

**World Geography for Educators**  
GEOG 65000-01L  
Summer I 2019 (8 weeks)

Welcome to the online version of World Regional Geography. This summer you will be exploring the world's cultural regions through online exercises, websites, online videos, and online writing. This course is entirely online so will be important for you to build yourself a schedule for completing your work each week. By the end of this course, you should be familiar with aspects of the physical, cultural, economic, urban, and population geographies of the world's regions.

**Video Assignments:**

There is no textbook for this course. Part of your grade will be based on essays on each world region. I have posted a number of videos and websites for each world region. I expect you to watch the videos, complete the exercises on the websites, and show evidence of it in your essays and project (one region's writing assignment is not an essay). There is a rubric posted for your essays and the project. I strongly encourage you to use the rubric to guide your preparation. These essays are similar to DBQ essays for the Global History and Geography and US History regents exams. I will post the state's rubric for those of you who have yet to teach one of these subjects and to grade regents essays. This serves as a guideline, but my standards for what is critical thinking and critical writing are higher than you would expect of your high school students. Timeliness is also built into the rubric. I do deduct points for late work without a legitimate documentable reason such as a medical emergency or a death in the family. Assignments submitted early are not a problem.

**Lesson Plans**

In addition to the weekly essays, you will be creating lesson plans that incorporate the theme of the region into Global History and Geography (GHG), the 9<sup>th</sup> and 10<sup>th</sup> grade history curriculum. I have created a tab for you that contains the New York State Scope and Sequence for Global History and Geography and a link to the standards. I have provided you with a rubric that includes all the components that should be in a lesson plan. You will be completing a final exam that mirrors the geography content on the GHG transition regents exam. There will also be points deducted for late work without a legitimate documentable reason such as a medical emergency or a death in the family. I am flexible on the format as long as all components are present and all supporting materials are included. If you have yet to take the pedagogy classes in which you write lesson plans and are not yet teaching, and thus writing lesson plans at least weekly, I am happy to meet with you the first week of classes by appointment to help you be able to create each component. I will let you know in advance—for learning/performance outcomes, make sure you use measurable verbs (I will deduct points if I see the word “understand”). *The lesson plans MUST BE MORE than a map exercise and must respond to the specific prompt I give you.*

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Email is the best way to contact me.

**Learning Outcomes:**

- Students will be able to critically think and critically write about key themes in regions across the globe
- Students will be able to discuss the relationship between the physical and human geographies of the world's major regions
- Students will be able to identify patterns of migrations by examining the origins and diffusion patterns of cultural traits such as language, religion, foods, and forms of dress.
- Students will be able to develop lesson plans that integrate geography into global history lessons.

**Grading:**

Each essay is worth 6.25%. Each lesson plan is worth 6.25%. Your final exam is worth 12.5% of your grade. Folders will be due on Wednesdays at 10 pm. I will do my best to give you feedback by Saturday. You will have until the following Wednesday to submit a revised version of that week's essay and/or the lesson plan in response to my feedback for an improved grade if you receive less than 100% on the assignment. Each assignment is programmed for up to 2 submissions. If a third is necessary for technical reasons, we will deal with it on a case-by-case basis. In order to qualify to revise and resubmit for an improved grade, the initial submission must be submitted on time.

Several of the folders contain one or more map games you can complete for extra credit. To receive credit, please submit a screenshot of your successful score (at least 90% correct) along with your essay. To receive credit, extra credit must be submitted on time.

**Due Dates for folders:**

June 5: Folder 1: US and Canada

June 12: Folder 2: Latin America and the Caribbean

June 19: Folder 3: Africa and Southwest Asia

June 26: Folder 4: Europe and Russian Domain

July 3: Folder 5: Central Asia and East Asia

July 10: Folder 6: South Asia and Southeast Asia (an extra day due to the July 4<sup>th</sup> holiday)

July 17: Folder 7: Australia and Oceania

July 18: Last day to submit any late or revised assignments.

July 19-24: Online Final Exam Available

All essays and lesson plans must be uploaded in the appropriate dialog box in that week's assignment folder. The rubric is connected to the specific assignment so lesson plans must be uploaded to the lesson plan dialog box and essays to the essay dialog box. All assignments will be checked by SafeAssign for plagiarism. To access the assignments folders, open

“Assignments”, then that week’s folder, then click on the assignment title to open the dialog box and see the rubric. *Assignments submitted in any other manner, including email, will not be graded.*

### **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. If changes are made to the syllabus, I will notify you via email through Blackboard. It is essential that you have your correct email linked to your Blackboard account and that you check your Hunter or other Blackboard-linked email regularly. Bounced emails will not be an acceptable excuse for not being aware of changes or any other communications to the class.

### **Hunter College statement 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 CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonesty, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

If the SafeAssign report returns showing evidence of significant plagiarism, you will receive a zero for that assignment and I will contact the Dean of Students for disciplinary action. Plagiarism is theft of words and ideas and is taken very seriously by Hunter College.

### **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 Accessibility, 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 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.

- 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, on 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) of

Colleen Barry ([colleen.barr7@hunter.cuny.edu](mailto:colleen.barr7@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.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>