Syllabus

Welcome to Global Studies 321. This document functions as a syllabus and as a general introduction to the course. Be sure to read the following information with care and do not hesitate to ask me if you have questions. The document is divided into the following sections:

I. Course Content
II. Required Books and Other Required Content
III. Required Work and Grading
IV. Technical Requirements
V. University Policies
VI. Schedule of Assignments

I. Course Content

“What is this course about?”

This course introduces undergraduate students to key issues in the history of the city from the origins of agriculture to the age of globalization. Rather than studying cities in isolation, we will examine how cities have functioned as centers or nodes in larger webs of connection. Students will develop an appreciation of how urban societies today have emerged out of a long and frequently contentious history of urban transformation. Among the topics we will consider are the histories of urban governance, transportation, industrialism, segregation, water, waste disposal, parks, sprawl, and rebellion. Throughout the course, we will remain cognizant of the
multiple sources of contemporary urban forms, including the Middle East, Americas, Europe, Africa, India, and East Asia. Students will read widely in history, sociology, geography, economics, urban planning, architecture, political science, anthropology, and fiction.

“How does a ‘blended’ course work?”

This is a blended (hybrid) course. 50% of students’ class time will be devoted to a total of seven (7) face-to-face meetings scheduled over the semester, and the other 50% will be devoted to online assignments. Face-to-face meetings will take the form of field trips to off-campus sites of historical interest. Face-to-face meetings are scheduled on selected Fridays from 1-4 p.m. with the exception of the Chicago field trip, which is scheduled for 7 a.m.-7 p.m. on Friday, October 15.

A blended course incorporates aspects of both online and standard courses. In a standard history course, I would meet with you in a room one to three times per week. I would present lectures and ask questions that we would discuss together. This class is different from standard courses in that we will meet together in the same physical space only seven (7) times during the semester.

These seven (7) “face-to-face” meetings will function similarly to standard course meetings. They will include exploration, lectures, and discussions. The meetings will take place at different sites of historical interest in the Milwaukee metropolitan area and Chicago. (See below for more details on the sites themselves.)

In the eight (8) weeks when the professor and students do not meet in the same physical space, class will be conducted online or virtually, using the course web site. This web site is hosted on the University’s D2L system, which is described at length below, under “Technical Requirements.”

All quizzes and written assignments be completed using the course web site. Assignments will not be accepted as printed documents (hard copies) or as email attachments.

Go to the end of this syllabus for the current schedule of online and face-to-face meetings. You will find detailed information about field trip sites in the “weekly assignments,” located on the course web site under “Content.” Please note that details regarding individual field trips may change over the semester. For the latest information, consult the weekly assignment or email the professor at smia@uwm.edu

What are “Field Trips”?

For many students, the word “field trip” conjures up memories from elementary school. In my own elementary school, field trips were usually “fun” trips that were meant more for
entertainment than education. Not so with the field trips for this course. Field trips are, along with the readings, the major source of content (what you need to learn to succeed in this course). They combine experiential learning using different senses with class discussion and brief mini-lectures by the professor and guest speakers.

“What can I expect from each field trip? What should I bring with me on field trips? Will I have to move around?”

The particular details of each field trip are specified in the “Weekly Assignments,” which will be available on the course web site under “Content.”

All students should bring a writing utensil (pen or pencil) and a notebook of some kind to field trips. Laptop computers are too unwieldy to bring on a field trip. You may bring a camera or take pictures with a cellphone, if you wish. I do not permit tape recorders or other sound recording devices, as these stifle class discussion.

Students should dress appropriately for the weather. We embark on our field trips regardless of the weather. If it is raining, I advise you to bring an umbrella or some other form of rain gear. Snow is unlikely, but in Wisconsin, anything is possible.

Most of the field trips require that students move around. Several require moving as much as one (1) mile or more. If you have mobility issues, please email me immediately so that we can discuss appropriate accommodations.

“What is the attendance policy for field trips?”

Attendance at all field trips or face-to-face class meetings is mandatory. Students who miss one or more field trips or face-to-face class meetings can expect a very significant reduction in their participation grades. Students will only be excused if they provide a note signed by a doctor specifying a medical reason for their absence.

“I cannot attend one or more of the face-to-face meetings because I (pick one) am scheduled to work then/have another course that conflicts with that time period/have family or other pressing personal obligations. Can I still take this course?”

No. Do not enroll in this course if you cannot attend all face-to-face meetings, including the October 15 field trip to Chicago. Work, other courses, or other regular commitments cannot be used as excuses for absence.

Students have been informed about the special nature of this course "up front," before they enroll in the course, by the PAWS system. In the PAWS screen that students see when they select the course from available classes for Fall 2010, the "Class Notes" section describes the nature of the course, gives the date of the one field trip that requires an entire day (the Chicago trip on 10/15), and includes this statement: "Do not enroll in this course if you cannot attend all of the in-person
meetings.” In other words, it is not possible to enroll in the course without knowing up front about the special requirements of the course, unless one fails to read the "Class Notes" section. Enrolled students were also informed of these special requirements in emails that were sent to all enrollees on July 15 and August 29.

“Do I have to pay for admission to field trip sites and transportation?”

For the field trip to Chicago scheduled for October 15, the Center for International Education will provide transportation by bus at no charge to enrolled students between the UWM campus and the Chicago Historical Society. Students are responsible for finding their own transportation to and from field trip sites in the Milwaukee metropolitan area, all of which can be reached from the UWM Union within 45 minutes via public transportation or walking. Students should take into account travel time to and from the field trip site when making their plans. Any admission tickets related to field trips will be provided by CIE at no charge to enrolled students. We may have to take a public bus at some point during our explorations.

Please recall that enrolled UWM students are eligible for free transportation on public busses in Milwaukee. For information on how to access a UPASS, go to the following: http://www4.uwm.edu/parking/trans_options/student_upass_question.cfm

“How is my participation grade determined?”

The participation grade reflects a student’s attendance and the professor’s assessment of the quality (not the quantity) of a student’s contributions to class discussion. The professor expects students to raise and to respond to questions as well as to listen and respond to the contributions of others in a respectful manner.

“What are the goals of this course, and how is student progress toward those goals evaluated?”

Students who succeed in this course will develop the following:

- Ability to understand the historical roots of contemporary struggles and debates surrounding key urban issues including racial and economic segregation, public space, immigration, imperialism, architecture, and transportation.

- Ability to make informed and independent evaluations of scholarship related to the city.

- Knowledge of key differences and continuities between our own era and previous eras of history

- Understanding of the historical origins of differences in power and wealth among contemporary societies

- Appreciation of the global dimensions of topics in local (Wisconsin) history
• Capacity to formulate and evaluate historical arguments
• Ability to analyze different forms of historical evidence
• Ability to evaluate different arguments regarding the past, present, and future of “globalization”
• Capacity to combine experiential learning with other forms of learning, including analysis of readings and discussion

The following assignments will be used to assess students’ progress in each of the areas listed above:

• Student Participation in Field Trips (including attendance and participation in discussions)
• 7 Online Reading Quizzes (10 questions)
• 6 Reflections (short essays of 750 words)
• Final Examination (Cumulative Quiz + take-home essay of 8-10 pages)

“Who is the professor?”

I am an associate professor of history and have taught at UW-Milwaukee since Fall 2001. I earned my Ph.D. in Latin American history at the University of Michigan in 2001. I am the author of a history of the California Gold Rush entitled Path of Empire: Panama and the California Gold Rush (Ithaca: Cornell University Press, 2008). This book investigates how the California Gold Rush transformed the Isthmus of Panama, which served as one of the principal conduits for immigrants to California from the eastern United States in the gold rush era (ca. 1848-1856).

Recently, I curated a bilingual (English/Spanish) exhibition at the Smithsonian Institution entitled “Panamanian Passages,” which was on display at the Smithsonian Institution’s Ripley Center on the national mall in Washington, D.C., from October 14, 2009 through May 31, 2010.

The exhibition explored the political, social, and ecological history of the Isthmus of Panama over the past 2-4 million years and was a collaboration between the Smithsonian Latino Center, the Museo del Canal Interoceánico de Panamá, and the Smithsonian Tropical Research Institute.

II. Required Books and Other Required Content

“What are the required materials for the course and where can I find them?”
Required materials consist of 1) required books (see below) and 2) online readings and other media that may be accessed via the course web site. For more on the web site, see “Technical Requirements,” below.

The required books are as follows:


“How do I get access to the required books?”

There are several options for accessing the books. Whichever option you choose, it is crucial that you secure regular access to the textbook at the start of the course, as required assignments will begin immediately. A lack of access to the readings is not a valid excuse for failing to complete an assignment on time.

**Check out the book at the UWM Libraries Reserve Desk**

The book may be checked out for a 2-hour period from the UWM Libraries Reserve Desk. For more information, visit the web site of the Reserve Desk: http://www4.uwm.edu/Libraries/reserve/

**Purchase the book at People’s Books Cooperative**

The book is offered for sale at People’s Books Cooperative, which is located at 2122 E. Locust in Milwaukee (just west of the intersection of E. Locust and N. Maryland). People’s Books is open Monday-Saturday (except for holidays), 10:00 a.m.-6:00 p.m. (414) 962-0575. The cooperative offers a 10% discount on textbooks for UWM students, and you will not have to pay for shipping.

**Purchase the book online**

The best way to find a book online is to enter the ISBN number of the book into a search engine such as Google. This procedure will produce a list of businesses that sell the book.

**III. Required Work and Grading**
“What are the required assignments for the course?”

- 7 Online Reading Quizzes (10 questions) 20%
- 6 Reflections (short papers of 750 words) 20%
- Final Examination 20%
  (Cumulative Quiz + take-home essay)
- Attendance and Participation in Field Trips 40%

(Note: All field trips are MANDATORY. Students will only be excused if they provide a note signed by a doctor specifying a medical reason for their absence. Students cannot complete or earn credit for “Reflections” if they do not attend and participate in the relevant field trip.)

See below for detailed descriptions of each of these requirements and due dates.

“What is the grading scale? Are grades curved?”

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I do not curve the grades for the course. I retain the right, in cases of significant improvement over time, to weigh a student’s later work more heavily than that student’s earlier work.

“How do I learn about individual assignments and due dates?”

You will find a preliminary schedule of assignments at the end of this document. Full weekly assignments, including instructions for reflections, can be found on the course web site, under “Content.”

“What are ‘Reflections’?”

Reflections are short essays or papers of 750 words. The purpose of reflections is to give students an opportunity to reflect on and analyze the preceding field trip and relate that field trip to readings, discussion, and previous field trips.
Reflections are posted to “discussion forums” on the course web site. To access the discussion forums, click the “Discussions” tab. You will be shown a list of discussion forums identified by week. Choose the relevant discussion forum and then select “add a message” or “reply,” as the case may be.

Each reflection has specific requirements that are spelled out in the weekly assignment, which you will find on the course web site, under “Content.” In the weekly assignment, you will find information including the reflection question/prompt, the minimum number of required words, and instructions regarding “hits.” (See below for more information on hits.)

When adding or replying to messages, you must read beforehand any reflections posted by class members on the topic in question to ensure that your message contributes something new to the development of the discussion and does not reiterate what someone else has already said.

Reflections should be thoughtful, thought-provoking, well-written, and logical. They should display an appreciation of the complexity of historical events and developments.

Engage the reflections of your classmates in a constructive manner. Keep in mind that nothing is added to the discussion if you reply to posts by embarking on a mean-spirited, fault-finding mission. Please observe the rules of "netiquette" when posting reflections. The Internet is a “hot medium,” and people at times use intemperate language online that they would never use in a classroom. Recall that we are all here to learn from each other in a friendly environment.

*No attachments!* Post reflections on the system without attachments as some students may not be able to open such files.

The D2L system has spell-check and preview tools (in the upper right-hand corner of the message boxes), and you are advised to use them when composing messages. Spelling and grammar count in the evaluation of your reflections.

Use the system only to post messages of interest to the entire class. If you wish to discuss an issue that concerns you alone, send a message to me at my email address.

Credit will not be given for late posts of reflections or reflections by students who do not attend or participate in the relevant field trip. I do not accept as valid excuses for late posts either the lack of synchronization between your clock and that of the D2L system or problems with your computer or with your Internet connection. At numerous places on campus, as well as in any public library, you have access to the Web. You have ample time to submit your required reflections. If you wait until the last minute, you do so at your own peril.

Note that the D2L system keeps a record of your activity, including a log of the posts you have viewed. This sneaky function permits the professor to assess not only what you have written but also what you have read.
The professor monitors the posting of reflections. Occasionally, I will add a comment to steer discussion in a particular direction. On the whole, however, I try to limit my interventions to allow the emergence of a genuine discussion among students. Sometimes I will weigh in on discussions after they close in the form of a post or in person at the subsequent field trip.

“How are reflections graded?”

Reflections are graded on a scale from 1 to 100, with 100 being the best possible score. Reflections are graded according to the following criteria:

1. Does the reflection present a clear argument in response to the discussion question/prompt? Simple summary or wishy-washi statements are inadequate.
2. Does the reflection engage explicitly with course materials, including readings, lectures, discussions and other assigned media? Whenever appropriate, the reflection should cite relevant page numbers, episode numbers, lectures, authors of posts, etc. (See below for citation models.)
3. If hits have been assigned, does the student’s reflection make or exceed the required number of hits? (For a definition of “hit,” see below.)
4. Does the student’s reflection go beyond repeating what others have said and present an original viewpoint?
5. Does the student avoid substituting another person’s words for her/his own analysis? A reflection must consist of more than a quotation from the textbook or some other source. It should represent your own independent thought. Avoid quotations except when the words in question are somehow vital to your own analysis. Quotations should never be longer than one sentence in length.
6. Is the writing style appropriate? Is the post comprehensible? Is the post free from spelling and egregious grammatical errors?
7. Is the student’s reflection constructive in nature (i.e., positive and not demeaning or derisive—personal insults will not be tolerated)?
8. Does the reflection meet the minimum word requirement?
9. Is the reflection free from plagiarism? (Any act of plagiarism will result in failure not just of this assignment but the entire course. For course policy regarding plagiarism, see below.)

“What are discussion groups? Which discussion group is mine?”

Sometimes I divide students into small discussion groups. All discussion groups respond to the same questions. The only difference between the groups is the identity of the participants. You should post only to the discussion that corresponds to your own group. If you wish, you are free to read the discussions of other groups, but you are not required to do so.

“What style of writing should I adopt in a reflection?”

Reflections are essentially short essays, and you should use the same style of writing in a reflection that you would use in a paper. Reflections are NOT text messages. They should be
grammatical, and spelling DOES count. Except for references to titles, e.g., *(HumWeb, 14)*, do not use abbreviations, such as “LOL.” Each sentence should contain, at a minimum, a subject and a verb.

“**What are ‘keywords’***?”

Keywords include names, events, things, and other facts and concepts that are central to the course. You will find a list of keywords for each week of the course in the weekly assignment. To succeed in this course, you will need to be able to answer the following questions about each keyword:

- **What is it or who is it?**
- **When and where?** If the keyword is an event, you should know when the event took place and where. Be as specific as possible.
- **How is the keyword significant?** Relate the keyword to other issues or keywords that we have discussed in the course.
- **Where is the keyword discussed in the assigned readings?**

If Christopher Columbus were a keyword, you might answer the above questions in the following manner: “A mariner from Genoa who lived in the late fifteenth and early sixteenth century. Made landfall in the Americas in 1492 while searching for a passage to the Indian Ocean in the service of Spain. [Basic definition + space + time.] Columbus’s expeditions began the process of Spanish colonization in the Americas. His first voyage initiated the intercontinental transmission of animals, plants, and diseases that historians call the ‘Columbian Exchange.’ [Significance.] Jones, p. 256. [Location in assigned readings.]”

I do not require you to turn in your notes on keywords, but you will find any notes that you make for yourself to be very useful as you participate in discussions or take quizzes.

“**What is a ‘hit’ and what is the role of hits in the course?’’**

The instructions for reflections often require students to include a minimum number of “hits.” (You will find these instructions in the weekly assignments posted on the course web site, under “Content.”) Hits include explicit references to course texts, discussions, lectures, and other relevant course materials. For example, if an assignment required a minimum of 2 hits in a discussion to a particular book or article, then each student would be required to make a minimum of two explicit references to that book or article, each to a different page.

Hits may also come in the form of particular tasks of analysis. For example, a student might be asked to compare two texts or to express an informed opinion about a historical event in order to score a hit.
To receive credit for a hit, the following requirements must be met:

- **The hit must be indicated with an asterisk (*)** (This may seem weird, but it is vitally important. Hits that are not accompanied by asterisks will not be counted.)

- Use of the hit must demonstrate that the student understands the meaning or significance of the hit, whether the hit is a reference to a keyword, a reading, a reflection by another student, or anything else. It is not sufficient simply to plop a hit into a posted reflection without providing meaningful context.

- Whenever a student makes reference to a source (reading, lecture, reflection post by another student, etc.), the reference should be accompanied by a parenthetical citation. See the examples below for guidance.

*Example of a successful hit to a keyword ("Columbian Exchange"):*

“The Columbian Exchange* introduced new plants to Eurasia and Africa that improved the diets of the inhabitants of those places.”

*Example of an unsuccessful hit to a keyword ("Columbian Exchange"):*

“After the Columbian Exchange*, history changed forever.” [Problem: hit lacks adequate context, too vague.]

*Example of a successful hit to a reflection by a fellow student with parenthetical citation:*

“As Patty Miller reminds us (Miller 1/8 [last name + post date])*, generally speaking, the effects of the Columbian Exchange were far more beneficial to people living in Europe than they were to people living in the Americas.”

*Example of an unsuccessful hit to a reflection by a fellow student:*

“I totally agree with Patty Miller (Miller 1/8)*.” [Problem: hit lacks adequate context, too vague.]

*Example of a successful hit in the form of a task of analysis:*

“Although Historian X agrees with Historian Y that coal played an important role in the industrial revolution, Historian X believes that the origins of the industrial revolution were also political.”

*Example of an unsuccessful hit in the form of a task of analysis:*

“I just feel in my gut that Historian X is wrong [followed by no evidence]*.”
Example of a successful hit in the form of a reference to a lecture accompanied by a parenthetical citation:

“As stated in lecture, disease ultimately proved far more lethal than steel, horses, dogs, or any of the other assorted weapons that the Spanish brought with them to the Americas. (Lecture, Week 7)*”

Example of a successful hit in the form of a reference to a book, film, article, or other materials accompanied by a parenthetical citation:

“As stated in the textbook, the key to England’s early emergence as an industrial power was easy access to coal.” (WTWA, 536)* [Note that comprehensible abbreviations are fine in parenthetical citations.]

“What is a reading quiz?

Online reading quizzes test students’ knowledge of the relevant week’s readings as well as their progress in the areas defined by the course goals (see above). Questions on quizzes and the quiz portion of the final exam may be multiple choice, true/false, or short answers.

Quizzes are administered on the D2L system through the course web site. After logging onto the course web site, click the “Quizzes” tab. You will then be taken to a page with the links for each quiz (listed as by week number or, in “final exam,” in the case of the final examination).

Quizzes (including the quiz portion of the final exam) are cumulative—any material that we have covered in the semester until the time of the quiz is fair game.

Questions on quizzes may be selected randomly from a “bank” of questions. In such a case, all quizzes will be of identical difficulty, but the actual questions asked of each student will vary.

When answering questions, you must choose the one response that BEST answers the question. In choosing the correct answers to questions, you are demonstrating your understanding of, but not necessarily your agreement with, an author’s or the professor’s analysis.

A particularly good way to prepare for quizzes and the quiz portion of the final exam is to study the keywords found in the weekly assignments. (See below for more information on “keywords.”)

You are permitted to make only one (1) attempt to complete each quiz. I must be firm in adhering to this rule. Please make sure that you have saved all your responses (including those you may have altered) before submitting the quiz. To reduce the possibility of losing communication between your computer and the D2L system, I recommend strongly that you take quizzes on a computer with a “wired” (in contrast to a wireless), high-speed Internet connection.
All quizzes are “open book.” You may consult any assigned materials (including readings, reflections, discussion notes, and other media). It is very unlikely that you will do well on a quiz if you have not completed the assigned readings, lectures, or other materials.

You must take the quiz by yourself, without help from anyone else. You may not communicate any information about the quiz to any other student in the course. Any violation of these rules counts as cheating and will result in failure not just of the assignment but of the entire course.

See below under “Technical Requirements” for coverage of the technological aspects of the quiz function of D2L.

“There is a lot of reading for this course! How can I survive?”

You will find it easier to complete the reading if you keep the following tips in mind:

• Begin by reading the introduction and conclusion of the assigned reading. Next, read the first sentence or two of each paragraph of the reading.

• If the reading is in a book that includes an index, use it to help you find the relevant keywords for the week. (Not all keywords will be in the index but many will.) Familiarize yourself with the keywords by answering the basic questions listed in the discussion of keywords above: what was it or who was it? When and where? What is the keyword’s significance for the course?

• Focus on the passages in the reading that are most relevant to the discussion, especially passages containing keywords.

• As you read primary sources (primary sources are documents or other artifacts created in the past) assigned for the course, keep in mind the following questions:
  o Who created the source (text, image, artifact, etc.)?
  o What is the source—a diary, letter, article, piece of pottery, etc.?
  o When and where was the source written or produced?
  o Why did the author create the source? What was her or his goal?
  o What are the strengths and weaknesses of the source as a piece of evidence? Was the author an eyewitness or was she/he writing from hearsay? Was the author biased toward or against any person or group of people? Might others have viewed the topic differently? Do the motivations of the author strengthen or weaken the value of the source as a piece of evidence?
Does the source support or contradict statements made by other authors? Can you explain these differences or similarities?

IV. Technical Requirements

“What do I need to know about computers to be able to succeed in this course?”

Students must have an understanding of how to access and browse web sites, including our course web site on Desire2Learn (D2L). You will also have to be able to receive email via your ePanther email account.

“What technology do I need for a blended course?”

It is imperative that you have regular access to adequate, reliable, technology throughout the term. A computer glitch, lost file, or any other technical problem is not an excuse for failure to complete an assignment. You will receive assignments in plenty of time to finish them, and I encourage you to begin them as quickly as possible.

You should ensure that you have access to a wired (connected to a cable in contrast to “wireless”), high-speed Internet connection. A wireless connection can also be used, but beware! It may be more difficult for you to use certain aspects of the D2L web site via a wireless connection, since most wireless connections are slower than wired. Wireless connections are also less reliable than wired connections. It would be disastrous if you were taking a quiz and your computer lost contact with the Internet. For this reason, I recommend, at the very least, that you take all quizzes on a computer with a wired connection, even if you usually use wireless Internet. If you do not have a “wired” connection at home, you can use any computer in a UWM campus computer lab or visit your local public library.

For a PC-compatible computer, use either Internet Explorer 7 or Firefox. For Apple (Mac) computers, it is best to use Safari or Firefox. Be sure your browser also has “Sun Java Runtime Environment” (Java scripting) enabled for a recent version of Java. If you have any questions about these requirements, contact the UWM Help Desk @ 414-229-4040.

In addition to an Internet browser, you must have access to the following:

• A word processor (Word, WordPerfect, or similar).
• Adobe Acrobat Reader (for reading .pdf documents). This program can be downloaded for free at the Adobe web site: http://get.adobe.com/reader/
• Adobe Flash Player (for watching films via the D2L web site). This program can be downloaded for free at the Adobe web site: http://get.adobe.com/flashplayer/
• Microsoft PowerPoint may be handy for viewing some materials. I will save any PowerPoint lectures in .pdf format as well, so that students who lack PowerPoint can still get access to the content.

• A speaker connected to your computer to enable you to listen to films and voice-over lectures. (All information presented in audio form will also be available as text, either as a transcript or in the “Notes” section of PowerPoint presentations.)

“How do I log on to and make use of the course web site?”

The course web site is run through the “D2L” or “Desire to Learn” system, which is maintained by the University of Wisconsin System. If you have used a D2L web site before, you will find that our web site is similar to what you have already experienced. If not, please follow the instructions below. Regardless of your previous experience, you should try to access the system as soon as it becomes available.

For a brief review that will help you get started on D2L, go to the “First Day Handout” produced by the Learning Technology Center, which you may find here:


You will find basic information about how to log on to the web site, including much of the information below, by going to the following link:

https://pantherfile.uwm.edu/groups/sa/ltc/public/D2L%20student%20help%20files/

The course web site is run through the “D2L” or “Desire to Learn” system, which is maintained by the University of Wisconsin System. If you have used a D2L web site before, you will find that our web site is similar to what you have already experienced. If not, please follow the instructions below. Regardless of your previous experience, you should try to access the system as soon as it becomes available.

“What will I find on the course web site?”

There are four areas of the site that you will need to navigate: Content, Discussions, Quizzes, Dropbox, and Grades. Each of these areas is discussed in detail in the student help files that can be downloaded from the welcome page that you will find after logging in to D2L.

The Content section is where I will put the major documents for the course, including this syllabus, weekly assignments, and links to online readings.

Click on Discussions and you will see discussion forums identified by week. You will post your reflections in these forums. You will find the requirements for a given reflection in the
assignment for the corresponding week. Your posts will be readable by me and everyone else in the class and will remain visible until the end of the term.

The Quizzes section will be where I will readings quizzes as well as the quiz portion of the final exam. You will take quizzes in a timed format. In other words, you must complete the quiz within a limited period of time or you will be ejected from the quiz with no opportunity to finish. For quizzes, you will have one (1) hour. Once you start a quiz, you have to finish it – there is no starting, exiting, and continuing later. I suggest that you read the online help document regarding quizzes before you take the first quiz:


The Grades section is where I will post your grades for each assignment. You will be able to access this section to see your grades throughout the term.

The Dropbox section is where you will post the take-home essay required for the final exam.

“What if I cannot log in to the D2L web site, experience a technological problem, or need a human being to explain something to me?”

Try any of the following:

• Send an email to help@uwm.edu

• Call the UWM Help Desk at (414) 229-4040 if you are in Metro Milwaukee (or just dial 4040 on a UWM campus phone)

• Go to Bolton 225 (this lab is not open all day or on weekends – call (414) 229-4040 for specific hours

• If you are calling from outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1 (877) 381-3459.

“How many times per week or day do I need to get on the Internet and log in to D2L?”

You should expect to check the web site at least once per day during the week to keep abreast of posts by other students and any announcements, and I recommend that you also check in at least once over the weekend as well.

“If I send the professor an email, when will I receive a response?”

I will be consulting and working on the course web site regularly throughout the term. If you post a message to one of us, you can expect a response within 24 hours (and usually much faster). I check email and the course web site less frequently on weekends than I do on weekdays, and I check both during the regular workday far more frequently than I do at night.
“What email account should I use for communication with the professor?”

All course-related email communication should be conducted using UWM email addresses. Your UWM email address is your ePanther ID + @uwm.edu. Example: smia@uwm.edu

If you are a previously enrolled UWM student, you should already have a UWM email address. Students who are new to UWM receive an ePanther ID and a corresponding UWM email address when they enroll in the course. Contact the UWM Help Desk (see above) for instructions on how to access your email account.

I understand that it can be a pain to switch to a UWM email account if you are not accustomed to using that account, especially if you are using the account only for the purposes of this course. Nevertheless, for technical reasons, I am only able to send messages and announcements to your UWM email account.

The good news is that you can easily forward email received by your UWM account to your regular email account if you wish. Consult the UWM Help Desk (see above) for assistance or consult the PantherLink (Zimbra) User’s Guide for instructions:


V. University Policies

To succeed in this or any other course at UWM, you must be familiar with university policies regarding plagiarism, students with disabilities, and other issues. Please consult the following link for a full listing of these and other policies:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

***IMPORTANT*** It is the policy of this course that cheating or plagiarism will result in the failure not just of the assignment in which the misdeed occurs but of the entire course.

VI. Overview of Assignments

***Note: All Times are for the Central Time Zone***
### Week 1
(9/3-9/10)

**Field Trip on 9/10: American Geographical Society Library**

1. **Readings and other media**  
   See “Weekly Assignment” for details.

2. **Due by 9/10 @ 10:00 a.m.:**  
   Week 1 Reading Quiz  
   See “Weekly Assignment” for details.

3. **Field Trip on Friday, 9/10,**  
   1pm-4pm:  
   American Geographical Society Library. See “Weekly Assignment” for details.

### Week 2
(9/11-9/17)

**No Field Trip. Online only.**

1. **Readings and other media**  
   See “Weekly Assignment” for details.

2. **Due by 9/17 @ 10:00 a.m.:**  
   Week 2 Reflection (750 words)  
   See “Weekly Assignment” for details.

3. **No Field Trip This Week. Online Only**

### Week 3
(9/18-9/24)

**Field Trip on 9/24: Lake Park and North Point Lighthouse**

1. **Readings and other media**  
   See “Weekly Assignment” for details.

2. **Due by 9/24 @ 10:00 a.m.:**  
   Week 3 Reading Quiz  
   See “Weekly Assignment” for details.

3. **Field Trip on Friday, 9/24,**  
   1pm-4pm:  
   Lake Park. See “Weekly Assignment” for details.

### Week 4

1. **Readings and other media**
| Week 5  (10/2-10/8) | No Field Trip. Online only.                     | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 10/8 @ 10:00 a.m.:  
Week 5 Reading Quiz  
3. No Field Trip This Week.  
Online Only. |
|---------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Week 6  (10/9-10/15) | Field Trip on 10/15: Chicago  
***7am-7pm*** | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 10/14 @ 11:59 p.m.:  
Week 6 Reading Quiz (Note Special Due Date and Time)  
3. Field Trip on Friday, 10/15,  
***7am-7pm***  
See “Weekly Assignment” for details. |
| Week 7  (10/16-10/22) | Field Trip on 10/22: Urban Ecology Center/Milwaukee River Tour | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 10/22 @ 10:00 a.m.:  
Week 7 Reflection (750 words)  
See “Weekly Assignment” for details.  
3. Field Trip on Friday, 10/22,  
1pm-4pm  
Urban Ecology Center. See “Weekly Assignment” for details. |
| Week 8  (10/23-10/29) | No Field Trip. Online only.                     | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 10/29 @ 10:00 a.m.:  
Week 8 Reflection (750 words) |
| Week 9  
(10/30-11/5) | 3. No Field Trip This Week. Online Only. |
|---|---|
| Field Trip on 11/5: Milwaukee’s South Side, including St. Josaphat’s Basilica | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 11/5 @ 10:00 a.m.:  
Week 9 Reading Quiz  
See “Weekly Assignment” for details.  
3. Field Trip on Friday, 11/5, 1pm-4pm  
Milwaukee’s South Side. See “Weekly Assignment” for details. |
| Week 10  
(11/6-11/12) | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 11/12 @ 10:00 a.m.:  
Week 10 Reflection (750 words)  
3. No Field Trip This Week. Online Only |
| No Field Trip: Online Only |  |
| Week 11  
(11/13-11/19) | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 11/19 @ 10:00 a.m.:  
Week 11 Reading Quiz  
See “Weekly Assignment” for details.  
3. Field Trip on Friday, 11/19, 1pm-4pm  
Milwaukee Art Museum. See “Weekly Assignment” for details. |
| Field Trip on 11/19: Milwaukee Art Museum |  |
| Week 12  
(11/20-11/26--Thanksgiving) | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. No Reading Quiz or Reflection due this week |
| No Field Trip: Online Only |  |
| Week 13  
(11/27-12/3) | 1. Readings and other media  
See “Weekly Assignment” for details.  
2. Due by 12/3 @ 10:00 a.m.:  
Week 13 Reflection (750 words) |
| No Field Trips: Online Only |  |
### Week 14 (12/4-12/10)

**Field Trip on 12/10: Downtown Milwaukee**

1. **Readings and other media**  
   See “Weekly Assignment” for details.

2. **Due by 12/10 @ 10:00 a.m.: Week 14 Reading Quiz**  
   See “Weekly Assignment” for details.

3. **Field Trip on Friday, 12/10, 1pm-4pm**  
   Downtown Milwaukee. See “Weekly Assignment” for details.

### Final Examination due by Friday, 12/17 @ 11:59 p.m.

The **final examination** consists of two elements:

1. **Online quiz (cumulative)**  
2. **Take-Home Essay** of 8-10 pages.  
   See “Final Examination Assignment” for details.