

A message from your professor: In the midst – still – of the COVID pandemic your #1 priority this semester must be your physical and mental well-being and your work in this class should not come at the expense of your health. Some student-focused resources are detailed below in this syllabus, but please do not hesitate to reach out to me if you find yourself struggling. I will work with you on course materials and to find help on campus.

Department of Political Science
College of Charleston

GEOG101/POLI104: WORLD REGIONAL GEOGRAPHY

Spring 2022, January 10 – May 4 (3 credit hours)

Campus Covid Policy

Please pay close attention to email communications; and revisit the College's policy as necessary.

- <https://emergency.cofc.edu/covid-19-guidance-for-students-for-spring-22/>
- <https://cofc.edu/back-on-the-bricks/index.php>

Instructor: Mark Long
longm@cofc.edu; 843 9535724

Class meetings: Mybk 206, 8:00-9:15 am

This is an in-person course: **MASKS** will be required in class and you should **NOT** assume you can attend online for all, most, or even part of the semester.

Office hours by email appointment for in-person and Zoom meetings, TUES and THURS, 9:30-11:30, JC Long Room# 217. Other times also available. Please email longm@cofc.edu



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, environmental professions, journalism, social activism, and non-profit development.

Required Course Materials

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 provided through OAKS

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.

Exams and Grading

Grades in WRG will be determined out of a total of 630 points. The grading scale will be as follows: A: 93-100%, A-: 90-92, B+: 88-89, B: 83-87, B-: 80-82, C+: 78-79, C: 73-77, C-: 70-72, D+: 68-69, D: 63-67, D-: 60-62. 59 percent or less will constitute a failing grade. There are 3 components to your grade. Please be advised that poor performance in any of these components will most likely cost you *at least* half a letter grade.

- There will be **4 exams** in this course (c. 63% course points).
 - Exams will cover material presented both in the text and in class (this includes multimedia presentations on the world's regions).
 - *Key to doing well in WRG is engaging the textbook in anticipation of class.* This will prime you for our in-class explorations of dimensions to life in, say, the Pacific region or China; and will also broaden your appreciation for life in all of the world's regions beyond our class discussions.
 - **You should generate a set of notes** from your reading of Finalyson's chapters and, crucially, from your time in class. These will be centrally important in revising for exams. Be advised that students typically are distracted by using laptops for note taking – *you will do better in this class if you take notes by hand from the text and in class.*
 - **Exams** will be worth 100 points each and will consist of 40 multiple choice questions each worth 2 points, and an essay question (choice of 2) worth 20 points.
 - The purpose of the multiple choice section in the exam is primarily to test your comprehension of key geographic concepts; for example, environmental determinism, nationalism, or centripetal forces.
 - The essay questions will require you to apply those concepts to places we have studied over the semester and synthesize information about the world's regions.
 - If you should not be able to take an exam with your peers, a make-up exam will be administered at the end of the semester. This exam will be cumulative and the format

will reflect that. *Note well, however, that taking the make-up will be contingent on an “official” excuse with requisite paperwork.* (A memo from health services will not constitute an official excuse.)

- Students will be admitted to exams up to the point that the first exam is turned in. Since there is no way to know when the first of your classmates will finish her or his exam, the best safeguard against being “locked out” is to be in class on time, ready to take the test.
- Students who choose to leave the classroom while an examination is in progress will not be readmitted.

Geographic Concept Papers

- You will write a minimum of **5 papers**, each worth 40 points (c. 32% course points).
- 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 5 and 8 short papers (you decide how many; c. 500 words each). In these papers you will use the contents of the newspaper over the preceding week (or 2 depending on the schedule below) to illuminate a geographic concept we explore in class this semester.
- To keep us on track with the newspaper all semester, you may only use articles from the newspaper since the previous paper came due, e.g. if you choose to submit a concept paper on Monday 4/11 then you could only use articles published 4/5-4/11, since another paper was due on 4/4.
 - 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.
 - 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 2/2. So, a paper submitted on 2/2 could be about things happening in Europe or East Asia, for example.
 - Your strongest 5 paper scores will be included in your points total for the semester, so that if you complete all 8 papers (*my recommendation*), I will automatically discount

your 3 weakest scores. (Of course, if your scores are strong on papers 1 through 5 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.
- Be sure to include the following information at the top of your paper:
 1. Student name
 2. Paper#
 3. Submission Date
 4. NYT article Date
 5. Hyperlink to NYT
 6. Geographic concept
 7. Word Count
- The grading rubric for these papers is included as an appendix to this syllabus so that you can see how they will be graded. We will discuss that rubric in class.
- 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.

In-class participation

- Finally, there are 30 points for **participation** (c. 5% course points). Students are encouraged to participate in class. Feel free to interrupt lectures with pertinent questions, observations and comments, and to express agreement or disagreement with me or with your fellow students. *Decorum consonant with a scholarly setting is, however, expected at all times.*
 - By the end of the semester, I should know your name from your participation in class. Set yourself the goal of contributing to the class discussion weekly, if not every time we meet.
 - In the event that you do not have time to pose a question in class, please feel free to send me an e-mail to the address listed here.
 - *Note also that participation hinges on at least two things: being in class and keeping abreast of the readings.*

Students are required to take all exams, submit 5 geographic concept papers, and participate in class.

Attendance

Students are required and expected to attend all class meetings. Roll will be taken passively but you may be required to sign attendance on given days. There may also be pop-quizzes, which would constitute an extra credit by the end of the semester. **Significantly**, students with poor attendance records will not receive favorable consideration in assignment of final grades if they fall into a marginal category between grades on the basis of their overall performance.

Late Work in WRG

- Do reach out ahead of time if you know you'll have a conflict beyond your control, and we'll work to accommodate it.
- Exams: No exam exemptions unless a documented medical excuse is provided.
- Geographic Concept Papers: Given that you have 8 opportunities to submit 5 papers I cannot accept late papers here.
- One final note: you can withdraw from WRG through 3/25 which is 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 3/25, 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/lectures/ videos/websites and how they communicate a set of clear and interrelated ideas.
2. Review *The New York Times* daily, skimming first and then closely reading articles that address concepts and places 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 region there will be time in class to clarify things you are interested in/struggling with. Use that time 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 readings and assignments pile up.

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

In the event that we experience major disruptions, weather or pandemic-related, 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>)

Key dates to remember

Exams		Papers			CofC
1	2/3	NYT reading begins 1/19	Papers due		1/18 Last day of Drop/Add for full semester classes
2	3/1		#1	2/4	3/25 Last day for students to withdraw with a grade of "W" from full semester classes
			#2	2/11	
		#3	2/23		
3	3/29	NYT reading ends 3/21 or 4/4 or 4/11 or 4/18	#4	3/4	3/29 Fall early registration begins
4	4/21		#5	3/21	
			#6	4/4	
Make up	4/28		#7	4/11	
			#8	4/18	

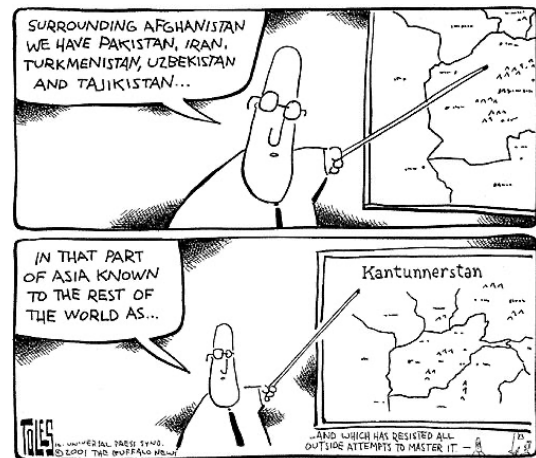
PS: To ensure you can stay focused on course work in class, phones must be silenced and stored at all times.



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 – Spring 2022

	Date	Topic	Readings Finlayson chapters hyperlinked + <i>New York Times</i> (M-F, 1/19-4/18)
<i>Week 1</i>	Tues. Jan. 11	Course introduction	
	Thurs. Jan. 13	How geography works	Finlayson Chap. 1
<i>Week 2</i>	Tues. Jan. 18	Contd.	Finlayson Chap. 1
	Wed. Jan. 19	<i>NYT reading begins</i>	
	Thurs. Jan. 20	Europe	Finlayson Chap. 2
<i>Week 3</i>	Tues. Jan. 25	Contd.	Finlayson Chap. 2
	Thurs. Jan. 27	The Russian realm	Finlayson Chap. 3
<i>Week 4</i>	Tues. Feb. 1	Contd.	Finlayson Chap. 3
	Thurs. Feb. 3	Exam #1	
	Fri. Feb. 4	<i>NYT concept paper#1 due</i>	
<i>Week 5</i>	Tues. Feb. 8	NASWA.	Finlayson Chap.7
	Thurs. Feb. 10	Contd.	Finlayson Chap.7
	Fri. Feb. 11	<i>NYT concept paper #2 due</i>	
<i>Week 6</i>	Tues. Feb. 15	Sub Saharan Africa	Finlayson Chap.6
	Thurs. Feb. 17	Contd.	Finlayson Chap.6
<i>Week 7</i>	Tues. Feb. 22	South Asia	Finlayson Chap. 8
	Wed. Feb. 23	<i>NYT concept paper#3 due</i>	
	Thurs. Feb. 24	Contd.	Finlayson Chap. 8
<i>Week 8</i>	Tues. Mar. 1	Exam #2	
	Thurs. Mar. 3	East Asia	Finlayson Chap. 9
	Fri. Mar. 4	<i>NYT concept paper #4 due</i>	
<i>Week 9</i>	No class – Spring Break		
<i>Week 10</i>	Tues. Mar. 15	Contd.	Finlayson Chap. 9
	Thurs. Mar. 17	Southeast Asia	Finlayson Chap. 9
<i>Week 11</i>	Mon. Mar. 21	<i>NYT concept paper #5 due</i>	
	Tues. Mar. 22	Contd.	Finlayson Chap. 9
	Thurs. Mar. 24	The Austral Realm	Finlayson Chap. 10
	Fri. Mar. 25	Last day to withdraw with W	
<i>Week 12</i>	Tues. Mar. 29	Exam #3	
	Thurs. Mar. 31	Pacific and Polar Realms	Finlayson Chap. 10
<i>Week 13</i>	Mon. Apr. 4	<i>NYT concept paper #6 due</i>	

	Tues. Apr. 5	Middle and South America	Finlayson Chap. 5
	Thurs. Apr. 7	Contd.	Finlayson Chap. 5
<i>Week 14</i>	Mon. Apr. 11	<i>NYT concept paper #7 due</i>	
	Tues. Apr. 12	Contd.	Finlayson Chap. 5
	Thurs. Apr. 14	US and Canada	Finlayson Chap. 4
<i>Week 15</i>	Mon. Apr. 18	<i>NYT concept paper #8 due</i>	
	Tues. Apr. 19	Contd.	Finlayson Chap. 4
	Thurs. Apr. 21	Exam #4	
<i>Week 16</i>	Thurs. Apr. 28	<i>Make-up exam</i> 8-11am (NB: <i>see syllabus</i>)	

Notes: