**Introduction to World Regional Geography, Fall 2019**

**Instructor**: Jean-Yves Merilus **GEP** 205

**Office**: Stevenson Hall 3002/Office number (707-664-2409) **Location**: Stevenson 3008

**Office Hours**: TTH 2:30 -4:30pm; or by appointment **Class Time:** 5:25-6:40

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**Course Description:**.

This course introduces students to World Regional Geography. Geography is an interdisciplinary field of inquiry that focuses on understanding the relationships between people, environment and places. World Regional Geography explores the distinctiveness of places and regions and makes sense of the world’s regions, people and landscapes. It examines how the world's regions and places relate to and interact with each other. Our world is made up of a diversity of regions, people and places that are interconnected and linked in an increasingly dynamic system of interdependence. As such one of our core goals is to understand the importance of places and the connections and linkages that exist. We explore the relationship between society and the natural environment, the interconnections and interdependencies of economic and political forces across space and at various scales; and the fixity and fluidity of cultural values, practices, and influences over time and place.

**Class Format:**

This course will include lectures and open discussions of the assigned readings and other course materials. Students are expected to come to class well prepared to share their reactions to the readings, to respond to discussion questions, and to actively engage the ideas presented by their peers.

***Course rules, Late Paper, Missed Exam Policy/Other Policies***

All Students are expected to attend class regularly, to arrive on time, and to remain for the duration of the class. If you fail to attend the first two classes, you will be dropped from the course. Students who sign their name and then leave will not get credit for attendance.

If you miss more than **three meetings**, points will be deducted from your grade; missing more than six classes will result in zero points for attendance; missing more than nine classes will result in a failing grade for the entire class. Students who are caught signing on behalf of their peer will receive a zero for attendance. I also reserve the right to drop from class students who engage in disruptive behavior. Disruptive behaviors include, but are not restricted to talking, gum snapping, coming late, leaving during class, cell phones related disruption, etc..

You should complete the assigned readings and any xeroxed materials I distribute before coming to class. Be prepared to discuss these readings as you will receive credit for quality class participation.

There will be no extensions of due dates of any assignment unless, of course, you have a valid reason or you are ill. A doctor’s note is required as proof of an illness on the date in question. You will receive a zero for unverified absences and missed assignment. There will be no makeup exams unless you are ill and you provide a doctor’s note. Also note, computer related problem is not a valid excuse for missing an assignment, especially if you choose to wait the last minute to submit it. Be aware of the increase traffic on Moodle/Canvas during last minute submission.

Please verify all scores for your assignments/exams before the final exam. After an assignment is graded and released, students have two weeks to discuss any concerns that they may have about their grades. Instructor will not discuss the assignment beyond that point. Note, barring extraordinary circumstances, no changes to scores will be made after the final course grades are submitted to the registrar’s office at the end of the quarter.

**Required Reading:**

Rowntree et al. (2015). *Diversity Amid Globalization: World Regions, Environment, Development*. Pearson; 6th edition.

In addition, students might be presented with extra reading materials.

**Grading and Assessment:**

Your final grades will be calculated from the grades you earn on the following elements:

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| Reaction Papers | \*2 reaction papers, each 10 points | 20 points |
| Midterm Exam |  | 25 points |
| Final Exam |  | 30 points |
| Map Quiz | \*3 map quizzes, each 5 point | 15 points |
| Attendance and Participation |  | 10 Point |

**Grading Scale**

93-100% A 83-86% B 73-76% C

90-92% A- 80-82% B- 70-72% C-

87-89% B+ 77-79% C+ 60-69% D

59% or below F

***Exams***

There will be **two exams** (a midterm and a final) covering the material presented in the assigned readings and lectures. The exams are generally not cumulative, but some materials may appear several times in the term. Exam questions maybe multiple-choice, true-false, and short answers essays or essay questions.

***Map Quizzes***

There will be **3 quizzes** based on major features of a world region.

***Reaction papers***

You will be asked to write **2 reaction** papers based on the assigned readings, class discussions and other class materials. The papers are to be submitted on Canvas at **11:59 pm** on the indicated due dates. All submission must be in Word Document format or PDF. No other format is accepted.

**Course Calendar**

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| ***Date*** | ***Topic*** | ***Reading Assignment*** |
|  | **Intro, Themes Concepts** |  |
| Tue, Aug. 20 | * Introduction |  |
| Thurs, Aug. 22 | * Geographical Concepts and Themes | Rowntree et al (2015) Chapter 1 (pp. 2-47) |
| Tues, Aug. 27 | * Physical Geography and the Environment | Rowntree et al (2015) Chapter 2 (pp. 50-79) |
|  | **North America** | Rowntree et al (2015) Chapter 3 |
| Thurs Aug. 29 | * Cultural Geography I | Rowntree et al (2015) Chapter 3 (p.g 103-116) |
| Tues, Sept. 3 | * Globalization and Cultural Geography   Map Quiz 1: North America |  |
| Thurs Sept 5 | * Geographies of Race and Ethnicity I * Race and Social Relations | Pinder, 2015 chapter 1 |
| Tues Sept 10 | * Film Race the Power of an Illusion * <https://www.youtube.com/watch?v=NGLsn8O_Lvk> |  |
| Thurs Sept 12 | * Geography of Race and Ethnicity II |  |
| Tues Sept 17 | * Population & Migration * Urbanization | Rowntree et al (2015) Chapter 3 (95-102) |
| Thurs Sept 19 | * Rural geography * Geographies of economies and resources | Rowntree et al (2015) Chapter 3(pg 122-134) |
|  | **Latin America/Caribbean** | Rowntree et al (2015) Chapter 4 |
| Tues Sept 24 | * Cultural Geography   Map Quiz 2: Latin America/Caribbean | Telles, 2015 |
| Thurs Sept 26 | * Geographies of Race and Ethnicity I | Telles, 2007 |
| Tues Oct 1 | * Race & Social Relations * Urbanization | Rowntree et al (2015) Chapter 4(pg 154-162) |
| Thurs Oct 3 | * Population, Migration and Mobility I | Rowntree et al (2015) Chapter 4 (164-170; |
| Tues Oct 8 | * Population Geography II | Rowntree et al (2015) Chapter 5\_Caribbean |
| Thurs Oct 10 | * Population Geography I   **Discuss Reaction Paper** |  |
| Tues Oct 15 | * Political Geography I | Rowntree et al (2015) Chapter 4(pg 171-176) |
| Thurs Oct 17 | * Geographies of economies and development * Neoliberal-Globalization and Global Dependency   Reaction Paper I Due | Rowntree et al (2015) Chapter 4 (178-190) |
| Tues Oct 22 | Midterm Exam |  |
|  | **Sub-Saharan Africa** | Rowntree et al (2015) Chapter 6 (pp. 238-293) |
| Thurs Oct 24 | * Geographies of Race and Ethnicity I * Race & Social Relations | Rowntree et al (2015) Chapter 6 (pg 265-271) |
| Tues Oct 29 | * Urbanization * Inside the city * **Film: Lagos**   Map Quiz: Africa | Planet Earth Report |
| Thurs Oct 31 | * Population, Migration and Mobility I |  |
| Tues Nov 5 | * Colonialism, Neoliberal Globalization, and Global Dependency | Rowntree et al (2015) Chapter 6 (283-287) |
| Thurs Nov 7 | * Geographies of Economies |  |
| Tues Nov 12 | * Development Geography | Irogbe 2005 |
| Thurs Nov 14 | * *Geography of rural resources* Food and Agriculture |  |
| Tues Nov 19 | * Resource Extraction/Development | Ross M. 1999 |
| Thurs Nov 21 | * Resource extraction and development II * <https://www.youtube.com/watch?v=_bzMrxVwl74>   Reaction paper II |  |
| Tues Nov 26 | Race & Social Relations & Politics |  |
| Thurs Nov 28 | **No Class: Thanksgiving** |  |
|  | **Europe** |  |
| Tues Dec 3 | Population, Migration and Mobility I | Rowntree et al (2015) Chapter 8 (pp. 335-395)  Geddes\_2013 |
| Thurs Dec 5  **Instruction End** | * Migration, Mobility & Economic Development   ***Last Day of Class*** |  |
| **Final Exam Date** | **Tuesday, December 10 @ 5 p.m.-6:50 p.m.** |  |

## Mission Statement/General Edcuation Statement

Geography is an inter-disciplinary field that examines how social, economic cultural and human dimensions of the natural environment are interconnected and embedded in one another. In a world that is increasingly becoming more complex, interlinked and interdependent, geographical literacy and general education classes in particular provides the basis for understanding the complexities and the relationships between people and the environment. A geographic education sets the stage for a comprehensive liberal arts experience whereby students can acquire critical knowledge, analyze information, and cultivate and engage in critical thinking.

## Objectives

1. Students will get an introduction about four main regions of the world in terms of their uniqueness. They will thus gain a perspective about social and cultural diversity of the world.
2. Students will learn the relationships between the global, the regional and the local, particularly how places are inserted in regional and global processes. `
3. Students Understand key geographical concepts and application to everyday lives and global issues.
4. Students will be exposed to historical, economic, cultural, social and physical characteristics of regions, notably how they came to be, their main role and function and how they are changing.
5. Students will see how human activities and the regional environment interact, particularly how societies reflect, to an extent, their regional environment.
6. Students will situate, understand and assess their place in the world and the global system

**ACADEMIC HONESTY:**

Academic honesty is required and assumed. Dishonesty includes speaking during quizzes or exams, copying, answer-sharing, signing your friends’ name on attendance sheet, plagiarism, and failure to credit sources. For help regarding when to use quotation marks and how to cite sources on take-home work, see the instructor’s webpage.

**DISABILITIES:**

If you have any physical, psychological, medical or learning disability that may have an impact on your ability to carry out assigned course work, I would urge that you contact the staff in the Center for Students with Disabilities. They will review your concerns and determine with you what accommodations are necessary and appropriate. All information and documentation are kept confidential. Sonoma State University is dedicated to having a safe, supportive and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with university policies concerning special accommodations, misconduct, discrimination, sexual harassment, and disruptive behavior.

**Note**: **Note**: THIS IS A TENTATIVE SCHEDULE AND IS SUBJECT TO CHANGES. THERE MIGHT BE TIME WHEN WE MAY HAVE TO SKIP CERTAIN TOPICS DUE TO UNFORSEEN SITUATIONS. STUDENTS WILL BE NOTIFIED OF ANY CHANGES.