FIU, DEPARTMENT OF GLOBAL & SOCIOCULTURAL STUDIES

GEA 2000: WORLD REGIONAL GEOGRAPHY

Fall 2012

SYLLABUS

[Please note, this syllabus is a draft schedule. Dates and content are always subject to change by University officials.]

Instructor: Dr. Ulrich Oslender (e-mail: uoslende@fiu.edu)
Room: GL 100
Class meets: Tue/Thur 12.30-1.45pm
Office hours: Tue/Thur, 15.00-16.00 (or by appointment); SIPA 324
Course website: On e-campus Moodle at: https://ecampus.fiu.edu/

Teaching Assistants:
Defne Sarsilmaz (dsars001@fiu.edu); Office Hours by appointment
Carl Bevelhymer (carlbevelhymer@gmail.com); Office Hours by appointment

About the Course

The world today is one of ever increasing interconnectedness. People, countries, regions and places are linked in multiple ways and on many scales, from the local to the global. Geographers are interested in understanding these connections and the spatial expressions of human relationships. This course introduces students to the major regions of the world by examining their characteristic physical, cultural, economic, and historical geographies. We will build an understanding of the historical development and interrelationships of regions on a foundation of basic geographical knowledge. For each region, lectures will highlight an important contemporary issue such as migration, economic development, ethnicity, environmental change, or political conflict. Students will be challenged to critically reflect upon the ways in which we conceptualize and generalize about people, cultures, and regions.

The course fulfills both the Global Learning Foundations requirement and the University Core Curriculum requirement for Foundations of Social Inquiry. Like all courses in this area of the Core Curriculum, GEA 2000 is designed to “investigate social, political, and economic configurations; cultural and psychological features of human life; gender, race/ethnicity, and social class; consciousness and identity; social interactions with the natural environment; and local, national, and global aspects of the human world.” Furthermore, GEA 2000 is a particular type of social inquiry, namely one that helps you as a student to be able to compare and contrast societies and cultures. For nearly every area of the globe, this course will discuss how environment, politics, population, culture, and economy have shaped the diverse lives of people on this increasingly interconnected planet. Furthermore, as a geography course, special attention will be paid to how issues of place and location influence and are influenced by human activity.


**Student Learning Outcomes**

After successfully completing this course, you should have acquired the following:

1. **Global awareness.** Students will have acquired a basic awareness of world geography and will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems with respect to world regional geography. This includes political entities, economic activities, environmental patterns, and sociocultural traits. This is foundational knowledge for understanding and explaining the spatial expression of dynamic global processes. This means a certain amount of memorization of the location of the world’s basic natural, cultural, political, and economic geography. We need to know *where* things are in order to make wider claims about the world we live in.

2. **Global perspective.** Students will develop a multi-perspective analysis of local, global, international, and intercultural problems with respect to world regional geography, so that they will be able to understand major processes that shape human society on a world scale. Very little of what happens on Earth happens in isolation. Large processes – such as global trade, climate, and international migration – are dynamic in time and space. They operate across countries, regions, and hemispheres, but have different effects in different locations. Thus students will learn to think relationally about world geography as comprised of a set of interconnected and interdependent regions.

3. **Global engagement.** Students will be able to conceptualize and think critically about possible ways to address problem oriented enquiry into some of the main issues facing the world today. Importantly, they will be able to critically evaluate claims about the world’s societies and cultures. Knowledge about world geography will provide the foundation for critical thinking. There are many stories told about the world from many perspectives. This course will help students identify and evaluate generalizations, stereotypes, and assumptions about people, their places, and their lives. It will contribute to students developing a critical perspective on the stories about the world that they are confronted with on an everyday basis.

**Textbook**


This will be the main source of information, data, and analysis that this course draws on. Each week, readings from this book will be assigned and you will be expected to have read and studied those before you come to class. Quizzes and Exams will draw directly on the material covered in the textbook. I cannot stress enough therefore, how important it is for you to thoroughly read assigned chapters. Additional readings may be distributed in class. Students are responsible for acquiring copies of these readings if they are absent from a particular lecture.
Using Moodle

Our course will be on e-campus moodle at: https://ecampus.fiu.edu/. Make sure you know how to log in to the site. Additional readings will be posted here together with announcements. It is your responsibility to ensure that you have access to the site and know how to use it.

The beginning of the semester sees some Moodle Student Orientation sessions that you may want to attend. Take note of the following dates and times:
- Wednesday, August 22, 2012, 2:00PM, PC-414
- Thursday, August 23, 2012, 2:00PM, PC-414
- Monday, August 27, 2012, 10:00AM, PC-414

Grading and Exams

There will be a total of 500 points available in this class, broken down as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20%</td>
<td>100 points</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam #1</td>
<td>30%</td>
<td>150 points</td>
</tr>
<tr>
<td>Exam #2</td>
<td>30%</td>
<td>150 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>500 points</td>
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I use a standard grading scale. Final grade ranges are as follows (fractional grades are rounded to the nearest whole number):

- A = 93%-100%
- A- = 90%-92%
- B+ = 87%-89%
- B = 83%-86%
- B- = 80%-82%
- C+ = 77%-79%
- C = 73%-76%
- C- = 70%-72%
- D+ = 67%-69%
- D = 63%-66%
- D- = 60%-62%
- F = below 60%
- F0 = never attended or dropped out of class

Attendance and Participation

Attendance in class is necessary to achieve a passing grade. Students are responsible for all information, materials, and instructions disseminated during the class period. The lectures and readings will be complimentary but often quite different in content, and the exams will reflect this.
For attendance and participation, we will award points in a number of ways: 1) through announced tasks – for example, I might ask you to prepare a short summary and relevant questions about the reading for discussion; 2) through unannounced tasks – such as a quiz in class about the readings; 3) sometimes we will just take simple attendance. All of these will be quite easy to obtain points, if you attend class on a regular basis and prepare the relevant readings. If you know that you are going to miss a particular class, make sure you let your TAs know in advance. Only properly documented reasons for absence will be accepted (doctor’s certificate, serious illness or death in immediate family, court order). Attendance and Participation accounts for 20% of the Final Grade.

Extra credit: Additional points may be acquired through attending and writing a short report on geography-relevant lectures (guest speakers on campus, for example). I don’t know when or how many of those opportunities will arise during this particular semester, but shall announce them in good time if they do. Up to a maximum of 10 points may be gained in this way for each extra credit.

Essay

Each one of you will write an essay of around 2,000 words on a relevant topic in world regional geography (equivalent of 5 pages single-spaced, font 12). Possible topics and essay questions will be announced in week 5. The essay represents an active learning component to assess the global engagement outcome in this course. This means, you will be asked to engage critically with contemporary debates on such issues as climate change, population growth, globalization, refugee crisis, etc. The essay will be an opportunity for you to shine and bring your own analysis to the fore. While you will present facts and cite important works, you will also position yourself in these debates, telling us what you think and how you see these debates evolving. I will explain this more in class.

Important: make sure to include a properly referenced Bibliography at the end of the essay. References should be ordered alphabetically by author and you should adhere to the following standard of referencing:

Book
Gregory, Derek & Allan Pred (eds), *Violent geographies: fear, terror, and political violence*, New York: Routledge

Article in Journal

Book chapter
Essay writing forms an important part in this class. If you feel you have problems with your writing skills, please address these concerns asap with your TAs. You may also want to use the resources in the Center for Excellence in Writing, where you can get help from writing tutors or participate in workshops to help sharpen your skills as a writer: http://writingcenter.fiu.edu.

The essay is due in Week 14 on November 20 and must be submitted both in physical form (typed and stapled) and electronically via turnitin.com. You will lose 5 points for every day it is late. The essay accounts for 20% of the Final Grade.

Exams

There will be two examinations during the semester. They will be of equal length, format, and difficulty. Exams are not comprehensive; that is, Exam #1 covers the first half of the course material, and Exam #2 covers the second half. Exams will be a mixture of short essay and multiple choice questions drawing from lectures and readings. I will explain details in class. Both exams together account for 60% of the Final Grade.

Make-Up Policy

Flat tires, conflicts with work or travel, or the neighbor’s dog barking all night are not valid reasons for missing an exam. Make-up exams are allowed for incapacitating illness, a death in the immediate family, official university travel, or jury duty. NO make up exams without: 1) a note from a doctor that a student was incapable of attending for medical reasons; 2) documentation of a death in the immediate family; 3) documentation from a university official; or 4) documentation from the court regarding jury duty.

Electronic Device Policy

This is a large class, and the use of laptops can be extremely distracting to you, your fellow students and the instructor. I always recommend taking notes in handwritten form, a much more efficient way of learning and memorizing lecture notes. However, I recognize that students increasingly ‘multi-task.’ So if you feel that you absolutely need to take lecture notes on your laptop, you may do so if, and only if, you sit on the far left side of the auditorium. Therefore, you need to come early to claim your seats. I cannot be distracted by late-comers firing up their laptops in the middle of the class. Laptops may only be used for taking notes. No checking of Facebook or other social networking sites during class.

Absolutely no cell phone use! It drives me crazy if I sit in the cinema and someone’s cell phone goes off. Imagine how I feel if it happens in class … So, please, cell phones switched off and stowed away for the duration of class.

Please note: If you are found to ignore this electronic device policy, you will get reprimanded first, and are subject to being removed from class.
**Academic Misconduct, Cheating and Plagiarism**

Academic misconduct is defined as the following intentional acts or omissions:

**Cheating:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

**Plagiarism:** The deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Cheating and Plagiarism will not be tolerated and dealt with according to the proceedings outlined in the Student Handbook. Please familiarize yourselves with this policy.

**A Reminder of FIU’s Student Code of Conduct**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

**Important Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>October 2</td>
</tr>
<tr>
<td>Thanksgiving, University Closed</td>
<td>November 22, 23</td>
</tr>
<tr>
<td>Exam #2</td>
<td>Final Week (December 3-7) Date &amp; Time TBA</td>
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**Lecture Topics and Readings**

Please note: This is a draft and is subject to change. Assigned reading should be completed prior to the lectures for that week.

**Week 1: Aug 21, 23**

- Introduction to concepts in geography
- Reading: Pulsipher, Chapter 1
Week 2: Aug 28, 30
  • Introduction to concepts in geography (continued)
    Reading: Pulsipher, Chapter 1

Week 3: Sep 4, 6
  • Region: North America
    Reading: Pulsipher, Chapter 2

Week 4: Sep 11, 13
  • Region: North America (continued)
    Reading: Pulsipher, Chapter 2

Week 5: Sep 18, 20
  • Region: Middle and South America
    Reading: Pulsipher, Chapter 3

Week 6: Sep 25, 27
  • Region: Middle and South America (continued)
    Reading: Pulsipher, Chapter 3

Week 7: Oct 2, 4
  • EXAM #1, Tuesday, Oct 2
  • Region: Europe
    Reading: Pulsipher, Chapter 4

Week 8: Oct 9, 11
  • Region: Europe
    Reading: Pulsipher, Chapter 4

Week 9: Oct 16, 18
  • Region: North Africa and Southwest Asia
    Reading: Pulsipher, Chapter 6

Week 10: Oct 23, 25
  • Region: Sub-Saharan Africa
    Reading: Pulsipher, Chapter 7

Week 11: Oct 30, Nov 1
  • Region: Sub-Saharan Africa
    Reading: Pulsipher, Chapter 7

Week 12: Nov 6, 8
  • Region: South Asia
    Reading: Pulsipher, Chapter 8

Week 13: Nov 13, 15
  • Region: South Asia,
    Reading: Pulsipher, Chapter 8
Week 14: Nov 20, 22
- Region: East Asia
- NO CLASS: Thanksgiving Holiday
  Reading: Pulsipher, Chapter 9

Week 15: Nov 27, 29
- Region: Southeast Asia
  Reading: Pulsipher, Chapter 10

FINALS WEEK: Dec 4, 6
- EXAM #2, Date and Time TBA