
UTA CARES – Adoption Stipend

Open Geography Education: Free Classic Readings and Wiki-Education

FINAL REPORT

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Purpose

There were two purposes of this open education project. The primary purpose was to reduce costs to students of GEOG 2302: Human Geography. For several semesters prior to fall 2018, students were required to purchase *Introducing Human Geographies, 3rd Edition*, edited by Paul Cloke, Phillip Crang, and Mark Goodwin. This text of approximately 1000 pages carries a list price of \$97. A secondary purpose was to implement a *Wikipedia Education* project as the signature assignment for the course. GEOG 2302 satisfies the three-semester-hour *Social and Behavioral Sciences* component of the University General Core Curriculum for a bachelor's degree. As a core course, students must complete a signature assignment that addresses the core component area objectives for Social and Behavioral Sciences.

Transition to Free Readings

During the spring and summer of 2018, I revised the syllabus for GEOG 2302 to eliminate the required textbook and, instead, to require freely available readings for the course. I began the process of selecting new readings by restructuring the course outline into key areas of human geography (see Appendix A for an example of the structure of this course in recent semesters prior to fall 2018). Next, I sought readings in each of these areas that I deemed to be “classic” – those written by the nineteenth and twentieth century geographers and social theorists that students learn about second-hand through textbooks. Such readings were the substance of much of my graduate school education, and I intended to select key sections for students to read. As I dove back into these classics, I recognized that selections from these authors would be difficult for students in a sophomore-level course to comprehend. I wrestled with the appropriate lengths of selections and the degree to which it would be possible for me to guide students through these weighty tomes. In the end, I decided that there was a good reason that I did not read these original works until I was in graduate school.

After additional contemplation and searching through the UTA Library digital collections, I discovered that entries from various academic encyclopedias would provide students with short – and more comprehensible – selections that would introduce them to key concepts that could be expanded upon during class sessions. In particular, I found numerous well-crafted entries in both the six-volume *Encyclopedia of Geography* and the single-volume *Encyclopedia of Human Geography*. Both compendiums were edited by Barney Warf, a respected geographer, and were available free-of-charge and in digital form through the UTA Library (see Appendix B for a complete listing of the readings selected and the schedule for the course for the fall 2018 semester).

Transition to Wikipedia Education Assignment

The signature assignment for GEOG 2302 is what I call a Terra Incognita Project. Terra Incognita means unknown land. At the beginning of the semester – usually the first day of class – I ask students to sketch a map of the world from memory on a blank sheet of paper. This usually generates a fair amount of nervous laughter, but I assure the students that there is not a grade attached to this exercise. I ask them to label everything they can remember. After about seven to ten minutes, I ask students to stop sketching. I display a map of the world on the screen and ask them to compare it with their sketch maps.

More nervous laughter. I ask for some volunteers to share what they left off the sketch map. Often, southeast Asia does not even appear on the sketch map. I explain that all of us carry mental maps of the world with us. Some areas are well defined in our minds because we have personal experience with these places. Other areas can be characterized as our personal terra incognita. We know little to nothing about these spaces or the peoples there, and often may forget that the area even exists. I ask them to circle an area on the map that they consider to be their personal terra incognita. I explain that one key purpose of lifelong learning in geography is to try to explore those spaces of terra incognita to improve our mental maps of the world. I use each student's terra incognita sketch map to assign him/her a country from that region. For the remainder of the semester, the student applies the topics we study in the course to that country.

In prior semesters, I have required students to submit their responses to the terra incognita questions as take-home essays. I have been the only person to read these responses and have had to contend with plagiarism of online sources. After attending a Wikipedia Education workshop hosted by Michelle Reed at the UTA Library, I became intrigued by using Wikipedia for the terra incognita assignment. I saw the advantages of an authentic audience for student writing and the opportunity to improve upon the knowledge disseminated about countries through Wikipedia. I was also encouraged by the support offered by Wikipedia for training students to use the site, and for monitoring student activity and contributions.

I met with Dr. Laurel Stvan to discuss her experiences with Wikipedia projects in her linguistics classes and applied her advice to the structure of my course assignment. I searched the country pages on Wikipedia to identify pages that needed additional editing and that did not include much information about the human geography characteristics of the country. Next, I constructed a Wikipedia course page that included a timeline with assignments and milestones. The goal was to ensure that students completed training in the mechanics of and standards for editing Wikipedia pages (see Appendix C for Wikipedia Assignment and screen captures of the Wikipedia course page for fall 2018).

Accomplishments and Challenges: Free Readings

The student enrollment for GEOG 2302 in the fall 2018 semester was 46 students. If each of these students had purchased the formerly required textbook at list price (\$97), the total cost to students would have been \$4462. If one assumes that many students would have purchased used or discounted textbooks at approximately half of the list price, student costs would still have been above \$2000. Thus, the transition to freely accessible readings resulted in significant educational cost reduction for UTA students in fall 2018.

I was mostly satisfied with the transition to a new set of readings for the course. Each reading provided a focused introduction to important concepts and ideas and served as worthwhile fodder for discussion during class sessions. Many of the readings covered content in a way that was superior to the formerly required textbook. I discovered that many of the readings helped students understand concepts that I think students had trouble comprehending in previous semesters. Thus, I think student learning was improved by the transition to this collection of freely accessible readings.

I encountered a few challenges with the transition to free readings. As I explained earlier, it took substantial time, effort, and thought for me to settle upon readings that I believed would be appropriate for the course. This was a useful experience in pedagogical reflective thinking, but it was nonetheless time-consuming. During the semester, I discovered that some of the readings I selected proved difficult for students to comprehend and/or did not cover the content as effectively as I had initially envisioned. Finally, the transition to new readings required a completely new set of exams. During the semester, I wrote three new multiple-choice exams of 50 questions each and compiled a comprehensive final exam of 100 multiple-choice questions drawn from the previous three exams. The new exam questions were time-consuming to write (though pedagogically useful to me). Furthermore, I evaluated each set of exam questions using item response statistics to determine if some questions were unnecessarily difficult. Many students performed poorly on the first exam. Some admitted to me that they had not studied appropriately, but others who had attended class regularly and seemed to understand the content did not score well on the exam. I applied a curve to exam grades, adjusted the approach I took to drafting questions for exams 2 and 3, and focused on explaining exam content more explicitly during class sessions. Nonetheless, my impression is that student grades may have dipped slightly during the first semester of implementation of new readings and exams when compared with grades of similar students in previous semesters. Furthermore, the process of constructing new lectures and discussions, as well as writing new exams, required additional course preparation time for me.

Accomplishments and Challenges: Wikipedia Education

Overall, the Wikipedia project proved to be a disappointment. On the positive side, a few students were very engaged in editing, creating new content, and working as a team to improve their country article. A few students seemed engaged by the opportunity to create content online for a global audience. The training modules provided by Wikipedia were also effective in preparing students for the process of editing and providing them with guidance in the standards of Wikipedia editing – particularly understanding plagiarism. The course tools – timeline, tracking of module completion, and student contribution histories – were effective and useful for administration of the course and grading of student progress. Some of the resulting country articles included a much-improved structure and content focused on human geography topics. Compared with the take-home essay approach of prior semesters, I believe student learning was not harmed by the Wikipedia assignment. Nevertheless, I do not believe that student learning of the course content was enhanced by this approach to the assignment.

I experienced many challenges and frustrations with the Wikipedia assignment. First, I believe the need to discuss the mechanics of the Wikipedia project during class sessions consumed valuable time that could have otherwise been used to focus on course content. Despite the training modules and course page structure, there remain aspects of the Wikipedia world that require a level of technical expertise and persistence that many students do not possess. Second, I found it more difficult to track student progress than I had expected. It was necessary to click through multiple screens to determine what a student had contributed to a page and often the presence of repeated edits became impossible for me to discern. I found myself giving credit for characters added rather than content constructed, and this was not my goal. Third, I was quite frustrated by a few instances of outside parties deleting my students' work from the Wikipedia articles. One Wikipedia user deleted much of my students' work and wrote

dismissive comments claiming that their work was not geographic and/or was irrelevant to the article. A few of my students attempted to explain the purpose of their work to no avail. I intervened and explained to the user that the work the students were contributing was indeed geographic. I also received an infuriating, trollish response. I appealed to the WikiEducation staff for assistance as it seemed that an “edit war” might ensue. Although the staff member was responsive and helpful, the experience left me feeling bruised. The lack of civility in the cyberworld was on full display. I felt protective of my students, defensive about someone online telling me that my geography course is not geography, and exhausted by the back-and-forth foolishness of the encounter. All in all, the potential benefits of Wikipedia for this assignment did not justify the time commitment and frustration.

These challenges and experiences left me convinced that Wikipedia was not the best venue for the terra incognita assignment for this class. I expressed my frustrations to the Wikipedia staff member assigned to the course, and she agreed that perhaps Wikipedia did not serve the purposes of an introductory class and this particular assignment. I may return to Wikipedia for assignments in future classes – particularly advanced or graduate courses – but I do not plan to use this assignment again for GEOG 2302.

Revisions for Spring Semester 2019

Based on my experiences in the fall of 2018, I revised the course for the spring 2019 semester. First, I removed some of the readings that proved problematic for a variety of reasons and selected several new readings that I thought would be more effective. I also made a few changes to the course topics list that necessitated new readings on these topics. All of the course readings continue to be freely accessible to students. Second, the most significant revision was dropping the Wikipedia assignment for the spring semester. I returned to my previous approach of requiring take-home essays that focus on applying the concepts and topics of the class to a specific country.

Conclusion

Overall, the UTA CARES adoption stipend provided me with an incentive to revise my GEOG 2302 course so that students would not be required to purchase a textbook. The project has resulted in a successful structure for the course and a collection of free readings that are accessible through the digital collection of the UTA library. Although the Wikipedia project is not an element that I will continue to use, I enjoyed the workshop hosted by the library and found the experience to be thought-provoking and pedagogically exciting. I believe the adoption stipend is an excellent grant program and was crucial in the success of the restructuring of this course.

APPENDIX A

GEOG 2302 Course Calendar for Spring 2017

Date	Topic	Reading Assignment	Discussion Outline Due (see Blackboard)
W 1.18.17	Introducing Human Geographies: A Guide	xv-xxviii	
F 1.20.17	<u>Foundations</u> <ul style="list-style-type: none"> Local-Global 	2-22	Group 1 – Outline 1
M 1.23.17	<ul style="list-style-type: none"> Society-Space 	23-36	Group 2 – Outline 1
W 1.25.17	<ul style="list-style-type: none"> Masculinity-Femininity 	82-96	Group 3 – Outline 1
F 1.27.17	<ul style="list-style-type: none"> Science-Art 	97-116	Group 4 – Outline 1
M 1.30.17	<ul style="list-style-type: none"> Explanation-Understanding 	117-129	Group 5 – Outline 1
W 2.1.17	<ul style="list-style-type: none"> Representation-Reality 	130-143	Group 6 – Outline 1
F 2.3.17	<u>Biogeographies</u> <ul style="list-style-type: none"> Nature and human geography 	147-162	Group 7 – Outline 1
M 2.6.17	<u>Cartographies</u> <ul style="list-style-type: none"> The Power of Maps 	188-202	Group 1 – Outline 2
W 2.8.17	<ul style="list-style-type: none"> Geographical Information Systems 	203-214	Group 2 – Outline 2
F 2.10.17	<u>Cultural Geographies</u> <ul style="list-style-type: none"> Imaginative Geographies 	228-248	Group 3 – Outline 2
M 2.13.17	<ul style="list-style-type: none"> Place 	249-261	Group 4 – Outline 2
W 2.15.17	<ul style="list-style-type: none"> Landscape 	262-275	Group 5 – Outline 2
F 2.17.17	<ul style="list-style-type: none"> Material Geographies 	276-291	Group 6 – Outline 2
M 2.20.17	<u>Development Geographies</u> <ul style="list-style-type: none"> Theories of Development 	294-311	Group 7 – Outline 2
W 2.22.17	<ul style="list-style-type: none"> Rethinking Development 	312-324	Group 1 – Outline 3
F 2.24.17	<ul style="list-style-type: none"> Human Geographies of the Global South 	339-348	Group 2 – Outline 3
M 2.27.17	<u>Economic Geographies</u> <ul style="list-style-type: none"> Spaces of Production 	350-368	Group 3 – Outline 3
W 3.1.17	<ul style="list-style-type: none"> Consumption-Reproduction 	378-390	Group 4 – Outline 3
F 3.3.17	<ul style="list-style-type: none"> Economic Globalization 	413-426	Group 5 – Outline 3
M 3.6.17	***MIDTERM ESSAY EXAM*** See Blackboard for Instructions		
W 3.8.17	<u>Environmental Geographies</u> <ul style="list-style-type: none"> Global & Local Environmental Problems 	428-447	Group 6 – Outline 3
F 3.10.17	<ul style="list-style-type: none"> Sustainability 	448-460	Group 7 – Outline 3
SPRING BREAK			
M 3.20.17	<ul style="list-style-type: none"> Climate Change 	461-474	Group 1 – Outline 4
W 3.22.17	<u>Historical Geographies</u> <ul style="list-style-type: none"> Modernity and Modernization 	476-492	Group 2 – Outline 4
F 3.24.17	<ul style="list-style-type: none"> Colonialism and Post-colonialism 	493-508	Group 3 – Outline 4
M 3.27.17	<ul style="list-style-type: none"> Space, Memory, and Identity 	509-525	Group 4 – Outline 4
W 3.29.17	<u>Political Geographies</u> <ul style="list-style-type: none"> Critical Geopolitics 	528-541	Group 5 – Outline 4
F 3.31.17	<ul style="list-style-type: none"> War and Peace 	542-555	Group 6 – Outline 4
M 4.3.17	<ul style="list-style-type: none"> Nationalism 	556-567	Group 7 – Outline 4

W 4.5.17	<ul style="list-style-type: none"> • Citizenship and Governance 	568-581	Group 1 – Outline 5
F 4.7.17	<u>Population Geographies</u> <ul style="list-style-type: none"> • Age 	584-598	Group 2 – Outline 5
M 4.10.17	<ul style="list-style-type: none"> • Health and Well-being 	599-612	Group 3 – Outline 5
W 4.12.17	<ul style="list-style-type: none"> • Migrants and Refugees 	613-621	Group 4 – Outline 5
F 4.14.17	<u>Social Geographies</u> <ul style="list-style-type: none"> • Identities 	624-640	Group 5 – Outline 5
M 4.17.17	<ul style="list-style-type: none"> • Identity and Difference: Age, Dis/Ability, and Sexuality 	641-654	Group 6 – Outline 5
W 4.19.17	<ul style="list-style-type: none"> • Exclusion 	655-668	Group 7 – Outline 5
F 4.21.17	<ul style="list-style-type: none"> • Diasporas 	669-685	Group 1 – Outline 6
M 4.24.17	<u>Urban and Rural Geographies</u> <ul style="list-style-type: none"> • Urban Forms 	688-705	Group 2 – Outline 6
W 4.26.17	<ul style="list-style-type: none"> • Rurality 	720-737	Group 3 – Outline 6
F 4.28.17	<u>Non-Representational Geographies</u> <ul style="list-style-type: none"> • Affects 	760-772	Group 4 – Outline 6
M 5.1.17	<u>Mobilities</u> <ul style="list-style-type: none"> • Mobilities: Politics, Practices, Places 	788-805	Group 5 – Outline 6
W 5.3.17	<u>Securities</u> <ul style="list-style-type: none"> • Risk/Fear/Surveillance 	838-851	Group 6 – Outline 6
F 5.5.17	<u>Publics</u> <ul style="list-style-type: none"> • How to Think about Public Space 	883-898	Group 7 – Outline 6
FINAL ESSAY EXAM See Blackboard for instructions			

APPENDIX B

GEOG 2302 Course Calendar for Fall 2018

Date	Topics	Reading Assignments	Wikipedia Due Dates
W 8.22.18	<u>Geography: Its Nature and Perspectives</u> 1. Geography as a field of inquiry		
F 8.24.18	2. The evolution of key geographical concepts and models associated with notable geographers	<i>History of Human Geography,</i> Barney Warf	<u>Intro. to Wikipedia Project</u> DUE: 11:59pm – Aug. 24 th
M 8.27.18	3. Key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization, and globalization	<i>Absolute Space,</i> Barney Warf <i>Globalization,</i> Hartmut Behr	
W 8.29.18	4. Key geographical skills a. How to use and think about maps and spatial data b. How to understand and interpret the implications of associations among phenomena in places c. How to recognize and interpret at different scales the relationships among patterns and processes d. How to define regions and evaluate the regionalization process e. How to characterize and analyze changing interconnections among places	<i>Map Projections,</i> Miriam Helen Hill	
F 8.31.18	5. New geographic technologies, e.g., GIS and GPS 6. Sources of geographical ideas and data: the field, census data	<i>History of GIS,</i> Timothy Foresman	<u>Get started on Wikipedia</u> DUE: 11:59pm – Aug. 31 st
M 9.3.18	Labor Day – No class meeting		
W 9.5.18	<u>Population and Migration</u> 1. Geographical analysis of population a. Density, distribution, and scale	<i>Population Geography,</i> Ezekiel Kalipeni <i>Population Density,</i>	

	b. Consequences of various densities and distributions	Hugh Millward	
F 9.7.18	c. Patterns of composition: age, sex, race, and ethnicity d. Population and natural hazards: past, present, and future	<i>Population Pyramid</i> , Barney Warf <i>Differential Vulnerabilities to Hazards</i> , Smith & Wang	<u>Evaluate Wikipedia</u> DUE: 11:59pm – Sept. 7 th
M 9.10.18	2. Population growth and decline over time and space a. Historical trends and projections for the future b. Theories of population growth	<i>Malthusianism</i> , Kolson Schlosser <i>Carrying Capacity</i> , Nathan F. Sayre	
W 9.12.18	c. Demographic Transition Model d. Patterns of fertility, mortality, and health e. Regional variations of demographic transitions f. Effects of population policies	<i>Demographic Transition</i> , Barney Warf <i>Geography of Health and Health Care</i> , Sara McLafferty	
F 9.14.18	3. Population movement a. Push and pull factors b. Major voluntary and involuntary migrations at different scales c. Migration selectivity d. Short-term, local movements, and activity space	<i>Migration</i> , Dennis Conway <i>Mobility</i> , Euan Hague & Michael Christopher Armstrong	<u>Add to an Article</u> DUE: 11:59pm – Sept. 14 th
M 9.17.18	Exam 1 – 1. Geography: Its Nature and Perspectives 2. Population and Migration		
W 9.19.18	<u>Cultural Patterns and Processes</u> 1. Concepts of culture a. Traits b. Diffusion c. Acculturation d. Cultural regions	<i>Cultural Geography</i> , Patricia L. Price	
F 9.21.18	2. Cultural differences a. Language b. Religion	<i>Geography of Languages</i> , Barney Warf <i>Geography and Religion</i> , Michael P. Ferber	<u>Choose your Topic</u> DUE: 11:59pm – Sept. 21 st
M 9.24.18	c. Race and Ethnicity	<i>Race and Racism</i> ,	

	d. Gender	Sean Crotty <i>Gender and Geography,</i> Ann M. Oberhauser	
W 9.26.18	e. Popular and folk culture	<i>Geography and Popular Culture,</i> Jason Dittmer <i>Folk Culture and Geography,</i> James Freeman	
F 9.28.18	3. Environmental impact of cultural attitudes and practices 4. Cultural landscapes and cultural identity f. Values and preferences g. Symbolic landscapes and sense of place	<i>Cultural Landscape,</i> Daniel McGowin	<u>Note Improvements Needed</u> DUE: 11:59pm – Sept. 28 th
M 10.1.18	<u>Political Organization of Space</u> 1. Territorial dimensions of politics a. The concept of territoriality b. The nature and meaning of boundaries c. Influences of boundaries on identity, interaction, and exchange	<i>Political Geography,</i> Michael Shin <i>Territory,</i> Jeppe Strandsbjerg <i>Borders and Boundaries,</i> Gabriel Popescu	
W 10.3.18	2. Evolution of the contemporary political pattern a. The nation-state concept b. Colonialism and imperialism c. Federal and unitary states	<i>Nationalism,</i> Fiona M. Davidson <i>Colonialism,</i> Barney Warf <i>Imperialism,</i> Steven Flusty	
F 10.5.18	3. Challenges to inherited political–territorial arrangements a. Changing nature of sovereignty b. Fragmentation, unification, alliance	<i>Sovereignty,</i> Zachary N. Schulman <i>Supranational Integration,</i> Kaj Zimmerbauer	<u>Draft Improvements</u> DUE: 11:59pm – Oct. 5 th
M 10.8.18	c. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment d. Electoral geography, including gerrymandering	<i>Electoral Geography.</i> Benjamin Forest	

W 10.10.18	Exam 2 – 1. Cultural Patterns and Processes 2. Political Organization of Space		
F 10.12.18	<u>Agriculture, Food Production, & Rural Land Use</u> 1. Development and diffusion of agriculture a. Neolithic Agricultural Revolution b. Second Agricultural Revolution	<i>Pre-Industrial Agriculture,</i> Barney Warf	<u>Peer Review and Copy Edit</u> DUE: 11:59pm – Oct. 12 th
M 10.15.18	2. Major agricultural production regions a. Agricultural systems associated with major bioclimatic zones b. Variations within major zones and effects of markets c. Linkages and flows among regions of food production and consumption	<i>Geography of Food,</i> Jamey Essex <i>Geography of Famine,</i> David Nally	
W 10.17.18	3. Rural land use and settlement patterns d. Models of agricultural land use, including von Thünen’s model e. Settlement patterns associated with major agriculture types	<i>Thünen Model,</i> Barney Warf <i>Agricultural Land Use,</i> Nagaraj Kanala	
F 10.19.18	4. Modern commercial agriculture f. Third Agricultural Revolution g. Green Revolution h. Biotechnology i. Spatial organization and diffusion of industrial agriculture j. Future food supplies and environmental impacts of agriculture	<i>Industrialized Agriculture,</i> Tony Weis <i>Agricultural Biotechnology,</i> Dustin R. Mulvaney <i>Environmental Impacts of Agriculture,</i> Robert A. Dull	<u>Respond to Peer Review</u> DUE: 11:59pm – Oct. 19 th
M 10.22.18	<u>Industrialization and Economic Development</u> 1. Key concepts in industrialization and development	<i>Economic Geography,</i> Trevor J. Barnes and Jayme Walenta <i>Development Theory,</i> James T. Murphy	
W 10.24.18	2. Growth and diffusion of industrialization a. The changing roles of energy and technology b. Industrial Revolution	<i>Industrial Revolution,</i> Barney Warf <i>Fordism,</i> Bruce Pietrykowski	
F 10.26.18	c. Evolution of economic cores and peripheries	<i>Political Economy,</i> Ola Olsson and Heather Congdon Fors	<u>Begin moving your work to</u>

			“Mainspace” on Wikipedia DUE: 11:59pm – Oct. 26 th
M 10.29.18	d. Geographic critiques of models of economic localization (i.e., land rent, comparative costs of transportation), industrial location, economic development, and world systems	<i>Location Theory</i> , Barney Warf <i>Central Place Theory</i> , Barney Warf	
W 10.31.18	3. Contemporary patterns and impacts of industrialization and development a. Spatial organization of the world economy b. Variations in levels of development	<i>World-Systems Theory</i> , Barney Warf <i>Uneven Development</i> , John Kelly <i>Dependency Theory</i> , Heather R. Putnam	
F 11.2.18	c. Deindustrialization and economic restructuring d. Pollution, health, and quality of life e. Industrialization, environmental change, and sustainability f. Local development initiatives: government policies	<i>Deindustrialization</i> , Barney Warf <i>Coupled Human and Natural Systems (CHANS)</i> Amy E. Hessel	Continue Improving Article DUE: 11:59pm – Nov. 2 nd
M 11.5.18	<u>Cities and Urban Land Use</u> 1. Definitions	<i>Urban Geography</i> , Dennis Grammenos	
W 11.7.18	2. Origin and evolution of cities a. Historical patterns of urbanization b. Rural–urban migration and urban growth	<i>Urbanization</i> , Debnath Mookherjee and George Pomeroy <i>Rural-Urban Migration</i> , Wenfei Winnie Wang	
F 11.9.18	c. Global cities and megacities d. Models of urban systems 3. Functional character of contemporary cities 4. Changing employment mix 5. Changing demographic and social structures	<i>World Cities</i> , Björn Surborg <i>Urban Spatial Structure</i> , J. Clark Archer	
M 11.12.18	6. Built environment and social space a. Comparative models of internal city structure	<i>Built Environment</i> , Richard Harris	

	<ul style="list-style-type: none"> b. Transportation and infrastructure c. Political organization of urban areas d. Urban planning and design 	<i>Transportation Geography</i> , Julie Cidell <i>Urban and Regional Development</i> , Mark de Socio	
W 11.14.18	<ul style="list-style-type: none"> e. Patterns of race, ethnicity, gender, & class f. Uneven development, ghettoization, and gentrification g. Impacts of suburbanization & edge cities 	<i>Gentrification</i> , Martin Phillips <i>Ghetto</i> , David Wilson <i>Suburbs and Suburbanization</i> , André Sorensen	
F 11.16.18	Exam 3 – <ul style="list-style-type: none"> 1. Agriculture, Food Production, Rural Land Use 2. Industrialization and Economic Development 3. Cities and Urban Land Use 		
M 11.19.18	No class meeting: <u>Continue Improving Wikipedia Article</u> DUE: 11:59pm – Nov. 19 th Prepare for Group Presentation		
W 11.21.18	Thanksgiving holiday – No class meeting		
F 11.23.18			
M 11.26.18			<u>Complete Final edits to Wikipedia article</u> DUE: 11:59pm – Nov. 30 th
W 11.28.18	Terra Incognita Wikipedia Project Group Presentations		
F 11.30.18			
M 12.3.18	Make-Up Exam Day		
F 12.7.18 11:00-1:30	Comprehensive Final Exam <i>The final exam is optional for students who have two or fewer absences during the semester. If you like your grade going into the final and you have not missed more than two classes, you're done!</i>		

Appendix C

Wikipedia Assignment for GEOG 2302 - Fall 2018

The *Terra Incognita Wikipedia Project* will give you an opportunity to apply the concepts, themes, and models discussed in the course readings and lectures to a country in the world about which you are not very familiar. You will practice and demonstrate your critical thinking skills, communication skills, empirical/quantitative skills, and sense of social responsibility. You must demonstrate your ability to 1) gather, analyze, evaluate, and synthesize geographic data and information, 2) communicate your ideas effectively in writing, visually, and orally, 3) acquire, analyze and interpret numerical data on the geographies of your assigned country, and 4) express intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities by considering the moral and ethical implications of the information and ideas discovered.

[Additional instructions and due dates were provided through Blackboard and the Wikipedia course page.]

Below are questions that you should consider as you write and revise your Wikipedia article for your assigned country. It is not necessary to answer every single question, but the best articles will address almost all of these topics and more.

Population

- What is the total population of your country?
- Which areas of the country are more densely populated than others?
- What is the arithmetic population density versus the physiological population density and what does the difference mean?
- What is the rate of natural increase and what does that number mean?
- What are the birth rates and death rates - and what do those numbers mean?
- What is the fertility rate and what does that mean?
- What are the rates of infant mortality and life expectancy - and what do those numbers say about the country?
- How do the various current rates of natural increase, fertility, infant mortality, and life expectancy compare with 10, 20, 30, etc. years ago and what does that say about the trajectory of the population in that country?
- What does the population pyramid for your country look like and what does it mean that the country has that demographic structure?
- What issues does the country face related to migration and immigration? What are the things that draw migrants to the country (or specific places within the country)?
- What factors push people to leave the country?
- What natural hazards do people face?
- What can you say about the health of the population (prevalence of certain diseases? main cause of death? presence of medicines and health care? Exposure to harmful environments that affect health? Formal versus Informal healthcare?)

- How mobile is the population? Which segments of the population might have restrictions on their travel or freedom to migrate? Do other countries (like the U.S.) allow people from that country to visit?

Cultural Geography

- What are the religions, languages, races/ethnicities/nationalities that are present in your country?
- In what way do different cultural groups shape the landscape (architectural styles, art work, etc)?
- Are there sacred spaces/places within the country?
- Are LGBT persons given equal rights in the country?
- What elements of folk cultures are present?
- How has popular culture influenced this country (either pop culture created here and diffused elsewhere or pop culture that came from someplace else - like the U.S. - and has become popular here)?
- Have there been recent incidents in the news about clashes between cultural groups - racism, sexism, religious or linguistic groups, oppression of minorities, lack of equality for groups based on culture or identity?

Political geography

- In what ways has the territory of the country been defined as a homeland for a particular group of people?
- Are there lingering border disputes with neighbors?
- How firm are the borders (can people come and go or are there tight restrictions on entering the country legally)?
- Are the relationships between this country and any of its neighbors strained in any way (today or in the past)?
- Who is the sovereign power in this country (the leaders and structure of the government)?
- Are there examples of imperialism or nationalism in the history or present of this country? (Be careful about calling a country imperialist. Instead, explain how/when it engaged in conquest of foreign territories).
- Is the country a party to any international or supranational agreements - what are they and what do they mean?
- If this is a democratic country, are there maps of election results? If so, are there spatial patterns in the way people vote (some parts of the country supporting one party over another)?
- Are there any regional patterns to party affiliation in the country?
- What else can be said about the way in which borders, boundaries, territories, national identities, supranational or global connections shape political attitudes in the country?

Agriculture

- Describe the climate of the country. How does this explain the agricultural products and patterns in the country?

- What percentage of the country's land use is devoted to agriculture? How does this compare to other countries?
- How much land is irrigated? How does this compare to other countries?
- What environmental issues does the country face that might affect agriculture (water pollution, water depletion, soil degradation, deforestation, drought, etc).
- What are the agricultural products of the country?
- What percentage of the workforce of the country works in agriculture? How does this compare to other countries?
- What are the primary agricultural exports of the country (if any)?
- What are the primary agricultural imports of the country (if any)?
- Are there any recent news stories about agriculture, agribusiness, environmental effects of agriculture, food, or famine in the country?

Economic Geography and Development

- What is the most recent GDP per capita figure for the country? What does this number mean? How does it compare to other countries?
- Is the country a signatory to free trade or economic partnership agreements? If so, which ones?
- What products does the country import and export?
- Which countries does the country trade with most frequently?
- What are the main industries in the country?
- What percentages of the labor force work in agriculture, industry, and services? What does this say about the country's level of industrialization?
- Where does the country rank on the Human Development Index? How does it compare to other countries?
- What are the literacy rates in the country? What does this say about the country's level of development?
- What percentage of the population lives below the poverty line?
- What percentages of the population have access to improved water and sanitation? What does this say about the country's level of development?
- Describe the transportation, communication, and energy use and infrastructure of the country. What does this suggest about the level of development in the country?
- Are there recent news stories about the economy, trade, poverty, deindustrialization, or other economic issues in the country?

Urban Geography

- What are the most populated cities in the country? Name the cities and their population sizes.
- Does the country have a "world city"?
- Where are the major cities located in the country? (along the coast, rivers, north/south/east/west?)
- What percentage of the population is urban?
- What is the rate of urbanization in the country?
- Are there recent news stories about urban issues in the country - rural-urban migration, slums/ghettos, transportation issues, gentrification, suburbanization, urban sprawl, etc?

Wikipedia Course Page – GEOG 2302 – Fall 2018

Human Geography | Home | Timeline | Students | Articles | Uploads | Activity | Get Help

End of Assignment Survey [Take Survey](#) [Dismiss](#)

0 Articles Created | 21 Articles Edited | 1.43K Total Edits | 44[Ⓢ] Student Editors | 40.6K Words Added | 2.48M Article Views | 5[Ⓢ] Commons Uploads

Human Geography

Human geography involves the study of the spatial distribution and spatial relationships of human activities on the earth's surface. The course is designed to introduce you to various ways of studying the geography of human activities and to relate the many ideas and concepts of human geography to your life and the world around you. Specifically, the course will introduce you to the following key areas of human geography: 1) Geography: Its Nature and Perspectives, 2) Population and Migration, 3) Cultural Patterns and Processes, 4) Political Organization of Space, 5) Agriculture, Food Production, and Rural Land Use, 6) Industrialization and Economic Development, and 7) Cities and Urban Land Use. Students will use Wikipedia to complete a "Terra Incognita" assignment in which they will explore a country that is "unknown land" to them and contribute their research to Wikipedia.

Details

Instructors: [Andy Milson](#) (Andrew Milson / milson@uta.edu — Instructor)

Wiki Ed Staff: [Helaine](#) ([Wiki Ed](#)) (Helaine Blumenthal / hblumenthal@wikiedu.org), [Elysia](#) ([Wiki Ed](#)) (Elysia Webb / ewebb@wikiedu.org)

School: University of Texas at Arlington

Term: Fall 2018

Passcode: dlqgkvay

Wikipedia List of Country Articles Edited for GEOG 2302 – Fall 2018

Human Geography | Home | Timeline | Students | **Articles** | Uploads | Activity | Get Help

Articles Edited

Change in Structural Completeness [IF](#)

Class [Ⓢ]	Title	Chars Added [Ⓢ]	Views [Ⓢ]	Assessment tools
[Ⓢ]	Geography of Chile <small>(history) (article development)</small>	48327	14826	+ / -
[Ⓒ]	Geography of New Zealand <small>(history) (article development)</small>	31324	13273	+ / -
[Ⓢ]	Geography of Peru <small>(history) (article development)</small>	30769	8982	+ / -
[Ⓢ]	Geography of Greece <small>(history) (article development)</small>	28477	39278	+ / -
[Ⓢ]	Geography of China <small>(history) (article development)</small>	21652	61796	+ / -
[Ⓢ]	Geography of Russia <small>(history) (article development)</small>	20345	42936	+ / -
[Ⓢ]	Geography of Denmark <small>(history) (article development)</small>	12284	7748	+ / -
[Ⓢ]	Geography of Uganda <small>(history) (article development)</small>	10257	2997	+ / -

Selection from Wikipedia Course Timeline – GEOG 2302 – Fall 2018

Human Geography | Home | **Timeline** | Students | Articles | Uploads | Activity | Get Help

Get started on Wikipedia

Assignment - Due: 2018-08-31

Training

Wikipedia policies	Completed	Continue →
Sandboxes, talk pages, and watchlists	Completed	Continue →

Create an account and join this course page, using the enrollment link your instructor sent you. (Because of Wikipedia's technical restraints, you may receive a message that you cannot create an account. To resolve this, please try again off campus or the next day.)

Everyone has a Wikipedia account

Milestone

By **August 31, 2018**, you must have a Wikipedia account and complete the training on "Wikipedia policies" and "Sandboxes, talk pages, and watchlists."

Week 3 09/02 - 09/08 (Wed, Fri)

Evaluate Wikipedia

Assignment - Due: 2018-09-07

Training

Evaluating articles and sources	Completed	Continue →
How to edit: Wikicode vs Visual Editor	Completed	Continue →

Exercise: Evaluate an article

Week 1 08/19 - 08/25

Week 2 08/26 - 09/01

Week 3 09/02 - 09/08

Week 4 09/09 - 09/15

Week 5 09/16 - 09/22

Week 6 09/23 - 09/29

Week 7 09/30 - 10/06

Week 8 10/07 - 10/13

Week 9 10/14 - 10/20

Week 10 10/21 - 10/27

Week 11 10/28 - 11/03

Week 12 11/04 - 11/10

Week 13 11/11 - 11/17

Week 14 11/18 - 11/24

Week 15 11/25 - 12/01

Wikipedia Contribution Statistics for GEOG 2302 - Fall 2018

Wikipedia | Explore | My Dashboard | Training | ask a question | [Andy Milson](#) | Log out

Andy Milson's | Contribution Statistics | Course Details | Recent Uploads | Training Status

Contribution Statistics

Total impact made by Andy Milson as an instructor

2

Courses Taught

44^①

Students

Students Taught

Total impact made by Andy Milson's students

40.6K

Words Added

2.48M

Article Views

21

Articles Edited

0

Articles Created

5^①

Commons Uploads

APPENDIX D

Course Calendar for GEOG 2302 – Spring 2019

Date	Topics	Reading Assignments [Readings available through Blackboard]
M 1.14.19	<u>Human Geography: Past and Present</u>	
W 1.16.19	1. Historical Perspectives	✓ History of Human Geography, Barney Warf
F 1.18.19	<u>Population and Migration</u> 1. Population Geography	✓ Population Geography, Ezekiel Kalipeni
M 1.21.19	MLK, JR. Holiday	
W 1.23.19	2. Population Density	✓ Population Density, Hugh Millward
F 1.25.19	3. Population Composition	✓ Population Pyramid, Barney Warf
M 1.28.19	4. Population growth	✓ Malthusianism, Kolson Schlosser
W 1.30.19	5. Demographic Transition Model	✓ Demographic Transition, Barney Warf
F 2.1.19	6. Population movement	✓ Migration, Dennis Conway ✓ Immigration, Ines M. Miyares
M 2.4.19	<u>Historical Geography</u>	✓ Historical Geography, Phil Birge-Liberman
W 2.6.19	1. Human-Environment Interactions	✓ Environmental Determinism, Gabriel Judkins ✓ Environmental History, Seabrook, Etter, & McAlpine
F 2.8.19	2. Imagination & Landscape	✓ Geographical Imagination, Jessey Gilley ✓ Cultural Landscape, Daniel McGowin
M 2.11.19	3. Travel and Tourism	✓ Geography and Travel Writing, Jamie Winders ✓ Tourism, Deborah Che
W 2.13.19	✓ Exam 1 ✓ Terra Incognita Essay 1 Due	
F 2.15.19	<u>Social & Cultural Geography</u>	✓ Cultural Geography, Patricia L. Price ✓ Social Geography, Valerie Preston
M 2.18.19	5. Folk and Popular Culture	✓ Geography and Popular Culture, Jason Dittmer ✓ Folk Culture and Geography, James Freeman
W 2.20.19	6. Race and Ethnicity 7. Gender	✓ Race and Racism, Sean Crotty ✓ Gender and Geography, Ann M. Oberhauser
F 2.22.19	8. Identity and Difference	✓ Geographies of Difference, Jenny Pickerill ✓ Geography and/of Sexuality, Thomas Chapman
M 2.25.19	9. Sports, Drugs, & Music	✓ Geography of Sports, Daniel McGowin ✓ Geography of Drugs, Stewart Williams ✓ Geographies of Music and Sound, Thomas L. Bell
W 2.27.19	<u>Political Geography</u>	✓ Political Geography, Michael Shin
F 3.1.19	1. Territory	✓ Territory, Jeppe Strandsbjerg
M 3.4.19	2. Borders and Boundaries	✓ Borders and Boundaries, Gabriel Popescu

W 3.6.19	3. Nation and Nationalism	✓ Nation, George W. White ✓ Nationalism, Fiona M. Davidson
F 3.8.19	4. Colonialism and Neocolonialism	✓ Colonialism, Barney Warf ✓ Neocolonialism, Luis Sánchez
Spring Break		
M 3.18.19	5. Sovereignty 6. Supranational Integration	✓ Sovereignty, Zachary N. Schulman ✓ Supranational Integration, Kaj Zimmerbauer
W 3.20.19	7. Citizenship 8. Electoral Geography	✓ Citizenship, Thomas Chapman ✓ Electoral Geography, Benjamin Forest
F 3.22.19	✓ Exam 2 ✓ Terra Incognita Essay 2 Due	
M 3.25.19	<u>Agriculture & Rural Geography</u>	✓ Rural Geography, Pratyusha Basu
W 3.27.19	1. Geography of Food and Famine	✓ Geography of Food, Jamey Essex ✓ Geography of Famine, David Nally
F 3.29.19	2. Land use and settlement patterns	✓ Thünen Model, Barney Warf
M 4.1.19	3. Industrialized agriculture	✓ Pre-Industrial Agriculture, Barney Warf ✓ Industrialized Agriculture, Tony Weis
W 4.3.19	<u>Economic Geography</u>	✓ Economic Geography, Barnes and Walenta
F 4.5.19	4. Industrial Growth and Diffusion	✓ Industrial Revolution, Barney Warf ✓ Fordism, Bruce Pietrykowski
M 4.8.19	5. Locational Decision-Making	✓ Location Theory, Barney Warf
W 4.10.19	6. Development	✓ Development Theory, James T. Murphy
F 4.12.19	7. Theories of Uneven Development	✓ World-Systems Theory, Barney Warf ✓ Dependency Theory, Heather R. Putnam
M 4.15.19	8. Deindustrialization and Globalization	✓ Deindustrialization, Barney Warf ✓ Globalization, Hartmut Behr
W 4.17.19	<u>Urban Geography</u>	✓ Urban Geography, Dennis Grammenos
F 4.19.19	7. Urbanization 8. Rural-Urban Migration	✓ Urbanization, Mookherjee & Pomeroy ✓ Rural-Urban Migration, Wenfei Winnie Wang
M 4.22.19	9. World Cities	✓ World Cities, Björn Surborg
W 4.24.19	10. Models of Urban Spatial Structure	✓ Urban Spatial Structure, J. Clark Archer ✓ Central Place Theory, Barney Warf
F 4.26.19	11. Urban Wealth and Poverty	✓ Gentrification, Martin Phillips ✓ Ghetto, David Wilson
M 4.29.19	9. Suburbs and Suburbanization	✓ Suburbs and Suburbanization, André Sorensen
W 5.1.19	✓ Exam 3 ✓ Terra Incognita Essay 3 Due	
F 5.3.19	Make-Up Exam Day	
Date and time on UTA academic calendar	Comprehensive Final Exam	