



I. Instructor and Course

- **Instructor Name:** Bill Hatcher

Welcome to GEO 2009! First, I want to express how grateful I am to you for choosing to be here in our class. All of the experiences and knowledge that you bring into it are incredibly valuable, because in a very real way, we are studying you and your world!



Here's why: Social geography focuses on some of the most profound issues of our times, such as race, gender, class, and food systems, and how inequalities in these and other factors affect—and are affected by—the physical environment. Therefore, social geography involves everyone, including you!

- **CMC E-mail:** You can email me via Canvas or with my faculty email: wdhatcher@coloradomtn.edu. I do my best to answer emails on the same or next day, but if you don't hear back from me within two business days, please send a follow up email. I always appreciate the gentle reminder 😊
- **Office Hours/Student Drop-In Hours:** You can contact me in-person or via email to schedule a time to discuss any questions you have about the course. We can meet via Webex, schedule a phone call, or schedule a time to meet in-person on the Leadville Campus. Canvas messaging and faculty email: wdhatcher@coloradomtn.edu. (Please indicate your course name and number in all correspondences.)

Course Information

- Course Code: GEO 2009
- Credits: 3
- Semester: Spring 2026
- Location: Remote Real-time (RRT)

- Meeting Days & Times: Wednesdays 12:20-2:20 PM (75% RRT, 25% online)
- Format: For more information about RRT and online, go to the [Class Types webpage](#).
- Start Date: 1/12/26
- End Date: 5/6/26
- Refund Date: 1/28/26
- Withdraw Date: 3/6/26

No Show Attendance Reporting

Colorado Mountain College faculty and staff want you to be successful in reaching your educational goals. This starts with attending all of your classes.

Never-attended reporting dates for the current semester are available on the CMC Registrar's Office page. No Show Attendance Reporting is based on your attendance and engagement. If you never show up to class, you may be dropped from the course, and this may impact your financial aid. Go to the [No Show Attendance Reporting](#) webpage for more information. (The no-show reporting date for this course for Spring 2025 is 1/23/25.)

Required Course Materials

Textbooks (required): Students may either purchase or rent an eBook or a print copy of each of the following.

- *Engendering Development: Capitalism and Inequality in the Global Economy*. Amy Trauger and Jennifer Fluri, Routledge, 2019. ISBN: 978-0-415-78967-7
- *The Red Planet: Gendered Landscapes and Violent Inequalities*, by Bill Hatcher (2024); print copy ISBN: 978-1590567265. Also available as Kindle eBook under the same ISBN.



LMP Textbook Return Date:

For all courses that are included in the [Learning Materials Program](#), with the exception of some lab kits, all required physical and digital course materials are automatically provided to you by the all-inclusive [Learning Materials Program \(LMP\)](#) at a per credit fee. In order to receive these materials, students must verify their physical

shipping address prior to the start of the semester. [Address can be verified by accessing](#)

[the LMP website](#), failure to verify address will result in delayed delivery of materials. If you have any questions contact the LMP customer service team at 1-844-523-9056 or [submit a request](#) for expedited service.

What to do if you drop a course? If you have already received your books, or they have been shipped, you are responsible for retrieving/returning the books within 7 consecutive days of dropping the course. Holding onto materials for the entire term will result in extra LMP fees. Refer to our [instructions](#) on how to return your books. Digital books are automatically returned. **Please note:** All books, even workbooks, must be returned if you drop a class. At the conclusion of the semester, students are responsible for returning materials provided by the LMP on or before the 7th consecutive day when the course ends either to their local campus or by [generating a free shipping label through the LMP](#). Failure to return materials will result in late fees being assessed to your account.

II. Course Description

This course examines ways in which social inequalities arose as by-products of early human adaptations to variations in environmental quality and how the resulting inequities appear on the modern landscape. The present-day social and environmental effects this course explores include warfare, terrorism, poverty, misogyny, racism, environmental degradation, and the effects of livestock on natural systems. The effects of social and environmental justice movements are also considered.



PENDING GT pathways approval: GT-SS2: Geography

- Demonstrate understanding of how multiple factors and processes contribute to the nature of landscapes, identities, and regions.
- Apply social science tools and perspectives to analyze and interpret issues.

III. Evaluation Methods

Grades are based on your performance on assignments (~ 40%), discussions (~ 40%), and a presentation (~ 20%). Grading is standard: 90 -100% = A, 80 – 89% = B, etc.

Course Structure

1. The course **“Announcements”** page will display announcements. **Check the announcements often**, as class information and updates will be delivered to you using this venue. (Also, frequently check your Canvas email, as I will communicate with you that way, too.)
2. The **"Simple Syllabus"** page contains the syllabus for the course.
3. The **"Modules"** page contains the following:
 - “Modules” contains a folder for each week of the semester with assignments and discussions. Once posted, all assignments and discussions are available for you to work on at any time before they are due, but any given assignment must be submitted to its module before its due date-time to receive credit. I may take points off for excessive incorrect grammar and spelling. Also, answers must be written in sentence form and numbered correctly, i.e., according to the numbering system used for the questions. I may not accept incorrectly numbered answers.
 - **In addition to chapter questions and discussions, homework will often include a Topic of Interest (TOI).** A TOI is any topic within the chapter being studied that you want to know more about. To research it, read the pertinent material in the chapter, then go online to find a current news article or other relevant information. Finally, summarize what you find in at least 100 words, written in sentence form. Be sure to include a URL link to the online information you used.
 - “Modules” also contains a folder called “Presentations,” where you can upload a copy of your slides and annotated bibliography near the end of the course. (See “Presentations” below for details.)
 - “Modules” also contains a folder called “Presentations Examples” with examples of past presentations and annotated bibliographies for you to use as a guide.
 - “Modules” will also contain a journaling prompt for each week. A prompt will be given at the beginning of classes to help you think about a general topic to write about, or you may simply write about a topic that catches your attention from the materials we cover. You may keep your journal entries private if you wish. However, I will often ask if anyone would like to volunteer sharing their journal entry. I will also check to make sure each student has written something about

each of the required journal prompts, although I will refrain from reading them. I will only read and comment on a journal entry if a student specifically requests for me to do so. You may keep your journal on a computer or in a physical notebook or journal.

4. The "**Discussions**" page (also in "Modules") contains attachments and links to "Discussion Topics." Points will be given for making an initial post to a given discussion question, as well as making a thoughtful comment on posts made by two other students in class. All posts and comments must be made by the due date-time to receive credit. We may review these together in RRT class meetings.
5. The "**Grades**" page shows your grade for each of the assignments and discussions, your grade on the presentation, plus your current overall grade for the course. It may take me several days to grade some assignments, so you may not always see your up-to-date overall course grade.
6. The "**Presentations**" page (also in "Modules" and "Discussions") contains a folder for your Service-Learning Project and Final Presentation (details below). Put your slides, annotated bibliography, and any other of supporting documents (e.g., brochures) that you create in this folder. **TBD: Presentations MAY be given in a RRT class meeting on the final day of class, OR they may be pre-recorded and submitted to "Discussions."** Each student will present individually.



7. **Service-learning Project and Final Presentation**

This project connects what you will learn about the causes of inequalities and their effects on today's landscape with contemporary enterprises that foster social and environmental health and well-being.

After completing this course and this project, you will be positioned to build on the skills and knowledge you have gained here to provide practical support to your community partner and/or other humanitarian aid organizations.

As a service learner, you will volunteer your time and energy in exchange for a hands-on learning opportunity. On a small scale, this allows you to become part of a worldwide shift toward a more equitable planet for us all! So, while it requires a

little “sweat equity,” and may feel sometimes ineffectual, you will be part of a movement made up of thousands of related organizations and millions of like-minded people worldwide! Ready to get your hands dirty?

This is a volunteer service-learning project that involves:

- spending 2 – 3 hours of in-person volunteer service with a humanitarian organization over the course of the semester
- a 30-minute interview with a community leader, site manager, etc., who leads a local humanitarian organization.

I will give you a template with which to craft a professional email and contact a local humanitarian organization. **(If you are not yet 18 years old, please contact me to receive a parental consent form.)**

Project Design

Identify an organization whose primary goal is to serve and empower people who have often experienced biases and inequalities, such as LGBTQ, ethnic or racial minorities, low-income/unhoused populations, the disabled, and women. However, secondary initiatives, such as environmental health/renewal, clean energy production, humane food security, etc., that intersect with mistreated populations may be integrated.

You will be giving an organization your time and energy to help them create or produce something of value to them. Your main question will be: “What can I do for them?”

Examples might include:

- Doing research/gathering data for the organization.
- Creating and distributing brochures.
- Writing newsletters.
- Planting/harvesting food in community garden, etc.

Use what you learn in class to help inform what you learn while volunteering, and vice versa. Along the way, be sure to take notes, take photos (always ask for permission), and do a little background research to help you build your presentation.

Project Reflection

Throughout projects, you'll be reflecting on your project and giving it where necessary.

- Connect what you're doing to your academic learning and personal growth.
- You and I will have one-on-one discussions to check-in on projects and troubleshoot any problems.
- Journaling: Throughout the semester, you'll be documenting your experiences through journals that can include sketches, artwork, photos, graphs, poetry, songs, etc. This will help you share your story.

Project Conclusion

Closing the loop: We will also make time for you to follow-up with your organization at the end of your project. This includes:

- Sharing a copy of your presentation with your site manager (**see "Presentations" below**).
- Online forum with all participants: me, students, community members.
- Writing a thank you note to the organization you worked with.

Presentations

Your presentation will be your chance to tell the class about the organization you contacted, their history and who they help and what they do, and the volunteer work that you did for them. Your interview with your site manager will comprise much of your presentation. **Plan to present for 5 to 10 minutes.**

Do's and don'ts

- Be sure to use **maps, data, graphs, and relevant photo images** to help you tell your "story." Approximately ten slides are usually sufficient.
- A lot of this course concerns history, so start with a little history of the topic that your organization attends to. **Tie it into our course by describing significant events in your topic's development and what that looked like on the landscape, e.g., patterns/aspects of gender, sex, class, race, ethnicity, religion, environment, industry, development, food, health, ethics, etc.**
- As you bring your topic into the present-day, tell us why, when, and where your organization got its start, and who are the key people who make it work today?
- Share a current event or recent newsworthy story involving your organization.
- Avoid reading directly from your slides or images. Instead, use bullet-points on your slides to help orient you so you can speak to your audience in a "narrative" style. (You may choose to read from separate notes.)

Cite five external sources (i.e., in addition to your text) for your presentation, but your interview with your site manager will one of them. **List them on the last slide of your presentation as “works cited.”** You may use any conventional style of citation, e.g., APA, MLA, CMOS, etc. **HOWEVER**, your works cited and annotated bibliography (below) must remain consistent to the formatting style you choose.

Also, upload a separate document (Word file or PDF) that includes an annotated bibliography. An annotated bibliography will cite each of the media articles you used when researching your presentation, **followed by your summary (in your own words) of each article. Also, cite and summarize the interview with your site manager.**

Each of your five summaries should be between **100 and 200 words in length.** Upload your annotated bibliography by the due date-time to the same module as your slide presentation, so they are kept together.

Example List of Organizations

The following list contains a few sites you could potentially contact if you're interested, but **it can also help you generate ideas and brainstorm organizations you most want to contact and investigate.** Many possibilities exist. Check with me for approval.

Local and National Agencies and Organizations

- Immigrant Resource Center
- Guidestone (Colorado agriculture coop)
- GARNA (a Colorado nonprofit that partners with USFS and other for education, volunteerism, etc.)
- Alamosa Farm Park and food hub (local agriculture and education)
- ElevateHER (non-profit serving youth in the greater upper Arkansas River valley of central Colorado)
- USGS
- USFS
- National Park Service
- Natural History Museums
- City and County level planning
- Local gun control advocacy groups
- Food pantries

- Healthcare outreach/resources
- College agriculture extension offices
- Anti-fracking advocacy groups
- Indigenous rights groups
- Boulder Open Space and Mountain Parks, and County have agriculture departments
- Fracking land use (<https://boulder.earth/> includes some info, also <https://corising.org/>)
- Moms Demand Action

IF presentations are pre-recorded, use a voiceover recording of you narrating each of your slides. I recommend using a video recording software application with audio voice-overs: Examples include Vimeo, ScreenPal, YouTube, screencast-o-matic, QuickTime Screen-record, PowerPoint, etc. (Although not required, you may also wish to export your presentation to an mp4 file. This link provides information for that option: <https://www.youtube.com/watch?v=Sldzf2jMrVM>).

Submit your finished products (presentation/slides, annotated bibliography, and any supporting documents) to the “Service-learning Projects” module in the “Presentations” folder in Canvas by the due date-time to receive credit.

IV. CMC Libraries & Learning Commons

I encourage you to reach out to the CMC librarians. They can support you with any research assignments and locate a variety of college level materials for you to use in your research projects in this class and others. Additionally, our library spaces often have quiet spaces for study and places you can access for online classes. As a CMC student you can borrow materials, devices—calculators, laptops and Wi-Fi hotspots—and request items through interlibrary loan. You can access the [library homepage](#) through Basecamp and in your Canvas space and find out more about the library.

Connect with the librarians by:

- 24/7 [chat service](#).
- Email: cmclibraries@coloradomtn.edu
- [Schedule an appointment](#)
- In-person at Rifle, Spring Valley, Glenwood Center, Edwards, Steamboat and Leadville

V. Student Information and Support Services

- A. **Accessibility and Accommodations:** CMC is committed to providing equitable access to our programs through reasonable accommodations for all qualified persons with disabilities. (e.g., psychological, learning, chronic or temporary health conditions). Accommodations are designed to minimize the impact of a disability and ensure access to programs for all students with disabilities. CMC professors and staff make every effort to provide reasonable and appropriate accommodations. To engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings please contact [an Access Services Coordinator](#) at your campus or begin the accommodations request process through the confidential online portal [Accommodate](#). Early planning is essential, so please feel free to make any matters known as soon as possible.
- B. **Right to Know:** The College is required by law to share certain types of information with students. The [Right to Know webpage](#) includes information including disability services, complaint processes, policies and procedures, textbook information, registration, attendance and grading, graduation rates, and more. In addition, [Student Services](#) offers resources to promote your well-being and success. Take advantage of these programs and services, which include academic support and advising, access and disability services, career services, veterans' benefits, housing, orientations, food and nutrition support, and financial aid. Reach out and find support at [CMC Counseling Services](#), [You@CMC](#), and [Colorado Crisis Services](#).
- C. **Students Rights and Responsibilities:** The [CMC Student Handbook](#) outlines the expectations for student conduct as well as the college's academic policies and expectations. This includes expectations for appropriate use of technology, students' rights and responsibilities within and outside of the classroom, and academic policies and requirements. Classroom behavior that disrupts the teaching and learning environment is unacceptable.
- D. **Notice of Nondiscrimination:** Equal Opportunity Colorado Mountain College is an equal opportunity educational institution and does not unlawfully discriminate on the basis of race, color, national origin, sex, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504 and ADA may be referred to Chief Student Services Officer, 802 Grand Avenue, Glenwood Springs, CO 81601, 970-945-8691, or to the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal

Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO 80204 303-844-2991.

- E. **Right to Privacy:** Colorado Mountain College continues to encourage and foster a vibrant academic community, whether remote or in person. We are committed to respecting the privacy rights of all participants in the classroom environment and promoting the highest standards of academic integrity. Sharing course content outside of the course may have a chilling effect on classroom discussion and interfere with the educational process. Students may not record, photograph, screenshot, share, reproduce or re-distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodation discussed below. Additionally, CMC discourages non-students from listening to courses in the event student personal identifying information is revealed during the course. Students in all modalities are equally held to the academic standards set forth in the Colorado Mountain College Student Handbook. Some students may require reasonable accommodation under the Americans with Disabilities Act and Amendments Act that would allow them to record, photograph, screenshot or reproduce some course content, including video, audio, or other content. Students with disabilities should contact CMC's Access, Inclusion & Disability Coordinator about receiving these reasonable accommodations. More information can be found at [Access, Inclusion & Disability Services](#).
- F. **Pregnancy and Parenting:** CMC does not discriminate against or exclude any student from its educational programs or activities on any basis, including parental, family, or marital status and pregnancy or related conditions. If you are a student seeking support for pregnancy or related conditions, you are encouraged to contact CMC's Title IX Coordinator or Campus Deputy Title IX Coordinator for assistance and information about these rights and protections. The Campus Access Services Coordinator will work with you to determine reasonable modifications for pregnancy or a related condition.

VI. Student Learning Outcomes, Competencies, and Skills

Course Learning Outcomes

1. Describe the influence of physical geography on early human cognition and subsistence patterns.
2. Interpret the relationship between environmental quality and the social construction of gender, race, class, and religion.
3. Examine the effects of colonialism and capitalism on social inequalities and the environment.

4. Define social inequalities as empirical geographical phenomena.
5. Identify correlations between social hierarchies, inequities, and inequalities on the modern landscape.

Topical Outline

- I. Human-environment interaction
 - A. The ecumene and degrees of environmental quality
 - B. The influence of physical geography on humans:
 1. Subsistence
 2. Morphology
 3. Psychology
 - C. Gendered perception and differential use of geographical resources
- II. Social constructs on the landscape
 - A. Sacred and profane
 - B. Gender and gendered
 - C. Race and racialized
 - D. Capitalism and class disparities
- III. Subsistence and social stratification
 - A. Food-foraging and egalitarianism
 - B. Horticulture and matrilineal
 - C. Pastoralism and patrilineal
 - D. Agriculture and patriarchy
 - E. Industrial agriculture, sustainable agriculture, and sociopolitical effects
- IV. Hyper-masculinity and violent inequalities
 - A. Patriarchy
 - B. Misogyny
 - C. Unequal access to resources
 - D. Environmental exploitation
 - E. Colonialism
 - F. Racism and racialized resources
 - G. Animal exploitation
 - H. The military-industrial complex
 - I. Petro-masculinity
- V. Social movements on the modern landscape

- A. Food, fair trade, and environmental justice
- B. Social justice
- C. Controversies
 - 1. Economic globalization
 - 2. International development

PENDING GT pathways approval: GT-SS2: Geography

Diversity & Global Learning:

- 1. Build Self-Awareness
 - a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 2. Examine Perspectives
 - a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 3. Address Diversity
 - a. Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Critical Thinking:

- 1. Explain an Issue
 - a. Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2. Utilize Context
 - a. Evaluate the relevance of context when presenting a position.
 - b. Identify assumptions.
 - c. Analyze one's own and other's assumptions.
- 5. Understand Implications and Make Conclusions
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

VII. Class Management and Culture

Philosophy of Inclusion

I *strongly* believe that education forms the foundation of the highest ideals of modern civilization. Therefore, it is *imperative* that the “classroom”—in whatever forms it takes—is a place where we can expand our knowledge and experiences safely. With that in mind, I ask you to respect and value the diverse viewpoints brought into our class community, recognizing that each of our voices brings information for our mutual



learning. It is my hope that we will develop a supportive learning community that fosters rich and thoughtful discussions through the sharing of personal experiences, ideas, and inquiries. Honesty, listening, a willingness to share, and a deep respect for self and others are basic guidelines that will help us create a positive learning environment.

Your success is very important to me! Together, we will develop strategies to meet your needs as well as the requirements of the course.

Equality

I recognize my responsibility to foster an environment that honors, respects, and embraces all students in our class and attending our college. I have been entrusted with creating a learning environment that is safe, respectful, and responsive, and where students with marginalized social identities can be supported and retained at the highest level possible.

Historically, the social sciences and natural sciences were used to reinforce racist systems of structural inequality; therefore, we must be explicitly anti-racist in our thoughts and actions. We must commit to drive equitable change in the wake of past and current injustices. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible.

Like many who were educated and socialized in an academic environment that has historically catered to a small subset of privileged voices, **I am still in the process of learning about and incorporating more diverse perspectives and identities into our course.** I acknowledge that much of science is subjective, and a focus on research and findings by white men—used to the advantage of white men—limits human understanding. Also, there may be both overt and covert biases in material due to the lens through which it

was written. If something is said in class (by me or someone else) that makes you feel uncomfortable, please talk to me about it.

Late Policy

Please remember that these policies are in place to help you build habits necessary for you to succeed in the workplace and beyond.

Only homework that is submitted to the correct Canvas file and folder by the exact due date-time will be accepted. Late work will not be accepted.

If special circumstances beyond your control prevent you from submitting work on time (illness, serious injury, death in family, etc.), **it is your responsibility to contact me as soon as possible (within a few days at most)** to determine what activities may be made up. If I don't hear from you within a day (or two, at most) credit for the missed activities will be forfeited. Documentation of the reason you were unable to complete the work on time may be required.

Attendance and Participation

Students establish attendance in online courses by attending online synchronous classes and by completing an academic activity based on course content. As defined by the Federal Department of Education, merely logging into the course site or introducing oneself to the class does not count as attendance. Some examples of successfully attending class include

participation in a content-related discussion in the Canvas discussion board or in WebEx/Zoom, taking a quiz, submitting an assignment, or contacting your instructor with a content related question. Students who have not participated by 11:59 PM on the no-show deadline date will be dropped. Similarly, the last date of academic attendance must be reported to Financial Aid for students who do not earn a D or better; students who have not been in regular attendance may experience financial aid ramifications.



You are expected to attend class regularly. Attendance is a state requirement and in addition will help you be successful in this course. Important material will be covered each class period and, in many cases, will be assigned only in the face-to-face portions of the

class. As defined by the Federal Department of Education, merely logging into the course site or introducing oneself to the class does not count as attendance.

Academic Honesty

Students are expected to uphold FRCC's Student Code of Conduct relating to academic honesty and assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity will be that a student's submitted work, examinations, reports, discussions, and projects must be that of the student's own work and unique to the course. **Students are guilty of violating the honor code if they** (AI-specific points highlighted in yellow):

- Represent the work of others as their own (this includes copying material from the Internet for discussion postings or other assignments without proper citation). The Internet now includes a variety of AI tools that may be used to represent your original work. Please use AI tools ethically and cite your use of these tools if you are unsure.
- Use or obtain unauthorized assistance in any academic work. In some cases, the use of AI tools may be considered unauthorized or unacceptable depending on the course and the instructor. Ask your instructors for examples of acceptable and unacceptable uses of AI tools.
- Give unauthorized assistance to other students. Likewise, using AI for unauthorized assistance may be construed as a violation of academic violation in certain classes, on certain assignments and for certain instructors.
- Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit. Use AI without instructor approval to modify an examination, paper, record, or report for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work. Misrepresent AI-generated content of submitted work as your own.
- The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should contact the instructor to discuss the situation. Always discuss the use of AI tools in every class with every instructor.

Collaboration. Unless otherwise instructed, all work submitted is to be done individually by the student. This means you should not be working in pairs or in a group to write discussion posts, complete assignments or take quizzes and other assessments unless

specifically asked to do so by your instructor. This may include the use of AI tools for assistance in certain courses.

Plagiarism / Dual Submission. Plagiarism, whether intentional or accidental, is academic dishonesty and may incur disciplinary action ranging from receiving a zero on an assignment or failing a course to more severe consequences. Plagiarism means:

- Using someone else's ideas and not correctly citing that use. This means that if you put someone else's work into your own words, put it in your work, and do not correctly document it, the idea is plagiarized. Be prepared to distinguish between ideas you received using AI tools and ideas you used AI tools to help develop further. Consider citing your use of AI tools in the research, drafting and revision process for written assignments.
- Using someone else's words without quotation marks and not correctly citing that use. Consider citing your use of AI tools in the research, drafting and revision process for written assignments.
- Using someone else's images or other works (such as from the Internet and AI text-image generators such as DALL E) without correctly citing that use.
- Submitting work that has been turned in for credit in another class or at another institution unless specifically permitted by your instructor. Submitting work to an AI tool to revise to meet the needs of another course.
- Using artificial intelligence (AI) content without instructor approval.
- Students may be required to submit work that is evaluated for originality by Turnitin.com, a plagiarism detection software program that checks for certain forms of plagiarism. In addition, be prepared to share document version histories, research histories and cite AI tools should the originality of your work be questioned.

AI Statement: The use of Artificial Intelligence in the form of chatbots and image/text-to-image generators such as ChatGPT, Bing Chat, Bing Image Creator, DALL-E, Stable Diffusion, Gemini, Microsoft Copilot, Wordtune, Grammarly, etc., is growing by leaps and bounds. It is my hope that you will think critically and creatively to get 30% smarter in your understanding of the content in this course.

If any of these AI tools, or others which you are already using, are an aid to your learning, please let me know why and how you are using them. I would rather you didn't use them to do the learning for you, and instead use them to further express your own critical thought processes, creativity and learning. In any event, let's have an honest conversation about how AI is changing the learning experience for students and teachers. Really.

- **Use the following citation for ChatGPT:**
OpenAI. "ChatGPT: OpenAI's Language Model." OpenAI, 2025,
<https://openai.com/research/chatgpt>.

Extra Credit

Extra credit will be awarded by commenting on other students' presentations within 48 hours after presentations are due (up to 3 points for each comment thread). Unless stipulated for a special circumstance, no other extra credit will be available.

Course Conduct

I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. I ask that all students work with me to create a class culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please let me know. We are all learning together.

Names & Pronouns

If your name is not the same as the name that appears on the roster for this course provided by the college, please let me know so that I can use the name and pronouns that you prefer.

Classroom Culture

In this class, we will respect and value each person's voice. Our diversity as a class—in race, age, gender, sexual orientation, religion, language, ability, socio-economic status, veteran status, and ethnicity—is an asset to our learning experience. That is, our learning can reach its fullest potential only when everyone participates with the confidence that their voice and views will be received and respected. Everyone's experience is important. As a result, this course is designed with inclusive lessons and assignments that provide everyone with the opportunity to be heard, explore various perspectives, and develop a deeper understanding of ourselves and one another.

Difficult Content

Geography is complex and wondrous! But its subject matter can also be violent, misogynistic, racist, and disturbing. In this course, we will confront difficult content together with sensitivity, both to the people and places represented and to each other. If

any of the content triggers experiences that have been traumatic for you, please know that you can contact support services at [Student Support Services](#).

Accommodations

We all learn differently, and I want every student to succeed in this course. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to participants with DACA or undocumented status, to students who are multilingual learners, to participants facing mental health or other personal challenges, and to participants with other learning challenges.

Student Support Services

This campus provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. All of us need a support system, and many students benefit from the use of counseling services. Most students access them at some point in pursuit of their degree. I have provided a list of the academic support offices offered by CMC including the Right to Know webpage, Student Services, CMC Counseling Services, You@CMC, Colorado Crisis Services, and Access, Inclusion & Disability Services.

VIII. Tentative Course Schedule

*****This schedule is subject to change.** For details on individual assignments, please see instructions given in “Modules” and “Discussions” in Canvas.

Key for textbook assignments

- *Engendering Development: Capitalism and Inequality in the Global Economy* (appears in yellow highlighted text)
- *The Red Planet: Gendered Landscapes and Violent Inequalities* (appears in plain text identified with “TRP”)

Week	Asyn	RRT	Topics	Read	Assignments & Discussions
Wk 1		1/12, 1/14	Course Introductions Gendered Landscapes	Syllabus Quiz TRP Introduction: Rapunzel	Syllabus Quiz TRP discussion Journal
Wk 2	1/19	1/21	Forests and Savannas, Environmental Quality	TRP: Ch.1: The Genesis Tree	TRP discussion

			Human subsistence, morphology psychology	TRP Ch.2: Pangendered Landscapes: The Deep Backstory	Assignment Film: "The Power of Myth" In-class discussion Journal
Wk 3	1/26	1/28	Gendered Use of Resources Social constructs	TRP Ch.3: The Irrational Revolution: Spirits, Art, and Life	Assignment Film: "Journey of Man" In-class discussion Journal
Wk 4	2/2	2/4	River Valleys and Coastal Plains Food-foraging and egalitarianism	TRP Ch.4: Pandora's Box TRP Ch.5: Feminine Landscapes	TRP discussion Assignment Guest speaker: Betsy Dittenber on gender, or film: "A Journey with Katie Couric" In-class discussion Journal
Wk 5	2/9	2/11	Horticulture and Matriline	TRP: Ch.6: The Horticultural Revolution: Goddesses, Matriarchy, and Birth	Assignment In-class TRP discussion Journal
Wk 6	2/16	2/18	Deserts, Plains, and Mountains Pastoralism and agriculture, patriline and patriarchies	TRP Ch.7: The Smith and the Devil TRP Ch.8: Masculine Landscapes	Assignment TRP discussion TRP discussion Review assigned materials, film, and/or discussion Journal

Wk 7	3/2	3/4	Colonialism, racism, and racialized resources	TRP Ch.9: Hypermasculin Devolution: Gods, Patriarchy, and Death	Assignment TRP in-class discussion Journal
Wk 8	3/9	3/11	Industrial agriculture, environmental degradation, animal exploitation, and petro-masculinity Wilderness, nature, and urban environments The military-industrial complex, cultures of violence, cultures of misogyny	TRP Ch.10: The Lorax TRP Ch.11: Transformed Landscapes	Assignment TRP discussion Review assigned materials Guest speaker: Dominique Naccarato for environment and equity Journal
Spring Break	3/16 3/22			No classes!	
Wk 9	3/23	3/25	Social and environmental justice The end of the Hyper-Masculine Paradigm	TRP Ch.12: The Consciousness Revolution Rebirth	TRP discussion Review assigned materials Guest speaker: Megan Lombardo for general equity topics Journal
Wk 10	3/30	4/1	Unequal access to resources	Ed Ch.2: Engendering Development	Chapter assignment In-class discussion Journal
Wk 11	4/6	4/8	Processes in Development	ED Ch.4: Development as Dispossession	Chapter assignment In-class discussion Journal
Wk 12	4/13	4/15	Capitalism and class disparities	ED Ch.6: Work, Mobility, and Uneven Development	Chapter assignment

					In-class discussion Guest speaker: Angelica Raya Trejo, Immigrant Advocate Journal
Wk 13	4/20	4/22	Disparities in health, medicine, sanitation, and access to food	ED Ch.7: Health and Population	Group topic/study Chapter assignment Journal
Wk 14	4/27	4/29	Food, fair trade, and environmental justice	ED Ch.10: Alternative Development and Decolonization	Chapter assignment In-class discussion Guest speaker: Jennifer Fluri Journal
Wk 15		5/4, 5/6			Presentations and project deliverables



I want to thank you for giving so much of yourself to our shared learning experience this semester! It wouldn't have been as rich and meaningful without you. 😊

Now, on to the next adventure!!!