

Joseph Hannah, Ph.D.

Teaching Portfolio

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Table of Contents

University Teaching Experience	1
Statement of Teaching Philosophy	4
Evidence of Teaching Effectiveness	8
Research Interests	10
Appendices	13
Appendix 1: Selected Course Evaluations	
Appendix 2: Sample Syllabus	
Appendix 3: Sample Introductory Mapping Exercise	
Appendix 4: Teaching Evaluation Letter from Dr. Lucy Jarosz	
Appendix 5: Sample Posters from <i>Geographies of Food and Eating</i>	

University Teaching Experience

I have been extremely fortunate to have taught eight undergraduate classes (six different courses) at the University of Washington as Instructor of Record. (See the listing below.) For each of these classes, I was able either to design all aspects of the course, including assignments, lecture material, grading, etc., or make significant modifications to an existing design. These experiences built on 11 quarters working as a Teaching Assistant, all of which have given me confidence in course design, classroom technique, and relations with students and fellow faculty. These experiences have also instilled in me a great humility, the heartfelt knowledge that I can always learn more about teaching and do so each time I do it. My successes and continued challenges push me to seek advice and improvements to make be a better teacher with each class.

As a graduate student Teaching Assistant, I taught several computer-based labs in Geographic Information Systems (GIS) – a form of map-making and map analysis using specialized software and data. For these courses I drew upon my many years' experience with computer databases as well as my love of maps and geography. I taught many different classes, from the most elementary introductory classes (such as *Introduction to Maps and GIS* and *Introduction to Cartography*) to our more technical and capstone classes (*Geographic Information Systems Analysis*, *Urban Geographic Information Systems*, and *Geographic Information Systems Workshop* – please see my CV for a complete list.)

For several of these classes, I either developed or modified many of the exercises students used to learn the principles of GIS. For two quarters the Geography Department hired me specifically to develop lab curricula to augment the instructor's lecture material and to teach GIS skills. Based on my GIS lab experience, I was asked to contribute to the "Teaching in Computer Classrooms" chapter of *Strategies for Teaching Assistant and International Teaching Assistant Development: Beyond Micro Teaching* (published in 2007 – see my CV).

As primary instructor, I have taught a variety of courses, most in the field of International Development and/or International Political Economy. Most of these were in the Department of Geography, some cross-listed between Geography and Political Science, and one cross-listed between the School for International Relations and the Department of Political Science. (See the list of these courses below.) I have taught different size classes, from 12 students to 150, with Teaching Assistants and without. I have designed reading lists, syllabi, exams, quizzes, writing assignments, research paper assignments, etc., for all of these classes.

In my teaching, I bring many of the ideas and issues from my own research into the undergraduate classroom. In part, my research looks at various theoretical and empirical issues surrounding global poverty and at international responses, asking critical questions about how issues of poverty are constructed and for what interests. (See my research statement on page 10 of this portfolio.) These are key ideas that have great transferability into many topics of global interest.

Classes Taught as Instructor of Record

Geography of Global Inequality – GEOG 230 (Aut. 2008, 150 students).

Introduction to aspects of global poverty and international development using an International Political Economy approach, including elements of Feminist and Post-structural theory.

- Redesigned existing course, new sequencing, grading structure, exams, etc.
- Supervised two Teaching Assistants.

Geography of Food and Eating – GEOG 271

Political economy of food production and consumption, both domestic and international. Strong focus on drawing links between personal choice, body/identity, and larger political-economic processes of food.

- *Pre-doctoral Instructor* (Sum. 2005, 12 students). Redesigned existing course for summer.
- *Post-doctorate Lecturer* (Spr. 2008, 150 students).

Geographies of the Developing World – GEOG 335

Examines causes of Third World poverty and the successes and failures of international development. Theoretical bases for development approaches are emphasized, based on Critical Development Studies and International Political Economy approaches.

- Redesigned course with new sequencing, new lectures, added audio-visual, new exams, etc.(Aut. 2007, 45 students)
- Evening Degree Program (Spr. 2008, 25 students) Modified course for evening students.

Geography of International Development and Environmental Change – GEOG 270 (Aut. 2007, 150 students).

Considers the multiple cause-and-effect relationships between poverty and international development on one hand, and environmental change/global warming on the other. Close attention paid to representations of environmental change, poverty, and the Third World.

- Redesigned course content and structure around three main empirical issues: over population and over consumption; global warming and effects on the poorest people; and genetically modifies agriculture. Theory was introduced through empirical examples
- Supervised two Teaching Assistants.

State-society Relations in the Third World – SIS 456 / POLS 450 (Spring 2007, 65 students).

Focused on aspects of state-society relations that influence political uncertainty, international development, and poverty.

- Jointly offered in International Studies and Political Science
- Redesigned existing core curriculum course

Maps and International Development: A Critical Perspective – GEOG 395 (Special Topics): (Winter 2003, 25 students).

Examined the construction of developing countries as places of intervention through the use of maps. Course bridged fields of Critical Development Studies and Critical Cartography, using Post-Structuralist and feminist theories, as well as Political economy, to better understand the power relations underlying map production in the service of international development.

- As a pre-doctorate instructor, designed new course to fill a departmental need
- Received departmental “Outstanding Teaching Assistant” award for this course
- See Dr. Lucy Jarosz’s evaluation of my teaching in this course in Appendix 4.

Statement of Teaching Philosophy

As a life-long student, learning for me has always been about making connections: new connections between things I know already, or connections with new material. If I cannot link information to something I am familiar with – if it is not somehow made relevant to my life – I do not learn it well.

As a teacher, I focus on making those connections happen for my students. I begin by making personal connections between me as instructor and the students in my class. Building a sense of trust and openness, a rapport of respect, is the foundational step in helping students make connection with the material. I have taught classes of 12 students, in which the student-teacher connections were relatively easy to build and maintain through personalized contact and attention to individual student needs. And I have taught classes of 150 students where I had to build more symbolic forms of connection such as walking up the aisle to look at a PowerPoint slide from their point of view, asking them to provide examples from their own lives, or eliciting a counter argument. In all my classes I try to maintain a verbal engagement with students with the goal of helping them to make the connections between the material and their own, particular circumstances.

A Triangular Framework

Building upon connections with the students, my role as a teacher is in large part to help them make connections with the course material. In helping students make these connections, I like to design many of my courses on a framework of three mutually supportive elements.

The first element of this conceptual triangle is empirical information. The world is a messy place, and students need to see it in its messiness. Examples, case studies, statistics, ethnographies, films, media representations and anecdotes from my own international development work are all useful in bringing otherwise dry concepts to life. The second element of the triangle is theory – attempts by academics to explain real-world phenomena in systematic terms. Teaching theory opens lines of inquiry about the world at large, and challenges students to understand how others' (and their own) arguments are formulated and justified. The third element of the triangle is an examination of “everyday politics.” I challenge the students to consider the idea that each of us engages in politics in the most mundane aspects of our lives. Our daily decisions are directly linked to the messy world we see around us and at the same time can be linked to theoretical explanation. As the course progresses, I present material in many different ways, building the connections between each element of this design triangle.

In one example, students in my *Geographies of Food and Eating* class complete a seven-day food journal, recording and reflecting on their meal choices. During the course of the term, as we learn about discourses of femininity and masculinity, ethnic foodways, and the political economy of meat production, students refer back to their food journals, putting their own eating choices in context with the theoretical material and empirical examples we cover class. Such exploration of everyday politics can be a wonderfully empowering part of the class for students, giving them options for action outside the classroom. It is a great

feeling to hear from a student who has made a commitment to personal change – volunteering at a community organization or changing eating habits – based on the connections s/he made in one of my classes. (See photos of student’s final projects in Appendix 5.)

Critical to my teaching approach is a course design that explains, repeats and reinforces ideas through closely integrated readings, lectures, films, writing, discussion, assignments and grading practices. Designing the course in this way allows me to help students with different needs and learning styles make connections with the material. In my “Maps in International Development” class, for example, I taught a combination of feminist theories of knowledge and discourse analysis. I linked each theoretical step to the empirical with a group project, a mapping exercise, an in-class essay, or other activities to reinforce the theoretical ideas. In another favorite technique, I combine a 5-minute film clip, short lecture linking the clip to the learning objectives for the day, and an open discussion with the class, all in 50 minutes. The intent of both methods is to keep things lively and make the material accessible to a diverse set of learners.

With different classes at different academic levels, I give each element of the design triangle more or less emphasis. In lower division courses I may introduce theory through empirical example or case study, whereas in upper division courses I may “talk theory” more explicitly and more thoroughly, using real world examples to illustrate or contradict the theory. In moving between theory, personal practice and empirical phenomena, I help the students discover how decisions – whether made by states, collectives such as non-profit organizations, or individuals – are based on particular values and world views and at the same time are contested by an array of social actors with competing outlooks and visions for the future.

Throughout my teaching I strive to keep the classroom a space where competing ideas are welcome. I want to help students understand the theoretical and ideological underpinnings of arguments and to shape their own responses using these intellectual tools. Removing bias in discussions of controversial material is neither possible nor useful. Instead, using my triangle framework helps me *discuss* our biases and ground them in theory and in underlying, often unspoken ideologies. Such discussions do not remove conflict, but rather help students construct arguments on an academic and courteous level. Open discussion of difference, so grounded, allows students to respond to controversial material in powerful ways, helping them to build critical thinking and reasoning skills that are applicable beyond the classroom.

As I teach I am constantly trying to assess student learning through several formal and informal methods. Quizzes and exams let me know if they are learning the raw material, as does performance on written assignments. Perhaps of more interest to me, however, are the informal indicators that students are making connections: body language and attentiveness in class, active participation in discussion, relevant and penetrating questions. When students start making intelligent connections between course concepts and their own experiences, or with issues that are not part of the curriculum, I feel I have begun to succeed in my teaching.

Professional Growth

As I am developing these ideas of teaching and my skills as a teacher, I am constantly looking for ways to improve. I talk about teaching with faculty peers and graduate students regularly. I have taken advantage of the Center for Instructional Design and Research (a UW service for all teachers on campus) to run a course feedback session in my class and to advise me on specific questions about course design, grading and other issues.

I also take very seriously the end-of-course student evaluations. Our evaluation process includes both numeric and qualitative evaluations, and I generally receive “very good” to Excellent” scores. (Please see the “Evidence of Teaching Effectiveness” section, below.) Of course, as far as helping me refine my technique or my course design, knowing what didn’t work is at least as important as knowing what did, so I tend to spend even more time looking at student complaints and ideas for improvement.

In the course evaluations for my *Geographies of Food and Eating* class, one student wrote, “I can’t believe that knowing all you do about the American food system that you are still not a vegetarian!” I have taken this student’s comment as a challenge to explore and infuse into my teaching the proposition that humans are not always rational creatures; we live in a state of cognitive dissonance a large part of the time. Our contradictions and contestations can be used to show how the messy world is not easily explained by theory; why (in part) so many competing theories exist to explain the same phenomena; why everyday politics remains such an important element in approaching both theory and the messy empirical world. Looking explicitly at these contradictions may help me make even stronger connections between the theoretical issues, empirical examples, and students’ lived experiences. I would hope, thereby, to simultaneously make the classroom a more empathetic and safe place to discuss difficult issues.

Going forward, there are several methods I would like to introduce or to make better use of. One of these is increasing the use of in-class writing to explore complex ideas, identify areas where there is a lack of clarity, argue positions, and explore values. In large lecture classes I have been able to make only limited use of in-class writing, though I know that it can be very effective at bringing student feedback into the lecture. I saw the effectiveness of in-class writing in *Geographies of Food and Eating* when I asked students to write descriptions of “ideal” body types. The following day I displayed the compiled results, resulting in several good laughs and at the same time demonstrating the power of a common culture to build behavioral expectations and aspirations. Their personal written responses worked to connect students directly with the theoretical material we were discussing.

Conclusion: Life-long Learning

Through my graduate education, as I explored my discipline and worked on my own research, I came to know that I want to focus my career on teaching. Over the past several years I have worked on my skills and ideas, and I continue to do so, striving for small improvements with each class I teach. As a post-doctorate lecturer I have been given full responsibility for courses at different academic levels, with different numbers of students, with and without teaching assistants.

Each experience reinforces my desire to become the best scholar-teacher I can be. Part of that process will be to maintain a research program to allow me to be current with theory and to ground that theory in my own empirical observations, making me a more effective teacher. (See the “Research Interests” section, below.) At the same time I will be continually updating my teaching philosophy and technique, informed by interactions with peers and teaching experts – but most importantly with my students. I consider myself a life-long learner, searching and researching, exploring new connections and new ideas, thinking through the issues of the day. I hope to relate to my students some of the joy that learning has brought to my life. I can think of no better career than teaching – none more fun, more important, or more fulfilling.

Evidence of Teaching Effectiveness

Receiving feedback on my teaching is vitally important to me. Teaching evaluations offer an opportunity for me to learn about my approach to the material of the course and about my teaching. I make a point of telling students that I truly welcome both positive and negative feedback, and that I use their comments to improve my teaching. I take every opportunity to try to learn new methods, new combinations of classroom and curricular techniques to connect students with the material and with new ways of thinking.

The University of Washington standard teaching evaluation process includes both numeric and qualitative evaluations. On the numeric evaluations I frequently score in the “very good” to “excellent” range, with averages frequently above 4.0 out of 5.0. (See sample evaluations in Appendix 1.) Such results are deeply gratifying, and I take them to mean that students are generally pleased with certain aspects of the class, such as “Instructor’s contribution to student learning,” or “Clarity of explanation.” I am also aware that they can only capture a small part of the students’ learning experience.

Equally – or perhaps more – important to me in understanding what worked and what didn’t in a class are the qualitative responses. It means a great deal to me when a student reports that the class “opened up a new way of thinking.” It is also significant when one or more students mention that my PowerPoint slides are wordy, or that my lectures overlaps the readings too much.

I have used two other methods of soliciting student feedback on my teaching. The first is an anonymous e-mail tool available to teachers at the University of Washington. I have used this web-based tool to ask students what was working and what was not during the course of the academic term. Some students were eager to give opinions, some of which I could use immediately, others I could not. But I acknowledged all comments in class, reinforcing the idea that their voices were heard.

The other method that I have used is a service of the Center for Instructional Design and research on the UW campus. Their staff conducted a focus group-like session in my class (without me present) to solicit and develop students’ opinions of their learning in the class. The staffer compiled the results and went over them in close detail with me. Once again I was able to learn a great deal about what worked and what did not in my teaching and the students’ learning.

For me, the most significant student comments from students are the ones that indicate the student has experienced an intellectual and/or life-transition based on what s/he learned in my class. If I can help a student look at the world in a fresh way, apply intellectual tools to everyday situations and decisions, use enhanced critical thinking skills – then I know I have reached an important goal for my own teaching. Below are some students comments from qualitative course evaluations that let me know that I achieve this on occasion; such comments keep me striving to continue to improve my teaching.

Selected Student Comments

“This class was overall one of my favorite so far in my college career. It not only opened up my eyes... regarding food in my life, but around the world as well... I was able take the concepts and material and apply them to real-life scenarios.”

“Very relevant, very interesting, related to things happening NOW!”

“Class went way beyond the textbook idea of development.”

“The course was very well presented and opened a lot of doors for me as far as intellectual interests. The concepts presented in class paralleled everyday life...”

[What aspects contributed most to your learning?] “How interactive the class was. It catered to both the traditional & the non-traditional styles. (Combination of PowerPoint, videos interactive projects & assignments, teaching, guest speakers, news articles, websites.)”

“Joe is amazing! I learned the realities of international development and now I feel more reluctant to believe everything I hear about the development world through the media.”

[What aspects contributed most to your learning?] “Class lectures were very helpful. Joe presents ideas & theories in a very interesting way and is never biased.”

“This class probably was one of the most, if not the most stimulating class I have had. I thought about the material we covered all the time & really looked at how it related to my life.”

“I was impressed with Dr. Hannah’s ability to hold the attention of the class in the evening while discussing economic theory. Not an easy task. Very well organized syllabus, dynamic lectures – extremely stimulating.... I thought Dr. Hannah’s skill at moderating discussion was extraordinary...”

“What we learned through the course changed a LOT how I see the world ... yes it was [just] the surface of so many information in so many aspects, but therefore it was great to understand myself (and the world?)... We specifically focused on development themes and maps; however what we learned will be useful to look at any kinds of topics we learn in any fields.”

“This is probably the best class I’ve taken at the UW. This course provided me w/ many different tools, including new ways of thinking. Great instructor, great topic.”

“...I’ve learned a new way to think about what’s presented to me... [What contributed most to my learning?] The teaching style. Joe’s lectures, handouts, it seemed, were constructed around the ability of the student to retain the info... one of the best experiences in higher education that I’ve ever had.”

Research Interests

A strong research agenda is a critical part of my teaching career. My own research brings new perspectives and new experiences into my teaching, making me a more informed and (it is hoped) more interesting teacher. My academic identity, reflected in my research, has two important dimensions: I am a Political Geographer and I am a Southeast Asianist. Both aspects of my work are critical, and I work to maintain both *disciplinary* connections in Geography (itself a multidisciplinary discipline) and *interdisciplinary* connections in Southeast Asian Studies. I am closely connected to the international community of Vietnam Studies scholars and currently serve on the Executive Committee of the Vietnam Studies Group (a committee under the Association for Asian Studies).

My pursuit of a PhD was somewhat accidental. Coming from several years as a consultant to international development agencies in Vietnam, I returned to the university to train in Geographic Information Systems. My frustrations with the development process on the ground led me to pursue this kind of technical training to improve my effectiveness as a development worker. However, exposure to new ways of thinking about development – through Political Geography, Political Economy, Feminist Theory, etc. – convinced me that better technical skill would not eliminate my frustrations with development practice. I decided to engage more fundamental questions about development through deeper research in a PhD program. I have never regretted this decision.

My Dissertation

My PhD dissertation, titled “Local Non-Government Organizations in Vietnam: Development, Civil Society and State-society Relations,” asked about civil society formation in Vietnam, particularly whether we can characterize Vietnamese non-government organizations (VNGOs) as civil society actors. My decision to base my dissertation on the concept of civil society came about from my deep suspicion of the term. To me it seemed to be so variously defined, so “conceptually fuzzy,” as to be meaningless. Fine (1977) wrote that you either love the openness and potential of the term, or you find it so vacuous as to be useless. I have always come down in the latter category. From my rejection of the concept, however, comes my fascination with the power it has garnered in the world of international development. Vast sums are being spent on identifying, evaluating, and supporting civil society all over the world – all without anyone being able to define exactly what “it” is. I decided I had to know more about the political economy and discursive construction of so powerful an idea.

For my dissertation research I conducted participant observation in VNGOs for one year, and I interviewed international development agencies, Vietnamese government decision-makers, and Communist Party officials. I explored the several ways the concept of civil society is understood in Vietnam, its place in Vietnamese political ideology, the conflicts around its deployment by international donors, and particularly its daily manifestations through local, non-profit, non-government development organizations, the VNGOs.

My research challenges the dominant definitions in current civil society theory, particularly those definitions used by international development actors. By challenging these definitions, I look for understandings and insights that better explain the empirical data I collected in my fieldwork, calling for an expanded view of civil society. In the process, I argue for a new manner of characterizing civil society based on activities and roles of both state and non-state actors instead of on institutions such as “autonomous associations.” My work builds on that by a small number of scholars advocating for this approach in Vietnam and elsewhere. By looking at what each actor in the political economy of civil society formation *does* –a “logic of actions” – rather than what each actor *is* –a “logic of domains” – we can begin to see forms of civil society and struggles over definitions and resources that are obscured by structural definitions. We begin to recognize the “new social spaces” being created by VNGOs for popular “push-back” against authoritarian, centralized policies.

Importance and Contributions

This new manner of approaching civil society – through activities rather than through structures – is a step toward overcoming much of the Eurocentric bias in both mainstream theories of civil society and in the application of civil society through international development projects. It allows for a broader understanding of state-society relations in Vietnam and other places in the world. By approaching civil society in this manner, we can see instances of it in places we would not otherwise, such as in an authoritarian state that does not allow much organizational autonomy. This approach also reveals power relations and social struggles over the realm of civil society – contestations undertaken by local social activists, government agencies and international development agencies, all involved in the political economy of development and civil society formation.

Recognition

The study of civil society has proved to be a timely topic, as literally dozens of development workers, scholars and students have requested copies of my dissertation to augment their work. (I placed my dissertation on my website for easier access because of these requests.) Other scholars, from graduate students to leading scholars in their fields, have begun to look at civil society formation in Vietnam in the past few years, and many have contacted me personally to discuss my work. My work is beginning to be cited by a number of scholars. (See my CV for some of these citations.)

I also have been invited to speak about my research and on related topics on a number of occasions. (Please see my CV.) My presentation to the Geography Department Colloquium was a strongly theoretical discussion. Invited guest lectures to undergraduate classes focused on the concept of civil society and how it works out on the ground in Vietnam. Invited talks to graduate seminars focused on methodological approaches and the bringing-together of empirical explorations and theory. I have also conducted invited talks to teachers at the K-12 and university levels about current conditions in Vietnam, including the formation of VNGOs as a sign of social change. I received a small *Research Grant for Nonprofits & Philanthropy* from the Nancy Bell Evans Center on Nonprofits & Philanthropy, a competitive grant to support the final stages of my dissertation work. An invitation to a workshop on the reconceptualizing of civil society in Asia led to the publication of my paper, “The Mutual Colonization of State and Civil Society Organizations

in Vietnam,” in Benjamin L. Read’s forthcoming book, *Local Organizations and Urban Governance in East and Southeast Asia: Straddling State and Society* (Routledge, 2009).

Future Directions

My short-term plan for continuing my research is to publish three articles from my dissertation. One of these will be a theoretical exploration of the concept of civil society using the “logic of actions” ideas discussed above, ideally for submission to the new *Journal of Civil Society*. A second article will be on the concept of “professionalism” as a foundational principle in Vietnamese civil society formation. This article may be best submitted to a Critical Development Studies journal such as *Development and Change*. A third article will explore empirical findings from my work among VNGOs and would best be submitted to an area studies publication such as *The Journal for Vietnam Studies*.

In the longer term, I wish to broaden my research on development issues in Vietnam beyond – but still including – the formation of a civil society there. Such issues would include the role of the international financial institutions in Vietnam, the impacts and political economy of the food crisis there, and the effects of the international financial crisis on the 20-year-old market reform process that has brought unprecedented change to the Vietnamese economy and society. What will the political and social ramifications be if the economic reform process falters?

In addition, I will embark on a long-term project to extend my research to include Africa. I believe that further research on the political economy of international development in Africa will bring interesting and illuminating comparisons and contrasts with my earlier work. I have done some preliminary work – more a dipping of my toe into specific issues – in support of developing teaching materials, and that has whetted my appetite for more comprehensive scholarly investigations.

With the scope of the current economic crisis just beginning to be understood, and with the global economic situation in great flux, it is uncertain what changes are ahead. For years, although variously contested, the neoliberal approach to international economic relations has dominated and globalization is now a taken-for-granted condition. But now we are cast into some doubt as to what the fall-out of the global crisis will be. Are we in for a paradigm shift, similar to the Keynesian revolution that came out of the Great Depression? Is something new and unexpected waiting in the wings? As a scholar I am watching the situation unfold with trepidation, especially as it is reflected in global inequalities and in the ideology of international development. Much of my future research will be deeply colored by what happens in the next year or two – and it looks bleak for people living in poorer countries in both Southeast Asia and Africa.

Conclusion

My research is a crucial complement to my teaching ambitions, a supporting activity that will keep me current in the literature, keep my ideas fresh, and nurture my intellectual growth. As my academic career unfolds, I am committed to continuing my research on international development, both by building on my strengths as a Vietnam Studies scholar and by expanding my scholarship to include Africa. Bringing my research into my classroom teaching is a fundamental motivation for dedicating time and energy to research,

as is building and maintaining my position in my intellectual communities. Solid research contributions enhance my own academic standing, of course, but they also – and thereby – strengthen the department in which I work and benefit the students whom I teach.

Appendices

Appendix 1: Selected Course Evaluations

On the following pages are teaching evaluation summaries from four classes I taught as principle instructor:

- *Geography 395 “Maps in International Development: A Critical Perspective” (Winter 2003)*
- *Geography 335: “The Geography of International Development” (Spring 2008)*
- *Geography 270 “International Development and Environmental Change” (Fall 2007)*
- *Geography 271 “Geographies of Food and Eating (Spring 2008)*

Course syllabi, student comments on these classes, evaluations of other classes I have taught, and evaluations from GIS courses for which I worked as a Teaching Assistant are all available upon request.

Maps in International Development: A Critical Perspective

Instructional
Assessment
System

GEOG 395 A
Geography
Arts & Sciences
University of Washington

Joseph Hannah
Pre-Doctoral Associate

Winter 2003
Instructor Copy

STUDENT EVALUATION OF INSTRUCTION

E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor

	No. Resp's	PERCENTAGES ¹						MEDIAN	Adjusted Median
		E	VG	G	F	P	VP		
1. The course as a whole was:	15	73	20		7			4.8	4.7
2. The course content was:	15	73	20	7				4.8	4.7
3. The instructor's contribution to the course was:	15	80	20					4.9	4.8
4. The instructor's effectiveness in teaching the subj. matter was:	15	87	13					4.9	4.9
COMBINED ITEMS 1-4	60	78	18	2	2			4.9	4.8
									Relative Rank
5. Course organization was:	15	73	20	7				4.8	1
6. Clarity of instructor's voice was:	15	73	27					4.8	15
7. Explanations by instructor were:	15	60	33	7				4.7	14
8. Inst's ability to present alternative explan. when needed was:	14	71	21	7				4.8	10
9. Instructor's use of examples and illustrations was:	15	87	7	7				4.9	6
10. Quality of questions or problems raised by instructor was:	15	67	20	13				4.8	11
11. Student confidence in instructor's knowledge was:	15	73	13	13				4.8	18
12. Instructor's enthusiasm was:	14	79	14	7				4.9	17
13. Encouragement given students to express themselves was:	14	79	7	7	7			4.9	12
14. Answers to student questions were:	15	73	13	7	7			4.8	4
15. Availability of extra help when needed was:	14	93	7					5.0	2
16. Use of class time was:	15	60	27	13				4.7	7
17. Instructor's interest in whether students learned was:	15	80	13	7				4.9	8
18. Amount you learned in the course was:	15	67	20	7	7			4.8	5
19. Relevance and usefulness of course content were:	15	73	20	7				4.8	9
20. Evaluative and grading techniques (tests, papers, etc.) were:	15	67	20	13				4.8	3
21. Reasonableness of assigned work was:	15	47	40	7	7			4.4	16
22. Clarity of student responsibilities and requirements was:	15	53	27	13	7			4.6	13

Relative to other college courses you have taken:

		Much Higher	Average	Much Lower		
23. Do you expect your grade in this course to be:	15	20	40	40	4.8	
24. The intellectual challenge presented was:	15	27	60	7	6.1	
25. The amount of effort you put into this course was:	15	13	47	33	5.7	
26. The amount of effort to succeed in this course was:	15	7	60	27	5.8	
27. Your involvement in course (assignments, attendance, etc.) was:	15	33	47	13	7	6.1

<p>28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers and any other course related work? (Percentages)</p> <table border="1"> <tr><td>Under 2</td><td>7</td></tr> <tr><td>2-3</td><td></td></tr> <tr><td>4-5</td><td>7</td></tr> <tr><td>6-7</td><td>7</td></tr> <tr><td>8-9</td><td>53</td></tr> <tr><td>10-11</td><td>13</td></tr> <tr><td>12-13</td><td>7</td></tr> <tr><td>14-15</td><td>7</td></tr> <tr><td>16-17</td><td></td></tr> <tr><td>18-19</td><td></td></tr> <tr><td>20-21</td><td></td></tr> <tr><td>22 or more</td><td></td></tr> </table> <p>No. Resp's 15 Class median 8.6 Hours per credit 1.73</p>	Under 2	7	2-3		4-5	7	6-7	7	8-9	53	10-11	13	12-13	7	14-15	7	16-17		18-19		20-21		22 or more		<p>29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages)</p> <table border="1"> <tr><td>Under 2</td><td>7</td></tr> <tr><td>2-3</td><td></td></tr> <tr><td>4-5</td><td>13</td></tr> <tr><td>6-7</td><td>20</td></tr> <tr><td>8-9</td><td>40</td></tr> <tr><td>10-11</td><td>7</td></tr> <tr><td>12-13</td><td>13</td></tr> <tr><td>14-15</td><td></td></tr> <tr><td>16-17</td><td></td></tr> <tr><td>18-19</td><td></td></tr> <tr><td>20-21</td><td></td></tr> <tr><td>22 or more</td><td></td></tr> </table> <p>No. Resp's 15 Class median 8.0 Hours per credit 1.60</p>	Under 2	7	2-3		4-5	13	6-7	20	8-9	40	10-11	7	12-13	13	14-15		16-17		18-19		20-21		22 or more		<p>30. What grade do you expect in this course? (Percentages)</p> <table border="1"> <tr><td>A (3.9-4.0)</td><td>13</td></tr> <tr><td>A- (3.5-3.8)</td><td>47</td></tr> <tr><td>B+ (3.2-3.4)</td><td>33</td></tr> <tr><td>B (2.9-3.1)</td><td></td></tr> <tr><td>B- (2.5-2.8)</td><td></td></tr> <tr><td>C+ (2.2-2.4)</td><td>7</td></tr> <tr><td>C (1.9-2.1)</td><td></td></tr> <tr><td>C- (1.5-1.8)</td><td></td></tr> <tr><td>D+ (1.2-1.4)</td><td></td></tr> <tr><td>D (0.9-1.1)</td><td></td></tr> <tr><td>D- (0.7-0.8)</td><td></td></tr> <tr><td>E (0.0)</td><td></td></tr> <tr><td>Pass</td><td></td></tr> <tr><td>Credit</td><td></td></tr> <tr><td>No Credit</td><td></td></tr> </table> <p>No. Resp's 15 Class median 3.5</p>	A (3.9-4.0)	13	A- (3.5-3.8)	47	B+ (3.2-3.4)	33	B (2.9-3.1)		B- (2.5-2.8)		C+ (2.2-2.4)	7	C (1.9-2.1)		C- (1.5-1.8)		D+ (1.2-1.4)		D (0.9-1.1)		D- (0.7-0.8)		E (0.0)		Pass		Credit		No Credit		<p>31. In regard to your academic program, is this course best described as: (Percentages)</p> <p>In your major? 100</p> <p>A distribution requirement?</p> <p>An elective?</p> <p>In your minor?</p> <p>A program requirement?</p> <p>Other?</p> <hr/> <p>Enrollment: 22 Returned forms: 15 Form: A Chair Copy: Yes</p>
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Geography of International Development

Instructional Assessment System

GEOG 335 A
GEOGRAPHY
ARTS & SCIENCES
University of Washington

Joseph Hannah
Lecturer
Spring 2008

Instructor Copy

STUDENT EVALUATION OF INSTRUCTION

	Respondents	PERCENTAGES ¹						MEDIAN	Adjusted Median
		E (5)	VG (4)	G (3)	F (2)	P (1)	VP (0)		
1. The course as a whole was:	16	38	44	19			4.2	4.1	
2. The course content was:	16	31	44	19	6		4.1	3.9	
3. The instructor's contribution to the course was:	16	50	44	6			4.5	4.4	
4. The instructor's effectiveness in teaching the subj. matter was:	16	56	38	6			4.6	4.5	
COMBINED ITEMS 1-4	64	44	42	12	2		4.4	4.2	
								Relative Rank	
5. Course organization was:	16	31	44	19	6		4.1	12	
6. Clarity of instructor's voice was:	16	56	25	12	6		4.6	6	
7. Explanations by instructor were:	16	50	38	6		6	4.5	3	
8. Instr's ability to present alternative explan. when needed was:	16	44	31	19		6	4.3	8	
9. Instructor's use of examples and illustrations was:	16	38	44	12	6		4.2	16	
10. Quality of questions or problems raised by instructor was:	16	50	25	19	6		4.5	2	
11. Student confidence in instructor's knowledge was:	16	50	38	12			4.5	15	
12. Instructor's enthusiasm was:	16	56	38	6			4.6	9	
13. Encouragement given students to express themselves was:	16	44	50	6			4.4	13	
14. Answers to student questions were:	16	44	44	12			4.4	4	
15. Availability of extra help when needed was:	15	40	60				4.3	10	
16. Use of class time was:	16	38	44	19			4.2	5	
17. Instructor's interest in whether students learned was:	15	40	33	20	7		4.2	17	
18. Amount you learned in the course was:	16	38	44	19			4.2	7	
19. Relevance and usefulness of course content were:	15	40	40	13		7	4.3	14	
20. Evaluative and grading techniques (tests, papers, etc.) were:	15	47	27	20	7		4.4	1	
21. Reasonableness of assigned work was:	15	40	7	27	13	13	3.4	18	
22. Clarity of student responsibilities and requirements was:	15	40	33	20	7		4.2	11	
								Relative to other college courses you have taken:	
23. Do you expect your grade in this course to be:	16	6	31	31	31		5.1		
24. The intellectual challenge presented was:	15	13	47	27	13		5.7		
25. The amount of effort you put into this course was:	16	19	50	12	19		5.9		
26. The amount of effort to succeed in this course was:	16	19	56	12	12		5.9		
27. Your involvement in course (assignments, attendance, etc.) was:	16	25	44	25	6		5.9		

28. On average, how many hours per week have you spent on this course?	29. From the total average hours spent, how many do you consider were valuable in advancing your education?	30. What grade do you expect in this course?	31. In regard to your academic program, is this course best described as:
Percent	Percent	Percent	Percent
6 Under 2	Under 2	12 A (3.9-4.0)	60 In your major
6 2-3	19 2-3	38 A- (3.5-3.8)	A distribution requirement
12 4-5	25 4-5	25 B+ (3.2-3.4)	20 An elective
12 6-7	19 6-7	12 B (2.9-3.1)	7 In your minor
25 8-9	19 8-9	12 B- (2.5-2.8)	A program requirement
6 10-11	10-11	C+ (2.2-2.4)	13 Other
12 12-13	6 12-13	C (1.9-2.1)	
12 14-15	6 14-15	C- (1.5-2.1)	
16-17	6 16-17	D+ (1.2-1.4)	
18-19	6 18-19	D (0.9-1.1)	
6 20-21	6 20-21	D- (0.7-0.8)	
12 22 or more	6 22 or more	E (0.0)	
Respondents: 16	Respondents: 16	Pass	
Class median: 8.5	Class median: 6.2	Credit	
Hours per credit: 1.70	Hours per credit: 1.23	No Credit	
		Respondents: 16	
		Class median: 3.5	

1. Percentages are based on the number of students who rated each item.

SP08:03700

Respondents: 16

A

Mailbox: 353550

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Batch UW 390-000506

SURVEY ID

Enrollment: 26
Classes: 1

Form Type

ChairCopy? Yes
printed: 7/2/2008

Geographies of Food and Eating

Instructional Assessment System

GEOG 271 A
GEOGRAPHY
ARTS & SCIENCES
University of Washington

Joseph Hannah
Lecturer
Spring 2008

Instructor Copy

STUDENT EVALUATION OF INSTRUCTION

	Respondents	PERCENTAGES ¹						MEDIAN	Adjusted Median
		E	VG	G	F	P	VP		
1. The course as a whole was:	69	32	43	19	6			4.1	4.1
2. The course content was:	69	30	41	20	9			4.0	4.0
3. The instructor's contribution to the course was:	68	31	46	21	3			4.1	4.1
4. The instructor's effectiveness in teaching the subj. matter was:	67	34	34	30	1			4.0	4.1
COMBINED ITEMS 1-4	273	32	41	22	5			4.1	4.1

	Respondents	How frequently was each of the following true of this course?					Relative Rank			
		Always	About Half	Never	(7)	(6)				
5. The instructor gave very clear explanations.	68	35	44	15	6		6.2	2		
6. Instr. successfully rephrased explanations to clear up confusion.	67	39	39	16	4	1	6.2	4		
7. Class sessions were interesting and engaging.	68	24	47	18	9	3	5.9	1		
8. Class sessions were well organized.	68	40	40	15	4	1	6.2	3		
9. Student participation was encouraged.	68	43	38	9	4	6	6.3	6		
10. Students were aware of what was expected of them.	68	35	35	19	9	1	6.1	5		
11. Extra help was readily available.	66	38	30	18	8	6	6.1	10		
12. Assigned readings and other out-of-class work were valuable.	68	21	35	21	18	3	3	5.7	9	
13. Grades were assigned fairly.	68	24	49	15	7	3	1	6.0	7	
14. Meaningful feedback on tests and other work was provided.	67	16	34	25	16	3	1	3	5.5	11
15. Eval. of student perform. was related to important course goals.	67	25	37	21	10	4	1	5.8	8	

	Respondents	Relative to other college courses you have taken, how would you describe your progress in this course with regard to:					Relative Rank		
		Great	Average	None	(7)	(6)			
16. Learning the conceptual and factual knowledge of this course.	67	31	36	16	12	4	6.0	5	
17. Dev. an appreciation for the field in which this course resides.	67	43	31	12	10	3	6.3	3	
18. Understanding written material in this field.	67	31	34	19	12	3	6.0	4	
19. Dev. an ability to express yourself in writing or orally in this field.	67	30	27	16	24	1	1	5.8	6
20. Understanding and solving problems in this field.	67	21	37	24	10	7	5.7	7	
21. Applying the course mat'l to real world issues or other disciplines.	67	52	25	9	12	1	6.5	1	
22. General intellectual development.	67	42	33	10	13	1	6.3	2	

	Respondents	Relative to other college courses you have taken:					Relative Rank	
		Much Higher	Average	Much Lower	(7)	(6)		
23. Do you expect your grade in this course to be:	66	8	39	20	29	5	5.3	
24. The intellectual challenge presented was:	66	14	21	27	29	6	2	4.9
25. The amount of effort you put into this course was:	66	12	23	29	32	3	2	5.0
26. The amount of effort to succeed in this course was:	66	11	24	24	32	6	3	4.9
27. Your involvement in course (assignments, attendance, etc.) was:	66	15	27	21	33	2	2	5.1

28. On average, how many hours per week have you spent on this course?	29. From the total average hours spent, how many do you consider were valuable in advancing your education?	30. What grade do you expect in this course?	31. In regard to your academic program, is this course best described as:
<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Under 2	Under 2	6 A (3.9-4.0)	28 In your major
3 2-3	8 2-3	52 A- (3.5-3.8)	3 A distribution requirement
17 4-5	42 4-5	27 B+ (3.2-3.4)	47 An elective
34 6-7	20 6-7	7 B (2.9-3.1)	5 In your minor
22 8-9	15 8-9	6 B- (2.5-2.8)	3 A program requirement
9 10-11	9 10-11	1 C+ (2.2-2.4)	14 Other
5 12-13	2 12-13	C (1.9-2.1)	
5 14-15	14-15	C- (1.5-2.1)	
2 16-17	3 16-17	D+ (1.2-1.4)	
18-19	2 18-19	D (0.9-1.1)	
2 20-21	2 20-21	D- (0.7-0.8)	
2 22 or more	20-21	E (0.0)	
22 or more	22 or more	Pass	
Respondents: 64	Respondents: 66	Credit	
Class median: 7.2	Class median: 5.5	No Credit	
Hours per credit: 1.45	Hours per credit: 1.10	Respondents: 67	
		Class median: 3.5	

1. Percentages are based on the number of students who rated each item.

SP08:03699

Respondents: 69

Enrollment: 146

Classes: 1

SURVEY ID

X
Form Type

Mailbox: 353550

Chair/Copy? Yes

printed: 7/2/2008

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Batch UW 389-000196

Learning Objectives

By the end of the course you will be able to:

1. explain how the nature and extent of global inequality is directly related to political, historical and economic decisions made in both the Global North and South (i.e., be able to articulate and apply a political-economy analysis of development);
2. knowledgeably discuss a range of political, economic, social and cultural dimensions of inequality and development from local to global scales;
3. focus critical attention on the ways in which Southern places and peoples are represented and understood in the United States;
4. see improvement in your communication and writing skills on complex social ideas.

Required Readings:

There is one required book for this class:

Porter, Philip W. and Eric S. Sheppard (1998) *A World of Difference: Society, Nature, Development*, New York and London: Guilford Press.

Additional course readings will be in the form of a series of required articles. These articles will be available in the form of a course reader from Ram's Photocopies at 4144 University Way. They will also be available on electronic course reserves at: <https://eres.lib.washington.edu/eres/>

Course Policies

I. Requirements

Students are required to:

- attend *all* class sessions (both lecture and section);
- complete all reading assignments by the date due, *before* class;
- turn in written assignments on time; and
- participate actively in classroom discussion and group activities.

All written work (except assignments completed in class) is to be submitted typewritten, double-spaced, using a 12-point font and 1-inch margins, unless otherwise specified.

Papers and assignments written in fulfillment of requirements for other classes will not be accepted.

Due to the large class size, deadlines are not flexible. **No late assignments and no make-up quizzes will be accepted except in documented cases of 1) emergencies or 2) official UW business (including intercollegiate athletic events) scheduled before the beginning of the quarter.**

To request academic accommodations due to disability, please contact Disabled Student Services as soon as possible: Disabled Student Services, 448 Schmitz, Box 355839, 206-543-8925 (Voice/TTY), uwdss@u.washington.edu. Please submit letters requesting accommodation to *both* the instructor and your TA.

All students are expected to maintain a collegial and respectful atmosphere in class and while working with your classmates. Many of the topics we cover are serious, and healthy scholarly debates are encouraged. However, all students have the right to respect in the classroom.

II. Misconduct

Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. You are expected to know and follow the University's policies regarding academic integrity. I have a "zero tolerance" policy for plagiarism and/or cheating in my classrooms.

The 'Student Conduct Code' explains that admission to the University carries with it the presumption that students will practice high standards of professional honesty and integrity (WAC 478-120-020 [2]). This idea is expanded in the document "Academic Honesty: Cheating and Plagiarism," prepared by the Committee on Academic Conduct in the College of Arts and Sciences. The document provides a definition of academic misconduct, explains what happens in cases of suspected misconduct, and provides some suggestions for avoiding such misconduct.

Student Conduct Code: www.washington.edu/students/handbook/conduct.html

Academic Honesty: Cheating and Plagiarism: depts.washington.edu/grading/issue1/honesty.htm

Resources

Library resource page for this class:

<http://www.lib.washington.edu/subject/geography/geog230>

The Write Place: Geography and Anthropology writing assistance center – help with structuring papers so they cover the assignment, approaching the writing process, etc. Located in 415CSmith Hall – see the schedule near the door for updated contact information and appointments. See:

http://depts.washington.edu/geog/resources_overview.html#writing

Odegaard Writing and Research Center: "The OWRC provides students in your undergraduate and graduate classes the opportunity to work one-on-one with a writing consultant at any stage of the writing process, and on any kind of project (including applications and personal statements). We work with writers from across the campus, and partner with the librarians at Odegaard library to assist with research-based projects and related questions. Open Sunday-Thursday from 12:00-9:00 p.m.. Appointments and walk-ins welcome. Please visit <http://www.depts.washington.edu/owrc> for more information."

Other writing centers and resources:

<http://faculty.washington.edu/jwholmes/uwwrite.html> and

<http://depts.washington.edu/geog/resources/UniversityWritingLinks.pdf>

Some Notes About Films¹

Films will make up a significant part of the course material. *You will want to take these films seriously.* Typically (but not always) films will be shown in class and will also be available on reserve in the Odegaard Media Center. There will be exam questions based on the films. It is very important that all students focus on the films as an important part of their studying strategy.

The films will be used to illustrate or expand on topics covered in the readings and in lecture. Often they provide real-world examples of the issues we will cover in class, making theoretical concepts more “real.”

But I also want you to practice thinking critically about the films we will be seeing. They have been produced from a particular point of view and will bring certain arguments to bear (just like the readings and other course material). What is the perspective of the filmmaker, and what arguments are used?

Here are some questions to address while watching the films in this class:

- What are the key points of the film?
- What is the filmmaker trying to say, what is his/her point of view and argument?
- How is the film organized? How is it presented visually?
- What evidence is presented to support the argument?
- What biases are evident? What is left out of the film that would change the argument?
- Does the film attempt to show various sides to the story? Is it effective in doing so?
- What specific links can you draw between the film contents and other course materials? Does the film illustrate these ideas? Expand them? Contradict them?
- What are the film’s strengths and weaknesses? Would you recommend it be shown to future students in this course? Why or why not?

¹ These notes are based on a similar page by Dr. Nick Kontogeorgopoulos at University of Puget Sound.

Grading

The following work will be used to evaluate student performance in the course:

Requirement	Max. Points
<p>Daily participation in class and group activities</p> <p><i>Demonstrated preparation for class, discussion participation, and in-class writing assignments in both lecture and section.</i></p>	75
<p>Quizzes</p> <p><i>Six quizzes will be given in section over the course of the quarter. Quizzes will include material from lecture, readings and films, and several will include a map quiz portion. We will drop your lowest quiz score.</i></p>	75
<p>Assignment #1</p> <p><i>This is the first of the Final Paper Prep assignments. It will focus on identifying a problem related to inequality and development and analyze how various media portray that problem.</i></p>	50
<p>Assignment #2</p> <p><i>This is the second of the Final Paper Prep assignments. It is an extensive annotated bibliography for use in your Final Paper research.</i></p>	50
<p>Exam #1</p> <p><i>The first exam will cover all class concepts up to that point. <u>All material</u> – lectures, readings, section discussions, films, etc. – are fair game for exam questions. Details TBA.</i></p>	75
<p>Exam #2</p> <p><i>The second exam will cover all concepts since the first exam, i.e., it is <u>not</u> comprehensive of the entire quarter. <u>All material</u> – lectures, readings, section discussions, films, etc. – are fair game for exam questions. Details TBA.</i></p>	75
<p>Final paper</p> <p><i>The final paper is your opportunity to bring together the many ideas and skills we have learned in this class. Papers will be 10-12 pages, double-spaced. Additional information, including the specific topic of the paper, will be provided after the third week of class.</i></p>	100
TOTAL POINTS POSSIBLE:	
	500

Grade Changes: Requests for grade changes will only be accepted in writing, and only within 5 days of the assignment being handed back to students. Requests must be justified in terms of the content of the assignment, not by outside considerations. All such requests will be considered by the TAs first, then by the course instructor. If the student is not satisfied with the decision over the grade change request, s/he may appeal to the Geography Department chair.

Appendix 3: Sample Introductory Mapping Exercise

The following are samples from assignments I developed for a hands-on lab portion of Introduction to Maps and GIS. (Shown are two pages from a 40page assignment. I wrote 8 assignments for this class, most designed to be completed in groups during the class time. This class assumes no prior knowledge with maps.

Section: _____ Names: _____

Lab Assignment 2: Adventure at the Map Library

Please form into groups of two or three. Five "stations" have been set up around the Map Library. Some of them might only take five or ten minutes, some more. Plan your time to be able to visit them all.

Station 1: Find a Topographic Quadrangle

Pick two places you know about in Washington State. Using the INDEX MAP, locate the quad sheets that cover these areas (one sheet for each). Enter the following information about each sheet:

Name of Sheet	Scale	Date created	Date of last revision (if any)

Take your quad sheets with you to Station 2.

Station 2: Quad sheets and more generalized maps

Station 2 has different versions of the 1:500,000 WA State Map by USGS. Compare the features on your topographic quad and the features shown on one of these state-wide maps. (*This is very unfair: the state map is reduced by almost 21 times!*) For each of your topographic quads,

- estimate the percentage of roads shown on the topographic quad that appear on the state map. (Don't be overly accurate, just estimate...)
- Do the same for rivers and streams.

Name of WA map	Scale	Date created	% roads	% streams

Q: Are there any features that appear on the state map, but not on the topographic quads?

Please return your quad sheets to the Station 1 table.

Geog 258
Winter 06

p. 1 of 4

As an early exercise in the series, this one had the objectives of introducing students to the resources in the UW Map Library, and giving them experience handling and making measurements on paper maps.

Students visited five different "stations," each pre-positioned with different kinds of maps that the students handled, compared, and then wrote about.

Below is page 2 (of 4) of the second lab assignment for Introduction to Maps and GIS. The lab sections were very lively and interactive, with lots of questions and discovery.

At stations 3, 4 and 5, you will look at examples of maps created for specific purposes. At each station, please take a look at the maps, and try to figure out what kind of information is being mapped, paying particular attention to these issues:

- What kind of spatial units are used?
- What kind of measurement level was used?
- What kinds of symbols were used?

Station 3

Station 3 has maps of British Columbia, Canada that represent certain themes. Choose two of the maps and fill in the information about them in the table below:

Map name	date	scale	Level of measurement	Kinds of symbols used	Suitable for...?

1) In general, did you *like* these maps? What specific aspects of these maps made them useful/not useful? Aesthetically pleasing/ugly?

Appendix 4: Teaching Evaluation Letter from Dr. Lucy Jarosz

The following letter was written by my faculty advisor, Dr. Lucy Jarosz, after observing a lecture in the first course I designed and taught, Maps in International Development: A Critical Perspective.

April 2, 2003

To Whom It May Concern:

On March 5, 2003, I visited Joe Hannah's Geography 395 Special Topics course titled Maps in International Development: A Critical Perspective. Joe designed this course himself. It brings together two distinct subfields in geography—critical development studies and critical cartography—in order to examine how international development is represented and given meaning through discourses and mappings of poverty, economic growth and health. The syllabus is well laid out and requirements include weekly journals, exams, group presentations and a final paper.

On the day of my visit, the class was working on meanings of discourse and the elements of discourse analysis through a case study of the World Bank's interventions in Lesotho. I sat in the room with about 20 students. Joe spoke authoritatively and eloquently as he moved through a quick review of the last meeting's lecture and used PowerPoint slides to review definitions and key concepts in discourse analysis drawn from the previous week's readings and class time. He then moved on to the case study using maps and an outline of the main argument illustrated with PowerPoint slides. He was very aware of the difficulty of this material for undergraduates and asked them about the pacing of his lecture and volunteered to put the slides up on the course's website so that the class could use them for further study and review. Joe posed questions of the students in an effort to encourage them to actively link the concepts of discourse analysis with elements of the case study. He also narrated a wonderfully engrossing related event from his experiences as a consultant with UNICEF in Vietnam. The students were completely engaged during the whole class period and posed interesting and complex questions, which Joe fielded in a relaxed and accurate manner. I found his class to be fascinating and rigorous in the ways Joe linked the case study to theoretical concepts. His presentation was well organized and paced, articulate and nicely summarized. After my visit, I received feedback from a number of students in the class praising both the course and Joe's pedagogical approach. I must agree with his students. I know that students nominated him for an outstanding teaching award based on this course. From this visit, I conclude that Joe is a superb teacher, gifted both in the classroom and in the construction of an exciting and imaginative course. He will be an exceptional academic and professor. This was one of the best classes conducted by a graduate student that I have evaluated in my dozen years at the University of Washington.

Sincerely,

Lucy Jarosz
Associate Professor

Appendix 5: Sample Student Posters from *Geographies of Food and Eating*

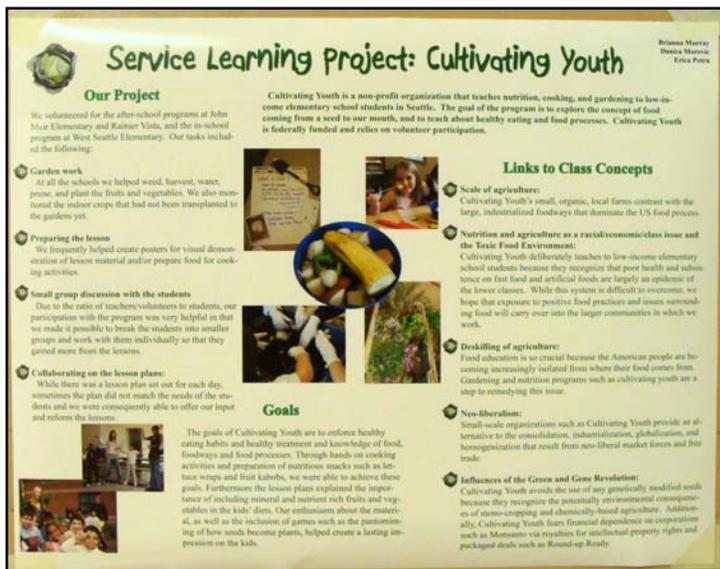
The following are sample posters created by students in my Geographies of Food and Eating course, taught in Spring 2008. These posters were the product of the final project which took one of two forms: a) a commodity chain analysis of a food product, or b) for those who participated in the quarter-long Service Learning option, a description of/reflection on their experiences.



Soy Sauce
Commodity Chain Analysis



Short-grained Rice
Commodity Chain Analysis



Service Learning: Volunteering with Cultivating Youth
Students had the option to do volunteer service during the quarter, submit reflective essays, and create a poster of their experiences.



TreeTop Apple Juice
Commodity Chain Analysis