

Geography 15000 – World Regional Geography

Monday, Wednesday 4:00 -5:15

Instructor: Coline Chevrin
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Office hours: Virtual or in person by appointment

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 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 global crisis such as Covid-19 or climate change in order to interrogate the variety of answers emerging from different places.

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

Course objectives:

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. Identify how categories such as race, class, gender can impact those relationships specifically.
4. 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.

Learning outcomes:

By the end of the course you will have learned to:

1. Use fundamental geographical concepts (e.g. scale, place, space, region, borders) to analyze an issue
2. Use geographical methods (thematic maps, population pyramids, interactive digital maps) in order to develop your arguments.
3. Use digital tools to visualize your work.
4. Organize group work.

Email Policy

I encourage you to email me with any questions about the class.

Please remember that this is a course with many students – most of the information is on Blackboard so check the Information and Announcement sections online before writing. Make sure to indicate GEOG 150 in the subject of your email and to be specific when expressing your doubts and questions so I can assist you in the best possible way. Emails are a formal channel of communication, so please make the effort to write adequately (I encourage you to check the website [netiquette](#) if you have any doubt).

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..

Grading

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

Participation (10%)

Class participation begins with class attendance. You will have to attend and engage in the discussions.

You will have to read the selected material before each session and be prepared to answer to the questions asked in class. You will also have to engage with your classmates during class exercises.

Group Assignment (20%)

There will be 2 group assignments during the semester. You will have to work together on a topic defined previously with the professor and send your final work on the due date. The guidelines will be posted on Blackboard.

Quizzes (30%)

There will be a short quiz by the end of each chapter. The quizzes will be multiple choice and will cover the material taught in each chapter. They will be accessible on Blackboard for an hour over a period of 48 hours.

Final Exam (40%)

The final exam will be based on the Hunter College official final exam schedule and will count for 40% of your final grade. It will be a combination of multiple choice and short answer questions.

Policy on challenging a grade

If you consider your grade does not reflect your engagement, you can send me an email explaining why you are challenging the grade and clearly quoting the part of the assignment you consider answers to the feedback given. We will then organize a meeting in the case your claims seem justified.

Please keep in mind that I thoroughly read and evaluate your work and that I also make sure to be available if you have inquiries and doubts previously to turning it in.

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. 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. 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.

Regarding the use of AI like ChatGPT and other similar software:

All the assignments of this course are designed for you to develop and improve your thinking and writing skills. AI-based technologies do not reflect your work appropriately and present privacy and ownership issues, they are not authorized to generate responses (complete or partial) to the different assignments of the course.

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.

Date	Day	Topic
January 25	Wednesday	Class introduction
January 30	Monday	Chapter 1: World Regions in Global Context
February 1	Wednesday	Chapter 1: World Regions in Global Context
February 6	Monday	Chapter 2: Europe
February 8	Wednesday	Chapter 2: Europe
February 13	Monday	NO CLASS
February 15	Wednesday	Chapter 3: The Russian Federation, Central Asia and Transcaucasus
February 20	Monday	NO CLASS
February 21	Tuesday	MONDAY SCHEDULE - Chapter 3: The Russian Federation, Central Asia and Transcaucasus
February 22	Wednesday	Chapter 4: Middle East and North Africa
February 27	Monday	Chapter 4: Middle East and North Africa
March 1	Wednesday	Chapter 5: Sub-Saharan Africa
March 6	Monday	Chapter 5: Sub-Saharan Africa – ONLINE CLASS
March 8	Wednesday	Chapter 6: The U.S and Canada – ONLINE CLASS
March 13	Monday	Chapter 6: The U.S and Canada– ONLINE CLASS
March 15	Wednesday	Chapter 7: Latin America and the Caribbean – ONLINE CLASS
March 20	Monday	Chapter 7: Latin America and the Caribbean – ONLINE CLASS
March 22	Wednesday	Special topic – ONLINE CLASS
March 27	Monday	Chapter 8: East Asia – ONLINE CLASS
March 29	Wednesday	Chapter 8: East Asia – ONLINE CLASS
April 3	Monday	Group Exercise – ONLINE CLASS
April 5	Wednesday	SPRING RECESS
April 10	Monday	SPRING RECESS
April 12	Wednesday	SPRING RECESS
April 17	Monday	Group Exercise
April 19	Wednesday	Chapter 9: South Asia
April 24	Monday	Chapter 9: South Asia
April 26	Wednesday	Chapter 10: Southeast Asia
May 1	Monday	Chapter 10: Southeast Asia
May 3	Wednesday	Chapter 11: Oceania
May 8	Monday	Chapter 11: Oceania
May 10	Wednesday	Special Topic
May 15	Monday	Class wrap-up
May 17-23		***FINAL EXAM***