



World Regional Geography 2750-10

Department of Geography
The Ohio State University

Fall 2014

(course# 2750-10; class #: 19447)
Online at Geography 2750 on carmen.osu.edu

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Course web page: on **Carmen** (<https://carmen.osu.edu/>); Login and click on 'GEOG 2750 (Hartmann)'

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.

* For general questions related to the course please contact us via the discussion board on Carmen. 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 e-mails daily, but please allow up to 48 hours to respond.

Course goals include:

Foundational knowledge - conveying information:

- 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 two GEC requirements* (see page 5 for description):

- Social Science Course (4C) and Diversity (6B)

Resources:

Required readings:

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

-Additional required readings will be posted on Carmen.

Required software (free):

-Google Maps: <http://www.google.com/earth/index.html>

-[Google account](#) for saving / sharing maps, video chat, etc.

Course Evaluation*:

| Letter Grade | Percentage | | |
|--------------|---------------|---|-----|
| A | 93-100% | Weekly activities & discussion** | 20% |
| A- | 90-92.99% | Quizzes: | |
| B+ | 87-89.99% | Module comprehension quizzes | 20% |
| B | 83-86.99% | Map location quizzes | 10% |
| B- | 80-82.99% | Assignments: | |
| C+ | 77-79.99% | Place analysis project (due: 9/16) | 15% |
| C | 73-76.99% | Current event assignment (due: 10/14) | 15% |
| C- | 70-72.99% | Commodity chain assignment | 20% |
| D+ | 67-69.99% | (due: 10/21, 11/4, 11/18, 12/ 9, 12/16) | |
| D | 60-66.99% | | |
| E | Less than 60% | | |

* Grades will be posted on Carmen. Save your returned graded work to ensure accurate records.

** The category includes discussion posts on Carmenwiki, 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.

Course structure:

The course website is on Carmen. The instructors 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;
- instructor videos 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 and discussion:** (20% of final grade)

Each module will include associated activities or discussions. Activities are discussions on Carmenwiki, virtual fieldwork, the global economic activity, the geo-game, surveys, readings, and group work that are intended to help you understand geographic themes / concepts introduced in class, readings, and films. Contributing to online discussion boards and the course wiki will help you engage with course material in a meaningful way, meet and learn from your classmates, and earn credit towards your grade. Activities and discussion posts are due by the end of the 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)

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 optional practice quizzes available to check your own understanding before you take the 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)

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, web site, or other formats to show us their place and offer a geographic analysis. Please see the instruction on the Carmen content page for more information. Note that the place analysis project must be completed independently (i.e. not with another student). *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 (no more than 1 month old) news article, your analysis related to topics covered in the course, and create a virtual map 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. For more information, see further instructions posted on the class web page. Note that the current event assignment must be completed independently (i.e. not with another student). *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. Individually *or in groups* of up to three you will choose a commodity, investigate the process of production and consumption, and trace these networks through various places. You will present your findings to the class in a virtual poster session at the end of the semester. For more information, 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 (carmen.osu.edu → AU14 GEOG 2750 - Wrld Regional Geog (19447))

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

CarmenWiki home page link:

<https://carmenwiki.osu.edu/display/geog2750au201419447/Autumn+2014+GEOG+2750%3A+World+Regional+Geography+Home>

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 post it on the FAQ (frequently asked question) Carmen discussion board. We check these messages first and you may find that we've already addressed your question.

E-mail us for questions regarding personal issues or grades. We check and respond to the discussion board on weekday afternoons and 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.

*General Education Curriculum (GEC)

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 Outcome:

1. 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

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:

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.

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 Tuesdays at 12:00 A.M. All assignments are due by 11:59 P.M. on the following Monday.

| Week: | Modules: | Learning objectives: | Student – content interactions: | Activities: | Assignments & assessments (by Monday 11:59 pm EST): |
|---------------------------------------|--|---|---|---|--|
| Week 1: Aug. 27- Sept. 2 | Module 1 Introduction Introduction to course: overview, expectations, introduce concepts and tools (space, place, scale, landscape, maps, GIS) | <ul style="list-style-type: none"> • The learner will identify course expectations and develop a personal learning strategy. • The learner will familiarize themselves with the course management software, course resources, instructors, and their classmates. • The learner will define and select examples for basic geographic concepts. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • course syllabus • Ch. 1, pp. 1-2 • Cresswell. "Defining Place" • (5th edition), Ch. 1, pp. 1-7 <p><u>Video:</u></p> <ul style="list-style-type: none"> • course introduction • teaching team introduction • Geospatial Revolution | <ul style="list-style-type: none"> • familiarize yourself with course Carmen page and syllabus • familiarize yourself with Google maps & create a Google account • comprehension self-check quiz (optional) • take the Learning styles test and formulate a learning plan | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 1 comprehension quiz (~1.4% of final grade) <p><u>Activity:</u></p> <ul style="list-style-type: none"> • student getting to know you survey • place impressions survey (~1.4% of final grade) • learning plan (optional) |
| Week 2: Sept. 3 - 9 | Module 2 Physical geographies earth systems, landforms, ecosystems, and climates | <ul style="list-style-type: none"> • The learner will understand geomorphology of the earth and define and locate major global climate and ecosystem categories. • The learner will be able to define and apply key physical geography terms from the textbook. • The learner will recognize relationships between social and environmental processes. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • (4th edition) Ch. 1, pp. 2-12 "Environment & Society" • (5th edition), Ch. 1, pp. 8-20 <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on physical geographies | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • discussion: introduce yourself | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 2 comprehension quiz (~1.4% of final grade) <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • individual wiki posting on CarmenWiki (~1.4% of final grade) |

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| <p>Week 3: Sept. 10-16</p> | <p>Module 3 Human geographies Economics, world systems, development, globalization</p> | <ul style="list-style-type: none"> • 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. • The learner will be able to define and apply key terms and main points from the textbook reading. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • (4th edition) Ch. 1, pp. 12-41 “History, economy, and demographic change” • (5th edition), Ch. 1, pp. 21-45 <p><u>Videos:</u></p> <ul style="list-style-type: none"> • lecture on human geographies Harvey & crises of capitalism Friedman & neoliberalism | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • global economy activity | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 3 comprehension quiz (~1.4% of final grade) <p><u>Activity:</u></p> <ul style="list-style-type: none"> • global economy activity (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • place analysis project due (15% of your final grade) |
| <p>Week 4: Sept. 17-23</p> | <p>Module 4 U.S. & Canada</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • The learner will interpret a U.S. retail establishment using spatial analysis concepts. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • (4th ed.) Ch. 6, “United States and Canada”; (5th ed.) Chapter 6, “The U.S. and Canada” • Goss, <i>The “Magic of the Mall”: An analysis of form, function, and meaning in the contemporary retail environment</i> <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on North America • Creative destruction: Changing urban landscapes in Detroit | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • discussion: formulate a wiki post that provides an image and your analysis of a retail space using based on Goss' paper • play U.S. & Canada Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 4 comprehension quiz (~1.4% of final grade) <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • individual wiki posting (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your U.S. states and Canadian provinces geo quiz game scores. (1% of final grade) |

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| <p>Week 5: Sept. 24 - 30</p> | <p>Module 5: Latin America</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • The learner will describe and compare push and pull rural to urban migration factors in Latin America. • The learner will discover spatial patterns in the built environment of Latin American cities. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 7, pp. 233-272 (4th edition) or pp.262-303 (5th edition) “Latin America and the Caribbean” • <i>Science</i> article on drug trade and deforestation <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on Latin America | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • Google Earth virtual fieldwork exploring Latin American cities looking for urban forms • play the Central and South America Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 5 comprehension quiz (~1.4% of final grade) <p><u>Activity:</u></p> <ul style="list-style-type: none"> • virtual fieldwork (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your Latin America geo quiz game scores. (1% of final grade) |
| <p>Week 6: Oct. 1 – 7</p> | <p>Module 6: Europe</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • The learner will describe the European Union, it's formation, and associated benefits and burdens. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 2, “Europe” <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on Europe | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • discussion: wiki post on how different Eurozone countries are experiencing the debt crisis • play the Europe Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 6 comprehension quiz (~1.4% of final grade) <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • individual wiki posting (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your Europe geo quiz game scores (1% of final grade) |

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| <p>Week 7: Oct. 8 - 14</p> | <p>Module 7: Middle East & North Africa (MENA)</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • 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. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Read chapter entitled “Middle East & North Africa” <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on MENA • video interview with Edward Said on Orientalism • Video of Tawakkul Karman’s Nobel Peace Prize Acceptance Speech (role of women, democracy, Arab Spring) | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • discussion: contribute to course wiki on geographic thinking about the Arab Spring • play the MENA Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 7 comprehension quiz (~1.4% of final grade) <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • individual wiki posting (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your MENA geo quiz game scores (1% of final grade). <p>• current event assignment due (15% of final grade)—can be on any event from any region other than the U.S.</p> |
| <p>Week 8: Oct. 15 - 21</p> | <p>Module 8: Russian Federation and Central Asia</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • The learner will describe the legacy of communism in the region and how it has affected the use of space. • The learner will discover spatial patterns in the built environment of Russian cities. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 3, pp. 88-112 “The Russian Federation, Central Asia, and the Transcaucasus” <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on Russian Federation and Central Asia | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • Google Earth virtual fieldwork exploring government planned and post-communist urban forms • play the Russia & Central Asia Geo quiz game until you have scores of at least 80% • post exploratory commodity chain project topics and begin forming groups via CarmenWiki • revisit your learning plan - assess the effectiveness of your strategy and adjust if necessary (optional) • complete the midterm course feedback survey (optional) | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 8 comprehension quiz (~1.4% of final grade) <p><u>Activity:</u></p> <ul style="list-style-type: none"> • virtual fieldwork (~1.4% of final grade) • midterm course feedback survey (Optional) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your Russia & Central Asia geo quiz game scores (1% of final grade) <p>• commodity chain topic choice due (2% of project grade); post to CarmenWiki site</p> |

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| <p>Week 9: Oct. 22 - 28</p> | <p>Module 9: Sub-Saharan Africa</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • 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. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 5, pp. 153-194 (4th ed.), pp.174-221 (5th ed.) “Sub-Saharan Africa” • Africa: A Story of Growth <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on Sub-Saharan Africa <p><u>Interactive Maps</u></p> <ul style="list-style-type: none"> • Separatist Map of Africa • A Political History of Africa since 1900 | <p><u>Activity:</u></p> <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • discussion: wiki post on development in Africa • play the Africa Geo quiz game until you have scores of at least 80% • sign up for GeoGame time slot on CarmenWiki | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 9 comprehension quiz (~1.4% of final grade) <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • individual wiki posting on development in Africa (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your Africa geo quiz game scores (1% of final grade) |
| <p>Week 10: Oct. 29 – Nov. 4</p> | <p>Module 10: East Asia</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • 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. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 8, pp. 273-304 “East Asia” <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on East Asia • China's Ghost Cities <p><u>Multimedia:</u></p> <ul style="list-style-type: none"> • Visualizing China's Urban Billion | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • virtual field work activity to explore Visualizing China's Urban Billion • play the East Asia Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 10 comprehension quiz (~1.4% of final grade) <p><u>Activity:</u></p> <ul style="list-style-type: none"> • virtual fieldwork (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your East Asia geo quiz game scores (1% of final grade) • commodity chain outline due (5% of project grade) |

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| <p>Week 11: Nov. 5 - 11</p> | <p>Module 11: South Asia</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • The learner will distinguish patterns of development throughout India and assess possible causes. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 9, pp. 305-336 “South Asia” <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on South Asia | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • play the South Asia Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 11 comprehension quiz (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your Asian Capitals geo quiz game scores (1% of final grade) |
| <p>Week 12: Nov. 12 - 18</p> | <p>Module 12: South East Asia</p> | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • The learner will describe general labor conditions in Southeast Asian factories and connect these to larger trends in globalization and their own consumption. | <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Ch. 10, pp. 337-370 “Southeast Asia” <p><u>Video:</u></p> <ul style="list-style-type: none"> • lecture on Southeast Asia | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • discussion: wiki post on consumers and the NIDL • play the Southeast Asia Geo quiz game until you have scores of at least 80% | <p><u>Quiz:</u></p> <ul style="list-style-type: none"> • module 12 comprehension quiz (~1.4% of final grade) <p><u>Discussion:</u></p> <ul style="list-style-type: none"> • individual wiki posting on consumers and the NIDL (~1.4% of final grade) <p><u>Dropbox submission:</u></p> <ul style="list-style-type: none"> • upload a screenshot of your Asian Rivers geo quiz game scores (1% of final grade) • individual or group post of draft commodity chain project to Carmen Discussion board (10% of project grade) |

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| Week 13: Nov. 19 - 25 | Module 13: Oceania | <ul style="list-style-type: none"> • The learner will locate and describe major social and environmental features on a geo-quiz game with ≥80% accuracy. • The learner will be able to define and apply key terms and main points from the textbook reading. • 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. | <u>Reading:</u> <ul style="list-style-type: none"> • Ch. 11, pp. 371-401 “Australia, New Zealand, and the South Pacific” <u>Video:</u> <ul style="list-style-type: none"> • lecture on Oceania • Sea level rise in Kiribati | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • Google Earth virtual fieldwork on Oceania • play the Oceania Geo quiz game until you have scores of at least 80% | <u>Quiz:</u> <ul style="list-style-type: none"> • module 13 comprehension quiz (~1.4% of final grade) <u>Activity:</u> <ul style="list-style-type: none"> • virtual fieldwork (~1.4% of final grade) <u>Dropbox submission:</u> <ul style="list-style-type: none"> • upload a screenshot of your Oceania geo quiz game scores (1% of final grade) |
| Nov. 26-Dec. 2 <u>NO</u> Class Due to Thanksgiving Break | | | | | |
| Week 14: Dec. 3 - 9 | Module 14: Conclusions & Virtual presentations of Commodity Chain Project | <ul style="list-style-type: none"> • 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 evaluate one of their peers' commodity chain projects based on how well they meet the goals of the assignment. | <u>Reading:</u> <ul style="list-style-type: none"> • World Bank 2009 Development Report <u>Video:</u> <ul style="list-style-type: none"> • lecture on course conclusions • World Development Report | <ul style="list-style-type: none"> • comprehension self-check quiz (optional) • complete a draft of your commodity chain project and post it to the class wiki • look at your classmates projects and use the peer review rubric to evaluate three of your peers projects | <u>Quiz:</u> <ul style="list-style-type: none"> • module 14 comprehension quiz (~1.4% of final grade) <u>Discussion:</u> <ul style="list-style-type: none"> • peer review of the draft commodity chain project (~1.4% of final grade) due (no credit given for late submissions) |
| Final exam week: Due Dec. 16 | Final exam week Final commodity chain projects | <ul style="list-style-type: none"> • 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 | | <ul style="list-style-type: none"> • complete your commodity chain project and post it to the dropbox | <u>Dropbox submission:</u> <ul style="list-style-type: none"> • commodity chain project due by 11:59pm on Tuesday, December 16 (20% of final grade) |

World Regions:



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