Here is an experiment you really shouldn’t try. Take your cell phone, throw it on the ground, stomp on it, and pick through the pieces. Amid the junk, you might find the entire world. The liquid crystal display (LCD) that formed the screen was manufactured in Mexico. The microprocessor chip you pry from the base was assembled in a factory in China, which is owned by a company in South Korea, which is funded by investment money from the United States. A programmer in India wrote the “apps” code. The pieces are made from elements gathered from copper mines in Chile, and the toxic lead that soldered together the circuit board comes from Australia. Your cell phone cannot exist without the resources and knowledge of all these different world regions.

Marston et al. World Regions in Global Context, Pearson, 2014, p. 2

Most people have an understanding of what their own lives are like and some knowledge of their own areas—their neighborhood, their city, their country. Yet, even as the countries and regions of the world become interconnected, most of us still know very little about the lives of people in other societies or about the ways in which the lives of those people connect to our own.

Marston et al. World Regions in Global Context, Pearson, 2002, p. 1

Knowledge of geography—and of how local places relate to the global context—is ever more important for living in our world. What problems face those associated with any Israeli-Palestinian negotiations? What are the flashpoints in the conflict in Syria? How do we need to think about the demands of the Basque separatists in northern Spain? What are challenges for addressing the situation in Afghanistan? These and many more issues like them make the headlines in the newspapers and on the TV news. Each has a geographic component affecting a group of countries, a particular country, or a region within a country. These issues can also have wider implications for surrounding countries or even for the rest of the world!

Geography is about recognizing and understanding the interdependence among places and regions, without losing sight of the individuality and uniqueness of specific places. Geography is the study of how humans live in varied ways in different parts of the world. Defining where places are on the globe and how they differ from other places is a start, but geographers are particularly interested in explaining the diversity in the distributions of people, economic processes, political activities, cultural distinctions, and environmental conditions around the world. Geographers compare places to link the political, economic, and cultural phenomena at different spatial scales—from the global, through groupings of countries that comprise world regions, to individual countries, down to small local regions within particular countries. The physical and biological environments provide very significant
contexts for the human activities within different regions (Bradshaw, *World Regional Geography*, McGraw-Hill, 2002).

Basic tools and fundamental concepts enable geographers to study the world in this way. Geographers learn about the world by finding out where things are and why they are there. Maps and mapping play a key role in how geographers analyze and portray the world. Maps are also key in introducing to other people the ideas of geographers concerning the way that places and regions are constructed and altered.

An understanding of geography is important, both from an intellectual point of view (that is, in understanding the world around us and its different regions) and from practical points of view (such as in contributing to public policy-making, political analysis, business efficiency, environmental quality, human rights, and social justice) (Knox & Marston, *Places and Regions in Global Context*, Pearson, 1998).

This course is a broad introduction to world regional geography. We will study the world by examining the dynamic and complex relationships between different peoples and the world regions in which they live. The major world regions that we will cover (in the following order, that is, not in the order of the chapters in the textbook) are:

- Europe.
- The United States and Canada.
- Latin America and the Caribbean.
- The Russian Federation, Central Asia, and the Transcaucasus
- South Asia.
- East Asia.
- Southeast Asia
- Oceania
- The Middle East and North Africa.
- Sub-Saharan Africa.

The goals for students in this course are to:

- recognize and analyze the interconnections between a variety of factors associated with behavior, actions, and outcomes for yourself/your region and people in other regions.
- appreciate the uniqueness and diversity of the world and its major regions, and their implications, by identifying and critically evaluating the similarities and differences between the more and less developed regions of the world.
- recognize and contextualize important global connections and interactions/change from different cultural perspectives.
- demonstrate the ability to identify, apply, and effectively communicate how a geographic approach and methodologies (that emphasize a knowledge of locations, their characteristics, and interactions) are key to studying the world and its major regions.
- comprehend, critically evaluate, and apply some basic (human and physical) geographical concepts and theoretical frameworks to study world regions and their complexity.

Of course, the time constraints posed by trying to cover the world in only one semester mean that we cannot delve deeply into any one region. This kind of in depth study can be done, however, in one of the Dept. Geography classes that focus on a particular region—such as Europe or Asia—that may attract your interest during this world regional course.
Course Structure

This course is conducted completely online using a course site on the UWM Desire 2 Learn (D2L) system. If you have not already done so, please read my welcome letter (in Course Information section in Content section of the course website) for details about the D2L site and my expectations for the course. Each week ends at 8:00 a.m. on Sunday morning.

Required Textbook


You need to have access to a copy of this textbook by the first day of the semester (purchase or rent the paper edition (e.g., UWM bookstore), access the online eTextbook (http://www.pearsonhighered.com/), or borrow paper edition (2-hour reserve, UWM library)).

Instructor Contact

I will be using your UWM e-mail accounts to contact you for everything this semester, so check your ePanther account regularly or forward your messages from your ePanther account to the private e-mail account that you use all the time. It is your responsibility to make sure that all e-mails to your ePanther account related to this course make it to you—so if you are forwarding ePanther e-mails to a private e-mail account (e.g., a Gmail account) make sure that the private e-mail account has enough space to receive your ePanther e-mails.

Course Requirements

The course consists of 3 graded components. All submissions have firm due dates and times. No late work is accepted after the submission deadlines.

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<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Discussions (13 discussions (#1 = 1%; #2 = 2%; #3 to #13 = 3% each)</td>
<td>36%</td>
</tr>
<tr>
<td>2</td>
<td>Quizzes (11 quizzes x 4% each)</td>
<td>44%</td>
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<tr>
<td></td>
<td>Plagiarism Quiz (bonus)</td>
<td>1%</td>
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<tr>
<td>3</td>
<td>PowerPoint Project (Presentation = 15%; Comments = 5%)</td>
<td>20%</td>
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</tbody>
</table>
Component 1: Discussions (thirteen discussions with firm deadlines—deductions for being too short, too long, no bibliography where required, spelling/grammatical errors)

ONE Individual student introductions by 8:00 a.m. Wednesday Week 1 [1 POINT].

TWO Individual student post (by 8:00 a.m. Thursday Week 1) and response (by 8:00 a.m. Sunday Week 1) in a discussion on globalization and commodity chains [2 POINTS FOR 2 POSTS (.5 point for initial post, 1.5 points for response)]

THREE Per the course schedule, each student will individually contribute to each week’s Weekly Discussion [3 POINTS X 11 DISCUSSIONS]:

(a) Each student will post to the Discussions folder by 8:00 a.m. on Thursday (300-350 words excluding bibliography with entries listed alphabetically by last name of first author) [2 POINTS x 11 INITIAL DISCUSSIONS]. Then, each student should individually respond (150-200 words excluding bibliography with entries listed alphabetically by last name of first author) to the posting of another student by 8:00 a.m. Sunday [1 POINT x 11 RESPONSE DISCUSSIONS].

Please visit the Discussions folder on the website for an example of a sample third to thirteenth discussion with individual posting and response, and grading criteria/rubric.

Component 2: Quizzes (11 quizzed with firm deadlines)

At the beginning of Week 1, please take the Plagiarism Quiz (1 bonus point) and then attempt the Sample Quiz (not for credit) to get an idea of the kinds of questions and level of difficulty.

There are 11 quizzes [x 4 POINTS = 44 POINTS] containing multiple-choice questions based on the required reading for each quiz (see course schedule below). Each quiz contains 20 questions and students will be allowed one 30 minute attempt to complete the quiz online. Each week that a quiz is scheduled, the quiz (in the Quizzes folder) must be taken by 8:00 a.m. on Sunday (see course schedule below).

Please study (do not just skim) each assigned chapter in preparation for each quiz. Pay attention to the key terms at the end of each chapter. Study the PowerPoint Lecture Outline from the publisher for each quizzed chapter in the Quizzes section on the Contents page.

Please note that the quizzes do not follow the order of chapters in the textbook. The quiz and chapter order are:

Week 2 Quiz 1 Chapter 1: World regions in global context
Week 3 Quiz 2 Chapter 2: Europe
Week 4 Quiz 3 Chapter 6: The United States and Canada
Week 5 Quiz 4 Chapter 7: Latin America and the Caribbean
Week 6 Quiz 5 Chapter 3: The Russian Federation, C. Asia, & Transcaucasus
Week 7 Quiz 6 Chapter 9: South Asia
Week 8 Quiz 7 Chapter 8: East Asia
WEEK 9 SPRING BREAK
Week 10 Quiz 8 Chapter 10: Southeast Asia
Week 11 Quiz 9 Chapter 11: Oceania
Week 12 Quiz 10 Chapter 4: Middle East and North Africa
Week 13 Quiz 11 Chapter 5: Sub-Saharan Africa
Please visit the *Quizzes* folder on the website for a Sample Quiz containing sample multiple choice questions for Chapter 1 of the textbook.

The *Quizzes* folder on the website includes PowerPoints for each chapter that may be helpful to reinforce some of the material. The best way to do well in the quizzes, however, is to carefully read and study each chapter.

**Component 3: PowerPoint Project (with firm deadlines)**

(a) Each student will be assigned a country from one of the world regions covered this semester, produce a PowerPoint Presentation (see course schedule below), and post it in the *Dropbox*. PowerPoint Project instructions are in the *Contents* section under *PowerPoint Project*. Each student will post the individual presentation by 8:00 a.m. on Tuesday of Week 16 [15 POINTS]. (b) Each student will make a *single* post containing your constructive comments about the PowerPoint presentation of five other students (you must pick one country each from five different world regions covered this semester for a total of five PowerPoint presentations) by 8:00 a.m. on Sunday of Week 16 [5 POINTS].

**Course Schedule of Required Readings and Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Assignments</th>
<th>Reading</th>
</tr>
</thead>
</table>
| Week 1 | Discussion 1: Introductions (due by Wed. 8:00 a.m.)  
Discussion 2: Commodity chains and globalization (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)  
Sample Quiz (before Quiz 1)  
Plagiarism Quiz (by Sun. 8:00 a.m.) | pp. 2, 21, 27-31. |
| Week 2 | Discussion: 3: Sustainability (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)  
Quiz 1: World regions in global context (by Sun. 8:00 a.m.) | Chapter 1 |
| Week 3 | Discussion 4: Europe, requires students to watch movie “Bend it like Beckham” (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)  
Quiz 2: Europe (by Sun. 8:00 a.m.) | pp. 34-41, 60, 76-79, 358-60, 368-73, 378.  
Chapter 2 |
| Week 4 | Discussion 5: United States and Canada (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)  
Quiz 3: United States and Canada (by Sun. 8:00 a.m.) | Chapter 6  
Chapter 6 |
| Week 5 | Discussion 6: Latin America (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)  
Quiz 4: Latin America (by Sun. 8:00 a.m.) | Chapter 7  
Chapter 7 |
| Week 6 | Discussion 7: Russian Federation (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)  
Quiz 5: Russian Federation (by Sun. 8:00 a.m.) | Chapter 3  
Chapter 3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion</th>
<th>Quiz</th>
<th>Chapter</th>
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<tr>
<td>7</td>
<td>8: South Asia (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)</td>
<td>6: South Asia (by Sun. 8:00 a.m.)</td>
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<tr>
<td>8</td>
<td>9: East Asia (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)</td>
<td>7: East Asia (by Sun. 8:00 a.m.)</td>
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<td>9</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>10: Southeast Asia (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)</td>
<td>8: Southeast Asia (by Sun. 8:00 a.m.)</td>
<td>10</td>
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<tr>
<td>11</td>
<td>11: Oceania (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)</td>
<td>9: Oceania (by Sun. 8:00 a.m.)</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>12: Middle East (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)</td>
<td>10: Middle East (by Sun. 8:00 a.m.)</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>13: Sub-Saharan Africa (initial post by Thur. 8:00 a.m.; response by Sun. 8:00 a.m.)</td>
<td>11: Sub-Saharan Africa (by Sun. 8:00 a.m.)</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>PowerPoint Project in progress (due by Tue. 8:00 a.m. Week 16)</td>
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<tr>
<td>15</td>
<td>PowerPoint Project in progress (due by Tue. 8:00 a.m. Week 16)</td>
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<td>16</td>
<td>1) PowerPoint Project due by Tue. 8 a.m.; 2) One post containing your constructive comments about the PowerPoint presentation of 5 other students (you must pick one country each from five different world regions covered this semester for a total of five PowerPoint presentations) due by Sun. 8am</td>
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**University and Departmental Policy**

Students are expected to complete the weekly readings, weekly online discussions, weekly quizzes, and PowerPoint proposal and presentation.

As per my welcome letter, although this course is completely online, it is equivalent to a traditional face-to-face course in terms of the amount of work that is expected of you. During the semester, you should expect to spend several hours each week both online and off-line doing the course reading, working on your discussion assignments, and preparing for the quiz.
By signing up for an online course, you are responsible for making sure that you have regular access to adequate and reliable technology to complete all course requirements. You need to make sure that your home or office or campus computers are appropriate for your needs and that they are not going to fail you at key times. Computer problems are not an acceptable excuse for not completing course assignments or for not completing course assignments on time. No late work will be accepted under any circumstances.

**Investment of time (hours) by the average student necessary to achieve the learning goals of the course:**

- 3 credits = 144 hours = almost 10 hours every week during a fifteen week semester

**DISCUSSION** (36% of grade): 52 hours: Time completing and posting

**QUIZZES** (44% of grade): 58 hours: Time for preparation and study including lecture PPTs and required reading

- 5 hours: Time taking quizzes

**PROJECT** (20% of grade): 29 hours: Time completing and posting

The grades for this course will be assigned using the following scale:

- **A** 93-100%  Achievement of outstanding quality.
- **A-** 90-92%  Achievement of slightly less than outstanding quality.
- **B+** 87-89%  Achievement of slightly more than high quality.
- **B** 83-86%  Achievement of high quality.
- **B-** 80-82%  Achievement of slightly less than high quality.
- **C+** 77-79%  Work of slightly more than acceptable quality.
- **C** 73-76%  Work of acceptable quality.
- **C-** 70-72%  Work of slightly less than acceptable quality.
- **D+** 67-69%  Work slightly below the quality expected.
- **D** 63-66%  Below the quality expected.
- **D-** 60-62%  Barely above failing.
- **F** ≤59%  Failure.

Students in L&S can register credit/no credit for one course per semester (with a maximum of eight courses) for courses, other than Honors courses, that are not in the student’s major. Students who register credit/no credit for this course must earn a grade of “C-” or better to receive credit.

There will be no extra credit offered in this course.

**Registration Policies for late registration, change, add/drop and withdraw**

If your payment is received after the deadline listed in the Schedule of Classes, a late payment fee will be added to your tuition assessment.

- Deadline for adding/dropping/changing full-term classes: Feb. 3.
- Deadline to drop or withdraw from full-term classes (“W” on transcript): *Mar. 17.

*After this date, drops and withdrawals require the signature of the instructor and the school/college advising
office. Signatures are given on appeal only for non-academic reasons.

**Participation by Students with Disabilities:** If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

**Accommodations for Religious Observances:** Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. Please contact me as soon as possible if you need special accommodations in this regard.

**Academic Misconduct:** The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

Academic dishonesty is any act by a student that misrepresents the student's own academic work or that comprises the academic work of another. Examples include cheating on examinations, plagiarizing (misrepresenting as one's own any work done by another), or sabotaging another student's work.

To avoid charges of PLAGIARISM and academic misconduct proceedings, you must accurately and fully cite any sources you use in your written work and PowerPoint presentations. It is perfectly acceptable to quote or paraphrase another’s work if you appropriately credit the source. If you **quote** from another author, you **must** place the quotation in quotation marks, and with the quotation provide the author’s name and date of publication in parenthesis with the page number(s) **as well as** the full citation in your bibliography (Last name, first name, date of publication, title of publication (if book; if an article or book chapter, then provide the title of the article or book chapter and the name of the book (with authors/editors) or journal), publisher, place of publication, page numbers (for articles and book chapters)). If you **paraphrase** another author’s words, then you do not need to use quotation marks, but you **must** still provide the author name and date of publication in parenthesis **as well as** the full citation in your bibliography.

Examples of plagiarism involving not crediting a source correctly that **will** be penalized whether intentional or unintentional (from Colin Purrington, http://colinpurrington.com/tips/academic/preventing-plagiarism):
Plagiarism in this class is taken very very seriously and is always penalized—it is the responsibility of the student NOT to plagiarize either intentionally or unintentionally. The following is a rewording of UWM’s academic misconduct policy sanctions at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm:

Group A sanctions are imposed by the instructor and include the following: an oral reprimand, a written reprimand to the student, a requirement to repeat the work, or the work being graded on its merits (for example, receiving a very low grade for mindlessly cutting and pasting).

Group B Sanctions include the following: an F for the course, immediate removal of the student from the course, personal probation, and/or a written reprimand to be included in the disciplinary file of the student.

Group C Sanctions include the following: disciplinary probation, suspension, or even expulsion.

Academic Conduct: You should observe the rules of “netiquette” when contributing to an online discussion as part of the course. The internet is a hot medium, and people sometimes use intemperate language on the net that they would never use in a classroom. We are all here to learn from each other in a collegial atmosphere. Keep in mind also that discussions are useful only when they are structured and when points of view are expressed intelligently.
Complaint Procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.

Incompletes: An “incomplete” grade will be assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless the student proves to the instructor that he/she is prevented from completing course requirements for just cause as indicated above.

Financial obligation: The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or withdraw your registration in writing no later than the posted deadline in the Schedule of Classes.

You should also be aware of services that are available to you at UW-M including:
- The Writing Center, online at http://www4.uwm.edu/writingcenter/ or in person at Curtin Hall 127 where you can get help with your writing including correct citation to avoid charges of plagiarism, how to correctly create a bibliography using conventional formats such as APA.
- BOSS (Be On the Safe Side) shuttle and the free escort service offered by the campus police at night to help protect students and keep UW-M a safer place.