

GEOG 150
WORLD REGIONS IN GLOBAL CONTEXT
Mon/ Thur: 1:00 PM – 2:15 PM
Hunter North 1036



Instructor: Dr. Alex A. Moulton
Office: Hunter North 1025A/CARSI Lab
Office Hours: Mon 11:00-12:00 | Wed.: by appointment
Email: alex.moulton18@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 and discuss:

- iconic physical, economic, social and political features of regions of the world.
- trajectories of economic, political, and social development across world regions.
- major human geographical issues or conflicts shaping or which have shaped regions.

- regional responses or outcomes of global environmental and sustainability challenges
- the usefulness of “the region” as a geographical concept

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

Activity	Percentage of Final Grade
Quizzes	75%
Attendance	10%
Response Papers/Special Assignments	15%
<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 15%. Check the Course Schedule below for exact dates. Quizzes will be in class, at the start of the class session. You will need your laptop or phone to do the quiz. It will be closed book and timed. After the quiz ends, we will switch into the class material for that day. Unless your absence for a quiz are for emergencies, make up quizzes will not be available.

Attendance: 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.

Response Papers/ Special Assignment: Over the course of the semester, you will be placed in groups and teams 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.

In addition to the textbook chapters, additional readings and materials (such as podcast episodes and documentaries) will be assigned. One one or two occasions there will be a guest lecture by an invited speaker. You will be required to submit one-page response papers (font size 11-12, 1 or 1.5 spaced) for these readings, materials, and guest lectures.

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 SCHEDULE

The course schedule below is subject to change. Any changes will be communicated via course announcements.

Date	Region in Focus	Additional Readings, Important Dates
27-Jan	Introduction: The World in Regions	
30-Jan	Introduction: The World in Regions	Massey, D. (1991). 'A Global Sense of Place': Marxism Today (June) 24-29:
3-Feb	Europe	
6-Feb	Europe	
10-Feb	Europe	
13-Feb	The Russian Federation	Quiz 1
17-Feb	No classes scheduled	College Closed
18-Feb	Transcaucasia and Central Asia	Classes follow Monday schedule
20-Feb	Middle East and North Africa	
24-Feb	Middle East and North Africa	Táiwò, O. (2023). It never existed. Aeon: https://aeon.co/essays/the-idea-of-precolonial-africa-is-vacuous-and-wrong
27-Feb	Middle East and North Africa	
3-Mar	Africa South of the Sahara	Quiz 2
6-Mar	College Closed	Classes follow Wednesday schedule
10-Mar	Africa South of the Sahara	
13-Mar	Africa South of the Sahara	
17-Mar	Latin America	Quiz 3
20-Mar	Latin America	
24-Mar	No classes scheduled	AAG Geography Conference-- No Class
27-Mar	No classes scheduled	AAG Geography Conference-- No Class
31-Mar	No classes scheduled	College Closed
3-Apr	The Caribbean	

7-Apr	North America	Book Club with Jeffery Sachs: Episode 8: Roxanne Dunbar-Ortiz, Not “a Nation of Immigrants”: https://podcasts.apple.com/us/podcast/episode-8-roxanne-dunbar-ortiz-not-a-nation-of-immigrants/id1555300202?i=1000537571370
10-Apr	North America	
14-Apr	Spring Break	
17-Apr	Spring Break	
21-Apr	East Asia	Quiz 4
24-Apr	East Asia	
28-Apr	Southeast Asia	
1-May	Southeast Asia	
5-May	Oceania	
8-May	Oceania	
12-May	The Limits of World Regional Geography	Quiz 5 De Leeuw, S., & Hunt, S. (2018). Unsettling decolonizing geographies. <i>Geography compass</i> , 12(7), e12376.
15-May	The Future and The World’s Regions	

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>

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."