GEOG 106 - Syllabus
Geo106: Geography of the Western World

Instructor: Demian Hommel, PhD
Office Hours: T/H 1pm-2pm 222 Wilkinson Hall
Mailing Address: OSU-College of Earth, Ocean and Atmospheric Sciences, 104 Wilkinson Hall, Corvallis, OR. 97331 hommeld@geo.oregonstate.edu

Catalog course description. GEOGRAPHY OF THE WESTERN WORLD (3). An introduction to the rich variety of environments, population and settlement dynamics, cultures, geopolitical changes, and economics in Europe and Russia, Australia and Oceania, and the Americas. (Bacc Core Course)

RESOURCES:
- “Geography of the Western World: Thinking Differently about our Dynamic Planet” Great River Learning
- Other online readings and videos on related topics will be assigned during the term.

COURSE DESCRIPTION:
This course is designed to be an introduction to the Geography of the Western World through an investigation of spatial patterns and processes. But this will be no ordinary introduction. We will be taking a tour of a particular version of the “Western World” using a textbook designed specifically for this class.

This term will be a bit of an experiment, but our goals are aimed at being challenged, curious and inspired to see this beautiful and complex planet in different ways. After a brief overview of basic concepts (globalization, population, politics, economics, etc.) we will break “the West” down into smaller regions in order to examine how specific issues play out in greater detail.

COURSE OBJECTIVES:
After completing this course, you will compare and contrast several basic themes and concepts of geography--things like globalization, population, politics and development, for example--and you will learn how these occur in regions commonly understood as “the Western World.” You will identify how global processes of change are affecting the people and ecology of the Americas, Europe, Russia, Australia and Oceania…and even Latin America. We will analyze what it means to be “western” and through our particular approach, we will learn to question the typical ways we categorize, label and talk about the world.
GRADING:
40% - Recitation responses (turned in during recitation weeks 2-8 and 10)
10% - Recitation participation (start with 10% and lose points for disruptions/unsatisfactory participation)
20% - Midterm (~40 true/false or multiple guess questions worth .5% each) Thursday of week 5 in class!
30% - Final exam (~60 questions like the midterm, worth .5% each - via Canvas M-W of finals week)
100% = Total possible

RECITATION RESPONSES:
During weeks 2-8 and 10, you will be responsible for attending your assigned recitation, bringing a printout of your responses to questions in the ebook. This printout will serve a few purposes: it is a record of your attendance to that specific recitation, it shows that you read and engaged the textbook material, and it provides a space for you to write your answers to discussion questions during that specific recitation period. For these reasons, late recitation responses will not be accepted.

RECITATION PARTICIPATION:
You start the term with 10% recitation participation credit and lose 2% points per incident for 1) being more than 10 minutes late, or leaving more than 10 minutes early without clearing it with your TA; 2) for being disruptive, unwilling to participate in activities, sleeping or otherwise detracting from the collective learning environment of recitation.

EXAMS:
The midterm exam is taken in-class and has a 50-minute time limit. The midterm is not open book! You may not use notes, books, web sites or any other resources while taking the midterm.

The final is not cumulative/comprehensive and will be online, which you can access any time between 6am Monday and 11:55pm Wednesday of finals week. Be sure to attend class for more information about both the midterm and final exams.

REGARDING EMAIL:
Any email I send to you will go to your ONID address. If that is not the email address you usually use, please make sure that your ONID email is forwarded to your primary email address.

*Any email you send me should have “Geo106” as the subject heading. I get so many emails each day that this is essential. If you fail to use “Geo106” as the subject heading, I may miss your message, so please do your best to remember.

I realize that prompt feedback is very important. I will make every effort to respond within 24 hours, though sometimes due to a range of circumstances it might be a few days before I can reply. Often I
have to forward a question or concern to the course Teaching Assistant (TA) and wait for their reply. Please note that I often do not respond to e-mail or phone messages after 4 pm on Fridays and though the weekend.

OTHER IMPORTANT NOTES:

- Check Announcements on the front page of the blackboard course site frequently for reminders about assignments and deadlines.

- Please note that deadlines are precise; late work is not accepted. Exams must be taken on schedule and you must attend your recitation sections to receive credit.

Final grade determination:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

- Please do not assume that if you fall behind, you will receive an incomplete ("I") grade. I expect students to complete all work within the 10-week term, and to do the final exam on schedule. The date and time of final exam are set. I cannot make changes for individuals. Please plan accordingly.

Oregon State University has the following learning outcomes in the Western Culture Baccalaureate Core* category:

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes

*It also satisfies requirements in the Regional category for the B.A. and B.S. degree tracks in Geography.

Notice Regarding Disabilities: See http://ds.oregonstate.edu/home/ for information about Disability Access Services at OSU. The following statement has been provided by OSU Disability Access Services: "Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS).

Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss
accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098."

____________

ABOUT THE INSTRUCTOR:

I received my Master’s and Ph.D. in Geography and my B.S. in Environmental Studies from the University of Oregon and taught Geography courses there and at Lane Community College before being hired at Oregon State Winter term, 2012.

-I teach subjects ranging from introductory human and cultural geography to upper-division regional and thematic courses. I encourage a sensitivity to rigorous, theoretically-oriented and systematic research approaches in my classes and I have been privileged to work with some brilliant students at Oregon State University in the past three years. I am committed to excellence in teaching and am an advocate for place-based and experiential education, service learning, and research-informed course-work experiences.

-I spent several years conducting research on political and environmental issues in Southeast Asia, Thailand specifically. While there, I trained and competed in Muay Thai, or “Thai Kickboxing” and have also served as a trainer and coach in the Mixed Martial Arts. I am a big fan of travel and study abroad and hope to lead field-research trips to Asia in the near future.

-This will be my second year teaching at OSU and I’m still getting accustomed to the system, and to using Canvas. Your patience and compassion is appreciated, and I intend to offer the same to you.

-I truly enjoy teaching but I still have a great deal to learn--much of that from my students. I’m always happy to talk about the class, or just school or life in general. If you’re on campus, please drop by my office hours or make an appointment. If not, email, phone or skype work well too.

-Perhaps most important, I am both new to Oregon State and to Canvas, which is an imperfect method of teaching and learning. Please be patient and I will try to fix any inconsistencies, lack of clarity, or glitches in the system a.s.a.p.