



SYLLABUS

GEOGRAPHY 3650 /

INTERNATIONAL STUDIES

3650:

A WORLD DIVIDED? PLACE, SPACE, AND REGIONS IN WORLD AFFAIRS

(COUNTS TOWARD GE CITIZENSHIP FOR A JUST AND DIVERSE
WORLD THEME COURSE)

3 Credit-Hour, Lecture-Based Course

Spring 2026 – Full Term – In-Person MWF 10:20-11:15am; Hitchcock
Hall 035

COURSE OVERVIEW

Instructor

Instructor: Max D. Woodworth

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Office hours: Derby Hall 1148, Tue 9-12

Teaching Assistant

Seiba Issifu

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Course description

This course embraces a new approach to world regions by focusing on the ways that the social and physical features of our planet are intertwined and constantly changing. This exploration is carried out in this class through a geographical focus on contemporary world affairs. This approach will help reveal the diverse and dynamic social and physical environments we inhabit and how these shape our sense of self and belonging in a connected world. In this way, students will develop a deeper understanding of the meaning and importance of citizenship in dynamic global context.

This is a middle-level undergraduate, three-credit course. Lectures are the primary format of the class. Its primary goal is to build geographical knowledge that can enrich students' understanding of the world. Lectures and course materials are designed to do the following: (1) cover the fundamental geophysical forces that have given shape to the wide variety of environments that humans inhabit, (2) reveal the layered and diverse human geographies of our world, and (3) explore the relations between physical geographical features and human affairs, broadly construed. The course is structured around theme-driven units. Students engage in advanced exploration of topics through a combination of lectures, scholarly and general-audience readings, maps, and films. Students will engage these course materials through individual writing assignments of different types and lengths and a group project. There are no required texts for this course; all materials are provided via URL links or as PDFs in Carmen.

Students will leave the course with a detailed geographical understanding of the world, a heightened ability to think about issues in geographical terms, a more fully developed ability to contextualize global events and students' connections to them, and a deepened sense of global citizenship. This course is part of the General Education curriculum's Citizenship for a Just and Diverse World Theme. As such, course content emphasizes diverse views upon and approaches to the idea of citizenship, understood broadly as inclusion and belonging within communities delineated at various scales (i.e., local, national, regional). Integral to these themes will be examinations of difference, diversity, uneven power structures, and ethical-political dilemmas stemming from dynamic relations and connections among peoples and places.

The goals of this course are as follows:

- (1) to improve students' foundational geographical knowledge,
- (2) to develop geographical analytical skills, and
- (3) to foster intellectual engagement with the political, economic, cultural, and environmental transformations that inform citizenship in the world today.

This is an in-person course. We will use a range of materials: maps, scholarly texts, exceptional journalistic work, films, and artworks. Students are expected to attend all classes, complete all assigned readings and audio-visual viewings, and participate actively in class discussions.

Course-specific expected learning outcomes

By the end of this course, successful students should be able to:

- Identify and locate physical and social geographical features of the world,
- Understand the varieties of map projections and their implications,
- Be able to explain different perspectives and approaches in the study of citizenship in a diverse and globalizing world;
- Use maps to assess social phenomena,
- Develop analytical language to understand social-environmental relations, and

- Develop skills as self-directed learners by conducting original research, working in groups, presenting findings, and completing writing assignments of different lengths.

COURSE ALIGNMENT WITH THE UNIVERSITY'S GENERAL EDUCATION CURRICULUM

The Goals and Expected Learning Outcomes (ELO's) of this course align with the expectations of the GE Citizenship for a Just and Diverse World Theme. The general Goals and Expected Learning Outcomes of all GE Theme courses are as follows:

GE Theme Courses Goals and ELO's	
<p>Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.</p>	<p>Successful students are able to</p> <p>ELO 1.1 Engage in critical and logical thinking of the topic or idea of the theme.</p>
	<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>
<p>Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p> <p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>

How does this course meet the Goals and Expected Learning Outcomes of the GE Theme courses?

This course meets the Goals and Expected Learning Outcomes for GE Themes courses, shown in the above table, by engaging with a broad spectrum of advanced theories and concepts within the discipline of Geography. The course's conceptual framing redirects commonplace understandings about regional geography by examining different ways that regional space can be defined and delineated. Specifically, students will use academic texts, documentary film, fiction writing, news reporting, and policy reports to assess how earth's geophysical features relate over time to human behaviors and affairs from different geographical and intellectual perspectives (Goal 1; ELO 1.1, ELO 1.2). The approach to world geography adopted in this course – through in-depth examinations of social and physical environments – will help students

develop critical thinking skills essential for discerning the origins, evolutionary pathways, impacts, and implications of different ideas in geography, including relational space, regions, and uneven economic development (Goal 2; ELO 2.1, 2.2). Through written work and quizzes, students will engage and synthesize concepts in this course toward deepening their understanding of inter-regional relations in the contemporary world. Students will learn to analyze diverse types of maps and texts in tandem and will complete regular quizzes to verify learning at consistently marked points during the term (Goal 2; ELO 2.1). Students will critically examine official policy reports from a variety of agencies to learn how social-scientific data is assembled, synthesized, and disseminated (Goal 2; ELO 2.2). Further, students will explore current affairs through a geographical lens to develop the ability to see how temporally and geographically remote events are connected to them in the present. In the process, students will develop awareness of the complexity of global geography, their position within it, and their capacity to assess and respond creatively to changing circumstances and environments (Goal 2, ELO 2.1, 2.2).

The Goals and Expected Learning Outcomes unique to the Citizenship for a Just and Diverse World Theme are as follows:

Citizenship for a Just and Diverse World Theme Goals and ELO's	
Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.	Successful students are able to
	ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
	ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
Goal 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of	ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

citizenship and membership within societies, both within the US and/or around the world.	ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.
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How does this course meet the specific Goals and Expected Learning Outcomes of the Citizenship for Just and Diverse Theme?

This course meets the Goals and Expected Learning Outcomes for the Citizenship for a Just and Diverse World Theme under the GE by examining and engaging a variety of conceptions about national and global citizenship. Students will explore citizenship in connection with environmental changes, cartographical disputes, geopolitical flashpoints, and contention between economic and political space (Goal 3; ELO 3.1). Students will learn to analyze diverse types of maps and texts at an advanced level and will use regular quizzes to verify learning at consistently marked points during the term (Goal 3; ELO 3.1). Written assignments and hands-on group work will provide opportunities for students to reflect on regions as dynamic and contested spaces and will apply these ideas in graded work to situate themselves in our current globalized context (Goal 3; ELO 3.2). Specifically, students will use academic texts, documentary film, fiction writing, news reporting, and policy reports to assess how earth's geophysical features relate over time to human behaviors and affairs from different geographical and intellectual perspectives, and specifically how these relationships shape the nature and implications of citizenship understood in the diverse ways outlined above (Goal 3; ELO 3.2). Students examine diversity in terms of regional physical and social environments and how political and economic forces intersect with these features of lived environments. This includes exploring geographies of poverty, inequality, and underdevelopment at regional and national scales in different parts of the world (Goal 4; ELO 4.1). Through written projects and quizzes focused on different kinds of maps and connected texts, students will engage and synthesize concepts in this course toward deepening their understanding of diversity and justice within complex and varied lived environments (Goal 4; ELO 4.1). Students will critically examine how modes of resistance and assertions of identity and citizenship emerge through fluid interactions among physical environments and regional politics and economics. (Goal 4, ELO 4.2).

GRADING AND INSTRUCTOR RESPONSE

How your course grade is calculated

ASSIGNMENT CATEGORY	WEIGHTED PERCENTAGE
6 Map Quizzes (5 highest grades)	20%
8 Discussion Posts	10%
8 Annotation Exercises	20%
Midterm Exam	20%
Group Project	20%
Attendance and Participation	10%
3 Short Essays (movie reviews) Extra Credit	3%
Total	100%

Explanation of graded assignments

Map quizzes: This course will feature six map quizzes. These will be paper-based and completed in class. Glossaries of map features will be available in Carmen. Quizzes will be graded on a 0-10 scale. Quizzes are worth 20% of the final grade. The lowest quiz grade does not count.

Discussion Posts: Students are asked to post eight times to the class Discussion board following prompts provided in the syllabus and on the Discussion site. Students are required to make two posts each time. Posts can be original posts or responses to a classmate's post. Posts need not be long but must be topic-relevant. Discussion Posts are graded on a 0-5 scale and are worth 10% of the final grade. See the relevant document under Files>Course Documents in Carmen/Canvas for a detailed description and grading rubric.

Annotation Exercises: Students are asked to complete eight Annotation Exercises during the semester. Each exercise is available in Carmen/Canvas and works through the Hypothesis app, which should open automatically. For full marks, students must provide three annotations at different points in the text. Annotations are graded on a 0-5 scale and are worth 20% of the final grade. See the relevant document under Files>Course Documents in Carmen/Canvas for a detailed description and grading rubric.

Midterm Exam: This course will include a midterm exam. The exam will be taken in class on Mar. 9 in class and will feature a mix of multiple-choice and short answer-type questions. An exam review guide will be available in Carmen. The exam will be graded on a 0-100 scale and will be worth 20% of the final grade.

Group Project: Students will be divided into groups of four (no more than five) to conduct research on the problem of scarcity and abundance in Canada, South Korea, Switzerland, and the Republic of Congo. Research will be conducted using online and library resources. Each group will research only one of the three countries. Groups will develop a PowerPoint presentation featuring 5-10 slides (no more) that explores the concepts of scarcity and abundance in these countries. Groups will present their findings to the class in Week 14. Projects are graded on a 0-100 scale and are worth 20% of the final grade. Members of a group will each receive the same grade. See the relevant document under Files>Course Documents in Carmen/Canvas for a detailed description of the project and a grading rubric.

Attendance and Participation: Attendance will be taken in every class session. Students are permitted three unexcused absences per semester. After the third unexcused absence, each absence results in a percentage point deduction from the final grade. Everyone is also expected to participate actively in class. This means asking questions, offering constructive responses to classmates' discussion, and/or taking part during in-class activities. There may be occasional pop reading quizzes or short, end-of-class writing exercises. These will be collected and graded and will count toward your attendance and participation grade. Attendance and Participation are each worth 5% of the final grade.

Short Essays: Students can complete three movie reviews at specified points in the semester. These essays should be 400-600 words in length and do not require any outside references or citations. This should be like a movie review in a major newspaper, for example (see reviews by A.O. Scott in *The New York Times*). Each review will count for 1 percentage point toward your final grade for a maximum of 3 percentage points. Full marks (1 point) will be awarded for reviews that reflect engagement with the film.

Late assignments

I try to be flexible and understanding about people's busy schedules, so I can grant two late submissions without deducting grade points. Starting with the third late assignment, five percentage points are deducted for each day of lateness. Family or medical emergencies are acceptable excuses for lateness and will not result in point deductions. Please provide documentation so I can record an excused lateness.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor feedback and response time

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

HOW THIS COURSE WORKS

Mode of delivery: This course is a lecture-based class, offered in person.

Communication: The instructor will communicate with the class about assignments, deadlines, and any other crucial information for the course during class and through Carmen Announcements. It is the responsibility of students to read Announcements promptly.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction in the classroom in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a C grade.

Attendance and participation requirements:

- **Attend lecture periods**
 You are expected to be present during class sessions. After three unexcused absences, final grades will drop by a percentage point per class period missed.
- **Participate in class**

You are expected to actively participate in class-time activities and discussions. I urge everyone to speak voluntarily during class times, but will call on students, as well.

Excused absences

Absences can be excused for medical reasons or family emergencies. Please take initiative to provide the instructor with documentation verifying your reason for absence. If the matter is private, please simply email me indicating such.

Office hours

I will hold office hours in Derby Hall 1148 every Tuesday from 9am to 12pm, or by appointment. Please simply send an email to me with three half-hour periods convenient to you and I will respond with a preferred time or a request to provide a few more options in case I'm having a particularly busy week.

STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

<https://advising.osu.edu/>

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

COURSE MATERIALS AND TECHNOLOGIES

Course materials

- All readings and audio-visual materials for this class are available for free online through the University Library website or as PDFs stored on the course Carmen site.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

COURSE POLICIES

Attendance

Attendance is of utmost importance in this class. For this reason, the attendance policy is very strict and inflexible. Students are allowed three unexcused absences. Each unexcused absence after the third will lead to a one-point deduction from the final grade! An excused absence is one that comes with documentation. Emailing to say you have a cold, or your car broke down, or your boss called you into work, etc. will not earn an excused absence. Please do not ask for an excused absence if you don't have documentation.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful. A fruitful learning environment is achieved when everyone knows that their contributions to discussions are welcomed and that their peers are ready to listen with open hearts and minds to what we each have to say.

- **Writing style:** In any written communications and assignments, you should remember to write using correct grammar, spelling, and punctuation. A crucial part of this course is learning to be a better writer.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably. It is completely ok to voice ideas, reactions, thoughts that seem under-developed. The point is to listen, speak up, and learn. Though it has never occurred in any of my classes and Buckeyes are invariably a kind and thoughtful bunch, I would like to offer an obvious reminder that intentionally demeaning language will not be tolerated in the class.
- **Citing your sources:** Please make it a regular practice to cite sources whenever appropriate. Use parenthetical citations, which look like this: "Globalization is characterized by a process known as a 'time-space compression' (Harvey, 2005)." If a citation is made in the text, you must also include the full bibliographical reference at the end of your document.

Academic integrity policy

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. Written assignments may undergo review through Turnitin, an online system that checks for plagiarism.

- **Use of ChatGPT or other AI content-generators:** This course is designed to maximize creative production and thinking. In preparing assignments, it is imperative to indicate when and how an AI tool was used. Failure to do so may violate the university's Academic Integrity Policy (see below).

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect 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 this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) 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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university

employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

COURSE SCHEDULE

This schedule is subject to change. Changes will be announced through Carmen and repeated in class. All reading and viewing materials are available either through URL links provided in the course schedule below or in the Files section of the Carmen course site. You should expect to spend, on average, six hours per week to complete the readings and assignments below. A chronological list of readings and viewings with full citations is provided at the end of this table.

WEEK	TOPIC	READING, VIEWING	ASSIGNMENTS (due on the date indicated <u>before</u> class)
WEEK 1: Jan. 12	Introduction to the course	Lecture: Introduction to “A World Divided?”	
Jan. 14		Lecture: What are regional geography and geopolitics? How are regions related to citizenship? Readings: Syllabus; <i>Dictionary of Human Geography</i> : citizenship, geopolitics, region (total: 4 pages).	DP1: How do “the Midwest” and “Appalachia” exemplify the definition of “region” covered in the <i>Dictionary of Human Geography</i> ? Can you think of other regions? What delineates these regions?
Jan. 16		Lecture: Why geography matters, what citizenship means in a diverse, globalizing world Reading: DeBlij, Ch. 1: pp. 3-32	
PART I: THE PHYSICAL AND SOCIAL WORLD MAPPED			
WEEK 2: Jan. 19	NO CLASS – MLK DAY		
Jan. 21	The World Map	Lecture: Why maps always lie: projections, distortion, and the	AE1: DeBlij, Ch. 2

		<p>ethical and justice problems in cartography</p> <p>Reading: Monmonier, Ch. 3: pp. 27-44; DeBlij, Ch. 2: pp. 33-70</p> <p>Watch: Why All Maps Are Wrong (6 minutes)</p>	
Jan. 23	NO CLASS – INSTRUCTOR AWAY, ONLINE ACTIVITY		<p>DP2: Read this online piece about J. Bessaci, an artist who uses maps in various ways. A theme discussed in this piece is the connection between maps and memory. How do maps speak to you, if at all? What emotions or personal connections do you make with maps?</p>
<p>WEEK 3:</p> <p>Jan. 26</p>	The Physical World: Geophysical Origins	<p>Lecture: Basics of physical geography</p> <p>Watch: Faces of Earth: Shaping the Planet (45 minutes)</p> <p>Reading: Equal Earth Topography and Environments map; Karagule - World Climate Regions; Koeppen-Geiger map</p>	
Jan. 28		<p>Asynchronous day: Preparing for group projects.</p> <p>Reading: Group Project Explanation and Rubric</p>	Map Quiz 1: The physical map of the world (online)

Jan. 30		Online guest presentation: Taiwo	
WEEK 4: Feb. 2	The Political Map: drawing lines around people and places	Lecture: Where on earth? The political geography of the Americas and Caribbean Reading: World Map	
Feb. 4		Lecture: Where on earth? The political geography of Africa and Europe Reading: World Map	
Feb. 6		Lecture: Where on earth? The political geography of Asia & Australasia; The Political Map summary: political maps, politicizing maps Readings: World Map ; Studemeyer	AE2: Studemeyer Map Quiz 2: The political map of the world (in-class, paper-based)
PART II: GEOGRAPHY AND REGIONAL ISSUES: DIVERSE REGIONS, DIVERSE HUMAN AFFAIRS			
WEEK 5: Feb. 9	Natural boundaries, human affairs	Lecture: How do natural boundaries shape diverse human affairs? How natural is citizenship? Reading: <i>The Dictionary of Human Geography</i> , regional geography, boundary, border (total: 6 pages); Gilbert	AE 3: Gilbert
Feb. 11	A humanized world	Lecture: How do humans change the earth? Watch: A Human World (45 minutes)	DP3: How does (or, might) the problem of global climate change challenge conceptions of citizenship?

Feb. 13		Lecture: What is the Anthropocene and who/what is accountable for it? Viewing: <i>Anthropocene</i> (87 minutes)	Short Essay 1: movie review, <i>The Anthropocene</i>
WEEK 6: Feb. 16	Contested land, contested borders	Lecture: Where are recent history's border disputes? Watch: Vox Borders : The Arctic (13 minutes)	DP4: Who should control Arctic space? How does the political struggle over the Arctic waged among large geopolitical actors impact Inuit citizens in multiple countries and their territorial rights?
Feb. 18		Lecture: Where are recent history's border disputes? Watch: Vox Borders : Nepal/China (13 minutes)	Map Quiz 3: Border disputes (in-class, paper-based)
Feb. 20	Contested lands, contested borders, contested citizenship: Case study Taiwan	Lecture: Why is Taiwan "The Most Dangerous Place on Earth"? Readings: The Economist (1 page) ; Rigger (4 pages)	
WEEK 7: Feb. 23	Global tour of strategic "choke points"	Lecture: What are geopolitical "choke points" and where are they? Reading: World Map	
Feb. 25		Lecture: Do choke points still matter? Reading: World Map	Map Quiz 4: Global choke points (in-class, paper-based)
Feb. 27	Choke points: Case study Panama Canal	Lecture: The Panama Canal and American empire	

		Watch: Control the Choke Point: How the US Stole the Panama Canal (19 minutes)	
WEEK 8: March 2	Riverine systems	Lecture: How are major rivers and their watersheds political? Comparing and contrasting the Mekong and the Colorado rivers and struggles over water and land resources. Reading: Marshall (pp. 139-162); Nguyen & Burton ; World Map	AE4: Nguyen and Borton
March 4	Sacrifice Zones	Lecture: Appalachia and extractive industry Reading: Hedges & Sacco (pp. 115-176)	
March 6		Lecture: Ecological and social destruction in northern Alberta and environmental justice Reading: Hern, Johal & Sacco (pp. 81-114)	DP 5: Identify a region you might describe as a "sacrifice zone." Explain what makes it so.
WEEK 9: March 9	IN-CLASS MIDTERM EXAM		
March 11	Extractive regions	Lecture: Fossil fuel dependence and the creation of a Chinese wasteland Watch <i>Behemoth</i> (90 minutes)	Short Essay 2: movie review, <i>Behemoth</i>
March 13		Reading: de Leuw & Magrane (pp. 146-150)	AE 5: de Leuw and Magrane
WEEK 10:	NO CLASS – SPRING BREAK		

PART III: THE SOCIAL PRODUCTION OF UNEVEN REGIONAL GEOGRAPHY			
WEEK 11: March 23	Frontiers	Lecture: What are frontiers and how are they relevant today for politics, economic, and citizenship? How is the edge-space of frontiers a site of unevenness and injustice? Reading: Tsing (pp. 5100-5106)	AE 6: Tsing Group Work Check-in
March 25	Climate change and habitable places	Lecture: Abrupt climate change and early human setbacks Readings: Mithen 150-157	
March 26		Lecture: The return of abrupt climate change and the prospect of human setbacks, more so for some than others Readings: Buis (1 page) ; IFRC "Extreme Heat" report (pp. 9-45) ; "Extreme Heat Will Change Us" (3 pages)	DP 6: Neolithic societies were vulnerable to environmental changes, both natural and anthropogenic. Are we less so in the current day?
WEEK 12: March 30	Poverty and underdevelopment mapped	Lecture: Colonial maps, poverty maps; diverse forms of citizenship amid global poverty and migration Reading: Explore data in Atlas of Sustainable Development Goals ; Milanovic	AE 7: Milanovic DP 7: Discuss the relative advantages and disadvantages of the three types of citizenship arrangements proposed by Milanovic as a solution to global inequality and migration. Specify the justice implications of these different proposals.
April 1		Lecture: Global cities and urban citizenship	Map Quiz 5: Poverty and inequality (in-class, paper-based)

		Reading: UN Habitat: Envisioning the Future of Cities (skim full report)	
April 3		Lecture: Mapping poverty in the United States Reading: Explore data in The Measure of America	
WEEK 13: April 6		Course Content Q&A and Discussion	
April 8	Energy and regional development	Lecture: How does energy production create distinctive regions? Readings: Explore data in EIA Interactive International Data	Map Quiz 6: Major oil and gas basins of the world (in-class, paper-based)
April 10		Lecture: Mapping the uneven geographies of energy production, transport, and consumption: Carbon citizenship Readings: Bridge & Le Billon (pp. 5-32)	AE 8: Bridge & Le Billon DP 8: Drawing on Bridge and Le Billon, how is the chain of energy production and exemplary of uneven geography?
WEEK 14: April 13	Natural abundance: Canada	Group project presentation, part I	Presenting groups must post an outline of their presentations
April 15	Natural abundance: South Korea	Group project presentation, part II	Presenting groups must post an outline of their presentations
April 17	Natural abundance: Switzerland	Group project presentation, part III	Presenting groups must post an outline of their presentations

WEEK 15: April 20	Natural abundance: The Democratic Republic of Congo	Group project presentation, part IV	
April 22	Unevenness, connection, justice, and citizenship	Lecture: Crisis in the Central African cobalt belt and what it means to be a global citizen today Watch: <i>Stealing Africa</i> (60 minutes)	Short essay 3: Movie review, <i>Stealing Africa</i>
April 24		Watch: Cobalt Red with Siddarth Kara (33 minutes)	
WEEK 16: April 27	Course Re-Cap: Reflection on overall learning	N/A	N/A

CHRONOLOGICAL WEEKLY THEME DESCRIPTIONS AND CLASS MATERIALS (FULL CITATIONS)

WEEK 1: This week introduces students to the course and to the disciplinary tradition of geography, generally, and regional geography, more specifically. We will cover basic and core terminology and concepts, including geopolitics, region, and citizenship.

DeBlij, Harm. 2012. *Why Geography Matters ... More than Ever*. Oxford: Oxford University Press. Chapter 1, "Why Geography Matters ... More than Ever," pp. 3-32. Available as PDF in Carmen.

Gregory, D., Johnston, R., Pratt, G., Watts, M.J., and Whatmore, S. (Eds.). 2009. *The Dictionary of Human Geography*. Chichester, UK: Wiley-Blackwell.

WEEK 2: This week begins Part I of this course, titled The Physical and Social World Mapped: Mapping Our Place in the World. This week deepens the exploration of the discipline of geography with a focus on maps and cartography. We will examine multiple types of world maps to explore difference in spatial representation. We cover problems of projection, distortion, and connected issues of justice and ethics in cartography.

Monmonier, Mark. 2018. *How to Lie with Maps*, 3rd Edition. Ch. 3 "Map Generalization: Little White Lies, and Lots of Them." Chicago: University of Chicago Press: pp. 27-44.

DeBlij, Harm. 2012. *Why Geography Matters ... More than Ever*. Oxford: Oxford University Press. Chapter 2, "Reading Maps and Facing Threats," pp. 33-70. Available as PDF in Carmen.

Harris, Johnny. 2016. *Why All Maps Are Wrong*. Vox Media. 6 minutes.

<https://www.youtube.com/watch?v=kIID5FDi2JQ>

WEEK 3: This week, we look specifically at physical maps of the world to learn how the planet can be differently divided into regions according to morphological and environmental features. Exercises and a quiz will reinforce empirical understanding of the physical map.

AGI. 2013. *Faces of Earth: Shaping the Planet*. American Geosciences Institute. 45 minutes.

<https://www.youtube.com/watch?v=yWezU1P6dM0>

Equal-Earth.com. *Equal Earth Topography and Environments Map*. Available as PDF in Carmen.

Karagule, Deniz. 2020. *World Climate Regions: A new approach for developing a new map of standardized global climate regions*.

<https://storymaps.arcgis.com/stories/61a5d4e9494f46c2b520a984b2398f3b>

Kottek, M., Grieser, J., Beck, C., Rudolf, B., and Rubel, F. 2006. *World Map of Koeppen-Geiger Climate Classification, updated*. *Meteorol. Z.*, 15, 259-263. Available as PDF in Carmen.

WEEK 4: This week, the class considers the political map of the world. The reading and map are used to explore how territory and citizenship are connected and contested. Exercises and a quiz will reinforce empirical understanding of the political map.

CIA. *World Political Map*. Available as PDF in Carmen and [here](#).

Studemeyer, Catherine C. 2015. Geographies of Flexible Citizenship. *Geography Compass* 9(10): 565-576.

WEEK 5: This week begins Part II of the course, titled Geography and Regional Issues: Diverse Regions, Diverse Human Affairs. Having grounded students' understanding of regional geography and citizenship, as well as deepened empirical familiarity with maps of the world, students begin this week to address the intersections of regional geographies and human affairs that guide the rest of the course. This week starts with consideration of natural boundaries and natural environments and the complex relations between these and human activities and human affairs.

AGI. 2013. *Faces of Earth: A Human World*. American Geosciences Institute. 45 minutes.
<https://www.youtube.com/watch?v=FkrsKC0QI-s>

Swyngedouw, Erik. 2019. "The Anthro(Ob)s(cene)." In Antipode Editorial Collective, *Keywords in Radical Geography: Antipode at 50*. Chichester, UK: Wiley-Blackwell: pp. 253-258.

Baichwal, Jennifer, Burtynsky, Edward, and de Poncier, Nicholas. *Anthropocene: The Human Epoch*. Berlin: Kino Lorber. 87 minutes.

Gilbert, Mark. 2025. "The EU's Mackinder Moment." The Brussels Institute for Geopolitics, April 9. <https://www.big-europe.eu/publications/2025-04-09-the-eu-s-mackinder-moment>

WEEK 6: This week focuses on borders, specifically on how they are produced and managed, how they structure and govern citizenship in different places, and their geopolitical impacts. Case studies from the Arctic, Nepal/China, and Taiwan/China ground this week's examinations of borders as contested geographies. The Taiwan/China focuses especially on the problem of territorial definition and citizenship in "China."

Harris, Johnny. 2016. *Vox Borders: The Arctic*. Vox Media. 13 minutes.
<https://www.vox.com/a/borders/the-arctic>

Harris, Johnny. 2016. *Vox Borders: Nepal/China*. Vox Media. 13 minutes.
<https://www.vox.com/a/borders/nepal-china>

Rigger, Shelley. 2011. "Excerpt: Why Taiwan Matters: Small Island, Global Powerhouse." The China Beat Blog Archive 2008-2012. 922. <http://digitalcommons.unl.edu/chinabeatarchive/922>

The Economist. 2021. "The Most Dangerous Place on Earth." 1 May.

WEEK 7: This week explores the geopolitical concept of the choke point through maps and a short video. Choke points are critical spaces, as they serve as concentrated sites of regional interaction and exchange, regional identity formation, as well as geopolitical contestation. Students will be invited in class and reading reflection to consider how the physical space of the choke point impacts human affairs.

CIA. *World Political Map*. Available as PDF in Carmen.

Harris, Johnny. 2022. *Control the Choke Point: How the U.S. Stole the Panama Canal*. 19 minutes. https://www.youtube.com/watch?v=D_PtYPnKBJs

WEEK 8: This week has one class meeting and the midterm exam. In our class meeting, we focus on riverine systems around the world and how rivers become political in clashes over resource access, territorial boundary-making. Contrasting examples of the Mekong River and Colorado River are drawn from the week's reading and ground the lecture content.

CIA. *World Political Map*. Available as PDF in Carmen.

Marshall, Tim. 2021. *The Power of Geography: 10 Maps that Explain the World*. Ch. 6, "Turkey." New York: Scribner Books: pp. 139-162.

Nguyen, Minh Quang and Borton, James. 2020. Ecocide on the Mekong: Downstream Impacts of Chinese Dams and the Growing Response from Citizen Science in the Lower Mekong Delta. *Asian Perspective* 44(4): 749-766.

Hedges, Chris and Sacco, Joe. *Days of Devastation, Days of Revolt*. New York: Nation Books. Chapter 4, "Days of Devastation: Welch, West Virginia," pp. 115-176. Available as PDF in Carmen.

Hern, Matt, Johal, Am, and Sacco, Joe. 2018. *Global Warming and the Sweetness of Life: A Tar Sands Tale*. Chapter 4, "Fort McMurray: Dene, Woodland Cree, and Chipewyan Territories," pp. 81-114. Available as PDF in Carmen.

WEEK 9: This week, we consider the concept of sacrifice zones, meaning spaces around the world where human activities have disproportionately intense environmental and social impacts, usually driven by extractive industry. We review cases in Appalachia, the Alberta tar sands region, and China's coal country. We consider the geopolitical, ethical, and justice issues that animate extractive industry in different settings and explore citizenship in the context of opposition to extractive industry. This week also explores the problem of citizenship and governance in spaces that are effectively ungoverned due to combinations of physical remoteness and local opposition to external authority.

Zhao, Liang. 2015. *Behemoth (Bei Xi Mo Shou)*. Arte. 90 minutes. Available online through OSU library, link through Kanopy.

De Leuw, Sarah. and Magrane, Eric. 2019. "Geopoetics." In Antipode Editorial Collective, *Keywords in Radical Geography: Antipode at 50*. Chichester, UK: Wiley-Blackwell: pp. 146-150.

WEEK 10: NO CLASS - SPRING BREAK

WEEK 11: We consider, through the idea of the frontier, positive visions of remoteness and ungovernability, which become useful especially for extreme modes of extractive activity, often with severe environmental and social justice implications. This week begins Part III of the course, titled The Social Production of Uneven Regional Geography: Difference, Power, and Justice under Globalization. We begin this broad theme through consideration of historical and present-day climate change. Students will learn about scientific debates around abrupt climate change and will explore geopolitical issues, questions about citizenship and climate migration, as well as environmental and social justice problems arising from extreme heat and climate change in different settings around the world.

Tsing, Anna. 2003. "Natural Resources and Capitalist Frontiers," *Economic and Political Weekly*, 38(48): 5100-5106. Available as PDF in Carmen.

Mithen, Steven. 2003. *After the Ice: A Global Human History, 20,000 – 5,000 BC*. Cambridge, MA: Harvard University Press. Chapter 1 "The Birth of History," pp. 3-7, Chapter 2 "The World at 20,000 BC," pp. 8-19. Available as PDF in Carmen.

Buis, Alan. 2022. "Too Hot to Handle: How Climate Change May Make Some Places too Hot to Live," NASA Jet Propulsion Laboratory, March 9. <https://climate.nasa.gov/explore/ask-nasa-climate/3151/too-hot-to-handle-how-climate-change-may-make-some-places-too-hot-to-live/>

IFRC. 2022. *Extreme Heat: Preparing for the Heat Waves of the Future*. International Federation of the Red Cross. Read pp. 9-45. <https://www.ifrc.org/sites/default/files/2022-10/Extreme-Heat-Report-IFRC-OCHA-2022.pdf>

The New York Times. 2022. "Extreme Heat Will Change Us," *The New York Times*, November 18. <https://www.nytimes.com/interactive/2022/11/18/world/middleeast/extreme-heat.html>

WEEK 12: This week, we examine poverty and global uneven development through maps, data, and policy reports. The aim is to deepen understanding about the depth of global poverty, diverse geographical patterns of poverty and inequality, and ethical issues emerging from the persistence of uneven development, including policy prescriptions, such as mass migration, that challenge existing notions of citizenship.

World Bank Group. 2023. *Atlas of Sustainable Development Goals 2023* (online, interactive). Washington, DC: World Bank. <https://datatopics.worldbank.org/sdgateatlas/>

UN Habitat. 2022. *World Cities Report 2022: Envisioning the Future of Cities*. Nairobi, Kenya: UN Habitat. https://unhabitat.org/sites/default/files/2022/06/wcr_2022.pdf

SSRC, 2023. "Mapping America" (online, interactive data mapping tool). *Measure of America*. New York: Social Science Research Council. <https://measureofamerica.org/maps/>

Milanovic, Branko. 2018. *Global Inequality: A New Approach for the Age of Globalization* (Harvard University Press), Ch. 3, "Inequality Among Countries" (118-154).

WEEK 13: This week, we explore the geopolitics of energy production, trade, and consumption. We deepen empirical understanding about the geography of energy and examine how the energy industry fosters different perspectives on place and belonging (i.e., citizenship), as well as environmental and social justice.

EIA. "World Energy (online, interactive data mapping tool). U.S. Energy Information Administration. Washington, DC. <https://www.eia.gov/international/overview/world>

Bridge, Gavin and Le Billon, Philippe. 2013. *Oil*. Cambridge, UK: Polity Press. Chapter 1 "The Nature of a Political Resource," pp. 5-32. Available as PDF in Carmen.

WEEK 14: This week (and Monday of Week 15) will feature group presentations examining the core concept of "natural abundance" in one of the following four countries: Canada, South Korea, Switzerland, and the Democratic Republic of Congo. Natural abundance appears a straightforward concept. However, throughout this class, we have examined different connections between people, places, and environments that complicate the natural-ness of abundance. Group presentations will use case study countries to critically examine the idea of "natural abundance."

N/A

WEEK 15: For this week, a documentary about the Zambian copper industry highlights multiple themes explored in this class: regional geopolitics, uneven development, citizenship, and justice. The central theme of this film is the challenge for a poor country (Zambia, in this case), to overcome dependency on external investment and markets and the various advocates around the world pushing for more just trade regulations and institutions. This week also considers the coltan industry in the Congo. Coltan is one among many materials essential to the global electronics industry, and it is found in many of the products that we take for granted (i.e., cellphones, TVs, computer monitors). Through examination of coltan mining, students reflect on natural features of the earth, uneven regional development and poverty, geopolitical conflicts converging in the Congo, the ethical dilemmas of global citizenship amid the exploitation of people and places, and issues of environmental and social justice.

Guldbrandsen, Christoffer. 2013. *Stealing Africa*. Copenhagen: The Why Project. 58 minutes.
<https://www.youtube.com/watch?v=WNYemuiAOfU&t=2s>

Australian Broadcasting Corporation News, 2022. "Blood Cobalt: The Congo's Dangerous and Deadly Green Energy Mines." 33 Minutes. <https://www.youtube.com/watch?v=V3blzNX4co>

WEEK 16:

N/A