

GEO 300 Diversity Matters

DETAILS



Fall 2023

Monday & Wednesday | On-demand learning between 8:30 & 20:30

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Zoom Room (ZR)

A Zoom Room is a customizable zoom meeting. Individual students or groups of students need only contact me to arrange one. I am generally available between 10:00am and 6:00pm California time.

The best way to contact me is to email me.

Title your email GEO 300.

DESCRIPTION

Translated from Greek, geography means writing about the earth, or simply earth writing. In less poetic terms, geography is an academic field that includes the study of the spatial patterns of both human and physical phenomena. By bridging both social and environmental sciences, geographers are uniquely suited to provide insight into complex spatial interactions that manifest as disease pandemics, climate change, urban design, and cultural complexes.

The title of this course can, and should, be read in two ways. In the first reading, matter is a noun meaning affair, situation, circumstance, or occurrence. With this noun-reading foregrounded, this course will survey *matters of* diversity. We will explore diversity in many

contexts. We will explore occurrences of diversity in many contexts including biodiversity, cultural diversity as well as diversity in labor relations, political processes, and urban systems. In the second reading, matter is a verb meaning to count, to be of relevance, to be of importance. With this second verb-reading foregrounded, this course will compel us to ask *how diversity matters* in biological and agricultural systems, in cultural reproduction, in statecraft, and in cities. The theoretical lenses we will use throughout the semester derive from the academic discipline of geography. Put plainly geography is about specific locations on earth, what exists or moves through these locations, ideas about these locations, and lastly rules and regulations that control behavior in these locations. Using this set of lenses we will focus on four types of diversity: Biodiversity, Urban Diversity, Labor Diversity, Cultural Diversity. Each week we will collectively unpack a matter of diversity and come to understand how and why it matters.

This class is only accessible through time-independent modules on AIMS. Each module will require approximately one hour and fifteen minutes of student engagement through recorded lectures, quizzes, and lecture forums. This course is uncoupled from the space of a classroom, and it is uncoupled from the time of a class period. Quizzes and exams must be taken during a 12 hour window (8:30am to 8:30pm) of each class day. However lecture slides and recorded lectures will be made available to students one week before the day of each class. Lecture forum posts and homework assignments may be completed in advance; however they must be submitted before the due date/time. Because they are propelled by prime mover executive summaries, webinars must be engaged with and posted to between 8:30am and 8:30pm the day of the webinar.

OBJECTIVES

Upon completion of this course students will:

1. Have learned fundamental geographical concepts and theories.
2. Have improved their reading comprehension skills.
3. Have improved their discussion and public speaking skills
4. Be comfortable using geographical terminology in written and verbal discourse.
5. Be able to think, write, and argue critically about matters of diversity.
6. Have gained insight into how diversity stabilizes biological, cultural, and political systems.
7. Have learned to recognize how and where earth is becoming less diverse.

AILA ELEMENTS

Like applied international liberal arts, the academic field of geography pivots on interconnectivity. Geography foregrounds spatial specificity within a wider understanding of physical, biological, cultural, and economic connectivity. My geography courses emerge from my anthropological research methods, my sociological reasoning, the pragmatism I gained in studying urban planning, in operating an award winning restaurant, and in real estate development.

This course roots in the geographical term teleconnection. In physical geography teleconnection refers to the complex relationships between oceanic and atmospheric anomalies over great distances. In human geography teleconnection is about complex relationships between time, space, people, and events.

Finally, I foreground a pedagogy called *writing to learn*. This is a reading and writing rich course. Therefore, it will aid and abet students in developing the core communication skills necessary to prepare for and produce their capstone research project.

AILA ACTIVITIES & PROJECTS

This is an intellectually challenging course. Unlike in-person classes that occur in lecture halls and during class periods, this course places multiple time-management and self-motivational demands on students. The high levels of self-reliance and self-efficacy required to succeed in this course will stand students in good stead as their academic and professional careers unfold and consequently the guiding hands of mentors and peers lose their reassuring presence.

The project upon which this course turns is the amalgamation of two academic books (in their entirety) with the sophisticated geographical theory presented my lectures. The linchpin to this coalescence is effective communication. My underpinning pedagogy is writing-to-learn, a pedagogy that generates skills in effective communication. Writing-to-learn develops and nurtures critical reading skills and effective writing skills.

READING

Required Documentary

Artifishal - The Fight to Save Wild Salmon

Required Readings

Richard Sennett - *Building and Dwelling: Ethics for the City*

Moon-Kei Jung - *Reworking Race: The Making of Hawaii's Interracial Labor Movement*

Students will find PDFs of additional required readings and links to required multimedia posted on AIMS under the corresponding lecture.

ASSESSMENT

Reading/Multimedia Quizzes	25
Executive Summary	15
Webinar Participation	15
Lecture Participation	15
Midterm Exam	15
Final Exam	15

Total Points Possible	100
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Reading/Multimedia Quizzes

In order to encourage a collective and deep engagement with reading/multimedia assignments throughout the semester and to facilitate robust forums, I will post a study guide on AIMS each week. Each week I will administer a quiz that will assess student comprehension of reading/multimedia assignments as well as allow students to critically analyze this material. Reading/multimedia quizzes comprise nearly one-third of a student's final grade; therefore keeping current with reading/multimedia assignments is essential to earning high marks in this class.

Executive Summary

In the realms of public policy, governance, and corporate management, executive summaries are used to quickly acquaint readers with the main points of a larger paper, proposal, or project. For the purposes of this course, executive summaries consist of a *summary* of the section of the reading assigned to a particular student, an *argument* (a thesis statement informed by the RAFT I sent do each prime mover, and a brief yet structured argument), and *discussion questions*.

Remember, all students in this class are responsible for reading all the reading materials. Therefore, executive summaries should be written in such a way as to refresh classmates' memories of the assigned text. In other words, assume your audience is familiar with the reading.

At the end of their executive summaries prime movers must pose two discussion questions. Discussion questions must relate to your thesis, the central argument presented in the reading, or to larger issues related to the reading/lecture materials.

Executive summaries are to be posted directly to AIMS under the appropriate webinar. In total executive summaries should comprise between 500 - 750 words. They must be structurally sound, conceptually accurate, and logically coherent. I grade executive summaries against a rubric.

Webinars

In posting executive summaries and discussion questions, prime movers initiate, propel, and give cohesion to webinar forums. Webinar forums constitute asynchronous discussions revolving around specific tasks that I will have given each prime mover as part of their RAFT.

On GEO 220, GEO 240, GEO 260, GEO 270, and GEO 300 AIMS pages you will find a topic field titled *webinars*. Under webinars you will find links to each webinar under the day it will be held. Under each webinar link you will find executive summaries and discussion questions posted by each webinar's prime movers.

Prime movers are required to post their executive summaries and at least one discussion question. All other students are required to post an answer to at least one prime movers' executive summary. Webinar posts should comprise between 150 and 300 words. Each student is also required to comment on other student's answer to prime mover's questions. Prime movers must comment on at least two posts to their threads.

I am in California, which is approximately a day and a half behind Japan. On the day of the webinar (California time) I will grade each webinar forum thread. In so doing I will check each student's post for intellectual merit, tone, and objectivity. Performance in webinar forums constitutes 100% of students' webinar participation grade.

Webinar forums comprise an asynchronous element of this class. Nevertheless, time matters for prime movers, who must post their executive summaries and their discussion questions by 8:30 on the day (Japan time) of their webinar. All other students must post their answers to prime mover questions and comments to other students' answers by 20:30 (Japan time) on the day of each webinar.

Webinar Participation

Consistent and engaged participation of each student is essential to the success of webinars. Webinar posts should comprise between 150 and 300 words. I will maintain a log detailing each student's engagement in each webinar forum. Webinar participation grades will be based entirely on this log.

Lecture Participation

Whether real time or recored, my lectures will be interspersed with lecture forum questions. Because this course pivots on a *writing to learn* pedagogy, students will write out their answers to these questions. With recored lectures students will be directed to appropriate lecture forums on AIMS. With live lectures, students will be given time to write out their answers. Lecture forum posts should comprise between 75 and 150 words. I will maintain a log detailing each student's engagement in each lecture forum. Lecture participation grades will be based entirely on this log.

Midterm Exam

The midterm will cover material presented in lectures and in the reading assignments. It will cover *terms, concepts, and theories* as well as *regional specifics* presented during the first part of the semester. It will comprise essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the midterm exam.

Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. It will cover *terms, concepts and theories* covered during the entire semester and *regional specifics* presented during the second part of the semester. It will comprise essay questions. Aside from an exceptional situation as outlined in the Student Handbook, there will be no chance to make up the final exam.

ASSESSMENT POLICIES

Submission Requirements

Students are expected to submit all written assignments, including forum posts, webinar posts, and discussion questions on the AIMS platform.

Makeup Work

Aside from exceptional situations, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the beginning of the missed exam. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late or incomplete work.

GENERAL POLICIES

Academic Dishonesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty other others. Academic dishonesty will not be tolerated.

In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) may result in the failure of the course. An act of academic dishonesty during the final examination, or assignment in lieu of the final examination, may result in failure of all courses registered in the relevant academic term. Cases of academic dishonesty will be reported to the Office of Student Records for relevant action.

Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with exceptional or extended absences on a case-by-case basis.

Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with you and the administration to meet them.

Civility & Classroom Decorum

Learning is a participatory process; therefore student contribution to class is important. This course is based on forum discussions. Disagreement is part of all scholarly debate. Colleagues can disagree *and* maintain respect for each other and one another's views. I insist that we strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during forums.

SCHEDULE

Foundations

Sept 4	Lecture - Introductions
Sept 6	Lecture - The Social Production of Space

Biology

Sept 11	Lecture - Matters of Diversity
Sept 13	Lecture - Sharks, Fungi, Bugs
Sept 18	Lecture - Wildland & Wildlife Management in Japan
Sept 20	Lecture - Wildlife Management in the American Southwest

Culture

Sept 25	Lecture - The Banjo's <i>Half-Barbaric Twang</i>
Sept 27	Lecture - New Orleans and the Birth of Jazz
Oct 2	Lecture - Flamenco! Cultural Appropriation & National Identity
Oct 4	Midterm Exam

Urban Planning

Oct 16	Lecture - Defining Urban: Cité & Ville
Oct 18	Lecture - Dealing with the Other
Oct 23	Lecture - Open & Closed, Public Space
Oct 25	Webinar
Oct 30	Webinar
Nov 1	Webinar
Nov 6	Webinar
Nov 8	Webinar
Nov 13	Webinar

Labor Organizing

Nov 15	Lecture - A Brief History of Hawaii
Nov 20	Lecture - Sugar and Spite - Hawaii's Big Five
Nov 22	Webinar
Nov 27	Webinar
Nov 29	Webinar
Dec 4	Webinar
Dec 6	Webinar
Dec 11	Webinar
Dec 13	Webinar
Dec 18	Final Exam