

Summer 2024: Summer Session 2—5 weeks  
**GEOG 150-World Regions in Global Context**  
Mondays, Tuesdays, Wednesdays, and Thursdays

**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.

**Instructor: Rose Moulton**

**Office Hours: On Zoom via appointment.**

**Best contact: by email: [rose.moulton@hunter.cuny.edu](mailto:rose.moulton@hunter.cuny.edu)**

**For appointments, please email me so that we can arrange a Zoom meeting at a mutually agreeable time.**

**Learning Outcomes:**

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. Discuss developed and developing world urban models and the dynamics of urban planning.

Required Textbook:

**Pulsipher, L. M. and A. Pulsipher, eds. 2017. World Regional Geography Concepts, 6<sup>th</sup> edition. Edition. New York: Freeman.**

**ISBN-13: 978-0134183640**

Additional required readings such as journal/newspaper articles will be posted on Blackboard. Questions on any material covered in these presentations, readings or videos will be fair game for the exam. Folders in “Course Materials” on Blackboard include additional required readings and videos.

**Grading:**

Writing assignments	35%
Quizzes	35%
Participation:	15%
Final:	15%

I do not give incompletes except in cases of legitimate documentable emergencies communicated in advance. If an emergency does arise, please inform me and your other professors ASAP. A grade of WU will be given to students who stop attending and neglect to withdraw from the course. A grade of WU will also be given to students who fail to complete sufficient work to justify awarding an earned grade. WU may affect your financial aid status.

**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.

### **Hunter College's Policy on 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 E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772-4857)/TTY (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. 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)

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) of Colleen Barry 5 (colleen.barr7@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

Policy on Sexual Misconduct can be found at  
<http://www.hunter.cuny.edu/diversityandcompliance/title-ix>

### **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.

Since this course is occurring on Zoom, you can include your preferred pronouns on your Zoom name (Rose Moulton, she/her, for example).

**Schedule:**

7.15: First day of class. Introduction to World Regional Geography. Abolition Geography video with Dr. Ruth Wilson Gilmore. (Chapter 1)

7.16: Europe (Chapter 2)

7.17: Europe (Chapter 2)

7.18: Russia (Chapter 3)

7.22: Middle East (Chapter 4)

7.23: North Africa. Read and discuss “A pre-colonial Africa?” by Olúfẹ́mi Táíwò. (Chapter 4)

7.24: Southern Africa and Central Africa (Chapter 5)

7.25: West and East Africa (Chapter 5)

7.29: Latin America (Brazil recording with Dr. Case Watkins) (Chapter 7)

7.30: Caribbean lecture. (Chapter 7)

7.31: House on Coco Road documentary (on Kanopy) (Chapter 7)

8.1: United States and Canada (Chapter 6)

8.5: East Asia (Chapter 8)

8.6: East Asia (Chapter 8)

8.7: South Asia (Chapter 9)

8.8: South Asia (Chapter 9)

8.12: Southeast Asia (Chapter 10)

8.13: Southeast Asia (Chapter 10)

8.14: Oceania (Chapter 11)

8.15: Last day of class. Oceania. (Chapter 11)

Assignments will be posted on Blackboard for submission through the portal.

There will be two projects, three quizzes, participation in the online course, and a final.

**Sustainability Project:** Choose a sustainability issue that we’ve discussed in this course (plastic pollution, smog in East Asia, water contamination, Indigenous rights in protecting water and forests), and research more about it in a specific place. Don’t try to research all global plastic pollution, for example, but research plastic pollution in the US, for example, or Bangladesh.

Write a 5-6 paragraph essay about what you learn. Cite your sources using APA formatting.

**Food Geographies Project:** Food geographies: do an interview with a person about their food practices at home. Ask about where they have to go to get food, what routes they have to take (can they walk? Do they take a car? Do they take transit for forty-minutes?) Ask about why they cook the way they do. What foodways or food cultures inform their cooking? Write a 5-8 paragraph reflection about the interview and what you learned.

How does this connect to globalization? What cultural practices do you observe?

**Quiz 1:** covers chapters 1, 2, & 3

**Quiz 2:** covers chapter 4, 5, 6, and 7

**Quiz 3:** covers chapter 8, 9, 10, and 11

Guest lectures will add to our lectures and discussion. Read the chapter before class so you are prepared to discuss and add your questions and thoughts to class.