

# Geography 15000-01– World Regions In a Global Context

**FALL 2022**

Tuesday & Friday, 1:00pm – 2:15pm

Instructor: Joao M. Da Silva  
Email: [jdasilva@gradcenter.cuny.edu](mailto:jdasilva@gradcenter.cuny.edu)  
Office hours: Tuesdays 2:30-3:00pm  
Room: North Building 510

## **SYLLABUS**

### **Course overview**

**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..

This class is in-person and synchronous.

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. This 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 challenges they raise in each region.

### **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. Please make sure to review the syllabus and Blackboard announcements prior to contacting me. When you email me, you must do so from your @myhunter email address. You must also sign your message with your name as it appears in CUNYFirst. **Please include "GEOG 1500" 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*, 6<sup>th</sup> edition. Pearson Prentice Hall: 2017. ISBN: 10:0-134-18364-9.

### **Grading Criteria**

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

#### Attendance/Participation (30%)

Attendance is mandatory and class participation is expected and is an important component of this class as you will take part in graded group projects throughout the semester. Up to two excused absences will be accepted, a third absence requires a doctor's note (exceptions will be made for special circumstances). Unexcused absences will count as -1

point from the attendance/participation grade. Students who miss class sessions are responsible for keeping up to date with class content and due dates listed in this syllabus and course blackboard.

#### Quizzes (40%)

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 7 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 (30%)

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 plan to make up the work. If you have a documented extended absence due to illness or family emergency, you must make arrangements with the instructor 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. 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](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) or Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto: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
August 26	Friday	Class introduction
August 30	Tuesday	Chapter 1: World Regions in Global Context
September 6	Tuesday	Chapter 1: World Regions in Global Context
September 9	Friday	Chapter 2: Europe
September 13	Tuesday	Chapter 2: Europe
September 16	Friday	Chapter 3: Russian Federation, Central Asia and Transcaucasus
September 20	Tuesday	Chapter 3: Russian Federation, Central Asia and Transcaucasus -
September 23	Friday	Chapter 3: Russian Federation, Central Asia and Transcaucasus
September 30	Friday	Chapter 4: Middle East and North Africa
October 11	Tuesday	Chapter 4: Middle East and North Africa
October 14	Friday	Chapter 4: Middle East and North Africa
October 18	Tuesday	Chapter 5: Sub-Saharan Africa
October 21	Friday	Chapter 5: Sub-Saharan Africa
October 25	Tuesday	Chapter 6: The U.S and Canada
October 28	Friday	Chapter 6: The U.S and Canada
November 1	Tuesday	Chapter 7: Latin America and the Caribbean
November 4	Friday	Chapter 7: Latin America and the Caribbean
November 8	Tuesday	Chapter 7: Latin America and the Caribbean
November 11	Friday	Chapter 8: East Asia
November 15	Tuesday	Chapter 8: East Asia
November 18	Friday	Chapter 8: East Asia
November 22	Tuesday	Chapter 9: South Asia
November 29	Tuesday	Chapter 9: South Asia
December 2	Friday	Chapter 10: Southeast Asia
December 5	Tuesday	Chapter 10: Southeast Asia
December 9	Friday	Chapter 11: Oceania
December 13	Tuesday	Chapter 11: Oceania
<b>December 16</b>	<b>Friday</b>	<b>No class - Final Exam Week until 12/21</b>

**Quiz and Exams:** will go live on Blackboard after class sessions on the first date indicated below, and will close on the second date. Students will have 7 days to complete each quiz and 7 days for the final exam.

### **Tuesday, September 13**

First Quiz – World Regions; Europe.

**Tuesday, October 18**

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

**Tuesday, November 8**

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

**Tuesday, December 5**

Fourth Quiz – East Asia; South Asia; Southeast Asia

**Friday, December 16**

Final Exam

**Group Activities/Presentations:**

At the beginning of the semester, a sign-up sheet will be shared where each student can choose a topic/date to participate in a group presentation. Each presentation will be based on content from the chapter(s) we are reading in that week's class. Participants in each group will collaborate on a 15-20 minute presentation on a designated topic and will be expected to produce (a slide or slides) and discuss their findings and answer questions. More specific instructions will be given at the start of the semester.

--- CONTENT IS SUBJECT TO CHANGE ---