Course Summary and Objectives

This course introduces Global Studies through a survey of the world's major geographic regions. Students will encounter core concepts related to processes of global connection and change, while also developing basic geographic literacy in the distribution of human and natural features on Earth. Students will examine and discuss significant issues—cultural, social, political-economic, and environmental—impacting humanity today as both problem and possibility. In particular, this course considers the diverse localized impacts of globalization as a continuing story of peoples and places isolated and connected by imperial, colonial, and international systems of the past and present.

Given the enormous scope of the subject, literally spanning the entire globe, our treatment will be highly introductory. But if we all do our respective jobs well, you should walk away from this course with tools and inspiration to pursue a lifetime of geographic learning, as students and as global citizens. Stated more concretely, you should leave this class at semester's end with enhanced abilities to:

- locate major cultural and environmental features on regional and world maps—something we call "geographic literacy";
- identify, define and locate major world regions, while recognizing the rationale behind, and limitations of, such schemes of metageography;
- define and critically discuss the processes of globalization from multiple perspectives, with an understanding of globalization's origins and major players;
• read, watch, and evaluate, news and information media and understand the significant historical and geographical contexts of current events;

• and see and understand the world’s numerous and ever-evolving connections—between the local and the global, between past and present and future, between peoples and places, between human beings and their natural environments.

For college administrative purposes, these course objectives have been distilled into the following set of official “student learning outcomes”:

• Having been presented with specific lists of significant geographic features, students will locate them on global- and regional-scale maps.

• Having been presented with specific lists of core concepts in world geography and global studies, students will be able to define and apply these concepts to specific contexts.

• Having been presented with a survey of the world’s major regions, students will recognize the rationale behind, and limitations of, multiple schemes (i.e., metageographies) for regionalizing our understanding of the world for defining and applying concepts such as the Middle East, Latin America, Africa, and South Asia, when interpreting contemporary issues and events.

Important! This is a college-level class that is equivalent to something one might take at UCLA. I expect students to approach this course with maturity and self-discipline, which means coming to class regularly prepared to participate. This entails paying attention and taking good notes in class, and keeping pace with reading and other assignments outside of class. Other important class policies and procedures of which you should be aware:

• Please direct general questions about the class to the Bulletin Board on our Canvas website. This way all of your classmates will be able to access the same information, getting answers to the same or similar questions that they almost certainly have as well. Of course, if your question only applies to your own situation, then by all means email me directly. Make sure to include in the subject line your name (first and last) as well as the course number (Geography 11).

• Per SMC policy, it is your responsibility to drop the course if you so wish. If you fail to attend several class meetings in a row, there is a chance that I will drop you myself. But don’t count on it. The college rarely assigns late withdrawals, so if it is your desire to earn a “W” rather than an “F”, you’ll need to make sure you have officially dropped the course prior to the relevant deadline.

• Extra-credit and make-up opportunities are limited. The cumulative grade you earn on the exams and other assignments (see below) is the grade you will earn for the course. The one extra-credit opportunity that you have is to participate this semester in one of SMC’s “Student Sustainability Workshops”. If you complete this nine-week program and then share with your classmates a brief summary of something you learned through the program, then your overall grade in the class will be raised by
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one half-letter grade. For more information about the Sustainability Workshops, contact SMC’s Center for Environmental and Urban Studies at (310) 458-8716; you also can try dropping by in person (1744 Pearl St.), or visiting the program website: www.sustainableworks.org/SMC.

Assigned Books

This is an information-dense course, and as a result, the assigned readings are a very important part of your studies. In order to fully participate in the course, you will need to keep pace with the two books assigned for the course.

(1) the Textbook: Les Rowntree et al., Diversity Amid Globalization: World Regions, Environment, Development (Upper Saddle River, NJ). This is an information-intensive class with lots of geographical facts and concepts to be learned. Good note taking during our lecture-discussions will do much to help you prepare for the quizzes and final exam, but the textbook often will be needed to fill in the gaps of your notes and any other resources you can find online. Most importantly of all, the textbook is absolutely loaded with essential maps that students will find indispensable in their studies. The only reason I have listed this book at the bookstore as “recommended” (rather than “required”) is because of its expense. Students on a budget might be able to find a more affordable alternative, including working with library copies. Instead of the new 6th edition, more reasonably priced older or digital editions would serve you just as well.

(2) the Marks book: Robert B. Marks, The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century 3rd ed. (Lanham, Mary.: Rowman & Littlefield, 2015). Geography needs to have a good story to tell if it is to avoid being a long, boring list of “just one damn fact after another”. For us, that story is “globalization” and how the modern world has remained highly diverse and unequal even as distant peoples and places become ever more interconnected. Professor Marks is a world historian at Whittier College here in southern California, and his book skillfully summarizes our global story. It is a story that is extremely geographical, with a central focus on environmental history, not just political-economic and social history. While Rowntree et al. do a nice job of detailing particular places and regions, Marks helps us tie all these places together into a broader, global narrative of historical change.

Grades and Assignments

At semester’s end, I will evaluate your performance on the basis of two major exams, a half dozen in-class map quizzes, on-line review questions and current-events sharing, and general participation. Each of these components will be graded separately, and your total grade for the course will be determined by a combined grade-point average of these components, weighted as indicated below.

- Two Exams (30% and 20%). The course will conclude with a comprehensive 3-hour final exam worth 30% of your overall grade, featuring a mixture of questions,
including multiple choice, keyword identifications, and a short essay. A shorter midterm exam, worth 20% of your grade, will be of a similar format (minus the essay) and will be given during a regular class period halfway through the semester.

- **Marks Questions** (20%). Every fourth week, you will be asked to provide brief written responses to a handful of questions concerning one of our assigned books, *The Origins of the Modern World*, by the historian Robert Marks. Each set of responses will consist of about three typewritten pages, and they’ll be due online via Canvas on the four dates shown on the semester schedule below.

- **Map Quizzes** (15%). At the conclusion of each lecture unit, you will be given a short in-class map quiz testing your geographic literacy for the corresponding region of the world. The dates of the seven map quizzes are shown on the semester schedule.

- **Participation** (15%). The remainder of your grade will be based on an assessment of your effort both in and out of the classroom. This assessment will be made using the following points system:
  
  - up to 50 points accumulated via daily, in-class review quizzes. Each quiz will take place at the beginning of class and will include no more than three questions.
  
  - 2 points for each class attended (40 points maximum)

  - up to 5 points for each current-events summary you post throughout the semester (30 points maximum). You may submit only one summary each week ending Thursday nights; the last day to submit is December 8. Further guidelines are provided online at Canvas.

  - up to 3 points for each example of in-class or outside-class activity (30 points maximum). Such activity includes participating in classroom discussions, visiting office hours, submitting questions about course content via email, or sharing notes or otherwise discussing course content on our on-line Bulletin Board. To encourage active participation throughout the semester, you may earn up to 15 of these points prior to the midterm exam and no more than 15 additional points after the midterm exam.

Please note that **there will be no make-up quizzes nor will I accept any late assignments.** Instead, in the case of the Marks questions and the unit map quizzes, I will drop your single lowest scores when tabulating your overall grade for the course. That is, three of the four sets of Marks questions and six of the seven map quizzes will be used to calculate your grade.
**Semester Schedule**

The semester is organized into seven units, each lasting about two weeks. Listed with each unit is your textbook reading assignment for that unit of the course. Rather than being due on a specific date, to keep pace with these readings, you should try to complete each assignment by the end of its respective unit. Also listed below are the deadlines for the four sets of Marks questions and the dates of the seven in-class unit map quizzes. And, just for your information, I have also included in the table below a column displaying approximate current populations of each region, along with the largest single country in that region, as reported by the Population Reference Bureau’s 2015 *World Population Data Sheet*.

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<thead>
<tr>
<th>Unit</th>
<th>Textbook chapters</th>
<th>Dates and Deadlines</th>
<th>Population (in billions)</th>
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<tr>
<td>1</td>
<td>Global Studies: an introduction</td>
<td>1 and 2</td>
<td>Map Quiz: Sept. 20</td>
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<td>2</td>
<td>The Orient: China and its neighbors</td>
<td>11</td>
<td>Marks Questions #1: Sept. 22, Map Quiz: Oct. 6</td>
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<td>3</td>
<td>The Occident: Europe and the Russo-Slavic realm</td>
<td>8 and 9</td>
<td>Marks Questions #2: Oct. 13, Map Quiz: Oct. 18</td>
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<td>Midterm Exam</td>
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<td>4</td>
<td>Old Worlds: Africa and Southwestern Asia</td>
<td>6 and 7</td>
<td>Map Quiz: Nov. 8</td>
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<td>5</td>
<td>New Worlds: The Americas</td>
<td>3, 4, and 5</td>
<td>Marks Questions #3: Nov. 17, Map Quiz: Nov. 22</td>
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<tr>
<td>6</td>
<td>South and Central Asia</td>
<td>10 and 12</td>
<td>Map Quiz: Dec. 6</td>
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<td>7</td>
<td>Austro-Pacific and Southeast Asia</td>
<td>13 and 14</td>
<td>Marks Questions #4: Dec. 8, Map Quiz: Dec. 15</td>
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<td></td>
<td>Final Exam</td>
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<td>December 15</td>
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