

# Geography 15000 – World Regions in a Global Context

Fall 2023

Tuesdays and Fridays 10-11:15a via zoom

Zoom meeting link:

<https://gc-cuny-edu.zoom.us/j/81623962463?pwd=MKtyCOWjlBqkt4naYPcXyiESvcCIMC.1>

Instructor: Michele Cannon

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Office hours: Tues 11:15-12:15 via zoom or email for appointment

Office location: online via zoom

## SYLLABUS

### Course overview

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 develops 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 skills regarding the concepts of globalization, development and uneven 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 use a critical perspective to consider the issues and particular challenges raised in each region through the lens of current and historical events, using a variety of texts and resources to supplement the main textbook.

Students will learn to use and analyze spatial data from maps, statistical tables, internet and media resources, as well as cultural expressions such as art, literature and music. They will follow current world debates and articulate them with the content and tools 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.
3. Critically put in perspective those relationships regarding processes such as colonialism, globalization, development, environmental crisis and climate change.
4. Identify how categories such as race, class, gender can impact those relationships specifically. Understand how global crises and events (for example Covid-19, Black

Lives Matter, Indigenous movements, anti-neoliberalism protests) are articulated with these processes.

5. 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.
6. Use fundamental geographical concepts (e.g. scale, place, space, region, borders) and methods (thematic maps, population pyramids, interactive digital maps) to analyze an issue and develop your arguments.

### Email Policy

Please feel free to email me with questions about the class. Please include “GEOG 150” at the start of the subject line. Redact your email in a formal way—be specific, make sure your questions are clear, make sure you have read the information on Blackboard before emailing. Please keep in mind that professionalism is expected in email communication (I encourage you to look up “netiquette” if you have any doubt).

### Required Textbook

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

**All course materials will be posted on the course Blackboard.**

### Grading and assignments

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

Grading:	
Presentation assignment	20%
Quizzes (11 total)	40%
Final exam	40%

Presentation Assignment (20%) – Students will give a short, student-led presentation on a relevant topic of choice once during the semester. More information about the assignment and evaluation parameters will be given in class and posted to the course blackboard site.

Quizzes (40%) - There will be a short quiz by the end of each module, which correspond to the textbook’s chapters, 10 total. The quizzes are multiple choice and cover the material taught in

each chapter. They will be open book and accessible on Blackboard, you will have one week to complete them.

Final Exam (40%) – The final exam will be made up of multiple choice questions relating to the text and content covered in class sessions. It will be open book, open notes, and administered remotely through Blackboard during the assigned final exam period.

### Grading Distribution

A+	97.5-100 percent
A	93-97.4
A -	90-92.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	60-69.9
F	Below 60

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 an exam, 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.

Credit/No Credit Policy - To receive a CR/NC you must have completed all course requirements (exams, quizzes, etc.) and request the CR/NC option prior to beginning the final exam. Based on your final score you will be assigned a letter grade based on the numerical standards that can be found on the Hunter College homepage at <http://www.hunter.cuny.edu/advising/how-to/file-credit-no-credit-cr-nc> (where you can also download a copy of the Credit/No Credit form) or in the undergraduate catalog at <http://catalog.hunter.cuny.edu/content.php?catoid=37&navoid=10489>.

### 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. You are expected to treat participants in the course with courtesy and respect in all interactions.

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.

All people have the right to be addressed and referred to in accordance with their personal identity. Class rosters are provided to me with your legal name. I will gladly honor requests to address you by an alternate name or gender pronoun, and support classmates in doing so as well. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### 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.

### 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-sexualmisconduct.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 on Blackboard.

**Class Schedule: TBD**