week 5

Discussion of major forms of disturbance, including fire, flooding and wind. Additional physical disturbances such as avalanches, volcanic eruptions and pathogens will also be reviewed. [Chapter 5; Swetnam, 1993; Wootton, 1998].

Week 6

Discussion of life and the geologic timescale, plate tectonics and Quaternary climate change.

Additional topics will include climatic relicts, early spread of mammals, the Cretaceous extinction event and the rise of flowering plants. [Chapter 7; Erwin, 2001; Steadman and Martin, 2003]

Week 7

Discussion of dispersal, colonization and invasion and the role of geography in evolutionary processes. Additional topics include Darwin's theory of evolution through natural selection, Darwin's finches, controversies associated with evolutionary theory, evolution and human race(s) and Social Darwinism. [Chapters 8, 9; Gould and Eldredge, 1993; Grant and Grant, 2003]

Week 8

The role of humans as a factor in evolution and extinction. Specific reference will be made to: animal and plant domestication, the spread of agriculture and pre-historic and historic extinctions. Additional topics will include the role of humans in mega-faunal extinctions and the environmental impact of early human cultures. [Chapters 11, 12; Martin, 1973; Barnosky et al., 2004; Pennisi, 2004]

Week 9

Discussion of the relationship between geography, biodiversity and conservation. Further discussion will focus on understanding how a geographical perspective can inform strategies for species conservation and biodiversity conservation. Additional topics include Island Biogeography, the biogeographical consequences of global climate change, design of nature reserves, habitat restoration and conservation and biodiversity hotspots. [Chapters 14, 15; Diamond, 1975; Soule, 1985; Meadows, 2001; Myers, 2003]

Week 10

Students will present their term paper topics and lead discussion.

Additional Readings

- Barnosky, A. D., Koch, P. L., Feranec, R. S., Wing, S. L. and Shabel, A. B. 2004. Assessing the causes of Late Pleistocene extinctions on the continents. *Science* 306: 70-75.
- Cooney, R. 2004. Better safe than sorry? The precautionary principle and biodiversity Conservation. *Oryx* 38: 357-358.
- Cox, C. B. and Moore, P. M. 2000. Biogeography: An ecological and evolutionary approach. Blackwell: London, UK. 298 pp.
- Diamond, J. M. 1975. The island dilemma: Lessons of modern biogeographic studies for the design of natural reserves. *Biological Conservation* 7: 129-146.
- Diamond, J. D. 1987. Extant unless proven extinct? Or, Extinct unless proven extant? *Conservation Biology* 1: 77-79.
- Erwin, D. H. 2001. Lessons from the past: Biotic recoveries from mass extinctions. *Proceedings of the National Academy of Sciences* 98: 5399-5403.
- Gaston, K. J., Blackburn, T. M. and Spicer, J. I. 1998. Rapoport's rule: time for an epitaph? *Trends in Ecology and Evolution* 13: 70-74.
- Gould, S. J. and Eldredge, N. 1993. Punctuated equilibrium comes of age. *Nature* 366: 223-227.
- Grant, B. R. and Grant, P. R. 2003. What Darwin's finches can teach us about the evolutionary origin and regulation of biodiversity. *Bioscience* 53: 965-975.
- Hierro, J. L., Maron, J. L. and Callaway, R. M. 2005. A biogeographical approach to plant invasions: the importance of studying exotics in their introduced and native range. *Journal of Ecology* 93: 5-15.
- Jansen, D. H. 1967. Why mountain passes are higher in the tropics. *The American Naturalist* 101: 233-249.
- Kingsland, S. 2002. Creating a science of nature reserve design: Perspectives from

- history. *Environmental Modeling and Assessment* 7: 61–69.
- Lack, D. 1947. *Darwin's Finches*. Cambridge University Press: Cambridge, MA. 264 pp.
- MacArthur, R. H. 1972. *Geographical Ecology: Patterns in the Distribution of Species*. Harper and Row: New York. 288 pp.
- Martin, P. S. 1973. The discovery of America. *Science* 179: 969-974.
- May, R. M. 1988. How many species are there on Earth? *Science* 358: 278-279.
- Meadows, M. 2001. Biogeography: does theory meet practice? *Progress in Physical Geography* 25: 134–142.
- Miller, J. and Hobbs, R. 2003. Conservation where people live and work. *Conservation Biology* 16: 330-337.
- Mittermeier, R. A., Mittermeier, C. G., Brooks, T.M., Pilgrim, J.D., Konstant, W.R., da Fonseca, G. A. B. and Kormos, C. 2003. Wilderness and biodiversity conservation. *Proceedings of the National Academy of Sciences* 100: 10309- 10313.
- Myers, N. 1990. The biodiversity challenge: expanded hot-spot analysis. *Environmentalist* 10: 243-256.
- Myers, N. 2003. Biodiversity hot spots revisited. *Bioscience* 53: 916-917.
- Nelson, G. J. 1969. The problem of historical biogeography. *Systematic Zoology* 18: 243-246.
- Pennisi, E. 2004. Ice ages may explain ancient bison's boom-bust history. *Science* 306: 1454.
- Roemer G. W., Donlan C. J. and Courchamp, F. 2002. Golden eagles, feral pigs, and insular carnivores: How exotic species turn native predators into prey. *Proceedings of the National Academy of Sciences* 99: 791-796.
- Savidge, J. A. 1987. Extinction of an island forest avifauna by an introduced snake. *Ecology* 68: 660-668.
- Simberloff, D. S. and Abele, L. G. 1982. Refuge design and island biogeographic theory: effects of fragmentation. *American Naturalist* 120: 41-50.
- Simpson, G. G. 1940. *Mammals and Land Bridges*. Publication No. 30, National Academy of Sciences: Washington, D.C. pp. 137-63.
- Soule, M. E. 1985. What is conservation biology? *Bioscience* 35: 727-734.
- Steadman, D. W. and Martin, P. S. 2003. The late Quaternary extinction and future resurrection of birds on Pacific islands. *Earth-Science Reviews* 61: 133-147.
- Swetnam, T. W. 1993. Fire history and climate-change in giant sequoia groves. *Science* 262: 885-889.
- von Humboldt, A. 1805. Essay on the geography of plants. Society for the Bibliography of Natural History, Sherborn Fund Facsimilies No.1.
- Wallace, A. 1876. "Summary of the distribution, and lines of migration, of the several classes of animals" in, *The Geographical Distribution of Animals*. 2 vols. MacMillan: London.
- Wallace, A. 1880. *Island Life: Or, the Phenomena and Causes of Insular Faunas and Floras*. Macmillan: London, UK. 522 pp.
- Wootton, J. T. 1998. Effects of disturbance on species diversity: a multi-trophic perspective. *American Naturalist* 152:803-825.

GEOGRAPHY 505

Geography of Latin America

Instructor

Dr. Kendra McSweeney
DB1164, mcsweeney.14@osu.edu

Prerequisites: None.

Overview of the Course

Latin America is a spectacularly diverse and dynamic region—culturally, historically, politically, and geographically. The region is also fundamentally interconnected with our own: through flows of commodities, money, natural resources, people, political thought, and culture. Despite these profound interdependencies, Latin America is greatly misunderstood by many North Americans.

The course is designed to systematically introduce undergraduates to the lands and peoples of this region. As with any geography course with a regional focus, our emphasis is on understanding the historical processes through which places and regions are produced through their own characteristics and simultaneously through their interactions with other places at multiple scales. We use maps as well as other tools to understand these patterns and processes.

We will approach this task thematically, by looking in turn at biophysical systems, human modification of the landscape through time, and a series of contemporary environmental and development issues as they are manifest in particular rural or urban landscapes. These issues include: population dynamics (including international migration), agricultural change, urbanization, globalization, and immigration.

Anticipated Interest in Course

This is a mid-level undergraduate course targeting students interested in learning in-depth about Latin America. There are no pre-requisites for this course, and it requires no prior knowledge of the Spanish language. The course should be particularly attractive to:

- students who have taken Geography 200, *World Regional Geography*, who would like more thematic and geographic focus on Latin America specifically;
- students planning to take Geography 605, “Change and Challenge in Latin America” which focuses in-depth on the historical and geographical dimensions of environmental change and economic development in tropical Latin America;
- students from across the Humanities and Social Sciences, but particularly Latin American Studies majors, Spanish and Portuguese majors, and International Studies students;
- for students interested in Latino studies, and the origins and dynamics of Latin American migration to the U.S.;
- for students from across the University interested in travel to the region or who are involved in study abroad programs to Latin American countries.

Objectives:

After taking this course, students should:

- Be familiar with the fundamentals of a geographic perspective for understanding Latin American landscapes, including an appreciation of the concepts of human-environment relations, spatial interaction and interdependencies, scale, place, space, and region;
- Know the basic geographic features of the Latin American region (including Mexico, Central and South America, and major Caribbean islands such as Cuba and Hispaniola), including major landforms, political divisions, biogeographic provinces, etc.;
- Hold an appreciation for the diversity of Latin American landscapes and cultures, and an ability to articulate alternatives to common stereotypes about the region;
- Understand the key historical roots of modern social and economic conditions, and in particular why Latin America is a major 'sending region' of immigrants to the U.S.;
- Have the ability to critically assess the interdependencies between Latin America and North America, particularly in terms of the everyday exchanges of people, consumption of food and resources, policy decisions, etc.;
- Have honed their research, writing, oral communication, and critical thinking skills.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the Committee (Faculty Rule 3335-5-847). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD292-0901; <http://www.ods.ohio-state.edu/>.

Course Format

The course will meet twice a week, and will comprise a combination of lecture, guest speakers, audiovisual, and group work/presentation (through analysis of articles read in-class and at home).

Required Texts:

Readings from the text are designed to give a generic overview of a given topic; specific issues are then explored in more detail, and from the perspective of Latin American peoples themselves, in an additional book and course pack readings.

1. Kent, Robert B. 2006. *Latin America: Regions and People*. New York: Guilford Press.
2. Nazario, Sonia. 2007. *Enrique's Journey*. New York: Random House (paperback). \$14.95 (new); \$11.20 (used); at Amazon.com used and new from \$3.25.
3. Customized coursepack: *Latin America Reader*

Evaluation

Success in the course requires keeping up with the readings and contributing to class discussion (there will be approximately two chapters and one additional reading per week; note that chapters from the text will be read out of order). Both will inform six written responses to weekly readings (due in the second class of the week; students may choose which 6 of the 10 weeks to send in their responses, based on their own knowledge and interests). Two map quizzes will ensure that students are clear on relative locations within the region. Students will also write two news analyses, in which they will evaluate a substantive and recent print news story related to Latin America and assess its content for bias and completeness in light of issues discussed in class (the second will be presented to the class). There will be one final exam, which will cover content from the whole quarter.

Class attendance, participation	20%
Weekly responses to readings(6 @ 5% each)	30%
Map Quizzes (2 @ 5% each)	10%
News analyses (2 @ 10% each; one to be presented)	20%
Final Exam	20%

Tentative Course Organization

Week 1:	Defining "Latin America"; introduction to the geographer's perspective
Week 2:	Physical geography <ol style="list-style-type: none"> a) linking topography and resource distribution; b) linking climate and development: hurricanes and El Niño
Week 3:	PreColumbian lifeways and the Conquest <ol style="list-style-type: none"> a) Before 1492 b) The dynamics of early colonization
Week 4:	Columbian Exchange and contemporary indigenist politics <ol style="list-style-type: none"> a) how Latin America changed the 'Old World' b) historical antecedents of contemporary indigenous politics
Week 5:	Rich lands, poor people? Latin America in the global economy
Week 6:	Latin America in the global economy II: Beyond coffee, cocaine, and crude
Week 7:	Population I: Race and Ethnicity

- Week 8: Population II: Urbanization
Week 9: Population III: Migration
a) Domestic and inter-regional migration
b) The Latin American diaspora
Week 10: Student presentations and course wrap-up

Readings

- Week 1: Kent, Chapters 1 & 2: "Introduction" and "Latin America as a Culture Region"
- Week 2: Kent, Chapter 3, "The Environment"
- McCann, J. W. (1999). Before 1492: The making of the Pre-Columbian landscape, Part I: the environment. *Ecological Restoration*, 17(1), 15-31.
- Week 3: Mann, C. (2002). 1491. *The Atlantic Monthly*, 289(3), 41-53.
- Week 4: Kent, Chapter 12, "Land and People Since the Conquest"
- McNeill. W. H. 1992. American food crops in the Old World. Pp. 42-59 in H. J. Viola and C. Margolis, eds. *Seeds of Change: A Quincentennial Commemoration*. Washington: Smithsonian Institution Press.
- M. Kearney and S. Varese. 2008. "Indigenous Peoples: Changing Identities and Forms of Resistance" Pp. 196-224 in *Capital, Power, and Inequality in Latin America and the Caribbean*, R. L. Harris and J. Nef, eds. Lanham: Rowman and Littlefield.
- Week 5: Kent, Chapter 18, "Latin America in the Global Economy"
- Chapter 4, "Banana" in Tucker, R. P. (2000). *Insatiable Appetites: the United States and the Ecological Degradation of the Tropical World*. Berkeley: University of California Press.
- Lee, Rensselaer. 2004. Perversely harmful effects of counter narcotics policy in the Andes. Pp. 188-210 in M. Vellinga, ed., *The Political Economy of the Drug Industry: Latin America and the International System*. Gainesville: University Press of Florida.
- Week 6: Kent, Chapter 18, "Latin American Development in Perspective"
- Perkins, J. 2004. Preface, Prologue, and Ch. 26 in *Confessions of an Economic Hit Man*. New York: Plume.

Harris, R.L. Dependency, underdevelopment, and neoliberalism Pp. 49-95
in *Capital, Power, and Inequality in Latin America and the Caribbean*, R.
L. Harris and J. Nef, eds. Lanham: Rowman and Littlefield.

Week 7: Kent, Chapter 9, "Migration, Population Change, and Race"

Week 8: Kent, Chapter 7, "Early Cities and Urban Development"

Kent, Chapter 14, "Contemporary Cities and Urban Patterns"

Enrique's Journey: Prologue-Chapter 5

Week 9: Kent, Chapter 20, "The Latin American Diaspora"

Enrique's Journey: Chapter 6-Epilogue

Week 10: No readings

GEOG 510: Geography of the European Union

Spring 2005

Dr. Darla Munroe

Jennings Hall 0210

MW 10:30 am – 12:18 pm

Office: 1123 Derby Hall

Office Hours: MW 9-10:30 am, or by appt

Phone: (614) 247-8382

Email: munroe.9@osu.edu

Required Texts

- Jordan-Bychkov, T.G. and B. Bychkova Jordan. 2002. The European Culture Area: A Systematic Geography.
- Global Studies: Europe, 8th Edition. 2005. McGraw Hill.
- Kapit, W. 2003. The Geography Coloring Book. Third Edition. Prentice Hall.

Course Description

What is Europe? Europe is often thought to be the well from which modern, progressive, scientific and democratic ideas have sprung. It was also the staging ground for colonialism, fascism and totalitarianism, arguably the bloodiest wars of the 20th century, and the Holocaust. We engage with the notion of “Europe” as a **culture area** that is fluid, contradictory, and made up of contested spaces. Recent changes and developments in the European Union provide a new dimension to some historic territorialities. Making use of the tools and techniques of *geographic inquiry*, we will delve into these issues, to provide a holistic understanding of contemporary Europe. Moreover, comparative area studies are an exciting and fruitful way for students to discover more about their own country and culture.

Because this is a geography course, we will often refer to and work with maps, and students will be tested on this material. No formal knowledge of Europe is required, but any prior experience in European studies is useful. In addition to exploring many key themes in contemporary Europe, students are also expected to hone in on a particular country or region that they would like to study, that will be the focus of a quarter-long journaling assignment.

Policies

Attendance: Attendance is required, and will be taken each class period. Students are allowed one unexcused absence. More than one unexcused absence results in a discussion grade of 0.

Late Papers/Exams: Assignments are due on the dates indicated on the syllabus. Students who miss class due to serious illness or other extreme circumstances must

submit documentation to me within one week of the absence in order to turn in any work missed.

Course Evaluation

4 Maps	5% each or 20%
Initial Country Essay	10%
Final Country Journal Essay	10%
Country Journal Entries	4% each or 20%
Class Discussion	15%
Final Exam	25%

Academic Misconduct

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Schedule

Week	Date	Day	Topic	Readings	Due
1	3/28 3/30	M W	Europe as a Culture Area	Ch 1, A 2	
2	4/4 4/6	M W	AAG No class	GS 13-56	
3	4/11 4/13	M W	The Physical Context	Ch 2	Country Essay Map 1
4	4/18 4/20	M W	Demographics	Ch 6	CJ Map 2
5	4/25 4/27	M W	Economics	Ch 9-10, A 7	CJ
6	5/2 5/4	M W	The Political Landscape	Ch 7, A 6,12	CJ Map 3
7	5/9 5/11	M W	European Regions	Ch 12, A 1,3	CJ
8	5/16 5/18	M W	Agriculture	Ch 11, A 10	CJ Map 4
9	5/23 5/25	M W	Cities	Ch 8, Graham*	CJ Peer Review
10	5/30 6/1	M W	Memorial Day, No Class Review		Country Journal Summary
	6/6	M	Final Exam 9:30-11:18		

* The Graham reading will be distributed the week prior.

Disability services

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GEOGRAPHY 600: GEOGRAPHIC INQUIRY

Affiliated faculty: Kevin Cox, Mathew Coleman, Becky Mansfield

Office:

Office Hours: _____ and/or by appointment

Email: INSTRUCTOR.NUMBER@osu.edu

Office Tel:

Course Rationale

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

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

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

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

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

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

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

Course website

The course syllabus, announcements, readings, lecture notes, exam review guides and other useful resources will be available at www.carmen.osu.edu. *Log in using your OSU Internet User Name and Password and then select Geography 465 from the list of courses for which you are currently enrolled.* It is recommended that you *regularly* check the web site for updates and news.

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

Course time and location

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

Grading scale A 93-100; A- 90-92.9; B+ 87-89.9; B 83-86.9; B- 80-82.9; C+ 77-79.9; C 73-76.9; C-70-72.9; D+ 67-69.9; D 60-66.9; E 0-59.9

Course grade

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

Academic integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee

on Academic Misconduct (COAM) expects that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If the instructor suspects that a student has committed academic misconduct in this course, she/he is obligated by University Rules to report her/his suspicions to the COAM. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Weekly lectures/seminars

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

Week 1 seminar:

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

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

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

Week 2 lecture: An Early Path Abandoned: Classical Geopolitics

Week 2 seminar:

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

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

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

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

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

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

Week 3 seminar:

- J M Houston (1959) "Land Use and Society in the Plain of Valencia." In R Miller and J W Watson (eds.), *Geographical Essays in Honor of Alan G Ogilvie*. London: Thomas Nelson.
- J E Spencer and R J Horvath (1963) "How Does an Agricultural Region Originate?" *Annals of the Association of American Geographers* 53:1, pp. 74-92.
- D W Meinig (1965) "The Mormon Culture Region: Strategies and Patterns in the Geography of the American West, 1847-1964." *Annals of the Association of American Geographers* 55:2, pp. 191-220.

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

Week 4 seminar:

- C Sauer (1952), *Agricultural Origins and Dispersals* (New York: American Geographical Society).
- T Hagerstrand (1952) *The Propagation of Innovation Waves*. Lund Studies in Geography Series B, No.4.
- L Knopp and M Brown (2004) "Queer Diffusions." *Society and Space* 21:4, pp. 409-24.
- G F Pyle (1969) "The Diffusion of Cholera in the United States in the Nineteenth Century." *Geographical Analysis*, Vol.1.

Week 5 lecture: The Spatial-Quantitative Revolution

Week 5 seminar:

- E Griffin (1978) "Testing the Von Thunen Theory in Uruguay." Chapter 16 in J Blunden et al. (eds.), *Fundamentals of Human Geography: A Reader*. New York: Harper and Row.
- E Ullman (1978) "The Role of Transportation and the Basis of Interaction." Chapter 23 in J Blunden et al. (eds.), *Fundamentals of Human Geography: A Reader*. New York: Harper and Row.
- K R Cox (1972) "The Structure of Communication Networks." Chapter 8 in *Man, Location and Behavior*. New York: Wiley.

Week 6 lecture: Social Relevance and the Question of Power

Week 6 seminar:

- D Harvey (1978) "The Redistribution of Real Income in an Urban System." Chapter 30 in J Blunden et al. (eds.), *Fundamentals of Human Geography: A Reader*. New York: Harper and Row.
- D M Smith (1978) "Human Geography: A Welfare Approach." Chapter 28 in *Man, Location and Behavior*. New York: Wiley.
- E Wolpert and J Wolpert (1974) "From Asylum to Ghetto." *Antipode* 6:3, pp. 63-76.
- D Harvey (1975) "The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory." *Antipode* 7:2, pp. 9-21.
- D Massey (1984) *Spatial Divisions of Labor: Social Structures and the Geography of Production*. New York: Routledge.

Week 7 lecture: Humanistic Geography

Week 7 seminar:

- C L Salter and W J Lloyd (1977) Landscape in Literature. Association of American Geographers Resource Paper for College Geography No. 76-3, pp.1-23.
- D Lowenthal (1961) "Geography, Experience, and Imagination: Towards a Geographical Epistemology." Annals of the Association of American Geographers 51:3, pp. 241-260.
- L Guelke (1974) "An Idealist Alternative in Human Geography." Annals of the Association of American Geographers 64:2, pp. 193-202.
- C Harris (1978) "The Historical Mind and the Practice of Geography." Chapter 8 in D Ley and M Samuels (eds.) Humanistic Geography. Chicago: Maaroufa.
- "Peopling' Human Geography and the Development of Humanistic Approaches." Chapter 3 in P Cloke, C Philo and D Sadler, Approaching Human Geography. New York: Guilford Press.

Week 8 lecture: Political Ecology

Week 8 seminar:

- M Watts (1983) "Hazards and Crises; A Political Economy of Drought and Famine in Northern Nigeria." Antipode 15:1.
- P Robbins (2004) "What is Political Ecology?" Chapter 1 in Political Ecology. Oxford: Blackwell.
- S B Hecht (2004) "Invisible Forests: the Political Ecology of Forest Resurgence in El Salvador." Chapter 3 in R Peet and M Watts (eds.) Liberation Ecologies. New York: Routledge.
- N L Peluso and P Vandergeest (2008) "Genealogies of the Political Forest and Customary Rights in Indonesia, Malaysia, and Thailand." The Journal of Asian Studies, 60: 3, pp. 761-812.

Week 9 lecture: Feminist Geographies

Week 9 seminar:

- G Rose (1993) Feminism and Geography: the Limits of Geographical Knowledge. Minneapolis: University of Minnesota Press.
- M. Domosh and J. Seager (2001) Putting Women in Place: Feminist Geographers Make Sense of the World. New York: Guilford.
- R Nagar (2006) Playing with Fire: Feminist Thought and Activism Through Seven Lives in India. Minneapolis: University of Minnesota Press.

Week 10 lecture: The 'Posts' and Human Geography

Week 10 seminar:

- "The Differences of Postmodern Human Geography." Chapter 6 in P Cloke, C Philo and D Sadler, Approaching Human Geography. New York: Guilford Press.
- M A Doel (1999) Poststructuralist Geographies: the Diabolical Art of Spatial Science. Edinburgh: Edinburgh University Press.

Geography 605

New Worlds of Latin America

Instructor: Dr. Kendra McSweeney
Office: 1164 Derby Hall
E-mail: mcsweeney.14@osu.edu
Phone: 247-6400
Office hours: Th 1:00-3:00, or by appointment

Class: MW, 3:00-4:48, Derby Hall 1116

Call No.: 10112-0 L, 5 credits

Overview

Why does Latin America have the world's greatest disparity between rich and poor? Why are Latin America's tropical forests—among the world's most biodiverse—disappearing in some places and regrowing in others? Why has urbanization occurred at such a dramatic pace? Why does violence so often flare up in the Latin American countryside? What motivates the millions of Latin Americans who head for the U.S. every year? How are our lives connected to theirs, and how do our actions influence their well-being? The purpose of this course is to address these questions, and to use geographers' integrative perspective to understand why these processes are deeply interrelated, and how they shape the social, environmental and political character of landscapes across Latin America. With an emphasis on case studies and personal narratives from the tropical regions of Central and South America, we will explore ongoing debates about the best paths to socially equitable and environmentally sustainable development in Latin America. Emphasis will be placed on the contributions that geographers have made to these issues.

There are no prerequisites for this course, and no prior knowledge of Latin America is expected.

Course Format

This course meets twice a week, and will be run as a seminar, combining brief lectures with student-led group discussion. Critical and interesting class discussion requires that you come to class with the readings completed. Readings are diverse, and combine theory, case studies, and personal narratives in order to provide both a general understanding of the issues and a sense of how they play out in particular places in particular ways. To help you stay on top of the readings and to structure discussion, all students will send *brief* but substantive questions/comments on the readings by noon on the day of each class (each Monday and Wednesday). There are two ways you can do this: either upload a file of your comments to the appropriate folder in the Carmen course dropbox (preferred), or send me your comments in the body of an email.

Disability Statement

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Required Readings

There are three required texts.

One is a course pack, produced by Zip Publishing, in which the bulk of readings are compiled:

- 1) **Geography 605 Reader**. \$67.95, available at SBX Bookstore. (Questions or other purchase options? Contact Zip Publishing at: info@zippublishing.com, www.zippublishing.com).

One backup copy of the reader is available on 3-hour reserve in Sullivant Library for emergency use only. Please bring the coursepack to ALL class meetings, as we will refer to readings and figures frequently.

The other two required texts, available at OSU Barnes & Nobles/Long's Bookstore on High St., is:

- 2) Benjamin, Medea, ed. 1987. **Don't Be Afraid, Gringo: A Honduran Woman Speaks from the Heart** (*The Story of Elvia Alvarado*). New York: Harper and Row (paperback). \$12.95 (new); \$9.70 (used). Also available from Amazon.com (any edition is fine), used and new from \$1.00.
- 3) Nazario, Sonia. 2007. **Enrique's Journey**. New York: Random House (paperback). \$14.95 (new); \$11.20 (used); at Amazon.com used and new from \$3.25.

Evaluation

Success in the course rests more than anything on keeping up with readings and contributing to class discussion, which means that evaluation is spread fairly evenly over the quarter. Every student will help to lead one class discussion (see attached guidelines). There will be one in-class exam (Monday, **March 3**) that will encourage you to review and synthesize materials read and discussed in class. A project is due at the end of the quarter (proposal, worth 5%, is due Feb. 11). The project requires conducting primary research; specific topics will depend on the level of the student and be developed in consultation with the instructor to clearly reflect course themes. Students will present their projects in Week 10. Class attendance, participation, and written responses to readings account for 40% of the final grade.

Class attendance, participation, and written contributions 40%

Map Quiz 5%

Class leadership (graded as a group) 10%

In-class exam (March 3) 20%

Project proposal 5%

Project report (max 10 pages) + presentation 20%

Policies

All assigned work is due by 5 pm on the due date in the Geography Main Office. Late work will lose two (2) percentage points per day. In-class evaluation cannot be made up without special advance notice and at the discretion of the instructor.

Any academic misconduct, such as plagiarizing, will be reported to OSU's Committee on Academic Misconduct.

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307, 150 Pomerene Hall.

GRADING options for course: A,A-,B+,B,B-,C+,C,C-,D+,D, OR E. Students will be evaluated based on their academic level.

Course Schedule (*Subject to Change*)

EVALUATION Schedule

W1	Jan. 4	Course introduction.	
		I Picturing the Latin American Tropics	
W2	Jan. 7	Looking at Latin American landscapes	
	Jan. 9	Picturing the tropics: Peoples	
W3	Jan. 14	The Columbian Exchange	
	Jan. 16	Picturing the Tropics I: "Nature" [Conservation]	
W4	Jan. 21	<i>No class; MLK holiday</i>	
	Jan. 23	Picturing the Tropics II: The Pristine Myth [Native Peoples]	
		II Hunger & Plenty: Commodifying Latin America's Tropics	
W5	Jan. 28	Oligarchs & Multinationals: Latin America's Globalized Agriculture	Begin to meet for project
	Jan. 30	Tackling land inequality: Agrarian reforms	
W6	Feb. 4	Tackling land inequality: Revolution	
	Feb. 6	'Adapting' to poverty	
W7	Feb. 11	Women, Non-traditional agricultural exports, and <i>Maquiladoras</i>	Project proposal due
	Feb. 13	Cocaine: another NTAE	
W8	Feb. 18	Is Fair Trade the answer?	
		III On the Move: Latin American Migrations	
	Feb. 20	Rural-urban migration & Making a living in the city	Project updates in-class
W9	Feb. 25	International migration I: Getting There	
	Feb. 27	International migration II: Being Here	
		IV Exam, Presentations and Wrap-Up	
W10	Mar. 3	In-class exam	Exam
	Mar. 5	Project presentations and class summary	Presentations

Mar. 11	Project due for graduating seniors (Tuesday) Grades posted for graduating seniors	3/11: PROJECT DUE (Graduating Seniors)
Mar. 13		
Mar. 14	Project due for all others (Friday) Grades posted for all others	3/14: PROJECT DUE (all others)
Mar. 17		

SCHEDULE OF READINGS

PLEASE READ IN THE ORDER LISTED

Note: "Elvia" Denotes readings from story of Elvia Alvarado, "Don't Be Afraid Gringo"

"Enrique" Denotes readings from "Enrique's Journey"

These books are not in the course pack.

WEEK 1

FRIDAY Jan 4 Course Introduction

In-class reference:

- UN News Service. 2004. Latin America can feed three times its population, yet millions go hungry. *UN News Center On-line*. 24 November.
- Martinez, Nidia. 2007. Latin America Rising: Democracy rising/8 hotspots of progress. *Yes! Magazine* Summer: 18-22.
- Ballvé, Marcelo. 2005. A new wave of anti-Americanism. *NACLA Report on the Americas* 38(6):37-40.

WEEK 2

I PICTURING THE LATIN AMERICAN TROPICS

Jan 7 Looking at Latin American Landscapes

- Blaikie, Piers. 1995. Changing environments or changing views? A political ecology for developing countries. *Geography* 80(3):203-214.
- Doolittle, W. E. 2001. Learning to see the impacts of individuals. *The Geographical Review* 91(1-2):423-429.

Jan 9 Picturing the Tropics: Peoples

- Columbus, C. 1987 [1492-1493]. The discovery of the Bahamas. In *The Log of Christopher Columbus*, pp. 73-92. Translated by R. F. Fuson. Camden, Maine: International Marine Publishing Company.
Map: "Columbus' voyages to the New World," Clawson (2004):96.
- Díaz, Bernal. 1963 [~1568]. The entrance into Mexico. In *The Conquest of New Spain* pp. 216-219, transl. By J. M. Cohen. Baltimore, MD: Penguin.
- Lovell, W. George. 2000. Ch. 21: The T-shirt parade (pp. 143-148). *A Beauty That Hurts*, 2nd ed. Toronto: Between The Lines.
Table: "International tourism to Latin America and the Caribbean," Clawson (2006):322.

In-class reference:

- Helms, Mary. 1976. "The Spanish Legacy." Ch. 8 (pp. 127-134) in *Middle America: a Culture History of Heartland and Frontiers*. Englewood Cliffs, NJ: Prentice Hall.

WEEK 3

Jan 14 The Columbian Exchange

- Blaut, J. M. 1993. "After 1492" Chapter 4 (pp. 179-213), in *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: Guilford Press.
 - McNeill, W. H. 1992. American food crops in the Old World. Pp. 42-59 in H. J. Viola and C. Margolis, eds. *Seeds of Change: A Quincentennial Commemoration*. Washington: Smithsonian Institution Press.
- Maps and Tables:
All from: Dunmire, William W. 2004. *Gardens of New Spain*. Austin: University of Texas Press.
"Agriculture in Spain ca. 1492; Some Utilitarian plants cultivated in Spain, 1492"
"World Centers for Plant and Animal domestication"; "Pathways to Spain"; "Plants previously absent in Spain introduced by Moors"; "Prehispanic diffusion of food plant cultivation in the Americas"

Jan 16 Picturing the Tropics I: "Nature" [Conservation]

- Vandermeer, John, and Ivette Perfecto. 1995. "The rain forest is neither fragile nor stable" (pp. 19-38). In *Breakfast of Biodiversity: the Truth about Rainforest Destruction*. Oakland, CA: Food First Books.
- Forsyth, A., and K. Miyata. 1984. Chapter 2: "Fertility" (pp. 17-30). *Tropical Nature*. New York: Simon and Schuster.
- Rohter, Larry. 2007. In the Amazon: conservation or colonialism? *New York Times* On-line. July 27. www.nytimes.com.

WEEK 4

Jan 21 No class; MLK Holiday

Jan 23 Picturing the Tropics II: The Pristine Myth [Native Peoples]

- Mann, Charles. 2005. Chapter 9: "Amazonia" (pp. 280-311). *1491*. New York: Alfred A. Knopf.

And read one of the following:

- Sawyer, Suzana. 2003. Subterranean techniques: corporate environmentalism, oil operations, and social injustice in the Ecuadorian rain forest. Pp. 69-100 in *In Search of the Rain Forest*. Edited by Candace Slater. Duke University Press.
- Fedick, Scott. 2003. In search of the Maya forest. 133-164 in *In Search of the Rain Forest*. Edited by Candace Slater. Duke University Press.

II HUNGER & PLENTY: COMMODIFYING LATIN AMERICA'S TROPICS

WEEK 5

Jan 28 Oligarchs & Multinationals: Latin America's Globalized Agriculture

- Clawson, David L. 2006. Selections from Ch. 10, "Agriculture and agrarian development." In *Latin America and the Caribbean: Lands and Peoples* (4th ed.), pp. 252-263. New York: McGraw Hill.
- Tucker, Richard P. 2000. "America's sweet tooth: the Sugar Trust and the Caribbean lowlands" (Ch. 1; pp.15-62) in *Insatiable Appetite: the United States and the Ecological Degradation of the Tropical World*. Berkeley, CA: University of California Press.

In-class reference:

- Andrews, E. L. and L. Rohter. 2007. U.S. and Brazil seek to promote ethanol in West. *New York Times Online*, 3 March.

Jan 30 Tackling Land Inequality: Agrarian Reforms

- Elvia: Chapters 3-8
- Kay, C. 2004. Rural livelihoods and peasant futures. In *Latin America Transformed: Globalization and Modernity*, 2nd ed. R. N. Gwynne and C. Kay, 232-250. London: Arnold.
- Romero, Simon. 2007. Clash of hope and fear as Venezuela seizes land. *New York Times Online*. 17 May. www.nytimes.com

WEEK 6

Feb 4 Tackling Land Inequality: Revolution

- Howard, P. 2001 [1998]. The history of ecological marginalization in Chiapas. Pp. 56-76 in S.E. Place, ed., *Tropical Rainforests: Latin American Nature and Society in Transition*, 2nd ed. Wilmington, DE: Jaguar Books.
- Marcos, S. 2001. Marcos: Hope for a new dawn in Chiapas. *Multinational Monitor* 22 (3):Online.
- Stahler-Sholk, Richard. 2005. Time of the snails: autonomy and resistance in Chiapas. *NACLA Report on the Americas* 38(5):34-38.

Feb 6 "Adapting" to Poverty

- Pace, Richard. 1998. Adaptations to poverty. Ch. 7 in *The Struggle for Amazon Town: Gurupá Revisited*, pp. 135-163. Boulder, CO: Lynne Rienner Publishers.
- Elvia: Chapters 9-12

And read one of the following:

- Rosset, P. 1997. The greening of Cuba. In *Green Guerillas: Environmental Conflicts and Initiatives in Latin America and the Caribbean*, ed. H. Collinson, 158-167. Montreal: Black Rose Books.
- Van Gelder, Sarah. 2007. Health care for all. Love, Cuba. *Yes! Magazine* Summer: 28-31.

WEEK 7

Feb 11 Women, Non-traditional Agricultural Exports, and Maquiladoras

- Tiano, S. 2001. The role of women. In *Understanding Contemporary Latin America*, ed. R. S. Hillman, 263-296. London: Lynne Rienner Publishers Inc.
- Stewart, Sarah. 1997. The price of a perfect flower. Pp. 132-139 in H. Collinson, ed., *Green*

Guerillas, edited by H. Collinson. Montreal: Black Rose Books.

- Barrionuevo, Alexei. 2007. Political tango, women in the lead. *The New York Times* On-line, 4 November. www.nytimes.com.

Feb 13 Cocaine: another NTAE

- Gray, Mike. 1998. The river of money. Chapter 6 (pp. 111-131) in *Drug Crazy: How We Got into this Mess and We Can Get Out*. New York: Random House.
Map: GAO. "Map of Peru" Pp. 3 in U.S. General Accounting Office, 1994. *U.S. Anti-Drug Efforts in Peru's Upper Huallaga Valley*. Avail. <http://www.gao.gov/archive/1995/ns95011.pdf>.
- Lee, Rensselaer. 2004. Perversely harmful effects of counter narcotics policy in the Andes. Pp. 188-210 in M. Vellinga, ed., *The Political Economy of the Drug Industry: Latin America and the International System*. Gainesville: University Press of Florida.

WEEK 8

Feb 18 Is Fair Trade the Answer?

- Waridel, Laure. 2002. "The conventional coffee route" and "A different path for coffee growers." Pp. 41-86 (Ch. 4-5) in *Coffee with Pleasure: Just Java and World Trade*. Montreal: Black Rose Books.
- Jaffee, Daniel. 2007. "Strengthening fair trade." Ch. 9 (p. 247-258) in *Brewing Justice: Fair Trade Coffee, Sustainability, and Survival*. Berkeley: University of California Press.
- Vidal, John. 2007. Saving St Lucia. *Guardian Weekly* March 9-15, p. 27

III ON THE MOVE: LATIN AMERICAN MIGRATIONS

Feb 20 Rural-Urban Migration & Making a Living in the City

- Roberts, J. T., and N. D. Thanos. 2003. Hazards of an urban continent. Pp. 95-128 (Ch. 4) in *Trouble in Paradise: Globalization and Environmental Crises in Latin America*. New York: Routledge.
- Dosh, Paul. 2007. Incremental gains: Lima's tenacious squatters' movement. *NACLA Report on the Americas* 40(4):30-33.

And read one of the following:

- De Soto, Hernando. 2000. The mystery of missing information. Pp. 15-37 (Ch. 2) in *The Mystery of Capital*. Basic Books.
- Pilcher, Jeffrey M. 2005. Industrial tortillas and folkloric Pepsi: the nutritional consequences of hybrid cuisines in Mexico. Ch. 14 (pp.235-250) in *The Cultural Politics of Food and Eating: A Reader*. Edited by James L. Watson and Melissa L. Caldwell. Malden, MA: Blackwell.

In-class reference: Table: Population Reference Bureau. 2007. Excerpt from *World Population Data Sheet*. Available on-line at <http://www.prb.org/pdf07>

WEEK 9

Feb 25 International Migration I: Getting There

- Enrique: Prologue - Chapter 5 (pp. vi-178).
- Lacey, Marc. 2007. Fleeing to U.S., Cubans' first stop is often Mexico. *New York Times* October 16.

Feb 27 International Migration II: Being Here: Remittances, Transnationalism, and the Immigration Debate

- Enrique: Chapter 6-Epilogue (pp. 179-269).
- de la Garza, Rodolfo O., and Manuel Orozco. 2002. Binational impact of Latino remittances. Pp. 29-52 in Rodolfo de la Garza and B. L. Lowell, eds. *Sending Money Home: Hispanic Remittances and Community Development*. Lanham: Rowman & Littlefield.
- DeParle, Jason. 2007. Western Union empire moves migrant cash home. *The New York Times* Online. www.nytimes.com

WEEK 10

IV EXAM, PRESENTATIONS, AND WRAP-UP

March 3 In-class exam

March 5 Presentations and course summary

Geography 630 Mon & Wed 10:30-12:18 PM
Spring 2008 Classroom: 1116 Derby Hall

Environmental Conservation

Professor: Joel Wainwright
Email: wainwright.11@osu.edu
Office: 1169 Derby Hall
Phone: 247-8746
Office hours: Monday 2:30-3:30 and by appointment

This course concerns the conservation of nature. More narrowly, we will study nature-society theory, environmental degradation and capitalist development, and conflicts around environmental change and degradation. This means we will study different philosophical approaches to nature, biophysical questions surrounding conservation, and actual conservation programs.

This is a broad and complex set of issues. To bring it into focus and organize our studies, we will consider conservation mainly by way of two approaches: postcolonialism and political economy. With each approach, our aim is to understand the implications of conservation approaches for different social groups and classes. To this end we will draw from a series of diverse real-world case studies – from the USA, Belize, Mexico, Cuba, and elsewhere – to understand how conservation ideas translate into concrete practices. Because the debates around environmental change have come to focus on climate, our last five class periods will focus entirely on climate change – its political and economic dimensions, principally – to consider how climate change is in turn changing environmental politics generally.

I hope to run the course as a lecture-led seminar. This means that I will combine lectures with discussions. For our class discussions to be effective, you must come to class prepared.

Course requirements

Attendance and participation 15 %
Exams (2), 22.5% each 45 %
Research project—mid-term assignment 15 %
Research project—final paper 25 %

Attendance and participation are required and will be graded. Participation is principally measured by the quality of your contributions to classroom discussions. To participate effectively, and to do well on exams, you will need to carefully read all of the assigned readings and attend all classes. (If you cannot attend class because of illness, you must bring a signed note from a doctor excusing you from class.)

You will take two in-class exams (April 23 and May 28) comprised mainly of short answers to essay questions. Finally, 40% of your grade results from your work on a research paper that is due on June 2 (details below).

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307, or go to 150 Pomerene Hall.

The Course Plan at a Glance 1: Our *Thematic Calendar*

630 WTR 2008 at a glance			Topic
Monday	24-Mar	START	Course introduction
Wednesday	26-Mar	class 1	Nature and society: what is nature? How do we save it?
Monday	31-Mar	class 2	Conservation priorities & the concept of 'wilderness'
Wednesday	2-Apr	class 3	Conservation of genetic resources—the case of maize in Mexico
Monday	7-Apr	class 4	Colonial legacies in conservation
Wednesday	9-Apr	class 5	Conservation and indigenous lands
Monday	14-Apr	class 6	Two films concerning indigenous environmental struggles
Wednesday	16-Apr	class 7	<i>An inconvenient truth</i>
Monday	21-Apr	class 8	Population and resource conservation
Wednesday	23-Apr	exam 1	
Monday	28-Apr	class 1	The value of nature: what is the environment worth?
Wednesday	30-Apr	class 2	Trading resources—case study of WTO environmental policies
Monday	5-May	class 3	Environmental transition—the case of Cuban agriculture
Wednesday	7-May	class 4	Climate change (1): political economy of carbon emissions
Monday	12-May	class 5	Climate change (2): political economy of climate disasters
Wednesday	14-May	class 6	Climate change (3): political economy of energy conservation
Monday	19-May	class 7	Climate change (4): political economy of China's emissions
Wednesday	21-May	class 8	Climate change (5): what is to be done?
Monday	26-May		[No classes: Memorial day]
Wednesday	28-May	exam 2	exam 2
Monday	2-Jun	END	research papers due at 3PM

Course materials

Our course has only one assigned book: *Coming to Terms with Nature* (New York: Monthly Review Press). This book is available at the University bookstore and elsewhere. There is also a reading packet, available from Zip's. You may purchase the packet on the first day of class, or at Zip's (1313 Chesapeake Avenue). Zip's is willing to deliver the text if you order it on-line (go to www.zippublishing.com) or by calling (614) 485-0721. Additional reading materials will be made available on Carmen.

The Course Plan at a Glance 2: Our Reading Plan

Date	Class topic	Assigned readings (ch. in Panitch & Leys)	Assigned readings (packet)	Optional readings (ch. in P. & Leys)
24-Mar	Course introduction			
26-Mar	Nature and society	2 (Smith)	1 & 2	
31-Mar	Concept of 'wilderness'		3 & 4	
2-Apr	Case study of maize in Mexico		5 & 6	
7-Apr	Colonial legacies in conservation		7 & 8	
9-Apr	Indigenous lands		9 & 10	
14-Apr	<i>Two films</i>	None: work on your abstract & bibliography		
16-Apr	<i>An inconvenient truth</i>	None: work on your abstract & bibliography		
21-Apr	Population	9 (McMichael)	11	
23-Apr				
28-Apr	The value of nature		12 [two ch]	
30-Apr	Case study: the WTO		13 & 14	
5-May	Case study: Cuban agriculture		15 & 16	
7-May	Climate change (1)	3 (Altvater)	17 & 18	1 (Longfellow)
12-May	Climate change (2)	6 (Peck)	19 & 20	4 (Buck)
14-May	Climate change (3)	11 (Brunnengraber)	21 & 22	5 (Harris-White)
19-May	Climate change (4)	7 (Wen & Li)	23 & 24	
21-May	Climate change (5)	17 (Albo)	25	16 (Wolf)
26-May	[No classes: Memorial day]			
28-May	exam 2			

The Research Paper

You will work independently to write an original research paper. Your papers will focus on the *state of* and *strategies for* conservation of one natural resource, such as:

- The state of soils and agricultural sustainability
- The state of forests and sustainable timber production
- The state of fresh water resources and water conservation
- The state of the atmosphere: carbon, climate change, and conservation
- And so forth

The final result of your research will be a paper of approximately 12-17 pages (~5,000 words, formatted as a formal, double-spaced paper). As a first step, you should begin reading and narrowing down your topic. Initially, read broadly in order to establish a critical overview of the literature. The purpose of such reading is to gather data, in a narrow sense, but more fundamentally to develop a grasp on the literature: the various ways your topic has been conceptualized; the key points of debate in the literature; and the strongest questions to define your research. This is the foundation for a strong research paper.

THE FIRST ASSIGNMENT (due April 28 by 3 PM). You will turn in (1) one copy of a 5-600 word abstract that elaborates your central argument, as well as (2) an *annotated bibliography* with 15-20 key sources on your research. The annotated bibliography should include the following for each key source: a full citation; a concise summary of the text; a statement on the utility of the text for your research. You are encouraged to include criticism. The principal sources of information should be academic journals, but you may also cite some texts by states and NGOs.

THE FINAL REPORT (due June 2 by 3 PM, in lieu of a final exam) is a research paper that should address the following four elements (which may serve you as a structure for your paper):

1. *The facts.* A statement about the state of your ecological region/resource (oceans, soils, forests, freshwater, or cities). Drawing from academic papers and texts by the UN, states, and NGOs, present a concise statement of the key facts regarding the conditions of your resource.

2. *History and geography.* Your paper should lay bare the history of use and/or degradation of your region. How did the environmental issues you outlined above develop? What factors or dynamics underlie their development? Be sure to address the geographies of resource use and degradation. Who uses these resources or regions, and why? Who pays the costs of their use?

3. *Explanation.* Third, your paper must present an argument about the reason for the decline or degradation of your region/resource. That is, you must present a coherent explanation for the environmental changes you document in the previous sections. You may draw from the frameworks that we will use in this course to explain why and how environmental degradation has occurred and how effective forms of conservation could be imagined. For instance, you may wish to reflect on the political economy of uses of your resource, or the ways that colonial legacies are reiterated in conservation politics.

4. *Conservation and sustainability.* Finally, your paper should conclude by presenting an argument for what could be considered the sustainable use of your region/resource. You should explain not only what may constitute sustainability, but also identify the key barriers to this state. Your paper may end by suggesting paths towards effective conservation for your region/resource.

The rules: turning in work, plagiarism, and the like

Late work loses ten percentage points per day (Saturday and Sunday count). For instance, a paper that is turned in six days late but would have otherwise received a score of 90/100 would be worth 30/100.

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare – emergencies only – and up to my discretion. Arrangements for a make-up exam should be made *before the exam is distributed*.

Grading options for the course are A,A-,B+,B-,C+,C-,D+,D, E. An 'I', or Incomplete, will only be given under special circumstances and where the instructor has made an arrangement with the student before the end of the quarter. If you wish to request an 'I', be prepared to explain (a) why an Incomplete is an appropriate grade option, and (b) how and when you will complete the incomplete.

Any academic misconduct, such as plagiarizing, will be reported to Ohio State's Office of Academic Affairs, Committee on Academic Misconduct (COAM). The COAM has prepared this useful statement called "Ten Suggestions for Preserving Academic Integrity" (2007). Please read the following carefully.

Ten Suggestions for Preserving Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.

1. ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS: If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property, and plagiarism is a serious form of academic misconduct. If you are ever in doubt about whether or not you should acknowledge a source, err on the side of caution and acknowledge it.

2. AVOID SUSPICIOUS BEHAVIOR: Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. Unconscious habits, such as looking around the room aimlessly or talking with a classmate, could be misinterpreted as cheating.

3. DO NOT FABRICATE INFORMATION: Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. DO NOT FALSIFY ANY TYPE OF RECORD: Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. Many instructors routinely photocopy assignments and/or tests before returning them to students, thus making it easy to identify an altered document.

5. DO NOT GIVE IN TO PEER PRESSURE: Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. Even something seemingly innocent, such as giving a friend an old term paper or last year's homework assignments, could result in an allegation of academic misconduct if the friend copies your work and turns it in as his/her own.

6. DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES: Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. You should note that this applies even if you have to take the same course twice, and you are given the same or similar assignments the second time you take the course; all assignments for the second taking of the course must be started from scratch.

7. DO YOUR OWN WORK: When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. MANAGE YOUR TIME: Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. Should you find yourself in this situation and turn in an incomplete (or no) assignment, you might get a failing grade (or even a zero) on the assignment. However, if you cheat, the consequences could be much worse, such as a disciplinary record, failure of the course, and/or dismissal from the University.

9. PROTECT YOUR WORK AND THE WORK OF OTHERS: The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. Never give another student access to your intellectual property unless you are certain why the student wants it and what he/she will do with it. Similarly, you should protect the work of other students by reporting any suspicious conduct to the course instructor.

10. READ THE COURSE SYLLABUS AND ASK QUESTIONS: Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take! Students often do not realize that different courses have different requirements and/or guidelines, and that what is permissible in one course might not be permissible in another. "I didn't read the course syllabus" is never an excuse for academic misconduct. If after reading the course syllabus you have questions about what is or is not permissible, ask questions!

GEOGRAPHY 640: Economies, Space and Society

Fall '07

Tuesdays and Thursdays, 10:30 - 12:18, Derby 1116

instructor: Dr. Nancy Ettlinger

office: 1144 Derby Hall

office tel: 292-2573

e-mail: ettlinger.1@osu.edu (I do not normally check e-mail evenings and weekends)

office hrs.: by appointment

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Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.  
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COURSE DESCRIPTION

This course introduces students to several important topics in economic geography as well as to various theoretical perspectives and research approaches. The course is designed from the perspective that "economy" cannot be studied apart from other spheres of life (e.g. political, cultural, social...); accordingly the first topic to be discussed is how and why the economy is an important part of life and how and why allegedly non-economic matters are integrally related to the economy.

The course is also designed from the perspective that there are multiple expressions of capitalism – multiple economies; accordingly, the second major topic focuses on different types of production systems.

A third underlying thread of the course is the importance of *people* in the so-called economy – something that is often overlooked in economic-related matters. The third section includes selected topics on people, work, and society.

The fourth section concerns the *governance* of the economy – how economic-related practices are regulated by the state, as well as issues of "governmentality", which refers to the institutions, practices, and thinking through which governance occurs in everyday life.

The final section focuses on two profoundly different topics in which economic geographers are currently engaged – reflexive thinking on the one hand, and on the other, the "new economic geography", which is about how mainstream economists are now incorporating geographic issues in analysis. These two topics reflect different directions and, more generally, the internal diversity of the subdiscipline – itself a topic of discussion: is this diversity healthy or unhealthy? Should a field of study be defined relative to prescribed bodies of knowledge and goals, or relative to changing practices of study?

Throughout the course issues are examined through a geographic lense that includes different types of geographic questions (location, place, space, spatiality) that should be useful to students with a variety of interests, whether in Geography or in other disciplines.

READING

Students are required to read articles that have been assembled from journals and books;

students are also responsible for any handouts distributed in class. The articles can be accessed electronically via e-reserves on CARMEN. For access information go to the OSU library home page (<http://library.osu.edu/>) and then go to the drop-down menu under 'Find' for e-reserves by course and FAQs. Technical questions are best directed to JR Murphy, the electronics librarian at OSU (tel.: 2-6448). *Please alert N. Ettlinger as soon as possible (telephone, e-mail, stop by) if there is a problem with the electronic reserves in general and/or particular articles!*

COURSE PREPARATION

There are no prerequisites for this course. The course is taught with the understanding that most people have no or little background in economic-related matters. That said, based on past experience, many students feel apprehensive because they lack an economic background. This is largely because a lot of people don't normally think about economic-related dynamics, especially if they have little work experience and/or just haven't gotten around to thinking about this type of subject. This is in contrast to, for example, a sub-discipline such as urban geography: even if someone comes from a rural area, there is so much information readily available about urban life through TV, movies, music, and so on that people have an *a priori* sense of urban issues. So, if you find yourself feeling apprehensive and thinking that you are alone in a course where everyone knows about the "economy" except for you, rest assured that most others in the course feel similarly. This is not to say that you should sit back and relax! Rather, stick with it, and make sure you prepare adequately for each class (next topic, below).

Past experience has also shown that students who have taken courses in economics also have the feeling that they are facing material that is quite new. This is because economics and economic geography differ in a number of important ways. One class in particular (on the "new economic geography") will be devoted explaining and elaborating these differences.

CLASS PREPARATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are prepared for class. Based on past experience, students who do not prepare adequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up. Regular and punctual attendance is required. Students are responsible for any course material that is missed.

EVALUATION*

All students are evaluated on the basis of 2 take-home essay exams (see below).

Graduate students also are evaluated on the basis of a critical review of a book (see *Information for Writing Critical Reviews*) or a research paper (see *Information for Proposing Research Papers*).

Undergraduate students are *required only to complete the 2 take-home essay exams*. If you are interested in pursuing particular topics or in dispersing your grade among more writing assignments, you are welcome to write critical reviews of 2 assigned articles of their choice (see *Information for Writing Critical Reviews*) or write a research paper (see *Information for Proposing Research Papers*). Research papers should be undertaken only if students have developed interests and have already established a background in pertinent literature.

*Students with developed interests in forms of communication other than writing (e.g. film) are welcome to make alternative proposals.

Exams

Two take-home essay exams will be given; they should be double spaced and paginated. The second exam mostly focuses on the 2nd half of the course; however, note that the second part of the class builds upon the first, so that students must use knowledge gained from the first part to evaluate material in the second part. Thus, some questions on the 2 exam may refer to material in the first part of the course. Students have 9 days (incl. the days the exam is handed out and is due) for each take-home exam to permit time for organizing and juggling with other responsibilities. The exams are due on days other than Tuesdays and Thursdays (instructor's office) — to avoid giving students a reason not to prepare for class!

Papers

All papers should be "polished" -- i.e. proofed for spelling and clarity of expression. Avoid quotations -- use your own words! Quote an author only if you want to clarify that someone really said something; do *not* quote an author because s/he said something well -- you should develop expertise in writing well too!

Information for Writing Critical Reviews

Article or book reviews should be critical appraisals of the articles, and *should go beyond summarizing*. Specifically, students should write thoughtful papers that should **position** an article or book in the economic geography literature covered in class and discuss its contribution and point of view. "Critical" does *not* mean that one necessarily criticizes something. Rather, it refers to a thoughtful assessment of contribution and relative position in the literature; it may involve criticism, though not necessarily.

Undergraduate students may opt to write 2 critical reviews of articles in addition to the 2 take-home essay exams (each review should be approx. 5 pages in length, double spaced). Each of the papers will critically review an assigned article. Students choose which articles to review; select articles on topics that interest you! **The papers are due on the day on which they will be discussed in class (see syllabus)**. Article reviews should include a *brief* summary and indication of the main points and purpose(s), but it is the critical assessment, not the summary, that should dominate. Students may choose to *compare* two articles with reference to a particular problem or issue (for example, hand in one essay on 2 articles instead of 2 separate essays); in such a case, it is expected that papers will be longer than 5 pages (about 8-10). *Comparison reviews of 2 articles should cover articles due on the same day and should be handed in on that day* (consult with N. Ettlinger if you have a proposal for some alternative). Papers that compare 2 articles should critically review each and also offer a critical comparison of the contributions and perspectives of the articles.

Graduate students opting to write a critical review of a book choose a book in consultation with N. Ettlinger. The book review is due on or before **Monday, Dec. 3** and should be approximately 8-10 pages, double spaced. The book should be up to date and related to the student's intended area of specialization. Note that the selection of a book to review involves *library research* to identify the trends etc. in one's area, position the book in the literature, and make a judgement as to why the book you have chosen warrants close attention. The frame of reference for positioning the book in the literature should go beyond the required reading for this course. *This review is an opportunity to think through important issues in your field of study and is an entrée to a possible research project in a subsequent quarter. In this*

sense the review is programmatically strategic and is a missed opportunity if viewed as a self-contained exercise. The library research required for your book selection means that you should not delay in getting started on this project. Students should propose in writing the book they plan to review, giving a brief statement as to why this book is important in a particular field — no later than **Friday, 11/9**. Note the statement in Course Description regarding the viability of seeing the economy as intersecting with other “realms”; topics are wide open. You are welcome to choose a book that is not written by a geographer (or a book written by a geographer that does not, however, engage with geographic issues) as long as you discuss the geographic implications. The summary should be brief and should not dominate the review.

Book reviews should include: a *brief* summary and indication of the main points and purpose(s), a positioning of the book in the literature (how does it compare with other studies on similar topics regarding methods, theory, contribution?), and an evaluation (does the book meet its goals? - if not, why not? is the logic always consistent? how significant is the contribution? are there problems with methods, empirical basis, theory, referencing?...).

Information for Proposing Research Papers

Students may opt to write a research paper, due on or before **Monday, 12/3**. This paper, approximately 20-25 printed (*not* hand written) pages, should demonstrate originality and should have a substantial bibliography. Undergraduate students are encouraged to write a research paper if they have developed specialized interests and have already acquired some background in scholarly literature pertaining to the topic. Graduate students are encouraged to use this paper as an opportunity to 1) develop or expand an interest they have established and intend to pursue in graduate school, and 2) think in terms of publishable issues. In regard to this latter point, graduate research papers should be near-publishable, which means that the paper should be written with the idea that, on revision, it can eventually be submitted for publication. Papers may involve a data analysis or they may be a critical review and/or reconceptualization of a body of literature or set of issues. Referencing and format should follow the style of a major journal.

Brief proposals for research papers (approx. 1-2pp. + a selected bibliography) must be handed in no later than **Friday, 10/26**. The proposals should include the following elements.

1. What is the *purpose*? What is the *research question*? What is the *contribution*?
2. What is the status of knowledge on this subject to date, and how will your paper fit in the literature?
- 3a. In the case of an empirical analysis, how will you answer your research question? What method(s) will you use? What data will you use? How will you collect these data? What variables will you employ in your analysis? What is the context (time, area) of the study? All these considerations require justification. What are your expectations? What if your expectations are not met -- will your study still be valuable?
- 3b. In the case of a critical review/reconceptualization of a body of literature, provide an outline of your line of reasoning.
4. Bibliography to date.

Proposals will not be graded; they are intended as an opportunity for you to receive feedback and get your research rolling. Following the due date for the proposals, students may turn in modified proposals, progress reports, and even preliminary drafts of the paper if they choose.

NOTE: *if a proposal is not turned in on the due date and/or if the proposal is considered problematic, students may be advised to follow option A.*

GRADING

Exams and papers are given letter grades. The final grade will be figured based on the values of the letter grades (on a 4.0 scale), as follows:

	undergraduates	graduates	
exam I	50% (35% if paper(s) pursued)	35%	(30% if research paper pursued)
exam II	50% (35% if paper(s) pursued)	35%	(30% if research paper pursued)
undergrad.			
2 article reviews	(30%)		
or paper			
grad. paper	30%	(40% if research paper pursued)	

Borderline final grades can be affected positively (e.g. by half a grade, such as C+ to B-, B+ to A-) by active and *responsible* class participation *if* performance improves.

MISCELLANEOUS REGULATIONS

- 1) **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).
- 2) No extra credit will be given in this course.
- 3) Policy on incompletes: All students are encouraged to complete the course work within the Fall quarter. It is understood that research papers sometimes take more time than originally planned because of unforeseen problems. A student writing a research paper may request and be granted an incomplete on the condition that s/he can hand in a substantial portion of the paper by the due date, and demonstrate a need for more time in order to achieve a better result. Also, a student requesting an incomplete should indicate, in writing, precisely what needs to be done to complete the paper and how long each of the remaining tasks will take. A detailed outline of the remainder of the paper is required. Failure to hand in the paper on the due date and to meet the above-stated conditions will result in an E on the paper.

SYLLABUS

Date*	General Topic	Class Discussion	Required Reading
Th, 9/20	introduction		(Ettlinger '06, optional)
T, 9/25	the economy as part of life		Massey '97a; Lee; (Ettlinger 2004, optional)

Th, 9/27	capitalisms: some types of production systems	scientific management (Taylorism), its application in mass production (Fordism), & the evolution of spatial divisions of labor	Massey '79; Massey '97b
T, 10/2		restructuring as downsizing: transaction economies and local development	Scott '88; Storper '94; Scott & Storper
Th, 10/4		social and informal networks of economic activity: examples from the 'third Italy', hip-hop networks, 'project ecologies'	Capecchi; Basu & Werbner; Grabher & Ibert; (<i>Ettlinger 2003,</i> <i>optional</i>)
T, 10/9		trust culture among networked firms: keiretsu, JIT, learning economies	Linge; Ettlinger & Patton; Storper '99; (<i>Maskell and</i> <i>Malmberg, optional</i>)
Th, 10/11		knowledges, communities of practice, ba	Ibert; Nonaka and Toyana exam I handed out - due 10/19
T, 10/16		'placing' geography in the 'new economy': agile production and the debate about time-space compression	Greis & Kasarda; Morgan; Faulconbridge (<i>Gertler, Goldman et al.,</i> <i>Aoyama et al. optional</i>)
Th, 10/18		'alternative', 'diverse' economies	Gibson-Graham '06; Smith; Pollard & Samers
T, 10/23	society, work, people: selected topics	people, place, and the space- economy	Massey '93; Zhou & Tseng; Saxenien
Th, 10/25		people and human relations in (electronic) high tech workplaces	Gold; Symons; Hughes et al.; revisit Massey '97a; (<i>Crossman & Lee- Kelley; Jones, optional</i>)
T, 10/30		gender, place, and work	Pratt & Hanson; McDowell; revisit Massey '97a
Th, 11/1		production strategy, labor markets and the nature of labor- management relations and tensions	Cowie; Peck '92

T, 11/6		geographies of worker activism and advocacy networks	Herod; Berman; Rothenberg-Aalami (Ettlinger '02, optional)
Th, 11/8		consumer culture and cultural capital	Goss; Zukin; revisit Basu & Werbner
T, 11/13	state & economy; issues of governance	<i>laissez-faire</i> & the decline of the US steel industry; comparative and competitive advantage	D'Costa
Th, 11/15		regulating state-society relations: from welfare to workfare	Painter; Peck '99; (Boyer, Jessop optional)
T, 11/20		governmentalities	Larner; Ilcan & Lacey; Barnett et al.; (Cruikshank, optional)
Th, 11/22	no class - Thanksgiving Day		
M, 11/26	exam II e-mailed to students**, due 12/5		
T, 11/27	diverse directions	a geographic appraisal of the "new economic geography"	Fagerberg; Scott '04; revisit Scott & Storper (Brakman & Garretsen, optional)
Th, 11/29		reflexivity; research and social change	Gibson-Graham '97; Cameron & Gibson; Ettlinger 2007

research proposals due on or before Friday, 10/26

grad. students pursuing critical book review: book selection due on or before Friday, 11/9

reviews/papers due on or before Monday, December 3

* Dates indicated for discussion of specific topics are tentative. Depending on class needs, discussion of a particular topic may continue into the next class.

** Let N. Ettlinger know if you use an e-mail address other than OSU, or if you do not use e-mail!

Full bibliographic information is given on pp. 7-9 for all *required* and *optional* articles, listed alphabetically by author. Note that on electronic reserve (CARMEN), assigned reading is indicated by author and title in the order in which they are to be read (not alphabetically).

Alphabetical List of Required Articles with Bibliographic Information

Barnett, C., Cloke, P., Clarke, N., and Malpass, A. 2005. Consuming ethics: articulating the subjects and spaces of ethical consumption. *Antipode* 37: 23-45.

Basu, D. and Werbner, P. 2001. Bootstrap capitalism and the culture industries: a critique of invidious comparisons in the study of ethnic entrepreneurship. *Ethnic and Racial Studies* 24: 236-262.

- Berman, L.L. 1998. In your face, in your space: spatial strategies in organizing clerical workers at Yale. In *Organizing the landscape: geographical perspectives on labor unionism*, ed. A. Herod, pp. 203-224. Minneapolis: University of Minnesota Press.
- Cameron, J. and Gibson, K. 2004. Participatory action research in a poststructuralist vein. *Geoforum* 36: 315-331.
- Capecchi, V. 1989. The informal economy and the development of flexible specialization in Emilia-Romagna. In *The informal economy: studies in advanced and less developed countries*, eds. A. Portes, M. Castells, L.A. Benton, pp. 189-215. Baltimore: The Johns Hopkins University Press.
- Cowie, J. 1999. "Anything but an industrial town": Bloomington, 1940-1950. In *Capital moves: RCA's seventy-year quest for cheap labor*, by J. Cowie, pp. 12-40 (chapt. 2). Ithaca: Cornell University Press.
- D'Costa, A.P. 1993. State-sponsored internationalization: restructuring and development of the steel industry. In *Trading industries, trading regions: international trade, American industry, and regional economic development*, eds. H. Nojonen, J. Graham, and A.R. Markusen, pp. 92-139. New York: Guilford.
- Ettlinger, N. 2007. Bringing democracy home: post-Katrina New Orleans. *Antipode* 39: 8-16.
- Ettlinger, N. and Patton, W. 1996. Shared performance: the proactive diffusion of competitiveness and industrial and local development. *Annals of the Association of American Geographers* 86: 286-305.
- Fagerberg, J. 2000. Vision and fact: a critical essay on the growth literature. In *Unconventional wisdom: alternative perspectives on the new economy*, ed. J. Madrick, pp. 299-320. New York: The Century Foundation Press.
- Faulconbridge, J.R. 2006. Stretching tacit knowledge beyond a local fix? Global spaces of learning in advertising professional service firms. *Journal of Economic Geography* 6: 517-540.
- Gibson-Graham, J.K. 1997. Stuffed if I know: reflections on post-modern feminist social research. In *Space, gender, knowledge*, eds. L. McDowell and J.P. Sharp, pp. 124-146. London: Arnold.
- Gibson-Graham, J.K. 2006. Surplus possibilities: the intentional economy of Mondragón. In *A postcapitalist politics*, by J.K. Gibson-Graham, pp. 101-126 (chapt. 5). Minneapolis: University of Minnesota Press.
- Gold, B. 1989. Computerization in domestic and international manufacturing. *California Management Review* 31: 129-43.
- Goss, J. 1999. The 'magic of the mall': an analysis of form, function, and meaning in the contemporary retail built environment. In *The Economic Geography Reader: Producing and Consuming Global Capitalism*, eds. J. Bryson, N. Henry, D. Keeble, and R. Martin, pp. 315-326. New York: John Wiley.
- Grabher, G. and Ibert, O. 2006. Bad company? The ambiguity of personal knowledge networks. *Journal of Economic Geography* 6: 251-271.
- Greis, N.P. and Kasarda, J.D. 1997. Enterprise logistics in the information era. *California Management Review* 39: 55-78.
- Herod, A. 2001. Labor internationalism and the contradictions of globalization: Or, why the local is sometimes still important in a global economy. *Antipode* 33: 407-426.
- Hughes, J.A., O'Brien, J., Randall, D., Rouncefield, M., and Tolmie, P. 2001. Some 'real' problems with 'virtual' organization. *New Technology, Work and Employment* 16: 49-64.

- Ibert, O. 2007. Towards a geography of knowledge creation: the ambivalences between 'knowledge as an object' and 'knowing in practice'. *Regional Studies* 41: 103-114.
- Ilcan, S. and Lacey, A. 2006. Governing through empowerment: Oxfam's global reform and trade campaign. *Globalizations* 3: 207-225.
- Larner, W. 2007. Expatriate experts and globalizing governmentalities: the New Zealand diaspora strategy. *Transactions of the Institute of British Geographers*, NS 32: 331-345.
- Lee, R. 2006. The ordinary economy: tangled up in values and geography. *Transactions of the Institute of British Geographers*, NS 31: 413-432.
- Linge, G.J.R. 1991. Just-in-time: more or less flexible? *Economic Geography* 67: 316-332.
- Massey, D. 1979. In what sense a regional problem? *Regional Studies* 13: 233-243.
- Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.
- Massey, D. 1997 . Economic/non-economic. In *Geographies of economies*, eds. R. Lee and J. Wills, pp. 27-36. New York: Wiley.
- Massey, D. 1997 . Industrial restructuring as class restructuring: production decentralization and local uniqueness. In *Space, gender, knowledge: feminist readings*, eds. L. McDowell and J.P. Sharp, pp.353-368. London: Arnold.
- McDowell, L. 2006. Reconfigurations of gender and class relations: class differences, class condescension and the changing place of class relations. *Antipode* 38: 825-850.
- Morgan, K. 2004. The exaggerated death of geography: learning, proximity and territorial innovation systems. *Journal of Economic Geography* 4: 3-21.
- Nonaka, I. and Toyama, R. 2005. The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis. *Industrial and Corporate Change* 14: 419-436.
- Painter, J. 2000. State and governance. In *A companion to economic geography*, ed. E. Sheppard and T.J. Barnes, pp. 359-376. Malden, MA: Blackwell.
- Peck, J. 1992. Labor and agglomeration: control and flexibility in local labor markets. *Economic Geography* 68: 325-347.
- Peck, J. 1999. Local discipline: Making space for the 'workfare state'. In *The global economy, national states and the regulation of labour*, eds. P. Edwards and T. Elgar, pp. 64-86. New York: Mansell.
- Pollard, J. and Samers, M. 2007. Islamic banking and finance: postcolonial political economy and the decentring of economic geography. *Transactions of the Institute of British Geographers*, NS 32: 313-330.
- Pratt, G. and Hanson, S. 1994. Geography and the construction of difference. *Gender, Place, and Culture* 1: 5-29.
- Rothenberg-Aalami, J. 2004. Coming full circle? forging missing links along Nike's integrated production networks. *Global Networks* 4: 335-354.
- Saxenien, A. 2002. Brain circulation: how high-skill immigration makes everyone better off. *The Brookings Review* 20: 28-31.
- Scott, A.J. 1988. The Organization of industrial production (chapt. 3 pp. 3-30) and Industrial localities (chapt. 4, pp. 31-42). In *New industrial spaces: flexible production organization and regional development in North America and Western Europe* by A.J. Scott. London: Pion.
- Scott, A.J. 2004. A perspective of economic geography. *Journal of Economic Geography* 4: 479-499.
- Scott, A.J. and Storper, M. 2003. Regions, globalization, development. *Regional Studies* 37:

579-593.

- Smith, S.J. 2005. States, markets and an ethic of care. *Political Geography* 24: 1-20.
- Storper, M. 1994. The transition to flexible specialization in the US film industry: External economies, the division of labour and the crossing of industrial divides. In *Post-Fordism: A reader*, ed. A. Amin, pp.195-226. Cambridge, MA: Blackwell.
- Storper, M. 1999. The resurgence of regional economies, ten years later: the region as a nexus of untraded interdependencies. In *The Economic Geography Reader: Producing and Consuming Global Capitalism*, eds. J. Bryson, N. Henry, D. Keeble, and R. Martin, pp. 209-215. New York: John Wiley.
- Symons, F. 1997. Virtual departments, power, and location in different organizational settings. *Economic Geography* 73: 427-444.
- Zhou, Y. and Tseng, Y.-F. 2001. Regrounding the 'ungrounded empires': localization as the geographical catalyst for transnationalism. *Global Networks* 1: 131-154.
- Zukin, S. 1999. Real cultural capital. In *The Economic Geography Reader: Producing and Consuming Global Capitalism*, eds. J. Bryson, N. Henry, D. Keeble, and R. Martin, pp. 295- 300. New York: John Wiley.

Alphabetical List of Optional Articles with Bibliographic Information

- Ayoama, Y., Ratick, S., and Schwartz, G. 2006. Organizational dynamics of the U.S. logistics industry: an economic geography. *Professional Geographer* 58: 327-340. ISSN: 0033-0124.
- Boyer, R. 1988. Technical change and the theory of 'regulation'. In *Technical change and economic theory*, eds. G. Dosi, C. Freeman, R. Nelson, G. Silverberg, and L. Soete, pp. 67-94. New York: Pinter.
- Brakman, S. and Garretsen, H. 2003. Rethinking the 'new' geographical economics. *Regional Studies* 37: 637-648.
- Crossman, A. and Lee-Kelley, L. 2004. Trust, commitment and team working: the paradox of virtual organizations. *Global Networks* 4: 1470-2266.
- Cruikshank, B. 1999. The will to empower: technologies of citizenship and the war on poverty. In *The will to empower: democratic citizens and other subjects*, by B. Cruikshank, pp. 67-86 (chapt. 3). Ithaca: Cornell University Press.
- Ettlinger, N. 2002. The difference that difference makes in the mobilization of workers. *International Journal of Urban and Regional Research* 26: 834-843.
- Ettlinger, N. 2003. Cultural economic geography and a relational and microspace approach to trusts, rationalities, networks, and change in collaborative workplaces. *Journal of Economic Geography* 3: 145-171.
- Ettlinger, N. 2004. Towards a critical theory of untidy geographies: the spatiality of emotions in consumption and production. *Feminist Economics* 10: 21-54.
- Ettlinger, N. 2006. Priorities in teaching economic geography: placing the economy, sense of geography, topical diversity and complementarity. *Journal of Geography in Higher Education* 30: 411-417.
- Gertler, M. 2003. Tacit knowledge and the economic geography of context, or the undefinable tacitness of being (there). *Journal of Economic Geography* 3: 75-99.
- Gibson, K. 2001. Regional subjection and becoming. *Environment and Planning D: Society and Space* 19: 639-667.
- Goldman, S.L., Nagel, R. N., and Preiss, K. 1995. What is agility and why do we need it? (chapt. 1, pp. 3-43) and Virtual organizations (chapt. 6, pp. 201-234), in *Agile*

- competitors and virtual organizations: strategies for enriching the customer* by S.L. Goldman, R.N. Nagel, and K. Preiss. New York: Van Nostrand Reinhold.
- Jessop, B. 1994. Post-Fordism and the state. In *Post-Fordism: a reader*, ed. A. Amin, pp. 251-279. Cambridge, MA: Blackwell.
- Jones, A. 2007. More than 'managing across borders?' the complex role of face-to-face interaction in globalizing law firms. *Journal of Economic Geography* 7: 223-246.
- Maskell, P. and Malmberg, A. 1999. The competitiveness of firms and regions: 'ubiquitification' and the importance of localized learning. *European Urban and Regional Studies* 6: 9-25.
- McDowell, L. and Court, G. 1997. Missing subjects: gender, power, and sexuality in merchant banking. In *Space, gender, knowledge: feminist readings*, eds. L. McDowell and J.P. Sharp, pp. 368-383. London: Arnold.

Tuesday & Thursday, 10:30-12:13 Winter 2008

GEOG 642: Geography of Development

Professor: Joel Wainwright
Email: wainwright.11@osu.edu
Office: 1169 Derby Hall
Phone: 247-8746
Office hours: Tuesday, 3:00-4:30 PM

This course examines the political economy of development. More narrowly we will examine development theory, the historical geography of capitalist development, and contemporary development practices. We will draw from case studies from different regions to interpret differential patterns of development and environmental change. Special attention will be given to rural development in Asia, Africa, and Latin America.

I aim to run the course as a lecture-led seminar, meaning that we will combine concise lectures with class-driven discussions. For our class discussions to be effective, you must come to class prepared. You must read all of the material for the class carefully and bring questions on the readings with you to each class. This is your major responsibility for the course, as well as the key to your success in this class.

Course requirements

Attendance and participation 20 %
Exams (2), 20% each 40 %
Research project—mid-term assignment 15 %
Research project—final paper 25 %

Attendance and participation are required and graded. (If you cannot attend class because of illness, you must bring a signed note from a doctor excusing you from class.) Participation is principally measured by the *quality* of your contributions to classroom discussions.

You will take two in-class exams (February 5 and March 6) that are comprised of essay questions. I will share a sample exam before February 5 so that you know what to expect.

Finally, 40% of your grade results from your work on an original research paper—details below.

Disability Statement

Accommodation will be made for any student with special needs based on the impact of a disability. Please contact the instructor and also the Office for Disability Services at 292-3307, or go to 150 Pomerene Hall.

The Course Plan at a Glance 1: Our *Thematic Calendar*

642 WTR 2008 at a glance				
1	Thursday	3-Jan	START	Course introduction
2	Tuesday	8-Jan	class 1	Development, inequality, and geographical differences
3	Thursday	10-Jan	class 2	Colonialism and development
4	Tuesday	15-Jan	class 3	Views from the core: development as modernization and liberalization
5	Thursday	17-Jan	class 4	Views from the periphery—1: uneven / unequal development
6	Tuesday	22-Jan	class 5	Views from the periphery—2: the invention of development
7	Thursday	24-Jan	class 6	Agriculture, hunger, and rural development—1: theory
8	Tuesday	29-Jan	class 7	Agriculture, hunger, and rural development—2: present realities
9	Thursday	31-Jan	class 8	Migration and urbanization
10	Tuesday	5-Feb	exam 1	exam 1
11	Thursday	7-Feb	class 1	Decolonization and the developmentalist state: Botswana
12	Tuesday	12-Feb	class 2	Trade and industrialization in the periphery: South Korea
13	Thursday	14-Feb	class 3	Debt and structural adjustment programs (SAPs)
14	Tuesday	19-Feb	class 4	The World Bank (and Poverty Reduction Strategy Papers)
15	Thursday	21-Feb	class 5	The International Monetary Fund
16	Tuesday	26-Feb	class 6	The World Trade Organization
17	Thursday	28-Feb	class 7	What is to be done? Development and the future
18	Tuesday	4-Mar	class 8	[Catch up day]
19	Thursday	6-Mar	exam 2	exam 2

Readings: our course materials

Our course has one assigned book: Phil Porter and Eric Sheppard's *A World of Difference* (1998, New York: Guilford Press). This text is available at the bookstore. There is also a reading packet, available from Zip's. You may purchase the packet on the first day of class, or at Zip's (1313 Chesapeake Avenue). They are willing to deliver the text if you order it on-line (go to www.zippublishing.com) or by calling (614) 485-0721.

Additional reading materials will be made available in electronic form via Carmen, but you must buy the packet and the textbook.

The Course Plan at a Glance 2: Our *Reading Plan*

Date	Class topic	Assigned readings (ch. in Porter)	Assigned readings (packet)	Optional Readings (packet)
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		& Sheppard)		
Jan. 3	Course introduction			
Jan. 8	Development, inequality, and geographical difference	1 & 4	<i>Carmen:</i> Booth et al.	
Jan. 10	Colonialism and development	14 & 15		
Jan. 15	Views from the core: development as modernization and liberalization	5 & 16		
Jan. 17	Views from the periphery—1: uneven / unequal development	6 (pp. 96-109)	1 (Sheppard) 2 (Wade)	3 (Laclau); 4 (Peet)
Jan. 22	Views from the periphery—2: the invention of development	6 (pp. 109-118)	5 (Mitchell)	6 (Mitchell); 7 (Arrighi)
Jan. 24	Agriculture & rural development—1: <i>theory</i>	--	<i>Carmen:</i> De Janvry, pp. 1-60	--
Jan. 29	Agriculture & rural development—2: <i>present realities</i>	10	8 (Ugarte); 9 (Mittal)	<i>Carmen:</i> (USAID)
Jan. 31	Migration and urbanization	19	10 (Davis)	
Feb. 5	EXAM ONE	--	--	EXAM ONE
Feb. 7	Decolonization and the developmentalist state: Botswana	17	11 (Samatar)	Abstract & bibliography due
Feb. 12	Trade and industrialization in the periphery: South Korea	18	12 (Amsden); 13 (Wade); 14 (Amsden)	15 (Wade); 16 (Chong)
Feb. 14	Finance, debt, & SAPs	22	17 (Wade)	18 (George); 19 (Khor)
Feb. 19	The World Bank (and Poverty Reduction Strategy Papers)	23	<i>Carmen:</i> Carmody	<i>Carmen:</i> World Bank
Feb. 21	The International Monetary Fund		20 (Ghazi); 21(Bello); <i>Carmen:</i> Akyuz	
Feb. 26	The World Trade Organization		<i>Carmen:</i> Jawara & Kwa 22 (Lal Das)	

Feb. 28	What is to be done? Development and the future	25	23 (Wade); 24 (Amin)	
March 4	[[Catch up and review day]]	--	--	
March 6		--	--	EXAM TWO
March 11		--	--	PAPERS DUE

The Research Project

You will work independently to write a research paper on a particular *development issue* (sector, theme, or policy) and a particular *country or economic region*. For instance, your research project might consider the relationship between development and one of the following themes for a particular country: foreign aid; gender and development; industrialization; rural agricultural development; trade policy; the state; NGOs/civil society; migration and remittances; etc.

The final result of your research will be one paper of 12-18 pages (~5,000 words, formatted as a formal, double-spaced paper). As a first step toward this goal, you should begin reading and narrowing down your topic. Initially, read broadly in order to establish a critical overview of the literature. The purpose of such reading is to gather data, in a narrow sense, but more broadly and fundamentally to develop a grasp on the literature, viz: the various ways your topic has been conceptualized; the key points of debate in the literature; and the strongest questions to define your research. This is the foundation for a strong research paper.

THE FIRST ASSIGNMENT (due Feb. 7 at 4 PM). You will turn in (1) one copy of a 5-600 word abstract that elaborates your central argument, as well as (2) an *annotated bibliography* with 15-25 key sources on your research. The annotated bibliography should include the following for each key source: a full citation; a concise summary of the text; a statement on the utility of the text for your research. You are encouraged to include criticism.

Your principal sources should be peer-reviewed academic journals. You may want to begin by perusing the following journals: Progress in Development Studies; Development and Change; Journal of Development Studies; Economic Geography; World Development; Development (Cambridge); Development in Practice; Third World Quarterly; Journal of Development Economics; Economic Development and Cultural Change. However, you should also draw from and texts by governments and development organizations. As a starting point, see the peerless on-line databases and libraries of the UNDP, UNCTAD, World Bank, IMF, and the WTO.

THE FINAL REPORT (due March 11 at 4 PM, in lieu of a final exam) is a research paper that must address the following four elements (which may serve you as a structure for your paper):

1. *The facts about the present state of economic development in your country.* Briefly outline the state of development in your country: the structure of the economy, the history and geography of development, growth and inequality, prospects for sustainable development, etc.

2. *Conceptual literature review.* Discuss the debates around your theme/sector (not necessarily in your country). What are the key positions in the literature vis-à-vis your theme? How have these positions shaped development thinking?
3. *Analysis.* This is the key section of your paper, where parts 1 and 2 are articulated. The way this will come together will vary considerably in different papers, but every paper must *present an argument* in this section—for instance, about the development or underdevelopment of your sector/country, or the importance of consideration of your chosen theme/sector for the development of your country.
4. *The way forward.* Your paper should conclude by presenting an argument for what could be considered the best policy or political strategy to bring about development. Imagine that you have the ear of state officials in your country: what path do you suggest? If obvious barriers exist to this path, address them: how may they be overcome?

The rules: turning in work, plagiarism

Late work loses ten percentage points per day (Saturday and Sunday count). For instance, a paper that is turned in six days late but would have otherwise received a score of 90/100 would be worth 30/100.

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare – emergencies only – and up to my discretion. Arrangements for a make-up exam should be made *before the exam is distributed*.

Grading options for the course are A,A-,B+,B-,C+,C-,D+,D, E. An 'I', or Incomplete, will only be given under special circumstances and where the instructor has made an arrangement with the student before the end of the quarter. If you wish to request an 'I', be prepared to explain (a) why an Incomplete is an appropriate grade option, and (b) how and when you will complete the incomplete.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Any academic misconduct, such as plagiarizing, will be reported to Ohio State's Office of Academic Affairs, Committee on Academic Misconduct (COAM). The COAM has prepared this useful statement called "Ten Suggestions for Preserving Academic Integrity" (2007). Please read the following carefully.

Ten Suggestions for Preserving Academic Integrity Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will

help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.

1. ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS: If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property, and plagiarism is a serious form of academic misconduct. If you are ever in doubt about whether or not you should acknowledge a source, err on the side of caution and acknowledge it.

2. AVOID SUSPICIOUS BEHAVIOR: Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a "cheat sheet." Keep your eyes on your own work. Unconscious habits, such as looking around the room aimlessly or talking with a classmate, could be misinterpreted as cheating.

3. DO NOT FABRICATE INFORMATION: Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. DO NOT FALSIFY ANY TYPE OF RECORD: Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. Many instructors routinely photocopy assignments and/or tests before returning them to students, thus making it easy to identify an altered document.

5. DO NOT GIVE IN TO PEER PRESSURE: Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. Even something seemingly innocent, such as giving a friend an old term paper or last year's homework assignments, could result in an allegation of academic misconduct if the friend copies your work and turns it in as his/her own.

6. DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES: Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. You should note that this applies even if you have to take the same course twice, and you are given the same or similar assignments the second time you take the course; all assignments for the second

taking of the course must be started from scratch.

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). For some assignments, you might be expected to "work in groups" for part of the assignment and then turn in some type of independent report. In such cases, make sure that you know and understand where authorized collaboration (working in a group) ends and collusion (working together in an unauthorized manner) begins.

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. Should you find yourself in this situation and turn in an incomplete (or no) assignment, you might get a failing grade (or even a zero) on the assignment. However, if you cheat, the consequences could be much worse, such as a disciplinary record, failure of the course, and/or dismissal from the University.

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. Never give another student access to your intellectual property unless you are certain why the student wants it and what he/she will do with it. Similarly, you should protect the work of other students by reporting any suspicious conduct to the course instructor.

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take! Students often do not realize that different courses have different requirements and/or guidelines, and that what is permissible in one course might not be permissible in another. "I didn't read the course syllabus" is never an excuse for academic misconduct. If after reading the course syllabus you have questions about what is or is not permissible, ask questions!

GEOGRAPHY 650: *Urban Spaces in the Global Economy*

Mondays and Wednesdays, Derby Hall 1116, 12:30-2:18

instructor: Dr. Nancy Ettlinger

office: 1144 Derby Hall

office tel: 292-2573

e-mail: ettlinger.1@osu.edu (I do not check e-mail evenings and weekends)

office hrs: by appointment

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**Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.**  
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Course Description and Objectives

This course introduces students to a variety of current issues in urban geography, with problems of difference and social change as underlying themes. The introductory class clarifies different types of geographic questions and their complementarities (questions of location, place, space, spatiality) with examples from research in urban geography; assigned material throughout the course as well as students' research will be positioned relative to these modes of geographic inquiry. The first class with assigned reading introduces students to a conceptual framework (drawing from Henri Lefebvre) that permits and interlinks approaches to urban space relative to material spatial practices (grounded experience), representations (perceptions), and imagined practice. Readings on selected issues for discussion for the remainder of the course (see p. 5) will connect in different ways to these three lenses on urban space.

One advantage of teaching urban geography at Ohio State University is that we have a vibrant urban laboratory not only at our doorstep but also within our lives. This course taps our context by incorporating local fieldwork as part of the course. Each student will pursue a field project in Columbus on a topic of her/his choice relative to her/his interests. The field project will be prepared as a paper to hand in at the end of the class; students will also present their projects to the class at the end of the quarter in a poster session. Collectively, the poster session on the variety of topics provide students with a wide frame of reference for problems in the urban environment in which they live as well as an understanding of different ways in which those problems can be approached in research. The fieldwork offers an opportunity to take interests developed in the course material to an active research program; the course material and individual and collective field projects are intended to enhance one another. The course is designed to offer both a substantive background in issues in urban geography as well as an understanding of how to problematize urban issues in geography and conduct a research project.

Required Reading

Articles: Students are required to read articles that have been assembled from journals and books; students are also responsible for any handouts distributed in class. Electronic copies of the articles are on CARMEN. For access information go to the OSU library home page (<http://library.osu.edu/>) and then go to the drop-down menu under 'Find' for e-reserves by course and FAQs. Technical questions are best directed to JR Murphy, the electronics librarian at OSU (tel.: 2-6448). *Please alert N. Ettlinger as soon as possible (telephone, e-mail, stop by) if there is a problem with the electronic reserves in general and/or particular articles!*

Book: One (short) book is assigned. Students are required to read the entire book for class on Monday, Jan. 14:

Florida, R. 2005. *Cities and the Creative Class*. New York: Routledge

Class Preparation

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are prepared for class. Based on past experience, students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up.

Class Attendance

Regular and punctual attendance is required. Students should drop this course if they have commitments that overlap with the class period. Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented (e.g. a medical appointment). Students are responsible for any course material and announcements that are missed.

Evaluation

Exam

This course includes one take-home essay exam that covers material through Wednesday, February 6 – about ½ of the course. The exam should be double spaced and paginated. Students have 10 days for the exam to permit time for organizing (that is, it is not expected that students will spend 10 days on the exams; the time frame is given in light of students' multiple responsibilities among courses, jobs, family responsibilities and so forth). The exam is due on a Friday, February 8, N. Ettlinger's office to avoid conflict with class preparation.

Questions

Following the exam, students will be evaluated on their reading and understanding of the course material based on questions that they write and hand in on the day the reading is due (at least 2 questions per article). Questions should be written as if students are formulating questions for an essay exam.

Field Project – Proposal, Poster, Paper

As indicated in the Course Description and Objectives, students will pursue a field project in this course. The specific topic and problem are open. The field permits students to use the course towards their personal and professional interests; the variety of topics selected by students (and presented in class) collectively provides an informative and stimulating view of the local environment and different ways of actively and professionally applying topics in urban geography to one's life.

Students may pursue their projects individually, or, if they choose, they may form a group of two or more. Collaboration can be fun and fruitful! If a student is part of a group, each individual takes responsibility for a particular dimension of the field work, and each student individually writes a paper (though all members of a group collectively present the poster); *all* students within a group must be thoroughly conversant with general issues such as purpose, methods, conclusions, and significance of the overall project. *Although the poster is presented by the group, each student must write a paper with all the required elements (see below).*

Each field project should entail some degree of mixed methods so that students can gain understanding of the purposes and relative value of different types of information. Each project should entail some combination of primary (data collected by the student via interviews, and other field approaches) and secondary data (published information); students may rely more on one type of data (primary or secondary) depending on their interests.

There are no prerequisites for the course and field project. One class during the quarter will be devoted to discussion of different approaches to field work and specific guidelines for the papers and posters; the guidelines will also clarify how students working in groups should relate their specific part of the project to the overall project. Another class will be devoted to discussion of students' progress on the field projects – students briefly discuss and constructively comment on each others' projects. Students are welcome to discuss their projects privately with N. Ettlinger anytime.

Proposal

On Friday, February 15 students hand in (N. Ettlinger's office) a brief proposal for their field projects. The proposal (approx. 2 pp. double spaced) should include the following elements: title, problem, question, relation of the question to urban research, geographic issues and research strategy (data collection, method); see p. 8. The proposal deadline is meant to help students get their projects rolling and get feedback; students can modify/change their direction as their research progresses.

Poster

The last class will be devoted to a poster session so that all students can learn about everyone else's project and talk with them about it. A poster session is fun, fair-like, and crucially, *interactive* – ½ the class will stand by their respective posters while the other students mill around and informally read the posters, ask questions, and discuss; then the 2 groups of students switch, so that everyone gets a chance to discuss their projects and see and discuss everyone else's. Note: a poster session is fundamentally different from a power point presentation, which is not interactive and targeted to a fixed (as opposed to fluid) audience. The poster session is a great opportunity for students to get constructive feedback

on their projects from other students as well as N. Ettlinger *before* the paper is due; students are expected to *use* this feedback when finalizing their papers. See p. 8 regarding required elements for the poster. Poster styles can vary; posters do not require monetary expense.

Paper

On the **Monday, March 10** all students will hand in a written paper on the project.; see *next page for details on what should be included in all papers and posters*. All papers should be "polished" -- i.e. proofed for spelling, clarity of expression, and organization. See p. 8 for required elements.

Undergraduate papers should be approximately 10 pages, double spaced. References need not extend beyond the course material (i.e. for this course, the literature in urban geography = the material covered in the course). *At least 3 references from the course should be used and related to the project.*

Graduate papers should be 15-25 pages, double spaced. References should extend well beyond the course material to academic material (journals, books) outside the required reading for the course. Newspaper and other popular media sources are welcome, though these sources should be in addition to academic material outside the required reading.

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All evaluated material will be given letter grades and then averaged relative to a 4.0 scale. The final grade will be figured as follows:

proposal 5%
exam 35%
questions 20%
poster 5%
paper 35%

Borderline final grades can be affected positively (e.g. by half a grade, such as C+ to B-, B+ to A-) by active and *responsible* class participation, assuming performance does not decline; (responsible participation entails *informed* discussion in class based on adequate class preparation).

..... Miscellaneous Regulations

- 1) **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).
- 2) No extra credit will be given in this course.
- 3) Incompletes are *discouraged* and will be permitted only under extenuating circumstances.

Syllabus

M, Jan 7	introduction
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W 9	cities and the production of space: material spatial practices, representations, and imagined spaces – theory and case study	Knox & Pinch; Fraser
M 14	cities, knowledge, art, & the creative class	Florida (book)
W 16	critique	Neff et al.; Peck
M 21	<i>Martin Luther King day – no class</i>	
W 23	cultural capital and ethnic enclaves: geographies of cultural economies	Waldinger; Basu & Werbner
M 28	renewal, revitalization, gentrification	Kleniewski, powell, Smith
W 30	race and space: real estate and constructions of racial segregation, 'spatial mismatch' and the inner city, de-essentializing place and race	Gotham 00, Kasarda, Gilbert; <i>exam handed out</i>
M Feb 4	place making, marketing, branding	Kavaratzis; Gotham 07; Evans
W 6	public art and social justice: space, control, and resistance	Hall; Deutsche; Cresswell
F 8	exam due, N. Ettlinger's office (Db 1144)	
M 11	meanings of the neoliberal city	Peck & Tickell; Mayer
W 13	problems of urban life in the neoliberal city – case studies of public transit and green subjection	Grengs; Brand
F 15	project proposals due, N. Ettlinger's office (Db 1144)	
M 18	<i>workshop – field strategies</i>	
W 20	contesting neoliberalism – case studies of volunteerism and 'placing' fair trade	Cloke et al; Malpass et al.
M 25	<i>progress on field projects – workshop</i>	
W 27	cultural politics of scale and meanings of the 'global' city	Sassen; González; Davidson
M Mar 3	envisioning the city region and urban democracy	Purcell; Morrissey & Gaffikin; Ettlinger
W 5	poster session	
M 10	final papers due, N. Ettlinger's office (Db 1144)	

Alphabetical List of Required Articles with Bibliographic Information

Electronic copies of all required articles, below, are on Carmen. The book by book by Florida is available in the university bookstores. Note: articles on Carmen are listed in the order in which they are read over the course of the quarter; not in alphabetical order.

- Basu, D. and Werbner, P. 2001. Bootstrap capitalism and the culture industries: a critique of invidious comparisons in the study of ethnic entrepreneurship. *Ethnic and Racial Studies* 24: 236-232.
- Brand, P. 2007. Green subjection: the politics of neoliberal urban environmental management. *International Journal of Urban and Regional Research* 31: 616-632.
- Cloke, P., Johnson, S., and May, J. 2007. Ethical citizenship? volunteers and the ethics of providing services for homeless people. *Geoforum* 38: 1089-1101.
- Cresswell, T. 1996. Heretical geography I: the crucial "where" of graffiti. In *In place, out of place* by T. Cresswell, pp. 31-61. Minneapolis: University of Minnesota Press.
- Davidson, M. 2007. Gentrification as global habitat: a process of class formation or corporate creation. *Transactions of the Institute of British Geographers* 32: 490-506.
- Deutsche, R. 1996. Uneven development: public art in New York City. In *Evictions: art and spatial politics* by R. Deutsche, pp. 49-107. Cambridge, MA: MIT Press.
- Ettlinger, N. 2007. Bringing democracy home: post-Katrina New Orleans. *Antipode* 39: 8-16.
- Evans, G. 2003. Hard-branding the cultural city – from Prado to Prada. *International Journal of Urban and Regional Research* 27: 417-440.
- Fraser, B. 2007. Madrid's Retiro Park as a publicly-private space and the spatial problems of spatial theory. *Social and Cultural Geography* 8: 1470-1197.
- Gilbert, M. 2000. Identity, difference, and the geographies of working poor women's survival strategies. In *Gendering the city: women, boundaries, and visions of urban life*, eds. K.B. Miranne and A. H. Young, pp. 65-87. New York: Rowman and Littlefield.
- González, S. 2006. Scalar narratives in Bilbao: a cultural politics of scales approach to the study of urban policy. *International Journal of Urban and Regional Research* 30: 836-857.
- Gotham, K.F. 2000. Urban space, restrictive covenants and the origins of racial residential segregation in a US city, 1900-50. *International Journal of Urban and Regional Research* 24: 616-633.
- Gotham, K.F. 2007. (Re)branding the big easy. *Urban Affairs Review* 42: 823-850.
- Grengs, J. 2004. The abandoned social goals of public transit in the neoliberal city of the USA. *City* 9: 1470-3629.
- Hall, T. 2007. Artful cities. *Geography Compass* 1: 1376-1392.
- Kasarda, J.D. 1989. Urban industrial transition and the underclass. *Annals of the Academy of Political and Social Science* 501, special issue, *The ghetto underclass: social science perspectives*, ed. W.J. Wilson, pp. 26-47.

- Kavaratzis, M. 2007. City marketing: the past, the present and some unresolved issues. *Geography Compass* 1: 695-712.
- Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In *Marxism and the metropolis*, eds. W.K. Tabb and L. Sawers, pp. 205-222. New York: Oxford University Press.
- Knox, P.L. and Pinch, S. 2000. The social construction of urban places (9.2) and The social meanings of the built environment (9.3). In *Urban social geography: an introduction* by P. Knox and S. Pinch, pp. 258-273. New York: Pearson Education.
- Malpass, A., Cloke, P., Barnett, C., and Clarke, N. 2007. Fairtrade urbanism? The politics of place beyond place in the Bristol fairtrade city campaign. *International Journal of Urban and Regional Research* 31: 633-45.
- Mayer, M. 2007. Contesting the neoliberalization of urban governance. In *Contesting neoliberalism: urban frontiers*, eds., H. Leitner, J. Peck, and E.S. Sheppard, pp. 90-115. New York: Guilford.
- Morrissey, M. and Gaffikin, F. 2006. Planning for peace in contested space. *International Journal of Urban and Regional Research* 30: 873-893.
- Neff, G., Wissinger, E., and Zukin, S. 2005. Entrepreneurial labor among cultural producers: "cool" jobs in "hot" industries. *Social Semiotics* 15: 1470-1219.
- Peck, J. 2005. Stuggling with the creative class. *International Journal of Urban and Regional Research* 29: 740-770.
- Peck, J. and Tickell, A. 2002. Neoliberalizing space. *Antipode* 34: 380-4-4.
- powell, j.a. 2002. Sprawl, fragmentation, and the persistence of racial inequality: limiting civil rights by fragmenting space. In *Urban sprawl: causes, consequences, and policy responses*, pp. 73-117. Washington, D.C.: The Urban Institute Press.
- Purcell, M. 2007. City-regions, neoliberal globalization and democracy: a research agenda. *International Journal of Urban and Regional Research* 31: 197-206.
- Sassen, S. 1996. Rebuilding the global city: economy, ethnicity and space. In *Re-presenting the city: ethnicity, capital and culture in the 21st-century metropolis*, pp.23-42. Washington Sqaure, NY: New York University Press.
- Smith, N. 1996. After Thompkins Square Park: Degentrification and the revanchist city. In *Re-presenting the city: ethnicity, capital and culture in the 21st-century metropolis*, pp. 93-107. Washington Sqaure, NY: New York University Press.
- Waldinger, R., McEvoy, D., and Aldrich, H. 1990. Spatial dimensions and opportunity structures. In *Ethnic entrepreneurs: immigrant business in industrial societies*, eds. R. Waldinger, H. Aldrich, and R. Ward, pp. 106-130. Newbury Park: Sage.

SOCIAL CITIES

Geog 652 (#10120-6), Winter 2008
T R 10:30 – 12:18, Derby 1116

Instructor:

Dr. Marie Cieri, Derby 1152
247-7371; cieri.1@osu.edu
Office Hours: by appointment MW 3:00-4:00

Course Description:

Social geography is the study of social relations within specific spaces and places. This course will introduce students to basic concepts of social geography and will survey the complex ways that elements of human diversity such as race, class, gender, sexuality, age, education and culture of origin interact with and within built and natural environments. Through a number of case studies set in various locations, we will explore not only how human difference is expressed in space but also how it is affirmed and reinforced by spatial structuring. Particular emphasis will be given to various methods of geographic representation and how they are used by governments, planners, the media, law enforcement, marketers, tourism promoters, community activists, academics and artists to produce competing visions of how to think about and act upon space and place. Students will study and critique these techniques and employ some of them in producing their own representations of social geographies in the Columbus area.

Basic concepts of social geography will be drawn from *Social Geographies: Space and Society* by Gill Valentine. Additional course readings will address how issues in social geography play out in specific spatial contexts. Ideas about representations of social geographies will be introduced and elaborated in a number of readings as well as through examination of alternative mapping projects, public art works and articles from the popular press. You will be expected to discuss readings in class and make short oral and written reports. Assignments will include observing and reporting on social interactions in a specific area or site within greater Columbus, mapping your own social geography, writing about film representations of social geographies and a final project where you will produce an informed and substantive representation of a particular social geography within the local area.

Required Texts:

Valentine, Gill. 2001. *Social Geographies: Space and Society*. Harlow, England: Prentice Hall (new and used copies available at the University Bookstore, SBX, etc., as well as online booksellers such as amazon.com).

Geog 652 Course Pack, available at SBX.

A few other required readings will be available on Carmen or will be handed out in class, as indicated below.

Please bring assigned readings to each class, as we will be referring to them frequently.

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academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the Committee (Faculty Rule 3335-5-847). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

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Assignments

1. Students are expected to come to every class with the readings read, thought about and in-hand. Though I will be presenting some lectures during the quarter, most of the course will be conducted as a seminar, so in-class discussion involving *all* students is vital to everyone's learning experience. To help you keep up with the readings and to facilitate our discussions, all students are required to post (on Carmen, under “Discussions”) brief but substantive comments about the readings **by 5 p.m. the day before class** (i.e., by 5 p.m. Monday for Tuesday classes and 5 p.m. Wednesday for Thursday classes). These postings are required for a minimum of 11 of the 14 classes indicated on Carmen. **Undergraduates** should submit one or two paragraphs (minimum of 200 words); **graduate students** somewhat more (minimum of 300 words). Think of these in part as messages about what you think is important to discuss in class.
2. Each student will produce a mental map(s) describing his or her own social geography. A handout describing this assignment will be handed out in advance of the **January 10** due date.
3. Each student will produce an observational report of a neighborhood or another type of social space within the Columbus area. More information will be provided in a handout. The report is due **January 31**.
4. Three short writing assignments based on films we will view in class and/or an exhibition you will see on your own will be due **January 29, February 12 and March 4**.
5. By **February 14**, preferably before, all students should be able to tell me what their final project will be. A handout outlining the requirements for the project will be distributed well before this date.
6. Each student will find and bring in articles, essays, photographs, maps, websites, audio and/or video clips about social geographies of the diaspora created by Hurricanes Katrina and Rita, produced from different representational points of view. These will be due by **February 21**.

7. Final projects will be due no later than **5 p.m., Tuesday, March 11.**

Graduate students: You are expected to play a major role in class discussions. As part of this, individual or pairs of graduate students will facilitate one class session apiece during the quarter. The particular session and topic will be determined in consultation with me early in the term.

Evaluation

Class participation (incl. attendance, pre-class reading comments, participation in discussions + discussion facilitation by graduate students)	30%
Mental map assignment	6%
Observational assignment	10%
Short essays (3)	18%
Hurricane Diaspora assignment	6%
Final project	30%

Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D or E. Students will be evaluated according to their status as undergraduates or graduate students.

All assigned work will be due by class time on the date indicated. Late work will lose two percentage points per day.

Class Schedule: (subject to change: we may have 1 or 2 guest speakers, etc.)

Thursday, January 3

Introduction to the class.

Tuesday, January 8

Valentine, "Space and society," pp. 1-12, and "The body," pp. 15-33.

Knox, Paul and Steven Pinch. 2000. "The Sociospatial Dialectic," in *Urban Social Geography: An Introduction*, 4th ed. Harlow and London, England, and New York: Prentice Hall, pp. 8-9 [course packet].

Cloke, Paul, et al. 2004. "Changing practices of human geography: an introduction" and Part 1 introduction, "Constructing geographical data," in *Practising Human Geography*. London: Sage, pp. 1-39 [course packet].

Thursday, January 10

Valentine, "The body," pp. 33-60

Mental map due (see handout)

Tuesday, January 15

Young, Robert J. C. 2003. "Introduction: Montage," in *Postcolonialism: A Very Short Introduction*. Oxford and New York: Oxford University Press, pp 1-8 [course packet].

Dorling, Daniel and David Fairbairn. 1997. "Representing others," in *Mapping: Ways of Representing the World*. Harlow, England: Addison Wesley Longman, pp. 65-81 [course packet].

Neighborhood Design Center. 2003. *Columbus Neighborhoods: Progress and Promise*. Columbus: Neighborhood Design Center [class handout].

Census information for Columbus [Carmen].

Pyle, Encarnacion. 2006. "Columbus becoming a mini melting pot: Region's new residents come from far and wide," in *Dispatch.com*, March 14, pp. 1-4 [course packet].

Thursday, January 17

Valentine, "The home," pp. 63-75 and 92-101, and "Community," pp. 105-137.

McHugh, Kevin E. 2003. "Three faces of ageism: society, image and place," in *Ageing & Society*, 23, pp. 165-185 [course packet].

Tuesday, January 22

Grasmuck, Sherri. 2005. "Vignette: Kate's Quiet Championship," Vignette: How Parents Get on Base" and "Vignette: Making Room for Lennie" in *Protecting Home: Class, Race and Masculinity in Boys' Baseball*. New Brunswick, NJ, pp. 45-48, 90-95, 143-146 [course packet].

Kearns, Robin A. 2000. "Being There: Research through Observing and Participating," in Iain Hay, ed., *Qualitative Research Methods in Human Geography*. South Melbourne and Oxford: Oxford University Press, pp.103-121 [course packet].

de Certeau, Michel. 1984. "Walking in the City," in *The Practice of Everyday Life*. Berkeley: University of California Press, pp. 91-110 [course packet].

Decision due on which social geography you will observe.

Thursday, January 24

Valentine, "Institutions," pp. 141-157 and "The street," pp. 169-202.

- In-class film showing: *Devil's Playground* (2002, dir. Lucy Walker)

Tuesday, January 29

Valentine, "The city," pp. 205-241

Essay on *Devil's Playground* due (see handout)

Thursday, January 31

Smith, Neil. 1996. "Class Struggle on Avenue B: The Lower East Side as Wild Wild West," in *The New Urban Frontier: Gentrification and the Revanchist City*. New York: Routledge, pp. 3-29 [course packet].

Jackson, Nancy Beth. 2003. "Accessible, Affordable and Highly Diverse," in *The New York Times*, October 19, p. RE5 [Carmen].

Observational report due (see handout)

Tuesday, February 5

Fainstein, Susan S. and Dennis R. Judd. 1999. "Global Forces, Local Strategies, and Urban Tourism," in Dennis R. Judd and Susan S. Fainstein, eds., *The Tourist City*. New Haven and London: Yale University Press, pp. 1-17 [course packet].

Wilson, Bobby M. 2007. "The Historical Spaces of African Americans," in Ines M. Miyares and Christopher A. Airriess, eds., *Contemporary Ethnic Geographies in America*. Lanham: Rowman and Littlefield, pp. 71-92. [course packet]

- In-class film showing: *Flag Wars*, part 1 (2003, dirs. Linda Goode Bryant and Laura Poitras)

Thursday, February 7

Binnie, Jon. 1995. "Trading Places: Consumption, Sexuality and the Production of Queer Space," in David Bell and Gill Valentine, eds., *Mapping Desire: Geographies of Sexuality*. London and New York: Routledge, pp. 182-199 [course packet].

Hayden, Dolores. 1995. "Invisible Angelenos," and part of "Workers' Landscapes and Livelihoods," in *The Power of Place: Urban Landscapes as Public History*. Cambridge, MA, and London: MIT Press, pp. 82-96 and 98-128 [course packet].

- In-class film showing: *Flag Wars* (part 2)

Tuesday, February 12

Valentine, "The rural," pp. 249-266.

Valentine, Gill. 1997. "Tell me about...: using interviews as a research methodology," in Robin Flowerdew and David Martin, eds., *Methods in Human Geography*. Harlow, England: Longman, pp. 110-125 [course packet].

Essay on *Flag Wars* due (see handout)

Thursday, February 14

Ehrenreich, Barbara. 2001. "Introduction: Getting Ready" and "Serving in Florida," in *Nickel and Dimed: On (Not) Getting By in America*. New York: Metropolitan Books/Henry Holt and Company, pp. 1-49 [course packet].

Cieri, Marie. 2000. Interviews with Gail Snowden and Lily Yeh in Marie Cieri and Claire Peeps, eds., *Activists Speak Out: Reflections on the Pursuit of Change in America*. New York and London: Palgrave/St. Martin's Press, pp. 103-118 and 131-146 [course packet].

Final project topic due (see handout)

Tuesday, February 19

Lewin, Tamar. 2001. "Growing Up, Growing Apart," in *How Race Is Lived in America: Pulling Together, Pulling Apart*. New York: Times Books/Henry Holt and Company, pp. 150-169 [course packet].

Marable, Manning. 2002. "Epilogue: The Souls of White Folk," in *The Great Wells of Democracy: The Meaning of Race in American Life*. New York: BasicCivitas Books, pp. 319-328 [course packet].

Gulf Coast Reconstruction Watch. 2006. "Introduction" and "People of Katrina: Demographics & the Diaspora," in *One Year After Katrina: The State of New Orleans and the Gulf Coast*. http://www.reconstructionwatch.org/images/One_Year_After.pdf Durham, NC: Institute for Southern Studies, pp. 2-13 [course packet].

- In-class film showing: *When the Levees Broke: A Requiem in Four Acts* (excerpt) (2006, dir. Spike Lee)

Thursday, February 21

Due today: Articles, essays, photographs, maps, websites, audio and/or video clips about social geographies of the diaspora created by Hurricanes Katrina and Rita, produced from different representational points of view.

Tuesday, February 26

Valentine, "The nation," pp. 295-321.

Kleniewski, Nancy. 2002. "Immigrants and the City," in *Cities, Change, and Conflict: A Political Economy of Urban Life*. Belmont, CA: Wadsworth Publishing Company, pp. 141-166 [course packet].

- In-class film showing: *Sixth Section: Immigrants Organizing Across Borders* (2003, dir. Alex Rivera)

Thursday, February 28

Airriess, Christopher A. 2007. "Conflict Migrants from Mainland Southeast Asia," in Ines M. Miyares and Christopher A. Airriess, eds., *Contemporary Ethnic Geographies in America*. Lanham: Rowman and Littlefield, pp. 291-312. [course packet]

Hawkins, Michael. 2007. "Ethnic Festivals, Cultural Tourism and Pan-Ethnicity" in Ines M. Miyares and Christopher A. Airriess, eds., *Contemporary Ethnic Geographies in America*. Lanham: Rowman and Littlefield, pp. 375-395. [course packet]

Cartoon by Larry Feign [Carmen].

Tuesday, March 4

Essay on topic TBA related to a film or exhibition on immigration due.

Thursday, March 6

Short in-class reports on final projects and course wrap-up.

Final projects are due in my mailbox (in Derby 1035) or at my office (Derby 1152) by 5 p.m., Tuesday, March 11.

GEOG 655: Land Use Geography

Instructor

Professor Darla Munroe
Email: munroe.9@osu.edu
Office: 1123 Derby Hall
Phone: 247-8382
Office Hours: TBD

Meeting times

1116 Derby Hall, MW 1:00-2:48pm

Course Website

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

Prerequisites

Geog 240 or permission of instructor.

Credit Hours

This class is for 5 credits.

Course Description

What are the causes and consequences of recent land-use changes? Within North America, phenomena like urban decentralization, forest regeneration, agricultural intensification and movement from Ohio to the Sunbelt all have implications for the physical layout of the land, which in turn has both environmental and social implications.

Land use, or the human modification of the physical environment, is a primary topic of interest to geographers. In this course, we will review recent major land-use changes in North America and connect these changes to recent trends in the economy. Thus, we will analyze how larger-scale processes lead to local land-use changes. Finally, we will examine two instances of shifting relationships between natural areas (i.e., the Great Lakes and forests) and land use.

Required Readings

There are two required texts for this course.

Brakman, Garretsen and van Marrewijk, 2001. **An introduction to geographical economics**. Cambridge University Press. (BGM)
 Krugman, Venables and Fujita, 1999. **The spatial economy: cities, regions and international trade**. MIT Press. (KVF)

Grading Policy

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

Class participation and comments on weekly readings	30%
4 Homework assignments	20%
Final project	50%

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

Grading Scale		
Percentage	Letter Grade	Qualitative Description
93-100	A	Achievement that is <u>outstanding</u> relative to the level necessary to meet course requirements.
90-92.9	A-	
87-89.9	B+	Achievement that is <u>significantly above</u> the level necessary to meet course requirements.
83-86.9	B	
80-82.9	B-	
77-79.9	C+	Achievement that is <u>in keeping</u> with the course requirements in every respect.
73-76.9	C	
70-72.9	C-	
67-69.9	D+	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
60-66.9	D	
0-59.9	E	Work that was either completed but not worthy of credit, or incomplete.

Academic Misconduct

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Course Schedule

Week	Topic	Reading	Assignment
1	Introduction to the course		
	<i>Changing urban regions</i>		
2	Trends in metropolitan population	BGM Ch 1,2	
3	Transportation	FKV Ch 1	
4	Micropolitan areas and exurbanization	BGM Ch 3 FKV Ch 2	HW 1 Population change
	<i>Economic shifts</i>		
5	The information economy	BGM Ch 5 FKV Ch 3	HW 2 Employment trends
6	Deindustrialization	BGM Ch 7 FKV Ch 6	
7	Extractive industries	BGM Ch 10 FKV 9 Ch,10	HW 3 The Appalachian Regional Commission
	<i>From resource regions to amenity-led growth</i>		
8	Case study: land-use change along Lake Erie	FKV Ch 15	HW 4 Amenities and growth
9	Case study: forest regeneration in Southeast Ohio		Project
10	Project presentation		

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

GEOG 680: Computer Cartography and Geographical Visualization

Instructor

Ola Ahlqvist, ahlqvist.1@osu.edu

Office phone: 247-7997

Office address: 1049 Derby Hall, 154 N Oval Mall

Office hours: Thursdays 9-11 AM, or by appointment, or drop-in (my door is always open when I am in but I reserve the right to be busy)

Course Description

This course further explores issues and techniques surrounding computer based mapping and visualization. We take a deeper look into data structures and data transformations as a basis for different analytical techniques and visual representations. We also explore techniques for mapping multidimensional data. Participants will get hands-on experience of transforming and preparing spatial data for exploration, visualization, and interactive mapping.

Academic Integrity Policy

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Text

Slocum, T.A. et al., 2005, Thematic Cartography and Geographic Visualization, 2nd or 3rd ed., Upper Saddle River, NJ : Pearson/Prentice Hall, 518p.

There should be plenty of used 2nd eds. The new 3rd ed. is soon to be released.

Coursepack including the following texts:

Demers, M.D., 2005, *Fundamentals of Geographic Information Systems*, 3rd Ed., Wiley, Chapter 4 – GIS data models, pp. 72-109

Longley, P.A., Goodchild, M.F., Maguire, D.J., and Rhind, D.W., 2005, *Geographic Information Systems and Science*, 2nd Ed., Wiley, Chapter 6 – Uncertainty, pp.127-153.

Chrisman, N., 2002, *Exploring geographic information systems*, 2nd Ed., Wiley, Chapter 4 – Attribute-based operations & Chapter 9 – Transformations, pp. 105-118 & 217-242.

Dent, B.D., 1999, *Cartography – Thematic map design*, 5th Ed., McGraw Hill, Chapter 11 – The Cartogram: Value-by-area mapping, pp.207-220.

Additional readings made available online:

Buckley, A. (2003). Atlas mapping in the 21st century. *Cartography and Geographic Information Science*, 30(2), 149-159.

Harrower, M. (2004). A look at the history and future of animated maps. *Cartographica: The International Journal for Geographic Information and Geovisualization*, 39(3), 33-42.

Holt, J. B., Lo, C. P., & Hodler, T. W. (2004). Dasymetric estimation of population density and areal interpolation of census data. *Cartography and Geographic Information Science*, 31(2), 103-121.

Mennis, J. (2003). Generating surface models of population using dasymetric mapping. *Professional Geographer*, 55(1), 31-42.

Tobler, W. (2000). The development of analytical cartography: A personal note. *Cartography and Geographic Information Science*, 27(3), 189-194

Recommended:

The New York Times, or other newspaper with good print AND online maps and graphics in their coverage of current events.

You will be asked to present to the class and discuss the design of one map on a current event. This activity will be ongoing throughout the quarter. Free copies of NYT are available to students in the residence halls and student discounted personal subscriptions run ~\$20 for the quarter.

Schedule

The most up to date schedule will always be posted on Carmen under Course info. Any significant changes to the schedule will be announced well in advance.

Lectures

Tuesdays and Thursdays 12:30 PM — 2:18 PM in 0140 Derby Hall.

Class material such as lecture notes, worksheets, handouts will be made available through Carmen under the heading Lectures.

During lectures we will often spend some time to work with sample problems and discuss practical applications. These activities are meant to build a deeper understanding of the subject matter but it also relies heavily on your active participation. You will also sometimes have work to prepare before classes or other types of homework assignments.

Labs

Lab time follows directly after lecture **Tuesdays and Thursdays 2:30 PM — 3:18 PM**. Details on the labs will be posted on Carmen under the Labs heading.

You will be provided with a software CD containing a one-year time-out ArcView 9.2 and extensions license. Please be advised that you should review the following site before installing the software:

http://www.esri.com/industries/university/education/student_faqs.html

Please also note that as you register the software, you should make sure to write out our full school name "The Ohio State University" in the organization field rather than using any acronyms. Furthermore, avoid using the word "Student", or the word "Self" or any initials since this will cause a delay in the registration time (this requires that ESRI manually review the registration rather than having the process be completed automatically).

Grading Policy

Overall credits for the course will be given approximately as follows:

Lab Assignments	65 %
In-class work & Homework	10 %
Project	25 %

The credits given to each course component reflects my notion that I can only facilitate for you to acquire theoretical and practical knowledge. *Only you can learn* what we want you to. Consequently, assessments relate mainly to your own learning, such as demonstrating practical use of the covered topic matter in lab, homework and an individual project.

Final letter grades will be assigned based on how many percent of total points available you have earned.

92.5 <= A
90.0 <= A- < 92.4
87.5 <= B+ < 89.9
82.5 <= B < 87.4
80.0 <= B- < 82.4
77.5 <= C+ < 79.9
70.0 <= C < 77.4
60.0 <= D < 69.9
F < 60

Examination Policy

There will be a continuous evaluation through lab, homework and in-class assignments. In addition the final project will contribute to about 1/4 of the total grade.

All course work (labs, homework, individual project work) are expected by the due date. A late penalty of at least 10 percentage units will be taken off each day after the due date.

If you have a genuine reason (known medical condition, a pile-up of due assignments on other courses, ROTC, athletics teams, job interview, religious obligations etc.) for being unable to complete work on time, then some flexibility is possible. However, if in my judgment you could reasonably have let me know *beforehand* that there would likely be a delay, then a late penalty will still be imposed if I don't hear from you until *after* the deadline has passed. For unforeseeable problems, I can be more flexible.

If there are ongoing medical, personal, or other issues that are likely to affect your work all semester, then please arrange to see me to discuss the situation.

Lab Assignments: You are welcome to discuss the labs amongst yourselves, in fact this is encouraged, but the final product you hand in *must be your own work* (see Academic Integrity Policy below). Details of the lab assignments will be posted on the course web site.

In-class work & Homework: Some classes have time allotted for discussions, in-class work and other activities. Your contribution in these and in class generally, will be noted, and used to determine part of your final grade, just showing up won't count a whole lot toward this component! Obviously, you will receive no credit for in-class work if you are not present.

During the quarter, there will be several homework assignments. The main purpose of the homework is to provide an opportunity to learn how to apply the things we cover during the lectures. Homework will be assigned during class, and usually due by the next class

period. If you are having difficulty with assignments you should get help, whether from fellow students, from the course TA, or from me. Whatever you do, ask someone!

Exam: In addition there will be four smaller exams. These exams will be given in class, will cover material from the lectures and assignments, and will consist of multiple choice, short answer, and problem solving questions. There will be no final exam; instead an individual project will assess your ability to apply what you have learned in a practical situation.

Term project: As an individual project you will produce a map of a topic that you choose. Many students take this as an opportunity to map out some aspect of their favorite hobby or interest. In this project you will go through the entire map-making process; from ideation, through data collection and design, to a final product. Further details of the individual project will be posted on Carmen.

There will be no make-up exams or labs except for *documented* medical or family emergencies.

Geography 683 – Quantitative Geographical Methods

Instructor Desheng Liu (liu.738@osu.edu)
Office 1189 Derby Hall, 247-2775
Office Hours M 4:00-5:00pm, W 11:00-12:00pm, or by appointment

Teaching Assistant Guoxiang Ding (ding.45@osu.edu)
Office 1083 Derby Hall, 688-3936
Office Hours F 12:30-2:00pm, or by appointment

Lectures 1080 Derby Hall, Monday and Wednesday 2:30-3:48pm

Labs 0140 Derby Hall, Friday 10:30-12:18pm or 2:30-4:18pm

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

Required Texts

[R] Rogerson, P.A. (2006). *Statistical Methods for Geography: A Student's Guide (Second Edition)*, Sage Publications, London. (ISBN 1-4129-0796-9).

Norusis, M.J. (2006). *SPSS 14.0 Guide to Data Analysis*, Prentice Hall, New Jersey. (ISBN 0-13-199528-6).

Supplementary Texts

Burt, J.E. and Barber, G.M. (1996). *Elementary Statistics for Geographers (Second Edition)*, The Guilford Press, New York. (ISBN 0-89862-999-3).

Mitchell, A. (2005). *The ESRI Guide to GIS Analysis - Volume 2: Spatial Measurements & Statistics*, ESRI Press, Redlands. (ISBN 978-1-58948-116-9).

Course Description and Objectives

This course will provide an introduction to fundamental methods used in quantitative geographic research. The emphasis will be on the statistical analysis of geographic data. The objectives are 1) to introduce students a range of fundamental quantitative approaches in geographic problem solving, 2) to present students real-world examples from a variety of

topical areas in geography, and 3) to provide students a basis for understanding more advanced geographic data analysis methods.

Prerequisites

Statistics 145 or 245, or equivalent, or graduate standing in geography, or permission of the instructor.

Students with Disabilities

All students who feel they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. Students with documented disabilities must also contact the Office of Disability Services (ODS) in 150 Pomerene Hall (614-292-3307) to coordinate reasonable accommodations for the course. ODS forms must be given to your instructor as early in the quarter as possible to be filled out and returned to you.

Academic Misconduct

Please help us to maintain an academic environment of mutual respect, fair treatment, and personal growth. You are expected to produce original and independent work for exams. Although students are often encouraged to work together on homework and lab assignments, **all students must submit their own written work in their own words.** Academic misconduct will not be tolerated and will be dealt with procedurally in accordance with University Rule 3335-31-02. (This policy can be found at <http://oaa.osu.edu/procedures/1.0.html>.)

Grading Policy

Your final course grade will be based on the following weighting of assessment components:

Class exercises and quizzes	15%
Homework	10%
Labs	25%
Midterm Exam	20%
Final Exam	30%

- Class exercises and quizzes will be frequently given as an important component of class participation. Absolutely no make-ups will be given.
- All assignments should be turned in on time. Late submissions will NOT be accepted.
- Students must take all examinations to receive credits. No make-up exams will be given unless legitimate documents for medical or personal emergency are presented **prior to** the examinations.

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

A: 93–100 | **A-:** 90–92 | **B+:** 87–89 | **B:** 83–86 | **B-:** 80–82 | **C+:** 77–79
C: 73–76 | **C-:** 70–72 | **D+:** 67–69 | **D:** 60–66 | **F:** below 60

Student Responsibility

You are responsible for your own learning. I am here solely to facilitate your learning and understanding of the course materials. I will help you as much as I can, but learning the materials is ultimately up to you. This includes:

- attending class meetings or getting assignments and notes from others if you miss class;
- asking questions when you have them, either in class or out of class;
- doing the assigned homework on time and participating in class;
- contacting me if you have difficulties.

Calculators

A calculator (with statistical functions) may be used for homework and exams. No cell phone calculators will be allowed during exams. (Note: This also applies to PDAs with calculator and/or communication functions.)

Cell Phones

Cell phones must be either turned off or put on vibrate during class, as cell phones ringing during class disrupt the learning process. Additionally, no cell phone calculators will be allowed on any exams in the course. (Note: This applies also to PDAs with communication capabilities.)

E-mail

In order to protect your privacy, all course e-mail correspondence must be done through a valid OSU name.number account. If you have not activated your OSU email account, you can activate your account at <https://acctmgt.service.ohio-state.edu/cgi-in/KRB1EntryAdd>.

Course Policy on Unpaid Fees and Students Not Registered

If your fees are unpaid or if you are not officially registered for the course, you should not be attending class. Students with unpaid fees at the time of the first exam need to talk to me as soon as possible in order to continue their attendance. Students who are not registered in the course need to work out their registration issues in order to continue their attendance.

Receiving an 'I' for the Course

You cannot receive an incomplete for the course unless 70% of the work in the course has been completed. Extenuating circumstances will be handled on a case-by-case basis.

Tentative Course Schedule

Week	Date	Topics	Readings	Labs
1	09/19	Introduction	[R] 1	No lab
2	09/24	Basic terms and notations	[R] Appendix B, C	Lab1
	09/26	Geographic data	[R] 2.1	
3	10/01	Special issues of geographic data	[R] 1.7	Lab 2
	10/03	Descriptive statistics	[R] 2	
4	10/08	Geospatial information techniques		Lab 3
	10/10	Probability (I)	[R] 3	
5	10/15	Probability (II)	[R] 4	Lab 4
	10/17	Sampling	[R] 5.7	
6	10/22	Midterm Exam: 2:30 – 3:48 PM		Lab 5
	10/24	Estimation	[R] 5.1~5.2	
7	10/29	Hypothesis testing (I)	[R] 5.3~5.6	Lab 6
	10/31	Hypothesis testing (II)		
8	11/05	Analysis of Variance	[R] 6	Lab 7
	11/07	Correlation	[R] 7	
9	11/12	No class (Veterans' Day)		Lab 8
	11/14	Regression (I)	[R] 8	
10	11/19	Regression (II)	[R] 9	No lab
	11/21	Spatial autocorrelation	[R] 10.3.2	
11	11/26	Spatial pattern analysis	[R] 10	
	11/28	Review		
12	12/06	Final Exam: 11:30 – 1:18 PM		

GEOG 684 – Geographic Applications of Remote Sensing

Instructor

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

Lectures

1116 Derby Hall, Monday and Wednesday 1:00-2:18pm

Labs

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

Course Website

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

Prerequisites

Geography 683 or permission of instructor

Credit Hours

This class is for 5 credits.

Course Description

Remote sensing has been widely used in various scientific researches including climate change, water resources, land use and land cover change, forest management etc. This course provides an introduction to the use of remote sensing in geography and atmospheric science. Lectures are divided into two parts: (1) remote sensing basics, and (2) remote sensing applications. In the first part, fundamentals on remote sensing principles, image interpretation and processing, and field methods will be presented. In the second part, real-world examples from a variety of topical areas will be used to illustrate the geographic applications of remote sensing. Computer laboratory exercises are designed to help students to gain hands-on experiences on the digital processing of remotely sensed data. Students are also expected to complete a project that applies remote sensing techniques to solve a geographic problem.

Required Textbook

- Campbell, James B., 2008, *Introduction to Remote Sensing*, Fourth Edition, The Guilford Press. ISBN 1606230743

Optional Reference

- Gong, Peng, 1997, *Remote Sensing and Image Analysis*, unpublished book, available at <http://www.cnr.berkeley.edu/~gong/textbook/>

Grading Policy

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

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

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

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

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

Academic Misconduct

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Disability Services

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Course Schedule

Week	Topics	Lab	Readings
	Part I: Remote Sensing Basics		
1	Introduction to remote sensing Remote sensing data	Introduction to ENVI software	Ch 1. Ch 2. , Ch 4.
2	Image display and interpretation Image calibration and enhancement	Visual analysis of high resolution satellite image	Ch 5. Ch 11.
3	Image classification Multi-temporal change detection	Analysis of vegetation signatures and indices	Ch 12.
4	Field methods in remote sensing Accuracy assessment	Image preprocessing	Ch 13. Ch 14.
	Part II: Remote Sensing Applications		
5	Remote sensing and GIS Remote sensing in land use and cover	Mapping land use and cover change	Ch 16. Ch 20.
6	Remote sensing in land surface processes Remote sensing in ecological sciences	Biophysical parameter extraction	Ch 18. Ch 17
7	Remote sensing in urban studies Remote sensing in forest studies	Project	Ch 9. Ch 8, 17.
8	Remote sensing in hydrological sciences Remote sensing in atmospheric sciences	Project	Ch. 19 Ch. 21
9	Case studies from Geography and BPRC	Project	
10	Project presentation		

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

Geography 686
Spring 2008

GIS Applications in Social Science and Business

Instructor:

Dr. Mei-Po Kwan
Office: Room 1054, Derby Hall
Phone No: 292-9465
E-Mail: kwana.8@osu.edu
Office hours: By appointment

Time: Monday and Wednesday 12:30pm-2:18pm in DB 0140

Lab Session Time: Thursday 3:30-4:18pm in DB0140

GTA:

Mr. Guoxiang Ding
Office: 1083 Derby Hall
Phone No: 688-3936
E-Mail: ding.45@osu.edu
Office hours: Tuesday and Thursday 11:00am-12:00pm

Course objective

The objective of this course is to apply GIS techniques on social science and business research. More specifically the goals are: (1) to provide students with an understanding of how GIS can be applied in social science and business research; (2) to familiarize students with advanced GIS and modeling techniques; (3) to provide students with hands-on experience in working with various data sources through a project related to their own research interest.

Format of the course

This course will rely heavily on both lecture and reading and discussing the literature on applications of GIS. Students will also be asked to gain hands-on experience in GIS applications by attending lab sessions, working on lab assignments and a major project related to their own area of interest. For the project, students will have to define their research/application problem, explain how modeling and GIS techniques are used and produce output from the results of the project. Students will have flexibility in defining the application area and choosing software for their application.

Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Academic Misconduct

Academic misconduct in any form will not be tolerated. This includes, but is not limited to, cheating and plagiarism. Students are referred to the definitions of academic misconduct found here: <http://oaa.osu.edu/procedures/1.0.html> . Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected misconduct, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Students also need to keep and handle their own lab work appropriately to avoid being copied by someone else. All the students are responsible for removing their own lab work from public-access hard drives and store the data in their own media (e.g., jump drive). Those who fail to protect their own work and result in copied lab work will also be treated as involvement in plagiarism.

Course readings

Required readings for this class are also from a variety of journal articles and GIS magazines. They will be kept in Carmen. Students are required to obtain the readings. The following optional materials will also be helpful for this class and lab exercises.

- (1) Environmental Systems Research Institute, Inc., 1999. *Transportation GIS*.
- (2) Environmental Systems Research Institute, Inc., 2000. *GIS for Health Organization*.
- (3) Grant Ian Thrall, 2002. *Business Geography and New Real Estate Market Analysis*. Oxford University Press.
- (4) Environmental Systems Research Institute, Inc., 2004. *Getting to know ArcGIS*.
- (5) Environmental Systems Research Institute, Inc., 2003. *Advanced Spatial Analysis*
- (6) Wang, F. 2006. *Quantitative Methods and Applications in GIS*. London: CRC Press

Course requirements and prerequisites

Geog 607 and Geog 685 are the prerequisites for the class, or permission by the instructor. The distribution of your grade is as follows:

- 25% Mid-Term examination
- 15 % Class participation
- 30% Laboratory exercises
- 30% Class project

Class Participation and Lab Assignments

Students are expected to actively participate in classes and lab sessions. Above half of the class sessions will be lectures and the rest will be devoted to discussions of GIS applications.

Students are expected to read the required materials before class and participate in discussion. There will also be presentations by GIS practitioners from private organizations such as Nationwide Insurance. Students are required to attend these presentations.

We will be using mainly ArcGIS in the labs.

For lab assignments, there will be a **5%** penalty per day if late. Work handed in more than **2-days** late will **NOT** be accepted. Unless specified, labs are due one week from when they are introduced and are due by the end of the students' enrolled lab session – any labs turned in after the end of class will be considered late. All lab reports are required to be submitted electronically through Carmen. Hardcopy submissions will not be accepted and lab grades will also be posted in Carmen grade book.

Examination and Class project:

There is a mid-term examination to be held about the later part of the quarter. There is no final examination in this course. Part of the evaluation (30%) will be based on a class project. Students are required to formulate a project through defining an application or research problem and carrying out analysis using GIS techniques.

You can work on an individual project. You are also welcome to work in teams (1-2 students in one project usually). Students can also use software other than the ones introduced in the lab exercises such as TRANSCAD, etc.

A project proposal (1-2 pages) is due on April 21 (Monday). The proposal should include the name(s) of the student(s) involved, the problem to be solved, and different data sets, techniques and software to be used. A written report is required.

Spring 2008 Course Schedule*

	Monday	Wednesday	Lab Sessions
Week 1 Mar 24 and 26	Introduction: GIS applications	Application issues: Scale	Lab1: Introduction to ArcGIS, GIS Tutorial, Resources and Techniques
Week 2 March 31and April 2	GIS applications In Transportation	GIS applications In Transportation	Lab2: Spatial Interaction Models
Week 3 April 7 and 9	GPS	GIS Application on Urban Issues	Lab3: Processing GPS Data
Week 4 April 14 and 16	GIS Application on Urban Issues(Eric Boschmann)	GIS Application by Practitioner	Lab4: Measuring Spatial Accessibility to Primary Care Physicians

Week 5 April 21 and 23	GIS Application on Health Issues I	GIS application on Health Issues II	Lab5: Disease Mapping and Analysis Program (DMAP)
Week 6 April 28	GIS and Spatial Analysis of Market: Customer targeting	GIS and Spatial Analysis of Market: geodemographics approach	Lab6: Spatial Analysis of Homicide Patterns
30			
Week 7 May 5 and 7	GIS Applications on Sale forecasting and Store- assessment	Location Allocation Models (Dr. Ningchuan Xiao)	Lab7: Site Selection Using ArcGIS
Week 8 May 12 and 14	Mid Term Exam May 12	Class Project	Class Project
Week 9 May19 and 21	Class Project Presentations	Class Project Presentations	Class Project
Week 10 May26 and May 28	Holiday (No Class)	Class Project Presentations	Class Project
Final Exam week	-		

* Due to uncertainty in scheduling of GIS practitioners, this weekly schedule is tentative and subject to change. Check the course web site for the most updated schedule.

GEOG 687: GIS Design and Implementation

The Ohio State University

Autumn 2008

Location: 1116 Derby Hall (Lecture), 0140 Derby Hall (Lab) Time: MW 12:30 - 1:48 PM (Lecture), F 12:30 - 2:18 PM (Lab) Course URL: <http://carmen.osu.edu>

Instructor: Professor Ningchuan Xiao Office: 1132 Derby Hall Phone: 292-4072 E-mail: xiao.37@osu.edu Office Hours: Friday 2:30-4:00 PM or by appointment

This course concentrates on the design and implementation techniques that are widely used for developing today's geographical information systems and other computer programs for spatial analysis. Major topics of this class include project management, requirement analysis, spatial database design, object-oriented analysis and design, unified modeling language, and system verification and validation. Students will learn the GIS development skills using different programming languages through weekly lab exercises and group projects that address "real-world" GIS application problems.

Goals

The topics covered in this course are selected to achieve the following goals:

- Understanding the design and implementation issues in GIS development
- Mastering basic software development techniques, especially those using object-oriented approaches
- Understanding spatial database design techniques
- Developing personal experience of GIS development through hands-on labs and projects
- Understanding ethical issues in GIS

Academic Misconduct

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Texts

The following two books will be used for the lecture and labs:

- Yeung, A.K.W. and Hall, G.B. 2007. *Spatial Database Systems: Design, Implementation and Project Management*, Springer.
- Schmuller, J. 2004, *SAMS Teach Yourself UML in 24 Hours*, 3rd Ed. SAMS Publishing.
- R. Burke, 2003, *Getting to Know ArcObjects: Programming ArcGIS with VBA*, ESRI Press.

The lecture does not necessarily follow the textbooks. Instead, I will use my own lecture notes, which will be made available on the course schedule web site. Therefore, it is important for students who take Geog 687 are expected to attend each class and participate in discussion and exercises. Further readings, when applicable, will be handed out during the class.

Prerequisites

Geography 685 or consent of instructor.

Credit Hours

This class is for 5 credits.

Evaluation

Student performance is assessed by the following five components:

- Labs (25%). Hands-on approaches will be used. Nine weekly lab assignments are based on the book *Getting to Know ArcObjects* and supplementary materials. More details are described in the Lab Syllabus.
- Group Project (25%). Students attending this class will be divided into several groups, each working with a "client" on a GIS development project. Members of each group will determine necessary working teams to fulfill a particular design and implementation goal of the project. The projects should be concluded by (a) delivering the final products including a full set of documentations to the clients, and (b) professionally presenting the project to the clients and the class. During the quarter, a number of formal presentations will be made by each group to the class to report the progress. The performance of each group and its members will be reviewed by peers (groups and individuals), their clients, and the instructor. Detailed review instruction and forms will be handed out.
- Examination (20%). A comprehensive examination will be given.
- Homework (15%). There will be two homework assignments. A homework assignment is normally due in one week after it is handed out.
- Case studies (10%). In addition to attending the lecture, students should also play an active role in group studies. A number of groups will be created during the second week. Each group will choose (or be assigned) some GIS applications and additional reading materials. Groups should thoroughly study these materials and professionally present them to the class. The performance of each student will be evaluated by the peers and the instructor.
- Participation (5%). Attendance and participation in class discussion are expected of all students.

Schedule

The **schedule** will be updated whenever new materials become available.

* The guest lecture on 10/10 is from 1:30 to 2:18 PM.

OVERVIEW

9/19 Introduction
9/21 LAB Customization
9/24 Requirements
9/26 Guest Speaker
9/27 LAB VBA Programming
10/1 Project Management

DESIGN

10/3 What is design?
10/5 LAB Knowing the objects
10/8 UML: Object orientation
10/10 Guest Speaker*
10/12 LAB Tools and Commands
10/15 UML: use cases
10/17 UML: diagrams
10/19 LAB Geodatabases
10/22 UML: applications
10/24 Database: ER model
10/26 LAB Symbolology and feature
10/29 Database: relational model
10/31 Web-based GIS
11/2 LAB Dynamics and tables

IMPLEMENTATION

11/5 Verification and validation
11/7 Guest Speaker
11/9 LAB Web GIS: basics
11/12 No Class (Veterans' day)
11/14 Software testing
11/16 LAB Web GIS: Google maps
11/19 Case Study
11/21 Case Study
11/23 No lab (Thanksgiving)
11/26 Examination
11/28 Presentations
11/30 LAB Web GIS: databases

Geography 688 – *Emerging Topics in GIS*

Topic: Web-Based GIS

Location: 1116 Derby Hall (Lecture), 0140 Derby Hall (Lab)
Time: M 8:30 - 10:18 AM (Lecture), M 4:30 - 6:18 PM (Lab)
Course URL: <http://carmen.osu.edu>

Instructor: Professor Ningchuan Xiao
Office: 1132 Derby Hall
Phone: 292-4072
E-mail: xiao.37@osu.edu

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

Text and readings

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

Prerequisites

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

Credit Hours

This class is for 5 credits.

Evaluation

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

- **Labs (30%).** Hands-on approaches will be used for weekly lab assignments. The labs are not based on a specific textbook. I will provide detailed lab instructions before each week's lab; many lab instructions and assignments are based on a variety of Internet sources.
- **Projects (30%).** Each student will work in a group of no more than 3 members. The group will complete an appropriate project using (some of) the techniques learned in this class. The group is responsible to collect the data and implement the idea. Groups will be created no later than April 14. The final grade for each project is determined by the following components:
 - o **Project Idea (2%).** Each group should prepare one paragraph (<250 words) to describe a project idea they will pursue during this quarter. This idea need not be final but must be thoughtful. The paragraph should include, briefly, the goal of the project, potential data sets, suitable techniques, and some feasibility assessment.
 - o **Proposal (3%).** On May 5, each group must submit a formal proposal of no more than 1000 words discussing in detail about their project. In addition to discussing the topics covered in the idea paragraph, the proposal should also include how the project will be managed (work breakdown, scheduling, organization, and roles of each group member).
 - o **Early report (5%).** The purpose of an early report to encourage each group to start early so that they can overcome potential technical barriers that often appear in this stage of a project. This report should

include a detailed description of the data to be used and a sound methodological framework. A sketch of the system to be designed should also be included and discussed.

- **Demonstration** (15%). Each group will demonstrate their project (live!) on June 2 during the scheduled time for final examination. The proposal will be used as a major criterion to evaluate the demonstration. Peer review method *may be* used during the demonstration.
- **Final report** (5%). This report concludes a project and should include the final discussion about the implemented functions/services in the original proposal. Some self-assessment as well as limitations should also be discussed. The final report is due on June 3.
- **Examination (20%)**. An close-book examination is scheduled in the final week.
- **Participation (20%)**. Attendance and participation in class discussion are expected of all students. More specifically, there are two kinds of activities.
 - **Discussion** (10%). Each morning meeting (except for the two case studies) will have an instructor-led session (about 2/3 of the class duration) and student-led discussions. Student-led discussions will be based on article reading or software experiments/tutorials. A student must lead at least one of the discussion during the quarter (bonus points may be given to those who are willing to do extra discussion). A software experiment/tutorial session is typically handled by more than one student. The materials used for discussion (slides, for example) must be ready before class.
 - **Abstracts** (10%). Each student must submit an abstract of no more than 500 words about the readings and software for each week. This does not include the chapters of the textbook. This requirement is exempted for those who are scheduled to lead the discussion on the particular day.

Students must make sure their work meet the following requirements:

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

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

Schedule

Schedule

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

Week	Lecture	Reading	Lab	Progress
1	Introduction	Ch 1; TOR	Basics: HTML, CSS	
2	Fundamentals of (inter)networking	Ch 2, 3; NA	Basics: AJAX	
3	Enabling techniques	Ch 4; OGC05; OGC06	Basics: WMS/WFS	
4	Case studies	Googel Maps & KML	Mashups: Google Maps	Groups
5	Standards (OGC, XML, GML)	Ch 6,7; KML	MapServer	Project Idea
6	Distributed systems	Ch 5; CEK01; Rin01	Mashups: Geoserver	Proposal
7	Semantic web	BLHL01; Econ07; PK07	MapServer	
8	Geospatial web	DBL07; TGD07	MapServer	
9	Case study	Kra04; EKC04; DB04; NWW	Projects	Early report
10	Demonstrations			Final report
11	Examination			

Reading List

- [BLHL01] Berners-Lee, Tim; James Hendler and Ora Lassila (2001). "The Semantic Web". *Scientific American Magazine*, May 17.
- [CEK01] Carver, S., Evans, A., Kingston, R., Turton, A. 2001. Public participation, GIS, and cyberdemocracy: evaluating on-line spatial decision support systems. *Environment and Planning B* 28(6): 907-921.
- [DB04] Dragicevic, S., Balram, S. 2004. A web GIS collaborative framework to structure and manage distributed planning processes. *Journal of Geographical Systems* 6(2):133-153.
- [DBL07] Delboni, T.M., Borges, K.A., Laender, A.H.F., Davis, C.A., Jr. 2007. Semantic expansion of geographic web queries based on natural language positioning expressions. *Transactions in GIS* 11(3): 377-397.
- [Eco07] The world on your desktop, *Economist*, Sep 6, 2007.
- [Eign02] Egenhofer, M.J. 2002. Toward the semantic geospatial web. In: *GIS '02*. November 8-9, McLean, VA.
- [EKC04] Evans, A.J., Kingston, R., Carver, S. 2004. Democratic input into the nuclear waste disposal problem: the influence of geographical data on decision making examined through a web-based GIS. *Journal of Geographical Systems* 6(2): 117-132.
- [KML] KML - *Keyhole Markup Language* with a tutorial for beginners.
- [Kra04] Kraak, M.-J. 2004. The role of the map in a web-GIS environment. *Journal of Geographical Systems* 6(2):83-93.
- [NA] *The National Atlas* and its Map Maker.
- [NWW] *NASA World Wind*.
- [OGC05] OGC. 2005. *OpenGIS Web Feature Service (WFS) Implementation Specification* (v1.1.0).
- [OGC06] OGC. 2006. *OpenGIS Web Map Service (WMS) Implementation Specification* (v1.3.0).
- [PK07] Peachavanish, R., Karimi, H.A. 2007. Ontological engineering for interpreting geospatial queries. *Transactions in GIS* 11(1): 115-130.
- [Rin01] Rinner, C. 2001. Argumentation maps: GIS-based discussion support for on-line planning. *Environment and Planning B* 28(6): 847-863.
- [TGD07] Tanasescu, V., Gugliotta, A., Domingue, J., Villarias, L.G., Davies, R., Rowlatt, M., Richardson, M., Stincic, S. 2007. Geospatial data integration with semantic web services: the eMerges approach. In: Scharl, A. and Tochtermann, K. (eds.) *The Geospatial Web*. Springer. pp. 247-256.
- [TOR] O'Reilly, T. 2005. *What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software*. [<http://www.oreilynet.com/lpt/a/6228>]

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GEOG 695 – Undergraduate Research and Professionalization Seminar

Spring 2009

5 credits

Instructor: Dr. Kendra McSweeney

Office: 1164 Derby Hall

E-mail: mcsweeney.14@osu.edu

Phone: 247-6400

Office hours: Thursdays 1:00-3:00, or by appointment

Class: M W 1:00-2:48, Derby Hall 0155D

Call No. 10036-2

Overview

This course focuses on how to conduct research to understand the relationship between humans and their environment. The course meets twice a week and will be oriented around hands-on projects that will give students practical experience in generating, analyzing, and presenting geographic information. Students will learn how to draw on geographical theories to develop a research question, and how to write a formal research proposal based on preliminary independent research. The course is designed to be the capstone for majors in the Environment and Society (E&S) track. In-class examples may therefore emphasize geography's human-environment subfield, but the readings stress human geography in general. Students from all areas of geography are welcome.

A principal aim of the course is to offer students the opportunity to conceive of, plan for, and begin to execute a research project while exploring a variety of methods for data construction and interpretation. Students interested in pursuing graduate work will find the course a good introduction to self-directed research, 'fieldwork,' and **proposal-writing**. For other students, the course will offer the chance to develop skills that typically enhance employment opportunities, including formal presentation techniques, c.v. construction, and independent research methods.

Research topics will be identified early in the course, and students will regularly present reports to the class on their research progress. Students are encouraged to pursue their own research interests. Third-year students may wish to explore ideas that can be developed as a Senior thesis and/or as an entry for the Denman Undergraduate Research Competition. Seniors can use this as an opportunity to explore in more detail a research topic encountered earlier in their degree. Success in the course depends on students' engagement with the research process, not on the type of geographic topic they choose. Students who are not in the E&S track are therefore welcome to pursue topics more closely related to their own interests.

Because the quarter is a short time over which to develop a research proposal, the reading load is relatively light for an upper-level seminar. At least one class meeting is reserved for individual research outside the classroom.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD292-0901; <http://www.ods.ohio-state.edu/>.

Course Format

This undergraduate seminar meets twice a week. Mondays will generally be reserved for discussing the week's readings. Students will send in brief responses to the readings at least 1.5 hours prior to each class for which the readings were assigned (i.e., by 11 am); these will help structure the discussion. As in most seminars, the instructor is facilitator more than lecturer, and students are expected to come to class with the readings *read*, thought about, and in-hand, and ready to contribute to class discussion. In fact, involvement in class discussion is critical to success in the course. Wednesday meetings will be used primarily for in-class exercises, research reports, group work, peer review and feedback, guest speakers, etc.

Readings

Readings will be available on the course website in CARMEN. Students are expected to print out the readings, and bring the relevant ones **to class**. Students who anticipate problems printing out materials (lack of access to a printer, etc.) should bring this to the instructor's attention a week in advance.

Evaluation

Participation in class discussion makes up 15% of your grade. 20% of your grade comes from brief but substantive comments relating to the readings that you will send me via the Carmen Dropbox. An additional 30% is comprised of four reports on your research (2 @ 5% each; 2 @ 10%). The first will comprise a narrative of your landscape impressions; the second will be in poster format and will present a synopsis and evaluation of data on your research site derived from archival, official, non-official, and visual sources; the third will be a write-up (e.g., annotated transcript) of the raw data generated during interviews (type of interview is optional); the fourth report is a properly referenced working bibliography on scholarly and other forms of secondary data on the research topic.

The proposal-writing process accounts for 35% of the final grade. A draft proposal is due in class on Wednesday, May 21. The final proposal will not exceed 2,500 words (approximately 10 pages double-spaced, 12 pt font), and is due Monday, June 2 by 5pm. A formal 10-15 minute presentation of the proposed research will be given in class on May 28 (10%). Every student is responsible for each of the written forms of evaluation although the option exists to conduct research in pairs.

Class participation	20%	
E-mail comments on readings	20	
Research Reports		
I: Poster reports on research sites due in class	10	due W April 18
II: Reports on interviews due in class	10	due M May 7
III: Working bibliography due in class	10	due W May 16
Research Proposal Draft due in class	5	due W May 23
Presentation of Proposed Research	5	due W May 30
Final Research Proposal, including 2-page c.v.	20	due M June 4

Opportunities for extra credit:

Throughout the quarter, visitors to the department or university will be speaking on themes closely related to geography and human-environment relations. Some of these events are listed below in the schedule [*in italics*]; others will be announced as they come up. Students are encouraged to attend these talks in order to learn from their content as well as from the speakers' presentation style. By briefly but thoughtfully summarizing and critiquing one of these speaking events for the class, students can bolster their grade by a maximum of 5%.

Policies

All assigned work is due by 5 pm on the due date in the Geography Main Room (DB 1035). Late work will lose two (2) percentage points per day.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the Committee (Faculty Rule 3335-5-847). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Class and Reading Schedule (*subject to change*)

Week 1. INTRODUCTION

M March 26 Introduction; basic concepts

In-class reference:

- NRC, 1997. "Geography's perspectives"

W March 28 Research topics

Reading:

- Stoddart and Adams, 2004. "Fieldwork and unity in Geography"

- Hoskin, B., W. Gill, and S. Burkill. 2003. "Research design for dissertations and projects."
- Bridge, G. 2001. "Everyday ecologies: cities, nature, and teaching urban ecology."

Th March 29 Talk: Nancy Peluso, "Landscapes of Violence and Peace in West Kalimantan, Indonesia," 3:30-5 pm, Derby Hall 1080 (Reception to follow in Derby Foyer)

Week 2. EXPLORING EXISTING DATA I

M April 2 Secondary and archival sources

Readings:

- Edmonds, 2001. "The pleasures and pitfalls of written records."
- Hunker, 2000. "Columbus: the physical setting."

W April 4 Exploring your research topic with secondary & archival sources

Week 3. EXPLORING EXISTING DATA II

M April 9 'Non-official' sources

Readings:

- Cloke et al., 2004. "Non-official sources"
- Lutz and Collins, 1993. "Fashions in the ethnic other"

W April 11 Interpreting visual imagery: photographs and maps

Readings:

- Hunker, H. L. 2000. "Time and change."

Week 4. GENERATING DATA I: LANDSCAPE INTERPRETATION & ETHNOGRAPHY

M April 16 Site visits, ethnographies, 'reading' the landscape

Readings:

- Cloke et al., 2004. "Doing ethnographies"
- Birdsall, S. 2003. "Learning to see landscape through a flexible lens"
- Hand-out (not in course pack): Meinig, D. 1979. "The beholding eye."
- Hay, I. 2006. "Preparing a poster."

W April 18 Putting method into practice
Due: Poster reports on 'place'

Week 5. GENERATING DATA II: TALKING TO PEOPLE

M April 23 Interviewing strategies and skills

Readings:

- Bridge, G. 2003. "Questionnaire surveys"
- Burgess, J. 2003. "The art of interviewing."
- Matheson, J. 2001. "Stranger, trailer, fieldwork, girl."

W April 25 Interviewing practicum

Week 6. ANALYSIS & INTERPRETATION

M April 30 Analyzing qualitative and quantitative data

Readings:

- Kneale, P. 2003. "Representing geographic information"
- Pentecost, A. 2003. "Analysing data."

W May 2 In the field

Th May 3 Talk: Bruce Braun, Title TBA, 3:30-5 pm, Derby Hall 1080

Week 7. EXPLAINING & UNDERSTANDING

M May 7 Putting it all together; revising aims, honing techniques

Reading:

- Cloke et al. 2004. "Explaining"
- Healey, M. 2003. "How to conduct a literature search."

Due: Research reports on iWnterview data

W May 9 In-class data analysis and data presentation

Week 8. WRITING RESEARCH I

M May 14 Proposal writing

Readings:

- Cloke et al., 2004. "Representing human geographies";
- Heath, A. W. 1997. "The proposal in qualitative research."

W May 16 Honing the literature review
Due: Working Bibliography

Week 9. WRITING RESEARCH II

M May 21 Final fieldwork/analysis/write-up

W May 23 Draft proposal due for peer review
Writing a "Curriculum vitae"; how to present your research proposal
Reading:

Kearns, R. A. 2003. "Understanding assessment criteria"

Th May 24 Talk: Marshall Shepherd, Title TBA, Derby Hall 1080, 3:30-5 pm.

Week 10. **M May 28** MEMORIAL DAY; no class

Reading:

- "Communications: The presentation"

W May 30 In-class presentations

M June 4 Final Proposals due by 5 pm.

Th June 7 Grades posted by this date for all (incl. graduating seniors)

Geography 695

Research in Human-Environment Geography

COURSE READING LIST

"R" denotes a reading intended primarily for in-class reference.

Week 1

NRC. 1997. "Geography's perspectives." Pp. 28-

46, *Rediscovering Geography: New Relevance for Science and Society*. Washington, DC: National Research Council.

Stoddart, D. R., and W. A. Adams 2004. Fieldwork and unity in Geography. In *Unifying Geography: Common Heritage, Shared Future*, ed. J. A. Matthews and D. T. Herbert, 46-61. London: Routledge.

Hoskin, B., W. Gill, and S. Burkill. 2003. "Research design for dissertations and projects." Ch. 35 in A. Rogers and H. Viles, eds. *The Student's Companion to Geography*, 2nd ed. London: Blackwell.

Bridge, G. 2001. "Everyday ecologies: cities, nature, and teaching urban ecology." *Journal of Geography* 100:154-165.

Week 2

Edmonds, M. 2001. The pleasures and pitfalls of written records. In *The Historical Ecology Handbook: a Restorationist's Guide to Reference Ecosystems*, ed. D. Egan and E. A. Howell, 73-100. Washington, DC: Island Press.

Hunker, H. L. 2000. Columbus: The Physical Setting (pp. 8-22). *Columbus, Ohio: A Personal Geography*. Columbus: Ohio State University Press.

Week 3

Cloke, P., I. Cook, P. Crang, M. Goodwin, J. Painter, and C. Philo. 2004. *Practicing Human Geography*. London: SAGE. Ch. 3, "Non-official sources"

Lutz, C. A., and J. L. Collins. 1993. *Reading National Geographic*. Chicago and London: University of Chicago Press. Ch. 5, "Fashions in the ethnic other"

Birdsall, S. S. 2003. Learning to see landscape through a flexible lens. *Journal of Geography* 102(1):29-34.

Hunker, H. L. 2000. Time and Change (pp. 169-200). *Columbus, Ohio: A Personal Geography*. Columbus: Ohio State University Press.

Week 4

Cloke, P., I. Cook, P. Crang, M. Goodwin, J. Painter, and C. Philo. 2004. *Practicing Human Geography*. London: SAGE. Ch. 6, "Doing Ethnographies"

R Hay, Iain. 2006. Preparing a poster (pp. 93-108). *Communicating in Geography and the Environmental Sciences*, 4th ed. Oxford, UK: Oxford University Press.

Week 5

Bridge, G. 2003. "Questionnaire surveys." Ch. 40 in A. Rogers and H. Viles, eds. *The Student's Companion to Geography*, 2nd ed. London: Blackwell.

Burgess, J. 2003. "The art of interviewing." Ch. 4 in A. Rogers and H. Viles, eds. *The Student's Companion to Geography*, 2nd ed. London: Blackwell.

Matheson, J. 2001. Stranger, trail, fieldwork, girl. *Geographical Review* 91(1-2):225-230.

Week 6

Kneale, P.E. 2003. Ch. 22, "Representing geographic information," *Study Skills for Geography Students: A Practical Guide*, 2nd ed. London: Arnold.

Pentecost, A. 2003. "Analysing data." Ch. 36 in A. Rogers and H. Viles, eds. *The Student's Companion to Geography*, 2nd ed. London: Blackwell.

Week 7

Cloke, P., I. Cook, P. Crang, M. Goodwin, J. Painter, and C. Philo. 2004. *Practicing Human Geography*. London: SAGE. Ch. 9, "Explaining"

R Healey, M. 2003. "How to conduct a literature search." Ch. 2 in N. J. Clifford and G. Valentine, eds. *Key Methods in Geography*. London: Sage.

Week 8

Cloke, P., I. Cook, P. Crang, M. Goodwin, J. Painter, and C. Philo. 2004. *Practicing Human Geography*. London: SAGE. Ch. 11, "Representing human geographies"

Heath, A. W. 1997. "The proposal in qualitative research." Available online at: <http://www.nova.edu/~ron/heath.html>. Accessed 23 March 2006.

Week 9

Kearns, R. A. 2003. "Understanding assessment criteria." Ch. 30 in N. J. Clifford and G. Valentine, eds. *Key Methods in Geography*. London: Sage.

Week 10

Anon. "Communications: The Presentation Structure." UniS Skills Project Pilot Pack: Oral Presentations. On-line at <http://www.surrey.ac.uk/Skills/pack/comms/start.html>. Accessed 23 May 2005.

Course Syllabus

Atmospheric Sciences 637: Dynamic Meteorology I

Class Meetings: MTWRF 12:30-1:18 pm.

Classroom: Derby Hall 1080

Instructor: Jay Hobgood

Office: Room 1100 Derby Hall

Office phone: 292-3999

Office hours: by appointment

Email: hobgood.1@osu.edu

Course Prerequisites: Atmospheric Sciences 631, Math 254

Course Objectives: The basic objective of this course is to provide students with knowledge of the fundamentals of atmospheric dynamics. The knowledge will facilitate students' comprehension of meteorological processes that determine the weather. This increased comprehension of important physical processes will improve students' ability to analyze and to forecast the state of the atmosphere.

Course Structure: The class will meet five days per week for 48 minutes each day. Lectures during the classes will present material on thermodynamic processes and their application to atmospheric situations. Important equations will be derived and the implications of assumptions will be discussed. Examples of meteorological problems will be discussed. Homework problems that involve the application of material introduced in class will also be assigned and discussed in class.

Textbook: Holton, J.R., 2004: *An Introduction to Dynamic Meteorology*, fourth edition, Elsevier Academic Press.

Course requirements:

1. The **first examination** will occur on **January 29, 2008** and will comprise 25% of the course grade.
2. The **second examination** will occur on **February 19, 2008** and will comprise 25% of the course grade.
3. The **final examination** will occur at 11:30-1:18 on **Tuesday March 11, 2008** and will comprise 30% of the course grade.
4. Sets of problems will be assigned in class and will comprise 20% of the final grade.

Examination format: Each examination will begin with a series of terms to define in one or two sentences. You will have a choice of which terms you choose to define. The remainder of the examination will consist of short essay questions that you can answer with a few sentences and problems like the problems that will be assigned as homework. The examinations are designed to test your comprehension and understanding of the material, as well as your ability to recall basic dynamic principles.

Homework assignments: The homework assignments are designed to accomplish several goals. The first goal is to give students some experience solving basic dynamic problems using concepts introduced in class. A second goal is to make students think about the dynamic processes that occur in certain atmospheric phenomena. More challenging problems may require students to combine dynamic principles in order to arrive at the solution to the problem. Some problems will be similar to the tasks require of operational meteorologists. Other problems will deal with fundamental principles and calculations that are used to develop meteorological models and software. Homework assignments are expected to be the work of the student whose name appears on them. Copying another student's work is *plagiarism* and is considered to be *academic misconduct*.

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Units: Numerical answers are incomplete unless they are accompanied by the correct units. Students will lose points on examinations and homework assignments if the units are incorrect or missing.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD292-0901; <http://www.ods.ohio-state.edu/>.

List of Topics

Part I: Introduction to atmospheric dynamics (2 weeks)

- a. The wind vector
- b. Basic vector operations
- c. Newton's Second Law of Motion
- d. Fundamental forces
- e. Apparent forces

Part II: The basic conservation laws (2 weeks)

- a. The equations of motion in Cartesian coordinates
- b. Scale analysis
- c. The geostrophic wind
- d. The continuity equation
- e. The thermal energy equation
- f. The mechanical energy equation
- g. The thermodynamic energy equation

Part III: Some applications of the basic equations (3 weeks)

- a. Types of balanced flow
- b. Trajectories and streamlines
- c. The use of pressure as a vertical coordinate
- d. Vertical motion
- e. The thermal wind

Part IV: Circulation and vorticity (3 weeks)

- a. The circulation theorem
- b. Vorticity
- c. Potential vorticity
- d. The vorticity theorem
- e. Helicity

