World Regional Geography 2750-30 **Spring 2015**
Department of Geography (course# 2750-30; class #: 18785)
The Ohio State University Online Course on carmen.osu.edu

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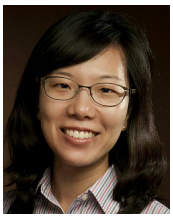		
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Office Hours: Mondays 12:00-2:00 p.m. (on campus & virtual) or by appointment	**Office Hours:** Wednesdays 11:15 a.m.-1:15 p.m. (on campus & virtual) or by appointment	**Office Hours:** Thursdays 12:00-2:00 p.m. (on campus & virtual) or by appointment

Department of Geography:	
Website: geography.osu.edu	Main office:1036 Derby Hall
Phone: (614) 292-2514	Mailroom: 1035 Derby Hall

Course web page: **Carmen** (https://carmen.osu.edu/);
Login and click on **SP15 GEOG 2750 - Wrld Regional Geog (18785)**

Course description: *Why does geography matter?*

You woke up this morning connected to people and places throughout the world. Your phone, which was designed in California, manufactured in numerous countries, and assembled in China, blasted a ringtone of your favorite British band. This interrupted your dream of vacationing on a picturesque beach in Brazil, but the call from home reminded you of the places you grew up in and to get to work! The coffee, grown by farmers in Ethiopia, will help you stay awake long enough to log on for class before you drive to work in your car which runs on gasoline from Saudi Arabia.

We will explore these and many other connections between people and places in Geography 2750, an introductory course to world regional geography. You will be introduced to basic geographic concepts, such as place, space, regions, globalization and development, to help you understand the complexity of world regions in global context. Together we will examine the human and physical geographic structure of world regions and consider how these regions are constructed. By the end of the semester, you will be able to contextualize global happenings (whether environmental, economic, political, social, or a combination of these) and use this knowledge to better understand your place in the world.

** Instructor and teaching assistants will be available for Google chat or voice during their office hours.*

Course goals include:

Building foundational knowledge:

- know where important world features are located and be able to describe them
- understand key geographic concepts and vocabulary

  know important structures, happenings, and flows that impact your world

Applying your knowledge:

- spatial thinking
  - applying geographic thinking to our everyday lives and our world
  - recognizing connections and relationships between places, people, and social and environmental processes
  - understanding maps
- critical thinking
  - questioning your assumptions and those of others
  - considering multiple viewpoints
  - tolerating ambiguity (sometimes there is no right answer)
- communication skills
  - understanding and analyzing past and current events
  - being able to thoughtfully articulate complex ideas
- human dimensions of geographic knowledge:
  - improving understanding of yourself and others as part of your community and the world

Geography 2750 fulfills GEC requirement

General Education Curriculum (GEC)

Social Sciences: Human Natural, and Economic Resources

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Resources:

Required readings:

- Marston, S.A., P.L. Knox, D.M. Liverman, V.L. Casino, and P. Robbins. 2013. World Regions in Global Context: Peoples, Places, and Environments, 5th Edition (ISBN-13: 978-0321821058) *or* 4th Edition (2011) (ISBN-13: 978-0-321-65185-3), Upper Saddle River, NJ: Prentice Hall
- Additional required readings will be posted on Carmen

Required software (free):

- Google Earth: http://www.google.com/earth/index.html
- Google Maps: https://maps.google.com/maps/myplaces
- U.OSU (website creation tool): http://u.osu.edu/

Course Evaluation*:

Letter Grade	*Percentage*
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
E	Less than 60%

*Weekly activities & discussion***	20%
Quizzes:	
Module comprehension quizzes	20%
Map location quizzes	10%
Term projects:	
Place analysis project (due: 2/3)	15%
Current event project (due: 3/3)	15%
Commodity chain project (due: 3/10, 3/31, 4/28, 5/5)	20%

** Grades will be posted on Carmen. Save your returned graded work to ensure accurate records.*
*** The category includes discussion posts on Carmen, virtual fieldwork, global economy activity, geo-game, surveys, etc. Refer to the course schedule below for submission venues and due dates.*

Prerequisites:

This course will be taught entirely online, so students should be able to generally use a personal computer, access and browse the internet, use word processor and presentation software (e.g., powerpoint, Prezi or a similar program), and upload files. There are no other prerequisites for the course.

Rule of Communication:

As this course is fully delivered online, you will need to contact instructor and teaching assistants via the Carmen course webpage and email. For general questions related to the course please contact us via https://carmen.osu.edu/d2l/le/11476192/discussions/topics/448917/View (FAQs board). We check these messages first and using the search function you may find that we've already addressed your question. For questions on personal matters such as your grade, illness, etc, e-mail is the best way to reach us. We usually check and respond to the FAQs board and e-mails daily, but please allow up to 48 hours to respond.

Course structure:

The course website is on Carmen (https://carmen.osu.edu/d2l/home/11476192). The instructor and teaching assistants will communicate with students through the course website, which include lectures, readings, assignments, and announcements. In case of changes in the course schedule or readings, announcements will be made on the News board and the syllabus will be updated accordingly. There is no off-line meeting except office hours.

The course will be delivered in modules based around particular topics. Students are required to visit the course website at least once a week and it is up to the responsibility of each student to keep up with the latest announcements and the schedule of weekly modules and assignments.

Online attendance and participation are necessary in order to do well in this course. Assessment material comes largely from readings, online resources, video lectures, and class discussions. Expect that course work will take **at least 5 to 9 hours per week**. Each module will include:

- instructions on how to complete the module, what resources you will need, how you will be assessed, and a checklist;
- video lectures to help orient the module, assigned reading and other resources to give in-depth knowledge about the topics;
- an activity or discussion to apply your learning, build geographic skills, or collaboratively create meaning from course materials;
- a module quiz to test your understanding of the materials;
- for regional modules there will be map knowledge quizzes

In addition to the weekly modules, there will also be 1 current event assignment and 2 projects due at various times throughout the semester. The instructions of the three assignments will be given through Carmen. See course schedule and Carmen calendar for associated due dates. All of these activities are described in greater detail below.

- **Weekly activities or discussion:** (20% of final grade; 1.4% each)
  Each module will include associated activities. Activities include discussion, virtual fieldwork, and surveys that are intended to help you understand geographic themes/concepts introduced in class, readings, and films. Contributing to online discussion boards will help you engage with course material in a meaningful way, meet and learn from your classmates, and earn credit towards your grade. In order to conduct virtual fieldwork, *you should familiarize yourself with Google Earth in advance.* Activities and discussion posts are due by the end of each week, Tuesdays at 11:59 p.m.
  **Points for activities can't be made up after the week of the module unless a valid documentation of illness or personal / family emergency is provided.*

- **Module comprehension quizzes:** (20% of final grade; 1.4% each)
  There will be quizzes at the end of each module to test your geographic understanding of world regions and key geographic concepts. All will test your knowledge of and ability to apply materials from lectures, readings and films. Each quiz will cover material from the part of the course preceding it. They are not cumulative, but much of the course content builds upon itself. The quizzes will employ many question formats (e.g. multiple-choice questions, fill-in questions, short answer questions, essay questions). There will also be self-check practice quizzes available to check your own understanding. Although they are optional and answers are not provided, you are highly recommended to take the self-check quizzes before you take the actual module quiz.
  **Points for comprehension quizzes can't be made up after the week of the module unless a valid documentation of illness or personal / family emergency is provided.*

- **Map location quizzes:** (10% of final grade; 1% each)
  Knowledge of the locations of places and features around the world is an important part of understanding world events, so each regional module will include a map location quiz. Rather than having conventional map quizzes, we will use online geography based games to build and test your map knowledge. When we talk about a particular region of the world you will be asked to upload your scores from these games. You scores will be due by the end of the week, Tuesdays at 11:59 p.m. in the Dropbox on Carmen. Further instructions are provided on the Carmen content page.
  **Points for map quizzes can't be made up after the week of the module unless a valid documentation of illness or personal / family emergency is provided.*

- **Place analysis project:** (15% of final grade)
  The place analysis project is a way to demonstrate your understanding of class concepts early in the semester by applying key geographic terms and skills to a place you are interested in. Students can use essay, presentation, video, website, or other formats to show us their place and offer a geographic analysis. Note that the place analysis project must be completed independently (i.e. <u>not</u> with another student). See further instructions posted on the class web page.
  **Late work will lose 10% of the available points per day unless valid written documentation of illness or personal / family emergency is provided.*

- **Current event assignment:** (15% of final grade)
  To earn credit you will submit a recent news article, your analysis related to topics covered in the course, and *a Google Map of your own* illustrating the spatial aspects of the article. The purpose of this exercise is for you to think critically and draw connections between this course and the world beyond the classroom. Note that the current event assignment must be completed independently (i.e. <u>not</u> with another student). See further instructions posted on the class web page.
  **Late work will lose 10% of the available points per day unless valid written documentation of illness or personal / family emergency is provided.*

- **Commodity chain project:** (20% of final grade)
  Commodity chains are networks of labor and production processes that originate in the extraction or production of raw materials and result is the delivery and consumption of a finished commodity. In this

project, you will choose a commodity, investigate the processes of production, consumption, and disposal, and trace these networks through various places. Using U.OSU or other website creation platforms such as Wordpress or Blogspot, y*ou will create a website of your own to virtually present your findings to the class.* Also, you will be given an opportunity to evaluate one of your peers' project website. This project has four sub-assignments: topic choice (2%); outline (8%); final project (80%); and peer review (10%). See further instructions posted on the class web page.
**Late work will lose 10% of the available points per day unless valid written documentation of illness or personal / family emergency is provided.*

Carmen course website structure

Front page	News	Updates	Calendar	
1st-tier tab	Content	Activities	People	Grades
2nd-tier tab	Course info	Discussions	Classlist	Gradebook
	Weekly modules	Dropbox	Groups	Rubrics
	Readings	Quizzes	Attendance	User Progress
	Assignments	Surveys	Email	
	Links			
	eReserve			

Class Etiquette:

Let's work to build an atmosphere of mutual respect within our classroom where we listen to each other, help each other learn, and provide a nurturing environment to engage with new ideas.

***Online Netiquette Guidelines*:** Written communication in an online community is an extremely important factor in all online educational programs. The ability to communicate clearly and effectively is crucial to the success of all online learning. Below is a list of general guidelines to consider as you take this and all other online courses at Ohio State University.

- ***Students in an online community should be:***
  Considerate: Treat each other with respect. Take the time to read and respond to each other in such a way that a learning environment can continue to develop. Format your post so that everyone can learn from your knowledge, skills and experience.
  Encouraging: Not everyone may be familiar with the Discussion Board (DB) format; be wary of making any assumptions about computer/internet literacy. Notice the habits of your classmates. Provide encouragement for creative and critical conversation.
  Helpful: Even a well-presented and structured course may create some confusion. It is very easy to lose your place or miss reading information on certain links or pages. When other students are lost, offer a helping hand by pointing them in the right direction so they can regain their confidence in the online classroom.
  Aware: We all have had different life experiences. Be aware that your written word is the only form of communication in an asynchronous learning environment. Use your words carefully. Ask yourself if your comment could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude. How would you feel if this comment were directed toward you?
- ***The following behavior should be avoided:***
  Shouting: Using all capital letters when communicating in an online environment is known as shouting. This usage is considered a rude method of communicating. Avoid using all capital letters in your online communications.
- ***Quality of discussion board writing***
  Think of everything you post on the boards as an essay (albeit brief) that is to conform to college-level writing. Leave the informal, personal tone in the Virtual Lounge. That is: proper spelling and grammar are expected, and use of chatspeak or emoticons is discouraged. Your posts are to reflect and refer to

the assigned readings of the week, and APA formatting is expected in each initial post. Students are welcome to use additional sources in their posts; please cite all references appropriately.

Academic Honesty: Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the instructor. For more detailed information consult the Code of Student Conduct at OSU at http://studentaffairs.osu.edu/resource_csc.asp (section 3335-23-04 Prohibited conduct).

To ensure that you properly cite all references, please visit: https://owl.english.purdue.edu/owl/. You may use the MLA Guide, the APA Guide, or another format with which you are familiar.

Students with Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations.

Questions and/or concerns:

Your questions are more than welcome. If you have a general course question please first check the FAQ (frequently asked question) Carmen discussion board. Using the search function, you may find that someone else already posted the question and that we've already addressed it. If yours is a new question, post it. We check and respond to the discussion board frequently on weekday afternoons.

E-mail us for questions regarding personal issues or grades. We try to respond to emails within 48 hours.

If you are having problems with the course material, with assignments or have other concerns, please contact us as soon as possible.

Student resources:

For help with Carmen or other technical problems, explore the following options:

- Locate Carmen Help for Students here!
- Call 8Help at 614-688-4357 for tech support for Carmen and other university applications and platforms.
- Check out the 8help self-service options on this webpage.

  Send 8help an email request for support: 8help@osu.edu.

For information about Ohio State's accessibility policies:

- "The Office for Disability Services collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life." [ODS website statement]
- Office of Disability Services
- The Office of Disability Services has posted numerous resources to assist students who want to work with them including:
- Information for current students: http://ods.osu.edu/current-students/
- Office of Disability Services Student Handbook: http://www.ods.osu.edu/current-students/student-handbook/

  Information for prospective students: http://ods.osu.edu/prospective-students/

For information about academic and student support at Ohio State:

- Visit the Ohio State information page for Current Students to find information about student life, academic support, financial services, and policies and procedures.
- Just a few of the specific topics of interest on the Current Students web page:

- Academic Calendar
- Tutoring and academic assistance (check with the department of the subject you are studying for additional resources)
- Writing Center (assistance with writing at any stage of the process)
- Math and Statistics Learning Center (support for undergrad students in math and statistics courses at OSU)
- University Libraries (includes research strategies and citation help)
- Financial Aid
- Academic Misconduct (If link redirects to Google, you may need to copy and paste it in your address bar: http://oaa.osu.edu/coamfaqs.html)
- Buckeye Link (the place to register for classes, manage your account, obtain transcripts, and find other resources related to academic life)
- Student Life at Ohio State (activities, athletics, job/career assistance, transportation, bookstore, etc.)
- Official policies, procedures, and rules at Ohio State Technology information

Course goals and tentative course schedule *(subject to change)*:
- Additional course materials will be announced and posted on Carmen ahead of the schedule.
- Materials for each week's modules will be made available on Wednesdays at 12:00 A.M.
- All assignments are due by 11:59 P.M. on the following Tuesday.

Week	Module	Learning objectives	Class materials	Activities	Assignments & assessments
Week 1: Jan. 14-Jan. 20	**Module 1** ***Introduction*** Course overview, expectations, and basic geographic concepts	• The learner will identify course expectations and develop a personal learning strategy • The learner will familiarize themselves with the instructor, course management software (Carmen), and course resources (incl. Google Earth and Google Maps) • The learner will define and select examples for basic geographic concepts and tools	*Reading:* • Course syllabus • (5th edition) Ch. 1, pp. 1-7 or (4th edition) Ch. 1, pp. 1-2 *Video:* • Getting acquainted • Introduction to geography • Geospatial Revolution	• Comprehension quiz • Self-check quiz (optional) • Take the Learning styles test and formulate a learning plan	*Quiz:* • Module 1 comprehension quiz *Activity:* • Place impressions survey • Learning plan (optional)
Week 2: Jan. 21-Jan. 27	**Module 2** ***Physical geography*** earth systems, landforms, ecosystems, and climates	• The learner will understand geomorphology of the earth and define and locate major global climate and ecosystem categories • The learner will recognize relationships between social and environmental processes • The learner will get to know about their classmates • The learner will be aware of academic misconduct (plagiarism)	*Reading:* • (5th edition) Ch. 1, pp. 8-21 "Environment and Society" or (4th edition) Ch. 1, pp. 2-12 *Video:* • Lecture on physical geography	• Comprehension quiz • Self-check quiz (optional) • Academic misconduct quiz • Discussion: introduce yourself to your instructor and classmates! • Start to work on your Place Analysis Project (due: 2/3)	*Quiz:* • Module 2 comprehension quiz *Activity:* • Academic misconduct quiz *Discussion:* • Post on Carmen
Week 3: Jan. 28-Feb. 3	**Module 3** ***Human geography*** Economics, world systems, development, globalization	• The learner will define development, describe major theories of development, and identify spatial patterns of uneven development • The learner will define globalization, describe major causes and effects, and examine their own global connections	*Reading:* • (5th edition) Ch. 1, pp. 21-45 "History, economy, and territory" or (4th edition) Ch. 1, pp. 12-41 *Videos:* • Lecture on human geography	• Comprehension quiz • Self-check quiz (optional) • Global economy activity • Submit your Place Analysis Project	*Quiz:* • Module 3 comprehension quiz *Activity:* • Global economy activity *Dropbox submission:* • **Place analysis project due (15% of your final grade)**

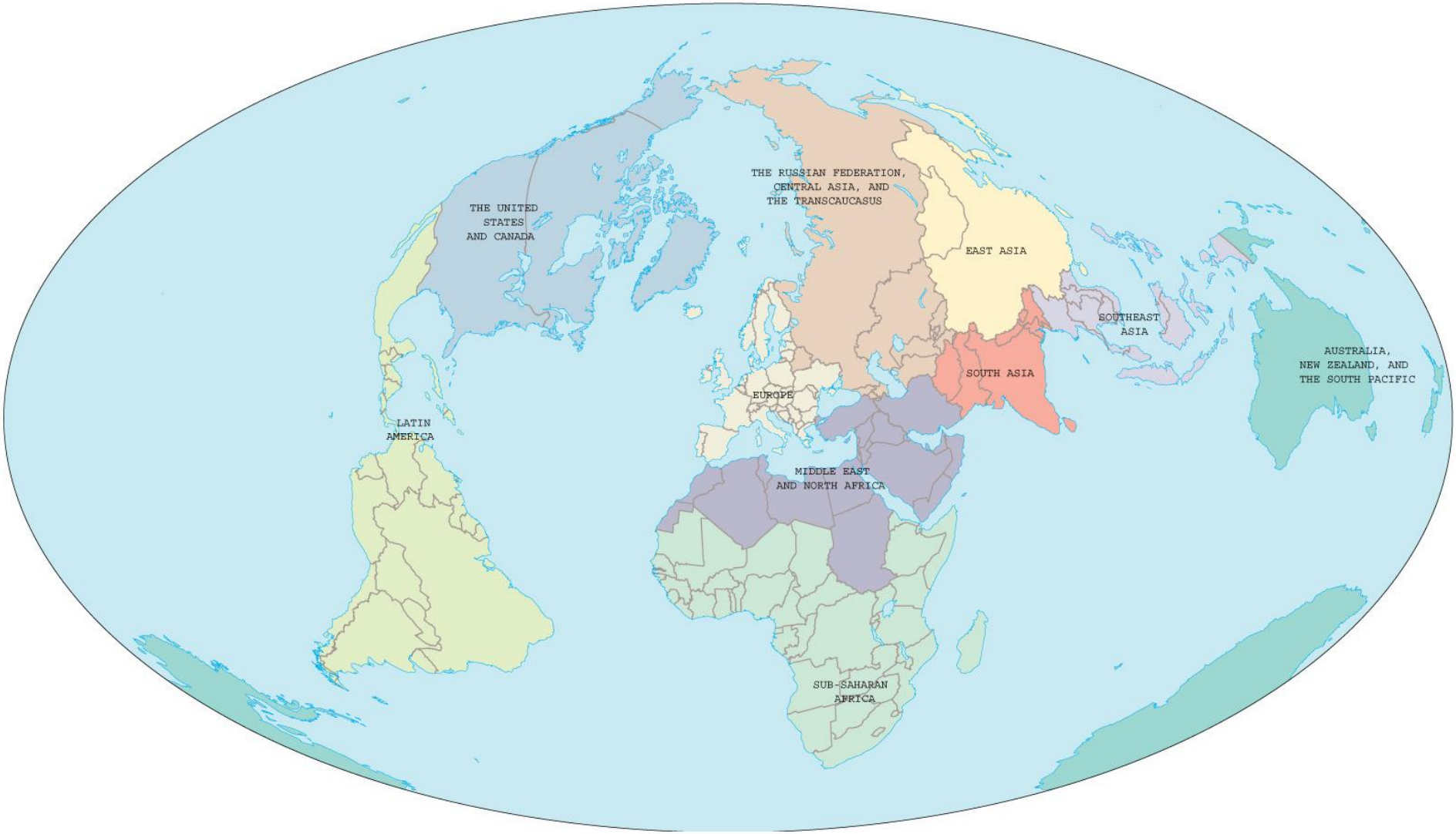
Week 4: Feb. 4- Feb. 10	**Module 4 U.S. & Canada**	• The learner will describe industrialization and post-industrialization, urbanization and sub-urbanization processes in the U.S. and Canada • The learner will be able to define and apply key terms and main points from the textbook reading • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 6 "The U.S. and Canada" *Video:* • Lecture on North America • Creative destruction: Changing urban landscapes in Detroit	• Comprehension quiz • Self-check quiz (optional) • Discussion: How does U.S. or Canada contribute to global climate change? What are their mitigation/adaptation efforts? • Play U.S. & Canada Geo quiz game until you have scores of at least 80% • Start to work on your Current Event Project (due: 2/24)	*Quiz:* • Module 4 comprehension quiz *Discussion:* • Posting on Carmen *Dropbox submission:* • Upload a screenshot of your U.S. states and Canadian provinces geo quiz game scores
Week 5: Feb. 11- Feb. 17	**Module 5: Latin America**	• The learner will describe and compare push and pull rural to urban migration factors and discover spatial patterns in the urban built environments in Latin America • The learner will be able to define and apply key terms and main points from the textbook reading • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 7 "Latin America and the Caribbean" • *Science* article on drug trade and deforestation *Video:* • Lecture on Latin America	• Comprehension quiz • Self-check quiz (optional) • Google Earth virtual fieldwork: What do Latin American cities look like? Explore urban forms in Latin America! • Play the Central and South America Geo quiz game until you have scores of at least 80% • Continue to work on your Current Event Project (due: 2/24)	*Quiz:* • Module 5 comprehension quiz *Activity:* • Virtual fieldwork *Dropbox submission:* • Upload a screenshot of your Latin America geo quiz game scores
Week 6: Feb. 18- Feb. 24	**Module 6: Europe**	• The learner will describe the European Union, its formation, and associated benefits and burdens • The learner will be able to define and apply key terms and main points from the textbook reading • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 2 "Europe" *Video:* • Lecture on Europe	• Comprehension quiz • Self-check quiz (optional) • Discussion: how different Eurozone countries are experiencing the debt crisis? • Play the Europe Geo quiz game until you have scores of at least 80%	*Quiz:* • Module 6 comprehension quiz *Discussion:* • Post on Carmen *Dropbox submission:* • Upload a screenshot of your Europe geo quiz game scores

Week 7: Feb. 25-Mar. 3	**Module 7: Middle East & North Africa (MENA)**	• The learner will define "orientalism" per Said and consider how it relates to their perceptions of MENA • The learner will describe basic beliefs of Islam and examine how these influence use of space in the region • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 4 "Middle East & North Africa" *Video:* • Lecture on MENA • Video of Tawakkul Karman's Nobel Peace Prize Acceptance Speech (role of women, democracy, Arab Spring)	• Comprehension quiz • Self-check quiz (optional) • Discussion: geographic thinking about the Islamic State • Play the MENA Geo quiz game until you have scores of at least 80% • Submit your Current Event Project	*Quiz:* • Module 7 comprehension quiz *Discussion:* • Post on Carmen *Dropbox submission:* • Upload a screenshot of your MENA geo quiz game scores • **Current event project due (15% of final grade)**
Week 8: Mar. 4-Mar. 10	**Module 8: Russian Federation and Central Asia**	• The learner will describe Soviet Union and post-USSR socioeconomic and geopolitical issues • The learner will describe the legacy of communism in the region and how it has affected the use of space • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 3 "The Russian Federation, Central Asia, and the Transcaucasus" *Video:* • Lecture on Russian Federation and Central Asia	• Comprehension quiz • Self-check quiz (optional) • Google Earth virtual fieldwork: Explore Soviet and post-communist urban forms of Russian cities • Play the Russia & Central Asia Geo quiz game until you have scores of at least 80% • Post exploratory topic for your Commodity Chain Project	*Quiz:* • Module 8 comprehension quiz *Activity & Discussion:* • Virtual fieldwork • **Commodity chain topic choice due (2% of project grade) (discussions board)** *Dropbox submission:* • Upload a screenshot of your Russia & Central Asia geo quiz game scores
Week 9: Mar. 11-Mar. 24	**Module 9: Sub-Saharan Africa**	• The learner will describe the legacy of colonialism in the region and how it has affected the use of space • The learner will critique past development strategies and assess current potential for economic development • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 5 "Sub-Saharan Africa" • Africa: A Story of Growth Video: • Lecture on Sub-Saharan Africa Multimedia: • Separatist Map of Africa • A Political History of Africa since 1900	*Activity:* • Comprehension quiz • Self-check quiz (optional) • Discussion: development in Africa • Play the Africa Geo quiz game until you have scores of at least 80% • Work on your Commodity Chain Project outline • Complete the midterm course feedback survey (optional)	*Quiz:* • Module 9 comprehension quiz • Midterm course feedback survey (optional) *Discussion:* • Post on Carmen *Dropbox submission:* • Upload a screenshot of your Africa geo quiz game scores
March 16-20: Spring Break (No Class)					

Week 10: Mar. 25-Mar. 31	**Module 10: East Asia**	• The learner will examine geographies of development in China • The learner will compare the impacts of different urbanization strategies for China's billion urban people • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 8 "East Asia" Video: • Lecture on East Asia • China's Ghost Cities Multimedia: • Visualizing China's Urban Billion	• Comprehension quiz • Self-check quiz (optional) • Virtual fieldwork: Explore China's Urban Billion scenarios • Play the East Asia Geo quiz game until you have scores of at least 80% • Submit your Commodity Chain Project outline	*Quiz:* • Module 10 comprehension quiz *Activity:* • Virtual fieldwork *Dropbox submission:* • Upload a screenshot of your East Asia geo quiz game scores **• Commodity chain outline due (8% of project grade)**
Week 11: Apr. 1-Apr. 7	**Module 11: South Asia**	• The learner will distinguish patterns of development throughout India and assess possible causes • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 9 "South Asia" Video: • Lecture on South Asia • Monsanto BT Cotton and Indian Farmers	• Comprehension quiz • Self-check quiz (optional) • Discussion: How does GMO Cotton affect the lives of Indian farmers? • Play the South Asia Geo quiz game until you have scores of at least 80% • Continue to work on your commodity chain project (due: 4/28)	*Quiz:* • Module 11 comprehension quiz *Discussion:* • Post on Carmen *Dropbox submission:* • Upload a screenshot of your Asian Capitals geo quiz game scores
Week 12: Apr. 8-Apr. 14	**Module 12: South East Asia**	• The learner will describe general labor conditions in Southeast Asian factories and connect these to larger trends in globalization and their own consumption • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 10 "Southeast Asia" Video: • Lecture on Southeast Asia • Stories of Recovery, 10 Years After the Tsunami	• Comprehension quiz • Self-check quiz (optional) • Discussion: How is an environmental issue also a social issue in Southeast Asia? • Play the Southeast Asia Geo quiz game until you have scores of at least 80% • Continue to work on your commodity chain project (due: 4/28)	*Quiz:* • Module 12 comprehension quiz *Discussion:* • Post on Carmen *Dropbox submission:* • Upload a screenshot of your Asian Rivers geo quiz game scores

Week 13: Apr. 15-Apr. 21	**Module 13: Oceania**	• The learner will define multiculturalism and compare how it has been enacted across the region • The learner will describe global climate change and consider its effects on the region • The learner will discover spatial patterns in the built environment in Oceania and infer three causes for these patterns • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy	*Reading:* • Ch. 11 "Oceania" or (4th edition) "Australia, New Zealand, and the South Pacific" Video: • Lecture on Oceania • Sea level rise in Kiribati	• Comprehension quiz • Self-check quiz (optional) • Google Earth virtual fieldwork: Kiribati, The President's Dilemma • Play the Oceania Geo quiz game until you have scores of at least 80% • Continue to work on your commodity chain project (due: 4/28)	*Quiz:* • Module 13 comprehension quiz *Activity:* • Virtual fieldwork *Dropbox submission:* • Upload a screenshot of your Oceania geo quiz game scores
Week 14: Apr. 22-Apr. 28	**Module 14: Conclusions**	• The learner will assess the prospects for development in the World Bank Development report. • The learner will critique their initial impressions of world regions • The learner will create a commodity chain project that illustrates globalization by investigating the processes and locations that make up the production and consumption of a commodity	*Reading:* • World Bank 2009 Development Report Video: • Lecture on course conclusions • World Development Report	• Comprehension quiz • Self-check quiz (optional) • Geo-game (optional; instructions will be given separately) • Post the link to your commodity chain project post and a screenshot of the home page to Carmen Discussions Board *AND* Dropbox	*Quiz:* • Module 14 comprehension quiz *Activity:* • Geo-game (optional; bonus grade) *Discussion & Dropbox submission:* • **Commodity chain project link (80% of project grade; post the link to *both* Discussions board and Dropbox)**
Final Week: Apr. 29-May 5	**Virtual presentation and review of Commodity Chain Project**	• The learner will evaluate one of their peers' commodity chain projects based on how well they meet the goals of the assignment	Multimedia: • Your peers' Commodity Chain Project website	• Look at your classmates' projects and use the peer review rubric to evaluate one of your peers' project	*Discussion:* • **Peer review of Commodity Chain Project (10% of project grade)**

World Regions:



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