Geography 113-01: World Regional Geography: People, Places and Globalization
Spring Semester, 2019

Class Time and Location: 1:20-2:50, Tues-Thurs, Rm 107, Carnegie Hall
Instructor: Bill Moseley
Office: Rm 104d, Carnegie Hall
Office Hours: 1:30-2:30 on MW, 3-4 on Thurs, or by appointment
Phone: 696-6126
Email: moseley@macalester.edu

Teaching Assistants: Ceren Dolma (cdolma@macalester.edu), Office hrs: 7-9pm Wednesdays; and Vergi Agustini (kagustin@macalester.edu), Office hrs: 7-9pm Sundays & Mondays.
Teaching assistants hold office hours in the geography office in Car 104.

Course Description and Goals
We live in a world where one needs to simultaneously understand the biophysical and cultural particularities of different regions as well as the global forces that connect and bind them together. No longer can we afford to explore issues in one place in isolation, or to theoretically cruise along at 10,000 meters in the sky with no regard for the unique dynamics of different regions. This course begins with an exploration of global flows and connections, and then takes us on a scholarly tour of the world, with stop offs in Africa, the Middle East, Europe, Asia and the Americas. Along the way we’ll systematically investigate major human geography themes such as population dynamics and migration, agricultural change, human-environment interactions, health and disease, economic change and development, urbanization, and cultural shifts.

I have four broad goals for this course: 1) to hone your skills as a critical thinker via reading, discussion and writing; 2) to enhance your knowledge of the world by comparing and contrasting patterns of culture, population, political, and economic systems in various parts of the globe; 3) to foster geographic thinking and analysis through critical examination of spatial patterns of human processes, human-environment interactions, and connections between places and regions; and 4) to stimulate greater interest in understanding the world geographically. The first goal is a general one that, if attained wholly or partially, will serve you well throughout the rest of your life as a professional and citizen. The last three goals relate to my desire to begin to teach you to think about and understand the world like a geographer. Whether or not you go on to take more courses in geography, learning to view the world from a variety of disciplinary perspectives is part and parcel of the liberal arts philosophy.

Format
The class will meet two times a week on Tuesday and Thursday. The class will be conducted with both lectures and in-class discussions. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it.

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1 This course counts towards the general education requirement in internationalism and the distribution requirement in the social sciences. This course is an alternative to Geography 111 (Human Geography of Global Issue). Students should take one course or the other as an introduction to the field or the major.
This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send e-mail (moseley@macalester.edu), which normally will be responded to promptly during normal business hours.

**Disabilities**
If you have a documented disability, or any other problem you think may affect your ability to perform well in this class, please see me early in the semester so that arrangements may be made to accommodate you.

**Health and Wellness**
You are encouraged to make your health and well-being a priority throughout this semester and during your career at Macalester. Taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need some air. Please do what is necessary so long as it does not impede your or others’ ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don’t hesitate to contact me and/or find support from Health & Wellness Center. I have included contact information for health and wellness resources on the course moodle page.

**Academic Misconduct**
Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

**Texts**

Discussion readings will be available via moodle.

**Assignments**
*Reading:* This course involves a considerable amount of reading, and it is critical that you read the assigned texts for the days indicated in the schedule below.
Discussion: Participation and Leadership (12%): Class will be oriented exclusively towards discussion about one third of the time. Questions and discussion also are encouraged on lecture days. The purpose of discussion is to facilitate critical analysis and lively dialog on key global issues related to human geography. Participation points will be derived from your participation in the discussion sessions (based on the quality and quantity of your involvement in these sessions) and your co-leadership of two discussions. A few participation points also will be derived from my assessment of your participation in the lecture sessions (based on cogency of comments, questions, and answers to questions). Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see me if you have difficulty speaking in class.

In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an ongoing scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. After the first discussion day, student discussion leaders will be assigned to facilitate our scholarly debates.

Reaction Essays (5%)
Reaction essays are brief essays (1-2 page or 500-650 words) in which you respond to two or more assigned readings for a given discussion. Your essays should include a succinct but detailed summary of the argument(s) to which you are responding and develop your reaction, which may be one of skepticism, all out agreement or disagreement, epiphany, or whole-hearted endorsement. Regardless, your essay should exhibit a line of reflective thought in which you explain the logic and rationale that supports your reaction to the reading(s). Your essays must include at least one question, relevant to the readings, which you would like to ask of your classmates. Thus, the reaction essays should help you prepare for participation in class discussion of the readings. Reaction essays must be submitted via Moodle. The essays are due by 10 pm the day before a discussion. You are required to complete nine essays and have ten opportunities to write them. Each essay is worth rough .5% of your grade. Proof read your essays so that they are free of grammatical and spelling errors. The essays are marked in a credit/no credit fashion and essays submitted late will receive no credit.

Writing Assignments
You have three writing assignments (a cognitive mapping exercise, an op-ed, and an ethnic market field paper). Details regarding each specific writing assignment will be handed out well in advance of the due dates.

Cognitive map paper (12%): Cognitive or mental maps tell us something about a person’s relationship with a particular area. In this exercise, you will work in teams to develop and test a simple hypothesis about a particular group’s relationship with their environment or place (e.g., Macalester student athletes have a more detailed understanding of the south end of campus than the general student population) or a particular group’s understanding of a region, nation or the
world (e.g., Macalester international students have a more accurate and detailed mental image of
the world than Macalester domestic students). You will test (in an un-rigorous way) this
hypothesis by having a group of people draw cognitive maps. While you will develop a
hypothesis with your team, and share all the maps that you collect with team members, your
write-up of this assignment will be done individually.

Op-ed assignment (7%): Op-Eds are editorials that are submitted to news outlets (paper and web-
based) by individuals who, because of their job or past experiences, offer new insight and
opinion on a particular subject. Good op-ed articles are pieces that make a persuasive, yet
reasoned and substantiated argument for a particular perspective on an issue. As a concerned
and informed citizen, Op-Eds are one way that you could potentially contribute to the public
discourse on a particular subject. The style of writing for op-eds is very different than that used
in traditional academic papers as it must be accessible to a general audience. For this assignment,
I want you to use the hazards geography & vulnerability approach to provide fresh insights a
natural hazards of your choice in Africa or Asia, articulating a clear opinion on the subject.

Ethnic market paper (11%): Field work is an important aspect of geographical inquiry. As such,
it is important to hone your skills as an observer and interpreter of, in this case, ethnic markets
and neighborhoods. For this assignment, you will visit at least three ethnic markets in St Paul or
Minneapolis (and a list of examples will be provided). When visiting stores, you will pay careful
attention to the sorts of goods sold, their prices and their place of origin. You will also gather
basic information on the size and design of the store. Ideally you will also interview the owner or
manager to learn about the history of the shop. You will also make casual observations about the
customers who frequent the place and possibly interview a few. Lastly, I want you to think
about the relationship between the business you visit, its clientele and the neighborhood.

Midterm (23%) and Final 30%): A midterm exam will be given as well as a quasi-cumulative
final at the end of the term. The exam format will include a combination of question types such
as essay, short answer and multiple choice. Make-up exams will only be given in the event of
illness or other verifiable emergency. In the event of an absence during an exam, it is the
student’s responsibility to contact me no later than one (1) class period after the test date.

Grading

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<th>Grade Components</th>
<th>Paper 2 (4/2):</th>
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<tr>
<td>Midterm (3/12):</td>
<td>Paper 3 (5/3):</td>
<td>11%</td>
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<td>Final (5/9):</td>
<td>Reaction essays</td>
<td>5%</td>
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<td>Paper 1 (2/25):</td>
<td>Discussion leader and participation: 12%</td>
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<td>Total:</td>
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Final grades are based on a weighted average for the term. Grade cutoff points are as follows: A = 93-
100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-
72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.
Overview of Lecture Schedule and Important Due Dates
Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes. All reading assignments are in the main lecture support text (Fouberg and Moseley 2018)

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<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading / Assignments</th>
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<td>Tuesday</td>
<td>Thursday</td>
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<td>1</td>
<td>24 Jan</td>
<td>Introductions</td>
<td>Geography</td>
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<td>2</td>
<td>29-31 Jan</td>
<td>Geography &amp; World Regions</td>
<td>Guest lecture by Ashley Nepp: Maps, Power &amp; Spatial Information</td>
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<td>Global Connections</td>
<td>Chap 1-2; Group hypothesis due Fri, 2/1 via class listserv</td>
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<td>3</td>
<td>5-7 Feb</td>
<td>Global Connections</td>
<td>Development</td>
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<td>1. Discussion on Globalization</td>
<td>Chap 3</td>
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<td>4</td>
<td>12-14 Feb</td>
<td>Development</td>
<td>Africa South of the Sahara</td>
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<td>2. Discussion on Development</td>
<td>Chap 4</td>
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<td>5</td>
<td>19-21 Feb</td>
<td>Africa South of the Sahara</td>
<td>Africa South of the Sahara</td>
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<td>3. Discussion on Africa</td>
<td>Chap 5</td>
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<td>6</td>
<td>26-28 Feb</td>
<td>Southwest Asia and North Africa</td>
<td>Southwest Asia and North Africa</td>
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<td>4. Discussion on Southwest Asia and North Africa</td>
<td>Cognitive map assignment due Tues, 2/26 in class; Chap 5</td>
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<td>5-7 Mar</td>
<td>South Asia</td>
<td>South Asia</td>
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<td>5. Discussion on South Asia</td>
<td>Chap 6, optional Kendra McSweeney lectures on 2/7 from 12-1 &amp; 4:45-6</td>
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<td>8</td>
<td>12-14 March</td>
<td>Midterm</td>
<td>Southeast Asia</td>
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<td>Midterm in class on Tues, 3/12; Chap 7</td>
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<td>9</td>
<td>19-21 March</td>
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<td>Spring Break</td>
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<td>10</td>
<td>26-28 March</td>
<td>East Asia</td>
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<td>Chap 8; optional Jahi Chappell lecture on 3/29, 12-1 Weyerhaeussper</td>
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<td>10</td>
<td>2-4 April</td>
<td>Europe</td>
<td>North/Central Asia</td>
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<td>Chap 9; oped assign due Tues, 4/2</td>
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<td>11</td>
<td>9-11 April</td>
<td>Europe</td>
<td>North/Central Asia</td>
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<td>Guest lecture Holly Barcus on Mongolia</td>
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<td>12</td>
<td>16-18 April</td>
<td>North/Central Asia</td>
<td>North America</td>
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<td>Guest lecture by Laura Smith on Native Americans</td>
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<td>13</td>
<td>23-25 April</td>
<td>North America</td>
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<td>Chap 11</td>
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<td>14</td>
<td>30 April – 2 May</td>
<td>MesoAmerica, South America &amp; the Caribbean</td>
<td>MesoAmerica, South America &amp; the Caribbean</td>
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<td>Chap 12, ethnic market paper due Fri, 5/3</td>
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<td>15</td>
<td>7-9 May</td>
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<td>Final exam, 1:30-3:30</td>
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<td>Final exam on Thurs, 5/9</td>
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Reading Schedule for Discussions
Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes.

Discussion 1 (Tuesday, February 5): Geography, World Regions and Globalization


Discussion 2 (Tuesday, February 12) Uneven Development


Discussion 3 (Thursday, February 21) Africa and Agriculture


Discussion 4 (Thursday, February 28): Southwest Asia and North Africa: Water and Oil


Discussion 5 (Thursday, March 7): South Asia: Outsourcing, Ethnicity and Climate Change


Jeffrey, C. 2002. "A fist is stronger than five fingers': caste and dominance in rural north India." In: South Asia in a Globalising World, p. 205-228


Discussion 6 (Thursday, March 28): East Asia: Cities and Migration


Discussion 7 (Thursday, April 4): Europe and Population Debates


Engels, Freidrich. 1844. "Outlines of a Critique of Political Economy"


Discussion 8 (Tuesday, April 16): North and Central Asia, Mackinder and Geopolitics


Various authors. 2009 “Revenge of the Geographers.” Foreign Policy. June. This is a response by several authors to Kaplan’s article above. In particular, please read the responses by Toal and Dalby.

Discussion 9 (Thursday, April 25): North America: Ethnic Neighborhoods, Economies and Transit


Discussion 10 (Thursday, May 2): Latin America, Gender and the Environment


Welcome to the course! I look forward to working with you this semester.