

**Geography 340**  
**World Regions in Global Context**  
Fall 2014 Syllabus

Welcome to the GEOG 340! Since this is an online class with little-to-no face-to-face contact, this is a long syllabus that includes a big chunk of important introductory information and tips that will be useful throughout the duration of the course. Please keep it handy and refer to it often.

Learn@UW: <https://learnuw.wisc.edu/>  
340 Blog: <http://worldregions.wordpress.com/>

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## MEET YOUR INSTRUCTORS

LECTURER: **Kramer Gillin**

**E-mail:** kgillin@wisc.edu

**Skype:** <kramergillin>

**Office:** Rm. 460 Science Hall (550 N Park St)

**Office Hours:** Tuesdays & Wednesdays 1:00-3:00pm, or by appointment

**Bio:** Kramer is a PhD student who studies land tenure, natural resource management, and the relationship of governmental and customary legal systems in Afghanistan and Central Asia, with a special focus on herders. Prior to graduate school, he lived in Tajikistan for two years, studying several dialects of Persian and working for the Food and Agriculture Organization of the United Nations. He has spent significant amounts of time in Peru, Chile, Fiji, Mongolia, Oman, and Tajikistan, and has made short visits to many other countries. He is vice-president and chair of the board of Awamaki, a small NGO operating women's cooperatives in the highlands of southern Peru.

TEACHING ASSISTANT: **Cathy Day**

**E-mail:** ctday@wisc.edu

**Skype:** <cathy.madina>

**Office:** Cathy is away doing field work all semester. She will conduct virtual office hours via Skype.

**Virtual Office Hours:** Monday 2:30-5:30pm, or by appointment

**Bio:** Cathy is a PhD student in the Geography Department who studies how farmers adapt to the new risks brought on by climate change. She has conducted research projects in New Mexico and West Africa. Before that, she taught science in middle and high school, and volunteered for three and a half years with the U.S. Peace Corps. She spent much of her Peace Corps time living in a mud hut in a small village in Niger, West Africa, where she coordinated agriculture, health and education projects. She has also spent substantial time in France, Costa Rica and Mexico. Her last science teaching post was on an island in Alaska's Bering Strait. She has traveled widely, mostly in Central America, Europe, West Africa and Canada.

### CONTACTING US

**E-mailing:** Because this is an online course, our communication will be almost exclusively by e-mail. For this reason, it is imperative that you check your e-mail regularly and read all e-mails from Kramer or Cathy (they aren't spam!). When you e-mail us, **SEND EVERY E-MAIL TO BOTH OF US.** This will make sure you get your reply as soon as possible and helps prevent your e-mails from getting lost. We will often not be able to reply immediately to e-mails, but we will respond to workweek e-mails within 24 hours and weekend e-mails within 36 hours.

**Office Hours:** See above for each of our office hours. Kramer will hold in-person office hours, but can accommodate Skype office hours by appointment. Cathy will hold regular Skype office hours each week. If none of the listed times work for you, please e-mail us to schedule an appointment at a different time.

## ABOUT THIS COURSE

**Geography 340 (World Regions in Global Context)** is a 100% online course that takes advantage of online learning technology to help you:

- Enhance the acquisition of multiple forms of knowledge about all of the world's regions (e.g., Southeast Asia, East Asia, Sub-Saharan Africa), and their component parts (e.g., countries, sub-national regions, cities, towns);
- Learn about the insights generated via direct engagement (especially fieldwork and extensive travel) with world regions;
- Learn how key public, private and non-governmental actors with 'global reach' (e.g., the Gates Foundation, Google, ILRI, the European Commission, ASEAN, Médecins Sans Frontières) frame, develop, and implement regionally specific strategies (e.g., the EU's Asia or Africa strategy).

By the end of the course you should know substantially more about (i) environment and society, (ii) history, economy and demographic change, and (iii) culture and politics, within each world region. A complementary learning objective is that by the end of the course you will be able to better compare and contrast each world region.

### SYNTHESIS & SCALE

Many of you may have never taken a geography class before. There are two recurring themes in geography that will be particularly useful to pay attention to in this course: SYNTHESIS and SCALE.

**SYNTHESIS** – Rather than focusing on one aspect of a place, **geographers look for connections and relationships between culture, politics, economics, and the natural environment.** You will see this approach in our textbook and through many other course materials, and you are asked to make similar connections in your own work in this class. Additionally, you will be asked to approximate the work of professional geographers by **synthesizing information from different types of sources:** personal musings about daily life in a foreign town, in-depth scholarly articles about specific phenomena, textbook chapters describing broad regional patterns, and more.

**SCALE** – While many of you may be familiar with the concept of “scale” as how zoomed in or zoomed out a map is, the most important type of scale to keep in mind for this class is the **scale of analysis.** A problem or phenomenon can be analyzed at a wide variety of scales—from the household to the entire world—and your scale of analysis can shed light on very different processes and relationships and can even lead you to different conclusions. (For example: National economies can improve while certain cities, groups of people, or sectors are in decline; air quality can decline globally but improve in certain countries.) This course is broadly structured around world regions, but the borders between our listed regions are somewhat arbitrary. Throughout the semester, **pay attention to diversity within regions, global processes that operate across regions, and similarities and differences that might suggest alternative ways of drawing world regional boundaries.**

## A VIRTUAL CLASS: ONLINE & ASYNCHRONOUS

Geography 340 is a 100% online course: we do not, as an entire class, meet physically at any time during the term. Indeed, even if we wanted, to this would be impossible as some of you are living in other parts of Wisconsin, the US, or the world, or perhaps traveling throughout the term. However, we definitely encourage you to meet with us in person or via Skype just to introduce yourselves and chat (take a look at our biographies to see if your interests or curiosities overlap with our experiences or research focuses!).

This course is also 100% asynchronous, which means you can work through readings, video lectures, and podcast interviews whenever you wish, though **there will be specific due dates and times for writing assignments.**

## HISTORY OF THE COURSE

A version of course was launched during the summer of 2011 as “GEOG 140” (you will still hear that course number referred to in some of the older course materials). The course was developed by Prof. Kris Olds, who was the lead instructor until this Fall 2014 semester. You will find that most course materials still feature Prof. Olds, who will remain a sort of “virtual guide” for us over the course of the semester. Given how new this course and format are, please be sure to provide Kramer and Cathy with incremental feedback so we can fix any problems that unexpectedly emerge and improve the course for future semesters.

## A NOTE FOR GRADUATE STUDENTS

This 300-level course does not offer a separate set of assignments or grading regime for graduate students. As such, **it will not count as a “graduate-level” course in the eyes of the Graduate School.** Keep in mind that the Graduate School requires that at least 50% of coursework to be graduate-level coursework. Please contact your home department’s graduate program director for more information.

## COURSE CONTENT & STRUCTURE

This course adopts a broad “world regions” approach, virtually exploring all of the world’s regions. GEOG 340 is an ideal feeder for regionally-specific courses (e.g., on Africa, Southeast Asia), for students considering, taking, or returning from study abroad sessions, or for students with any interest in professions or jobs that will lead them to travel, or to engage with people, firms, or agencies, from other countries.

The course chapter outline is as follows:

- |  |                                     |
|--|-------------------------------------|
| 1. The United States and Canada                                | 6. Sub-Saharan Africa               |
| 2. Europe  | 7. Latin America                    |
| 3. Australia, New Zealand, and the South Pacific               | 8. Southeast Asia                   |
| 4. The Russian Federation, Central Asia, and the Transcaucasus | 9. East Asia                        |
| 5. Middle East and North Africa                                | 10. South Asia                      |
|  | 11. World Regions in Global Context |

### READING/VIEWING/LISTENING ASSIGNMENTS

While we’d like you to skim Chapter 1 of the textbook at the start of the class, we are not formally dealing with it until the end of term. The idea is to just ‘grab your bags’ and launch the equivalent of a round-the-world trip now. We will build up via region-focused materials to the global context and globalization material at the end. The course will close with a comprehensive knit-it-all-together lecture.

Each region noted above has the following elements associated with it:

1. A relevant textbook chapter that needs to be read very closely.
2. A “Meet the Expert” video lecture on a specific site/topic associated with the region.
3. A “From the Field” Q&A podcast that deals with the numerous issues associated with being ‘grounded’ in the region.
4. A topic-specific reading (usually an academic article from a scholarly journal) that is deliberately paired with either the video lecture or the podcast.
5. For several (not all) regions, there are also select documentaries & movies.

In contrast to most ‘World Regions’ courses in Geography, we are not simply relying on broad lectures about regional trends. We have worked hard to include elements that enable you to ‘drop down’ and deeply engage with a part of each region, or a specific theme/issue of concern. These elements, such as focused research lectures and fieldwork Q&A podcasts, are all given by genuine experts on issues in their designated region. We want you to derive an enhanced sense of the diversity, challenges, and opportunities evident in the world’s amazing regions. We hope this will help you critically assess the advantages and limitations afforded by a regional approach.

In short, the textbook is your chartered propeller plane, shifting from region to region at 10,000-20,000 feet, while the lectures, podcasts, and documentaries/movies function like your rented motorcycle, shifting within each region on the ground, and often on dirt roads!

### **THE COURSE TEXT & ADDITIONAL READINGS**

The course text is the fifth edition of *World Regions in Global Context: People, Places, and Environments*. Here is the exact citation information:

*World Regions in Global Context: People, Places, and Environments*, 5/E by Sally Marston, Paul Knox, Diana Liverman, Vincent Del Casino & Paul Robbins ©2013, ISBN-10: 032182105X | ISBN-13: 9780321821058

Please see this link for more information about the textbook:

<http://www.worldregions.com/2014/08/30/textbook-options-for-geog-340/>

A copy of the course text is available on two-hour loan in the Geography Library (2<sup>nd</sup> floor, Science Hall). There is a reserve copy of the 4<sup>th</sup> edition in College Library, which has much longer hours than the Geography Library. Though it is not technically our course text, it may be useful as a last resort.

We have posted PDFs of the course text chapters for the first two weeks to help those of you who are still awaiting receipt of your textbook. You can access these PDFs via the course website (on Learn@UW). For copyright reasons, we are unable to post additional chapters.

Please note that it is critically important to acquire and read (closely, in paragraph-by-paragraph detail) the course text.

The course text has been carefully selected, it is written by some of the most informed scholars working in Geography around the world, and it is an integral mechanism to facilitating learning. The course site on Learn@UW includes podcast interviews with some of the textbook authors.

In addition, please note that we have assigned numerous additional readings—mostly academic journal articles—in association with the Meet the Expert lectures and From the Field podcasts.

Finally, please note that the assigned movies and documentaries have been digitized, and are accessible via iTunes on the course website. If you would prefer to rent the movies yourself, feel free to do so, of course (e.g. via Netflix or whatever method you prefer).

## GRADING & WRITTEN ASSIGNMENTS

Here is how your submitted assignments and grading break down in this course:

Responsibilities	Percentage of Grade	Key Dates & Guidance Notes
<b>Participation in Five Discussion Forums</b>	14% per post x 5 posts = 70% of grade	<p>You are required to develop a 1-2 single-spaced page response to each of four Discussion Forum questions. Questions are posted at the end of each week of class. <b>YOUR RESPONSES NEED TO BE POSTED IN TEXT FORM IN THE DISCUSSION FORUM FOR OTHERS TO SEE, AND ALSO LOADED UP VIA THE DROPBOX.</b> See the detailed schedule deadlines.</p> <p>Voluntary reactions to one or more other students' contributions are encouraged. Activity and quality engagement in the forums help generate a sense of community and enhance learning outcomes. <b>Your engagement with and reactions to classmates' posts will be noted when making decisions about borderline grade decisions (e.g., AB vs B), with up to 3% bonus points possible.</b> Allocation of these bonus points is at our discretion and is based upon our assessment of the forum postings, and data analytics we receive regarding how active you are on the forums.</p>
<b>One Research Paper</b>	30% of grade	<p>Project proposal (1 page - we will provide a template) via Learn@UW Dropbox, due no later than <b>Thursday, October 2<sup>nd</sup> @ 10:00 pm CDT</b> (Week 5)</p> <p>Thesis statement and outline via Learn@UW Dropbox, due no later than <b>Thursday, November 20<sup>th</sup> @ 10:00 pm CDT</b> (Week 12)</p> <p>Final paper via Learn@UW Dropbox no later than <b>Friday, December 12<sup>th</sup> @ 10:00 pm CDT</b> (Week 15)</p>
<b>TOTAL</b>	<b>100%</b>	

Please see the detailed schedule for all deadlines.

## GEOG 340 FINAL GRADE SCALE AND GRADING POLICY

- 92-100 = A
- 88-91 = AB
- 80-87 = B
- 76-79 = BC
- 68-75 = C
- 60-67 = D
- 0-59 = F

We do not curve in this class.

**Late submissions of discussion forum contributions and the research paper will be penalized by 5% of your grade (for that particular submission) per day.** Serious mental and physical health extensions are permitted provided a doctor's note or if some other form of verifiable proof is provided. Please be sure to speak with us sooner rather than later if you need an extension for health or some other legitimate reason – **we need to hear from you while the issue is unfolding, and not after.**

### RESEARCH PAPER - GLOBAL ACTOR/WORLD REGION

Thirty percent of your final grade is based upon an original research paper. Please note that more detailed guidelines for the paper will be sent to you in Week 3.

The **main objective** of this project is to learn how public, private or non-governmental actors with 'global reach' frame and implement strategy in a distant world region. In doing so, you should acquire an understanding of (a) how the world and regions are effectively 'mapped' by a global actor, and then (b) how this actor tangibly and practically pursues its objectives and gets work done in a selected region. This project is designed to complement the course text material so you learn about world regions by applying the lens of a specific actor to making sense of a region (e.g., the EU's perspective on Africa). This is a very different lens in comparison to that applied by the course text authors who are trying to be broad, general, integrative, and unbiased.

For the purposes of Geog 340, a global actor is an organization that is based/headquartered in one world region and is clearly active (hence the term actor) in one or more other world regions. Global actors can be in the public, private or non-governmental/non-profit sectors. Some examples (of thousands that exist!) include:

<b>PUBLIC</b>	<b>PRIVATE</b>	<b>NGO/NON-PROFIT</b>
European Union	Citibank	Amnesty International
US State Department	Moody's	Médecins Sans Frontières
World Bank	Thomson Reuters	Gates Foundation
Food & Agriculture Organization of the UN	Ford	Ford Foundation
Asian Development Bank	Google	Greenpeace

The term 'global' simply implies the entity is active outside of its main or original base and in one or more world regions. Please note, though, that the list above includes actors that are relatively large. In this paper you could also focus on a small firm or NGO, or even a government agency (e.g., a department of commerce inside a state government in charge of export relations with another world region).

The very best papers in past semesters have been about global actors that work in sectors that students have special interest in or experience with: pre-med students have written about health-focused organizations/projects, CALS students have written about agricultural development organizations or agricultural input/products corporations, and we have even had an astronomy major write about an international astronomy academic organization.

You are welcome to work on one of these projects alone, or with up to three other students (as long as they're registered in the class this term!). If you choose the group project option, you are responsible for forming your own groups in an organic fashion, though if you need any tips on how to do so just ask us!

If the papers are written by:

- One person, they should be approx. 6-8 **single-spaced** pages (not including large graphics and references).
- Two people, they should be approx. 8-10 **single-spaced** pages (not including large graphics and references).
- Three people, they should be approx. 10-14 **single-spaced** pages (not including large graphics and references).
- Four people, they should be approx. 12-16 **single-spaced** pages (not including large graphics and references).

#### Alternative Paper Topic Options

Students who are interested in particular issues related to their respective majors are welcome to propose an alternative paper topic/title. The main thing that you need to do is **ensure the paper is a 100% original product, explores issues in one or more world regions outside of your region of birth/citizenship/residence, and explicitly takes a regional perspective**. Again, by the end of the course you should know substantially more about (i) environment and society, (ii) history, economy and demographic change, and (iii) culture and politics, within each world region. A complementary learning objective is that you will be able to better compare and contrast each world region. **IF you can convey to us that your paper will help you achieve this learning outcome**, we are open to suggestions!

## USING ONLINE COURSE CONTENT

### ACCESS TO THE COURSE SITE ON LEARN@UW

Almost all of the course material is located on the Learn@UW-based course website. Please note some assignments, podcasts, etc., assigned down the line will be adjusted and edited, though only prior to the window of time in which we are expecting you to be working on that material.

You should have access to the Learn@UW-based course website starting at 12:01 a.m. CST on Tuesday, September 2<sup>nd</sup>. You can enter the site by either clicking on the Learn@UW tab at the top right hand corner of your MyUW page and then clicking on the course title OR by clicking on the "Learning" tab in MyUW. This will bring up the list of courses you are currently taking, and each course has its Learn@UW link available right there.

Learn@UW will work in many browsers, but it was designed to work optimally in Mozilla Firefox. If the website is not working for you, there are two quick fixes to try: 1) Try switching to Firefox, and 2) Clear your cache/cookies and try re-opening the website. Please **contact us** if you are having trouble, but realize that Cathy and Kramer are not tech gurus and you will likely have to work directly with DoIt to resolve problems.

### UPDATING YOUR PROFILES ON LEARN@UW

Please update your personal profile so all of your discussion partners can learn a little more about you:

- In MyUW, click on the Learn@UW tab at the top of the screen (right hand corner).
- On your Learn@UW page, you will see a widget labeled "My Settings." If you have uploaded a picture, you will see your picture there. Otherwise you will see a greyscale icon of a blank head. Below that there's a list of links (Preferences, Homepage, Profile, etc.) Click on Profile.
- Once you are in Profile you can change all your info (nickname, birthday, all kinds of stuff). Perhaps the most important thing for you to do is upload a picture by clicking on "change picture." That way in the Discussion section of the course, you will be able to see each other -- this helps to compensate for the loss of in-person face time.

### DISCUSSION FORUMS

In the Discussion Forum you will: post an initial introduction about yourself, post your answers to each of the five discussion questions throughout the semester, read your classmates' responses, and respond to your classmates' posts.

*Groups:* The class will be divided into groups of 15-20 students to approximate the dynamic of an in-person discussion section. Your group-mates are the students you will be interacting

with over the course of the semester. To see which group you are in, you can do one of two things:

- You can click on Groups in the Learn@UW NavBar. Next to each Group you will see the number of members in that group. Click on the number and it will list the students within that group.
- You can click on the Classlist in the Learn@UW NavBar. Within Classlist you will see a dropdown menu next to “View by.” One of your options is to view by Groups. Select that in the dropdown menu, and another dropdown menu will appear, allowing you to choose the Group you’d like to view.

Once you find your group number, write it down somewhere so that you will remember and won’t have to repeat this process.

*Posting in the Discussion Forum:* In the Learn@UW NavBar, the very first link is to Discussion. When you click on that you will see a few Discussion forums. Underneath each form you will see Group 1 Topic, Group 2 Topic, etc. Post to your assigned group’s “topic.” The groups are restricted so that only your group members can post to it. Please note that questions for the assigned discussion forums will be released incrementally, each available roughly a week before your response is due. You will be able to view these forums for the entirety of the course, and must post to each by the appropriate deadline listed in the syllabus and on the course site. The only forum that will remain visible throughout is the initial Class Introduction.

*Discussion settings:* In Learn@UW you can personalize the layout of a discussion (i.e. the way posts look within each forum). Personally, we like Reading Style over Grid Style, because the former allows you to see the picture of who is posting and seems a little more natural than the Grid Style. However you may decide otherwise.

## **DROPBOXES**

In addition to posting your answers to the five discussion questions on the Discussion Forum (for your classmates to see), **you must also** submit to the Dropbox (for the instructors to see and grade). All files related to your final paper—proposal, thesis/outline, and final draft—will be submitted to the Dropbox, as well.

To access the Dropboxes, click on “Dropbox,” in the Learn@UW NavBar. You will see a series of assignment titles that should look familiar from the syllabus, as well as the due date and time. Files submitted after that are automatically marked “late” by Learn@UW, so do not risk waiting until the last minute! To submit a file, click on the appropriate Dropbox, you will see options to add files by browsing for them on your computer. Once you find the file you would like to submit, make sure you click “Submit” before leaving the Dropbox. You will receive a confirmation e-mail that it was submitted, but you can also double-check by looking at the list of Dropboxes again – if you have successfully submitted a file, you should see a “1” under Files. (It would show “2” if you had submitted 2 files).

Please note that ALL submissions via the Dropbox MUST be named such that your family/last name is first – e.g., GillinDiscussion1.pdf, GillinFinalPaper.pdf, etc. You may submit .doc, .docx, or .pdf files. Please make a new name for each discussion post (e.g. NOT GillinDiscussionForum.docx without any number), as some past students have mistakenly re-uploaded the same post for different questions.

## iTunesU

You will use iTunesU to access assigned documentaries and movies for a handful of the regions; it will be obvious when you have any movies assigned. To access iTunesU, first make sure you have closed iTunes on your computer. Go to the main course website and click on “iTunesU” in the upper-righthand corner. You will then need to click the little box that pops up saying something like “Launch iTunes.” Once you click on the course, you will see a series of tabs labeled by region (NOTE: If the tabs don’t appear for you, try maximizing the window). To view the files for that region, click on its tab. While you have the option to download files by clicking “Get,” many of these files are quite large and you would probably be better off simply double clicking the file name within iTunesU and it will open for your viewing or listening within the iTunesU space so that no download is necessary.

If at any point iTunesU repeatedly asks you to log in to Learn@UW when you are already logged in to Learn@UW, try emptying the cache and/or the history of whatever web browser you use. Then quit your browser and iTunes, and start again. An annoying quirk of iTunesU at this point, but it seems to only happen if you’ve been logged into iTunesU for a while.

**Currently, our iTunesU site mistakenly says it is for the Summer 2014 term. Rest assured that all files are correct.** We’ll try to resolve this over the course of the semester.

## FLASH PLAYER

Some of the video files on the course site require that you have Flash Player on your computer. If you do not, don’t worry, it is a free download available for both Windows and Mac platforms: <http://get.adobe.com/flashplayer/>. If for some reason you are unable to download Flash and are unable to view some of the video files, then simply go to iTunesU to watch them.

## COURSE BLOG

In the course blog we will mostly post information sent out via e-mail throughout the semester. In other words, it will serve as a one-stop-shop for helpful information and tips in case you have accidentally deleted important e-mails or just don’t want to search through your inbox.

## TECH PROBLEMS

If you encounter tech problems that are not addressed in the syllabus and that are not related to the customized portion of the course site, please contact DoIT. You can e-mail them at [help@doit.wisc.edu](mailto:help@doit.wisc.edu) or call them at (608) 264-4357. If you are not sure if it’s related to the customized portion of the Learn@UW site, contact Kramer and Cathy.

## RESOURCES & EXPECTATIONS

### CAMPUS WRITING CENTER

The UW Writing Center is an incredible resource that has proven valuable for undergrads, grad students, and even faculty members. We highly recommend it no matter how confident you are in your writing. They will be an exceptional resource for all stages of the **final paper**: from initial planning to final proof-reading. Visit <http://writing.wisc.edu> for more info.

### MCBURNEY STUDENTS

If you are a McBurney student, please inform us by the end of Week 1.

### SPECIAL CIRCUMSTANCES

Though it may not be obvious through e-mails, PDFs, and websites, Kramer and Cathy are actually very nice people. We know that from time-to-time everyone has very legitimate personal or family-related difficulties that can interfere with coursework. We also notice that students often inform us of such difficulties right when an assignment is due or when the semester is about to close. **We will be extremely compassionate and flexible to work with you ahead of time** to address any special circumstances that may affect your ability to complete assignments in step with this semester's schedule, so please don't hesitate at all to contact us in this regard. **However, we will be very unlikely to make any accommodations at the last minute.** Obviously, some emergencies crop up unexpectedly and can only be dealt with at the last minute, but we will always ask for some documentation in these cases to ensure that students are treated equally.

### ACADEMIC HONESTY

Plagiarism is a serious offense, and can lead to major penalties that might remain on your record in perpetuity, or even lead to your dismissal from your major and UW-Madison. It is also unethical to share resources (including other students' previous work) in relationship to course responsibilities.

The formal UW-Madison code of conduct for students is available here <http://students.wisc.edu/saja/misconduct/misconduct.html> and I recommend that you review it if you have not seen it before. The rules that apply to student conduct relate to your right and responsibilities.

Please note that the university's Writing Center also has some nice tips on how to avoid plagiarism:

[http://www.wisc.edu/writing/Handbook/QPA\\_plagiarism.html](http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html).

See this link, in particular:

[http://writing.wisc.edu/Handbook/Acknowledging\\_Sources.pdf](http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf)

We will assume, in 100% of cases that might emerge, that you know what plagiarism and unethical behavior is, and that are aware of all of the UW-Madison-related rules about it. We will check for plagiarism based on our saved collection of past assignments and online plagiarism checkers.

Unfortunately, we have had to deal with multiple cases of plagiarism over the last few years in this course. The implications (moral, financial, parental, career, etc.) of a permanent F grade for the course, and probation if not suspension are many, as I have sadly discovered: I urge you to take this issue very (very) seriously. You do not, trust me, want to face one scenario one previous student did – he supposedly graduated and ‘walked’ with family down here in Madison to celebrate. We discovered a serious case of plagiarism, he then failed Geog 340, which meant he failed to graduate, and was then placed on probation for six months before he could return to take one more course to graduate. Another student destroyed his potential to become a medical doctor as he received an F and a letter on his record for serious levels of plagiarism. This is not the type of learning outcome we want to see, trust me.

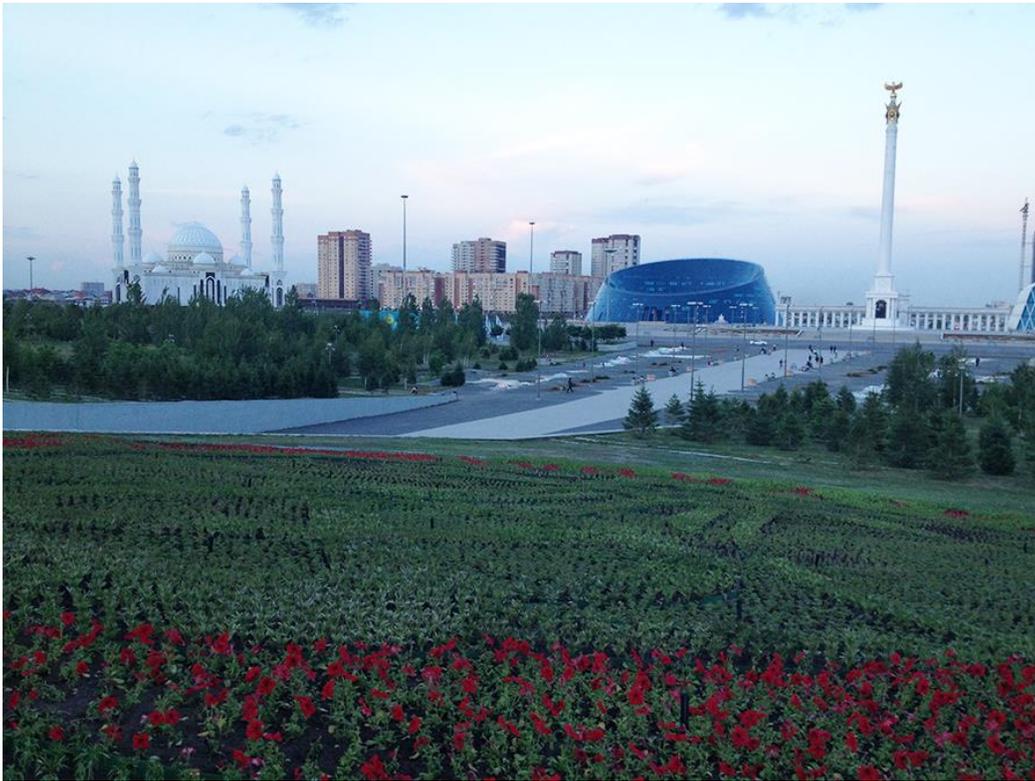
But, to end on a much happier note:

Enjoy this soon-to-be-launched round-the-world trip!  
Get in touch if you have any questions!!  
We look forward to engaging with you throughout the term!!!

Kramer Gillin & Cathy Day



Paris, France (August 2012)



Astana, Kazakhstan (May 2014)



Mazar-e Sharif, Afghanistan (August 2010)