

Geography 150 Sec 04—World Regional Geography
Department of Geography and Environmental Science
SYLLABUS AND COURSE OUTLINE

Instructor:	Ramiro Campos
Term:	Fall 2021
Office:	1032 HN
Class Meeting Days:	Mondays, Thursdays
Class Meeting Hours:	02:45 pm – 04:00 pm
E-Mail:	rcampos@hunter.cuny.edu
Class Location:	HN 536
Office Hours:	Mondays 1:30 pm – 2:30 pm; other times by appointment ONLY, Zoom encouraged!
Course Mode:	FULLY IN PERSON Blackboard Supported Browsers (desktop)

Course Description

A survey of the world's major regions. Geographic concepts and principles are used to study the physical, economic, social and political conditions and problems in the culturally diverse world. Spatial expression of culture; specialized behavior patterns; adaptations and way of life in distinct environments. Regional interdependence; implications for development.

Course Overview

This course introduces you to the different regions of the world, their physical geography, climate, ecology, culture, people, politics, history, and economics. While the course does require you to know the countries and places in different regions, and a knowledge of such facts is important, emphasis will be given to several key socio-cultural issues and processes (in your textbook these are called “Geographic Insights”) that have shaped and are reshaping our world today.

We will examine several historical and contemporary themes. Firstly, we will explore the impact of colonialism and imperialism in different regions and its impacts on those regions. We will also study contemporary themes such as globalization, migration, urbanization, trade, conflict, etc. and how these forces shape the different regions of the world.

Ultimately, the course is not just about learning facts about regions but also (perhaps more) about understanding and critically examining the processes that shape and change the world. Having a broad and integrative approach to understanding cultural, economic, political and environmental phenomena will in turn allow for students to develop the critical thinking and reflective skepticism that can lead to environmental and social sustainability.

Course Objectives / Student Learning Outcomes (SLOs) for the BA Geography

The course is designed to introduce learners to the regions of our shared planet from a geographical perspective. At the end of the course, learners will be able to

1. Identify and define the different world regions, as well as understand the gendered and religious legacies of the societies of each region
2. Analyze the historical, political, cultural, and economic relationships that each region has to the rest of the world
3. Identify and critically analyze models of social and economic development in each region and how these have changed over time
4. Clearly and effectively communicate about issues associated with social justice and development in each region in writing and verbal formats

Required Texts and Materials

Required texts

1. Pulsipher, L. M. and A. Pulsipher, eds. 2015. World Regional Geography Concepts, 3rd Edition. New York: Freeman. ISBN-13: 9781464110719
2. **Additional required readings such as journal/newspaper articles will be posted on Blackboard. On occasion the lectures may be supplemented with videos, slides or guest lectures.** Questions on any material covered in these presentations, readings or videos will be fair game for the exams.

Hunter College Policy on Academic Honesty

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, dishonest, 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.

Students with Disabilities

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. If you need disability-related accommodations for your work in this course, please let me know.

Hunter College Policy on Sexual Misconduct

<http://www.hunter.cuny.edu/hr/repository/updated-policies/Policy%20Against%20Sexual%20Harassment.pdf>

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 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.

Preferred Gender Pronoun

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me about your preferred gender pronoun or if you do not have a pronoun.

Professor Acknowledgements

1. I acknowledge the stress, anxiety, depression of the pandemic and quarantine (which disproportionately affect female and BIPOC students) and these may translate into:
 - Connectivity Issues & Limited Technology
 - Domestic Abuse
 - Food Insecurity
 - Unemployment

Please feel free to meet with me individually about challenges and I will recommend or investigate resources.

2. I acknowledge my own set of privileges: lighter-skinned, US-Born, Native English speaker, male, upper middle-class, cis-gendered, able-bodied, and that this may translate into
 - Inconsiderateness while discussing religion, migrant status,
 - Interrupting of students while they speak
 - Dismissal of ideas that are novel or obsolete
 - Normalizing ideas that may be obsolete/violent/exclusive/discriminatory

Basis for Overall Semester Grade.

<u>Assessment</u>	<u>Weight</u>
Participation (Discussion Mondays)	20%
Map quizzes (5 @ 2% each)	10
Multiple-Choice quizzes (10 @ 2% each)	20
Six 2-page reflection papers (5% each)	30
<u>Final Exam</u>	<u>20</u>
TOTAL	100%

PARTICIPATION RUBRIC/Discussion Fridays Rubric

Participation will be graded by

- A. how prepared you came to class,
- B. how reliable were you to answer questions asked by the instructor,
- C. how often you asked questions of the course material in class, whether readings, or assignments
- D. and how much you contributed to the learning environment.

10—means you had near-perfect attendance, were always ready and eager to answer questions, brought questions to class about readings and assignments, never looked at your phone or were otherwise distracted, and asked insightful questions that contributed to the learning environment and were one of the MOST valuable students in the class.

9—Because a 10 is unrealistic, but you put in an eager and sincere effort and were a student who asked insightful questions that contributed to the learning environment and were a valuable to the course

8—means that you could be counted on to answer questions, were eager to answer questions, and were a valuable student to the course.

7—means that you could be counted on to answer questions but were not very eager to answer questions.

6— means you came to class but rarely participated or contributed to the learning environment.

5—means you could be counted on to answer questions only occasionally and did not come prepared as often as you should have, and your attendance was sporadic.

4— means you came to class but never participated.

3—means you fell asleep more than 3 times this semester or were constantly distracted or on your phone in class.

.007—means I don't know who you are because missed class more than 5 times this semester.

Most of your semester grade will depend on you dedicating **at least 10 hours per week** preparing for the assignments and reading the course text and supplemental material. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment. No late assignments will be accepted past the due date. No grades of "incomplete" or IN will be given except in cases of extreme circumstances. A CR/NC grading option is available as per Hunter College guidelines.

The Hunter College grading system is used in this course. <http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7880>

Grade Dissemination

All grades will be posted on Blackboard in a timely manner.

Course Policies: Grades

There are no individual extensions for assignments, quizzes, or the final exam UNLESS in the case of a documented medical emergency.

Extra Credit Policy: Please see point 5 of the following page.

Grades of "Incomplete": No incomplete grades will be given.

Email: Please e-mail me ONLY after you have checked Blackboard for any announcements. My e-mail address is rcampos@hunter.cuny.edu.

Course Policies: Student Expectations

1. The course will be broken up into 4 units, each with a set of readings, assignments, multiple-choice quizzes, and map quizzes. The two units will cover 1 chapter each, and the following units will cover 1-2 chapters each.
2. Each unit will have four sets of assignments: end-of-unit exams (short-answer exams), a map quiz for each world region covered in the unit (direct matching), short quizzes for each world region we will cover (except for chapter 1), and a set of 2-page reflection papers.
3. The exams, quizzes and map quizzes will be placed on Blackboard when the unit opens. They are meant to assess your learning of the lectures and the course text. They will be taken down one week after the unit ends.
4. This course will require six 500-word papers.
5. I will provide an extra credit assignment for Unit 3 ONLY. I provide this extra credit for those students who might need a boost during the last half of the semester or for those students who have a hard time fully participating during Discussion Mondays.
6. Should you need to contact me, please email me at rcampos@hunter.cuny.edu, with GEOG 150 in subject line and sign your name as it appears in CUNYFirst. I will do my best to respond within 12 hours, except for the weekends, when I might take longer.

Rubrics will be used to grade your all of Blackboard assignments and quizzes.

Please check Blackboard for the different rubrics used for the different assessments used in this course.

PLEASE REVIEW THE COURSE OUTLINE ON THE FOLLOWING PAGE

Course Outline
All Dates Tentative

TOPIC	WEEK OF	INSTRUCTIONAL MATERIAL	ASSIGNMENT DUE:
UNIT ONE: Intro to Geographic Concepts	AUGUST 30	<ul style="list-style-type: none"> Chapter 1 Please review supplemental material on Blackboard 	PLEASE BE READY FOR YOUR FIRST DISCUSSION MONDAY!
Intro to Geographic Concepts	SEPT 6/17	<ul style="list-style-type: none"> Chapter 1 Please review supplemental material on Blackboard 	✓ 3 quizzes due
UNIT TWO: Europe	SEPT 20	<ul style="list-style-type: none"> Chapter 4 Please review supplemental material on Blackboard 	UNIT ONE FOLDER CLOSSES AT MIDNIGHT 9/26
Europe	SEPT 27	<ul style="list-style-type: none"> Chapter 4 Please review supplemental material on Blackboard 	✓ Paper 1 Due
Russia and the Post-Soviet States	OCT 4	<ul style="list-style-type: none"> Chapter 5 Please review supplemental material on Blackboard 	<ul style="list-style-type: none"> ✓ Finish all assignments for Unit 1 ✓ Paper 2 Due ✓ 2 quizzes due
UNIT THREE: East Asia	OCT 11	<ul style="list-style-type: none"> Chapter 8 Please review supplemental material on Blackboard 	
South Asia	OCT 18	<ul style="list-style-type: none"> Chapter 9 Please review supplemental material on Blackboard 	<ul style="list-style-type: none"> ✓ Paper 3 Due UNIT TWO FOLDER CLOSSES AT MIDNIGHT
South Asia	OCT 25	<ul style="list-style-type: none"> Chapter 9 Please review supplemental material on Blackboard 	<ul style="list-style-type: none"> ✓ 5 quizzes due ✓ Paper 4 Due
UNIT FOUR: sub-Saharan Africa	NOV 1	<ul style="list-style-type: none"> Chapter 7 Please review supplemental material on Blackboard 	✓ Finish all assignments for Unit 2
sub-Saharan Africa	NOV 8	<ul style="list-style-type: none"> Chapter 7 Please review supplemental material on Blackboard 	<ul style="list-style-type: none"> ✓ Paper 5 Due UNIT THREE FOLDER CLOSSES AT MIDNIGHT
sub-Saharan Africa	NOV 15	<ul style="list-style-type: none"> Chapter 7 Please review supplemental material on Blackboard 	
Middle and South America	NOV 22/29	<ul style="list-style-type: none"> Chapter 3 Please review supplemental material on Blackboard 	<ul style="list-style-type: none"> ✓ 5 quizzes due ✓ Paper 6 Due ✓ Final Exam Goes LIVE
Middle and South America	DEC 6	<ul style="list-style-type: none"> Chapter 3 Please review supplemental material on Blackboard 	
	DEC 13	FINAL EXAM WEEK	Time and date to be determined