

GEOG101/POLI104: WORLD REGIONAL GEOGRAPHY

Instructor: Mark Long

Fall 2022 (August 23 – December 12)
Asynchronous Online, 3 credit hours

Office hours: I will be available on TUES
and THURS from 12-2 when we can email in
real time or set up an individual Zoom
meeting



Course Description

Much more than knowing where places are, World Regional Geography (WRG) is about how natural and social systems interact and the interdependence of places worldwide. The purpose of this course is to help you develop geographical skills that will enable you to better understand contemporary politics, economics, and cultures—and appreciate places around the world as well as the region you call home. This course is about understanding the fundamental politics of our interconnections.

WRG offers an integrated way of understanding natural and social systems that is increasingly useful for addressing some of the world's most pressing political and economic problems, ranging from wars in the "Middle East" and the COVID-19 pandemic, for example, to the ways that climate change, pollution and environmental exploitation threaten the health of ecosystems and human communities at local, regional, and global scales. Globalization increases interdependence among places, meaning that events in one city, say New York or Wuhan, China, can have significant implications for places halfway around the world. Uneven geographies of unprecedented wealth and abject poverty persist and worsen both at the global and the local scales, even within the richest of countries. We now live in an epoch called the "Anthropocene," which recognizes the influence that people have on our environmental systems at the planetary scale, with great consequent social-ecological change.

On the other hand, our ability to solve these problems and adapt to new ways of being in the world are potentially greater now than at any time in the past. That must start with understanding. The concepts and ideas we discuss in this course will help you to make sense of the world we live in and may help you begin to formulate your own ideas to solve many of the problems we face in the 21st century. The knowledge and perspectives you take away from this class will not only benefit you as a citizen; they will also be of use to you in your careers, whatever those may be.

WRG will serve as a comprehensive introduction to the regional geographic perspective. It will build on initial study of geographic concepts to travel east from Europe and consider the major regions of the world. It will be of particular interest to students curious about the world beyond the US, as we will dedicate the semester to understanding places distant from our home region, the better to rediscover it with new knowledge and perspectives at the end of the course.

Student Learning Outcomes

There are three types of learning outcomes for WRG, which reflect different aspects of your learning.

- The **cognitive** outcomes address what I want you to know at the end of this course. In that light, WRG is about you developing basic geographic knowledge about large culture regions worldwide. These are big blocks of space, often comparable to continents, such as South America or Australia. At the end of the course you will be able to identify key underlying factors that make places like Sub Saharan Africa or South Asia cohere geographically, from cultural glues such as religion to historic processes like colonialism to physical geographies such as networks of rivers. These will allow you to answer the question of why it makes sense to speak about a place called Europe or East Asia etcetera. Part of that basic knowledge are theories and concepts that make up the geographer's toolkit and you will be able to identify and define them.
- **Behavioral** outcomes are about what I'd like you to be able to do at the end of the course and here the key is beginning to see the world through a geographer's eyes. That means recognizing and explaining the processes that connect places together, within regions for sure, but especially across regions and at the global scale. A foundational idea for this course is ways in which ideas and practices that we associate with the modern world thread places together over recent centuries and one marker of success for WRG will be your using that framework to understand regions worldwide. Another measure here is you applying the geographic tools and ideas we will study this semester to analyze current events and explain developments in the world's regions as a geographer-in-training. In that light, this course counts towards the general education **Social Science Learning** requirement, that "Students can apply social science concepts, models or theories to explain human behavior, social interactions, or social institutions." This learning outcome will be assessed through your *Geographic Concept* papers.
- Finally, **affective** outcomes reflect what I want you to feel or care about after your time in WRG. One piece of this has to do with developing and/or enhancing your appreciation for places distant from home, perhaps in North America, but certainly in regions around the world. This is pressing for US students in particular given our traditionally quite limited understanding of places beyond our shores; the lack of geographic training in the education system here; and, especially, the relatively large role the US plays in the world. Developing your geographic literacy (or geo-literacy) in terms of place and process will allow you to see bigger pictures and so ask questions that lead to better decision-making locally and globally over your lifetime.

Course Relevance

WRG is of interest to students pursuing careers in government, business, teaching, journalism, environmental professions, social activism, and non-profit development.

Required Course Materials

- Computer/tablet, high speed internet
- Software/Apps: OAKS; VoiceThread; Google Drive account; Zoom
- Textbook: Finlayson, Caitlin. 2019. *World Regional Geography* Open Textbook Library. <https://open.umn.edu/opentextbooks/textbooks/world-regional-geography>
- *The New York Times* <https://nytimesineducation.com/access-nyt/>

- Other course materials all provided through OAKS

Course Expectations for the Distance Education Environment

- Be careful not fall into the trap of assuming that online courses are easier than face to face. Online courses are best for self-starters and you must be self-motivated to do well in WRG. ***I do not recommend taking this course if you are not willing to work consistently every day:*** keeping track of the workload, taking notes on all course materials, and meeting due dates.
- As an online course, starting well and staying on pace will be particularly important in WRG, so plan to work hard from the get-go to keep up. You may have to work over weekends to stay on top of course requirements. For each module there is material to read, videos and lectures to watch, and discussions where you must participate, all of which will take time.
- To afford students maximum flexibility, all work in each module will typically come due on Monday night. You may need to set your own deadlines over the week to parcel out your submissions. Please take that into account as you plan out your semester. Consider taking the procrastinator quiz here and think hard about whether this class is for you if you discover that you're a chronic procrastinator: https://study.sagepub.com/do-you-procrastinate?utm_source=Website&utm_medium=Hub%20link&utm_campaign=HUB18&utm_content=Quiz
- You should expect to spend time every weekday with course materials on OAKS and, likewise, reading *The New York Times*. For most students, WRG will entail 7+ hours a week all semester.
- *A crucially important skill for this course is note-taking* and I suggest that you always take notes while reading/watching/exploring the class materials.
- All students are expected to contribute often to the online community and discussions. To do that well, you must complete the assigned reading, watch videos and lectures and visit websites before participating in each discussion section.
- Because we don't meet face-to-face, it's essential that you maintain an active presence in the class, including posting to and reading discussion board threads. You will need to log into the course 3-4 days a week at a minimum in order to be successful. Remember that I can see when you log into OAKS and can monitor your progress; and be advised that if you are unable to engage for an 8-day period, you will receive an F grade for the course.
- Be considerate towards the WRG community you are taking the course with this semester. Remember you are classmates even if we are not sharing a classroom downtown and be sure to help each other out as much as possible. Participate on and be helpful to your fellow students on the discussion boards—you're all in this together!

Technical Resources

- You must have a functional computer/tablet and reliable internet connectivity to participate in this course. Please be realistic about tech access to ensure that you can do well in WRG as computer or internet connectivity problems are solely your responsibility and cannot be used as an excuse for delayed or missed assignments.
- Be sure you have appropriate technical skills to be an online student. OAKS will be central to the course and one important resource for navigating OAKS is: <http://blogs.cofc.edu/scs/archive/tutorials/>
- More important resources here: <https://blogs.cofc.edu/sits/online-readiness>

- You will find things like tips on online learning and an introduction to OAKS here: <https://blogs.cofc.edu/sits/>; and Student Instructional Technology Services (SITS) is here: <https://cofc.teamdynamix.com/TDClient/1802/Portal/KB/?CategoryID=14510>
- We will be using Google Drive in addition to OAKS, for your first assignment. Be sure to have a google drive account with CofC and familiarize yourself with using this resource. See tutorials at <http://blogs.cofc.edu/tltutorials/tag/google-drive/>

Other Student Resources

- The College will make reasonable **accommodations for persons with documented disabilities** and the Center for Disability Services/SNAP is available to support you this semester. Please contact them from their website or on the first floor of the Lightsey Center, (Suite 104) to apply for services: <http://disabilityservices.cofc.edu/registering-with-cds/incoming-or-currently-enrolled-students/index.php> Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.
- Please consider using the Center for Student Learning's comprehensive **academic support programs** this semester. Details here: <https://csl.cofc.edu/>
- Recommendations about **self-care** and the sometimes tricky business of striking a healthy life/school balance is available on this page (maintained by Dr. Heath Hoffmann, who is a Faculty Fellow our Center for Academic Performance and Persistence): <https://sites.google.com/cofc.edu/self-care-hoffmann/home?authuser=1>
- At the College, we take every student's **mental and physical wellbeing** seriously. If you find yourself experiencing physical illnesses, please reach out to Student Health Services (843.953.5520). Should you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the
 - **Counseling Center** (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 or 3rd Floor Robert Scott Small Building); or
 - **Students 4 Support** (certified volunteers, available by texting "4support" to 839863, <https://counseling.cofc.edu/s4s/index.php> or in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
- Many CofC students report experiencing **food and housing insecurity**. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to your professor(s) if you are comfortable in doing so.

Life circumstances

- SNAP students, International, ESL, and all students with life circumstances that may warrant accommodations are encouraged to discuss any concerns with me in a timely

manner. Email me at longm@cofc.edu. (I am fluent in Spanish, if that helps.) I understand that we all have way more important things going on in our lives than any given class. So, I aim to be friendly, approachable, and understanding; but I will hold you to high standards.

Contact and Communication Information

- OAKS will be the main communication tool for this course, and will be used for course content, communication of news, updates and reminders. **Be sure you pay attention to Announcements/News every time you log in.** You will be expected to log into OAKS a minimum of 3-4 times each week. I hope we will build a strong online community and communicate openly and frequently. In my opinion, a successful course will include fluid, open and frequent online conversations between us all. If you are not familiar with OAKS please find tutorials here: <http://blogs.cofc.edu/oaks/students/getting-started/>
- I will also be checking the Discussions on OAKS (which you will find under the Communication tab) every day and so you should look for my posts and responses there. I will usually reply to questions within 24 hours (48 on weekends/holidays). The course management discussion boards will be open 24 hours and 7 days a week, and everybody will be able to see all of the questions and responses. I will try to check on the board more than once a day, but, everybody, please try to answer questions/help your peers when you see messages being posted.
- If you have a general / student-to-instructor / student-to-student question about **course mechanics** that would benefit everyone hearing your question, post it to the OAKS discussion board called HALLWAY CONVERSATIONS. Think of this space as your opportunity to ask a question of a classmate in the hallway (or in the seat next to you) as you wait for class to begin in a traditional course. Questions like clarification of due dates, technical problems etc. are welcome here.
- If you have a question about the **course content**, then post to the appropriate module in the board called COURSE CONTENT: PEER TO PEER FEEDBACK.
- If you need to contact me about an issue that pertains only to you, please do that via email. longm@cofc.edu is the best way to reach me and typically I will respond to emails within 24 hours (48 hours on weekends/holidays). Please include **World Regional Geography (or WRG) Online** in the subject line, so I do not miss any of your emails. If your emailed question is better shared with others taking the course, I will ask that you post your question to the appropriate discussion board before answering.
- I will have office hours on Tuesdays and Thursdays when we can also speak via zoom conferencing as necessary – just drop me an email with times that work for you and we should be able to schedule a face to face meeting during office hours (the software can be found here: <https://zoom.us/>)
- Email may be used to communicate important changes to the course, so please pay special attention to any emails I may send you which will have WRG in the subject line.

Online Netiquette

- All students are expected to participate on OAKS discussion posts regarding different course modules. Please be respectful and thoughtful in all your posts as we want to build a spirit of camaraderie among the whole class. Do not expect me to answer every post or question, so please reply to your peers' posts when you have an answer or appropriate comment.

- Do note that to be professional in our online discussions we will be using complete sentences and proper grammar and we will not be using abbreviations or slang the way we do while texting on our cell phones.
- Because it is difficult to interpret tone from written text and our online communication in the OAKS discussion boards will not benefit from facial expressions, body language, hand gestures and other social clues, it is especially important that we all take particular care to be sensitive to possible misinterpretation which can lead to inadvertently hurt feelings that might in turn result in isolation rather than the inclusion we value.
- Sarcasm is often funny in person but can come across as insulting or aggressive online and so is best avoided.
- No matter how intense the conversation may be, or how frustrated you feel, **DO NOT USE ALL CAPS IN YOUR COMMUNICATIONS**. It translates as screaming loudly at somebody. Also, avoid improper punctuation!!!! (☺)
- To participate effectively and constructively, you need to come to each discussion prepared to talk (type, really) about the places we've visited in the module and what the newspaper has been reporting on there. Don't be afraid to ask questions and offer personal reflections, but ensure it is related to the topic at hand. Keep in mind that quality participation does not mean that all comments must be brilliantly insightful. This class should foster critical thinking and often questions and incomplete thoughts about the issues in WRG can contribute to the process of learning. Also, we can and should be ready to challenge and defend ideas, because that is the heart and soul of the university – always based, of course, in critical reception of broader debates and received truths.
- I hope we will have some vigorous discussions and debates this semester and I hope you develop strong arguments and defend them. Always, we need to remember that this is a fact (not opinion) based course. When puzzling over topics like globalization, colonialism or climate change it is vital that we do not allow discussions to become personal. We need to be capable of disagreeing about the subject matter in a respectful, intellectual way that still allows us to work well and collaborate together.
- In short, we all need to be sure that we are thoughtful, respectful, friendly, professional and considerate in our posts.

Graded Discussions

- Everyone will post to the online discussion board for each module, and you will comment on your fellow students' comments.
- For each module you must engage all materials before posting. Remember that your commitment to the course entails reading and watching the chapters/videos/VoiceThreads/websites/newspaper carefully *and taking notes*. Those notes will be key to doing well in these discussions (so too the quizzes).
- For each module discussion section I will provide you with instructions/questions/prompts. You should follow the discussion instructions and then post at least one astute, original, discussion-stimulating commentary on the discussion board forum for each module.
- Typically, the prompt will draw from current events reporting about the region we are studying (often in the NYT), and your primary goal in your posting will be to synthesize what you've learned in the module and the contents of the newspaper article etc.
- After posting your own comment thread, you will need to check back to read and reply to at least two of your classmates' threads. The idea is to stimulate an intellectual, interesting,

interactive discussion about what's happening in the world's regions. I hope you enjoy all of the units and I look forward to reading your comments on the discussion board. I may also participate in these discussions. You are encouraged to post more than the minimum.

- Your initial discussion thread should be approximately 2-3 paragraphs long. Your peer replies should be at least one well developed paragraph.

How to “engage” with the readings/VoiceThread lectures/videos/websites: You can show evidence that you engaged module materials by developing a commentary of substance that showcases your work in responding to my prompt.

- A “rambling” response shows you have not thought carefully about the material presented in the module—and this would be considered a “poor quality” response.
- A “good quality” commentary will relate module materials to themes already developed in WRG.
- An “excellent quality” engagement might synthesize the module materials and specifically connect them to the conversation(s) in other regions and/or reporting in the newspaper.

How to thoughtfully engage with your peers: You will not always be the first to respond to (or to ask) a discussion question. Therefore, I will look for evidence that you have thoughtfully engaged with the discussion points developed by your peers.

- A “poor peer engagement” would include very brief statements that don't move much beyond “I agree” or “I do not agree.”
- A “good peer engagement” shows you are paying attention to what others have written and contribute a further insight that can build upon what others already contributed.
- An “excellent peer engagement” can synthesize the discussion as a whole and contribute insights to the group that deepen everyone's comprehension of the material/topic.

- In recognition of the fact that there may be a discussion where you simply do not “get it” (or get to it), I will automatically discount your 2 weakest scores on these graded discussion boards.

Geographic Concept Papers

- To ground your developing geographic expertise you will read *The New York Times* M-F over the semester (weekends are optional). Follow reporting on the front page, in the international section, in editorials, op-ed pieces and the various parts of the newspaper for the widest possible reporting.
- You will need to subscribe to the newspaper, but it is free:
<https://nytimesineducation.com/access-nyt/>
- To access *The New York Times* Online, College of Charleston students, faculty and staff must create an account by clicking the link above, searching for and selecting "College of Charleston" from the list, clicking "Create Account" and completing the registration using their CofC email address; and, finally, verifying their accounts through the confirmation email sent by *The New York Times*.

- Over the course of the semester, you will use reporting in the NYT to write between 4 and 7 short papers (you decide how many; c. 500 words each). These come due at the end of selected modules once we begin immersing ourselves in the world's regions, in Europe; along with 2 submissions in October when we will give a week over to ensuring that everyone is doing well in this part of the course. In these papers you will use the contents of the newspaper over the preceding week to illuminate a geographic concept we explore in class this semester.
- Your task is twofold in these papers #1 to showcase your developing toolkit of geographic concepts; #2 to explore some aspect of the week's reporting in NYT through geographic perspectives.
- To keep us on track with the newspaper all semester, you may only use articles from the newspaper over the week that any given module is open for each of your submissions, e.g. if you choose to submit a concept paper on Monday 10/17 then you could only use articles published 10/11-10/17.
- Be sure to clearly identify and define the concept you are using; that you fully understand it; and to deliberately ground your discussion in the NYT by applying the concept to the article(s) you have chosen.
- Each of these papers must discuss a *different geographic concept* (i.e. you may not repeat a concept over the semester).
- It is *not* necessary that you write about something happening in the region we are studying in your paper, say Russia if you choose to submit on 9/19. So, you could apply a concept we study in week 2 to talk about developments in Latin America as reported in the NYT (a place we won't study until close to the end of the semester) in a paper turned in then, for example.
- The grading rubric for these papers is posted on OAKS so that you can see how they will be graded.
- Your strongest 4 paper scores will be included in your points total for the semester, so that if you complete all 7 papers (*my recommendation*), I will automatically discount your 3 weakest scores. (Of course, if your scores are strong on papers 1 through 4 you could be done with this part of the course relatively early.)
- Examples of geographic concepts students have used in the past include supranationalism through the NYT's reporting on the European Union, disease vectors in Sub Saharan Africa, soft power in China, or neocolonialism in Panama. Your decisions will hinge on clear understanding of geographic concepts such as the Anthropocene or religious fundamentalism, and, evidently, on what the newspaper chooses to report over the semester.
- Stronger concept papers might follow a thread through the newspaper's reporting, showcasing your understanding, to use an example, of the concept of disease vectors through sustained reading of the NYT's explorations of issues, tensions, questions and controversies about the COVID pandemic over the semester.
- Likewise, showcasing your mastery of geographic concepts by exploring connections between processes and conditions in one place with those in another would underline strong work in the course.
- Be sure to include a hyperlink to the NYT article at the top of your paper and a wordcount at the end.
- These papers are to be uploaded to the OAKS dropbox. Please note that I can only read formats that end in the following extensions: .doc .docx .rtf .pdf; and that OAKS does not

allow me to read google drive submissions – if you use google drive, then download and save your paper on your computer before uploading it from there to the dropbox.

Course Structure

- The course is divided into an introductory module, 12 content modules (and, except for our discussion of geography’s disciplinary perspectives, each module is about one of the world’s regions), and a week when we will focus on the Geographic Concept Papers for any students who may be struggling with them. Modules will open at 12:00 am on Tuesday and remain open for a week for the purpose of completing work (papers/discussions/quizzes). This means everything typically comes due on Mondays at 11:59pm. (The Latin America module closes on a Tuesday night; and note that you will nearly have 2 weeks to complete our final module, on North America.) All non-graded components of the modules will be available for the entire semester.
- All materials within each module will open together and each module will end with a timed quiz that will consist of multiple choice and true/false questions. Questions will pertain to the course textbook, the assigned videos and websites, and VoiceThread lectures. The questions will be about ideas and processes rather than datapoints. In that sense, you will not need to memorize the fact that the European Union is founded in 1951 (or 1957), for example, but you will be expected to know that it is a supranational organization designed to end war by pooling sovereignty.

Course Schedule

- This course is asynchronous. Students are free to engage module materials and complete module requirements according to their schedules as long as all work for any given module is turned in before midnight on the corresponding Monday.
- Do note that falling behind will severely impact your grade in any online course.
- On the other hand, if you complete the work in any given module and want to move ahead, feel free to read any of the chapters in the course textbook which is available free online.
- *Each module typically contains:*
 - A textbook reading
 - Instructional VoiceThread lectures
 - Short videos
 - Website galleries
 - Interactive and in-depth group discussion
- *By the end of each module you will have completed*
 - A quiz on the module materials
 - Discussion posts about the region
 - A Geographic Concept paper (4 times over the semester)
- All work for each of the course modules will be due Mondays at 11:59 PM (with the exception of the Where in the World map during week 1 which comes due Sunday night). This gives you maximum flexibility, but it means that the onus is on you to figure out if you need to take the quiz or engage in the discussion over the weekend, for example, so that you have a more manageable workload on Mondays. *Again, online courses work best for students who are self-starters, so be sure to consider this closely.*
- Over the first week of class, you will complete the Personal Introductions, Syllabus Quiz and the Where in the World assignment. Use this as a marker – if you struggle to get that work

done on time, then you will very likely struggle with workload and/or deadlines all semester and it probably will make sense for you to take WRG in the face-to-face format. If that's the case, I look forward to seeing you in a traditional classroom setting in the future.

Assessment

- Over week 1, you must complete the introductions exercise, syllabus quiz, and the Where in the World assignment, each of which is worth 2% of your final grade. These are designed to get you thinking about the course and to get your gradebook off to a running start. Make sure you score all of those points.
- There will be a quiz for each module, totaling 12, and together the quizzes will account for 60% of your final grade. These quizzes will be multiple-choice/true-false, (approximately 20 questions), and conducted through OAKS where they will be timed. They are open-book and open-notes, but you must prepare ahead of time, as there will not be enough time to look up individual answers. Content will come from the assigned textbook chapter, module VoiceThread presentations and assigned videos and websites.
- In recognition that there may be a week when you struggle to stay on top of coursework, I will discount your weakest quiz score at the end of the semester
- Another opportunity to showcase your hard work in WRG is through your discussion posts. These are worth 18% of the course points. There are 12 required posts, but, again, I will drop your 2 weakest scores at the end of the semester.
- You are required to submit *at least 4* Geographic Concept Papers over the semester, worth 16% of the course points.

Component	Points
Say Hello	20
Syllabus Quiz	20
Where in the World	20
Module Quizzes (11/12)	600
Regional Discussions (10/12)	180
Geography Concept Papers (4/7)	160
Total	1000

Grading scale:

93-100 = A Superb	73-76 = C Average
90-92 = A- Excellent	70-72 = C- Below average
87-89 = B+ Very good	67-69 = D+ Acceptable
83-86 = B Good	63-66 = D Barely acceptable
80-82 = B- Just good	62-60 = D- Almost acceptable
77-79 = C+ Above average	<60 = F Failing

Late Work in WRG

- Given that this is an asynchronous online course there should be no scheduling conflicts in general. But, do reach out ahead of time if you know you'll have a conflict beyond your control, and we'll work to accommodate it.

- Internet failure is not an acceptable excuse for late work. Exception: extreme weather with widespread power outage will be considered on a case-by-case basis, as necessary. Pandemic related issues are also a valid excuse – just communicate as needed.
- Quizzes: No late quizzes/quiz exemptions unless a documented medical excuse is provided.
- Discussion Posts: No late submissions here. Remember that I will discount your 2 weakest scores.
- Geographic Concept Papers: Given that you have 7 opportunities to submit 4 papers, I cannot accept late papers here.
- One final note: you can withdraw from WRG through 10/28 which is about two-thirds of the way through the course. In that light, it is hard to envisage a circumstance in which an I grade would be appropriate in WRG. If you need to withdraw be sure to do so by 10/28, rather than counting on an incomplete at the end of the semester.

Hints for Excellence

1. Take notes constantly while engaging course materials. Make sure you see and make a note of the purpose of the readings/videos/VoiceThreads/websites and how they communicate a set of clear but interrelated ideas.
2. Review *The New York Times* by skimming daily first and then closely reading articles that address places and concepts we are discussing over the semester.
3. Make a conscious effort to incorporate the lexicon of the class into your own intellectual framework and be thinking of examples from your own experience and independent reading. Try those out on your peers sometimes.
4. Ask questions! In each module you will have a space to create topics for discussion on OAKS. Use that space to explore or clear up any questions or doubts you may have. If you are thinking of a question, it is likely that someone else in the class would want it answered as well.
5. Stay on track. Do not let several assignments pile up; and remember that quizzes are timed, so you will not have a chance to look up the answers which means you need to engage the materials in advance of taking the test.

Honor Code and Academic Integrity

- Lying, cheating, attempted cheating, unauthorized collaboration, and plagiarism are violations of the CofC Honor Code. Full details regarding our Honor Code and all related processes in the *Student Handbook* can be found here: <http://deanofstudents.cofc.edu/honor-system/studenthandbook/>
 - “Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.
 - Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
 - Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XXF in the

course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

- Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.
- Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor."

Inclement Weather, Pandemic or Substantial Interruption of Instruction

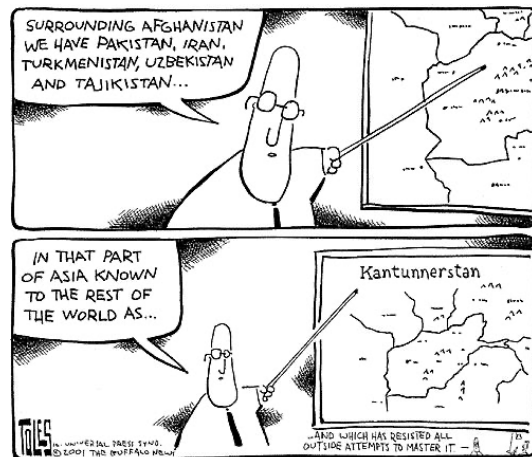
Because WRG is online, my hope is that the impact of extreme weather and Covid-19 will be less than for face-to-face courses. However, in the event that we do experience major disruptions, be sure that you prioritize your safety and well-being first and then watch for communications from the College and from me regarding our course. Expect to hear from me via email in that case.

One last note: The instructor reserves the right to change the syllabus. In that case, you will be notified on OAKS and/or via e-mail. (*You are expected to check your CofC e-mail regularly.* Please see <http://registrar.cofc.edu/pdf/STUDENTEMAILPOLICY.pdf>)

About Me

Trained in universities in Ireland, Spain and the US, I am a political geographer and a Europeanist, and I have always been interested in how we experience and make sense of places, close to home and worldwide. To do that I have focused in my research on how landscapes reflect our culture, through media from landscape photography to street art; and pedagogically through place-based courses and by leading semester-long and summer study abroad programs. That work is particularly relevant in a country like the US that has played an outsized role internationally over our lifetimes; and it is pressing since our geographic literacy (what we know about the world and how it works) is, unfortunately, quite limited – and certainly far less than people worldwide know about the US. Geographers are fascinated by the idea of getting into the field to understand the world and World Regional Geography is both

a good substitute for a whirlwind tour of the globe in a single semester and an invitation to delve deeper in terms of your own interests in specific places, be they countries or regions; and, crucially, to learn how places worldwide are all interconnected.



WRG – Fall 2022

Week	Topic	Opens	Closes	Deliverables (* 4X required)
1	Introduction – Getting Started	8/23	8/29	○ Personal Introductions ○ Syllabus Quiz
	Last day for Drop/Add and to apply for Pass/Not Pass		8/29	○ Where in the World (<i>Map 8/28</i>)
2	Geography	8/30	9/5	○ Quiz#1 ○ Discussion Post#1
3	Europe	9/6	9/12	○ Quiz#2 ○ Discussion Post#2
4	Russia	9/13	9/19	○ Quiz#3 ○ Discussion Post#3 ○ Geographic Concept Paper*
5	SWANA	9/20	9/26	○ Quiz#4 ○ Discussion Post#4 ○ Geographic Concept Paper*
6	Sub Saharan Africa	9/27	10/3	○ Quiz#5 ○ Discussion Post#5 ○ Geographic Concept Paper*
7	South Asia	10/4	10/10	○ Quiz#6 ○ Discussion Post#6
9	East Asia	10/11	10/17	○ Quiz#7 ○ Discussion Post#7
9	Geographic Concept Paper Catch up	10/18	10/24	○ Geographic Concept Paper* ○ Geographic Concept Paper*
10	Southeast Asia	10/25	10/31	○ Quiz#8 ○ Discussion Post#8 ○ Geographic Concept Paper*
	Last day to withdraw with W		10/28	
11	Australia and New Zealand	11/1	11/7	○ Quiz#9 ○ Discussion Post#9
12	Pacific and Poles	11/8	11/14	○ Quiz#10 ○ Discussion Post#10 ○ Geographic Concept Paper*
13	Latin America	11/15	11/22 (TUES)	○ Quiz#11 ○ Discussion Post#11
14	Thanksgiving Holiday	11/23	11/27	No deliervables this week – enjoy your break! North America available
15	North America	11/23	12/5	○ Quiz#12 ○ Discussion Post#12

Notes: