GEA2000 RVAA 1218

GEA2000: World Regional Geography  
(Section RVAA 87172)

Instructor Information

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- Office: SIPA 308
- Office Hours: By Appointment
- Zoom Meeting ID: TBA
- Zoom Meeting Direct Link

Dr. Young Rae Choi

Teaching Assistant Information

- Email: TBA
- Office Hours: By Appointment
- Zoom Meeting ID: TBA

Course Time Zone | Eastern Standard Time (EST).
Course due dates are according to this time zone.

Course description and purpose

This is an introductory course in geography, with which you will learn and apply geographic lenses to investigate world regions. You will learn key concepts and theories in geography to interrogate various contemporary and historical issues of the world. This course will focus on two intersecting themes – development and climate change – that have become defining forces of the world today. Using critical geographic lenses, you will learn about major regions and countries of the world with regards to their physical, cultural, economic, and political characteristics. You will also explore local, regional, and global levels of connections and examine how these connections are constructed, maintained, and changed. By the end of the semester, you will be able to contextualize major issues in world regions and use this knowledge to better understand the complexity of world regions in a global context.

The course fulfills the Global Learning Foundations requirement that counts toward your GL graduation requirement. GEA 2000 is designed to “investigate social, political, and economic configurations; cultural and psychological features of human life; gender, race/ethnicity, and social class; consciousness and identity; social interactions with the natural environment; and local, national, and global aspects of the human world.” For more information on the Global Learning Initiatives and the Global Learning Graduation Medallion, visit http://goglobal.fiu.edu.
*This is a fully online Fall A course. There are no scheduled meeting times. It runs from August 23 to October 10.*

**Global learning course learning objectives and outcomes**

This course satisfies the University Core Curriculum for Social Sciences Group Two (FIU required) as supported by the following learning objectives and outcomes for our course:

1) Students will demonstrate foundational knowledge of the world’s human and physical geographic features, institutions, and processes (such as trade, religion, environmental degradation, and migration) and how they relate to each other:

   - Identify key geographic concepts and themes
   - Describe the earth system and know its main features applicable to the physical geographies of world regions
   - Describe the world economic system and the history of development and underdevelopment

2) Students will identify, differentiate between, and apply multiple perspectives (including physical science, social science, and popular perspectives) to critically examine key geographic issues:

   - Analyze the assumptions on development and develop alternative conceptualizations
   - Explain the strengths and weaknesses of different models of development
   - Develop spatial thinking by recognizing the complex connections and relationships between places, people, and social and environmental processes

3) Students will gain the ability to engage in actions that impact local and global processes, by coming to understand their connections to these processes (especially via their location in Miami):

   - Thoughtfully articulate complex ideas and perspectives and apply them to your everyday life
   - Develop critical thinking on how world regions are constructed
   - Develop solutions to the existing local, regional, and global problems
   - Apply public communication skills to present the complexities of the world

*Co-curricular Activity:

To meet your Global Learning Graduation Requirement in this course, which is a Foundations global learning-designated course, all of you will need to participate in the Global Learning co-curricular activity. For example, you will engage in immersive virtual fieldwork in a slum (favela) in Brazil. Using Google Earth and other online sources, you will virtually navigate a
favela in Brazil, learn about the favela’s history, and share your thoughts on the future of the favela with your peers.

Policies

Before starting this course, please review the following pages:

- Policies
- Netiquette
- Technical Requirements and Skills
- Accessibility and Accommodation
- Panthers Care & Counseling and Psychological Services (CAPS)
- Academic Misconduct Statement
- Copyright Statement
- Inclusivity Statement

Course policies

Late submission

Late work will only be accepted for THREE days after the deadline and will have 10% of the total point deducted each day.

Communication

Announcements will be posted on Canvas, which will also be automatically sent to your FIU email address. If you have any questions or concerns, send me an email (raechoi@fiu.edu) or use the message function on Canvas. I will respond to all correspondences within a day or two. Be polite and responsible when you communicate with your professor, TA, and classmates.

Academic misconduct

Do not cheat, plagiarize or act dishonestly in order to gain an advantage. If I suspect that a student has committed academic misconduct, I am obligated by University Rules to report my suspicions to the Academic Integrity Committee. Refer to the Academic Misconduct Statement below for more information.

Course prerequisites

There are no prerequisites for this course.
Textbook and course resources

It is your responsibility to have both the textbook (an e-copy or a paper copy) and MyLab & Mastering registration by the end of the first week.


MyLab & Mastering online resources (required): You must purchase an access code to enter MyLab & Mastering for weekly quizzes.

Most of you would choose to purchase the e-textbook + course code package. You may purchase the package either from the FIU Barnes & Noble store or via Canvas:

   - If you prefer a loose-leaf copy + course code package, use ISBN: 9780134254074 at FIU Barnes & Noble.

29669. If you want to purchase the package via Canvas, go to MyLab and Mastering on the Canvas course website and follow the instructions to register and purchase the Instant Access package.
   - If you already own a textbook copy, you may purchase an access code only. Otherwise, select one that comes with e-text.
   - DO NOT purchase the code directly from the Pearson website.
   - Use Chrome or Firefox as a browser. DO NOT use Safari.
   - You cannot use your MyLabsPlus account. Create a new account with your FIU email address.
   - Troubleshooting websites:
     - https://support.pearson.com/getsupport/s/article/Canvas-LMS-Troubleshooting
   - If you encounter a problem in registering, email Mr. Michael Rodriguez at Rodriguez@pearson.com and copy me (raechoi@fiu.edu).
Additional readings are mandatory unless labeled as "optional" and will be announced in advance. Optional readings are for your self-study. I don't use them for quizzes or class activities.

Other useful resources

News media:

NPR http://www.npr.org/sections/news/ (Also, listen to NPR Radio on WLRN 91.3 FM)

BBC News http://news.bbc.co.uk


World Data:

Our World in Data (Oxford) https://ourworldindata.org

Software:


Google Maps: https://maps.google.com/maps/myplaces


Microsoft PowerPoint & Word (available for free to all FIU students)

Film/documentary:

- Rachel Carson Center’s list of environmental film festivals: https://rachelcarsoncouncil.org/environmental-film-festivals/

- Culture unplugged: http://www.cultureunplugged.com/festival/films.php#view=thumb
Center for Excellence in Writing

As an upper-level course in geography, you will be required to make your arguments clearly and coherently. The FIU Center for Excellence in Writing offers various services that will help improve your writing skills. If you feel you need assistance, visit their website to make an appointment.

Expectations of this course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- review the getting started page located in the course modules;
- introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion;
- take the practice quiz to ensure that your computer is compatible with the learning management system, Canvas;
- interact online with instructor and peers;
- review and follow the course calendar and weekly outlines;
- log in to the course at least 1 time per week;
- respond to discussions by the due date specified;
- respond to emails within 5 days;
- submit assignments by the corresponding deadline.

The instructor will:

- log in to the course at least 2 times per week;
- respond to discussion postings within 5 days of the deadline;
- respond to emails within 2 days;
- grade assignments within 10 days of the assignment deadline.

Course structure

Canvas: This course uses Canvas as a course webpage (Go to https://fiu.instructure.com/courses/110673 and log in using your FIU credential.) All the readings, lecture slides, class activities, assignment instructions, the latest version of the syllabus, and other announcements will be posted here. If you experience problems with accessing Canvas, contact ETS in the Green Library for support (GL 152a).
**Class material:** You must read the textbook chapter of each module/chapter and take an online weekly quiz. In addition, other mandatory readings for the course are news articles, reports, book chapters, webpages, etc. Links to all of these materials will be available on Canvas in advance. Additional readings will complement, not repeat, the lectures.

**MyLab & Mastering:** MyLab & Mastering is an external system embedded in Canvas. You will be using this platform for a) e-text, b) self-study, and c) weekly quizzes. For best performance, Pearson recommends Firefox or Chrome browser over others (e.g., Safari).

### Assignments/discussions & grading

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>No.</th>
<th>%</th>
<th>Total (%)</th>
<th>Due</th>
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<tbody>
<tr>
<td>1. Weekly quizzes</td>
<td>11</td>
<td>5</td>
<td>55%</td>
<td>Every Sunday 11:59 PM</td>
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<tr>
<td>2. Class activities</td>
<td>5</td>
<td>9</td>
<td>45%</td>
<td>Every Sunday 11:59 PM</td>
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</tbody>
</table>

**Weekly quizzes:** For each module/chapter, there will be an online quiz. Quiz questions come from the module/chapter’s readings, lectures, and other class materials and activities. The first quiz on Plagiarism is available on Canvas. The other quizzes are available on MyLab & Mastering. Quizzes are due by the end of the module week (Sundays by 11:59 PM).

**Class activities:** Class activities consist of individual assignments of various types (e.g., reflections on class material, virtual fieldwork, or google worksheet activity), through which you will engage in active and collaborative learning activities with your peers. For example: you will reflect on their and/or a family member’s experience of immigrating to the U.S., then compare that to the Syrian refugees who had to flee their home country; in-depth analysis of a locust swarm in East Africa, etc. Class activities are due by the end of the respective module week (Sundays by 11:59 PM).

* Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.

<table>
<thead>
<tr>
<th>Letter</th>
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<tbody>
<tr>
<td>A</td>
<td>93 or above</td>
<td>B</td>
<td>83 - 86</td>
<td>C</td>
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<td>A-</td>
<td>90 - 92</td>
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<td>80 - 82</td>
<td>D</td>
<td>60 - 69</td>
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<td>B+</td>
<td>87 - 89</td>
<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>59 or less</td>
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# Course calendar

Class materials are subject to change. All the required and optional class materials will be posted on Canvas.

All the assignments are due **Sunday at 11:59 PM**. Course time zone is the Eastern Standard Time (EST).

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Date (Mon.-Sun.)</th>
<th>Chapters</th>
<th>Learning objectives</th>
<th>Class materials* (Reading/Video/Lecture)</th>
<th>Assignments**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Aug.23-1: 29</td>
<td>Introduction</td>
<td>• Define geography</td>
<td>• Course syllabus</td>
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</tr>
<tr>
<td>Module 2</td>
<td>Aug.29-Sep.5</td>
<td>2: Earth system &amp; Anthropocene</td>
<td>• Identify the impacts of human activities on the Earth System</td>
<td>• What is Geography (UK Royal Geographical Society)</td>
<td>Weekly quiz M1 (Plagiarism)</td>
</tr>
<tr>
<td>Module 3</td>
<td>Sep.6-12</td>
<td>3: Geography of population &amp; development</td>
<td>• Explain the differences among the greenhouse effect, global warming, and climate change</td>
<td>• Weekly quiz M2 (MyLab &amp; Mastering)</td>
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<td>• Anthropocene (Crutzen and Stoemer)</td>
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<td>• The Plastic Problem</td>
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<td>• Weekly quiz M3 (MyLab &amp; Mastering)</td>
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<td>• Lecture_2-1</td>
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<td>• Lecture_2-2</td>
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*Class materials include readings, videos, and lectures.

**Assignments include quizzes and class activities.
<table>
<thead>
<tr>
<th>Module</th>
<th>Sep.13-19</th>
<th>4-1: Europe</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>- Identify different biomes in the region</td>
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<td></td>
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<td>- Class activity M5: Reflections on the Journey from Syria documentary</td>
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<td>- Weekly quiz M5-1</td>
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<td>- Ch. 3 “The Russian Federation, Central Asia, and the Transcaucasus</td>
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<td>- Class activity M4: Country comparisons</td>
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<td>- Weekly quiz M4-2</td>
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<td></td>
<td></td>
<td>- The Journey from Syria: Episodes 1 &amp; 2 (The New Yorker, 2016)</td>
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<td>- Lecture 4-2</td>
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<td>- Describe the colonial and post-colonial history of war, oil and political conflicts in the region</td>
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<td>- Explain what caused the refugee crisis</td>
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<td>- Even Progressive Berlin Is Facing a Housing Crisis (Vice News, 2021)</td>
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<td>- Weekly quiz M4-1</td>
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<td>- Lecture 4-1</td>
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<td>- Describe the challenges to Europe’s integration and stability</td>
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<td>- Explain why we associate North Africa with Middle East</td>
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<td>- Ch. 2 Europe and the rationales of EU</td>
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<td>- Our World in Data website</td>
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<td>- Lecture 3-2</td>
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<td>- Compare the differences among various measures of development</td>
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<td>- Class activity M3: Country comparisons</td>
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<td>- Lecture 3-1</td>
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<td></td>
<td>- Explain the roots and processes of uneven development</td>
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<td>- Our World in Data website</td>
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<td></td>
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<td>- City names and other facts</td>
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<tr>
<td>Module 4-2: Middle East &amp; North Africa</td>
<td>Sep.20-26</td>
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<tr>
<td>5-1: Russian Federation and Central Asia</td>
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<tr>
<td>Module</td>
<td>Sep. 27-Oct. 3</td>
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<td>6-1: Latin America and the Caribbean</td>
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<tr>
<td>5-2: Sub-Saharan Africa</td>
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- Analyze the potential impacts of climate change in Siberia & the Arctic
- Explain Russia’s annexation of Crimea in connection with USSR’s ethnic relocation policy
- Critique orientalist representations and geographic imaginaries of the region
- Describe the colonial history and post-colonial development of the region
- Explain the formation of the Saharan Desert and the Congo Rainforest in terms of the global atmospheric circulation model
- Explain how the Columbian Exchange shaped the region’s demography & agro-geography
- Melting ice (DW documentary)
- Lecture_5-1
- Ch. 5 “Sub-Saharan Africa”
- Why locusts are descending on East Africa (Vox, 2020)
- Preventing a plague: Fighting Kenya's locusts (BBC, 2020)
- Lecture_5-2
- Ch. 7 “Latin America and the Caribbean”
- Inside Rio’s favelas, the city’s neglected neighborhoods (Vox, 2016)
- Weekly quiz M5-2
- Class activity M5: Locust swarm in East Africa
- Weekly quiz M6-1
- Class activity M6: Virtual fieldwork of Rocinha
• Explain how El Niño Southern Oscillation (ENSO) affects the region’s climate

• Describe urbanization processes & the formation of slums in the region

• Describe the history of aboriginals in Australia and the recent efforts for reconciliation

• Explain how El Niño Southern Oscillation (ENSO) and Indian Ocean Dipole (IOD) affect the region’s climate

• Compare the economic models of Australia vs. Pacific small island developing states (PSIDs)

• Describe major geopolitical issues of the region

• Explain the causes and aftermaths of Japan’s 2011

6-2: Oceania

• Favelas in Rio de Janeiro, Past and Present (for Class activity)

• Lecture_6-1

6-2: Oceania

• Ch. 7 “Oceania”

• Living Through Australia’s Black Summer

• Weekly quiz M6-2

• White Australia & Stolen Generations (Australia Together)

• Lecture_6-2

• Ch. 8 “East Asia”

• Japan’s Demographic Time Bomb (CNA, 2019)

• Weekly quiz M7-1

• China wants to put itself back at the centre of the world (Economist, 2020)
Fukushima nuclear meltdown
- Explain how migration and remittances shape the region’s economy

- Explain the formation of the Himalayas using the theory of plate tectonics

- Compare the causes and patterns of the monsoon of Southeast Asia vs. South Asia

- Analyze the potential impacts of climate change in the region

- Lecture_7-1

- Ch. 10 “Southeast Asia”

- Ch. 9 “South Asia”

- Bangladesh: A Country Underwater, a Culture on the Move (NRDC, 2018)

- Ground zero to Climate Adaptation: local climate fighters in Bangladesh bringing Global Solutions (Friendship NGO, 2021)

- Weekly quiz M7-2 & 7-3 Lecture_7-2 & 7-3