

GEO 211
Global Change (Fall, 2006)

Class Time: TuTh, 11:00--12:15 in 229 Shideler Hall

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Introduction

For most Americans, the term Geography brings to mind the location of mountains, rivers, and the capitals of various countries. In addition, most Americans' first experience of Geography as an academic discipline is at the college level. While the locations of mountains, rivers and capitals is a part of Geography, the discipline focuses on the global space and its varied regions, the interaction of phenomena within that space and the changes in both global space and attributes of phenomena within space. Phenomena studied by Geographers can be natural, human-made, or human-modified.

Geography is thus a holistic and integrated field that considers the distribution, location, interaction and relationships among phenomena such as relief features, drainage features, atmospheric characteristics, population, economic activity, different levels of development, movements of goods, services, and people at both the global and local scales. The implications and ramifications of location, distribution and interaction of phenomena in space and planning for desired outcomes are a key part of Geography.

Our world is constantly changing but the rate of change seems to have accelerated since World War II. Technological advances and ease of travel and communication have all contributed to the increasing interconnectedness of various localities in our global community or village. Thus an appreciation and understanding of the nature and causes of global change are a germane part of the academy.

Purpose: The purpose of Global Change (GEO 211) is to introduce students to the integrative nature of Geography and the changes that are occurring at the global and local scales in terms of the location, distribution and interaction of phenomena in space. Geography will be presented as an integration of systematic issues of human activity and physical forces or processes interacting in the context of particular regional settings. Thus, GEO 211 highlights the nature of Geography at Miami University. It examines the interactions among social, economic, environmental, and political processes and conditions in a rapidly changing world. It focuses on the effects of trade, communication, and regional interdependence on issues such as social equity and conflict, resource availability and environmental pollution, and the opportunities and stresses inherent in development and change.

To achieve the objectives of this course, five modules that demonstrate the integrative nature of geography, and the changes that are occurring at the global and local scales, will be studied. These modules are:

1. Interaction in a polarized world
2. Water
3. Urbanization
4. Oil.
5. Terror and the new geopolitics

These modules are designed to provide a foundation for students who wish to major or minor in Geography. For those who do not wish to major or minor in Geography, these modules provide useful knowledge and information about global change.

Class format and expectations

GEO 211 is a discussion course that is based on a combination of lectures, student discussions, and reviews of audio-visual material. Students are expected to attend all classes and be prepared to contribute based on prior reading assignments. Assignments should be typed.

Academic honesty: Students are reminded that the work they submit in this course must be original. University policies on academic dishonesty are described in the *Student Handbook, 2006-2007*; students are responsible for adherence to these policies. Substantial paraphrasing of others' work without indicating a direct quote may constitute plagiarism, even if the source document is cited.

Note on use of the Internet: The Internet is a wonderful and tremendously powerful source of information, but there is no quality control. For printed (paper) books and journals there is an editor and usually some kind of peer review process that ensures at least a minimal level of quality, but no standard procedure exists for the Web. You must therefore examine Internet sources very critically before using them. The most reliable sources will be those produced by well-known entities such as government agencies or recognized professional organizations. Be wary of web pages without authorship or organizational sponsorship indicated. Personal web pages and those produced by special-interest organizations should be treated with considerable suspicion.

The Internet is also a source of pre-written term papers and other textual material which can be copied either from free sites or from pay sites, modified as needed to meet the requirements of the assignment, and printed under your name. In short, technology makes plagiarism very easy for the student, but equally makes it easier to identify sources of plagiarized papers. The fact that you can copy something from the web may or may not violate the author's rights, but if you hand it in as your own you are certainly violating Miami University's academic regulations.

Schedule of classes

Date	Topic	Leader
8/22	Introduction	Both
8/24	Global Change and Geography	Both
	Interaction in a Polarized World	
8/29	Economic disparities	Renwick
8/31	Interaction and communication	D'Arcus

9/7	Neoliberalism	D'Arcus
9/7	7:30, pm. McConnell Lecture: <i>New Ethnic Geographies in Immigrant America</i>	
9/8	1:00-5:00pm. Panel discussions: <i>Careers and Career opportunities in Geography</i>	
9/12	International trade in pollution	Renwick
	Water	
9/14	Where it is and what it is used for	Renwick
9/19	Subsidies , consumption and conservation	Renwick
9/21	Film: Thirst	Renwick
9/26	Privatization of water services	Renwick
9/28	Water and international conflict	Renwick
10/3	Panel Discussion on Water	Renwick
	Urbanization	
10/5	Cities as Engines of Change	D'Arcus
10/10	The Urban Future	D'Arcus
10/12	Third World Urbanization	D'Arcus
10/17	Global Cities/Global Culture?	D'Arcus
10/19	Sustainable Cities – Principles and Policies	D'Arcus
10/24	Panel discussion	D'Arcus
10/26	MIDTERM EXAM	
	Oil	
10/31	The history of oil use	Renwick
11/2	Where it is and where it goes	Renwick
11/7	Oil and the US economy	Renwick
11/9	Oil and the global economy	Renwick
11/14	Suabstitutes for oil.	Renwick
11/16	Panel discussion: Oil policy	Renwick
	Terror and the new geopolitics	
11/21	States, Terrorism and Violence	D'Arcus
11/28	Terrorism in Historical Geographic Context	D'Arcus
11/30	Peru	D'Arcus
12/5	The Globalization of Terror	D'Arcus
12/7	Panel discussion	D'Arcus
12/15	Take-home final exam due 2:45 pm	

Assignments and Evaluations

Geo 211 emphasizes reading, writing, and critical thinking that generate discussion and the exchange of ideas. Assignments therefore reflect this emphasis. To ensure students engage in discussion, 20 percent of the course grade is assigned to class participation.

Grading

4 Critical essays @10%	40%
2 exams @15%	30%
Pop quizzes	10%
Participation, including panel discussions	20%

Critical essays: For each module, one or two questions will be posed for students to answer in a critical essay. The essay, which will be taken home, will be based in readings and empirical data, but should also focus each student’s analysis and opinions of the module. Each essay should be no more than 3 pages (750 words) in length. Critical essays are due the class following the end of each module.

Panel discussions: Each student will be assigned to be part of a panel that concludes a course module. As part of the panel, you will report to the class on some particular topics relate to the module, with a focus on how the theme plays out differently in various world regions. Along with the panel discussion, your group will prepare a short (200 word) summary of your findings. Panels will be assigned specific questions pertaining to the modules that should be addressed in the discussion, with sub-groups of the panels focusing on these questions.

Pop quizzes: There will be at least two “pop quizzes”, otherwise unannounced. These will cover the readings, and are intended to encourage students to do the readings in advance of the classes in which they are discussed.

Participation: Discussion is an important part of this class, and students are expected to be active participants. In addition, a weblog will be available on which students can post comments, report useful information they have discovered, and react to course materials and discussions. The quality of student contributions in class and on the weblog will be important to the participation score.

Readings

There is no assigned or required text for this course. Readings will be available online, either through Internet sources, online journals, or on the class Blackboard web site.

Throughout the semester: Students are expected to be attentive to the non-US news media regarding the issues covered in the course. An excellent summary of international news as well as links to online English-language newspapers throughout the world is available at www.worldpress.org. Also, students should search www.ingenta.org and similar indices for materials on their topics published in journal articles. Miami’s library is a good source of books on some of the issues that students will need for their regional research paper.

Interaction in a polarized world

8/29

Poverty Facts and Stats and Poverty around the World @ www.globalissues.org under the section on Causes of Poverty

The Big Mac Index

http://www.economist.com/markets/bigmac/displayStory.cfm?story_id=2708584

See also data available at <http://www.nationmaster.com/>

9/7

9/12

Basel Action Network. <http://www.ban.org/index.html>

Elizabeth Grossman, 2005. 'Digital Dumps' Heap Hazards at Foreign Sites The Washington Post Monday, December 12, 2005 <http://www.washingtonpost.com/wp-dyn/content/article/2005/12/11/AR2005121100664.html>

New Evidence Confirms Star Cruises and Norwegian Cruise Lines Deceived German Authorities to Dispose of the Toxic Laden SS Norway to India. Basel Action Network; http://www.ban.org/ban_news/2006/060630_deceived_authorities.html
A preferred destination for ship recycling. Gujarat Maritime Board. http://www.gmbports.org/alang_prefedesti.htm

9/14

WHO/UNICEF: Global water supply and sanitation assessment 2000 report. http://www.who.int/water_sanitation_health/monitoring/globalassess/en/
In Oil-Rich Angola, Cholera Preys Upon Poorest S. LaFraniere. NY Times June 16, 2006

9/19

Alfalfa: The Thirstiest Crop. NRDC. <http://www.nrdc.org/water/conservation/fcawater.asp>
Why Canada's water systems are failing us Ottawa Citizen. <http://www.environmentprobe.org/EnviroProbe/print.cfm?ContentID=2392>

9/21

Landry, CJ. and Terry L. Anderson. The rising tide of water markets. <http://www.itind.com/waterbook/tide.asp> Also look at the entire ITT industries web page
Who owns water? M. Barlow and T. Clarke; The Nation. Sept 2, 2002.

9/26

Cholera and the Age of the Water Barons Bill Marsden. Center for Public Integrity <http://www.icij.org/water/>
Low Rates, Needed Repairs Lure 'Big Water' to Uncle Sam's Plumbing. Erika Hobbs. Center for Public Integrity <http://www.icij.org/water/>
Water and Power: The French Connection. Julio Godoy Center for Public Integrity <http://www.icij.org/water/>
Public Citizen, no date. Water Privatization Overview. Public Citizen, <http://www.citizen.org/cmep/Water/general/index.cfm> (The entire web page at this site is worth attention).
Segal, G.F., 2003. What Can We Learn From Atlanta's Water Privatization. Reason Foundation http://www.reason.org/commentaries/segal_20030121.shtml. (Again, the entire web page at this site is worth attention)

Urbanization

10/5

Fellman, J.D., Getis, A. and Getis, A. (2001) Urban Systems and Structure. In Jerome Fellman, Arthur Getis and Judith Getis (eds) *Human Geography: Landscapes of Human Activities*. McGraw Hill pp. 392-412

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United Nations (2001) Human Settlements in a Globalizing World.

<http://www.unhabitat.org/Istanbul+5/prologue.pdf>

United Nations (2001) A World of Light and Dark, in *The State of the World's Cities Report*.

<http://www.unhabitat.org/Istanbul+5/6-9.pdf>

United Nations (2001) An Urbanized , in *The State of the World's Cities Report*.

<http://www.unhabitat.org/Istanbul+5/10-11.pdf>

Bill Steigerwald (2001) City Views: Urban studies legend Jane Jacobs on gentrification, the New Urbanism, and her legacy. *Reason* (June): 49-55

Badcock, B. (2001) Thirty Years On: Gentrification and Class Changeover in Adelaide's Inner Suburbs, 1966-96. *Urban Studies*, 38(9): 1559-72

Beir. T. and Howe, S. (1998) Dynamics of Suburbanization in Ohio Metropolitan Areas . *Urban Geography*, 19(8) 695-713

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Cross, John (1998) Co-optation, Competition and Resistance: State and Street Vendors in Mexico City. *Latin American Perspectives*, 99(25) 41-61

Ribeiro, M.O. and Ciampone, M.H.T. (2001) Homeless Children: the lives of a group of Brazilian Street Children. *Journal of Advanced Nursing*, 35(1): 42-9

Davis, Mike (2004) Planet of Slums, *New Left Review*.

<http://www.newleftreview.net/NLR26001.shtml>

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Viesco, Victor H. (2000) Straight Out the Barrio: Ozomatli and the Importance of Place in the Formation of Chicano/a Popular Culture in Los Angeles, *Cultural Values*, 4(4) 445-475.

Oil

10/31

Annual Oil Market Chronology 1970 - 2006 US Energy Information Administration. :

<http://www.eia.doe.gov/emeu/cabs/AOMC/Overview.html>

Energy Basics 101. US Energy Information Administration

<http://www.eia.doe.gov/basics/energybasics101.html>

Kerr, R. A., 2005. Bumpy road ahead for world's oil. *Science* 310: 1106-1108.

Energy Information Administration. OPEC fact sheet <http://www.eia.doe.gov/cabs/opec.html>

US Energy Information Administration. World Energy "Areas To Watch".
<http://www.eia.doe.gov/emeu/cabs/hot.html>

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World Energy Hotspots. US Energy Information Administration
http://www.eia.doe.gov/emeu/cabs/World_Energy_Hotspots/Overview.html

Wood, J.J., G.R. Long, and D. F. Morehouse. Long-Term World Oil Supply Scenarios.
http://www.eia.doe.gov/pub/oil_gas/petroleum/feature_articles/2004/worldoilsupply/oilsupply04.html

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Energy and the Economy by Ben Bernanke. Federal Reserve Board.
<http://www.federalreserve.gov/boarddocs/speeches/2006/200606152/default.htm>

US Energy Information Administration. Energy Price Impacts on the U.S. Economy
http://www.eia.doe.gov/oiaf/economy/energy_price.html

Gasoline Prices, Still Rising, Alter the Habits of Many, but Far From All
Kirk Johnson. NY Times, August 9, 2006

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World Energy and Economic Outlook US Energy Information Administration.
<http://www.eia.doe.gov/oiaf/ieo/world.html>

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Atomic Balm? Jon Gertner. NY Times, July 16, 2006

Tapping the Latent Power in What's Left Around the Barnyard By Claudia H. Deutsche. NY Times, July 4, 2006

11/16

Terror and the New Geopolitics

11/21

"Perspectives on Terrorism: Defining the Line"

<http://csmonitor.com/specials/terrorism/lite/index.html>

"Terrorist And Insurgent Organizations" <http://www.au.af.mil/au/aul/bibs/tergtps/tg98tc.htm>

11/28

Eqbal Ahmed "Terrorism: Theirs and Ours"

http://www.lipmagazine.org/articles/featahmad_134.shtml

11/30

"Significant Terrorist Incidents, 1961-2001"

<http://usinfo.state.gov/topical/pol/terror/01103131.htm>

Report of Peruvian Truth and Reconciliation Commission (2003)
<http://www.cverdad.org.pe/ingles/ifinal/conclusiones.php>

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<http://www.alamut.com/subj/economics/misc/clash.html>

Kurth, James. "Confronting the Unipolar Moment: The American Empire and Islamic Terrorism." *History Today*. Dec. 2002: 403-408

"Why America? The Globalization of Civil War", Martha Crenshaw, *Current History*, December 2001 -- page 39

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Arquilla, John, David Ronfeldt, and Michele Zanini, "Information-Age Terrorism," *Current History*, Vol. 99, No. 636, April 2000, pp. 179-185

David C. Rapoport "The Fourth Wave: September 11 in the History of Terrorism" *Current History* Vol. 100, No. 650, pp. 419-424

Michael T. Klare Waging Postindustrial Warfare on the Global Battlefield *Current History* Vol. 100, No. 650, pp. 433-437

Dempsey, James X. Counterterrorism and the Constitution (*Current History*, vol. 99, no. 636, April 2000, pp. 164-168)