**World Regional Geography**

**Geography 1700: Spring, 2024**

**Mauritius on high alert as Cyclone Belal approaches – Africanews**

**The far right may surge in upcoming EU elections. A quiet Dutch town explains why – Associated Press**

**Cape Verde becomes fourth African country to eliminate malaria – The Guardian**

**Nauru cuts diplomatic ties with Taiwan in favor of China – BBC**

**Thousands of tractors block Berlin traffic over plans to end diesel subsidy – Al Jazeera**

**Guatemala’s liberal, new leader faces huge obstacles to anti-graft drive -- Reuters**

Sometimes it seems like it is impossible to look at the news without seeing some new problem or event in another part of the world. Equally important to emphasize are the amazing cultures, beautiful art and music, and generosity of people all around the World. Humans are everywhere on this amazing Earth and they are as diverse and beautiful as the places they inhabit.

**WELCOME TO THIS LOOK AT OUR WORLD, ITS REGIONS, AND ITS PEOPLES!** In a globalized world, we ignore other cultures, places, and ways of being to our detriment. Trade, tourism, conflict, resources, cultures, and so much more vary across the World. I can speak from personal experience that discovering these people and places is one of the most enriching things you can do in life. Understanding other parts of the world not only makes you richer for the experience, your job opportunities and ability to be effective in whatever you do expand dramatically with international experience. I cannot physically take you to some far-off place in this class, but we will journey through the regions of the world through reading, hands-on activities, interactions with people in and from other countries, and putting ourselves in the place of people in other parts of the world. Please let me know whenever you have questions and suggestions. This is OUR course. I look forward to taking this journey with you. Speaking of questions, here are some basic questions you may be asking yourself:

**WHO?** Instructor: Dr. Andrew Jolly-Ballantine (Andy), (he/him) Office: Austin 432

E-mail: [andy.ballantine@uconn.edu](mailto:andy.ballantine@uconn.edu) Office Hours: Monday 12:15-1:15, Friday 9:00-10:00 and by appointment. With advance notice via Webex room

<https://uconn-cmr.webex.com/meet/jcb08002>

I will check e-mail at least once a day during the week and will respond to any e-mailed questions as quickly as possible, but I encourage you to communicate with our wonderful TAs.

Ailing Jin (she/her) E-mail: [ailing.jin@uconn.edu](mailto:ailing.jin@uconn.edu)

Daniel Kraemer (he/him) E-mail: [daniel.kraemer@uconn.edu](mailto:daniel.kraemer@uconn.edu)

TA Office Hours: By appointment through e-mail in office or by Webex

The unfortunate reality of large classes is that I cannot handle all of the e-mail that comes my way and this just ends up frustrating you as a student. Early in the semester, we will make sure you will have one of the TAs to contact with your concerns and the TA will forward your message to me if it requires my attention. Since most of the grading, excused absences, etc. are covered by the TAs, **please contact your TA** with any concerns. You are welcome to reach out to me directly if you have a concern related to a confidential issue, disability issue, or have a TA concern.

Excluding materials you need to procure prior to the semester, the syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

**WHAT?**

Catalog description: “Study of geographic relationships among natural and cultural environments that help to distinguish one part of the world from another. Analysis of selected countries as well as larger regions, with specific reference to the non-western world. CA 2. CA 4-INT.”

We will explore the world, its regions, and some major concepts that are common to all places and distinguish one place from another. My goal is to have you come out of the course with a clear understanding of the uniqueness of different regions of the world and the over-arching ideas that are common to most regions. By the end of this class, you should:

1. Understand how different cultures exist in different places and how geographic concepts like space, place, region, scale, movement, boundaries/transitions, and human-environment interaction play a role in how cultures interact with neighboring cultures and their surroundings.
2. Recognize that the world is interconnected in all realms: physical, cultural, economic, political, etc.
3. Express how regional factors (physical, cultural, etc.) matter in determining the societies, trade, and conflicts that occur.
4. Understand global issues (e.g. food and water scarcity, migration, economic development) that influence interactions within and between regions.
5. Express how other cultures are fascinating and beautiful.
6. Understand how you can be a better global citizen and take advantage of opportunities to spend time abroad.

**WHERE?** McHugh 102

**WHEN?** Monday, Wednesday, and Friday 11:15-12:05

**CLASS STRUCTURE**

In spite of its large size, I want this to be a class where we can interact and discuss the issues at hand. This means that I will be giving you a substantial amount of reading, both from the text, and other sources, that will be the basis of your learning of key information. These readings are essential for engaging in the week’s discussions and activities. There will also be short “class preparation assignments” (CPAs) that make sure you have been doing the readings ahead of class. The material from readings and my lectures will form the basis for your online discussions, activities, and projects. I will NOT be regurgitating the book in lectures. Part of your grade will be based on Class Preparation Assignments (CPAs) that show you have done the reading.

I don’t want this to be a class about memorizing countries and places of significance. It is important to recognize where Nauru is when it comes up in the news about it cutting diplomatic ties with Taiwan, but I believe it is better to reveal Nauru’s importance through case studies and activities about the region, rather than force you to memorize material that will be forgotten soon after the class is over. You still need to learn the material, but I hope you will be learning it in a way that is more relevant to you and that you will carry with you long after this class is done.

**Readings**: **World Regional Geography, 2nd. Ed.** by Fouberg and Moseley, published by Wiley. I like this book because it looks at regions holistically with good information about physical, economic, cultural and other factors characteristic of regions. It does not place excessive emphasis on learning about specific countries and places, but looks more at the factors (they call them “threshold concepts”) that give particular character to the region and that can be applied in other regions. Please take advantage of the book and the associated online materials as your work with the book will be important to our discussions in class. DO NOT get the WileyPlus package that goes with the book.

In addition to the textbook readings given in this syllabus, I will provide you with a number of other shorter articles and other media that will highlight issues in different regions; these will be the basis for some discussions so it is important to read these as well.

**Please get the textbook as soon as you can**. The required textbook is available for purchase through the [UConn Bookstore](http://uconn.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=88191) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](http://uconn.bncollege.com/webapp/wcs/stores/servlet/BNCBShippingDeliveryView?langId=-1&storeId=88191&catalogId=10001)). You may also get a discounted electronic version of the textbook directly through Wiley, if you don’t mind having everything tied to your device. The e-book version can be used with some e-readers as an audiobook where your will get that pleasant robotic voice reading your book to you while you do dishes or work out.

**iClickers**. We will be using the iClicker polling app in many classes. If you do not yet have it, you should get the iClicker app on your phone. This is cheaper or free if you already have purchased an iClicker. We apologize that this is an added expense, but it is much less if you already have it from other classes or semesters and you can get a subscription that will last for multiple years of your time at UConn. If you need alternate arrangements, please let the professor know.

**Course Requirements**

How to thrive in the GEOG 1700 class environment

**GRADING**

**Class Preparation Assignments (20% of grade)**

Each week, we will have readings from the textbook and a couple of other short pieces. Your comprehension of these materials will be tested through a CPA which could take the form of a summary activity on HuskyCT before class, a set of questions you turn in at the beginning of class, or a poll activity at the beginning of class. You will be able to miss two CPAs over the course of the semester and if you do all of them, you will receive extra credit.

**In-Class Participation (15% of grade)**

The best way to learn the material is for you to be present and paying attention to the presented material, but also for you to be a part of the discussions that occur in class. On most days in class, we will have sample questions, questions on material from the book, polls, and discussions that will be important for participation. I will be using iClicker online polling as a tool to facilitate many of these in-class questions and exercises. You will need to get the iClicker ap for this and bring a device (phone, tablet, laptop) to participate. If you do not have a device, you can borrow iPads and laptops from the library, or you can feel free to contact us if you need alternate arrangements. Your responses will be recorded during the class to give us live updates of how the class is answering, but I will also keep answers anonymous where appropriate. Your participation each day will be aggregated to produce an overall participation grade. Please get the ap and sign up by the second week of the semester. I may also place some questions in my short, video lectures to ensure your comprehension. These will also count toward your participation grade.

**In-Class Discussions and Assignments (40% of grade)**

I intend to make our in-class sessions, particularly on Mondays and Wednesdays, as interactive as possible and as such, most classes will have some sort of activity that will contribute to this grade. These should be informative, fun, and useful for you. Some of these assignments will involve some work outside of class which you will then bring to class. Other assignments will be related to in-class activities. You **must** be present in class to receive full credit for any assignment. You will need to demonstrate that you have done the readings and understood them for some of these assignments. Your assignment grade will be based on the number of assignments you turn in and how thoroughly you complete them. You can miss two to three (depending on how many assignments we have in total) assignments without adversely affecting your grade. If you are sick and must turn in an overnight assignment outside of class, you can e-mail it to me by the beginning of the next class. Turning in all of the assignments, and receiving full credit, for each will earn you extra credit. Late assignments will **not** be accepted. There will be a couple of more extensive research projects that will count toward this grade, but be weighted more heavily than the daily assignments.

**Exams (Total: 25% of grade—10% for midterm plus 15% for comprehensive final exam.)**

There will be a mid-term and final exam to cover material presented and discussed in class (including videos), as well as readings. The comprehensive final exam will be held during the scheduled final exam period and will cover all material presented during the course of the class.

Before each exam, I will hold an optional review session to review the material, provide a few sample questions, and answer any questions you may have.

Missed Exams: I hope that none of you has an illness or tragedy so severe that you must miss an exam. I am not looking for excuses, but if you miss an exam, you must let me know within **24 hours** and we must schedule a makeup **within a week**. The make-up will consist of several long essays and/or problems related to the material on the missed exam. According to University policy, there is no make-up for the final exam without notification from the Office of Student Affairs.

**GRADING:**

CPAs: 20%

Participation (iClickers) 15%

In-class Discussions and Assignments: 40%

Mid-term Exam: 10%

Final Exam: 15%

Grades will be posted on HuskyCT as soon as they are completed throughout the semester. For grade cutoffs, I use the following cutoffs and I do not round up or down:

92-100 = A, 90-91.9 = A-

88-89.9 = B+, 82-87.9 = B, 80-81.9 = B-

78-79.9 = C+, 72-77.9 = C, 70-71.9 = C-

68-69.9 = D+, 62-67.9 = D, 60-61.9 = D-

If there is one thing that I have noticed over the years, it is that there are always a few students who think they can take the midterm and the final and skip all of the rest of the class material. Please do not make this mistake! Fully 75% of your grade is the material you do on a daily or weekly basis: the CPAs, the in-class participation, and the assignments. If you just show up and do the basic work, you will do well in this class, but if you miss the regular work, your grade will suffer. If you find yourself missing classes for health reasons, please let your TA know while you aren’t feeling well so we can arrange excused absences. If you have a family crisis or miss class for mental health reasons and don’t want to discuss this with the TA, let the professor know sooner than later so we can find a way to get you caught up. We all want to help you get through this class, but you need to let us know you need some extra time sooner than later so we can help. Do not wait until mid-April to let us know you missed a lot of material because it is a lot harder to make up at that point.

**POLICIES AND EXPECTATIONS:**

Assignments will be due toward the end of each week as noted for each assignment. Any written assignment must be submitted to HuskyCT in either Word or PDF format (ie no .pages, Google docs (except if specified in the assignment), etc). For the first two modules, we will allow you to resubmit the assignment in an appropriate format for full credit, but after that you will receive a 0. All course due dates are identified in the online module for that section of class. Deadlines are based on Eastern Time unless otherwise specified. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated by announcement through HuskyCT. Assignments turned in more than 24 hours late will be penalized, unless you notified us in advance. You will receive full credit if you can produce valid reason for missing the deadline. Penalties for unexcused lateness will occur as follows:

24-72 hours = -5%

3 days – 1 week = -10%

1 week – 2 weeks = -20%

2 weeks – 3 weeks = -30%

>3 weeks late = 50% credit

You may turn in a late assignment at any point for half credit, but we ask that you let your TA know and arrange a schedule for catching up so all of your assignments don’t pile up at the end of the semester.

We will be using HuskyCT to post grades, post readings and assignment-related materials, and make announcements about changes. We will make every effort to provide feedback and grades within two weeks. You are responsible for readings, assignments and announcements on HuskyCT and we expect you to check HuskyCT on a regular basis. I also expect you to check HuskyCT for your grades on assignments. If you find a grade has not been posted, please give us at least two weeks from when the assignment was due to grade it, but let us know by three weeks after the due date of the assignment if you have a question. You should expect to dedicate 5-8 hours a week to this course, including reading, viewing slides, doing the CPA, completing assignments and discussions, and reviewing material.

The online components of this course are facilitated using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus.  It is available at <https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline> .

Bad weather can strike us so I will follow established university guidelines regarding storm and snow closures. If a storm causes widespread power outages, I will adjust the syllabus accordingly. If you are personally affected by a power failure, please contact us as soon as possible so we can provide accommodations as necessary. See http://news.uconn.edu/emergency\_closings.php or call (860) 486-3768 to check for closure information.

**Evaluation of the Course:**

I very much value your feedback on the class both during and at the end of the term. I use your thoughts to improve the course as we move along and for future classes. You will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](http://www.oire.uconn.edu/) (OIRE). I will also give you periodic in-class and an end-of-term survey specific to this class to help me improve the class.

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

## **Resources for Students Experiencing Distress**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [**Student Health and Wellness-Mental Health**](https://counseling.uconn.edu/) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university’s student health insurance plan and also partially funded through university fees. If you do not have UConn’s student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or** [**https://studenthealth.uconn.edu/**](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcounseling.uconn.edu%2F&data=02%7C01%7Csuzanne.lafleur%40uconn.edu%7C8de70653941b46a391c008d82eaa9de5%7C17f1a87e2a254eaab9df9d439034b080%7C0%7C0%7C637310657616301680&sdata=sV755zd9%2F4RCEkS3OHYwdjGjGkZRLNVdHklZLtnhHSI%3D&reserved=0)for services or questions**.**

## **Accommodations for Illness or Extended Absences**

If illness prevents you from working on your class work, it is your responsibility to notify both your instructor and TA as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with us to determine how you will complete coursework during your absence. Please discuss ways to make up in-class work using related online assignments with the TA. We will do our best to accommodate your needs if you have COVID or are quarantined because of close contact. We will do our best to accommodate other illnesses as well to keep you on track.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

* Fever,
* Cough,
* Shortness of breath or difficulty breathing
* Chills
* Repeated shaking with chills
* Muscle pain
* Headache
* Sore throat
* New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here:<https://studenthealth.uconn.edu/updates-events/coronavirus/>

## **Students with Disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities (CSD), Wilbur Cross Building Room 204, (860) 486-2020 or<http://csd.uconn.edu/>.

I have ADHD and have worked extensively with CSD on improving accessibility for students with disabilities. I encourage you to contact the student-run Diversabilities group for peer support and advocacy if you are interested in getting involved with a strong community, built around advocacy for students with disabilities on campus.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](http://www.blackboard.com/platforms/learn/resources/accessibility.aspx))

**Policy Against Discrimination, Harassment and Related Interpersonal Violence**The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

We will develop guidelines for engaged discussions as a class during the first week to make sure everyone’s voice can be heard in a way that treats everyone equitably and respectfully.

**I HATE TO HAVE TO SAY THIS…**

I prefer to think that plagiarism or cheating will not be an issue. In general the assignments in this class are designed to avoid this possibility. But if there is any improperly copied material or student cheating, I will give all students involved in copying 0 credit, whether you were copied from or did the copying. For cases of cheating, I will follow the established university disciplinary procedures outlined in the student code at <http://community.uconn.edu/the-student-code-preamble/> -- see particularly the section on Academic Integrity in Undergraduate Education and Research. I also recommend the resource on Plagiarism and how to avoid it at <http://lib.uconn.edu/help/writing/plagiarism-how-to-recognize-it-and-how-to-avoid-it/>. If you have questions about appropriate citation, quoting, etc., I encourage you to contact the Writing Center, the Library, or me.

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette <http://www.albion.com/netiquette/corerules.html>.

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](https://onlinestudent.uconn.edu/learn--more/#POL), which include:

* The Student Code
  + Academic Integrity
  + Resources on Avoiding Cheating and Plagiarism
* Copyrighted Materials
* Credit Hours and Workload
* Netiquette and Communication
* Adding or Dropping a Course
* Academic Calendar
* Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
* Sexual Assault Reporting Policy

My lectures, notes, handouts, recording, assignments, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use.

**COURSE AIDS**

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important here. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your teaching assistants and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to us about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Here are several aids that can help you with technical issues and the course material:

1. **Talk to us!** We are always happy to help you with any questions you have about the class. Please take advantage of office hours to talk with us. You can also set up an appointment to meet with me.
2. **Discussion/Review sessions** will be held before exams
3. [Technical and Academic Help](https://onlinestudent.uconn.edu/frequently-asked-questions/) provides a guide to technical and academic assistance.
4. **Student technology training** is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus.  It is available at <https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline> .
5. **UCONN Connects student services** offers a comprehensive array of academic support services including tutoring and writing help. Look them up at http://web.uconn.edu/uconnconnects/default.htm
6. **Special Requests:** Please let me know if you need any special accommodations for assignments or exams. For help, you can contact the Center for Students with Disabilities 486-2020 or online at <http://www.csd.uconn.edu/>
7. Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started. Feel free to check out how to do it with this [video](https://nexus.uconn.edu/secure_per/studygroups/video.php) and you can also visit [here](https://login.uconn.edu/cas/login?service=https%3a%2f%2fnexus.uconn.edu%2fsecure_per%2fstudygroups%2findex.php) for more information.

**Tentative Schedule**

The order of topics, lectures, and reading assignments is subject to change. Any change will be announced ahead of the change in class and on HuskyCT. As noted above, this class is organized into modules, each of which usually includes readings, a CPA on the readings, lecture slides, and then in-class assignments and discussion which generally has an initial and a response post. We recommend that you approach the week in this order by starting with the readings, viewing the slides, doing the CPA, etc.

**DATE TOPICS READING**

Week 1: What is Geography? What are regions? **Chapter 1**

Week 2: Geographic Principles **Chapter 2**

Week 3: Globalization and Development **Chapter 3**

Week 4: Subsaharan Africa **Chapter 4**

Week 5: North Africa and Southwest Asia **Chapter 5**

Week 6: Europe **Chapter 9**

**Mid-term Exam**

Week 7: Central Asia and Polar Regions **Chapter 10**

Week 8: South Asia **Chapter 6**

Week 9: Southeast Asia **Chapter 7**

Week 10: The Pacific **Chapter 13**

Week 11: East Asia **Chapter 8**

Week 12: Latin America and the Caribbean **Chapter 12**

Week 13: US and Global Institutions and makeup **Chapters 2.2, 11**

**Final Exam (Have a Great Break!)**