

World Regional Geography 200¹
Department of Geography
The Ohio State University
Autumn Quarter 2009
MW 2:00-3:48 Page Hall 0010

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Office Hours: MW 12:30-1:30pm or by appointment in *Derby Hall 1155*

Course description: You wake up in the morning and make yourself a cup of Colombian coffee. You then complete your homework on a computer made in South Korea using software written in India. Afterwards, you decide to have lunch at a Thai restaurant and on the way home, you stop for a newspaper sold at a store run by a kind family from Cape Verde. The front-page stories say that CO₂ emissions in Mexico City may cause flooding in Singapore, that currency devaluation in the Philippines might mean cheaper cloths in Columbus and that the levels of poverty in Brazil have dramatically increased in the last five years. At the end of the day you take your shoes off (made in China) and sit down on your couch made in Sweden and drift to sleep dreaming of a beach in Australia. Although you might have not realized, you've had a very "global" day. But what do all these places have to do with one another? What's going on that all these things have become part of your daily life? Where is Cape Verde anyway?!?!

This course will introduce the economic, political, cultural and social trends that lead to processes such as globalization, migration, environmental change, racism etc. Moreover, it will present methods and concepts to help you trace and explain the global and regional processes that drive changes around the world today. By the end of the course, you will be familiar with these methods, concepts and techniques and you will have a good basic grounding in major trends in the regions of the world. Finally, you will have mastered some basic information about these regions and will be able to identify the important features of each. So the next time you turn on the TV or read the paper, instead of asking yourself "where the hell is Cape Verde", you will wonder, "why is Cape Verde being affected by changes taking place in Australia?"

Geography 200 is an introductory course to world regional geography. It provides an examination of the human and physical geographic structure of all world regions, defined primarily at the continental scale, in a global context. Students are introduced to basic geographic concepts needed

¹ General Education Curriculum Course (GEC)

Geography 200 fulfills two GEC requirements:

Diversity Experience (6B): International Issues Goals/Rationale:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world. *Learning Objectives:* Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Social Science (4C) Goals/Rationale:

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions. *Learning Objectives:* Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy-making.

to understand the complexity of world regions and to appreciate the interconnections between their own lives and those of people around the world. By the end of the quarter, students will be able to contextualize global occurrences/phenomena (whether environmental, economic, political, social, or a combination of these).

Course goals include:

- To raise your geographic literacy
- To help you understand the differences and connections between regions
- To introduce you to key geographic concepts and assist you in “thinking geographically”
- To present you with content diversity and alternative perspectives to your own
- To help you understand your global citizen status
- To help you critically evaluate the media messages you are given about the world.

Textbook:

Required: Marston, S.A., P.L. Knox and D.M. Liverman, 2007, *World Regions in Global Context: Peoples, Places, and Environments, 3rd Edition*, Upper Saddle River, NJ: Prentice Hall (ISBN-13: 978-0-13-229835-3)

Recommended: Access to a current World Atlas with a good index.

Textbook companion site: <http://www.prenhall.com/marston/>

The CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>

Additional readings: Additional readings will be assigned throughout the quarter on certain topics. These will be posted on Carmen under course ‘Content’.

Course Evaluation:

Student evaluation will be based on the following:

Two Exams 50%

Five Map Quizzes 20%

Take Home Assignments 10%

In-class Activities and Carmen Discussions 20%

Exams: Two exams will test your knowledge of materials from lectures, readings, and films. Each examination will cover material from the part of the course preceding it. While the exams are not cumulative, note that much of the course content builds upon itself. The exams will consist of a diversity of question formats (e.g. multiple-choice, fill-ins, matching questions, etc).

Map Quizzes: Five map quizzes will test your knowledge of places and physical features. A quiz consists of 20 map location questions selected from the study guide. A study guide will be available on Carmen detailing political units, cities, and physical features for each region. Additionally, blank maps are available on the course Carmen page. Map quizzes will be given at the beginning of class and will last approximately 10 minutes. Note that students who come in late will *not* be given extra time.

Take Home Assignments: Two take home assignments will help you to draw connections between this course, the world beyond the classroom, and your role as a global citizen. See further instructions posted on Carmen under ‘Content’. These assignments are due in the Carmen dropbox by 5 pm on the due date.

In-class activities and Carmen Discussions: These activities are intended to help reinforce geographic themes/concepts discussed in lecture, readings, and films. Throughout the quarter you will be asked to complete in-class activities, quizzes, or to post to a Carmen discussion board, you may also opt to present to the class an area where you have first-hand knowledge.

Attendance and Participation: Class attendance and participation are necessary in order to do well in this course. Students must come to class prepared having done the assigned readings beforehand.

Students are responsible for all course information and announcements whether or not they were present. Note that **lecture notes will not be available to students from the instructor.**

Your active participation in this course is what makes class time fun and interesting. If you have traveled abroad or are from abroad please feel free to coordinate with the instructor so that you can be given time to present to your classmates. Additionally if you come across or are aware of any materials (e.g. films, music, websites, books, articles, etc) relevant to course content please bring it to the attention of the instructor.

*No make-ups will be given without valid written documentation of illness or personal/family emergency. Students with a conflict should notify the instructor *prior* to the missed quiz. Failure to notify the instructor *in advance* will result in denial of make-ups in *all* cases.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

IT IS YOUR RESPONSIBILITY TO KNOW WHAT CONSTITUTES ACADEMIC MISCONDUCT. ALL SUSPECTED CASES OF MISCONDUCT WILL BE REPORTED.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Tips for success:

- Office hours for your benefit. Please take advantage of them to get the most out of the class, and be prepared when it comes time for your examinations. I don't bite.
- Some of the concepts in the class can seem tricky. Ask questions! It far is better to ask a question and review a concept in class than to miss a question on an exam. *“The dumb questions are the ones that you don't ask...”*
- When completing the assigned readings, pay attention to the figures. Sometimes a concept is better taught graphically. The authors included the figures to help you, not to fill up space.
- Keep up on the readings. If you have prepared for class by doing the readings, you will be able to follow the lectures and take quality notes.
- Use the discussion boards on Carmen and your fellow students as resources.
- Find relevance and take an interest. You will find that you learn better when you engage the material.

Take Home Assignment 1: 'Little-big stories': Your Personal Geography: This assignment involves thinking about and narrating (in 750-1000 words) the historical and geographical circumstances that constitute you. That is, uncovering the important economic, political, and cultural conditions that led your (great) grandparents, parents, and yourself to where they found themselves: in life and work. More details will be made available in due course.

Take Home Assignment 2: Critically reading the 'news': This assignment requires you to find three news stories posted at <http://www.foxnews.com/world/index.html> and then critically evaluate them in a 2-3 page paper. By critical evaluation, I mean that you will need to do a careful reading that looks for the kind of language used, the claims made, and whether the article matches with the understandings of the region you have gained from this class.

Tentative Schedule

Week	Dates	Topics	Readings	Assignments
1	9-23	Syllabus and Intro to Geography	pp. 1-39	
2	9-28 9-30	World systems and economic development Globalization and Capitalism Regional problems?	pp. 39-54 Massey 1993 Massey 1979	Start Assignment 1
3	10-5 10-7	Europe as the global model... Eastern Europe as the 'Frienemy'	pp. 58-102 pp.106-151	Map Quiz 1
4	10-12 10-14	'muricans and our neighbors to the North European and US colonialism	pp. 270-321 Porter 1998	Assignment 1 Due Map Quiz 2
5	10-19 10-21	Latin America- Why are they coming here? Midterm Exam	pp.322-375	MIDTERM
6	10-26 10-28	Does the Middle East exist? Northern Africa as "region"	pp. 152-208	Map Quiz 3
7	11-2 11-4	Sub-Saharan Africa- the unknown region? The Population 'Problem'	pp. 208-269	
8	11-9 11-11	The Richest Country in the World Veteran's Day- no class	pp. 376-423	Map Quiz 4
9	11-16 11-18	S Asia- Software and Sacred Cows SE Asia- Who made your clothes?	pp. 470-519 pp. 424-469	Assignment 2 due
10	11-23 11-25	S Pacific- Humans and Aborigines Life and Debt in the Caribbean	pp. 520-561 Film	Map Quiz 5
11	11-30 12-2	Global linkages and a flat world Review	Ch 12	
12	12-8	TUESDAY DEC 8, 1:30-3:18 PM		Final Exam

NOTE: The final exam must be taken at the time scheduled by the University Registrar on Tuesday December 8 from 1:30-3:18.