

Geography 1982 – World Regional Geography

University of Colorado, Boulder

Fall 2020 Online

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Office Hours: Wednesday 12pm – 2pm or by appointment

[INSERT ZOOM LINK]

Course Description

World regional geography invites us to explore how we see the world and how it came to be that way. This course provides an introduction to one way that the discipline of geography makes sense of the world by organizing people, places, and environments into regions. Looking beyond a static definition of regions, we will be focusing on the interconnections and global processes that have shaped our understanding of the world. The course is first organized around historical transformations that have fundamentally changed the way we think about world regions and second how different regions have been shaped by those transformations.

What is Geography? – Maps and more!

A common misconception is that Geography is just about locating places on a map. While it is important to know where places are, geographers also examine how places came to be the way they are now, how they are related to other places, and in what ways places become sources of contention. One of the best things about geography is how it integrates knowledge from a variety of disciplines such as geology, climatology, anthropology, history, politics and economics, to form a greater understanding of our place in a changing world.

Why are you here? The MAP Standard in Geography

The State of Colorado's Social Studies Standard includes Geography because geographic literacy makes for informed and empowered citizens. This course fulfills the MAP Standard by empowering students "to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world" and "to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives."

Learning Objectives

1. Students will explain how significant places and historical events have led to the formation of world regions.
2. Students will evaluate the formation of world regions through shifting social, political and economic processes.
3. Students will relate knowledge and understandings of region formation to their own lives and experiences.
4. Students will synthesize processes of world region formation to come up with their own definition of a specific region.

5. Students will visualize the future of world regions based on the world they would like to see by 2050.

Required Texts

Throughout the course we will be reading from Caitlin Finlayson's (2019) World Regional Geography textbook. A hardcopy of the book is available on Amazon or through the bookstore, or a pdf version of the book is available for FREE (see links below). We will not be reading the chapters in order, so please be sure to check the calendar every week for the reading schedule. Chapters from the book will be listed in the following format: "WRG (chapters or sections)" and will also be available in the modules tab.

Finlayson, Caitlin. (2019) World Regional Geography. Independent Publisher.

Hardcopy: <https://www.amazon.com/World-Regional-Geography-Caitlin-Finlayson/dp/1077115032>

Or, download for **free**: <http://caitiefinlayson.com/worldregional/>

In addition to the textbook, every week will have supplementary journal articles, news pieces, videos or book chapters on Canvas. These will be listed in the calendar by Author (year) and pages as needed. PDFs or links to videos and other online resources will be available in the modules tab.

Assignments

This is a writing intensive course. All assignments (with the exception of reading quizzes) are designed to improve your skills in writing, synthesis and reflection. See the calendar for all assignment deadlines. Assignment guidelines and drop boxes can be accessed through the modules tabs in Canvas.

Reading Quizzes (10% - 10 pts each)

The first week of each unit will start off with a reading quiz for a total of five quizzes including the syllabus quiz. Reading quizzes will consist of multiple choice and true/false questions to gauge your understanding of introductory concepts and material that we will explore in-depth throughout the unit and the course. These quizzes will be open-note and have no time limit. If you don't like your score, you have the option to retake the quiz one time as long as it is completed before the deadline.

Discussion Posts (10% - 10 pts each)

In addition, you will also have one discussion post due each unit. With the exception of Discussion 1, the deadlines for these posts will be at the end of the second week of the unit. Discussion posts are designed to help you apply course concepts to the course material and current events as directed by the discussion prompts. You will also need to respond to a minimum of two classmates' discussion posts by the following Monday.

Map Journal (15% - 25 pts each)

To finish off each unit, you will be asked to complete a map journal. For these assignments, you will apply course concepts, the regions and contexts that we have covered in class to your own life. How have concepts shown up in your daily life? How have places that are important to you been shaped by some of the global processes of

region formation that we have covered in each unit? In addition to answering these questions through writing, feel free to supplement your answers with maps, images, audio/music, or videos that help to illustrate your thoughts

Final Paper & Presentation (50% - 125 pts total)

For the final paper and presentation, you will partner with one other student in this class to analyze the formation of a specific region and to imagine how that region will change by 2100. There are several components to this assignment that will be due at points throughout the semester. All partner work can be done virtually using online meeting and collaboration platforms such as Zoom, Google Docs, etc. Details on these components are provided below, but make sure to read assignment guidelines for the full prompt and information regarding deadlines and rubrics for each component.

Paper proposal (10 pts)

During week 4, you will submit a 1-2 paragraph paper proposal. In the proposal you should rank 2-3 regions of interest. You may define your region however you wish, but you must be able to justify why or how you are defining the region in that way. In addition to defining the region, briefly describe some of the global processes that you predict have been influential in the formation of that region. You will be assigned a partner based on your interests. You may request to partner with another student, but make sure to discuss your interests with them before submitting your proposal.

Annotated Bibliography (20 pts)

To jumpstart your research process, you and your partner will each submit a total of six sources (three each) that may be influential to your paper and presentation. Each source should be cited using APA style guidelines and have a short paragraph explaining why that source will be useful for your project. These sources should be in addition to whatever sources you plan to use from class materials. See information literacy slides and documents for what makes a credible source.

Paper Outline (5 pts)

By week 8, you and your partner will submit an outline for your final paper. While this is meant to be a rough outline, the more detailed the outline is the more feedback I can give you to ensure your success on the paper and presentation. Be sure to clarify which sections of the paper will be written by you and your partner.

First Draft & Peer Review (10 pts)

Week 10, you will submit a full first draft and complete a peer review exercise with your partner. This step is to hold you accountable to your partner and so you each have a chance to revise and edit your work before submitting your final draft.

Final Draft (50 pts)

The final draft of your paper will be due at the end of Week 12.

Presentation (25 pts)

Week 13, you and your partner will upload a video recording of your presentation to the Canvas discussion board. All students are expected to watch and comment on all of the presentations for full points

Reflection (5 pts)

At the end of Week 13, you will submit a reflection and survey on the paper process. You will be given the opportunity to assess and comment on your and your partner's performance and teamwork throughout the process as well as to reflect on your learning.

Final Reflection (15% - 25 pts)

Instead of a final exam, you will be given a series of prompts to help you reflect on your learning and experience of the course throughout the semester. You should cite course material (lectures, films, readings and assignments) in your responses. See assignment guidelines for more information.

Grades

The grade scale for this class is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Course Expectations

Deadlines

All assignments are due via Canvas by 11:59pm MT on the due date. With the exception of discussion posts and reading quizzes, written assignments should be submitted as a PDF (.pdf) or Word Doc (.doc or .docx) file to the appropriate Canvas dropbox. Links to assignment dropboxes, discussion posts and reading quizzes will all be available in the weekly modules. Late assignments will lose 10% per day late.

Communication

Please email me (gabriella.subiasmith@colorado.edu) if you have any questions or concerns. If you have not received a response from me within 48 hours, please resend your email.

Reading

Make sure to stay on top of reading as you go through each of the modules. You will be held accountable for reading material in weekly assignments (Reading Quizzes, Discussion Posts and Map Journals).

Plagiarism

DON'T DO IT. Plagiarism is the use of someone else's ideas or words without proper citation. Make sure to cite all sources and do your best to paraphrase. You can also "self-plagiarize" by re-using assignments from other classes without instructor permission. All assignments will be entered into the TurnItIn.com system via canvas and will be checked for plagiarism. If plagiarism is detected, you will receive a ZERO for the assignment and will be reported to the CU Honor Code.

Inclusivity

This course welcomes students from all backgrounds and walks of life to share their knowledge and experiences as part of the learning process. You will treat and be treated by others with dignity and respect, regardless of race, ethnicity, sex, gender, age, national origin, religion, education, languages spoken, and other identities that you bring to the table. We will celebrate our diverse perspectives to facilitate a positive learning environment. *Remember:* Your experience of the world is valid and is important for how we understand each other both inside and outside of the classroom. Together, we can build a more inclusive and compassionate world.

Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.

Website: <http://www.albion.com/netiquette/corerules.html>

Compiled by Melissa Landin, Instructor, Dept. of Communication, Inver Hills Community College, mlandin@inverhills.edu

Fall 2020 Class Calendar

Week	Topic	Readings	Assignments
Week 1 (8/31 – 9/4)	Introduction	WRG (Introduction)	Syllabus Quiz (9/4) Discussion 1 (9/4)
Unit 1: Colonization			
Week 2 (9/8 – 9/11)	The Pre-Colonial World	Mann 2005 (Preface and Introduction) WRG (2.1-2.2, 4.1, 5.1, 6.1-6.2)	Reading Quiz 1 (9/11)
Week 3 (9/14 – 9/18)	the Americas and Africa	WRG (4.2, 5.2-5.3) Spillers 1987 Quijano 2000	Discussion 2 (9/18)
Week 4 (9/21 – 9/25)	Europe and Asia	Hall 1992 Davis 2001	Final Paper proposal (9/21) Map Journal 1 (9/25)
Unit 2: Industrialization			
Week 5 (9/28 – 10/2)	Europe and North America	WRG (2.3-2.5, 4.3) Ferreiro 2015	Reading Quiz 2 (10/2)
Week 6 (10/5 – 10/9)	Decolonization: South Asia, Southwest Asia, Africa	WRG (6.3, 7.4-7.6) Césaire 1950 Culcasi 2010 Ansari 2017	Discussion 3 (10/9) Annotated Bibliography (10/9)
Week 7 (10/12 – 10/16)	USSR and the Cold War	WRG (Chapter 3)	Map Journal 2 (10/16)
Unit 3: Development			
Week 8 (10/19 – 10/23)	South America	WRG (5.4-5.6) Prebisch 1981	Paper Outline (10/19) Reading Quiz 3 (10/23)
Week 9 (10/26 – 10/30)	Africa	WRG (6.4-6.6) Frankema 2015	Discussion 4 (10/30)
Week 10 (11/2 – 11/6)	South Asia	WRG (9.5) Roy 2016	Paper Draft (11/2) Peer review (11/6) Map Journal 3 (11/6)
Unit 4: Climate Change			
Week 11 (11/9 – 11/13)	Climate Change Deserts (Sub-Saharan Africa, Southwest Asia, the American Southwest)	McDermott 2016 Fears 2018	Reading Quiz 4 (11/13)
Week 12 (11/23 – 11/27)	Rainforests and Forest Fires (the Pacific Northwest and Australia, the Amazon, Central America)	Sanchez and Sullivan 2020 Balch et al 2016	Final Paper due (11/23) Discussion 5 (11/27)
Week 13 (11/30 – 12/4)	Coasts and Islands (Oceania and American Cities)	WRG (Chapter 10) Roy 2019 Nunez 2019	Presentations (12/1) Project Reflection (12/4) Map Journal 4 (12/4)
Week 14 (12/7 – 12/11)	Off the Map	WRG (TBD) De Leon 2012 Pai 2020	Final Reflection (12/11)