

Geography 340
World Regions in Global Context
Spring 2019 Syllabus

Welcome to GEOG 340! In this course, you will explore the world's diversity and analyze how identities are shaped. You will determine how and why different peoples experience different forms of cultural, economic, environmental and political change. You will examine how people shape that change. And you will make sense of how and when ties between world regions link them into similar paths of change.

Since this is an online class with little-to-no face-to-face contact, this is a relatively long syllabus that includes a big chunk of important information and tips that will be useful throughout the course. Read through it now, and please keep it handy and refer to it often! The weekly calendar at the end of this syllabus should also be printed off and examined regularly.

Canvas: <https://canvas.wisc.edu/>

Meet the Course Team

Instructor: Dr. Kris Olds

Contact: Students enrolled in Geog 340 must contact me via the Canvas messaging system on course site. Prospective students should email me at <olds@geography.wisc.edu>

Skype: <oldskris> Search <oldskris@yahoo.com> to connect

Tel: 608-514-2265 (mobile) – text me when needed and happy to chat on the telephone during reasonable hours of the day!

Office: Rm 346, Science Hall, 550 N. Park Street

Office Hours: Wednesdays 1-4 pm CDT (in person/via Skype/via telephone) or by appointment

Bio: Kris Olds is a Professor in the Department of Geography. Kris' BA and MA are from the University of British Columbia in Canada, while his PhD is from the University of Bristol in England. Kris is a 'first generation' university attendee & graduate. He has worked as an academic in England, Canada, Singapore (1997-2001), and the United States (2001 to present). He was also based at Sciences Po in Paris from 2007-08, and has taught at Schwarzman College at Tsinghua University and at the University of Oslo in Norway. Kris' current research focuses on the globalization of higher education and research. This research agenda relates to his longstanding research interests in the globalization of the services industries (including higher education,



Paris, France (taken by Kris Olds, July 2018)

architecture, property), and their relationship to urban and regional change. Kris' teaching focuses on related themes, but especially global cities, cities and development, global elites, global networks, global economic geographies, and world regions in global context (this course!). Being a Canuck/British Columbian at heart, Kris loves ice hockey, the Tragically Hip, mountains, oceans, salmon, oysters, and maple syrup.

Teaching Assistant: Mr. Allen Hai XIAO

E-mail: hxiao35@wisc.edu

Skype: <allenxiao1988> | Search <allenxiao1988@gmail.com> to connect

Online Office Hours: Wednesdays & Thursdays 9-11 am CDT via Skype the Canvas messaging system from Jan to March. I will be available to meet in person in April (exact office hours TBD)

Bio: Allen Xiao is a PhD candidate in human geography at the University of Wisconsin-Madison. He grew up in Wuhan, the largest city in Central China, which was called "Oriental Chicago" in the early 20th century. He studied business admin, tourism management, and anthropology before becoming a geographer. After spending seven years in Cantonese-speaking areas (Guangzhou and Hong Kong), he decided to pursue PhD in the U.S. and open himself up for a new combination of academic identities as an urban geographer and an Africanist. His passion on Africa was derived from his encounters with African traders in South China and followed by his Master's research on Chinese migrants in Nigeria. Since 2012, he has been to Nigeria every year as well as seven other African countries such as Morocco, Kenya and South Africa. Based on these experiences and recent learning of Yoruba language at UW-Madison, his current PhD project focuses on urban identities and social differentiation in a superdiverse neighborhood of Lagos, the largest metropolis in Africa. Additionally, for various reasons, he has traveled across the Global North (UK, France, Germany, Switzerland etc.) and the Global South (India, Thailand, Turkey, Mexico, Jamaica and Brazil), which enriches his understanding of world regions in global context.

Contacting Us

Messaging: Because this is an online course, our communication will be exclusively through the messaging platform on Canvas, not email! For this reason, **it is imperative that you set up your email alerts in Canvas to send you daily updates about assignments, communication from your instructors, and changes to the course** (see instructions at <https://guides.instructure.com/m/4212/l/710344-how-do-i-set-my-canvas-notification-preferences-as-a-student>). You should therefore also check your e-mail regularly and read all messages from Canvas (they aren't spam!). We will often not be able to reply immediately to messages, but we will respond to workweek messages within 24 hours and weekend messages within 36 hours.

Office Hours: See above for each of our office hours. Please keep in mind you can meet with Kris in person or virtually (via Skype or telephone) and only virtually with Allen (via Skype). If none of the listed times work for you, please send us a message through Canvas to schedule an appointment at a different time. Many students find it extremely helpful to meet with us since no in-person contact is built into this online course. Please consider meeting with us sooner rather than later to make sure that you are on the right track the whole course!

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:

- Acquire multiple forms of knowledge about world regions (e.g. Sub-Saharan Africa, Southeast Asia).
- Learn how travel and fieldwork in world regions can generate unique insights.
- Learn four major geographic concepts about world regions: identity, diversity, uneven development, and global interdependencies.
- Analyze the concept of "regions" and determine how and when it is valid.

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. You will be able to better compare and contrast each world region and understand the advantages and limitations of a regional approach to understanding the world.

Credits:	3
Level:	Intermediate
Breadth:	Social Science
L&S Credit Type:	C
Graduate 50%:	Y

Please note that a 3 credit standard for Geog 340 is met by an expectation of a total of 135 hours of student engagement with the course learning activities, which include reading, viewing, listening, discussion section activity, consumption of instructor and TA feedback and assessment feedback (and provision of responses to said feedback), and virtual office hours (as described in the syllabus).

Synthesis and Scale + Big Ideas

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 & 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.

Four 'big ideas' run through all of the modules in this course and are used to help frame the assessment mechanisms (discussion forums, synthesis assignments, movie reviews):

Big Idea 1: IDENTITY: Individual and group identities are created through dynamic and dialectic processes; identity is not static. Both individuals and groups perceive themselves as products of multiple rather than singular identities, although certain identities may carry more weight at particular moments in histories. Identity is formed by factors including geography, culture, language, history, mobility, technology, and economy. Identity is relational in nature in that it is formed and understood when relating to others via all aspects of life.

Big Idea 2: DIVERSITY: The world's regions are diverse in both their physical and cultural/economic geographies, and the identities of the people who live in each region are shaped by both historical and present geographies, languages, cultures, and economies. Characteristics of a place and people undergo constant change, and contain great diversity at scales as small as the household and as encompassing as the "world region."

Big Idea 3: UNEVEN DEVELOPMENT & MARGINALIZED PEOPLES: Development of regions and the world has historically been uneven, with certain groups or areas gaining greater human well-being or economic advantage more rapidly than other groups or areas. This uneven development partly manifests itself in placing greater burdens of environmental damage upon those groups or areas with less power relative to others.

Big Idea 4: GLOBAL INTERDEPENDENCIES: Geographic areas of the world depend upon one another for resources including natural, human, and technical resources. The relationships between certain geographic areas help to determine the degree to which areas are able to move in new directions of economic or social development. Path dependencies are created and transformed, generating opportunities and constraints for each world region and its peoples. Global production networks (or global value chains) are key factors shaping the nature of inter-regional interdependencies. GPNs/GVCs are driven by transnational corporations but strongly shaped by the role of the state and state-firm relations in the development process. The role of labor in this development process is highly contested and varies over space and time.

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 while on a study-abroad program. However, we definitely encourage you to meet with us during our

office hours 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 assignments. Again, the weekly calendar at the end of this syllabus should also be printed off and examined regularly.

A Note for Graduate Students and Area Studies Majors or Certificate Students

This course can count toward undergraduate area studies majors and certificates – however, please (a) confirm with your advisors that you would like it to count, and (b) let us know that you want it to count so we can create appropriate assessment requirements to ensure you achieve the 25-30% regionally specific content for it to count. We are happy to support you in this endeavor but you are ultimately responsible to alerting us as to your objectives and requirements.

I am happy to work with graduate students to make this course count towards your degree. However, it is your responsibility to *first* speak with your graduate program advisor, *second*, review:

<https://grad.wisc.edu/documents/minimum-grad-coursework-requirement/>
<https://grad.wisc.edu/documents/course-numbering-system/>
<https://grad.wisc.edu/documents/minimum-grad-coursework-requirement/>
<https://kb.wisc.edu/vesta/page.php?id=39841>

and then *third*, propose to me how you would like to ensure this course counts, taking account that the course expectations are higher given your status as a graduate student. We need to reach consensus on this by the end of Week 1 in the summer session, please.

Course Content and 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 outline is as follows:

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

Reading/Viewing/Listening Assignments

While we would like you to skim Chapter 1 of the textbook at the start of the class, we start slow to get everyone familiarized with the online learning platform. More broadly, 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.

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 “Case Study” video lecture on a specific site/topic associated with the region.
3. A “Q&A podcast” that deals with the numerous issues associated with being ‘grounded’ in the region.
4. A topic-specific reading(s) that is (are) deliberately paired with either the case study or the podcast.
5. For several (not all) regions, there are also select documentaries, movies, ‘Dangerous Idea’ videos, or readings.

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 6th 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, 6th Edition by Sally Marston, Paul Knox, Diana Liverman, Vincent Del Casino & Paul Robbins, 2017.
ISBN-13: 978-0134183640, ISBN-10: 0134183649

As noted in the Course Guide, this course is participating in the UW-Madison Engage eText Pilot. Your eText(s) is/are available from the Engage tool in your Canvas course page. Endorsed and co-sponsored by Associated Students of Madison (ASM), the pilot’s main goals are to reduce the cost of course materials for students, while enhancing the student learning experience and exploring broader implementation of eTexts at UW-Madison.

By enrolling in this course, the course's designated eText will already be pre-purchased for you. You will be charged \$31.60 for the eText by the Bursar's Office, which will appear on your tuition bill. I estimate that you're saving \$100-\$150 off the cost of this textbook using traditional purchase channels. If you are a financial aid recipient, the aid will be applied to the eText cost as appropriate. Refunds for course drops will follow standard tuition refund rules.

You will have access to the eText no later than the first day of the course via the Canvas course site. You **DO NOT** need to purchase a print version of the textbook.

To access your eText(s) and learn more about Engage, follow these steps:

1. In the menu at the left of the screen, click on "Unizin Engage" to open the Engage reading platform.
2. In the top right corner of Engage, click on your initials/photo.
3. Click on the Help link.
4. Click on "Students" to access quick overviews of how to navigate the platform and all the general studying/learning features – reading, note-taking, highlighting, questioning, printing, bookmarking, searching, and collaborating.

Please familiarize yourself with the Engage platform as soon as you access the course site. A short demo of Engage can be found *here* https://mediaspace.wisc.edu/media/Unizin+Engage+Basics/1_zo760ag6. Additional resources can be found in the *Engage* <https://resources.unizin.org/display/EKB/Help+for+Students> and the *UW-Madison Knowledge Base*. You will be able to print up to 50 pages at a time, for free (not including the cost of printing), via the Engage tool. If needed, printed loose leaf copies of some courses' texts will also be available for an additional charge at the UW Bookstore as long as you have not opted out of the pilot. Check the *UW Bookstore's website* to see which texts are available to purchase.

If you wish to request an accessible version of the eText, please contact the McBurney Disability Resource Center as soon as possible. More information is available *here* <https://kb.wisc.edu/page.php?id=78006>

If you choose to opt out, you will forfeit your ability to obtain a printed loose leaf copy of the text at the UW Bookstore. If you wish to *opt-out* <https://kb.wisc.edu/page.php?id=77524> of using the Engage eText, please contact me before doing so.

Note: Engage works best when viewed online in Firefox or Chrome.

For those who want to go the traditional route and opt-out, several copies of the course text are available on reserve at College Library. Feel free to utilize the 5th edition as well if you can find a cheaper(er) copy.

It's worth noting that we are transitioning away from this text as of Summer 2019 to save students money. Unfortunately the free open text we are currently developing is only 25% finished and will not be available until next summer. But we're working hard on it!

We have also posted PDFs of the course text chapters for the first three modules to help those of you who are still awaiting receipt of your hard copy of the textbook. You can access these PDFs via the course website (on Canvas). 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.

In addition, please note that we have assigned numerous additional readings in association with the Case Study lectures and the Q&A podcasts.

Finally, please note that the assigned movies and documentaries have been digitized, and are accessible on the course website. If you would prefer to rent the movies yourself, feel free to do so, of course (e.g. via Netflix, Kanopy, 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
<p>Regional Synthesis Assignments</p>	<p>3 assignments x <u>15 points each</u> = 45% of grade</p>	<p>You are required to develop a 1,200-1,600 word response to each of three Regional Synthesis Assignments. The multi-part assignments are posted two weeks before the assignment is due. These questions will give you the difficult task of synthesizing information from the many various course materials into thoughtful answers to several sub-questions. These are not simply factual questions, and there is almost never one single correct answer. Our goal is to somewhat replicate the challenging task of doing your own geographical research: you must integrate diverse types of knowledge from the podcasts, lectures, and readings; and these course materials rarely relate <i>directly</i> to the questions asked, so you must figure out what aspects of them can be applied to the prompt. <i>Doing well here absolutely requires engagement with, and appropriate inclusion of, the course materials in your response.</i></p> <p>Once completed, upload your response on a Word or PDF document via the designated 340 Assignment box that has been created for each session. Please be sure to include your full name on the response and save the file with your last name first (e.g., Smith_Synthesis2.doc)!</p> <p>Written exercises are due at 11:59 pm CDT on the dates designated in the schedule at the end of this syllabus. Note that your discussion forum posts are partially considered preparation for the synthesis assignment. Careful preparation of discussion posts will help you write strong synthesis assignments.</p>
<p>Discussion Forum Engagement</p>	<p>10 weeks x 4 <u>points each</u> = 40% of grade</p>	<p>A discussion forum prompt is provided for each module. This prompt asks you to respond, in a few paragraphs totalling 400-700 words, to a question related to the region-specific module content. To earn the full 40%, you are expected to (a) respond substantially to all of the instructor-generated</p>

		<p>discussion prompts during the term – substantial means a few paragraphs that show some thinking and some dependence on evidence, as well as (b) contribute to a true discussion by responding to TWO postings made by other students each week.</p> <p>Your discussion forum contributions should be substantial, thoughtful, and respectful. And you are also encouraged to have fun in these forums, and help your classmates learn too. Discussion forums in Geog 340 involve a relatively high level of inter-student engagement and peer-to-peer learning and student feedback has affirmed the importance of this element of the course to enhanced learning outcomes.</p> <p>Your original discussion responses are due Thursdays by 11:59 pm CDT, and your two reactions are due no later than Sundays at 11:59 pm. See the schedule at the end of this document for specific dates.</p>
<p>Movie Reviews (Voices from the Regions)</p>	<p><u>2 x 7.5 points each</u> = 15%</p>	<p>You are responsible for watching and reviewing two regionally produced movies or documentaries via the Kanopy data base you all have access to via the UW-Madison Library: https://wisc.kanopy.com/, or else via any other video streaming service, library or store (e.g., Four Star Video). Guidelines for the reviews are posted on the course site under Assignments. NOTE: your movies/documentaries must be from outside of the US and cannot be focused on the US – this leaves you with Canada and every other country in the world to pick and choose from.</p> <p>Once completed, upload your response on a Word or PDF document via the designated 340 Assignment box that has been created for each assignment. Please be sure to include your full name on the response and save the file with your last name first (e.g., Smith_Synthesis2.doc)!</p> <p>Please see the calander for the due dates for these reviews. They are due no later than 11:59 pm CDT the day they are due.</p>
<p>TOTAL</p>	<p>100%</p>	

Please note that we use rubrics to help us grade all forms of yourwork, along with qualitative feedback. Please review the rubrics before you start any assignment as they can help you better understand the nature of the assessment process.

Final Grade Scale and Grading Policy

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

We do not curve in this course.

Individual assignment and final grade appeals can be considered providing you agree with the principle your grade could go up, down, or remain the same.

Navigating an Online Course on Canvas

Almost all of the course material is located on the Canvas-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 expect you to be working on that material. Please do not work further than two weeks ahead so that you do not miss important updates to the material!

You should have access to the Canvas-based course website starting at 11:59 pm CDT on Monday 21 January. You can enter the site from <https://canvas.wisc.edu>. On your Dashboard, you will see your course cards. Click on “GEOG340: World Regions in Global Context.”

Canvas will work in most browsers, but it will work best on the newest version of your browser. If the website is not working for you, there are two quick fixes to try: 1) Try updating your browser, and 2) Clear your cache/cookies and try re-opening the website.

Note that if, at any time, you have a question on how to do something with Canvas, you can check for help on <https://guides.instructure.com/m/4212>

Tech Problems

Please contact us if you are having trouble, but realize that Kris & Allen are not tech gurus and you will likely have to work directly with DoIT to resolve problems. You can e-mail the DOIT Help Desk at help@doit.wisc.edu or call them at (608) 264-4357.

Updating your Profiles on Canvas

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

- At the top of your Canvas page, click on “Account.” In the sub-menu, click “Profile.” Click the “Edit Profile” button on the right to add information to your profile.
- Once you are in Profile you can change all your information (nickname, birthday, and more). **The most important thing for you to do is upload a picture by clicking on the profile picture icon.** 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. **Please also fill out the Biography section** to give your classmates some information about you. This will help make the course feel more like a community. Add information to additional fields if you would like. Please check out your instructor’s profiles, as well.

Synthesis Assignment Submission Details

As noted above, you must submit your written exercises to the appropriate place in “Assignments” (for the instructors to see and grade).

Type them up on one file and note that ALL submissions in Assignments MUST be named such that your family/last name is first – e.g., SmithSynth1.pdf, SmithSynth2.doc, etc. Please make a new name for each session’s files (e.g. NOT Smith.docx without any number), as some past students have mistakenly re-uploaded the same post for different questions and been subject to late penalties.

To access the Assignments area, click on Courses>Geog 340>Assignments and select the appropriate assignment. 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 Canvas, so do not risk waiting until the last minute! To submit a file, click on the appropriate Assignment, and 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 Assignment. Double-check that your file was submitted by looking at your user files’ Submissions folder (Courses>Geog 340>Files> Submissions).

Discussion Forums

In the Discussions space of the course site on Canvas you will post an initial introduction about yourself as well as questions and comments about each region. **Discussion forum posts must be 100% individual work.** Apparent violations will be investigated and penalized.

Please be aware that your instructor and TA will monitor the discussion forums. You may ask questions here, but you are also free to use Canvas to message your questions directly to the instructors if you want to ensure a timely response.

Resources and Expectations

UW 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. Visit <http://writing.wisc.edu> for more information.

Late Submissions & Health Issues

Late submissions will be penalized by **.5 points of your grade per day until you hit 0 for that particular assessment**. 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, not after.

Though it may not be obvious through messaging, PDFs, and websites, Kris and Allen are actually very nice people! Both of us also have ample experience dealing with students who are grappling with mental and physical health challenges while enrolled at UW-Madison but it's critically important to be communicative and honest. Please visit Kris Olds in his office in Science Hall if you would rather not email about your health challenges. Feel free to say hello anytime too if his office door (Rm 346, Science Hall) is open!

McBurney Disability Resource Center Students

The McBurney Disability Resource Center's newish online accommodation and case management system called, **McBurney Connect**, is open for Spring term. Through McBurney Connect, students will request a Faculty Notification Letter for each class section in which they are requesting accommodations. The notification letters will replace the students' laminated VISAs (Verified Individualized Services and Accommodations plan) and will be sent to both Kris and Allen via email starting on August 22nd for Fall Term. Students are still expected to meet with me directly, though, to discuss their accommodation requests.

Finally, can all McBurney students please message me by the **end of Week 2** so we can coordinate a meeting (in person, or virtually).

Learning Analytics

The Canvas learning management system (LMS) and the e-Text we use increasingly provide analytics data about *you* and your engagement with the course site and all associated elements. One of my colleagues, Maria Widmer (an instructional designer in the School of Education here), recommended a great summary of this situation that she learned about via Kyle Jones (a professor at Indiana University-Purdue University Indianapolis):

Learning Analytics and Student Privacy

Modern learning management systems and other educational technologies increasingly include learning analytics technology, which tracks and analyzes student behaviors in online information systems. These systems, like Canvas, can detail how long you spend doing certain activities, when you login in and out, and compare your activity to that of your peers, among other things.

As a scholar, I research issues of student privacy related to learning analytics technologies. I value your privacy, and I know it is instrumental to your success as a student and development as a person. Unfortunately, vendors design these systems in such a way that neither you nor I can turn off the tracking mechanisms.

I will use the analytic features in our course site to:

- keep track of the quantity and timing of forum posts, in part to aid my assessment workflow;
- investigate technical issues;
- use as evidence in academic misconduct cases;
- and to look into a lack of student participation.

We are adopting Dr. Jones' stance above and will only use Geog 340 analytics data about you to ensure your course experience (incl progress through the term) is a positive and learning-oriented one.

Academic Honesty

NOTE: All of your writing assignments must be 100% individual work. You may not write these assignments with your classmates. Apparent violations will be investigated and penalized.

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 <https://www.students.wisc.edu/doso/students/> 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:

<https://writing.wisc.edu/handbook/assignments/quoting/sources/>

We will assume, in 100% of cases that might emerge, that you know what plagiarism and unethical behavior is, and that you 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.

But, to end on a much happier note...

Good Luck and Bon Voyage!



Beijing, China (taken by Kris Olds, March 2018)

	READINGS/VIEWINGS/LISTENINGS	RESPONSIBILITIES & DEADLINES
<i>Note: Specific materials may be subject to minor changes - see course site on Canvas for most up-to-date directions</i>		
MODULE 1 22-27 January Intro to Class	<ul style="list-style-type: none"> • Read: The syllabus very (very) closely!! • View: Introductory videos by Kris Olds & Allen Xiao • Watch: Interview with Paul Robbins • Dangerous Idea: Paul Robbins • Read: Chapter 1 of textbook 	Fill in your on-line profile & introductory discussion post no later than Sunday 27 January, 11:59 pm CDT
MODULE 2 28 January – 3 February Canada & U.S.	<ul style="list-style-type: none"> • Read Chapter 6 • View: Case study by Kris Olds • Listen: Q&A with Cathy Day; Q&A with Roy Norton; Dangerous Idea: Roy Norton • Additional readings: “From sleep town...” and “Foreign Real Estate Heirs...” 	Respond to Discussion Question by Thursday 31 January, 11:59 pm CDT React to two other Discussion Question responses by Sunday 3 February, 11:59 pm CDT
MODULE 3 4-10 February Europe	<ul style="list-style-type: none"> • Read Chapter 2 • View: Case study by Thomas Jorgensen • Listen: Q&A with Ruth Trumble • Dangerous Idea: John Pickles • Watch: <i>L’Auberge Espagnole</i> • Additional reading: Morgan & Bothwell (2016); Scott (2016) 	Respond to Discussion Question by Thursday 7 February, 11:59 pm CDT React to two other Discussion Question responses by Sunday 10 February, 11:59 pm CDT

<p>MODULE 4 11-17 February</p> <p>Oceania, Australia, and New Zealand</p>	<ul style="list-style-type: none"> • Read Chapter 11 • View: Case study by Nick Lewis • Listen: Q&A with Mark Cooper • Watch: <i>Babakineria</i> • Additional reading: Hargreaves (2015); Hau'ofa (1994) 	<p>Respond to Discussion Question by Thursday 14 February, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 17 February, 11:59 pm CDT</p>
<p>MODULE 5 18-24 February</p> <p>Movie Review #1</p> <p>Synthesis Assignment #1</p>	<p>To allow extra time to complete your assignments, there are no readings, lectures, movies, or podcasts this MODULE</p>	<p>Complete and upload Movie Review #1 by Thursday 21 February, 11:59 pm CDT & Synthesis Assignment #1 by Sunday 24 February, 11:59 pm CDT</p>
<p>MODULE 6 25 February-3 March</p> <p>Russia, Central Asia, and the Transcaucasus</p>	<ul style="list-style-type: none"> • Read Chapter 3 • View: Case study by Bob Kaiser • Listen: Q&A with Kramer Gillin • Additional reading: Balmforth (2014); Reynolds (2012) 	<p>Respond to Discussion Question by Thursday 28 February, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 3 March, 11:59 pm CDT</p>
<p>MODULE 7 4-10 March</p> <p>Middle East and North Africa (MENA)</p>	<ul style="list-style-type: none"> • Read Chapter 4 • View: Case study by Danya Al-Saleh and Rafi Arefin • Listen: Q&A with Danya Al-Saleh • Dangerous Idea: Matthew Sparke • Additional reading: Sherwood (2016); Ackerman (2016) • Dangerous Idea: Matthew Sparke 	<p>Respond to Discussion Question by Thursday 7 March, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 10 March, 11:59 pm CDT</p>

<p>MODULE 8 11-15 March</p> <p>Sub-Saharan Africa</p>	<ul style="list-style-type: none"> • Read Chapter 5 • View: Case study by Matt Turner • Listen: Q&A with Niwaeli Kimambo • Additional reading: Thomas (2013); Dufka (2016); Onishi (2000) 	<p>Respond to Discussion Question by Thursday 14 March, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Friday 15 March, 11:59 pm CDT</p>
<p>16-24 March November</p>	<p>SPRING RECESS</p>	
<p>MODULE 9 25 March – 31 March</p> <p>Movie Review #2</p> <p>Synthesis Assignment #2</p>	<p>To allow extra time to complete your assignments, there are no readings, lectures, movies, or podcasts this MODULE</p>	<p>Complete and upload Movie Review #2 by Thursday 28 March, 11:59 pm CDT</p> <p>&</p> <p>Synthesis Assignment #2 by Sunday 31 March, 11:59 pm CDT</p>
<p>MODULE 10 1-7 April</p> <p>Latin America & the Caribbean</p>	<ul style="list-style-type: none"> • Read Chapter 7 • View: Case studies by Lisa Naughton and Erika Marin-Spiotta • Listen: Q&A with Anthony Fontes • Watch: <i>The Motorcycle Diaries</i> • Read: Goldstein (2015); Daley (2016) 	<p>Respond to Discussion Question by Thursday 4 April, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 7 April, 11:59 pm CDT</p>

<p>MODULE 11 8-14 April</p> <p>Southeast Asia</p>	<ul style="list-style-type: none"> • Read Chapter 10 • View: Case study by Ian Baird • Listen: Q&A with David Chambers • Watch: <i>Where Have All the Fish Gone?</i> • Additional reading: “The Don Sahong...”; Shoemaker et al. (2014) 	<p>Respond to Discussion Question by Thursday 11 April, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 14 April, 11:59 pm CDT</p>
<p>MODULE 12 15-21 April</p> <p>South Asia</p>	<ul style="list-style-type: none"> • Read Chapter 9 • View: Case study by Stephen Young • Listen: Q&As with 1) Harsha Tiperneni and 2) Ritodhi Chakraborty • Dangerous Idea: Tim Daniels 	<p>Respond to Discussion Question by Thursday 18 April, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 21 April, 11:59 pm CDT</p>
<p>MODULE 13 22-28 April</p> <p>East Asia</p>	<ul style="list-style-type: none"> • Read Chapter 8 • View: Case study by Po-Yi Hung • Listen: Q&A with Kelly Chen • Dangerous Idea: Henry Yeung • Additional reading: Jacobs (2009); Larson (2015) 	<p>Respond to Discussion Question by Thursday 25 April, 11:59 pm CDT</p> <p>React to two other Discussion Question responses by Sunday 28 April, 11:59 pm CDT</p>
<p>MODULE 14 29 April-3 May</p> <p>Synthesis Assignment #3</p>	<p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this MODULE</p>	<p>Complete and upload Synthesis Assignment #3 by Friday 3 May, 11:59 pm CDT</p>