



World Regional Geography GEOG 2750

Autumn Semester 2025

Newark Campus * LeFevre 164
Mon. & Wed. 9:35 - 10:55a, section 15008



Instructor: Kenneth D. Madsen, Professor of Geography; Ph.D. + M.A. in Geography, Arizona State University; B.A. in International Studies, Graceland College. <https://u.osu.edu/madsen.34/>

Office Hours: Mon. 11:00a-12:30p, Tues. 9:30-10:00a in office, by phone, or via Zoom before/after class as time permits; by appointment

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Preferred method of communication is email, include class number/time ("GEOG 2750, 8a").
Zoom – <https://zoom.us/join> mtg. ID = 732 336 3682 password = borders

Textbook and technology: 1) *Diversity Amid Globalization* (7th ed.) by Rowntree, et al. ISBN # 9780134539423 [\$44 via CarmenBooks, automatically billed to your account]; 2) political world wall map [at Newark bookstore \$10-20]; 3) a *New York Times* subscription <https://usg.osu.edu/resources/initiatives/new-york-times-subscription> [free as an OSU student]; 4) Carmen - <https://carmen.osu.edu/> OSU's distance learning platform.

Course Bulletin Description: Develops students' knowledge of world geography through the twin concepts of region and globalization; focuses on culture, society, politics, economy, and interplay between people and environments. 3 credit hours, meets general education requirement for Foundations: Social and Behavioral Sciences.

<u>Points Possible:</u>	attendance = 100	<u>Grading Scale:</u>	770 - 799 = C +
	quizzes & worksheets (10 @ 50) = 500		730 - 769 = C
	personal reflection journal = 150		700 - 729 = C -
	cumulative assessment = 150		670 - 699 = D +
	<u>enrichment activities = 100</u>		600 - 669 = D
	total = 1,000		< 600 = E

Attendance: Since learning is closely correlated with your presence in class, **attendance** will be taken throughout the semester. Grades earned in this category will be based in part on the quality of your response to a question. In other words, you have to not only be present, but paying attention and thinking about class material. Points may also be earned in this category for an instructor office hours visit (deadline: Oct. 28). Above ten attendance activities, low grades in this category will be dropped. Lesson notes cannot be obtained from the instructor. Arrive to class *before* 9:35a!

Quizzes & Worksheets: There will be 11 quizzes and 1 **worksheet**. Six **map quizzes** will assess students' knowledge of the locations of countries, major cities, and other key features. Study guides for map quizzes will be provided. There will also be five **reading quizzes**. Your lowest two scores in this category will be dropped or (if you are happy with your grades) you can skip the last two. Note that the total points in this category count for half of the semester's possible points!

Personal reflection journal: Demonstrate understanding of class material by connecting to personal experiences, applying to an understanding of current events, etc. (4 prompts throughout semester). Expected length is 2-3 pages (depending on handwriting) and single-spaced. A formal bibliography is not needed, but credit should be given informally to sources of information and ideas that are not your own: (class discussion last week), (Rowntree, et al., chapter 2), (Fox News, early Nov. 2025), etc.

Cumulative assessments: You have two options in this category:

library project Research and assemble an annotated bibliography on a class theme. Provide a formal citation and then summarize and assess each source in light of what you have learned in this course. Include four annotated academic journal articles [you may read 2+ chapters from a book in place of one of the articles]. Expected length is about 3 pages (typed, single-spaced, ~1,500 words, including citations). Also required are several status reports.

final exam A mixture of multiple-choice, short-answer, and essay questions.

Enrichment activities: You should earn 100 points from among the opportunities provided in this category. These supplemental activities build upon or enhance your understanding of world geography. Some items are on the schedule, additional details and events to be posted to on the class "Enrichment Opportunities" discussion board. Points are cumulative in this grade category, not out of points possible. Up to 50 points in excess of the 100 required may be use for *extra credit*.

Reading: You should come to class having read the appropriate assignments and be prepared to engage with the instructor and other students. Keeping up with the reading is critical to doing well.

Late Work: Although some deadlines are flexible, it is best to submit materials on time and take quizzes and exams as scheduled. In the case of unavoidable delay or absence, students should let instructor know as soon as possible to make alternate arrangements. Supplemental written documentation may be required and points deducted. Late arrival on quiz days (or absence and make-up in the Testing Center) is an automatic -5 points but this may be increased for repeated cases. Remember you have two drops in the Quizzes & Worksheets category, sometimes if you miss a quiz skipping it and moving on to the next assignment is the best option.

Incomplete Policy: Incomplete grades are reserved for rare circumstances. In order to qualify, request an incomplete via e-mail no later than the date of the final exam. Substitute or additional assignments may be designed in order to convert an incomplete to a letter grade and are normally due by the beginning of the sixth week of the following term.

University-wide policies: Students are required to abide by the OSU Code of Student Conduct. In terms of this class, pay particular attention to section 3335-23-04 Prohibited Conduct and sub-section (A) on Academic Misconduct. In short, do not cheat. Being unaware of what counts as academic misconduct is not an excuse. ● If you use Artificial Intelligence (AI), even for ideas or an initial draft, you must declare such usage. Keep in mind, however, that the point of class assignments is to see *your* work and *your* ideas, not that of a computer program. Declaring AI usage may keep you from being prosecuted for academic dishonesty, but it may not earn you full points for completion of an assignment either. ● If you need special accommodations (disability, illness, religious observance), see instructor sooner rather than later to make arrangements. ● Like many classes, GEOG 2750 focuses on critical thinking skills and in doing so explores a variety of perspectives with which you should be knowledgeable. You are not graded based on personal perspectives or political beliefs. ● OSU and this class are committed to maintaining a welcoming community and an environment free of harassment, discrimination, and sexual misconduct.

for full statements on these topics, visit these links (also available through class Carmen site):
<https://ugeducation.osu.edu/academics/syllabus-policies-statements/standard-syllabus-statements>
<https://ugeducation.osu.edu/academics/syllabus-policies-statements/optional-syllabus-statements>

Additional Notes: We will use some technology in this class, but our focus will be on class material. Class time is to be reserved exclusively for paying attention to class material, in exchange we will take a short personal device break most classes. ★ This class is designed to not only meet a degree requirement, but also be interesting and fun and to fulfill that destiny you should participate fully. ★ You are responsible for changes to this syllabus announced in class or on Carmen.

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Syllabus Addendum



Statement on 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 3335-5-48.7 (B)) [<https://trustees.osu.edu/bylaws-and-rules/3335-5>]. For additional information, see the Code of Student Conduct [<http://studentlife.osu.edu/csc/>].

Statement on Disability Services:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or <https://slds.osu.edu/>.

Statement on Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each

semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office [civilrights@osu.edu]. (Policy: Religious Holidays, Holy Days and Observances) [<https://oaa.osu.edu/religious-holidays-holy-days-and-observances>]

Statement on Intellectual Diversity:

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Note that the above only encompasses particular versions of university statements as required by classes in the College of Arts and Sciences. While intent is largely the same, specific wording and even topics covered vary from the required syllabus statements as posted by the Office of Undergraduate Education and linked to on Carmen. This page does not incorporate information from the Office of Undergraduate Education's *optional* statements link on Carmen, but there is helpful information on that page that you may want to check out - topics covered include copyright, counseling / mental health, content warnings, and military status.



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Tentative Schedule

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Aug. 27 (W): **first day quiz**, introductions, syllabus, reading exercise

- ☐ **purchase textbook & wall map**
- ☐ **sign up for free *NYT* account and (optionally) download app**
- ☐ **read syllabus and other course documents, get on Carmen and look around**
- ☐ **start reading Chapter 1 (Diversity Amid Globalization)**
- ☐ **post introductions and profile photos on Carmen - due Aug. 29 (F)**

----- SEPT. 1 (M), LABOR DAY - CAMPUS CLOSED

Sept. 3 (W): **syllabus quiz**, globalization videos, Ch. 1, sample map quiz

- ☐ **continue reading Chapter 1 [reading quiz will cover through p. 18]**

Sept. 8 (M): **reading QUIZ # ① (Ch. 1)**, Ch. 1

- ☐ **continue reading Chapter 1**
- ☐ **study for map quiz (World)**

Sept. 10 (W): **map QUIZ # ① (World)**, Ch. 1

- ☐ **finish Chapter 1**
- ☐ **Enrichment Activity - submit photo of wall map - due Sept. 12 (F)**
- ☐ **clothing survey**

Sept. 15 (M): Ch. 1, clothing survey, introduce development indicators worksheet

- ☐ **start worksheet on development indicators**
- ☐ **research select portions of Ch. 2 (Environment) - see study guide**

Sept. 17 (M): environment, Latin America, **personal reflection #1**

- ☐ **finish worksheet on development indicators**
- ☐ **start reading Chapter 4 (Latin America)**

Sept. 22 (M): development indicators **worksheet** DUE, environment, Latin America

- ☐ **continue reading Chapter 4**

Sept. 24 (W): interactive development indicators exercise, **return worksheet** for additional grading, Latin America

- ☐ **continue reading Chapter 4 (Latin America)**
- ☐ **study for map quiz (Latin America)**

Sept. 29 (M): **map QUIZ # ② (Latin America)**, Latin America

- ☐ **finish reading Chapter 4 [reading quiz will cover full chapter]**

Oct. 1 (W): **reading QUIZ # ② (Ch. 4)**, Latin America, Europe

- ☐ **start reading Chapter 8 (Europe)**

Oct. 6 (M): Europe

- ☐ **continue reading Chapter 8 (Europe)**
- ☐ **study for map quiz (Europe)**

Oct. 8 (W): **map QUIZ # ③ (Europe)**, Europe

- ☐ **finish Chapter 8 [reading quiz will cover full chapter]**
- ◇ **library project** status report #1 DUE Oct. 10 (F)
 - identify one or two themes and specify how relates to class material
 - provide listing of at least two potential resources with links

Oct. 13 (M): **reading QUIZ # ③ (Europe)**, Europe

- ☐ **start reading Chapter 7 (SW Asia & N. Africa)**
- ☐ **reading on globalization in TV and film TBD**

Oct. 15 (W): SW Asia & N. Africa, globalization in TV/film and cultural norms, **personal reflection #2**

- ☐ **continue reading Chapter 7**

----- OCT. 16-17 (TH-F), FALL BREAK - NO CLASSES

Oct. 20 (M): NO REGULAR CLASS MEETING

10:00-11:15a via Zoom: videoconference #1 with students in Egypt
globalization in TV/film and cultural norms

☐ finish Chapter 7 [reading quiz will cover full chapter]

Oct. 22 (W): reading QUIZ # ④ (SW Asia & N. Africa), SW Asia & N. Africa

☐ study for map quiz (SW Asia & N. Africa/Ch. 7 *and* Sub-Saharan Africa/ Ch. 6)
note: Ch. 6 items are optional, but worth up to 25 enrichment/extra credit point

Oct. 27 (M): map QUIZ # ④ (SW Asia & N. Africa *and* Sub-Saharan Africa), SW Asia & N. Africa

☐ start reading Chapter 12

Oct. 29 (W): SW Asia & N. Africa

☐ continue reading Chapter 12
◇ library project status report #2 DUE Oct. 31 (F)
narrow down topic to selected theme
submit two annotated articles/chapters
submit complete citations of items to be covered and draft basic outline

Nov. 3 (M): SW Asia & N. Africa, personal reflection #3

☐ continue reading Chapter 12
☐ study for map quiz (South Asia *and* East Asia)
☐ reading on trade and tariffs - current events - TBD

Nov. 5 (W): map QUIZ # ⑤ (South Asia *and* East Asia), South Asia

☐ continue reading Chapter 12

Nov. 6 (Th), 10:00-11:15a via Zoom: videoconference #2 with students in Egypt
global trade and tariffs - current events

----- NOV. 11 (T), VETERANS DAY - CAMPUS CLOSED

☐ finish reading Chapter 12 [reading quiz will cover full chapter]

Nov. 12 (W): reading QUIZ # ⑤ (South Asia), South Asia

- ☐ study ahead for map quiz (Russian Domain/Ch. 9 and Central Asia/Ch. 10)
- ◇ library project status report #3 DUE Nov. 14 (F)
 - submit remaining two annotated articles
 - submit at least one completed article/chapter summary

Nov. 17 (M): South Asia

- ☐ study for map quiz (Russian Domain/Ch. 9 and Central Asia/Ch. 10)

Nov. 19 (W): map QUIZ # ⑥ (Russian Domain and Central Asia), South Asia, Russian Domain

- ☐ research select portions of Chapter 9 (Russian Domain) - see study guide

Nov. 24 (M): Russian Domain

- ☐ research select portions of Ch. 11 (East Asia) - see study guide

----- NOV. 26-28 (W-F), THANKSGIVING - NO CLASSES

Dec. 1 (M): Russian Domain

- ☐ research select portions of Ch. 11 (East Asia) - see study guide

Dec. 3 (W): East Asia

- ◇ library projects DUE Dec. 5 (F)

Dec. 8 (M): East Asia, personal reflection #4

Dec. 10 (W): wrap-up, class evaluations

LAST DAY OF CLASSES

Dec. 15 (M): Final Exam for those taking it, 10:20-12:05p (in our usual room)

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NEW (Autumn 2022 and later) General Education Requirements



Under the “new” GE requirements, this course meets the requirement to take a **Foundations** course in **Social and Behavioral Sciences**.

New GE goals and learning outcomes met by Social and Behavioral Science courses:

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

- a. Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.
- b. Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

- a. Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
- b. Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.
- c. Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

Students in GEOG 2750 at Ohio State Newark will meet the above in part by:

- i) learning geographic concepts in the context of world regions and globalization
- ii) understanding the world through conceptualization of coherent regions and the identification of political and cultural diversity between and within those regions
- iii) discussing and reflecting on the complex set of factors that motivate and inform decisions by people and governments in various regions
- iv) exploring and reflecting on ways of understanding and learning about the world, including participation in data collection and out-of-class experiences
- v) placing themselves and their communities in the context of globalization and its impacts both here and abroad

For more information on OSU’s new general education requirements, visit:

<https://artsandsciences.osu.edu/advising/general-education-requirements/new-ge-requirements>

See also:

<https://ugeducation.osu.edu/academics/general-education-ge>

<https://newark.osu.edu/academics/academic-advising>

<http://advising.osu.edu/>

<http://artsandsciences.osu.edu/academics/current-students/advising>

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LEGACY (pre-Autumn 2022) General Education Requirements

If you started at OSU prior to Autumn 2022 and are completing your curriculum under what are known as the “legacy” GE requirements, this course meets two such requirements:

Social Science – 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:

- a. 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.
- b. 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.
- c. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Students in GEOG 2750 at Ohio State Newark will meet the above in part by:

- i) learning about other peoples and cultures and geographic interactions between places at the regional and global scale in the context of globalization
- ii) exploring and reflecting on ways of understanding and learning about the world, including participation in data collection and out-of-class experiences
- iii) weighing pros and cons of diverse cultural approaches to major political, economic, and social issues and understanding them in diverse national contexts
- iv) applying a systems model of environmental change to the human role in environmental problems faced in different regions of the world

Diversity – Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected learning outcomes:

- a. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- b. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens

Students in GEOG 2750 at Ohio State Newark will meet the above in part by:

- i) discussing and reflecting on the complex set of factors that motivate and inform decisions by people and governments in various regions
- ii) understanding the world through conceptualization of coherent regions and identification of political and cultural diversity between and within those regions
- iii) drawing comparisons and making contrasts between different places
- iv) placing themselves and their communities in the context of globalization and its impacts both here and abroad

For more information about OSU’s legacy general education requirements, visit:

<https://artsandsciences.osu.edu/advising/general-education-requirements/legacy-ge-requirements>

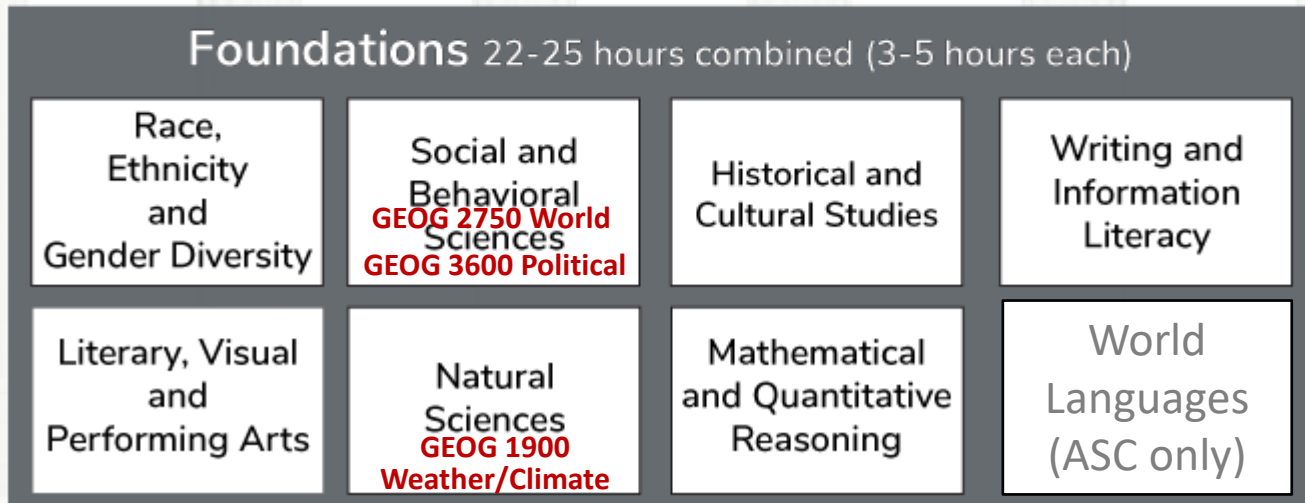
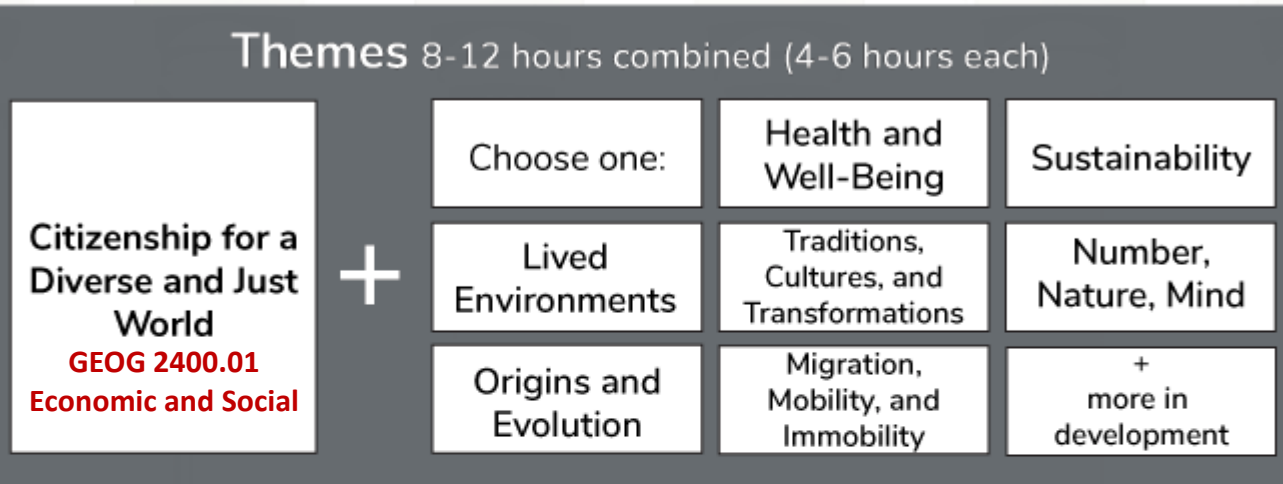
NEW (Autumn 2022 and later) General Education Requirements



THE OHIO STATE UNIVERSITY

General Education Program Structure

Launch Seminar 1 hour



Reflection Seminar 1 hour

Geography Courses offered at Ohio State Newark



THE OHIO STATE UNIVERSITY
NEWARK

updated:
Aug. 2025

General Education (GE) Pathway

1

FIRST-YEAR STUDENTS

Launch Seminar

Introduces you to the broad goals of the GE and the skills you will need to succeed.

TRANSFER STUDENTS

Connection Seminar

A customized course for transfer students to connect prior experiences with current and future goals and plans.

2

Foundations Courses

Foundations courses introduce you to a variety of academic disciplines to better understand different ways of analyzing and understanding the world.

Students will take one course in each of seven distinct categories.



3

Themes Courses

Develop a deeper understanding of complex topics that are vital to addressing major 21st-century questions.

All students are required to take Citizenship for a Diverse and Just World plus additional coursework in a theme of their choosing.

4

Reflection Seminar

Helps you document and reflect on your academic and personal growth. It also prepares you to explain to potential employers what skills and knowledge you gained from college.



THE OHIO STATE UNIVERSITY

<https://ugeducation.osu.edu/academics/general-education-ge>