

Geography 110: Global Perspectives: Fall 2017

4:30 – 5:45pm M/W; 0116 Key Building

Satisfies the following General Education requirements:

Distribute Studies: History and Social Sciences

Diversity: Understanding Plural Societies

Instructor: Dr. Rachel Berndtson

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Office hours: 3-4pm M/W in 2181L LeFrak Hall, or by appointment

Teaching assistant: Maddie Guy

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Required Books

Hobbs, Joseph J. 2016. *Fundamental of World Regional Geography (Fourth Edition)*. ISBN: 9781305578265.

Grades

Exam 1	75 points
Exam 2	75 points
Realm Comparison Paper	50 points
Realm Comparison Presentation	25 points
Realm Comparison Contract	10 points
Lecture responses (5 pts. each)	20 points
Current Event Presentation	25 points
<u>Class Debates (20 pts. each)</u>	<u>60 points</u>
Total:	340 points

Grading Scale

A+ 100-97	A 96-93	A- 92-90	B+ 89-87	B 86-83	B- 82-80	C+ 79-77	C 76-73
C- 72-70	D+ 69-67	D 66-63	D- 62-60				

Learning Outcomes

Upon completion of a History and Social Sciences course:

- Students will demonstrate knowledge on the fundamental concepts and ideas of human and physical Geography from a regional, geographic approach.
- Students will demonstrate critical thinking in evaluating casual arguments in terms of climate change, development, politics, economy, and demography in different world regions by analyzing major theories and the surrounding human and physical contexts of sustainability in which they take place over time.
- Students will understand the impact of historical contexts to analyze why the 21st century will so greatly differ from the 20th century in terms of culture, social structure, diversity and physical climate.
- Students will be able to analyze contemporary issues such as development, sustainability, colonization, religion and ethnic conflict in order to develop their own policies for social change.

Upon completion of a Plural Societies course:

- Students will be able to understand the basis of human and physical processes from a regional geographic perspective.
- Students will be able to demonstrate a basic understanding of fundamental concepts and methods that produce knowledge about plural societies from both a human and a physical perspective.
- Students will be able to analyze various forms and traditions of thought or expression as they vary regionally, such as foodways, religion, language, cultural identity and use of natural resources.
- Students will learn to use the regional geographic approach to examine comparative, intersectional and relational frameworks of multiple societies in a cultural and historical context.

Objective

The world is rapidly changing and we as Americans must adapt to our new place in this changing world. This geography class will familiarize students with the concepts of human geography on a global scale. The 21st century will likely not be the same as the 20th century in terms of climate change, development, politics, economy and demography. As we study the regions of the world during this semester, the focus of this class will be on the sustainability of both the human and physical processes.

Online copyright policy

My lectures and course materials, including power point presentations, tests, outlines, assignment prompts, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's Course Materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

Accommodations

If you have disabilities, learning or otherwise, visit the Disability Support Office to fill out appropriate forms that will tell me what accommodations to make. Since you know now when papers are due for the semester, I will expect everyone to turn them in on time on the same day. These forms will not be accepted after the second day of the course. Please talk to me about what arrangements are necessary to allow you to learn the content of the course. I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the current semester.

Academic integrity

Academic dishonesty is a serious offence that can result in suspension or expulsion from the University of Maryland. Please refer to the following website to determine how the University of Maryland defines plagiarism and academic dishonesty -- <http://www.testudo.umd.edu/soc/dishonesty.html>. Plagiarism is the use of another person's work as if it was your own and will not be tolerated. If I believe that there has been plagiarism on an assignment, I will inform you of my determination and you will receive a zero for the assignment. Cases will be referred to the Student Conduct Office.

Class absences:

In the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify me and your TA in advance. When returning to class, bring a note identifying the date of and reason for the absence, and acknowledge that the information in the note is accurate. **If the first absence is on a major grading event (assignment due, exam, debate) a signed medical note is mandatory to make up that work. Get in contact with your TA to make up the work within one week of the absence.**
2. If you are absent more than one time, you are required to bring documentation signed by a health care professional.
3. For more information on the UMD attendance policies, see <http://faculty.umd.edu/teach/attendance.html>.

If you will be absent due to religious observances you are responsible for notifying me and your TA the **first class** of the semester, and we will schedule revised due dates ASAP. If you will be absent due to an approved UMD athletic event on the day that an assignment is due uploaded to Canvas, you must still upload that assignment on the due date. If you are absent due to an approved UMD athletic event on a day with a graded activity takes place in class (exam, discussion activity, presentation) you must coordinate with me and your TA for a due date within one week of that athletic absence.

Outside these medical, religious, and athletic approved circumstances, turning in assignments late will result in a deduction of 10 points per day, or 5 points if turned in during the same day before 5pm EST.

Office Hours:

I will be available for office hours from 3:00 – 4:00pm on M/W, or by appointment. I encourage you to use office hours for clarity on assignments, grading, or class content. Office hours are good method of communication for these issues. I will also respond to questions and concerns through email. My policy is to get back to your emails within 48 hours during the work week (M-F).

Lectures

You are expected to attend and remained actively engaged in each lecture. Laptops, tablets and other electronic devices are not are permitted during lecture, unless you have a note from DSS accommodating these devices. Come to class prepared to take notes on paper. Lectures will be posted on Canvas based on good class attendance: if class attendance falls, lectures will not be posted. However, much of the lecture content is not on the Canvas-posted version. This means you will need to take notes and remain engaged during lecture to get all important content.

Readings

Readings include chapters from our course textbook, as well as external news articles, scholarly articles, and white papers. All non-textbook materials can be accessed through Canvas. Readings posted next to each class on the schedule below should be completed before coming to that class.

Student Groups:

Current Event/Realm Project Groups (CE Groups): six groups with six to seven students in each group.
Debate Teams: Team 1: CE Groups 1-2; Team 2: CE Groups 3-4; Team 3: CE Groups 5-6.

Current Events Discussions

Each current event group (CE Group) will make one in-class presentation on a current news article relevant to the lecture content for that week. The group will make a short PowerPoint presentation and end with a discussion question for the class. The group will facilitate discussion amongst the class. Group members are responsible for collaborating on the current event presentation (one presentation for each group) to which they are assigned.

Class Debates

Debates are an opportunity for in-class dialog and application of the concepts from the realms. Each student should bring his or her laptop to class on debate days. If you do not own one, laptops are available to rent from McKeldin Library. Debates require that you read and watch materials PRIOR to the class in which the debate takes place. You are expected to come into the debate having read or watched the associated materials.

You will be divided into three teams for the debates. For each debate, two teams will research and debate an issue, and the third will act as a neutral council to judge which team made the best case. Students on the team making the best case will receive one extra credit point. Everyone will have a chance to act as the neutral council. The debates require students to read and watch materials ahead of time, as well as submit debate prompts through Canvas ahead of time.

Lecture Responses

Throughout the course of our class you will be asked to reflect, question, critique, and respond to several in-lecture prompts. Responses will occur impromptu during lecturing throughout the semester. You must be present in lecture to participate and earn points for your response. Responses are submitted individually through Canvas, using your smartphone or tablet. If you do not have a Canvas enabled smartphone or tablet to submit responses, you may submit to your TA during lecture on paper. Each free text responses must be at least 4 sentences of text addressing the question to earn points.

Exams

This course includes two non-cumulative exams of multiple choice and short answer questions. The questions will assess your understanding of reading and lecture materials. Each exam is worth 75 points.

Realm Comparison Project: report, contract, presentation

Working within your CE Groups, students will write a report comparing two realms across various geographic themes and making recommendations to an international authority on future realm interaction to meet the goals of that international authority. **Report:** The report audience is an international authority: development NGO, corporation, environmental organization, peace and conflict nonprofit, political assembly, etc. Students will compare and contrast the two realms, and make recommendations on future interaction between the realms to meet that authoritative body's goals and mission. **Contract:** Groups must produce a contract outlining each person's responsibilities for the paper and presentation. All group members must sign the contract. A failure to uphold duties outlined in the contract will result in a deduction of points. **Presentation:** Groups will present reports in PowerPoint presentations in the last week of the class. PowerPoints will be graded on content, format, and presentation skills.

Date	In class	Read/watch before class	Due before class on Canvas
Aug. 28	<u>Intro Lecture</u>	GEOG110 Syllabus Chapter 1: 3-12 Chapter 2: 35-45	
Aug 30	<u>Intro Lecture</u>	Chapter 3: 50-64; 67-77	
Sept. 4	NO CLASS – Labor Day		
Sept. 6	<u>Europe Lecture</u>	Chapter 4: 89-96;	
Sept. 11	<u>Europe Lecture</u> CE Presentation Overview	Chapter 4: 114-120; 138-142	
Sept 13	CE Group 1 Presentation (on Europe) <u>Russia Lecture</u>	Chapter 5: 149-151; 156-157; 169-184	CE Group 1 PPT and questions
Sept. 18	<u>Russia Lecture</u> CE Group 2 Presentation (on Russia) Debate Overview	Chapter 10: 448-453; 463-473	CE Group 2 PPT and questions
Sept. 20	<i>Latin America Lecture – online lecture</i>	Chapter 10: 478-479	
Sept. 25	NO CLASS		
Sept. 27	Latin America Debate	Brazil in Black and White video (parts 1-5)	Debate prompts
Oct. 2	<u>S.S. African Lecture</u>	Chapter 9: 400-403; 413-429; 437-438	
Oct. 4	<u>S.S. African Lecture</u> Exam Review Debate Overview		
Oct. 9	S.S. Africa Debate	UNFAO 2011, Ofodile 2013, Kamuaru 1996	Debate prompts
Oct. 11	EXAM 1		
Oct. 16	<u>M. East, N. Africa Lecture</u>	Chapter 6: 207-212; 223-236	
Oct. 18	<u>M. East, N. Africa Lecture</u>	Chapter 6: 242-266	
Oct. 23	CE Group 3 Presentation (on MENA) <u>S. and SE. Asia Lecture</u>	Chapter 7: 283-287; 312-314	CE Group 3 PPT and questions
Oct. 25	<u>S. and SE. Asia Lecture</u>	Chapter 7: 321-331; 334-337	
Oct. 30	CE Group 4 Presentation (on S. S.E. Asia) <u>E. Asia Lecture</u>	Chapter 7: 288-289; 309-312; 316-317	CE Group 4 PPT and questions
Nov. 1	<u>E. Asia Lecture</u>	Chapter 7: 319-320; 348-360	
Nov. 6	CE Group 5 Presentation (on E. Asia) <u>Oceania, Antarctica Lecture</u>	Chapter 8: 366-367; 388-396	CE Group 5 PPT and questions
Nov. 8	<u>Oceania, Antarctica Lecture</u> Realm Project Overview CE Group 6 Presentation (on Ocn./Ant.)		CE Group 6 PPT and questions
Nov. 13	Debate Overview Exam Review		
Nov. 15	Oceania, Antarctica Debate	Macalister 2011, Economist 2012, Krause-Jackson, Gaouette 2013, Cambridge 2013	Debate prompts Realm contracts
Nov. 20	NO CLASS		
Nov. 22	NO CLASS - Thanksgiving		
Nov. 27	EXAM 2		
Nov. 29	<u>Source Review Lecture</u> Project groups progress		
Dec. 4	Presentations		Realm presentations
Dec. 6	Presentations		
TBD			Realm report