

GEOG 3303: Geography of World Regions ONLINE

Fall 2021

Angelo State University
Dr. Arnaldo De León Department of History

Instructor

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Course Details

GEOG 3303 Lecture Section 001 | ONLINE |

Required Reading Materials

There is no required textbook for this course. **Required readings will be uploaded to GEOG 3303's Blackboard web page as .pdf files or web links.**

Office Hours

Briwa | **In-person:** Mondays 3 p.m. to 5 p.m. | **In-person** Wednesdays 11 a.m. to noon | Other times by e-mail appointment.

Course Description

This introductory course in world regional geography focuses upon fundamental concepts, models, and principles of contemporary geography and applies these concepts and principles to selected geographic regions around the world. In doing so, we deepen our understanding of cultural landscapes, the world's interrelatedness as embodied by processes of globalization, and the richness of the world's diverse cultural and physical landscapes and the people who live in and shape them. Geography of World Regions stresses multicultural and global perspectives and an analytical and critical understanding of diversity within societies, nations, and cultures.

This is an online course. It is asynchronous. In other words, you are not required to attend class during a specific time, and can work through each week's materials at your own pace. This enables a great deal of flexibility in how, where, and when you pursue learning in GEOG 3303. **However, you need to plan ahead!** Time management and organizational skills are key when navigating any university course, but they are essential for online courses.

Learning Goals

Upon completion of this course, students should have achieved the following goals:

- Develop an appreciation of the fundamental themes of world regional geography.
- For four major world regions, be able to:
 - a) Locate on a map major locations/features/place names for the region;
 - b) Identify patterns of regional climate/physical geography/key environmental issues shaping the region.
 - c) Understand the evolution of the region's political evolution through time.
 - d) Identify current patterns of economic and social development within the region.
- Become a better global citizen by developing a deeper global, regional, and local perspective on human-environmental issues.
- Appreciate the relevance and application of geography to everyday living.

You are not alone

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with your learning experience. So, too, can problems with relationships, family worries, loss, or a personal struggle or crisis. It's OK to experience difficulty, and it's OK to reach out for help.

Students' mental and physical health are my utmost concerns this semester. I encourage you to explore and make use of health services available to students. The University Health Clinic is based in the [University Sports Medicine Clinic, Shannon Clinic - Jackson](#). The Health Clinic provides confidential services to ASU students *who have paid the current Medical Services Fee*. Students who are registered, attending classes, and have paid the medical services fee have access to unlimited visits to all [Shannon Urgent Care locations](#) for Basic Medical Care by board certified healthcare providers at no additional cost.

Similarly, ASU Counseling Services provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies, or trauma, ASU Counseling Services are there to help. Appointments can be made by calling [325-942-2371](tel:325-942-2371) or visiting [Counseling Services](#), at 1901 Johnson St, Monday through Friday, 9 a.m.- 3 p.m.

You are not alone in navigating this semester. **I am a resource for you.**

Keys to Student Success

Doing well in this course is not complicated, but it does require hard work. Over the course of GEOG 3303 you will be required to conduct substantial out-of-class readings and assignments, search for geographical topics on your own time, and above all to write. To succeed in these tasks, aside from staying mentally and physically healthy (see above), you must stay on top of your assignments and remain organized. Be sure to take good notes; proofread all assignment submissions for spelling, grammar, and argumentation; and to contact me with questions and concerns. Lastly, avoid waiting to the last minute to work on assignments. This often results in sloppy work and a poor grade.

This is an online course. In full disclosure, it is also a work in progress. This means I expect you to point out when materials are unavailable, a format is not working, or if you are having technological issues preventing you from completing course materials. After reading through all this syllabus (as is best practice), send me an e-mail with a weasel picture attached for +5 extra credit points.

Evaluation

Your performance is evaluated by instructor check-ins, weekly quizzes, map quizzes, reading response activities, and a final project (see below for overviews of each type of assignment). There are a possible **350 points** for this course (not including extra credit points). Total points are tentative and subject to change. Extra credit is not available on an individual basis. Grades are not discussed over email, utilize office hours or schedule an appointment.

Grade Thresholds

A: 315-350 points

B: 280-314 points

C: 245-279 points

D: 227-244 points

F: Under 227 points

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

Instructor Check-Ins: 30 points (3 @ 10 points each)

This course is a work in progress. As students, communicating your perspectives on the course, course materials, and your needs and interests relating to the course is a necessary diagnostic tool for your instructor. Each unit I will offer a selection of short, reflective writing prompts to serve as an instructor 'check-in.' I will offer comments and feedback on your submissions tailored to your needs. Unless otherwise stated, these writing prompts are due on the dates listed in the course schedule.

Regional Reading Responses 60 points (4 @ 15 points)

Our World Regional Geography course incorporates creative non-fiction as an additional set of course materials. Reading creative non-fiction is a way to approach learning about regions from a different angle than a traditional lecture format. To facilitate your understanding of these materials, I will distribute Regional Reading Response assessments that will help guide your reading. See the course schedule for more information about when Regional Reading Responses are due.

Regional Map Quizzes: 100 points (4 @ 25 points each)

A fundamental goal of geography education is to develop your knowledge of geographic locations, features, and phenomena, as well as their distribution around the world. To facilitate this, I will distribute 4 regional map quizzes asking you to identify the locations of selected geographic features of each of our world regions. These are open-book assignments, because preparing for them requires you to engage with maps and atlases. However, note that they are timed assignments, so it's best practice to prepare in advance (and keep an atlas handy!).

Weekly Quizzes 120 points (6 @ 20 points each)

Each week you will have a quiz related to materials covered that week. These quizzes may include multiple choice, short answer, or map interpretation questions. They are open-book. However, many will be timed. More information about each quiz will be posted in each week's folder on Blackboard, under course content!

Final Project: What have you gained from GEOG 3303? 40 points (1 @ 40 points)

We all pursue higher education for different reasons, and seek geographical knowledge about our world to pursue different goals. Some of us may simply be curious, others may be pursuing teacher education, and others may be preparing for graduate programs. Most of us, too, are probably taking geography for required credit! Whatever your motivations, this geography course should serve you in some way.

You will have several options for your final project. More details will be provided, but you may choose to either create an original World Regional Geography lesson plan for use in K-12 Texas classrooms OR you may respond to a writing prompt in a more traditional essay format.

Extra Credit Opportunities 20 points (See breakdown below)

On our course Blackboard page is a discussion forum, where you are invited to pose questions about course content (that is, materials about our regions covered in lecture materials, readings, and other class materials). When you post questions to the Discussion board, you will receive **+2 points** extra credit per question (up to **four** questions over the course of the semester—**1 per regional unit**), for a total of **+8 points**.

How do you receive the remaining **+12 points**? First, recognize interaction with your peers is an important mechanism through which learning in higher education occurs. Next, do research and answer your peers' questions and provide a citation (in the citation style of your choice, but it must be properly formatted) for a source supporting your response. You will receive **+ 3** points extra credit per response with citation (up to 3 responses over the course of the semester).

On occasion, I will pose broad questions in the forum. When these are made available, you may choose to answer them as you would one of your peers' questions, again with sources supporting your response.

At the end of each unit I will review all questions and responses on Blackboard (by Sunday) and offer responses to them.

Note there are caveats to acquiring extra credit. You must answer your peers' questions using your own, original work and thoughts, grounded in secondary sources. You cannot answer a question that has already been responded to by another peer unless I, as moderator, specifically allow additional answers to be submitted. Finally, you can acquire extra credit through asking and answering questions only for the most recent region considered/we are considering in GEOG 3303. In Week 3 (see schedule below), for example, you can only ask/answer a question about the Russian Domain.

Missed assignments and late assignments

Any late work submitted will receive a 5% deduction prior to grading (which may then result in further deductions depending on the submission's quality), but I will still offer written comments on the submitted work. Any work submitted 5 days after the due date will accrue a 20% deduction, and I reserve the right to offer no comments.

Extensions and are given only in cases where a valid/verifiable absence **has been approved at least 24 hours in advance** of the due date (e.g., serious illness, a University-approved event). In the case of an excused absence without prior arrangements, you must notify me within 48 hours of the scheduled due date.

Blackboard

This course makes use of Angelo State University's Blackboard program. Please check our class site often. I will post all messages and documents relating to the class to the site, including this syllabus, study guides, project assignments, and other miscellaneous required and supplementary readings. Scores for quizzes, assessments, and projects are tracked through Blackboard, including cumulative course totals. This allows you to stay aware of how you are doing at any point during the semester.

Course policies and procedures

Disruptive behavior

Disruptive behavior is behavior that interferes with the learning environment of your fellow students. In online courses, this includes trolling other students, writing and communicating inflammatory remarks, etc. My point is this: all we've got to do is be kind to one another.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The College of Arts and Humanities adheres to the Statement of [Academic Integrity](#).

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#). **When in doubt—ask me in advance of submission! I'm happy to talk through proper documentation of scholarship.**

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Student Disability Services

Angelo State University and the Department of History are committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation. Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

[Ms. Dallas A. Swafford](#)
Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
[Houston Harte University Center](#) 112

Title IX at Angelo State University

Angelo State University and the Department of History are committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee, meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, you are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.

Title IX Coordinator

Mayer Administration Building, Room 210 325-942-2022

michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the **University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371** or the **ASU Crisis Helpline at 325-486-6345**.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Student Absence for the Observance of Religious Holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

Diversity and Inclusivity Statement

I acknowledge that Angelo State University is located on the original homelands of Indigenous peoples, and that their rich history is central to our commitment to learn from the past. I value human diversity in all its complex forms, and I respect the value of every person in this class. Everyone in class is encouraged to share their unique perspective as an individual, and not as representative of any category.

Furthermore, multicultural and intercultural awareness and competencies are key skills we must cultivate to create a safe environment defined by equity, participation, and empathy for others, as well as to develop the leadership skills that enable us to stand up against injustices experienced by marginalized individuals. To help develop these competencies and in keeping with Angelo State University's Values Journey, I intend to present material and classroom activities that celebrate diversity of thought, background, and experience.

Higher education is most useful when it challenges assumptions and provides new and sometimes uncomfortable ways of looking at issues. If you feel uncomfortable regarding content or perspectives presented in this course, I encourage you to contact me immediately so we can discuss those feelings. Your perspectives on course materials and diversity and inclusion matter to me, and I encourage you to share those as well.

Note that I would prefer to use your preferred language when addressing you, so please let me know if your preferred name differs from what I am using. **Similarly, please let me know your preferred gender pronouns.**

Course schedule (Tentative and subject to revision. All revisions explicitly announced in class and announced on Blackboard.)

Week	Day	Topic(s)	Reading	Assignments Due
9 th	10/18/21 to 10/24/21	Course Introduction Europe	Jones (2017)	Check-In 1 Weekly Quiz 1
10 th	10/25/21 to 10/31/21	Europe		Map Quiz 1 Reading Response 1 Weekly Quiz 2
11 th	11/1/21 To 11/7/21	Russian Domain	Coalson (2021) Optional: Politkovskaya (2007)	Check-In 2 Weekly Quiz 2
12 th	11/8/21 to 11/14/21	Russian Domain	Final Essay Distributed	Reading Response 2 Map Quiz 2 Weekly Quiz 3
13 th	11/15/21 to 11/21/21	N. Africa and Southwest Asia	Abouzeid (2018)	Check-In 3 Weekly Quiz 4
14 th	11/22/21 to 11/28/21	N. Africa and Southwest Asia THANKSGIVING BREAK THANKSGIVING BREAK	Optional: di Giovanni (2017)	Weekly Quiz 5 Map Quiz 3 Reading Response 3
15 th	11/29/21 to 12/5/21	Sub-Saharan Africa	Vonnegut (1976)	Weekly Quiz 6 Map Quiz 4 Reading Response 4
Finals Week		Final Essay Due 12/7 by 5 p.m.		Final essay due 12/7 by 5 p.m.

I am happy to see you here in GEOG 3303: Geography of World Regions!