

**San José State University**  
**College of Social Sciences, Department of Geography**  
**49314, Mapping the World, Section 80, Fall, 2018**

**Course and Contact Information**

Instructor:	Kerry Rohrmeier, PhD
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Office Hours:	Online Mon & Wed 11am-12pm and by appointment
Class Days/Time:	Online

**Course Format**

**Online Course**

This course is taught entirely online. Students need Internet connection to participate in course activities. Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) 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.

## **Required Texts/Readings**

### **Textbook**

To keep student costs low this course will be taught primarily using open source materials.

### **Other Readings**

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.

### **Other technology requirements / equipment / material**

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)

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities.

- 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 respond to a creative interpretive assignment related to the *Geography of Bliss* (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 can 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 peer review their classmates' Story Maps for additional points.

## Midterm Exam

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 invasive (CLO3). Use specific examples to support your position and cite all sources used.

## Final Exam

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. You must clearly defend whether you believe neogeography will have a 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
Eight (8) Prompts	200 (25-each)
Eight (8) Story Map Critiques	160 (20-each)
<i>Geography of Bliss</i>	80
Story Map Project The completed Story Map to be critiqued by classmates is worth up to 320 points. Following the class review students are given ample time to	360

make revisions and resubmit for up to 40-points	
Midterm Exam	100
Final Exam	100
<b>TOTAL POINTS</b>	<b>1,000</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 not 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 Classroom Protocol**

- Plagiarism in any form is unacceptable and will merit a 0 for the assignment.
- This course can cover controversial content, so civility and courteousness are 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/>

## 49314 / Mapping the World, Fall 2018, Course Schedule

This schedule is subject to change with fair notice. Changes will be posted online under Announcements.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21-8/26	<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 story map]</li> </ol>
2	8/27-9/2	<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--W1fLGJIg">https://www.youtube.com/watch?v=V--W1fLGJIg</a></li> <li>• Sport: Cycling the Alps <a href="http://www.cyclingthealps.com/#">http://www.cyclingthealps.com/#</a></li> </ul> </li> </ol>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><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!</p>
3	9/3-9/9	<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. The view photographs from <a href="http://www.theatlantic.com/photo/2016/04/still-cleaning-up-30-years-after-the-chernobyl-disaster/476748/">http://www.theatlantic.com/photo/2016/04/still-cleaning-up-30-years-after-the-chernobyl-disaster/476748/</a></li> </ul> </li> </ol> <p><b>3. Prompt:</b> Technology Bites Series - Part 1 “Eyes in the Sky.” Watch the following 5-Minute Prezis. 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>Behold the Power of LiDAR and Laser Scanning</li> </ol>
4	9/10-9/16	<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) then look at Las Vegas <a href="https://www.google.com/earth/explore/showcase/historical.html#tab=las-vegas">https://www.google.com/earth/explore/showcase/historical.html#tab=las-vegas</a></li> </ul> </li> </ol>

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		<ul style="list-style-type: none"> <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> <li>• Oh, Canada: <a href="https://www.google.com/earth/outreach/stories/livingoceans.html">https://www.google.com/earth/outreach/stories/livingoceans.html</a></li> </ul> <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 thousands of maps and globes though most are archived]. Plan 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 you believe computerized and automated mapping has destroyed the fine art of pictorial cartography.</p> <p><b>4. Prompt:</b> Technology Bites Series – Part 2 “Applications”. Watch the following 5-Minute Prezis. Then take a short multiple-choice quiz covering the contents.</p> <ul style="list-style-type: none"> <li>4a GIS Becomes Ubiquitous</li> <li>4b. Google Earth from Acquisition to v6.2</li> <li>4c. Realtime Monitoring – Less Traffic Less Privacy</li> <li>4d. The Open Source Revolution</li> </ul> <p><b>Middle America Story Maps Due by 11:59 pm on 9/16.</b></p>
5	9/17-9/23	<p>MIDDLE AMERICA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. <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 Big One, Port-au-Prince 2010-Present, <i>John Caleb Angkiangco</i></li> <li>• Mayan Temples: Solar &amp; Celestial Touchstones, <i>Alexandra Balala</i></li> <li>• The Clock Stopped in Havana, <i>Ricardo Del Rio Govea</i></li> <li>• Maquiladoras - Foreign Enterprise Zones at the Mexican-American Border, <i>Kevin Duong</i></li> </ul> </li> </ol> <p><b>South America Story Map Due by 11:59 pm on 9/23</b></p>
6	9/24-9/30	<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>• Art: Beautiful 360° views of South American destinations. La Mano beach awaits and there appears to be ample room for your towel.</li> </ul> </li> </ol>

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		<p><a href="http://www.worldtour360.com/360.php?country=Brazil&amp;swf=ChristtheRedeemer20091227&amp;lang=en">http://www.worldtour360.com/360.php?country=Brazil&amp;swf=ChristtheRedeemer20091227&amp;lang=en</a></p> <ul style="list-style-type: none"> <li>• Archeology: <a href="https://www.google.com/culturalinstitute/beta/u/0/project/wonders-of-machu-picchu">https://www.google.com/culturalinstitute/beta/u/0/project/wonders-of-machu-picchu</a> and <a href="https://www.google.com/culturalinstitute/beta/u/0/streetview/santuario-historico-de-machu-picchu-casa-de-los-nobles/aQFExMrHgP-cnQ">https://www.google.com/culturalinstitute/beta/u/0/streetview/santuario-historico-de-machu-picchu-casa-de-los-nobles/aQFExMrHgP-cnQ</a></li> <li>• Environment: 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>• Culture: You should have already watched this Rio map from week 1 but just in case you missed it, or need more inspiration on your story map assignment. <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>• <u>Random Web Fun:</u> <a href="http://www.gearthblog.com/blog/archives/2016/09/the-eye-a-rotating-island-in-argentina.html">http://www.gearthblog.com/blog/archives/2016/09/the-eye-a-rotating-island-in-argentina.html</a></li> <li>• Indigenous Peoples <a href="http://www.paiter.org">http://www.paiter.org</a> and Google <a href="https://www.google.com/earth/outreach/stories/surui.html">https://www.google.com/earth/outreach/stories/surui.html</a></li> <li>• The Tourist Gaze: <a href="https://www.youtube.com/watch?v=piBz3QoHplg">https://www.youtube.com/watch?v=piBz3QoHplg</a></li> <li>• Sport: Use your cardboard view to 3D Scuba in the Galapagos <a href="https://www.youtube.com/watch?v=Mft5MbmS9T8">https://www.youtube.com/watch?v=Mft5MbmS9T8</a></li> </ul> <p>3. <b>Prompt:</b> Considering geotechnology for managing forest biomes.</p> <p>4. <b>Critique:</b> View the following story map. Be sure to peer review for any necessary edits.</p> <ul style="list-style-type: none"> <li>• History of the Zika Virus: From Central Africa to Brazilian Epidemic, <i>Nicole Faker</i></li> <li>• Deforestation in the Amazon River Basin <i>Alyssa Cervantes</i></li> </ul> <p><b>All Sub-Sahara Story Maps Due by 11:59 pm on 9/30</b></p>
7	10/1-10/7	<p>SUB-SAHARAN AFRICA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided.</li> <li>2. <b>Prompt A:</b> Much of Sub-Saharan Africa 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). 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>3. <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</li> </ol>



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		<p>whether you believe A.I. can, or will soon, outperform human field research? Why, or why not?</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Lunada, the World's Most Expensive City, <i>Renuka Gurung</i></li> <li>• Western Indian Ocean Piracy, <i>Marni Jasso</i></li> <li>• Endangerment of the Khoisan Language, <i>Kyle Lautzenheiser</i></li> </ul>
8	10/8-10/14	<p>MIDTERM</p> <p><b>Submit</b> your midterm exam essay. The essay prompt has been provided above in Course Assignments.</p> <p><b>All North Africa &amp; Southwest Asia Story Maps Due by 11:59 pm on 10/14</b></p>
9	10/15-10/21	<p>NORTH AFRICA, SOUTHWEST ASIA &amp; CENTRAL ASIA</p> <p>1. Review regional background slides and readings provided.</p> <p>2. <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.</p> <ul style="list-style-type: none"> <li>• Syrian Refugee Crisis, <i>Jawad Marji</i></li> <li>• Deadly Conflicts in Gaza, <i>Matthew Petersen</i></li> <li>• Hajj – Ephemerality and Ritual in Mecca, <i>Samantha Rodriguez</i></li> </ul> <p><b>All South Asia Story Maps Due by 11:59 pm on 10/21</b></p>
10	10/22-10/28	<p>SOUTH ASIA</p> <p>1. Review regional background slides and readings provided.</p> <p>2. Explore:</p> <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> </ul> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Environmental Injustice: Chittagong Shipbreaking, <i>Francisco Servin</i></li> <li>• Culture in Contamination: Using the Ganges at Varanasi, <i>Alexander Song</i></li> </ul> <p><b>All East Asia Story Maps Due by 11:59 pm on 10/28</b></p>
11	10/29-11/4	<p>EAST ASIA</p> <p>1. Review regional background slides and readings provided.</p> <p>2. <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.</p> <ul style="list-style-type: none"> <li>• Examining Extents of the Fukushima Disaster Zone, <i>Phuong Tran</i></li> <li>• Walls Without Markets: Kangbashi Ghost City, <i>Hakima Hossainzadeh</i></li> <li>• A Tale of Two Koreas - Pyongyang &amp; Seoul, <i>Matthew Knight</i></li> <li>• World's eWaste Recycling Capital, <i>John Garcia</i></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Southeast Asia Story Map Due by 11:59 pm on 11/4</b>
12	11/5-11/11	<p>SOUTHEAST ASIA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided. Explore <a href="http://maps.eyesontheforest.or.id">http://maps.eyesontheforest.or.id</a></li> <li>2. <b>Critique:</b> View the following story map. Be sure to peer review for any necessary edits. <ul style="list-style-type: none"> <li>• Kids Made My Clothes: Child Labor in Indonesia, <i>Alexander von Huene</i></li> <li>• Palm Oil: Global Cost for Local Economic Gains, <i>Aaron Pham</i></li> </ul> </li> </ol> <p><b>All Oceania &amp; Antarctica Story Maps Due by 11:59 pm on 11/11</b></p>
13	11/12-11/18-	<p>OCEANIA &amp; ANTARCTICA</p> <ol style="list-style-type: none"> <li>1. Review regional background slides and readings provided</li> <li>2. <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>• Emperor Penguins, An Antarctic Lifecycle, <i>Rosaleya Quinto</i></li> <li>• Becoming Greener-land, Arctic Polar Ice Sheet Thinning, <i>George Sakkas</i></li> </ul> </li> </ol>
14	11/19-11/25	<p>THANKSGIVING WEEK</p> <p>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 assignment.</p>
15	11/26-12/2	<b>Submit</b> all Revised Story Maps by 11:59pm on 12/2
Final Exam	12/7	<b>Submit</b> your final exam essay by 11:59 pm. The essay prompt has been provided above in Course Assignments.