INTRODUCTION TO THE COURSE

Welcome to Geography 110! This is an introductory course in human geography.

WHAT IS GEOGRAPHY? According to its roots, it means world-writing. Geographers study not only many aspects of the world, from the people to the land, but also HOW we write about, map, and otherwise represent the world.

The image of the world to the right is a mosaic made by NASA of 1400 selfies people posted of themselves waving at Saturn-exploring spacecraft Cassini. Such a representation of the planet was made possible by uneven networks of technologies and social and political relationships. Some places on the planet are “less well-represented” than others.


In this course you will study selected regions of the world, and learn not only what is where, but WHY? And SO WHAT? What makes a region? Why does it matter?

We will explore these questions by investigating the formation of world regions through economic, political, cultural, demographic, and urbanization processes. We will also pay close attention to human-environment interactions. A goal of this course is to apply geographic concepts to identify and describe relationships between people and places, and to think geographically and critically about yourself and your place in the world.
This course also examines the process of contemporary *globalization*, and how it affects *regions*. Many people understand globalization as the growth of worldwide linkages, and the changes those linkages are encouraging, including economic, cultural, and political changes. Many think that globalization is making everywhere in the world the same: “a global village.” Some view those changes as positive; others say that globalization is harmful.

Geographers see globalization as much more complicated. First, it is not just one process—rather, it is MULTIPLE processes. Second, globalization is UNEVEN. Often people think of globalization as making all places around the world more connected and therefore more similar. In this course we do **not** assume this is true, but ask: *what kind of globalization is happening in this place or region? What are the effects?*

Some of the differences in how globalization affects a region or country stem from historical geographic processes such as *imperialism* and *colonialism*, and their legacies. This course will also consider the role of *nationalisms* in globalization processes, and how ideas about regions even shape our thinking about *environmental and population issues*.

**COURSE FORMAT: It’s all online, and in just 4 weeks...**

This course is being offered as a **fully online** course, which means that we will do all of the work, including discussion and exams, online. We will not meet face-to-face.

- You will do all the online activities will be done through UWM’s D2L website (d2l.uwm.edu).
- This is a 4-week course, but we will work through a similar amount of material as in a 15- to 16-week semester. See p. 6 about what kind of workload that means.

**COURSE PREREQUISITES**

There are no prerequisites, as this is a 100-level introductory course. Geography 110 is not open to graduate students for credit.
REQUIRED MATERIALS, TECHNOLOGY, & MORE


- You can order the textbook as an e-book or paperback. The pagination is the same.
- Please note that I am assigning the 6th edition of this book.
- Older editions are also available. However, I will only give the page numbers of assigned readings for the 6th edition of *World Regions in Global Context*; if you buy an earlier edition, you are responsible for making you are reading the correct sections.

**Other materials:** We will also read articles that I will post on D2L. We will also read and search for news coverage online, videos and films online, and maps and other visual materials online. D2L will be your base for getting to all the course materials (other than the textbook).

**Technology:** Because this course is completely online, you must have regular access to a computer able to connect to D2L, and be reasonably proficient with the hardware and software of your system.

- I recommend using the Firefox web browser for viewing all D2L course content.
- Use a computer or laptop hardwired into the wall (broadband access, like AT&T U-verse, or TimeWarner Cable Roadrunner) for all coursework. Dial-up internet will not be reliable enough for coursework, especially submitting quizzes and discussion posts. If your computer at home does not have broadband, you should use UWM campus computers.
- You can use a cell phone for some course activities, like recording your personal introduction (week 1), or for reading or viewing course material.
- Do not use cell phones for taking quizzes, doing discussion posts, or uploading any assignments: Signal problems often lead to errors in submitting – and “technical problems” are not legitimate excuses in an online class.
- For questions about accessing or working D2L, please contact the UWM Help Desk before contacting me. The Help Desk staff know D2L much better than I do, so they can answer your questions better and faster than I can. The Help Desk can be reached at:
  - 414-229-4040 or 877-381-3459 (toll free)
  - [https://uwm.edu/technology/help/](https://uwm.edu/technology/help/)
Other requirements:

- You need to be ready to organize your time to complete all the online course activities independently. Since we will not meet face-to-face, all the deadlines and any reminders I post will be on D2L. That means you need to plan to be on D2L daily, and you need to plan enough time to get all the assignments done.
- Some students assume an online course, especially a 4-week summer course, is less work than a face-to-face course or a full semester course. That is not true! You will have the same amount of work as the students who take this course in fall or spring, or who take it face-to-face. Be prepared for that. See the section on course workload on p. 6.
- You should be ready to read and see things about other places in the world, and ready to use the internet creatively and thoughtfully to find news, music, etc. from other parts of the world. This requirement means being ready to hear other languages (and possibly not completely understand), watch videos in other languages with subtitles, learns names of places that are hard to pronounce, see unfamiliar ways of doing things, etc.

COURSE LEARNING OBJECTIVES, ASSESSMENT & GRADING:

As a course that satisfies the GER requirement in social sciences, Geography 110 will enable you to:

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Assessment</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate your knowledge of the cultural, political, economic, urban, and</td>
<td>16 of 20 online quizzes</td>
<td>60%</td>
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<tr>
<td>environmental geographies of several world regions</td>
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<tr>
<td>2. Identify how globalization, economic development, colonialism, cultural hybridity,</td>
<td>Online quizzes</td>
<td>See #1 above</td>
</tr>
<tr>
<td>imaginative geographies, commodification of place, nationalism, and urbanization have</td>
<td>Introductory activities</td>
<td>5%</td>
</tr>
<tr>
<td>happened differently in different regions, and can be analyzed at several scales</td>
<td>Q&amp;C posts</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Online discussion posts &amp; replies</td>
<td>30%</td>
</tr>
<tr>
<td>3. Evaluate world regional controversies such as conflicts over development, migration,</td>
<td>Online discussion</td>
<td>See #2 above</td>
</tr>
<tr>
<td>and refugees in relation to geographic perspectives (scale, borders, etc.)</td>
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<tr>
<td>4. Synthesize evidence from course material and your own research into an argument</td>
<td>Online discussion</td>
<td>See #2 above</td>
</tr>
<tr>
<td>about a geographic issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Make an argument (written) about a geographic issue or conflict</td>
<td>Online discussion</td>
<td>See #2 above</td>
</tr>
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Assignments and grading information

✓ **Introductory activities:** Introductory activities will help us create a classroom community, and will help you become more familiar with the D2L site.
  - The introductory quiz helps you make sure you know where all the course materials are, and what course expectations regarding workload, deadlines, communications, and academic integrity are.
  - The personal introduction you will post in the Discussion forum
  - Together all introductory activities count for just 5% of your grade, but doing them will ensure you are ready for this course.

✓ **Online quizzes:** Online quizzes will help you check your mastery of the course material. These quizzes will also help you become familiar with maps of the regions studied.
  - Most quizzes will cover material from the lectures, textbook reading, and other reading. Some quizzes will help you prepare for the discussion posts by checking your comprehension of important course concepts
  - There are 20 quizzes. Sixteen of them count (for 60% of your grade), so your four lowest scores are dropped.

✓ **Online discussion:** Question & Comment (Q&C) posts, and Discussion posts and replies based on readings, news online, or other sources provided will give you a chance to apply course concepts to current events or other related material.
  - Q&C posts are worth 5% of your grade. You have to complete these to have access to Discussion forums 1-3.
  - There are four Discussions, and three of them count for 30% of your grade. Your lowest Discussion grade (including initial post and replies) will be dropped.
  - Read each Discussion assignment carefully, and look at the grading rubric for Discussion posts and responses. Make sure you (1) answer all the questions for the Discussion post, (2) pay attention to which course concepts you are applying, and (3) do BOTH of the responses as the assignment says.

✓ **Extra credit:** There are a few extra credit assignments in this course, each linked to a discussion, survey, or quiz. No other extra credit will be offered or given.

Grading Policy

See the following site for further details on UWM policy on grades and grading:

Guide to grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>90-92%</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td></td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td></td>
<td>83-85%</td>
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<tr>
<td>B-</td>
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<td>80-82%</td>
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<tr>
<td>C+</td>
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<td>76-79%</td>
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<td>C</td>
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<td>73-75%</td>
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<td>C-</td>
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<td>70-72%</td>
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<td>D+</td>
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<td>66-69%</td>
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<td>D</td>
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<td>63-65%</td>
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<tr>
<td>D-</td>
<td></td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0-59%</td>
</tr>
</tbody>
</table>
EXPECTATIONS: WORK LOAD, PARTICIPATION, AND OTHER COURSE AND UNIVERSITY POLICIES

1. Work load

This course is a 3-credit course, which means a total of 144 instructional hours. In a 16-week semester, that would be 9 hours per week. But we only have 4 weeks – so that means you will spend about 36 hours per week on this course PER WEEK. That means your time commitment for ONE DAY of this course might look something like this:

- 1-2 hours reading the assigned articles or chapters, or watching videos, and taking notes
- ½ to 1 hour viewing or reading an introductory lecture, posting a question and comment (Q&C) on the week’s work
- ½ hour taking an online quiz
- 1-2 hours preparing and posting a discussion assignment or working on a research paper

2. Class conduct and netiquette

In virtual classroom spaces, we must work together to create a positive learning environment, and I expect you to respect the rights of other students to learn.

- At times we will discuss controversial issues in this course, and students in the class will not always be on the same side. IN FACT, YOU WILL BE ASSIGNED POSITIONS IN DEBATES TO DISAGREE WITH ONE ANOTHER! I hope that these assignments encourage you to develop an understanding of the different perspectives on the topics we address—including positions that differ from your own—and to challenge your own preconceptions.
- If and when you disagree with points of view expressed by your instructor or your fellow students, as citizens of this class you are responsible for considering different points of view respectfully. I will do the same.
- Although the online environment often makes people feel alone and anonymous, in the D2L discussions all of your classmates and I can read whatever you post. Choose your words carefully.
- Hostile, threatening, or inappropriate comments posted to the discussion board or emailed to other course participants are serious breaches in academic integrity and will not be tolerated.

- Although disagreements are encouraged in discussions, abuse and cruelty will not be tolerated. Such posts will lower your grade in the course.
- UWM policy on discriminatory conduct, which also applies to online conduct, is at https://www4.uwm.edu/secu/docs/other/S%5F47%5FDiscrimina%5Fduct%5FPolicy%2Epdf
- Tips for effective emails and posts:
  - Review your email/post before you send it to ensure proper tone and clarity.
  - Minimize use of all caps or other text that could be construed as yelling.
  - Be kind to others and tolerant of errors in their emails/posts. You could easily make the same error.
  - Most importantly, strive for each email/post to achieve a constructive objective (e.g., getting a question answered, seeking or providing feedback).
3. Accessibility and accommodations

I am committed to making this course accessible to all enrolled, and providing accommodations or guidance with respect to services available on campus. If you need certain accommodations because of disability, financial limitations, and/or the limits of UWM technology, please contact me as soon as possible. I will help you find the services you need through UWM. Students with disabilities will find resources at http://www4.uwm.edu/arc.

I have tried to design the syllabus to avoid having major assignments, etc. conflict with most major religious holidays. However, if you will have difficulty with a due date or exam date because of religious observances, please contact Professor Sziarto as soon as possible to make alternate arrangements. University policy on this is at http://www4.uwm.edu/secu/docs/other/S1.5.htm

I am prepared to make accommodations for absences due to call-up of reserves to active military duty. To do this, I need you to let me know of call-up and provide documentation. This is UWM policy: http://www4.uwm.edu/academics/military.cfm

4. Completing work on time and alternate arrangements (for example, make-up quizzes or discussion posts)

Date and times of assignment due dates and exams are on the course schedule. If any assignment deadline conflicts with other course deadlines and events you have scheduled, please plan to complete your work early rather than risk late penalties.

Many of the course assignments are best done in sequence to build up your facility with course concepts. For the course design to work, AND to be fair to all students in the course, no assignments will be accepted after their due date and time unless a documented medical or personal emergency arises. Please contact me (Prof. Kristin Sziarto, sziarto@uwm.edu) immediately if you know you will have a problem turning an assignment in on time.

If you miss the deadline for an online quiz, please remember that the lowest of your online quizzes will be dropped. Plan to take online quizzes early and often.

5. Academic integrity

The goal of university study is learning. As your instructor I cannot evaluate your learning fairly unless you turn in your own work, and in your work you give appropriate credit for the work and ideas of others. This is what ACADEMIC INTEGRITY means. In the social sciences it is especially important to cite the sources of one’s evidence, ideas, etc. Citing your sources gives your own argument more credibility.
In this class you will write several discussion posts. I do expect you to use and cite course material and perhaps other, usually online, sources. YOU SHOULD CITE THESE SOURCES IN APA FORMAT. There will be instruction and a quiz on academic integrity and APA format in week 1.

Occasionally students commit accidental plagiarism because they do not understand that you should give a source not only when you use a quotation (which calls for using quotation marks), but also when you paraphrase or otherwise use information or ideas from elsewhere. HOW CAN YOU AVOID ANY KIND OF PLAGIARISM?

1. ALWAYS cite your sources. Cite every source. You should have at least one citation per paragraph in writing based on research.
2. NEVER copy and paste without putting the material IN QUOTATION MARKS.
3. As soon as you copy and paste something, put the in-text citation after it (author year), and type up the full APA citation at the end of your document in a reference list.
4. Even if you paraphrase a quote – which is a good idea, because most quotes are not really that quotable – cite the source.

This chart is a useful guide:

More information on UWM policies and procedures on academic conduct is online at https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/
6. Other important university policies

For the University of Wisconsin-Milwaukee's official policies on disabilities, religious observances, active military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, and grade appeal procedures, please see the following web site: http://uw.m.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf. Geography 110 complies with all these policies.

7. Changes to the syllabus or course schedule

In the event of disruption of normal classroom activities due to severe weather events, massive D2L breakdown, flu pandemic, or other large-scale phenomena, the schedule or format for this course may be changed. In that event, I will provide you with a revised syllabus that will replace this version.

Course changes due to zombie attacks are unlikely. Seriously, though, this map shows references to “zombies” in the Google Maps database. Notice how most references are not only concentrated in North America and Europe, but in New York, Los Angeles, San Francisco, and London (Floating Sheep 2011, online at http://www.floatingsheep.org/2011/07/preparing-for-zombie-apocalypse-part-iv.html)

8. Some important administrative dates in summer semester 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25</td>
<td>Last day to add course – AND first day of course.</td>
</tr>
<tr>
<td>June 29</td>
<td>Last day to drop full semester courses without W on record.</td>
</tr>
<tr>
<td>July 8</td>
<td>Last day to drop or withdraw from course, with W. Tuition and fees apply.</td>
</tr>
</tbody>
</table>
COMMUNICATING WITH YOUR INSTRUCTOR
AND OTHER CLASS COMMUNICATIONS

Since we will not meet face to face, I want to be very clear about our communications, which will have to be electronic. Although there are many forms of digital communication, we will use university communications channels.

- In this class we will communicate with each other using our UWM e-mails and D2L. Yes, they are not exciting or new, but they are university-provided and secure.
- Do not use non-UWM e-mail for class e-mails. My e-mail account may reject e-mails from non-UWM accounts as spam.
- Do not forward your UWM account e-mail to a non-UWM account. This can lead to delays, which could lead to missed deadlines or other problems. Just use your UWM e-mail.
- Since this is an online class, the best way to reach me is e-mail.
  - If you e-mail me during Monday-Friday, you can expect a reply within 36 hours (if I do not reply within 36 hours, e-mail me again!)
  - If you e-mail me on the weekend, it may take me longer to reply.
  - Make sure you put the course name and number in the subject line.

You will find it useful to stay in touch with your classmates regarding assignments, studying together for exams, etc. For such purposes I will set up Discussion forums in D2L for not only the course assignments, but Discussion spaces for communicating about other course matters as well.

QUESTIONS?

→ If you have questions, comments, or concerns about the class, please get in touch with me.

--Dr. Kristin Sziarto

All the devices connected to the internet (Matherly/Shodan 2014, online at https://openmedia.org/en/iflscience-cool-world-map-shows-every-internet-connection-or http://www.iflscience.com/technology/map-shows-all-devices-world-connected-internet/) . Once again, we can see regional patterns with urban concentrations.