

**GEOG 150: World Regions in Global Context**  
Wed 8:30 AM - 11:20 AM | Hunter North Bldg C002



Instructor: **Dr. Alex A. Moulton**

Office: **Hunter North 1025A/CARSI Lab**

Office Hours: Wednesdays 12:20-1:20 | Tuesdays by appointment

Email: **am16981@hunter.cuny.edu**

**COURSE OVERVIEW**

The image above is of terraced rice fields in Sapa, Vietnam. These fields reflect a style of agriculture that is adapted to physical geography. The environment is transformed in a way that is iconic and associated with several countries across southeast Asia. The image, therefore, is a symbol of the regional agricultural geography of southeast Asia. The concept of the "region" or "a regional geography" is one of the five central themes of geography. Region is used to describe a unit of space, to enable comparison between places based on physical features, climate, and vegetation or human geographies of culture, language, or religion. The central premise of the region is that one area can be differentiated from another based on the presence of relatively homogeneous features that are distinctive to one area and not the other. Region, therefore, serves as a framework for comparing different geographic areas, and understanding the shared and divergent features of space across the spectrum of human-environmental geography. In this course, we draw on the idea of the region to study areas across the globe. We will examine the patterns that replicate across the globe, while looking at how distinct and diverse patterns and processes distinguish some areas from others.

In comparing regions, the course will:

- Examine the iconic physical, economic, social and political features of regions of the world.
- Examine the trajectory of economic, political, and social development across regions of the world.

- Discuss the major human geographical issues or conflicts shaping or which have shaped regions.
- Investigate key challenges across regions with regard to climate change, environmental inequality, and sustainable development.
- Assess the usefulness of the concept of the region, and discuss the importance of culturally sensitive comparisons in geographical study of the world.

**Learning Outcomes**

On successful completion of this course, students should be able to:

- Describe the interconnections of social, cultural, political, and economic processes with physical environments, climate change, and environmental degradation.
- Use a geographical perspective to explain human-environmental relationships and patterns across the world.
- Provide critical assessment of global and local human-environmental problems.

**Course Text**

*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.

**COURSE ACTIVITIES AND ASSIGNMENTS**

<b>Activity</b>	<b>Percentage of Final Grade</b>
Quizzes	60%
Attendance and Class Activities	10%
Response Papers/Special Assignments	10%
Group Final Project	20%
<i>Extra Credit Bonus</i>	<i>5% (maximum)</i>

**Quizzes:** There will be 5 quizzes. These will feature multiple-choice questions and be based on course material covered in the lectures, textbook chapters, and in-class discussions. Each quiz is worth 12%. Check the Course Schedule below for exact dates. Make-up tests will only be given if the absence is prearranged with and approved by me or the result of a documented emergency. Quizzes will be in class, at the start of the class session. Students will use their computers to complete a closed book quiz which will be timed. After the quiz ends, we will switch into the class material for that day.

**Attendance and Class Activities:** Class sessions are a combination of lectures, discussions, and an opportunity to ask questions. Students should: attend lectures regularly, and be prepared to participate in class, having read the assigned material. Over the course of the semester, you will be placed in think-pair-share teams or small groups to complete various in-class activities. In your teams or groups, you will respond to prompts and discuss course material, themes emerging from the lecture, or explore the connection between course materials and current affairs. The outcome of these

discussions and in-class activities will be shared verbally, on poster paper, or through live virtual visualization technology.

**Response Papers:** These will be one-page papers (font size 11-12, 1 or 1.5 spaced).

**A:** Some class periods will entail a guest lecture. In these cases, a person with specific expertise or experience relating to a region we are examining or an issue within a region we are examining will join us virtually to talk about their work. You will write a response to any one of the guest lectures. **B:** following our field trip, students will be asked to provide brief written feedback or response to what they learned.

**Group Final Project:** The final project will be a group assignment that will serve as a capstone for the course. The project is expected to be creative and can take almost any form from a mini-podcast series to short documentary; from a photo essay to research poster or zine. We will form groups a few weeks after the start of the semester and groups will submit final plans/proposals for their projects by the middle of the semester. You should start brainstorming ideas as soon as you form your groups. I will set guidelines for each group project individually once groups have decided on the form, they want their projects to take. Whatever form your projects take, they should incorporate but not simply repeat materials from the course. Instead, you should incorporate course material to provide deep explanations, analysis, discussions of the topic of your group project.

**Extra Credit:** You can earn up to five (5) points on your final grade by submitting brief response papers or commentaries in which you reflect on the connections between something you experienced, an article you read outside of the assigned material, or a current affairs event or issue and the course material. Your reflection papers can also take the form of a response to a colloquium or other research talk that takes place across the CUNY system. If you participate in a volunteer activity related to the human-environment dynamics, environmental justice, or sustainability you can submit a reflection on that activity for extra credit. Your reaction papers should be two paragraphs, and clearly state what kind of activity, the title of the colloquium or talk, or current affairs issue you are responding to.

### **COURSE ETIQUETTE, EXPECTATIONS, AND SUPPORT RESOURCES**

Please don't hesitate to email me with updates, questions, or concerns. I will typically respond within 24 hours during the week and 48 hours on the weekend. To the extent that I can, I will notify you if I will not be regularly monitoring emails due to travel or emergencies. In your emails, please use an informative subject line that includes your course name. This will allow me to best manage communication from different students across multiple courses. Please use common courtesy during lectures and discussion sections. Arrive on time, and, if late, enter the room quietly. Personal electronics may be only used for academic work connected to the lecture, such as referring to readings and taking notes. I encourage you to visit me during office hours throughout the term to discuss any concerns you might have, to get clarification on assignments or course

material, and for general academic advising. Using office hours does not mean that you are not smart nor that you are being a bother. It is part of my job, and I am happy to try and answer questions and resolve issues through office hour meetings.

### **Hunter College Policy on 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.

### **American Disability Act (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 or (212) 650-3230.

### **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: <https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct.pdf>

**COURSE SCHEDULE**

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.

<b>Date</b>	<b>Theme   Topic   Activity</b>	<b>Assignment</b>
Jan-31	<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• World Regions in Global Context</li> </ul>	
Feb- 07	<ul style="list-style-type: none"> <li>• Europe</li> </ul>	
Feb-14	<ul style="list-style-type: none"> <li>• Europe</li> </ul>	
Feb-21	<ul style="list-style-type: none"> <li>• The Russian Federation</li> <li>• Central Asia</li> <li>• Transcaucasus</li> </ul>	Quiz 1
Feb-28	<ul style="list-style-type: none"> <li>• No Class</li> <li>• Classes follow a Monday schedule</li> </ul>	
Mar-06	<ul style="list-style-type: none"> <li>• Middle East and North Africa</li> <li>• Guest Lecture: <i>TBD</i></li> </ul>	Quiz 2
Mar-13	<ul style="list-style-type: none"> <li>• Africa South of the Sahara</li> </ul>	
Mar- 20	<ul style="list-style-type: none"> <li>• Africa South of the Sahara</li> <li>• Guest Lecture: <i>TBD</i></li> </ul>	
Mar-27	<ul style="list-style-type: none"> <li>• Field Trip: United Nations Headquarters</li> </ul> <p><b>[subject to change]</b></p>	
Apr-03	<ul style="list-style-type: none"> <li>• Latin America and the Caribbean</li> <li>• The United States and Canada</li> </ul>	Quiz 3
Apr-10	<ul style="list-style-type: none"> <li>• East Asia</li> </ul>	Quiz 4 Field Trip Response
Apr-17	<ul style="list-style-type: none"> <li>• South Asia</li> </ul>	
Apr-24	<ul style="list-style-type: none"> <li>• Southeast Asia</li> <li>• Guest Lecture: <i>TBD</i></li> </ul>	

May-01	• Oceania	Quiz 5
May-08	• The Limits of World Regional Geography	Guest Lecture Response Paper
May-15	• Capstone Group Project	In-class final presentations
May-22	• Capstone Group Project	In-class final presentations