integrated, thematic approach to analyzing the mechanisms and manifestations of global change. Second, the course encompasses a variety of types of global change (e.g., demographic change, conflict, geopolitical change, environmental change). The existing title, in contrast, leads many students to assume that the course will focus solely on economic change. Finally, the revised title and bulletin description will more clearly distinguish the content and approach of GEOG 121 from GEOG 210, another introductory-level course. In sum, the proposed revisions will help students from various backgrounds to identify this course as a broad introduction to processes of global change, with a focus on non-U.S. contexts.

Syllabus

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**GEOG 121: Geographies of Global Change**

**Syllabus**

Meeting Time: Tuesdays/Thursdays, 10:05-11:20am

Callcott 201

Professor: Meredith DeBoom ("Professor/Prof. Dr. DeBoom")

Office: Callcott 213 (709 Bull St.)

Office Phone: 803-777-4605

Email: debeboom@mailbox.sc.edu

Office Hours ("drop in" hours): Tuesdays from 2:30-4:30

**UofSC Bulletin Description**

Introduction to processes of political, economic, social, and environmental change around the world; topics include geopolitical transitions, nationalism, trade, uneven development, conflict, environmental geopolitics, and demographic change, with an emphasis on non-U.S. contexts.

**Course Overview**

This course analyzes diversity, inequality, and interconnectedness in the contemporary world. In terms of diversity, the course highlights how historical and contemporary changes in social, economic, political, and environmental systems — including trade, colonization and neocolonialism, conflict, geopolitical transitions, nationalism, and climate change — divergently affect people around the world. In terms of interconnectedness, the course addresses how changing circumstances in a variety of local contexts reflect broader global transitions (e.g., demographic shifts). In terms of inequality, the course pays special attention to how local, regional, and global processes (e.g., trade, conflict) intersect to produce and reinforce social and geographical disparities and differences.

1.1. **Learning Outcomes**

Upon successful completion of this course, you should be able to speak in an informed manner on key issues and problems relating to historical and contemporary processes of global change. More specifically, you should be able to:

- Identify and evaluate patterns and relationships of change across divergent global contexts using key geographic concepts, including space, place, scale, globalization, trade, development, geopolitics, sustainability, and nationalism;
- Analyze the intersections between global and local processes and how these generate diverse patterns of inequality, resource use, and socio-political conflict;
- Use academic articles, databases, journalistic accounts, films, and online resources to analyze contemporary local-regional-global dynamics;
- Explain how global changes affect particular people and places through geographically-informed communication techniques, including maps.

1.2. **Approach: Challenging "Single Stories" About the World**

This course aims to debunk the popular perception that geography is dry, static, and primarily entails memorizing maps. Beyond merely knowing where things and people are, this course will provide you with the analytical tools and knowledge necessary to understand the historical, economic, political, environmental, and social reasons why and what are where. Through a series of guides, exams, interactive activities, and mapping exercises, you will also have meaningful opportunities to improve your communication and analytical skills, including your ability to critically engage with information from a variety of sources.
To accomplish these goals, we will take a thematic approach to the geography of our changing world. Rather than learning about parts of the world sequentially (e.g., first Europe, then Africa, etc.), we will use a topic (e.g., nationalism) + case study (e.g., Saudi Arabia) approach to analyze how diverse people and places are connected through geographic processes occurring across a variety of scales. You will adopt a similar theory + case study approach in your Google Earth Tour Project (see evaluation section).

More specifically, each week we will investigate a different “single story” (a “common sense” narrative about the world rooted in misguided or incomplete assumptions). These “single stories,” such as “the world economy is flat,” are not necessarily entirely untrue, but they often fail to acknowledge the complexity of our world and, by extension, its inhabitants.

We could cover a multitude of topics this semester. To ensure that we complement the breadth of global affairs with some depth, we will focus on three inter-connected themes:

1) Unit 1: Inequality (e.g., maps, development, trade, scale)
2) Unit 2: Diversity (e.g., identity, demography, nationalism, place)
3) Unit 3: Interconnection (e.g., poverty, resources and climate change, conflict, space)

Through readings, discussions, and films, we will investigate these themes in 15+ countries selected to encompass a variety of global contexts, including Afghanistan, Bangladesh, China, Colombia, Democratic Republic of the Congo (DRC), Jamaica, Japan, Mexico, Nagorno-Karabakh (Azerbaijan/Armenia), Namibia, Papua New Guinea, and Saudi Arabia. As a result, you can expect to leave this course with both general knowledge about the world and specific knowledge about how global processes play out in particular places.

1.3 Required Materials

There is no textbook or software to purchase for this course. Instead, we will complete selections from an open educational resource (OER) textbook (below), news articles, and videos. All materials will be made freely available via Blackboard in accordance with copyright law.


1.4 Typical Weekly Schedule

Excluding weeks with holidays, most weeks will follow the schedule below:

- Before Class on Tuesday
  - Complete required readings and/or films. Answer the questions in the weekly guide as you go.
  - Tuesday: Attend lecture
  - Thursday: Participate in an interactive activity or discussion
    - Submit your completed weekly guide by Thurs., 11:59pm

The course calendar includes a numbered list of tasks for each week of the course. For best results, complete the tasks in the listed order.

1.5 Expectations and Ground Rules

Some chores are stoch: you will indeed likely get out of this course what you put into it. I expect you to be up for a challenge and willing to struggle a bit to name the improvement. I also expect you to be willing to “roll with” the uncertainties and surprises of coursework during this moment in global history. You can expect the same of me.

Namely, I expect that you will join our class sessions:

1) Prepared to discuss that day’s material, having carefully completed your preparations (e.g., done the reading, started the guide) and monitored course communication (email, Blackboard);

2) With a respectful attitude toward all class members;
3) Willing to put away non-course distractions (phones, etc.) for 75 minutes so that you can learn the most from our time together; and

4) With an open mind, ready to reconsider opinions and assumptions that you held when class began.

In turn, you can expect me to be enthusiastic about the course material, your ideas, and your role in the course; responsive to your questions and feedback; and respectful of you as learning partners in the classroom and as humans with lives that can be rather complicated at times.

1. Evaluation

Your performance will be evaluated in the following areas:

- **Small Assignments (5%)**
  1. Day One Dispatch (2.5%)
  2. World Knowledge Survey (2.5%)
  - *Weekly Guides (25%)*: 1.5% each x 5 — only highest 3 scores out of 9 opportunities count
  - *Google Earth Project (25%)*
    1. Proposal (5%)
    2. Draft Tour (5%)
    3. Peer Reviews of Draft Tours (5%)
    4. Final Tour (15%)
    5. Peer Feedback on Final Tours (5%)
  - *Exams (35%)*: 17.5% each x 2 — only highest 2 scores out of 3 opportunities count

Details

**Small Assignments (5%)**: There will be two small assignments:

- **Day One Dispatch (2.5%)**: You will complete a survey about your background/interests and answer questions about Chimamanda Ngozi Adichie's "The Danger of a Single Story" - a video that will be our foundation this semester. Your answers will help me understand your goals so that I can tailor the course to your interests as a class.

- **World Knowledge Survey (2.5%)**: This timed survey will assess your knowledge of development indicators and global diversity. It will be graded for completion only; I will use your answers to tailor the content in unit 3 of the course.

**Guides (5% x 5 = 25%)**: I have prepared a "guide" for each week of course content. These guides are designed to help you stay engaged, learn how to take thoughtful notes on lectures and course materials, and build connections across themes and topics. Each guide includes questions about the week's readings, lecture, and videos, as well as links to additional resources that might be of interest.

- There are nine guides, of which only your five highest scores count toward your grade. You are welcome to submit more than five guides, particularly if doing so provides you with an accountability mechanism, but only five are required. **Because you have the built-in option to drop nearly 45% of the guides, late or make-up guide submissions will not be accepted.**

- **Pro Tip**: Complete the five required guides as early as possible. This will provide you with flexibility if unforeseen challenges arise. It will also save you time toward the semester’s end, when you may have many exams and projects due.

**Google Earth Tour Project (35%)**: You will use the Google Earth platform to design an interactive tour that critically investigates a "single story" of interest to you. We will use Google Earth’s “storytelling tool” to foreground geography and trans-cultural connections. Preparing your tour will be a multi-step process — from proposal (5%) through draft tour (5%) and peer review (5%) — resulting in a final tour (15%) that you will share with your colleagues (5%) and can use to showcase your geographic skills to others (e.g., potential employers). A full project guide will be posted to Blackboard.

**Exams (17.5% x 2 = 35%)**: This class has three units, each with one exam. Each exam will include matching, multiple-choice, short answer, and essay questions. Only your two highest scores will count toward your final grade (17.5% each). Because you have a built-in opportunity to drop your lowest score, there will be no make-up or late exams. A missed or late exam will simply count as your dropped exam score.

- **Pro Tip**: You may decide whether to take all three exams and drop your lowest score or take only two exams. I encourage you to take the first two exams and then decide whether to take the third based on your grade. This strategy will ensure that you have an available “freebie” to drop if you experience an emergency or earn a lower-than-expected score.
Although the second and third exams are not cumulative, each unit builds on earlier content. For example, you will not be tested on details from unit 1 readings on exam 2 or 3, but knowing the unit 1 material well will enhance your exam 2 and 3 performance.

1.7. Grading Scale

Letter grades will be earned based on the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>70-76</td>
</tr>
<tr>
<td>C</td>
<td>69 and below</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
</tbody>
</table>

For best results, complete the tasks in the listed order!

1.8. Schedule (BB=Blackboard)

<table>
<thead>
<tr>
<th>Week</th>
<th>“Single Story”</th>
<th>“Single Story”</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>“Single Story”</td>
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<td>“Single Story”</td>
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<td></td>
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</tr>
<tr>
<td>Unit 1</td>
<td>Geography is boring.</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Maps show the world like it is.</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Read the syllabus.</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Watch “The Danger of a Single Story” by Chimamanda Adichie (19 min)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Complete Day One Dispatch by Thurs., 11:59pm</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Submit Guide #1 by Thurs., 11:59pm</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>GDP is the best measure of development.</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1. Read “Development and Wealth” by Todd Lindley (23 pages) (Textbook)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Watch &amp; Read: “Planet Money Makes a T-Shirt” by NPR (~50 min)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Submit Guide #2 by Thurs., 11:59pm</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The world economy is flat.</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Watch Life and Debt by Stephanie Black (85 min)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
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<tr>
<td></td>
<td>2. Read “Trade Game Prep” by Prof. DeBloom (4 pages)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Play “The Trade Game” in class on Thursday (attendance is particularly important today)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Submit Guide #3 by Thurs., 11:59pm</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
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<tr>
<td>5</td>
<td>Review + Exam 1</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Join the review session on Tuesday</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
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<tr>
<td></td>
<td>2. Submit Exam 1 on Thursday</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The world is divided into nation-states.</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Google Earth Tour Proposal Week</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Read the Google Earth Project Guide (5 pages)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Read “Toward a More Sustainable Energy Transition” by Prof. DeBloom (10 pages) (basis for “Sample Tour”)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Check out the “Sample Tour” by Prof. DeBloom (~20 min)</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Submit your Google Earth Tour Proposal by Thurs., 11:59pm</td>
<td>Diversity: Demography, Nationalism, &amp; Place</td>
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</tr>
</tbody>
</table>

Deadlines = Red

- Submit all assignments, guides, & exams via BB.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Nations have always existed.</td>
</tr>
<tr>
<td>9</td>
<td>There are too many people in the world.</td>
</tr>
</tbody>
</table>
| 10 | **Unit 3** "Single Story"  
|   | **Interconnection: Poverty, Conflict, & the Environment** |
| 11 | Google Tour: Draft + Feedback Week  
|   | (assigned via BB) by Thurs., 11:59pm |
| 12 | The world is getting worse. |
| 13 | Natural resources cause conflict.  
|   | Conflict minerals and drugs should be banned. |
| 14 | "Field Trip" Week |
|   | **Finals Week**  
|   | **Exam 3** |
|   | 1. Submit Exam 3 |

### 1, 9. Policies and Procedures

Success in this course hinges on four responsibilities: staying engaged in class, keeping up with course materials (readings, videos, activities), doing your best on assignments/guides and exams, and, importantly, seeking help when needed. Asking for help is a sign of strength. I want you to achieve your goals for the course. If I can be of help, please let me know.

#### Attendance Policy

- Attendance will be taken in class. I expect students to attend all classes so long as they are healthy and not experiencing extenuating circumstances.
- Excused absences will not be penalized. I define excused absences in accordance with the UofSC Attendance Policy approved by the Faculty Senate.
- Unexcused absences beyond six classes will negatively affect your participation score. Specifically, each additional unexcused absence will result in a 1% reduction in your course grade. I define unexcused absences in accordance with the UofSC Attendance Policy approved by the Faculty Senate.

#### Late Assignments

- Late exams or guides will not be accepted due to the built-in freebie drop system.
- Late Assignments (e.g., flipchart, world survey, tour, peer feedback) will be penalized 10% per day late (one day = each 24 hours past a deadline), including weekends and holidays. For example, let’s say an assignment is due at 1:00pm on Friday, Sept. 7. You submit it on Saturday, Sept. 8, at 1:01pm. Your grade on that assignment will incur a 20% deduction (two days late). If you would have earned 92% had the assignment been turned in on time, your actual grade will be 72%.
The Blackboard clock will be the final authority on timelines. If the deadline is 1:00pm, 1:01pm will be counted as late. Blackboard deadlines are based on Eastern time zone.

You are accountable for information presented in class. If you are unable to attend class, be sure to view the slides. If you have questions, ask a colleague or visit office hours.

Accommodation for Students with Disabilities

Accommodations are available for students who have a documented disability. UofSC provides high-quality services to students with disabilities. Students with disabilities needing accommodations should 1) register with and provide documentation to the Disability Resource Center (1523 Greene Street, LeConte Room 112A. sas@uofsc.edu; 803-777-6142) and 2) notify me about academic or physical accommodation needs as soon as possible. All accommodations must be approved through the Disability Resource Center.

Academic Integrity

Every student has a role in maintaining the academic reputation of the university. It is imperative that you refrain from engaging in plagiarism, cheating, falsifying your work and/or assisting other students in violating the Honor Code and other UofSC policies. Two important components of the Honor Code include:

- You are expected to practice the highest possible standards of academic integrity. I encourage you to familiarize yourself with these standards, including the Honor Code and Student Conduct & Academic Integrity policies. You may also wish to consult the following resources:
  - Carolina Creed
  - Academic Responsibility
  - Network Guidelines for Responsible Computing
  - University Libraries Citation Basics
  - Types of Honor Code violations include plagiarism, cheating, falsification, and complicity.
  - Your enrollment in this course signifies your willingness to accept these responsibilities and to uphold the Honor Code. Any deviation from these expectations can result in academic penalties and a referral to the Office of Student Conduct and Academic Integrity.
  - Details on several academic integrity issues are included below, but familiarizing yourself with and following these policies (including those not listed below) remains your responsibility.
  - Collaboration: A student's grades are to represent the extent to which an individual student has mastered the course content. You should assume that you are to complete course work individually unless otherwise explicitly indicated by the professor. It is your responsibility to seek clarification if you are unsure about what constitutes proper or improper collaboration.
  - Intellectual Property: As a general rule, the course syllabus, lectures, exams, assignments, and presentations are the professor's intellectual property. Distributing, posting or sharing intellectual property without written permission is a violation of the Honor Code. Consult the site for information on intellectual property and plagiarism.
  - Plagiarism refers to the use of work or ideas without proper acknowledgment of source(s). You can learn more about what constitutes plagiarism at this website. Examples include, but are not limited to:
    - Partial or complete citation of work or ideas
    - Improper paraphrasing by acknowledging the source but failing to present the material in one's own words
    - Paraphrasing without acknowledgment of the source
    - Multiple submissions of substantially the same academic work for academic credit.
    - Copying (partially or entirely) any material without acknowledgment of the source.
  - Faculty members are required to report potential violations of the Honor Code to the Office of Student Conduct and Academic Integrity.
  - When a student is uncertain as to whether conduct would violate the Honor Code, it is the student's responsibility to seek clarification from the professor.

Communication and Email

It is imperative that you check your email regularly. Be sure that Blackboard is set to your preferred email address. Here is how:

- Please include "GEOG 121" in the subject line.
- I understand the importance of swift email replies. Barrington circumstances, I will respond to emails within 24 hours, Monday–Friday. You should not generally expect to receive replies after 5pm or on weekends.
- Detailed questions about content (e.g., exam questions) are difficult to answer well via email. Instead, seek clarification during class or office hours so that I can give your question the time it deserves.

Grades

I aim to make grading as transparent as possible, and I am happy to answer questions about grades. These discussions must occur by Blackboard Collaborate, phone, or in person (not via email) due to privacy concerns and the potential for miscommunication.

Grades will be regularly updated on Blackboard to help you monitor your performance.

Technology

I encourage you to take notes by hand, but the choice is yours. Research suggests that handwritten notes improve understanding and retention. For more, see this NPR story.\footnote{Attention Students: Put Your Laptops Away!} Except: "When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can. The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

- You may not record or distribute any classroom activities (e.g., lectures, discussions, presentations, exams), including to external websites, without my explicit written permission. Violating this policy is a breach of the Code of Student Conduct.

Diversity, Respect, and Inclusion

Names & Pronouns: I will gladly address you by the name and pronouns you designate on the Day One Dispatch survey. I am a Safe Zone Ally.

I expect you to apply the highest academic standards to this course and to treat others with dignity and respect at all times.

We will discuss contentious topics in this course. Courtesy and sensitivity are required with respect to differences of race, culture, religion, socioeconomic status, educational background, politics, family background, sexual orientation, gender, gender presentation, and nationally, among other forms of diversity.

If you are aware of triggers that could disrupt your learning experience, please let me know in your Day One Dispatch so that I can warn you accordingly about course content.

I am committed to providing a classroom environment that is respectful of both visible and invisible diversity. If I can improve your experience, please let me know.

1. 10. Additional Resources

Health, Safety, and Wellbeing
• Stress, anxiety, depression, substance use, concerns for a family/friend, and feelings of hopelessness or alienation, among other challenges, can interfere with learning and interpersonal functioning. Please pay attention to your wellbeing and to the wellbeing of your fellow students. There are numerous campus resources available to students including University Counseling & Psychiatric Services, University Student Health Services, Gamecock Recovery, and the Office of Multicultural Student Affairs.

• If you are struggling and need immediate please call Student Health Services at 803-777-5223 (24/7). The National Suicide Prevention Lifeline (800-273-8255) also offers 24/7 support.

• Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Division of Student Affairs and Academic Support. You can also contact the Gamecock Pantry, which provides food to students in need.

○ The Violent/Witness Assistance Program assists victims with navigating the criminal justice system, including preparation for court, court transportation and escorts, and law enforcement liaison services. It also assists victims with safety plans, counseling referrals, no contact orders through the Office of Student Conduct, and Orders of Protection or Restraining Orders. They can be reached at 803-777-4215 or victimhelp@usc.edu.

○ The Sexual Assault and Violence Intervention and Prevention (SAVIP) program offers free, accessible, inclusive, and confidential support to survivors of interpersonal violence and educates members of the Carolina community on how to prevent and respond to violence. You can reach SAVIP at 803-777-8246 or by asking the USC Police Dispatch (803-777-4215) for the SAVIP advocate. You do not have to reveal your name to access SAVIP resources.

Technical Assistance, Blackboard, and Software

• You will need to use Microsoft Word to submit the guides in this course. All UofSC students are entitled to a free subscription to Microsoft 365.

• Thomas Cooper Library has laptops with webcams available if you have computer problems and/or need laptop access. Some of these laptops are available for semester-long check out. They also have a hotspot loan program for students with inadequate internet access. Contact the Tech Lounge Help Desk via email, phone, or in person for more details.

• If you have problems with your computer, technology, Blackboard, etc., contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800, submit an online request through the Self-Service Portal (https://iisupport.service-now.com/sg) or visit the Carolina Tech Zone. The Service Desk is open Monday – Friday from 8AM – 6PM.

Writing

• The Writing Center (http://artsandsciences.sc.edu/writing/university-writing-center) and Lab (https://www.sc.edu/about/offices_and_divisions/student_success_center/tutorials/writing_lab.php) offer writing of all skill levels the opportunity to improve their writing. They can help from brainstorming through revision, and they even offer drop-in hours. You can find them at Byrnes 703 (Writing Center) or Sims Hall, S169 (Writing Lab).

○ Reputable online guides for citation styles (three of many) include: University of South Carolina Library: http://guides.library.sc.edu/citation, University of Colorado: http://library.colorado.edu/strategies/citations, Purdue University (key personal favorite): http://owl.english.purdue.edu/owl/resource/72/

Student Success Center

• The Student Success Center (SSC) offers programs to aid your success in partnership with UofSC faculty; SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. SSC services are offered to all UofSC undergraduates at no additional cost. You can call the SSC hotline (803) 777-1000, visit the SSC website, or stop by the SSC in the Thomas Cooper Library.

• SSC Resources available to you in this course may include:

○ Peer Tutoring: Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Tutor. Visit the website to make an appointment and to view the schedule of drop-in hours and locations.

○ Supplemental Instruction (SI): SI Leaders are assigned to specific sections of courses and hold weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website.

○ Success Consultations: In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. If I think you could benefit from this service, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive; they are designed to help you improve your grades. Any information I share with the SSC is confidential and subject to FERPA regulations.

Course Delivery

Do you wish to add or change the course delivery? No

Carolina Core Learning Outcomes

<table>
<thead>
<tr>
<th>College/School</th>
<th>Registration Priority</th>
<th>Course fills the following type of Carolina Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Foundational Requirement</td>
</tr>
</tbody>
</table>

- 4. Global Citizenship and Multicultural Understanding
- 3. Social Sciences/Cultural Identities

Use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

- A. Describe the course requirements through which students will be able to define problems and issues appropriate to the field, and to identify theoretical frameworks for interpreting, defining, analyzing, and evaluating these problems and issues.

- Students in this course will learn to identify and evaluate patterns and relationships of change across global contexts using key geographic concepts, including space, place, territory, and scale. Course material will focus on globalization, trade, development, geopolitics, sustainability, rationalism, and other issues relating to culture and politics in global contexts. Course material will center on intersections between global and local processes and how these generate diverse patterns of inequality, resource use, and sociopolitical conflict. Students will use academic articles, databases, journalistic accounts, films, maps, cartograms, and online resources to analyze contemporary local-regional-global dynamics.

- B. Describe how students in this course will be required to demonstrate an awareness of and appreciation for the diversity of human experiences. C. In what ways does the course require students to demonstrate an awareness of how social/behavioral processes and relationships take shape in, and vary across, particular regional or geographic contexts?

- Rather than learning about parts of the world sequentially (e.g., first Europe, then Africa, etc.), the course focuses on particular themes (e.g., nationalism, resource conflict, trade) using several illustrative case studies. The aim of this approach is to facilitate analysis of how diverse people and places are connected through geographic processes occurring across a variety of scales. Students will use a similar theory + case study approach in their assignments. As well, students each week will investigate a different “single story”