

WORLD REGIONS IN GLOBAL CONTEXT
Tues/Thurs- 4-5:15PM
Hybrid Synchronous/HN1527
Instructor - Prof. Rafael A. Mutis García
Office Hours -Tues: 3:15-3:45pm on Zoom,
Thurs: 3-3:45pm in HN1032
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Course Overview & Learning Outcomes, Texts

Course Overview

This course draws on and explores the concept of the geographic region as a way to organize and understand our fast changing and inter-connected world. Geographic concepts (e.g., space, place, distance, scale, borders, and regions) are used to study environmental, economic, social, and political conditions and identify key concerns in the culturally diverse world. The course will examine geographic world regions (e.g., South America, Europe, the Middle East, Sub-Saharan Africa, and others), connections in and between these regions, and how these regions and their populations interact as parts of a global system. For each world region, you will learn major historical events, specific interactions between natural environment and social systems, and their potential for and challenges to sustainable development

Learning Outcomes:

- **Map skills:** Maps are the geographer's tool and an important form of visual and spatial communication. You will gather, interpret, and assess a variety of sources to produce your own thematic maps, and you will identify, on blank maps, the locations of countries, and physical features (like mountain chains, deserts, oceans and rivers).
- **Global awareness:** The learning objectives for this course include identifying cultural, economic and physical characteristics of particular places in the world, and recognizing connections between countries, between regions, and between humans and their environment. With this grounding, you will build your knowledge for understanding issues facing people and the environment around the globe. In written assignments, quizzes, and/or exams, you will
 - identify and apply fundamental geographical concepts and methods
 - describe an event or process, such as contested space, from more than one point of view
 - analyze issues of culture and of globalization
 - analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in across cultures or societies
- **Critical thinking skills:** This course will examine complex issues facing people and places, and you will develop skills to help you approach and evaluate these situations. You should be able to explain causation in human-environment interactions and evaluate land-use conflicts. For example, there are many controversies over how people use land and resources. Should a river be dammed to serve irrigation and electricity needs? Or should the water keep flowing in its natural form to preserve the ecosystem and sustain a fishing economy? Who makes these decisions, and how are people and places affected by the consequences of these decisions? In in-class discussions and homework assignments, quizzes, and/or exams, you will
 - critically evaluate evidence and arguments;
 - use evidence to support conclusions.

Required & Supplemental Texts –

Here is the link for our free textbook through the Creative Commons Attribution- World Regional Geography: <http://caitiefinlayson.com/worldregional/> ; click on the Download PDF link. It is a well written regional geography textbook by Prof. Caitlin Finlayson who teaches at the University of Mary

Washington in Fredericksburg, Virginia. I am happy that it is free, use it digitally or please use your Hunter College copy card if you would like to print it out. Other free required and supplemental readings will be posted on Blackboard. We will go over how to use Blackboard, but the Hunter IT people are very helpful and patient, and they offer good guidance in using Blackboard successfully.

Learning Activities and Grading

<i>Learning Activity</i>	<i>% of Final Grade</i>
Discussion Group Work & Participation	25%
Class Participation	20%
Map Quizzes	10%
Midterm Exam	10%
Group Project Presentation	35%
Extra Credit (on final grade)	5%

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.

Hunter College's Policy on Students with Disabilities-

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 E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

Hunter College Policy on Sexual Misconduct-

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms 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 relationship. 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. 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, on contacting the College's Public Safety Office (212-772-4444)

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 5 (colleen.barr7@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

Policy on Sexual Misconduct can be found at -

<http://www.hunter.cuny.edu/diversityandcompliance/title-ix>

Preferred Gender Pronoun-

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Expectations -

Class participation - Asking questions and helping make the class lectures and readings more interactive for all of us is a helpful way to learn and to enrich our classes together. This will require that you have done the readings for the particular theme/the chapter in the textbook we are discussing that day. Please be brief and to the point in your comments or questions, so we can all participate in such a big class, throughout the semester, as much as possible.

Discussion Groups - You will participate in these ten discussions throughout the semester on given class dates by discussing topics/chapters for the day within small groups of five (5) of your peers. This requires that you have read the chapter and that you have thought critically about it. This is a great opportunity to share what you learned from the readings and the previous lectures with your peers, is a great way to learn from different perspectives, to get a more complete understanding of the materials, and to have sustainable conversations in such a large class. By 11:59pm the next day after you discussed it in class in your group, you will need to summarize your discussion in a one-page summary. Be sure to include that everyone in your group is represented, in answering the particular questions about the discussions of the chapter(s) in your textbook. Since it is a one-page summary, you cannot have every one answer every question in that summary but be sure to include everyone's voice in your group and get their consent to include their comments and its content. For a group of five, for example, you will each have 2 turns to document what your group discussed. You will need to exchange contact information with each other, on day 1, and possibly do longer discussions outside of our classroom lectures, since time is short. I will give you two class days to work on your projects in your group, so please come prepared to do that work.

This will be good practice for each of you in listening and doing documentation work. For your graded summaries, you will discuss these topics with each other in small groups of five, turn in 1-page summaries of what you discussed. Each group will present one summary through out the semester, in the class lectures, which we will comment on collectively, and constructively only.

Map Quizzes - Recognizing and being able to identify countries, regions and topographies on the planet is an important part in learning how to think geographically. There will be ten of these throughout the semester, and they will be based on the places we learn about in the interactive lectures, videos and graphics we discuss throughout the semester. These will be taken in class, on Blackboard, and more details soon.

Exams - The midterm and final exams will be cumulative, up to the dates that these are taken in class and will involve thinking critically about all the themes we are learning about and discussing.

Group Presentations - You will present what you learned about a particular theme/chapter at the end of the semester in a creative and summary way. This will include what you learned in this class, what you found interesting and surprising about geography for a particular chapter/theme that you chose.

Extra Credit - You can earn up to five (5) points on your final grade when you briefly articulate concrete experiences (personal, neighborhood, country, cultural, or related learning ones such as something you read or saw) connected to the topics we are discussing on any particular class throughout the semester.

Class dates, topics and assignments

August 29 - Introductions, to the course, requirements & expectations; **share contact info for members of assigned discussion groups**

August 29(online)/Sept 3 - Chapter 1: Introduction to Geography

September 5 - Chapter 2: Europe

September 10 (online) - Chapter 2: Europe

September 12 - Chapter 3: Russia; **group Ch. 1 & 2 summaries due; map quiz**

September 17 (online)- Chapter 3: Russia

September 19- Chapter 4: North America; **1st group progress report due; map quiz**

September 24 (online)- Chapter 4: North America; **map quiz, group Ch. 3 & 4 summaries due**

September 26 - Chapter 5: Middle & South America

October 1 (online)- Chapter 5: Middle & South America; **group Ch. 5 summary due**

October 3- Chapter 6: Sub-Saharan Africa; **map quiz,**

October 8 (online)– Chapter 6: Sub-Saharan Africa

October 10- Chapter 7: North Africa & Southwest Asia; **map quiz**

October 15 – No class, follows Monday schedule

October 17 - Chapter 7: North Africa & Southwest Asia; **map quiz, group Ch. 6 & 7 summaries due**

October 22 (online) - **Chapter 8:** South Asia

October 24- Chapter 8: South Asia; **Midterm Exam**

October 29 (online)- Chapter 9: East and Southeast Asia

October 31 – Chapter 9: East and Southeast Asia; **map quiz, group Ch. 8 & 9 summaries due**

November 5 (online)- Chapter 10: Oceania; **2nd group progress report due**

November 7 - Chapter 10: Oceania; **map quiz, group Chapter 10 summary due**

November 12 (online)– Economy and Development

November 14 - Economy and Development

November 19 (online) – Work on group projects

November 21 - Globalization, Colonization, imperialism and colonialism

November 26 (online) - Critical Cartography

November 28 – No class

December 3 (online) - Carceral & Abolition Geographies,

December 5 - Agriculture & Food sovereignty; Finalize Group projects

December 10 (online) - **Group project presentations**

December 12 - **Group project presentations**

December 17 (online, 1:45-3:45pm) – **Final Exam:** Group Project presentations