

SYLLABUS: GEOG/2750

WORLD REGIONAL GEOGRAPHY

TERM 2016 (15839)

1. Course overview

Instructors

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	or by appt.	

Course description

Some of the most important challenges facing the world are associated with globalization, the increasing interconnectedness of people and places through economy, politics, and culture. These make understanding our contemporary world a necessary skill. Although globalization cuts across many disciplines, world regional geography is a fundamental starting point because of its focus on regions, environment, culture, development and geopolitics.

Geography 2750 is an introductory course to world regional geography. This course examines the variety and distinctiveness of places and regions, while maintaining a strong focus on relationships, connections, and integration of various regions of the world. This course also introduces students to the academic discipline of geography as well as professional applications of geography by engaging geographic approaches to social issues. Students will leave the course with an appreciation for geographic thinking, and the ability 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.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Name, locate, and describe regions of the world employing key geographical concepts (e.g. climate, water, population, culture).
- Recognize the reciprocal relationships between social and environmental processes.

- Identify and discuss differences and interconnections between world regions (e.g. globalization, development).
- Apply core geographic concepts and methods to examine world events and issues (e.g. conflict, economic agreements, climate change).
- Assess their own place in the world: In what ways am I part of the global system?

General Education (GE)

Geography 2750 will fulfill the following GE curriculum categories:

Social Sciences “Human, Natural and Economic Resources” sub-categorization as currently listed on the CAS website at [https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Social Science](https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Social%20Science):

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.

Diversity “Global Studies” sub-categorization as currently listed on the CAS website at <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Diversity>:

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:

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.

Course materials

Required

A course-specific Library Course Guide (electronic, on Carmen) curated by region experts will replace the textbook. It has pointers to authoritative and rich electronic resources on geography and different regions of the globe. Unlike a regular textbook, the objective of this guide is to introduce students to a variety of information resources and instill a practice of seeking these out beyond this course.

Additional required readings will be posted under each module on Carmen

Supplemental materials

Access to the New York Times or other major U.S. newspaper with comprehensive world news.

For NYT I can recommend a digital subscription that you can get through this link:

www.nytimes.com/collegerate.

Optional materials (extra credit)

Timmerman, K., *Where am I Wearing?*, 2nd Ed. ISBN 321784162,

This book will be used as part of an extra credit opportunity. It is actually a light, entertaining, and helpful read. You should have read the book in its entirety by the week of November 7.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- IT Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- Phone:** 614-688-HELP (4357)
- Email:** 8help@osu.edu
- TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment you need regular access to

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Course Modules	Due date	% (roughly)
1. Introduction	01/17/17	5
2. Physical Processes – The Lithosphere	01/24/17	5
3. Physical Processes – The Atmosphere	01/31/17	5
4. Physical Processes – The Hydrosphere	02/07/17	5
5. Physical Processes – The Biosphere	02/14/17	5
6. Population – Human Settlement	02/21/17	5
7. Population Dynamics – Migration	02/28/17	5
8. Human-Environment Interactions	03/07/17	5
9. Resources	03/21/17	5
10. Regions as Human Constructs	03/28/17	5
11. Development I	04/04/17	5
12. Development II	04/11/17	5
13. Cultural Mosaic	04/18/17	10
14. Geopolitics	04/24/17 *this is a Monday	5
15. Capstone Assignment	05/01/17	25
Total		100

Necessary software

- ☐ Google Earth for desktop (free) <https://www.google.com/earth/>, fully installed

2. Course schedule, grading and faculty response

Schedule, due dates and grade distribution

Each module spans a week, normally a Wednesday to the following Tuesday. In each module there are several smaller assignments due at the end of each “module week” (typically a Tuesday at 11:59

PM). While the vast majority of assignments can be completed entirely in front of your computer, there will be a few that require you to be active beyond your computer, e.g. take bus trip across town. There are also three semester-long activities: a weekly analysis of current events around the world (starting in module 2), attending two cultural events during the semester with a synthesizing essay in Module 13, and a capstone paper assignment due finals week.

Late assignments

All course work are expected by the due date. A late penalty of at least 10 percentage units will be taken off each day after the due date.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

The following list will give you an idea of our intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

Most assignments are small and will usually be graded within a few days. However, we will not release any correct answers until the due date for each assignment/module has passed. For any larger assignments, you can generally expect feedback within 7 days.

E-mail

We will typically respond to e-mails within 24 hours on school days, **but please allow up to 48 hours.**

Discussion board/office hours

As this course is fully delivered online, you will need to communicate with instructor and teaching assistants via the Carmen course webpage or through email.

For general questions related to the course:

1. Consult the **DISCUSSION : Course Q&A** in Carmen and use the search function. We check and respond to these messages regularly and you may find that we've already addressed your question.
2. If you don't find an answer, post your question to the discussion board. Your classmates may provide an answer before us.

For questions on personal matters:

1. The open discussion is not appropriate for questions about your grade, illness, et c. In those situations an e-mail is the best way to contact us.

We will typically check and reply to e-mails and messages in the discussion boards every 24 hours on school days, **but please allow up to 48 hours.**

3. Attendance, participation, and discussions

Student participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- ☐ Logging in: **AT LEAST TWICE PER WEEK**
We recommend that you check each module content early on so you can plan the week accordingly. If you do not login to the course and complete assignments in Carmen each week, you will lose important points toward your final grade. If you have a genuine reason (known medical condition, a pile-up of due assignments on other courses, ROTC, athletics teams, job interview, religious obligations etc.) for being unable to complete work on time, then some flexibility is possible. However, if in our judgment you could reasonably have let us know beforehand that there would likely be a delay, then a late penalty will still be imposed if we don't hear from you until after the deadline has passed. For unforeseeable problems, we can be more flexible.
- ☐ If there are ongoing medical, personal, or other issues that are likely to affect your work all semester, then please contact the instructor to discuss the situation.

Discussion, communication, and writing guidelines

The following are general expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- ☐ Writing style: Written assignments should have a professional tone. For discussions and other communication there is no need to act as if you were writing a research paper, but you should still remember to write using good grammar, spelling, and punctuation.
- ☐ Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- Citing your sources: When you write academically, please cite your sources to back up what you say. (For books and articles, list at least the author, year and title. For online sources, include a link.)
- Backing up your work: Consider composing your work in a word processor, where you can save your work, and then copying into the Carmen items.

4. Other course policies

Academic integrity policy

Policies for this online course

- **Assignments:** Most modules contain several small assignments that include questions. You must complete all assignments yourself, without any external help or communication, unless the instructions specifically says something else.
Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow a consistent citation style (e.g. MLA, APA) to cite the ideas and words of your research sources. You are free to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss this with us before submitting it.
- **Falsifying research or results:** All work you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes several opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask us ahead of time.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

What this really means: If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. Please do not put yourself in that situation.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.