

Geography 15000 (15228) – World Regions In a Global Context

SPRING 2022

Tuesday & Friday, 12:45 PM to 2:00 PM

Instructor: Joao M. Da Silva
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Office hours: Tuesdays 2-3pm
Room: 510 (North Bldg)

SYLLABUS

Course overview

Required Textbook - *World Regions in Global Context : Peoples, Places, and Environments (6th Edition)* by Marston, Sallie A., Knox, Paul L., Livermant, Diana M., Del Casino Jr., Vincent, Robbins, Paul F..

All course materials and evaluations will be posted on the course Blackboard.

Regions are the spatial expression of physical geography, as well as economic, social and political relations. The course provides knowledge on how the different regions (e.g., South America, Europe, the Middle East, Sub-Saharan Africa, and others) interact with the global context; on the diversity of their trajectories and their specific development patterns. It is designed to help us develop a critical analysis of the relationship among the different regions and on the link between space and societies. More broadly, the course aims to develop critical thinking regarding the concepts of development, globalization, sustainable development and situated knowledge.

This course is a geographic approach to the world's regions current issues considering their social and economic practices, their historical and political specificities, their cultural identities and environmental landscapes. We will develop a critical analysis of those questions through the specific lens of current events (rise of nationalist/populist regimes, the Covid-19 pandemic, the renewed attention to social movements and protests demanding social, economic and racial justice) and the particular challenges they raise in each region.

Students will learn to use and analyze spatial data from maps, statistical tables, internet resources and press resources. They will have to follow current local and global debates and events and articulate them with the contents developed in class.

Course objectives and learning outcomes:

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

1. Understand the links among people, places and regions.
2. Analyze the specificity of each world region and their relationship with each other using a wide variety of sources and material. Critically put in perspective those relationships regarding processes such as colonialism, globalization, development, environmental crisis and climate change.
3. Understand how global crises and events (for example Covid-19, Black Lives Matter, Indigenous movements, anti-neoliberalism protests) are articulated with these processes.
4. Engage critically with development patterns and projects emerging from the different regions as a response to those challenges. Compare them and understand their historical and epistemological grounds.
5. Identify how categories such as race, class, gender play a role in the relationships between world regions and the processes mentioned above (see 2.).
6. Use fundamental geographical concepts (e.g. scale, place, space, region, borders) and methods (e.g. thematic maps, population pyramids, interactive digital maps) in order to develop your arguments.

Email Policy

I encourage you to email me with any questions about the class. When you email me, however, you must do so from your @myhunter email address. You must also sign your message with your name as it appears in CUNYfirst. I do not respond to personal email or to email without a signature. Remember to include "GEOG 15000" in your subject line. You should expect a response from me within 24 hours. But allow 48 hours over the weekend. Remember that professionalism is expected in the communication through email (I encourage you to check the website [netiquette](#) if you have any doubt).

Required Textbook

Marston, Knox, Liverman, Del Casino, and Robbins. *World Regions in Global Context: Peoples, Places, and Environments*, 6th edition. Pearson Prentice Hall: 2017. ISBN: 10:0-134-18364-9.

Grading

Final grades for the course will be determined according to the following percentages:

Attendance/Participation (10%)

Class participation begins with arriving on time, regular attendance and participation in class. If you cannot attend class due to illness or personal emergency please notify me via e-mail, otherwise, unexplained absences will be counted against your attendance/participation score. Our class sessions, which occur twice a week, will be organized around chapters from the text book, according to the planned class schedule.

Quizzes (50%)

There will be four short quizzes over the semester. The quizzes will be multiple choice and will cover the material in the textbook and class discussions. They will be accessible on Blackboard for over a period of 5 days. Students who miss a quiz due to specific circumstances will have the possibility to ask for an exceptional re-opening of the quiz.

Final Exam (40%)

The final exam will be a combination of multiple choice and short-answer questions, which will be based on the content you have read throughout the semester and discussed in our sessions.

Policy on the Giving of IN as a Grade

No incompletes (IN) for this course are given unless there are exceptional and documented individual circumstances. If you miss a quiz, you must provide a documented reason and make arrangements to make up the work. If you have a documented extended absence due to illness or family emergency, you must make arrangements to complete an appropriate alternative assignment to the in-class discussions.

Learning Environment:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with your legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect in all interactions (including Zoom sessions, discussion board, e-mails). Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities).

Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

ADA Policy

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical,

and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: [\(212\) 772- 4857](tel:2127724857) or [\(212\) 650-3230](tel:2126503230).

Mental Health:

If you or someone you know is experiencing distress, there are resources available at Hunter College to assist you. The Counseling and Wellness Services division at Student Affairs offer free and confidential short-term counseling to students. Please visit their website for all contact information: <http://www.hunter.cuny.edu/cws/counselingservices/welcome>.

Hunter College Policy on Sexual Misconduct:

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:

<http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf>

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Updates will be posted regularly on Blackboard.

Preliminary Course Schedule

Date	Day	Topic
January 28	Friday	Class introduction
February 1	Tuesday	Chapter 1: World Regions in Global Context
February 4	Friday	Chapter 1: World Regions in Global Context
February 8	Tuesday	Chapter 2: Europe
*February 11	Friday	No Class
February 15	Tuesday	Chapter 2: Europe
February 18	Friday	Chapter 3: Russian Federation, Central Asia and Transcaucasus
February 22	Tuesday	Chapter 3: Russian Federation, Central Asia and Transcaucasus
February 25	Friday	Chapter 3: Russian Federation, Central Asia and Transcaucasus
March 1	Tuesday	Chapter 4: Middle East and North Africa
March 4	Friday	Chapter 4: Middle East and North Africa
March 8	Tuesday	Chapter 4: Middle East and North Africa
March 11	Friday	Chapter 5: Sub-Saharan Africa
March 15	Tuesday	Chapter 5: Sub-Saharan Africa
March 18	Friday	Chapter 5: Sub-Saharan Africa
March 22	Tuesday	Chapter 6: The U.S and Canada
March 25	Friday	Chapter 6: The U.S and Canada
March 29	Tuesday	Chapter 7: Latin America and the Caribbean
April 1	Friday	Chapter 7: Latin America and the Caribbean
April 5	Tuesday	Chapter 7: Latin America and the Caribbean
April 8	Friday	Chapter 8: East Asia
April 12	Tuesday	Chapter 8: East Asia
*April 15-22	Friday	No Class – Spring Recess
April 26	Tuesday	Chapter 9: South Asia
April 29	Friday	Chapter 9: South Asia
May 3	Tuesday	Chapter 10: Southeast Asia
May 6	Friday	Chapter 10: Southeast Asia
May 10	Tuesday	Chapter 11: Oceania
May 13	Friday	Chapter 11: Oceania
May 17	Tuesday	Reading Day – No Class
May 20	Friday	Final Exam

Quiz and Exams: will go live on Blackboard on the dates indicated below, students will have 5 days to complete each quiz and 7 days for the final exam.

Tuesday, February 15

First Quiz – World Regions; Europe.

Tuesday, March 15

Second Quiz – Russia, Transcaucasus and Central Asia; Middle East and North Africa; Sub-Saharan Africa

Tuesday, April 5

Third Quiz – The US and Canada; Latin America and the Caribbean

Tuesday, May 3

Fourth Quiz – East Asia; South Asia; Southeast Asia

Friday, May 20

Final Exam

--- CONTENT IS SUBJECT TO CHANGE ---