

**San José State University**  
**College of Social Sciences, Department of Geography & Global Studies**  
**CRN# 47647, GEOG107, Mapping the World, Fall, 2016**

**Course and Contact Information**

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<b>Office Hours:</b>	Tuesdays 4:00-6:00 pm and by appointment
<b>Class Days/Time:</b>	Online
<b>Classroom:</b>	Online (Canvas)
<b>Prerequisite</b>	Upper division standing or instructor consent

**Course Format**

**Online Course**

This course is taught entirely online. Students need Internet connection and specialized free software to participate in course activities.

**MYSJSU (Canvas Announcements)**

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the course management system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any announcements.

**Course Description**

From the SJSU catalog: Finding, preparing, and using maps, satellite and aerial images, and spatial data to create effective presentations. Includes a basic introduction to geographic visualization through cartography, geographic information systems, and remote sensing for professionals outside geography. (3-units)

**Course Learning Outcomes (CLO)**

There are many approaches to teaching a mapping the world course. The theme for this term is: neogeography [meaning contemporary, and arguably democratized, Web 2.0 and GPS-enabled device mapping] to survey some of Earth's contrasting landscapes and peoples by region. More specifically, through story map creation we will examine places of peril and places of pleasure in the physical and human realms and then visually communicate inequities attributable to resource extraction, scarcity, security, and degradation while still celebrating innovation, conservation, and cultural authenticity. Course readings, multimedia, exercises, and online discussions will provide students a greater understanding of the complex interrelationship between

humans and their environments. Students will hone critical, relational, and contextual thinking and be expected to communicate independent views effectively, particularly in written and cartographic forms.

Upon successful completion of this course, students will be able to:

*CLO1. Demonstrate understanding of and ability to analyze spatial relationships.*

- Students will participate in a fieldtrip, film screening, and a map-a-thon to expand spatial thought and interdisciplinary connections.

*CLO2. Demonstrate understanding of, and ability to analyze and critique human and environment interactions.*

- The written final exam essay expressly addresses this CLO.

*CLO3. Define and use basic geography tools and techniques.*

- This a geotechnology course and in addition to tools used the written midterm exam essay expressly addresses this CLO.

*CLO4. Demonstrate ability to analyze and compare/contrast global regions.*

- The theme of this course and its weekly discussion forum topics are all situated around regional contrasts.

*CLO5. Demonstrate ability to read and understand research literature and engage in productive research activities.*

- Only peer-reviewed academic journals and non-fiction texts have been assigned. Students will be answering critical thought questions about these works.

*CLO6. Demonstrate professional communication skills.*

- All students will improve their visual literacy. Graduate students must also prepare a 5-minute presentation covering varied geotechnology topics to educate their classmates.

## **Required Materials**

### **Readings**

In an effort to keep student costs low this course will be taught primarily using open source materials. Specific journal articles and web content has, and will, be posted to Canvas for your ease. As the course progresses through each world region you may refer to useful and comprehensive background excerpts from [\*World Regional Geography: People, Places and Globalization\*](#), a free e-book by Royal Berglee. The entire text has been uploaded to the Canvas 'Files' tab for your convenience.

One popular non-fiction book has been assigned (and is available for low cost in print, e-book, and audiobook formats): *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*, by Eric Weiner.

### **Technology**

Students will be required to use the following software and apps. Links to tutorials are included below:

- 1) Google Applications: <https://www.google.com/earth/outreach/tutorials/>
  - Google Earth, Google Maps, Google Streetview <https://support.google.com/earth/?hl=en&rd=2#topic=>
  - Google Tour Builder <https://www.google.com/earth/outreach/tutorials/tourbuilder.html>

- Google Cardboard VR. Cardboard turns a Samsung Galaxy or iPhone into a 3D viewer available on the Google Play Store (\$15). <https://vr.google.com/cardboard/> Download the Cardboard & Expeditions Smartphone App
- 2) Open Street Map <http://www.openstreetmap.org>
  - 3) Harvard WorldMap can be integrated into Google Earth <http://worldmap.harvard.edu>
  - 4) MapSwipe smartphone app <http://mapswipe.org>
  - 5) Jaunt VR smartphone app (cardboard compatible)
  - 6) Postgrad and Graduate Students: Prezi (there is a free account option, but you have to look closely for it at signup) <https://prezi.com/support/>

## Course

SJSU classes are designed such that in order to be successful, it is expected students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

## Assignments

- 1) Active online participation means responding to the weekly prompts. This is a substantial grade in this course (30% of the total). The complete course schedule has been included at the end of this syllabus to set expectations, though more explicit directions will be announced each Monday morning. To do well this term frequent online engagement with the course Canvas site is expected. In addition to posting one's own individual content in the discussion forum students are expected to read his or her fellow classmates' posts and reply to at least one other thread (CLO 4).
- 2) A popular nonfiction book has been selected to accompany academic readings. Students are charged to answer text-specific questions in an online discussion forum to be moderated by the instructor. The goal is compile a wealth of different perspectives and response approaches (CLO5).
- 3) Each student will create and critique story maps because effective cartographic visual communication is an imperative skill in contemporary geography (CLO3 and CLO6). Creating a story map lets one combine maps with personal narratives, [real time or recorded] multimedia, and display powerful imagery or data. If done properly and imbedded in a virtual globe (at stereoscopic 3D) the audience is able to traverse a dynamic landscape in ways no paper atlas can. In place of a traditional research paper the assigned Story Map topic aims to send a powerful message about local, regional or global phenomenon worthy of greater public attention. The outcome will be a substantial grade in this course (30% of the total) and so considerable effort should be made to create an upper division, portfolio-worthy project. Students may use web content but all resources (data, images, videos, music, narratives, interviews, etc.) must be credited and captioned appropriately using Chicago citations. Most topics selected will have qualitative and quantitative components that can be conveyed through an aesthetic and multisensory lens intended for a college-educated audience. In addition to creation of one's own Story Map students will critique and critique and peer review their classmates' Story Maps for additional grades.
- 4) Exposure to, and engagement with, the larger geographic discipline is important in formulating a breadth of spatial understanding (CLO1). As such, fieldtrips, a documentary film screening, guest lectures, and a map-a-thon event have been assigned. However, given the online format several alternate provisions have been made for anyone unable to attend in person.
- 5) For Postgraduate & Graduate Students. Department policy dictates that graduate students are expected to contribute more than undergraduate students when taking undergraduate courses. Therefore, each student will prepare content in a 5-minute Prezi as a contribution to the Technology Bites presentation series (CLO6). Refer to the assigned topics list posted to Canvas.

## Midterm Examination

Google Earth and Google Maps are incredible resources for understanding our world, but posting human images

(and their possession locations) online can be controversial. In a single written essay argue whether Google's Streetview record of the public sphere is innocuous or surveillance (CLO3). Use specific examples to support your position and cite all sources used.

### Final Examination

Mapping the world is a study in human and physical geography organized into world regions. The final exam is a single essay synthesizing the places of peril and places of pleasure course subtheme. With this in mind you must clearly defend whether you believe neogeography will have larger effect in democratizing human-environment understanding or widen the digital divide (CLO2). Cite specific examples based on what you gained this term to support your argument.

### Grading Information

Assignments	Points Possible
Sixteen (16) Prompts	400 (25-each)
Eight (8) Story Map Critiques	160 (20-each)
Two (2) Geography Awareness Week Events	30 (15-each)
David Rumsey Map Library Fieldtrip	30
<i>Geography of Bliss</i> Questions	80
Story Map Project The completed Story Map to be critiqued is worth up to 360 points. Following the class review students are given ample time to make revisions and resubmit for up to 40-points	400
Midterm Exam	100
Final Exam	100
<b>TOTAL UNDERGRAD POINTS</b>	<b>1,300</b>
Technology Bites Prezi (Postgrad & Graduate Students)	100
<b>TOTAL POSTGRAD &amp; GRAD POINTA</b>	<b>1,400</b>

### SCALE:

<b>A+</b> = ≥98%	<b>A</b> = 94-97%	<b>A-</b> = 90-93%
<b>B+</b> = 87-89%	<b>B</b> = 84-86%	<b>B-</b> = 80-83%
<b>C+</b> = 77-79%	<b>C</b> = 74-76%	<b>C-</b> = 70-73%
<b>D+</b> = 67-69%	<b>D</b> = 60-66%	<b>D-</b> = 51-59%
		<b>F</b> = ≤50%

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to making grading responsive. All assignments are due as stated on the Course Schedule and Canvas. **Late work is never accepted.** Please save all your work until after you have checked your final course grade. Then if you have questions about your final grade, you can bring in past work, and if necessary, corrections can be made.

### Online Class Protocol

- Readings and preparatory work must be done prior to addressing forum prompts to ensure complete and thought provoking discussion.
- Plagiarism in any form is unacceptable and will merit a 0 for the assignment.
- This course covers political content so civility and courteousness is always expected. While we may not agree with other perspectives and opinions stated, respect is mandatory.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## 47647 / Mapping the World, Fall 2016 Course Schedule

This schedule is subject to change with fair notice so please refer to Canvas often for announcements.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24-8/28	<p>GETTING STARTED &amp; GEOGRAPHY BASICS</p> <ol style="list-style-type: none"> <li>1. Read the syllabus. Know what is expected this term!</li> <li>2. Familiarize yourself with our course Canvas site. Namely where things are located for your convenience</li> <li>3. Setup your software accounts and smartphone apps (see Technology Requirements listed on Page 2)</li> <li>4. Refresh your ‘Intro to Human &amp; Physical Geography’ understanding by reviewing the background slides provided.</li> <li>5. Get acquainted with interactive story maps as an educational, visual communication and literacy tool               <ul style="list-style-type: none"> <li>Arts &amp; Culture Ex: <a href="https://beyondthemap.withgoogle.com/en-us/beyond-the-map/rio/mototaxi-location-1">https://beyondthemap.withgoogle.com/en-us/beyond-the-map/rio/mototaxi-location-1</a></li> <li>Data Driven Ex: <a href="http://storymaps.esri.com/stories/2016/refugee-camps/#">http://storymaps.esri.com/stories/2016/refugee-camps/#</a></li> <li>Physical Ex: <a href="https://storymaps.esri.com/stories/2016/national-park-memories/index.html">https://storymaps.esri.com/stories/2016/national-park-memories/index.html</a></li> </ul> </li> <li>6. <b>Prompt:</b> introduce yourself and meet your classmates in the Week 1 online discussion forum. Be sure to include a statement about what you find to be most interesting in the Rio favela story map example [as it is a gold standard work]</li> </ol>
2	8/29-9/4	<p>EUROPE</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Explore (all kmz and kml files are on Canvas):           <ul style="list-style-type: none"> <li>• Architecture: Sightsee the Palace of Versailles in 3D [just make sure the 3D Buildings layer is on] to learn more. Using Streetview you can tour the building interior, which is a major challenge for most all GIS applications.</li> <li>• Humanities: Literary GIS (kmz)– Mapping the Lakes District constructing a spatial narrative of Wordsworth, Coleridge and Gray’s time in this landscape <a href="http://www.lancaster.ac.uk/mappingthelakes/GIS%20Aims.htm">http://www.lancaster.ac.uk/mappingthelakes/GIS%20Aims.htm</a></li> <li>• History: Mapping the Holocaust (kmz). In addition to the comprehensive information provided on the 2 files, check out the animated maps section online <a href="https://www.ushmm.org/learn/mapping-initiatives/holocaust-history-animated-maps/">https://www.ushmm.org/learn/mapping-initiatives/holocaust-history-animated-maps/</a></li> <li>• Archeology: Seeing Beneath Stonehenge (kmz) and <a href="https://microsites.bournemouth.ac.uk/seeing-beneath-stonehenge/">https://microsites.bournemouth.ac.uk/seeing-beneath-stonehenge/</a></li> <li>• Business: Here’s a fun way to think about the digital divide ‘Sheepview’ in the Faroe Islands <a href="https://www.youtube.com/watch?v=V--W1fLGJg">https://www.youtube.com/watch?v=V--W1fLGJg</a></li> </ul> </li> <li>3. <b>Prompt:</b> Hopefully you are becoming more comfortable using the varied Google products and launching Google Earth file formats. Please submit a list of no less than 15 European destinations under the class subtheme places of peril and places of pleasure. Include one sentence explaining why you chose each location and a master list will be compiled for the class to peruse. Happy browsing!</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
	9/2	<b>All Postgrad &amp; Graduate Student Prezi Due by 11:59 pm</b>
3	9/5-9/11	<p><b>RUSSIA</b></p> <ol style="list-style-type: none"> <li>Review regional background slides and readings provided.</li> <li>Explore (all kmz and kml files are on Canvas): <ul style="list-style-type: none"> <li>Art: Beautiful 360° views of St. Petersburg <a href="http://www.airpano.ru/files/Saint-Petersburg-Virtual-Tour/2-2">http://www.airpano.ru/files/Saint-Petersburg-Virtual-Tour/2-2</a></li> <li>Environment: Google Earth the Kola Superdeep Borehole and read about it <a href="http://www.forensic-architecture.org/tag/threshold-of-detectability/">http://www.forensic-architecture.org/tag/threshold-of-detectability/</a></li> <li>Offbeat: Take a virtual tour of the Trans-Siberian railroad. Position yourself in different train cars <a href="http://eng.rzd.ru/vtour/">http://eng.rzd.ru/vtour/</a> then check out a few inspiring and well filmed minutes covering the whole trip from Moscow to Beijing <a href="https://vimeo.com/110030826">https://vimeo.com/110030826</a></li> <li>Environment: In the 30 years since the Chernobyl Nuclear meltdown it's still considered to be the most radioactive city on Earth and you can see the exclusion zone and reactor 4 site in high-resolution.</li> </ul> </li> </ol> <p><b>3. Prompt:</b> Technology Bites Series - Part 1 “Eyes in the Sky.” Watch the following 5-Minute Prezis prepared by postgrad and graduate students. Then take a short multiple-choice quiz covering the content.</p> <ol style="list-style-type: none"> <li>Remote Sensing Explained</li> <li>Aerial Images &amp; Orthophotography</li> <li>Celebrating 40 Years of Landsat and Other Publicly Available Satellites</li> <li>Who’s Who: Competition Among Commercial Providers</li> <li>Modeling Earth’s Surface [DEM, DTM, and DSM]</li> <li>Behold the Power of LiDAR and Laser Scanning</li> </ol>
4	9/12-9/18	<p><b>NORTH AMERICA</b></p> <ol style="list-style-type: none"> <li>Review regional background slides and readings provided.</li> <li>Explore (all kmz and kml files are on Canvas): <ul style="list-style-type: none"> <li>History of the South: American Panorama: A Historical Atlas for the 21<sup>st</sup> Century. Forced migration of enslaved people 1810-1860. <a href="http://dsl.richmond.edu/panorama/">http://dsl.richmond.edu/panorama/</a></li> <li>Sport: first climb Yosemite with Streetview <a href="https://www.google.com/maps/about/behind-the-scenes/streetview/treks/yosemite/">https://www.google.com/maps/about/behind-the-scenes/streetview/treks/yosemite/</a> then be blown away with the North Face: Climb on the Jaunt VR smartphone app.</li> <li>History of the West: Trace Lewis and Clark’s journey west (kmz)</li> <li>Humanities: Enchanting the Desert. A Stanford Digital Histories Project <a href="http://www.enchantingthedesert.com/home/">http://www.enchantingthedesert.com/home/</a></li> <li>Environment: Watch this video about the NASA GRACE project to track water from space <a href="https://www.youtube.com/watch?v=Vus2XM-3q4A">https://www.youtube.com/watch?v=Vus2XM-3q4A</a></li> </ul> </li> </ol> <p><b>3. Fieldtrip:</b> Take a fieldtrip to the David Rumsey Map Center @ Stanford University to see an impressive North American Map Collection. The building is open to the public M-F between 1-5 pm. Post a photo of any cartographic material you find to be most interesting [the collection houses hundreds of</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>thousands of maps and globes though most are archived]. Plan ahead at <a href="http://library.stanford.edu/rumsey/collections">http://library.stanford.edu/rumsey/collections</a>. If you absolutely cannot make it in person then virtually tour <a href="http://www.davidrumsey.com">www.davidrumsey.com</a> and argue whether or not you believe computerized and automated mapping has destroyed the fine art of pictorial cartography.</p> <p>4. <b>Prompt:</b> Technology Bites Series – Part 2 “Applications”. Watch the following 5-Minute Prezis prepared by postgrad and graduate students. Then take a short multiple-choice quiz covering the contents.</p> <ul style="list-style-type: none"> <li>4a. GPS Explained</li> <li>4b. GIS Becomes Ubiquitous</li> <li>4c. Google Earth from Acquisition to v6.2</li> <li>4d. Realtime Monitoring – Less Traffic Less Privacy</li> <li>4e. The Open Source Revolution</li> </ul>
	9/18	<b>All Middle America Story Maps Due by 11:59 pm</b>
5	9/19-9/25	<p>MIDDLE AMERICA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Check for an announcement on 9/19 for the week’s exploration assignment and discussion <b>prompt</b>.</li> <li>3. <b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• Recovering from the Haitian Earthquake, Port-au-Prince 2010-Present</li> <li>• Mayan Temples: Solar and Celestial Touchstones</li> <li>• Caribbean Contrasts – The Thin Veil of Resort Tourism</li> <li>• The Clock Stopped in Havana</li> <li>• Maquiladoras - Foreign Enterprise Zones at the Mexican-American Border</li> </ul> </li> </ol>
	9/25	<b>All South America Story Maps Due by 11:59 pm</b>
6	9/26-10/2	<p>SOUTH AMERICA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Explore: <ul style="list-style-type: none"> <li>• Watch a TED talk by Greg Asner “Ecology from the Air” to understand how LiDAR is changing understanding of the Amazon Rainforest <a href="https://www.ted.com/talks/greg_asner_ecology_from_the_air?language=en">https://www.ted.com/talks/greg_asner_ecology_from_the_air?language=en</a></li> <li>• Check for an announcement on 9/26 for additional explorations and the week’s discussion <b>prompt</b>.</li> </ul> </li> <li>3. <b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• *Nature’s Influence: Antoni Gaudi’s Barcelona</li> <li>• Archeology in the Atacama Desert</li> <li>• History of the Zika Virus: From Central Africa to South American Epidemic</li> </ul> </li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
	10/2	All Sub-Sahara Story Maps Due by 11:59 pm
7	10/3-10/9	<p>SUB-SAHARAN AFRICA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Check for an announcement on 10/3 for the week's explorations</li> <li>3. <b>Prompt A:</b> Much of Sub-Saharan is rich in mineral resources. Nigeria and Angola are listed as Top 10 global oil exporters (and DRC and Southern Sudan are making large investments in fossil fuel exploration, extraction, and transport). With this in mind explore ethnic fractionalization and linguistic distributions on the AfricaMap at <a href="http://worldmap.harvard.edu/africamap/">http://worldmap.harvard.edu/africamap/</a> versus national colonial legacy boundaries. Then discuss why labeling conflict as a resource curse is an oversimplification in this region.</li> <li>4. <b>Prompt B:</b> Read Jean, Neal et al. Combining satellite imagery and machine learning to predict poverty. Watch a short accompanying video clip at <a href="http://sustain.stanford.edu/predicting-poverty">http://sustain.stanford.edu/predicting-poverty</a>. Also, read Hebblewhite, Mark and Daniel Haydon. Distinguishing technology from biology: a critical review of the use of GPS telemetry data in ecology. Think about both and argue whether you believe A.I. can, or will in the near future, outperform human field research? Why, or why not?</li> <li>5. <b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• Angola's Rising Middle Class</li> <li>• Water Conflicts: Pastoralism in the Ilemi Triangle</li> <li>• Western Indian Ocean Piracy</li> <li>• Suburban Soweto, Rising Reinvestment in Townships</li> <li>• Evolution and Endangerment of the Khoisan</li> </ul> </li> </ol>
8	10/10-10/16	<p>MIDTERM</p> <ol style="list-style-type: none"> <li>1. <b>Submit</b> your midterm exam essay by Thursday 10/13 @ 11:59 pm. The essay prompt has been provided above in Course Assignments.</li> <li>2. <b>Prompt:</b> spend the weekend playing MapSwipe on your phone. You may as well contribute to a humanitarian cause while blowing off post-exam steam. Post a screenshot of your areal mapping contribution for credit. If you have no access to a supported device (smartphone or tablet) please let me know.</li> </ol>
	10/16	All North Africa & Southwest Asia Story Maps Due by 11:59 pm
9	10/17-10/23	<p>NORTH AFRICA &amp; SOUTHWEST ASIA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Check for an announcement on 10/17 for the week's explorations</li> <li>3. <b>Prompt:</b> Read Gillespie et al. Finding Osama bin Laden: An application of biogeographic theories and satellite imagery. What do you think about the validity of this as an undergraduate student assignment and what this implies about the cost of ground based military actions.</li> <li>4. <b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• ISIL Occupation</li> </ul> </li> </ol>

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		<ul style="list-style-type: none"> <li>• Syrian Refugee Crises</li> <li>• Deadly Conflict in Gaza</li> <li>• Illisu Dam Controversy</li> <li>• Jerusalem: the Cradle of Monotheism</li> <li>• *City-State Sovereignty – Exploring The Holy See</li> <li>• Hajj – Ephemerality and Ritual in Mecca</li> </ul>
	10/23	<b>All South Asia Story Maps Due by 11:59 pm</b>
10	10/24-10/30	<p>SOUTH ASIA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Explore: <ul style="list-style-type: none"> <li>• Mt Everest in 3D: Experience the trek to the summit <a href="http://everestavalanchetragedy.com/mt-everest-journey.html">http://everestavalanchetragedy.com/mt-everest-journey.html</a></li> <li>• Check for an announcement on 10/24 for additional explorations</li> </ul> </li> <li>3. <b>Prompt:</b> Read Gillespie et al. Finding Osama bin Laden: An application of biogeographic theories and satellite imagery. Discuss the accuracy of this endeavor as a student assignment and what this implies about the cost of U.S. military intelligence.</li> <li>4. <b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• Gorkha in Rubble One Year After</li> <li>• El Nino in Chennai: Flooding the Nation's Cultural Capital</li> <li>• Environmental In/Justice: Chittagong Shipbreaking</li> <li>• *Don't Touch That Tap: Flint's Water Crisis</li> </ul> </li> </ol>
	10/30	<b>All East Asia Story Maps Due by 11:59 pm</b>
11	10/31-11/6	<p>EAST ASIA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. Check for an announcement on 10/31 for the week's exploration assignment and discussion <b>prompt</b>.</li> <li>3. <b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• Five Years Later: Examining Extents of the Fukushima Disaster Zone</li> <li>• Walls Without Markets: Kangbashi Ghost City</li> <li>• A Tale of Two Koreas - Pyongyang &amp; Seoul</li> <li>• Guiyu: the World's eWaste Recycler or Receptacle</li> <li>• Dig in – Regional and Seasonal Korean Delicacies</li> </ul> </li> </ol>
12	11/7-11/13	<p>ELECTION DAY</p> <p><b>Prompt:</b> Election Day is Tuesday 11/8. Look for a Canvas announcement on 11/9 for a review of presidential electoral and popular vote maps, and the details of our weekly discussion.</p>
13	11/14-11/20	<p>GEOGRAPHY AWARENESS WEEK</p> <p>Let's celebrate geography as a fascinating and varied academic discipline;</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>participation in these events is for course credit of course.</p> <ol style="list-style-type: none"> <li><b>Attend:</b> First, read Boettger, Susan. "Earthwork Contingencies" in <i>Earthworks: Art and the Landscape of the Sixties</i>. Use Google Earth to locate Michael Heizer's City (expected 2020) and Robert Smithson's Spiral Jetty (1970). Then attend a guest lecture and film screening <i>TroubleMakers: The Story of Land Art @ SJSU</i> on 11/15 from 6:00 – 9:00 pm (room TBD). If you are unable to make it in person you will miss out on the guest speaker but you can stream the film online. In place of Q&amp;A participation you can respond to discussion prompts posted in an online forum.</li> <li><b>Attend:</b> First, read Zook et al. Volunteered Geographic Information and Crowdsourcing Disaster Relief: A Case Study of the Haitian Earthquake. Then come to World GIS Day #missing map-a-thon on 11/16 from 7:00-9:00 pm near campus (location details forthcoming). If you are unable to attend in person then it is possible to contribute to this humanitarian effort remotely. Dinner and camaraderie are only provided in person.</li> </ol>
	11/21-11/27	<p>THANKSGIVING WEEK</p> <ol style="list-style-type: none"> <li><b>Answer:</b> Even if the USA ranks low on happiness there is much to be grateful for by global comparison. Respond with critical thought to <i>Geography of Bliss</i> book questions.</li> <li><b>Prompt:</b> Let's crowdsource our class' collective geography of bliss list. Contribute locations of the place you most love (topophilia) here in the USA including a short description of why this tops your list. Once compiled check out all the locations using Google Earth and Streetview and vote for the most intriguing submission. Note: you cannot vote for your own selection.</li> </ol>
	11/27	<p><b>All Southeast Asia Story Maps Due by 11:59 pm</b></p>
15	11/28-12/4	<p>SOUTHEAST ASIA</p> <ol style="list-style-type: none"> <li>Review regional background slides and readings provided.</li> <li>Check for an announcement on 9/19 for the week's exploration assignment and discussion <b>prompt</b>.</li> <li><b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>Tracing Destruction Along the Path of Super Typhoon Haiyan</li> <li>The Karst Landscapes of Ha Long Bay</li> <li>Seasonal Navigation Along the Mighty Mekong</li> <li>*Ancient Pompeii an Archeological Testament to Earth's Natural Force</li> <li>Kids Made My Clothes: Child Labor in Indonesia</li> </ul> </li> </ol>
	12/4	<p><b>All Oceania &amp; Antarctica Story Maps Due by 11:59 pm</b></p>
16	12/5-12/11	<p>OCEANIA &amp; ANTARCTICA</p> <ol style="list-style-type: none"> <li>Review regional background slides and readings provided.</li> <li>Check for an announcement on 12/5 for the week's exploration assignment and discussion <b>prompt</b>.</li> <li><b>Critique:</b> View each of the following story maps. Then write a critique of the one you find most interesting. Be sure to peer review for any necessary edits.</li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Emperor Penguins, An Antarctic Lifecycle</li> <li>• Mutiny on the Bounty, Peopling Pitcairn Island</li> <li>• Experimental Architecture at the End of the World</li> <li>• *Becoming Greenland, Ice Sheet Thinning Due to Climate Change</li> </ul>
	12/15	<b>All Revised Story Maps Due by 11:59pm</b>
Final	12/16	EXAM <b>Submit</b> your final exam essay by 11:59 pm. The essay prompt has been provided above in Course Assignments.