

GEOG 2002 SYLLABUS

Geographies of Global Change

A. David Hill, Professor
Geography Department
Spring, 1998
Geog 2002, Sec 010
Lecture MW 1200-1250 pm, GEOL 121

Leigh Miller, Teaching Assistant
R011 M 0200-0250 pm GUGG 2
R012 W 0100-0150 pm GEOL 232
R013 W 1100-1150 am GEOL 232
R014 R 0330-0420 pm GEOL 134

In this course you will be introduced to geographies of global change. This will require you to use *spatial and ecological* perspectives to examine a wide range of contemporary, yet in many cases historically persistent, problems such as population growth, urbanization, threatened food security, human rights violations, effects of nationalism, environmental degradation, and sustainable development. Our thesis is that the world is experiencing rapid economic, political, social, cultural, and environmental changes that together constitute entirely new geographies: new locations, places, human-environment relations, spatial interactions, and regions. Our purpose is to involve you in geographic inquiry so that you come to understand both the patterns and the processes of these geographic changes. Our goals are to help you:

1. identify and critically examine global change.
2. learn geographic concepts and skills and see their relevance for you.
3. acquire competence in inquiry, decision making, and critical discourse.
4. improve your communication skills.

Please keep these goals in mind as you evaluate both your own learning and development and the course itself.

The class meets twice a week for lectures and once a week for recitation. Assigned readings will supplement lectures; these readings should be completed prior to class meeting dates indicated on the course schedule. Recitations are not meant as continued lecture time, although some brief presentations may accompany recitation activities. These smaller class meetings aim for "hands-on" interactive participation in identifying problems and generating solutions with activities such as discussions, critiques of assigned readings, debates, role playing, field observations, and mapping, graphing, and interpreting real-world data.

This syllabus gives information on the course goals, subject matter, procedures, requirements, schedule, and other important items for which you will be held responsible. We expect you to take responsibility for your own learning and for helping your fellow students learn. *By your continued enrollment, we assume that you accept the syllabus as a contract of responsibilities and expectations.*

Required materials:

A schedule of required readings in these two books is given in this syllabus.

- Johnston, Taylor, and Watts (eds.) 1995. *Geographies of Global Change: Remapping the World in the Late Twentieth Century*. Blackwell.

Johnston et al. provides the basic framework for the course. It is a collection of chapters written by geographers dealing with various *theoretical* aspects of global change from a number of geographical perspectives. We encourage you to raise questions about these chapters and to read beyond them by using the "Further Reading" at the end of the book.

- Jackson (ed.) 1997. *Global Issues 97/98*. 13th Edition. Dushkin.
The Jackson book has no particular disciplinary perspective. Instead, it is used to complement the theoretical approach of the Johnston, Taylor, and Watts book with reasonably current articles from a broad range of scholarly and popular periodicals. You are encouraged to supplement these by regularly reading daily newspapers.

The exams will draw heavily on the readings in both of these books. Please make careful notes on the readings using the note-taking guidelines in this syllabus.

Grading (with percentages of term grade):

- 25% Midterm exam
 - 40% Final exam
 - 35% Recitation (based on attendance, participation, short papers, and other projects)
- Students must be enrolled in a Recitation. If you fail Recitation, you will fail the course.*

Exams will cover lectures, videos, recitations, and assigned readings. Exams, which will use bubble answer sheets (you must bring your own #2 pencils), will have a combination of multiple choice, true-false, and map location questions (study world map in *Global Issues*).

Exams will be given only at scheduled times; no exceptions will be made and no make-ups given.

Three short papers:

You will write three short papers that critique assigned chapters in the Johnston, Taylor, and Watts book. These papers may be *no more than two double-spaced, typewritten pages each*. They are designed to help build your critical writing skills by being increasingly demanding. For instance, the first paper calls for a merely descriptive summary, but the last one requires a critical evaluation. These papers, which are to be submitted in your recitation, will be graded on both form and content; late papers will be graded down. Paper due dates are given in the schedule. The three assignments are as follows:

1. Chapter 4. "Multinational Corporations and the New International Division of Labor," by Richard Barff. Summarize the chapter and be sure to include:
 - a) the general purpose of the chapter; why was it written?
 - b) any thesis stated.
 - c) how the author approached the problem.
 - d) the author's conclusion(s).
2. Chapter 10. "Population Crises: The Malthusian Specter?" by Allan Findlay. Summarize the chapter and be sure to include:
 - a) a brief summary of the issue/problem and hypothesis.
 - b) how did the author support his arguments?
 - c) how well did he do this? Do questions remain? Does the author address these questions?
 - d) does the author succeed in adding a new understanding to the subject?
3. Chapter 15. "The New Spaces of Global Media," by Kevin Robins. Summarize the chapter and be sure to include:
 - a) a brief summary of the issue/problem and hypothesis.
 - b) the major strengths of the chapter.
 - c) what did the author overlook? What questions should he have asked but didn't?
 - d) what kind of further study would you propose based upon the author's work?

Tentative schedule:

Required readings are in parentheses. GGC 1 = *Geographies of Global Change*, Chapter 1; GI 1 = *Global Issues*, article 1

Dates Topics, Readings, and Assignment Due Dates

January

- 12, M **Introduction to the Geographic Perspective: Five Themes**
 Read on Reserve: "How Geography Examines the World"
- 14, W Global Change at the End of the 20th Century (GGC 1; GI 1 and 2)
 Video: *Spaceship Earth: The New Global Geography*
- 19, M NO CLASS MEETING--M.L. King, Jr. holiday
- 21, W **Geoeconomic Change** (GGC Introduction to Part I; GI 26)
 Recitation 1: The Distribution of Wealth and Poverty
- 26, M The Global Agro-food System (GGC 3; GI 15)
 Video: *Spaceship Earth: Feast or Famine?*
- 28, W The Global Agro-food System (cont.) (GI 16 and 17)
 Recitation 2: Agriculture and Food Security

February

- 2, M Multinational Corporations and the New International Division of Labor (GGC 4; GI 28)
 Video: *Spaceship Earth: A Global Market*
- 4, W Multinational Corporations (cont.) (GI 43)
 Video: *Global Firms in the Industrializing East*
 Recitation 3: Trade and Interdependence
- 9, M **Geopolitical Change** (GGC Intro to Part II)
Democracy and Human Rights (GGC 6; GI 45)
- 11, W Nationalism (GGC 7; GI 32 and 37)
 Video: *Russia: Facing Ethnic and Environmental Diversity*
 Recitation 4: Diversity and Nationalism
 Paper #1 on Chap. 4 due in Recitation
- 16, M Trans-State Organization (GGC 8; GI 40)
- 18, W The Corporate Welfare State (GGC 9)
 Recitation 5: NGOs and Global Change
- 23, M **Geosocial Change** (GGC Intro to Part III)
Population Crises (GGC 10; GI 4, 5, and 8)
 Video: *Population Transition in Italy*
- 25, W Migration and Ethnicity (GGC 11; GI 6 and 35)
 Video: *A Migrant's Heart*
 Recitation 6: Demographic Transitions
- March
- 2, M Changing Status of Women (GGC 12; GI 23 and 49)
- 4, W **Midterm exam** (25% of term grade) THIS EXAM WILL BE GIVEN ONLY AT
THIS TIME; NO EXCEPTIONS WILL BE MADE.
NO RECITATIONS THIS WEEK

- 9, M Disease (GGC 13; GI 7)
Video: *Understanding Sickness, Overcoming Prejudice*
- 11, W **Geocultural Change** (GGC Intro to Part IV)
Recitation 7: Geographies of Disease
- 16, M World Cities and Global Space (GGC 14)
Video: *Spaceship Earth: Living Quarters*
- 18, W World Cities (cont.)
Video: *Inner vs. "Edge" Cities*
Recitation 8: Urbanization and Urban Growth
Paper #2 on Chap. 10 due in Recitation
- 23-27 Spring Break**
- 30, M Global Media (GGC 15; GI 30 and 50)
Video: *Reflections on a Global Screen*
- April
1, W Social Movements and Development (GGC 16; GI 3)
Recitation 9: Media and Community
- 6, M **Geoenvironmental Change** (GGC Intro to Part V) [CWA April 6-10]
Earth Transformed (GGC 18; GI 9 and 10)
Video: *Spaceship Earth: The Air Conditioning*
- 8, W Conference on World Affairs (CWA)
RECITATIONS DO NOT MEET THIS WEEK, BUT 1-PAGE PAPER ON A CWA
TOPIC RELATED TO THIS COURSE IS DUE AT RECITATION NEXT WEEK
- 13, M Resources (GGC 19; GI 13) and Natural Hazards
15, W Resources (GI 18)
Video: *Water is for Fighting Over*
Recitation 10: Flood Plain Management: Self-guided Boulder Creek field
activity due in recitation next week
Paper #3 on Chap. 15 due in Recitation
- 20, M Fundamentals of Resource Geography; Pollution (GGC 20; GI 11)
22, W Sustainable Development? (GGC 21; GI 20)
Video: *Spaceship Earth: The Disappearing Forests*
Recitation 11: Environmental Pollution
- 27, M Sustainable Development (GGC 21; GI 14)
Video: *Alaska: The Last Frontier*
- 29, W Remapping the World (GGC 22)
Video: *Spaceship Earth: The Watchkeepers*
Recitation 12: Mock U.N. Conference
- May
4, M Last class: Review and evaluation

Final Exam (40% of term grade): Monday, May 11, 3:30 - 6:30 p.m. IMPORTANT NOTICE: THE FINAL EXAM WILL BE GIVEN ONLY AT THIS TIME. NO EXCEPTIONS WILL BE MADE.

OFFICE HOURS FOR A.D. HILL

MW: 3:15-4:15 pm; TR: 9:30-10:30 am, or by appointment.
Guggenheim 102-B, 492-6760; e-mail: ADH@Colorado.EDU

OFFICE HOURS FOR LEIGH MILLER

M: 1:00-2:00 pm; W: 2:00-3:00 pm, or by appointment.
Guggenheim 301, 492-6062; e-mail: Leigh.Miller@Colorado.EDU

WEB PAGE: Check out our GEOG 2002 page at:
<http://www.colorado.edu/geography/COGA/GEOG2002/>

This page features materials in this syllabus and links to important resources. Lecture outlines and exam prep sheets are included as well as interactive student exercises and self-evaluation tools. In previous classes, students have found it helpful to print out the lecture outlines and bring them to class. This way they have the basic outline and can fill in the details during the lecture.

Please jot down the names and phone numbers of at least two fellow students in your recitation. These should be people you can call to get assignments and notes if you must miss class.

A NOTE ON NOTES

If you must miss class, you will find outlines of lectures (but not the videos) on reserve in Norlin Library and on the course homepage on the Web, but you will need to get the details of the lectures and videos from a fellow student who attended class. Please do not buy class notes. There are two good reasons for not patronizing commercial note-takers: (1) there have been many errors in the commercial notes from this course; and (2) you need to develop your own note-taking skills, not only for lecture material but especially for readings. To help you do this, we have included the following guidelines for taking notes on your reading:

Taking notes that make sense--even in a year from now

ADAPTED FROM: Michael Kuby, Population Growth Module for AAG/CCG2 Project, 1995, pp. 70-71

As you work through your reading assignments, do not just read or just highlight important passages. In order to understand and remember the arguments, you will need to take notes on the readings. Taking good notes is a big step in preparing for classes and exams. If you could use some guidance to improve this skill, follow the steps below.

To begin, you should know that well-written articles and papers (yours included!) have:

- * a descriptive and/or provocative *title*,
- * a compelling or at least an internally consistent *argument*,
- * an apparent, intuitively logical, and hierarchial *structure* (look for subheadings),
- * an obvious *paragraph separation and sequence*, and
- * clear, understandable *language* (including correct grammar and spelling, reasonably short sentences, explanation for new or foreign terms, avoidance of unnecessary jargon and verbiage, etc.)

Step 1: Gather the most obvious clues

Browse your reading and note its structure by writing down the title and all the subheadings of individual sections in the sequence in which they appear in the text. Indent all the subheadings that belong to the same logical section (to the same level in the hierarchy of importance) by the same amount so you know they are of similar importance and belong logically together. If there are no subheadings, you need to look at the text a bit more closely: is there a sequence of themes that the author(s) go through in the course of the text? If you can discern them, list them in the sequence in which they appear. You may also group them later into logical classes if you can make out any. Here's an example with an article title and two levels of subheadings:

From limits to growth to global change: Constraints and contradictions
 (Introduction)
 Global change, the dominant issue
 Why has global change become so prominent?
 Both science and ideology
 A rationale for environmentalists
 Media attraction
 A key in the development debate
 Implications of global change as environmental ideology
 Renaissance of nuclear power
 Eco-imperialism
Conclusions

Step 2: Put your mind's antennas out

Words in titles and subheadings, together with the logic behind the text's structure, tell you for what to get your mind ready. They are also the first hint as to what the author's main argument in the text is. These hints in effect are signals to your brain to activate all the pertinent knowledge you already have about a certain subject. The more conscious you become of these clues, the easier it will be for you to actually take in what someone writes. So looking back at the above example, *what do you expect the text is about?*

Step 3: Read the text (again)

If you have not read the article yet, do so now. Stop once in a while and recall what you thought the text would be about. Are your expectations met?

Step 4: Note the main argument

Having had an expectation of the text and an actual read or two through it, what would you say is the main argument of the text? In other words, if you were to tell a friend what the gist of the article was, what would you say to her/him?

Step 5: List the supporting arguments under each subheading

To be convincing, every argument needs supporting arguments, data, and other evidence. As you go once more through the text, paragraph by paragraph, list in keyword style or short sentences what the authors give for supporting evidence and arguments. If you can't decide whether or not something is important, ask yourself whether you found it important in helping you understand the argument. If not, leave it out.

Step 6: Check whether it makes sense

Once you've done Steps 1-5, look over your notes and see whether they make sense. (The best test is three days after taking the notes. If they still make sense, you took good notes.) If you think you lost the thread of the argument, fill in the blanks. Also, compare the length of your notes with the length of the article: if your notes are as long as the original article, you simply paraphrased the text.

Good note taking is an invaluable skill that gets easier every time you practice it. It's a skill that helps you understand a particular text, it makes studying a lot easier, it helps you remember, and it trains you to grasp the gist and meaning of any problem more quickly.

Department of Geography Code of Conduct

In the Department of Geography, instructors strive to create an atmosphere of mutual trust and respect in which learning, debate, and intellectual growth can thrive. Creating this atmosphere, however, requires that instructors and students work to achieve a classroom in which learning is not disrupted. At the most basic level, this means that everyone attend class, be prepared with readings and assignments completed, and that students pay attention. This means no conversations with friends, reading the newspaper, snacking, coming late, or leaving early. Such behavior is disruptive to the instructor and to your fellow classmates.

These basics of classroom etiquette are an important means of building and showing mutual respect. However, disagreements may arise. Sometimes these disagreements will be about content, sometimes about grades or course procedures, and sometimes they will be about the treatment of participants in the class. In order to facilitate the resolution of these disagreements, the following guidelines should be followed by everyone:

- All interactions must be guided by mutual respect and trust.
- If you are bothered by some aspect of the class, identify what it is that is bothering you and center the discussion on that issue.
- Address issues that concern you early. Problems are easier to resolve before they fester.
- Consider whether it is best to address your concerns in class or in a separate appointment with the instructor. Remember, behavior that disrupts your fellow classmates is not acceptable.
- Abusive speech or behavior will not be tolerated in any interaction between students or between student and instructor. If an instructor feels that your speech or behavior is abusive, you will be asked to leave the room. If you believe an instructor has become abusive, you may leave the room and talk with the department chairperson. Debate and discussion can continue after all parties can proceed with mutual respect.
- If mutual respect cannot be restored, either you or the instructor may take the issue to the department chairperson or the campus Ombuds Office.

Notice to All Students Taking Geography Courses

You should know that in cases of academic dishonesty the Geography Department, following College of Arts and Sciences regulations, will give an **F** for the part of the course (such as a paper, recitation exercise, or exam) or possibly an **F** for the whole course, depending on the seriousness of the instance, for any academic dishonesty. If copying a piece of work is involved, action will be taken against both the person who copied and the person whose work was copied, unless the latter had no control over the situation. All cases of academic dishonesty have to be reported to the Associate Dean of the College of Arts and Sciences. Cases where one person is illegally in possession of another person's work are subject to further disciplinary measures by the College Committee on Academic Ethics.

Important Terms and Concepts Used in GEOG 2002

agribusiness
agro-food system
Aral Sea crisis
Aral Sea Project
biomes
Bruntlund Report
capitalism
carrying capacity
changing roles of women
civil society
Club of Rome report
computer climate modelling
contagious diseases
core-periphery model
cumulative change
democracy
demographic transition model
dependency
development
development project
ecological approach
economic distance
energy resources
environmental auditing
ethnicity
extractive industries
Fordism
Gaia Hypothesis
GATT
geocultural change
geoeconomic change
geoenvironmental change
geopolitical change
geosocial change
global change
global-local nexus
global media
global fishing
global media
globalization
global warming
green revolution
greenhouse effect
greenhouse gases
growth optimism
horizontal integration
human rights
industrial relocation
industrialization
lifeboat ethics
localization
low latitude urbanization
Malthusianism
McWorld
megacities
migration
multi-nationals
NAFTA
nationalism
neo-liberal restructuring
Neo-Malthusianism
New International Division of Labor
nonrenewable resources
North-South division
Old International Division of Labor
pessimistic futures
perestroika and glasnost
politics of difference
popular culture
population explosion
population momentum
postindustrial society
primacy
region
regional integration
regulation theory
remapping
remote sensing
resources
rich-poor gap
Rio Declaration
river dynamics
socialism
social movements
spatial approach
spatial interaction
squatters
state
sustainable development
systemic change
Third World cities
triage
urban growth
urbanization
vertical integration
world city
Zapatista insurrection