



**Learning Enabler:** Ismaila Odogba, Ph.D. **Office:** Science D337

**Phone:** (715) 346-4451

**Office Hours:** Mon. & Wed., 11:00-12:30 or by appointment

**Email:** [iodogba@uwsp.edu](mailto:iodogba@uwsp.edu)

**Class Schedule:** Monday and Wednesday; 8:00-9:15 & 9:30-10:45

**Venue:** SCI A201

### **Course Description:**

This course offers an introduction to the world's major realms and regions. It explores patterns of physical features, culture, and human-land relations with an emphasis on the flows and linkages between regions that affect political systems, economic development, and socio-cultural landscapes in a variety of contexts and settings.

### **U.S. National Geography Standards emphasized in the course:**

- The physical and human characteristics of places.
- That people create regions to interpret the earth's complexity.
- How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- The patterns and networks of economic interdependence on the Earth's surface.

### **Enduring Understandings of the Course:**

- The world is an interdependent system of regions linked by political and economic competition and cooperation.
- The partitioning of the earth is based on continental and physiographic settings.

### **Essential Questions:**

- How do the divisions imposed by a dominant viewpoint result in regional disparities?
- On what basis do geographers partition the world into regions?

### **Learning Outcomes:**

At the conclusion of this course, successful students should possess the knowledge necessary:

1. To identify and recognize the major geo-political regions and economic realms of the world
2. To describe globalization and how global forces shape local settings in world regions
3. To distinguish developed nations from developing nations
4. To illustrate themes and contrast the impact of European imperialism on societies around the world
5. To demonstrate the position of regions in the global economy and articulate current issues (political, economic, and socio-cultural) in a geographical context

### **General Education Program (GEP) Alignment:**

This course fulfills the Cultural and Environmental Awareness, and Investigation requirement of the GEP. Geography tends to examine, from a spatial perspective the diversity and range of the

physical and human systems across the world. Consequently, it complements and aligns with the learning outcomes in the aforementioned categories.

### Investigation- Social Sciences

- *Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or to predict human. (Course Learning Outcomes 1 and 2).*
- *Examine and explain how social, cultural, or political institutions influence individuals or groups. (Course Learning Outcomes 2/4).*

Using the process of regionalization, students will create, justify, and explain regions. The concept of regions is one we use daily, particularly in World Regional Geography. We speak about places such as sub-Saharan Africa, Western Europe, or Asia. Regions are mental constructs we create by interpreting landscapes, attributes, and characteristics of places. All individuals (geographers and non-geographers) engage in regionalization; that is, the process of forming regions as geopolitical units. We talk about formal regions that are homogenous and functional regions defined in terms of functions or interactions of different kinds. Geographers create regions bearing in mind that other people can also come up with equally valid classifications. Thus, regions should be replicable as long as the criteria used to define a region by different persons are the same. The major criteria frequently used in delineating a region include geographical continuity, interaction, a perception of belonging to a distinctive community and having a regional identity.

### Cultural and Environmental Awareness - Global Awareness

- *Identify the components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. (Course Learning Outcome 2).*
- *Analyze key forces or processes that contribute to global interconnectedness and their implications. (Course Learning Outcome 4).*
- *Demonstrate curiosity and empathetic insight about diverse cultural perspectives. (Course Learning Outcome 5).*

During the semester student will discuss and illustrate the concept of cultural globalization. As the world becomes increasingly interconnected, technological advances have enhanced the spread of norms, values, and cultures from one region to another. Specifically, will this result in a blended cultural composition where natives are changed irreversibly due to interaction with new comers (assimilation)? On the contrary, will it simply alter the original cultural patterns of the natives and new comers while both groups remain a distinct altered society (acculturation)?

### **Format:**

Designed for classroom delivery, the course shall involve lectures, map exercises, class discussions, assignments, movies, online quizzes, and exams.

### **Course Policies:**

Readings. Complete the assigned readings prior to class. Be prepared to discuss the assigned readings in class. Being up to date on current events enhances one's geographical knowledge. Students should follow current world events by consulting a variety of sources, in particular, the following internet sites: [www.cnn.com](http://www.cnn.com) and [www.bbc.com](http://www.bbc.com). You are responsible for all material presented in class and the assigned readings. ***If you miss a class, do not email me asking, "What did I miss?"***

Participation. Participation in discussions is very desirable. You are strongly encouraged to participate during class. Do share your ideas, thoughts, and ask questions. If this is difficult for you due to language, shyness, or a disability, **please see me**. The purpose of the class discussion is to enhance understanding about geographic issues; **so do respect the ideas, thoughts, and opinions of others**. Do note that each member of the class deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. Abusive, offensive, discriminatory, or otherwise harassing behavior is not permitted.

Attendance. I will take attendance regularly. Arriving late and leaving early disrupts class and shall result in a reduction in your final grade. Each individual is permitted **only one unexcused absence**. Thereafter, every unexcused absence will cost you **2 points**. If you are unable to attend class, please inform me ahead of time (except in case of an emergency or illness). All electronic devices such as cell phones, iPods, and similar devices are prohibited during class. These constitute distractions that reduce the ability to absorb class content. I will permit the use of laptops for taking notes but you must sit in the front row or at an end seat.

Exams, Map Exercises, and Assignments. You must submit all assignments and take quizzes at the scheduled time. The instructor will not accept late submissions without a verified excuse; **late submissions will receive zero credit**. Likewise, make-up quizzes will require a verifiable excuse.

Exams: Exam I (Online); Exam II and III (Collaborative Testing).

Map Exercises: 1, 2, & 3 (Online); 4-10 (Collaborative Testing).

Assignment: Core Performance Task.

Grading:

This course is worth “600” points.

1. Attendance	40 pts.
2. News Brief	30 pts.
3. Participation	30 pts.
4. Map Exercise (10; 10 pts. each)	100 pts.
5. Assignment	100 pts.
6. Exams (3; 100 pts. each)	300 pts.

Percentage ranges for letter grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;  
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete under the most extraordinary and documented circumstance (such as an illness documented with a doctor’s written excuse) which hinders the completion of course requirements.

Requirements for an Excellent Grade: 1) attend class regularly, 2) participate in discussions and class activities, 3) peruse the readings for each chapter, 4) complete and submit all assigned work on time and, 5) prepare adequately for quizzes. Do feel free to email me or drop by my office if you have

any difficulties regarding this course; emails should contain *your name, class, and section number*.

#### Informed Contribution

Students will get credit for contributing to the class when they participate in class dialogues. A quality contribution to class discussions has any or all of these attributes:

1. It contributes new information to the dialogue. For instance, if a student agrees with a colleague's statement, the student must present reasons that were not cited by the initial speaker.
2. It raises a question that generates reflection on the subject.

Special Accommodations I will only honor recommended accommodations from Disability and Assistive Technology Center at 715-346-3365. Please, do visit this office (room 609 in the Learning Resource Center) if you have any condition such as physical or learning disability that make it difficult to carry out the work as outlined or will require academic accommodations. In addition, I will accommodate religious belief according to UWSP 22.03.

Academic Dishonesty UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students' rights and responsibilities at <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>

#### Student Policies

#### **Materials:**

Lydia Mihelic Pulsipher and Alex Pulsipher. 2014. *World Regional Geography: Global Patterns, Local Lives*, (6<sup>th</sup> Edition). New York: W.H. Freeman and Company.

The Web site [http://bcs.whfreeman.com/pulsipher5e/default.asp#t\\_612622](http://bcs.whfreeman.com/pulsipher5e/default.asp#t_612622) serves as an online study guide. It offers activities and animated tutorials that enhance the comprehension of the course materials and preparation for quizzes and exams.

Other materials for the course (syllabus, world outline maps, assignments, etc.) will be available on D2L.

#### **Tentative Schedule:**

The instructor reserves the right to make changes to the syllabus and schedule when necessary to meet the learning needs of the students, compensate for canceled classes or other unforeseen circumstances.

#### **Jan. 22: Course Overview**

*Introductions, course policies, expectations, student policies or ground rules, and office visit.*

Jan. 24, 29: A World of Regions and Connections (Chapter 1)

*The Region as a Concept.*

Jan. 31, Feb. 5: North America/Map Exercise #1 (58-104)

Feb. 7, 12: Middle and South America/Map Exercise #2 (124-164)

*Regionalization Assignment handed out. Assignment is due March 21 on D2L.*

Feb. 14, 19: Europe/Map Exercise #3 (188-227)

Feb. 21: Life and Debt

Feb. 26, 28: Exam 1 (Online) and Debrief

Mar. 5, 7: Russia and the New Republics/Map Exercise #4 (246-281)

Mar. 12, 14: North Africa and Southwest Asia/Map Exercise #5 (296-340)

Mar. 19, 21: Sub-Saharan Africa/Map Exercise #6 (356-398)

*Regionalization Assignment due this week.*

**March 23 - April 1: Spring Break.**

**April 4: Enabler at Conference, No Class.**

Apr. 2, 9: South Asia/Map Exercise #7 (412-455)

*Peer Teaching Activity*

April 11, 16: Exam II (Collaborative Testing in Class) and Debrief

Apr. 18, 23: East Asia/Map Exercise #8 (472-514)

Apr. 25: Made in China

Apr. 30, May 2: Southeast Asia/Map Exercise #9 (536-575)

*Speed Sharing Activity*

May 7, 9: Oceania/Map Exercise #10 (588-620)

**Final Exams: Collaborative Testing in Class**

Section 1: Tuesday, May 15 from 14:45-16:45

Section 2: Thursday, May 17 from 10:15-12:15

**Important Dates:**

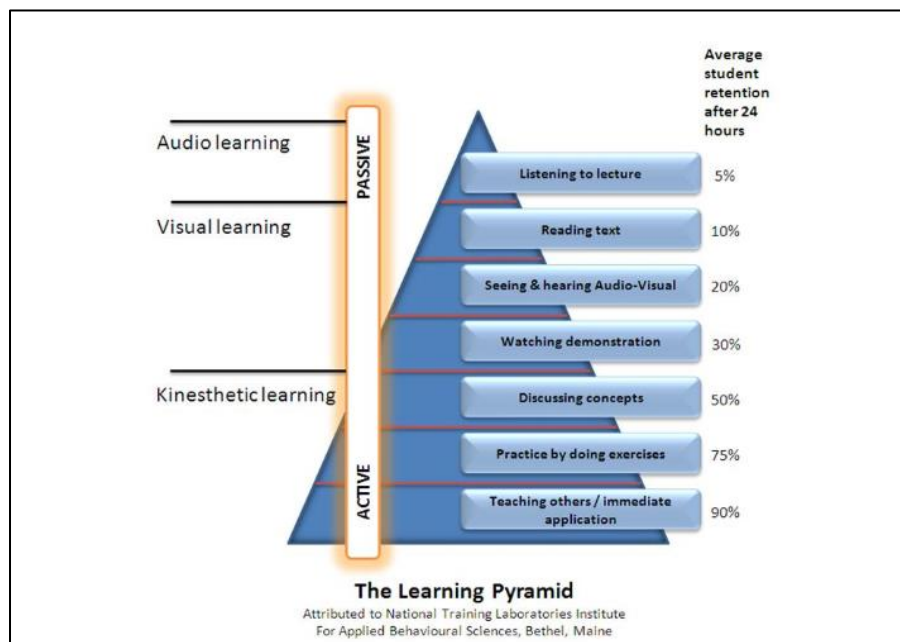
January 31: Last day to add or drop a 16-week course without a grade.

April 6: Last day to drop a 16-week course.

May 11: Last day of classes.

Students are strongly encouraged to check their UWSP email and the D2L news site regularly for information pertaining to the course.

A core set of beliefs about teaching and learning influence my teaching; one of which is that ***learning is an active student-centered activity and teaching is simply not the transmission of knowledge from the instructor to the students.*** The process of instruction involves both the learning enabler (i.e., the instructor) and students (learners) engaging in an interactive environment to discover, understand, and apply knowledge to practical issues.



Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.