



**University of Victoria  
Department of Geography**

**World Regional Geography  
GEOG 288, A01  
Fall 2018**

*We acknowledge with respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

**Instructor:** Dr. CindyAnn Rose-Redwood

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**Class Location:** Cornett Building, Room A129

**Class Time:** Tuesdays, Wednesdays & Fridays, 11:30am-12:20pm

**Office Hours:** Tuesdays and Wednesdays, 10:30am-11:20am

### **COURSE DESCRIPTION**

World Regional Geography provides students with an overview of the patterns and processes that have shaped the physical and human environments of different regions around the world. The primary aim of the course is to explore the cultural diversity and environmental variation of world regions from a geographic perspective. In particular, we shall consider the geographic dimensions of globalization, the uneven distribution of economic resources, the legacy of colonialism, cultural identity, political conflicts and global environmental problems.

### **COURSE OBJECTIVES**

- Examine key geographic concepts in relation to human and physical geography.
- Critically assess how geographic patterns and processes shape the lives of people and places around the world.
- Explain the similarities and differences between different world regions in terms of their physical features, cultural landscapes, and position within the global economy.
- Explain how and why global inequalities are created from both historical and contemporary perspectives.

## LEARNING OUTCOMES

- Ability to understand and use key geographical concepts.
- Describe similarities and differences in the human and physical dimensions of world regions.
- Ability to identify states, countries, regions and key physical features that characterize the different world regions.
- Develop critical thinking skills to explain how and why global inequities exist across different regions of the world.
- Learn basic qualitative research skills relating to interviews and developing questions for the process.

## REQUIRED COURSE TEXT AND READINGS

- Pulsipher, Lydia Mihelic, Alex Pulsipher & Ola Johansson. (2017). *World Regional Geography: Global Patterns, Local Lives*. Seventh Edition. W. H. Freeman and Company.
- Required articles for the course group-led class discussion (all available/accessible on the CourseSpaces page for this class).
  1. Oct. 3rd—Andre Lecours and Valerie Vezina. (2017). “The Politics of Nationalism and Status in Puerto Rico,” *Canadian Journal of Political Science*. Vol 50, Issue 4, p. 1083-1101.
  2. Oct. 10th—Jennifer Suchland. (2018). “The LGBT Specter in Russia: Refusing Queerness, Claiming ‘Whiteness,’” *Gender, Place & Culture*, April publication, p. 1-16.
  3. Oct. 31st—Kalemba Kizito. (2017). “Bequeathed Legacies: Colonialism and State-led Homophobia in Uganda,” *Surveillance & Society*. Vol. 15, Issue 3/4, p. 567-572.
  4. Nov. 9th—Kacy McKinney. (2015). “Situating Corporate Framings of Child Labour: Toward Grounded Geographies of Working Children in Global Agriculture,” *GeoForum*. Vol. 59, p. 219-227.
  5. Nov. 27th—Sallie Yea. (2015). “Trafficked Enough? Missing Bodies, Migrant Labour Exploitation, and the Classification of Trafficking Victims in Singapore,” *Antipode*. Vol. 47, Issue 4, p. 1080-1100.
  6. Dec. 4th—Renee Pualani Louis. (2007). “Can You Hear Us Now? Voices from the Margin: Using Indigenous Methodologies in Geographic Research,” *Geographical Research*. Vol. 45, Issue 2, p. 130-139.

## ASSIGNMENTS AND GRADING SCHEME

Your final grade will be based on the following calculation:

Attendance	10%
Map Quizzes	10%
Group-Led Class Discussion	10%
Midterm Exam	20%
Final Exam	30%
Group Project	20%

## Grading Scale:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	49% or Less

**Undergraduate Grading\*\***As per stated in the 2018-2019 Calendar

## DETAILS ABOUT ASSIGNMENTS

### I. Attendance (10%)

Attendance will be taken during each class session. It is your responsibility to ensure you find the attendance sheet circulated during each class meeting and make sure you sign it. Prompt attendance is a professional responsibility and courtesy (see Academic Regulations in the UVic calendar).

### II. Map Quizzes (10%)

There will be three map quizzes throughout the course of the semester (see Schedule below for dates). For each of these quizzes you will be given a blank outline map of a few regions that we have discussed in class and will be asked to label geographic features such as countries, cities, water bodies, and physical features, etc. Map quizzes will not be cumulative; each will include material covered since the previous quiz. If you come to class, I will point out the key geographic features during the course lectures which you could be asked on your map quizzes. The map quizzes are fun activities to test your knowledge of key physical features across the world regions.

### III. Group-Led Class Discussion (10%)

Each student will have an opportunity to lead a class discussion within a group assigned by the instructor. By the second week of class, each student will be assigned into a group by the instructor to work on this assignment. Each group will consist of 3-4 students (depending on the number of students registered in the course) and will be assigned a date to lead the class in a discussion over the course of the semester. Beginning in Week 4, the first group will be expected to present and discuss the assigned reading (see course schedule for group-led discussion dates). Each group should follow these instructions in order to effectively present the readings and lead a class discussion:

- Provide a handout to the instructor, which covers the main points and other information you feel is relevant. The handout should be one page in length and include a single-spaced, well-written one-paragraph summary of the readings you are assigned. It should also consist of bullet points of information or questions you will be using in your discussion of the readings that you are assigned. This will be evaluated as part of your overall group presentation grade for your Group-Led Class Discussion.
- Using a critical approach, discuss the main points from your group's assigned readings. **You should not simply present a summary of the reading as your discussion.** You are expected to come up with thoughtful questions to discuss with the class based on the readings.

- You should add some creativity to your class discussion. Consider using visual aids such as posters, short power-point presentation, short video clips or in-class activities (debate, concept map exercise, etc.) to get your classmates to think critically about the issues you are discussing. Keep in mind that you will have the entire class period to present the readings and to help your classmates to think critically about the reading. Your goal is to stimulate respectful and thoughtful discussion with your classmates.
- It is strongly encouraged that each group speak with the instructor at least one week prior to your group presentation in order to go over your ideas, plans, and the structure of your presentation. I am here to help guide you to do well on this part of your class assignment, so make sure you speak with me about how you plan to present and discuss the assigned readings for that day.
- Your grade for this assignment will be evaluated based on the following rubric:
  - a. Ability to carry out the instructions provided in the syllabus
  - b. Quality of discussion of content from the assigned readings including key concepts/ideas/theories/arguments
  - c. Organization and structure of presentation
  - d. Creativity of presentation
  - e. Ability to engage and stimulate discussion with your classmates

#### IV. Midterm Exam (20%) and Final Exam (30%)

There will be two exams over the course of the semester (see schedule below for dates). The exams will be a combination of multiple choice and short-answer essay questions, and they will cover material from the lectures, readings, and films. The midterm exam will only include material covered from the beginning to the middle of the semester. However, there will also be a cumulative final exam at the end of the semester. For the final exam, you will be responsible for all material covered in the course from the beginning of the semester to the end. The final exam date/time/location will be announced during the semester. All lectures will be posted by midnight the night before each class meeting on the UVic CourseSpaces (<http://coursespaces.uvic.ca>). You are expected to attend lectures and take notes because some information relating to concepts, ideas, themes and examples that I will be discussing in the class may not be on the lecture slides. It is important to take notes in order to engage with the content presented in the course. Taking notes is a really important learning tool for studying as well. I highly recommend taking notes, and I also recommend coming to see me during office hours if you want to discuss any aspect of the course content even further to improve your learning. I am always here to assist in your learning of the course material.

#### V. Group Project (20%)

You are required to work in small groups on a group project for this course. I will assign you into small groups (3-4 students depending on the class size) and specify a region of the world for your group to focus on during the fourth week of class. You **should pick a country within the region you are assigned** to help you focus your research for this project. Each group should find a place of cultural significance such as a restaurant, organization, business, art gallery, etc., within the city of Victoria that is associated with a particular country or region around the world. You should follow these instructions:

- Find out as much as you can about the social, cultural, and economic connections to the country within a specified region you choose to research for this project. Below are a few questions to help you get started.
  1. If you select a restaurant, what type of food is served at the restaurant? Is the food that is served representative of the style of cuisine in the home country? Does the restaurant import foods/ingredients from the location it is associated with (i.e. the country or region)? What imagery and sounds do you observe in the restaurant? What does all of this mean with respect to the geographical diffusion of food cultures?
  2. If you select an organization, what is the purpose of the organization? Is it about raising funds? Why does the organization have an emphasis on a particular country/region? What sort of cultural images do you see the organization promoting?
  3. If you select a business, determine what types of products are sold in the store? Who is it catering to in the neighborhood? Does it import products from the country and/or region it is associated with?
  4. If you select an art gallery, try to find out why the gallery is promoting a specific place or selection of art pieces from a specific country/region? What meaning is attached to the place of art showcased? Is there some sort of profit that will benefit the people of the country/region it is associated with?
- Groups are expected to meet outside of class to work on the project, however there will be a class date during the semester when groups will work on the project in class at which time they will also update me on their progress (see schedule below for the date of the in class group project work update). As a group, you will need to work together to visit the site (i.e. restaurant, organization, business, art gallery, etc.) that you have selected to focus your project. You should develop a list of interview questions to ask individuals at the location you are studying (such as business owners, patrons, workers etc.). Think about who you might have access to in order to ask a few questions that might be useful to your project.
- Each group will also work together to write a paper describing their findings from the case study as well as incorporating ideas/concepts/themes discussed during class lectures and readings into the paper.
- The essay should be a total of 8-10 pages doubled-spaced, 12 pt font size, 2.54 cm margins with proper in-text citations. You should also include a separate reference page for external sources cited in the paper (APA style is required). Please do not use Wikipedia as a source (points will be deducted for this citation, as it is not a scholarly reference). Each group must submit a hard-copy of the paper on **Friday, Nov. 16th**. No late papers will be accepted after the due date.
- Your paper will be evaluated based upon the following rubric:
  - a. Quality of critical assessment of what you are seeing, observing and discussing in relation to the culture, people and place you conduct research on for your project.
  - b. Quality of content and linkages to lectures and course readings
  - c. Structure and organization of paper

- d. Grammar and spelling
- e. Proper in-text citations and references

### **COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of the term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time to complete the survey online and I will give you some time in class to complete it as well.

### **UVIC'S ACADEMIC INTEGRITY POLICY**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion. See website (<http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcl.html>).

### **PLAGIARISM**

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>.

### **UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<https://www.uvic.ca/services/cal>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

## UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

## COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

### Class Schedule

Day	Date	Topic	Reading Assignment
<b>WEEK 1</b>			
Wed	Sept 5th	Introduction	Review syllabus and course requirements
Fri	Sept 7th	(Quick Review) Globalization, Population Growth & Urbanization	Read Pulsipher pg.9-12, 30-39, 45-53, 55-58
<b>WEEK 2</b>			
Tues	Sept 11th	(Quick Review) Human-Environment Interactions	Read Pulsipher pg.12-29
Wed	Sept 12th	North America	Read Pulsipher pg.62-63, 67, 79-86, 89-93, 96-100, 103-109, 112, 118-120
Fri	Sept 14 <sup>th</sup>	Europe  <b>**INSTRUCTOR ASSIGNS STUDENTS INTO GROUPS TO LEAD A CLASS DISCUSSION</b>	Read Pulsipher pg.194-195, 198-200, 209-211, 215-220, 223-225

		<b>WEEK 3</b>	
Tues	Sept 18th	Europe	Read Pulsipher pg.228-236, 239-250
Wed	Sept 19th	Latin America	Read Pulsipher pg.130-131,133, 134-141, 144-155
Fri	Sept 21st	Film: Inside Suriname	Read Pulsipher pg.156-163, 167-170
		<b>WEEK 4</b>	
Tues	Sept 25th	<b>MAP QUIZ 1</b>  ***INSTRUCTOR ASSIGNS STUDENTS INTO GROUPS FOR GROUP PROJECT	*No Assigned Reading
Wed	Sept 26th	Latin America	Read Pulsipher pg.172-176
Fri	Sept 28th	Caribbean	*No Assigned Reading
		<b>WEEK 5</b>	
Tues	Oct 2nd	Caribbean	*No Assigned Reading
Wed	Oct 3rd	<b>Group 1 Lead Class Discussion (Nationalism &amp; Puerto Rico)</b>	Read Article by Andre Lecours and Valerie Vezina.
Fri	Oct 5th	Russia & Newly Independent States	Read Pulsipher pg.260-261, 264-278
		<b>WEEK 6</b>	
Tues	Oct 9th	Contemporary Russia	Read Pulsipher pg.279-294
Wed	Oct 10th	<b>Group 2 Lead Class Discussion (The LGBT Specter in Russia)</b>	Read Article by Jennifer Suchland
Fri	Oct 12th	North Africa	Read Pulsipher pg.312-313, 317-326, 328-340
		<b>WEEK 7</b>	
Tues	Oct 16th	Southwest Asia	Read Pulsipher pg. 342-346, 349-358, 360-362, 366-371
Wed	Oct 17th	REVIEW FOR MIDTERM EXAM	Read Pulsipher pg. 342-346, 349-358, 360-362, 366-371
Fri	Oct 19 <sup>th</sup>	Film: The Secret Slaves of the Middle East	*No Assigned Reading
		<b>WEEK 8</b>	
Tues	Oct 23rd	<b>MIDTERM EXAM</b>	*No Assigned Reading
Wed	Oct 24th	<b>IN-CLASS GROUP PROJECT WORK &amp; UPDATE</b>	*No Assigned Reading
Fri	Oct 26th	Sub-Saharan Africa	Read Pulsipher pg. 374-375, 378-393



<b>WEEK 9</b>			
Tues	Oct 30th	Sub-Saharan Africa	Read Pulsipher pg. 404-420, 427-430
Wed	Oct 31st	<b>Group 3 Lead Class Discussion (Colonialism &amp; State-led Homophobia in Uganda)</b>	Read Article by Kalemba Kizito
Fri	Nov 2nd	<b>MAP QUIZ 2</b>  Film: Zimbabwe—State of Denial	*No Assigned Reading
<b>WEEK 10</b>			
Tues	Nov 6th	South Asia	Read Pulsipher pg.436-437, 440-443, 451-455,
Wed	Nov 7th	South Asia	Read Pulsipher pg. 461-469, 472, 480-484
Fri	Nov 9th	<b>Group 4 Lead Class Discussion (India, Corporations &amp; Child Labour)</b>	Read Article by Kacy McKinney
<b>WEEK 11</b>			
Tues	Nov 13th	<i>Reading Break</i>	*No Class
Wed	Nov 14th	<i>Reading Break</i>	*No Class
Fri	Nov 16th	East Asia  <b>GROUP PROJECT PAPER DUE IN CLASS TODAY</b>	Read Pulsipher pg.496-497, 503-506, 510-517
<b>WEEK 12</b>			
Tues	Nov 20th	East Asia	Read Pulsipher pg. 527-531, 533-536, 553-559
Wed	Nov 21st	Film: The Rise of China—A New Superpower	*No Assigned Reading
Fri	Nov 23rd	Southeast Asia	Read Pulsipher pg.562-563, 569-573, 578-596, 607-612
<b>WEEK 13</b>			
Tues	Nov 27th	<b>Group 5 Lead Class Discussion (Human Trafficking &amp; Singapore)</b>	Read Article by Sallie Yea
Wed	Nov 28th	Australia & Oceania	Read Pulsipher pg. 618-619, 621-626, 633-639, 640-652
Fri	Nov 30th	<b>MAP QUIZ 3</b>  Film: This Is Our Country Too!	*No Assigned Reading

<b>WEEK 14</b>			
Tues	Dec 4th	<b>Group 6 Lead Class Discussion (Indigenous Methodologies)</b>	Read Article by Renee Pualani Louis
Wed	Dec 5th	REVIEW FOR FINAL EXAM <b>***Reminder: Complete CES Evaluation</b>	*No Assigned Reading
<b>Note: I reserve the right to make reasonable changes to the syllabus over the course of the semester.</b>			

\*\*\*Note: September 21, 2018: Last day for adding courses that begin in the first term

October 31, 2018: Last day for withdrawing from first term courses without penalty of failure