

GGR 2 001 - Human Geography: Geography and the Global Citizen
Department of Natural Sciences, LIU Post
Fall 2022
Tuesday, Thursday: 11 am – 12:20 pm

Professor Scott Carlin
Scott.Carlin@liu.edu
Office: Life Sciences, Room 261A
<http://www.scottcarlin.us>

Classroom: Life Science 131
Phone: 516-299-3404
Office Hours: 12:30 to 2pm
Monday & Wednesday, or Appt.

Department: Natural Sciences, Department Chair, Dr. Sheldon Rothman: (516) 299-2007

Class Website: <http://blackboard.liu.edu> Archive of class notes, syllabus, readings, etc.
Blackboard uses the same login information as your email.

Course Description (LIU Post Bulletin)

While citizenship is rooted in a national identity, an expanded notion of global citizenship is essential for understanding and addressing many 21st century issues. The course explores the demographic, ethnic, religious, linguistic, and political factors that structure global cultural diversity, and examines differences and disparities between developed and developing regions. Today's global citizens need a technical understanding of 21st century problems, like climate change, and the intercultural competence to communicate and work together effectively as a global society.

Credits: 3

Prerequisites: None

Course learning objectives:

- Provide students with opportunities for critical thinking, analysis, and writing.
- Promote ethical and moral reasoning by examining world cultures.
- Increase students' ability to examine problems and issues from multiple cultural perspectives.
- Strengthen students' literacy of basic geographic concepts and place names.
- Understand the foundations of global citizenship education.
- Explore how geographers understand human cultures; develop students' intercultural competency.
- Use students' prior knowledge as a resource for shared learning and a tool for transformative learning.
- Compare and contrast world religions, their geography and worldviews.
- Assess scientific evidence for climate change and biodiversity
- Understand key factors driving global demography (Births, Deaths, Stages of Development)
- Explain geographic zones of conflict using geopolitical reasoning

Required Reading: Required readings are posted on Blackboard. A short reading list is attached. You are not required to purchase any books for this course. Please subscribe to the New York Times; LIU may provide a free student subscription.

Core Curriculum Goals: Perspectives of World Cultures

Courses within Perspectives on World Cultures ask students to engage intellectually and affectively with human cultural experience across space and time. They encourage students to analyze and appreciate the uniqueness of individual cultures by understanding their development as well as the meaning of their cultural artifacts within the locally specific contexts in which they were operative. They might also consider the different forms of interconnectivity between different cultures and regions. Courses in this cluster consider the problem of cultural empathy and provide a sense of the value of understanding and interpreting different cultures on their own terms. Learning Goal: Intercultural Knowledge.

This course will also offer opportunities for students to work on these additional Core Curriculum skill areas:

- Oral Communication (Student Presentations)

- Quantitative Reasoning
- Critical Thinking
- Ethical Reasoning
- Information Literacy (Analyzing the New York Times)
- Technological Competency (using Blackboard)
- Creative Capabilities
- Inquiry & Analysis

Course Hours

This class meets for 45 Hours (15 weeks x 3 hours per week)

90 Hours for Supplementary Assignments

Readings:	45 Hours
7 (of 8) Assignments:	30
Final Exam Preparation:	8
Midterm Preparation:	7

Semester Grading:

Midterm Paper	20 points
Final Exam	30
<u>7 of 8 Blackboard Assignments</u>	<u>50</u>
Total possible points	100 points

Final grades for the course are determined according to the following scale:

A = 4.00 = 93.0-100	B+ = 3.33 = 87.0-89.9	C+ = 2.33 = 77.0-79.9	D = 60-69.9 pts	F = 0.0 = < 60.0
A- = 3.67 = 90.0-92.9	B = 3.00 = 83.0-86.9	C = 2.00 = 73.0-76.9		
	B- = 2.67 = 80.0-82.9	C- = 1.67 = 70.0-72.9		

Attendance Policy: The Undergraduate Bulletin states: "It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled." Your semester grade will be reduced if you have more than two unexcused absences during the semester. Email faculty if you are not able to attend class. Excused absences require a signed medical note.

Students are expected to **participate** in class discussions. You are permitted to use laptop computers in class to take notes and to access electronic readings. Do not use your laptop computer for other purposes (e.g., email, Facebook, web surfing, etc.).

Student Rights Regarding Religious Observation:

Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day ... shall be excused from any ... work requirements. It shall be the responsibility of the faculty and of the administrative ... to make available to each student who is absent ... an equivalent opportunity to ... make up any ... work requirements." Students who anticipate being absent because of a religious observance should email faculty in advance of such anticipated absence.

Withdrawal. Registration and program changes are permitted for the first two weeks of the semester. Consult the Registrar's calendar for a complete list of deadlines:

<https://www.liu.edu/CWPost/About/Offices/Registrar/Academic-Calendar.aspx>

University Policies and Information:

LIU's Academic Affairs policies are located on the University website at:
<https://liu.edu/about/LIU-policy/policy-by-category-listing>

LIU Academic Catalogs may be found at:
<https://liu.edu/enrollment-services/registration/academic-catalogs>

The academic policies of Long Island University are described in the campus bulletin under "Academic Policy" in the table of contents.

The LU Academic Calendar may be found at:
<https://liu.edu/enrollment-services/registration/academic-calendar>

The Student Handbook is located at: <https://www.liu.edu/about/university-policies/student-handbooks>

Plagiarism: Your written work on exams and assignments must be your own. Reference all quotations, facts, and ideas from their original source materials. Read the campus Academic Conduct Policies in the Student Handbook (pp. 24-26, accessed 8/5/2022). The penalty for plagiarism is an F on the first assignment. After two instances of plagiarism, you will fail the semester, and a letter will be forwarded to the Dean.

Statement of Student Conduct. I have read this syllabus and I understand that:

- College policies prohibit cheating and plagiarism. The penalty for plagiarism on any assignment is an F. After two instances of plagiarism, I will fail the semester, and a letter will be forwarded to the Dean.
- Copying and pasting text from the Internet is considered plagiarism.
- I may quote text from other sources **only if** it is properly referenced.
- Homework assignments **must** be submitted the day they are due.
- I am familiar with LIU's Plagiarism and Academic Honesty policies in the Student Handbook:
<https://www.liu.edu/about/university-policies/student-handbooks>

LIU Student Support ServicesTechnology

If you have problems, please contact IT (Library 236A, M-Th 8am-8pm and F 9am-5pm; it@liu.edu; 516-299-3300). You can access online tutorials for Blackboard as needed: <http://www.liu.edu/Information-Technology/Info-Tech/Tutorials> (Step by Step Guides and Videos)

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008, I will make accommodations for students with disabilities. It is necessary for those students to provide me with the appropriate DSS Accommodations Form by the end of the second week of classes. Please contact the office of Disability Support Services in the Center for Learning at 516-299-3057 to take appropriate steps to develop an appropriate educational plan.

If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services by calling 516-299-3057 or emailing Post-LearningSupport@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss. Location: Post Hall, Lower Level, C10.

The Center for Learning

LIU Post offers free tutoring in subject areas and in writing. For information about how to register for tutoring, contact:

Email: Post-LearningSupport@liu.edu

Phone: 516-299-3057

The Writing Center

Email: Post-WC@liu.edu

Phone: 516-299-2732

The Writing Center at Post provides free writing assistance to all students. Writing assistants can work with you at any point in your writing process from helping to clarify an assignment or prompt, through brainstorming, organizing and developing your ideas, citing your sources, and polishing your writing. To access information about the Writing Center location and hours of operation or find links to writing resources: 1) click on the Community tab in Blackboard, 2) then click on **Writing Center**, 3) **enroll to join the Blackboard Writing Center organization using the enrollment code: WritingC&nter**, 4) then select **Post Writing Center** or visit our blog: <https://postwc.wordpress.com/>. Follow the Writing Center on Instagram for information and updates: @postwc

If you have any questions, please email **Post-WC@liu.edu** or contact the director, Mary Pigliacelli (Mary.Pigliacelli@liu.edu), 516-299-2732.

Post Psychological Services

The Center for Healthy Living offers supportive psychological and nutritional services Monday – Friday 9 a.m. to 5 p.m. and is located in Post Hall, Lower Level – South Entrance (parking lot side of building.) Additional information is available by emailing Post-HealthyLiving@liu.edu or calling (516) 299-3468

Readings

Graves, Steve (2020). Introduction to Human Geography: A Disciplinary Approach.

<https://sites.google.com/site/gravesgeography/>

This text provides a standard introduction to the field of Human Geography. We are not using a textbook this semester, but this is a widely used and free supplement for topics discussed this semester.

Books: (Selected Chapters on Blackboard)

Nicholas Kristof and Sheryl WuDunn, 2009. **Half the Sky**, Vintage Books.

R. Eisler, The Real Wealth of Nations, pp. 12 – 46

Aaron Wolf, 2017. The Spirit of Dialogue, Island Press.

Articles:

B. Barber, Jihad vs. McWorld, Atlantic Monthly

Carlin & Choi, 2018. The Role of Civil Society in Advancing Global Citizenship, UN Chronicle.

<https://www.un.org/en/chronicle/article/role-civil-society-advancing-global-citizenship>

Carlin, 2021. Wyandanch Case Statement, <https://nyscheck.org/wp-content/uploads/2021/10/Wyandanch-Case-Statement-10142021.pdf>

Climate Heath Connect, Climate Change 101, <https://climatehealthconnect.org/wp-content/uploads/2016/09/Climate101.pdf>

S. Dalmia, 2012. The Tragic Truth About India's Caste System. <https://reason.com/2012/01/24/the-tragic-truth-about-indias-caste-syst/>

D. Dinerstein, 2019. Global Deal for Nature, <https://www.science.org/doi/10.1126/sciadv.aaw2869>

Drawdown Solutions, <https://www.drawdown.org/solutions/table-of-solutions>

Future Economics, Geopolitics of Saudi Arabia, <https://future-economics.com/2016/06/22/the-geopolitics-of-saudi-arabia/>

Amb. Choonghee Hahn, 2018. Global Citizenship | An Emerging Agenda in Education. Kosmos.

https://www.kosmosjournal.org/kj_article/global-citizenship-an-emerging-agenda-in-education/

R. Kaplan, Old World Order, Time Magazine (Geopolitics), <http://time.com/31911/geopolitics-and-the-new-world-order/>

T. Kyabgon, 2001. Buddhism's Four Noble Truths, <https://everynownzen.wordpress.com/2009/10/25/the-four-noble-truths/>

The Lancet, Addressing Violence against Women and Girls: A Call to Action (2015)

Pope Francis, Laudato Si, 2015. https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Population Research Bureau, A World of Six Billion (Blackboard)

Population Research Bureau, 2021. Population: An Introduction to Demography,

<https://www.prb.org/wp-content/uploads/2021/03/sample-population-an-introduction-to-demography.pdf>

SDG Thought Leaders Circle, 2021. Unitive Narrative, <https://sdgthoughtleaderscircle.org/unitive-new-narrative/>

State of LGBT Rights, <https://www.weforum.org/agenda/2016/01/explainer-the-state-of-lgbt-rights-today/> (2016)

Sustainable Development Goals for People and Planet,
<https://sustainabledevelopment.un.org/content/documents/844naturesjournal.pdf>

Thich Nhat Hanh, You Are Here: Discovering the Magic of the Present Moment <https://www.dailyom.com/cgi-bin/display/printerfriendlylib.cgi?articleid=2954>

Thich Nhat Hanh, Happiness and Peace are Possible, <https://liushengnan0511.wordpress.com/page/7/>

UN, 2022. World to reach 8 billion November 2022.

https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022_press_release.pdf

UNDP, 2022. New threats to human security in the Anthropocene,

<https://www.undp.org/lebanon/publications/new-threats-human-security-anthropocene>

UNDP, Sustainable Development Goals,

http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf

UNESCO, 2015. Global Citizenship Education,

<https://unesdoc.unesco.org/ark:/48223/pf0000232993/PDF/232993eng.pdf.multi>

U.S. State Department, 2022. Advancing the Human Rights of LGBTQI+ Persons Around the World,

<https://www.state.gov/lgbtqi-human-rights/>

World Bank, 2015. Global Monitoring Report, Demographic Change (Selected pages)

<http://pubdocs.worldbank.org/en/477081444102982630/Global-Monitoring-Report-2015-Demographic-Change.pdf>

Yale Forum on Religion and Ecology, <https://fore.yale.edu/Climate-Emergency/Climate-Change-Statements-from-World-Religions>

Videos:

City of Borders, LIU's Kanopy Service

Jill Bolte Taylor, https://www.ted.com/talks/jill_bolte_taylor_s_powerful_stroke_of_insight?language=en

Bitter Rivals: Iran and Saudi Arabia, Part One (full documentary) | Frontline,

<https://www.youtube.com/watch?v=VHcgnR12xPM>

Weekly Topics

	<u>Tuesday</u>	<u>Thursday</u>	Topics:	Assignments
Week 1:		8-Sep	Course Introduction	
			<u>Human Development</u>	
Week 2:	13-Sep	15-Sep	Human Development	#1
Week 3:	20-Sep	22-Sep	Gender & Development	#2
Week 4:	27-Sep	29-Sep	Public Health Geographies	#3
Week 5:	4-Oct	6-Oct	Biodiversity & Gaia	
Week 6:	11-Oct	13-Oct	Midterm	Midterm
Week 7:	18-Oct	20-Oct	Demography: 8 billion	#4
			<u>World Religions</u>	
Week 8:	25-Oct	27-Oct	Science & Spirituality	#5
Week 9:	1-Nov	3-Nov	Global Citizens; Unitive Narrative	#6
Week 10:	8-Nov	10-Nov	Buddhism	#7
Week 11:	15-Nov	17-Nov	Christianity & Islam	
			<u>War & Peace</u>	
Week 12:	22-Nov	24-Nov	Geopolitics & Thanksgiving Break	
Week 13:	29-Nov	1-Dec	Cultures of Dominance or Peace	#8
Week 14:	6-Dec	8-Dec	Climate Futures	
Week 15:	TBD		Finals	Finals