

GEOG 1303: WORLD REGIONAL GEOGRAPHY
Fall 2015 ~ Section 001 ~ MWF 11:00-11:50am
Dr. Andrew Milson, Professor, Department of History

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COURSE DESCRIPTION: Geography involves the study of spatial distributions and spatial relationships on the earth's surface. The central questions of geographic inquiry are "what is where?" "why there?" and "who cares?" In this course, we will explore major world regions through the perspective of globalization and global issues. The course readings will introduce you to key issues in each world region as well as transnational issues that continue to shape our increasingly interconnected world.

REQUIRED MATERIALS

Thinking Globally: A Global Studies Reader, Edited by Mark Juergensmeyer
(ISBN – 978-0520278448)

STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

1. Define key geographic terminology and concepts such as region, globalization, transnationalism, human-environment relationships, economic development, migration, and geopolitics.
2. Explain theoretical perspectives on global issues and their application to world regions.
3. Locate major geographic features on maps.
4. Interpret maps and graphs of geographic phenomena.
5. Explain the influence of scale on investigations of geography.
6. Evaluate competing perspectives on global issues within a regional and transnational framework

MAJOR ASSIGNMENTS

- Five Essay Exams
- Unannounced Reading Quizzes
- Comprehensive Final Exam
- Weekly Attendance and Participation Grade

ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established following attendance policy: Seminar-oriented classes are most successful when all students attend class prepared to engage in deep discussion about the assigned readings. For all students in this class to benefit, it is essential that you read the assigned readings, attend class, and participate with insightful contributions to the discussion. I understand that legitimate situations arise that may cause you to miss class. If you wish for me to consider an absence as 'excused', please provide me with a hard

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copy note explaining your absence and any related documentation. I will not automatically excuse absences, but I will take reasonable and infrequent conflicts into consideration when calculating your final grade at the end of the semester. If you expect to miss multiple classes, I recommend that you plan to take the course in another semester. See the rubric below for information about how your attendance will be calculated as a portion of your final course grade.

GRADING POLICY: Your final course grade will be calculated as follows: Essays (5 @ 10% each = 50% of grade), Unannounced Reading Quizzes (10%), Final Exam (10%), Attendance and Participation (30%). The grading scale for the course is: A = 90-100; B= 80-89; C= 70-79; D= 60-69; F = below 60. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. See “*Student Support Services*” below.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional **9** hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

LATE PAPER AND MAKE-UP POLICY:

- Quizzes are unannounced and cannot be made up.
- In-class essay exams may be made up on the “make up day” at the end of the semester with a legitimate reason for missing the exam

GRADE GRIEVANCES: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

DROP POLICY: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information (<http://wweb.uta.edu/aao/fao/>).

AMERICANS WITH DISABILITIES ACT: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies

GEOG 1303: WORLD REGIONAL GEOGRAPHY
Fall 2015 ~ Section 001 ~ MWF 11:00-11:50am
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for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

TITLE IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

ACADEMIC INTEGRITY: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.* UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

ELECTRONIC COMMUNICATION: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

FINAL REVIEW WEEK: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities

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such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

EMERGENCY EXIT PROCEDURES: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

STUDENT SUPPORT SERVICES: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

EMERGENCY PHONE NUMBERS:

In case of an on-campus emergency, call the UT Arlington Police Department
817-272-3003 (non-campus phone)
2-3003 (campus phone)
You may also dial 911.

GEOG 1303: WORLD REGIONAL GEOGRAPHY
 Fall 2015 ~ Section 001 ~ MWF 11:00-11:50am
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Course Calendar

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. ~AJM

Date	Topic	Pages to read from text <i>before class</i>
F 8.28.15	Introduction to World Geography and Global Issues	xiii-xvii
M 8.31.15	<u>Thinking Globally</u> Globalization: A Contested Concept, Manfred Steger The World is Ten Years Old, Thomas Friedman	3-18
W 9.2.15	Approaches to Globalization, Paul James How Globalization Went Bad, Steven Weber	18-28
F 9.4.15	<u>Globalization over Time</u> Globalization: Long Term Process or New Era in Human Affairs, William McNeill Imperial Trajectories, Jane Burbank & Frederick Cooper	30-41
M 9.7.15	<u>Labor Day Holiday</u>	
W 9.9.15	On the Study of Social Change, Immanuel Wallerstein Movements and Patterns: Environments of Global History, Dominic Sachsenmaier	41-49
F 9.11.15	Essay Exam One	
M 9.14.15	<u>Africa: The Rise of Ethnic Politics in a Global World</u> The Hidden Story of a Journey, Nayan Chanda Slavery, Dilip Hiro	53-63
W 9.16.15	African Diaspora Religions, Jeffrey Haynes Thinking Globally about African Religion, Jacob K. Olupona The Cycle of 'State-Ethnicity-State' in African Politics, Okwudiba Nnoli	63-72
F 9.18.15	<u>The Middle East: Religious Politics and Anti-globalization</u> The Ideology of the Horizons, Mohammed Bamyeh Thinking Globally about Islam, Said Amir Arjomand	74-84
M 9.21.15	Are Middle East Conflicts More Religious?, Jonathan Fox Religion and Politics in Arab Transitions, Barah Mikail	84-97
W 9.23.15	Essay Exam Two	
F 9.25.15	<u>South and Central Asia: Global Labor and Asian Culture</u> Religions of the Silk Road, Richard Foltz The Early Mongols, Morris Rossabi Hinduism, Vasudha Narayanan	99-108
M 9.28.15	Revolt, the Modern State, and Colonized Subjects, 1848-1885, B.D. Metcalf & T.R. Metcalf Outposts of the Global Information Economy, Carol Upadhyaya & A.R. Vasavi	108-113
W 9.30.15	<u>East Asia: Global Economic Empires</u> The Great Divergence, Kenneth Pomeranz The 21 st Century will be Asian, Andre Gunder Frank	114-125
F 10.2.15	Economic Growth in Asia, S. Radelat, J. Sachs, & J.W. Lee Is the Rise of China Sustainable, Ho-Fung Ho	125-131
M 10.5.15	<u>Southeast Asia and the Pacific: The Edges of Globalization</u>	133-142

GEOG 1303: WORLD REGIONAL GEOGRAPHY
 Fall 2015 ~ Section 001 ~ MWF 11:00-11:50am
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	The Indianized States of Southeast Asia, Georges Coedes Imagined Communities, Benedict Anderson	
W 10.7.15	Vietnam, 1945-2000, Sucheng Chan Asian Connections, Celeste Lipow MacLeod Pacific Islands, Religious Communities, Joel Robbins	142-155
F 10.9.15	Essay Exam Three	
M 10.12.15	<u>Europe and Russia: Nationalism and Transnationalism</u> The 1850s as the Turning Point: The Birth of Globalization? Peter Stearns The Nation, Eric Hobsbawm Citizens, Residents, and Aliens in a Changing World, Seyla Benhabib	157-169
W 10.14.15	<u>The Americas: Development Strategies</u> Discovering the New World Columbus Created, Charles C. Mann The Reasons for Victory, Tzvetan Todorov	175-187
F 10.16.15	Explaining the Development Gap between Latin America and the United States, F. Fukuyama Surviving Globalization in Three Latin American Communities, Denis Lynn Daly Heyck	187-193
M 10.19.15	<u>Global Forces in the New World Order</u> Jihad versus McWorld, Benjamin Barber A Multipolar, Multicivilizational World	197-204
W 10.21.15	Empire, Michael Hardt & Antonio Negri Global Cities, Saskia Sassen	204-214
F 10.23.15	<u>The Erosion of the Nation-State</u> The Cartographic Illusion, Kenichi Ohmae The Westfailure System, Susan Strange	216-227
M 10.26.15	After the Nation-State - What?, Zygmunt Bauman The Transnational State, William I. Robinson	227-233
W 10.28.15	<u>Religious Politics and the New World Order</u> The 21 st Century as God's Century, M.D. Toft, D. Philpott, & T. S. Shah Religion in the New Global Order, Mark Juergensmeyer	234-244
F 10.30.15	Al Qaeda and the New Terrorists, Olivier Roy Religion and Humane Global Governance, Richard Falk	244-254
M 11.2.15	<u>Transnational Economy and Global Labor</u> Outsourcing, Richard Applebaum Wal-Mart: Template for 21 st Century Capitalism?	255-267
W 11.4.15	Who is Us? Robert Reich Two Critiques of Globalization, Jagdish Bhagwati Toward Globalization with a More Human Face, Joseph Stiglitz	267-280
F 11.6.15	Essay Exam Four	
M 11.9.15	<u>Global Finance and Financial Inequality</u> Money in International Affairs, Benjamin J. Cohen Electronic Cash and the End of National Markets, Stephen J. Kobrin	281-291
W 11.11.15	The Rise in Income Disparities over the 19 th and 20 th Centuries, Glenn Firebaugh Globalization for Whom? Dani Rodrik	291-298
F 11.13.15	<u>Development and the Role of Women in the Global Economy</u> Social Change and Development, Alvin Y. So	299-318

GEOG 1303: WORLD REGIONAL GEOGRAPHY
 Fall 2015 ~ Section 001 ~ MWF 11:00-11:50am
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	Women in Poverty: A New Global Underclass, Mayra Buvinic From the Edges of Development, K. Bhavnani, J. Foran, P.A. Kurian, & D. Munshi	
M 11.16.15	<u>The Hidden Global Economy of Sex and Drugs</u> The Drug War in Mexico, David Shirk Numbers Tell of Failure in Drug War, Eduardo Porter	320-328
W 11.18.15	The New Slavery, Kevin Bales Nannies, Maids, and Sex Workers in the Global Economy, B. Ehrenreich & A. R. Hochschild	328-335
F 11.20.15	<u>Global Environmental and Health Crises</u> Climate Change, Catherine Gautier Turning the Tide, Ron Fujita HIV/AIDS, Hakan Seckinelgin	336-351
M 11.23.15	<u>Global Communication and the New Media</u> Global Culture and Media, Y.R. Isar Media Capital in Chinese Film and Television, Michael Curtin	352-362
W 11.25.15	The New Social Media and the Arab Spring, Natana J. DeLong-Bas The Worldwide Digital Divide, Pippa Norris	362-371
F 11.27.15	<i>Thanksgiving Holiday</i>	
M 11.30.15	<u>The Global Movement for Human Rights</u> Globalization and its Impact (The History of Human Rights), Micheline Ishay Transnational Threats and Opportunities, Alison Brysk	372-381
W 12.2.15	Human Rights as an Ethics of Progress, Eve Darian-Smith Changing Forms of Global Order, David Held	381-388
F 12.4.15	<u>The Future of Global Civil Society</u> Social Movements, NGOs, and Networks, Mary Kaldor Shaping Globalization: Why Global Futures? Jan Nederveen Pieterse	389-398
M 12.7.15	Being Other-wise: The Cosmopolitan Challenge, Giles Gunn Making Conversation, Kwame Anthony Appiah	398-407
W 12.9.15	Essay Exam Five	
F 12.11.15	Make-up Exams (no class unless you need to make up an exam)	
W 12.16.15	Comprehensive Final Exam 11:00am-1:30pm - <i>optional for students with perfect attendance</i>	

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The A Student	The B Student	The C Student	The D Student	The F Student
<ul style="list-style-type: none"> Attends 100% of class meetings Always arrives on-time and stays until the end of class Consistently demonstrates outstanding preparation for discussion of assigned readings Makes insightful contributions to discussions Comprehends the main ideas of the course readings and articulates ideas clearly in class Looks up unfamiliar terms, concepts, events, people, etc. from the readings and shares them meaningfully in class Consistently makes insightful connections between the course content and other courses, prior learning, outside texts, historical events, historical/literary figures, etc. Consistently seeks out additional media sources that are highly relevant to course content (video clips, maps, blogs, news stories, social media, art, graphs, websites, etc.) and shares them meaningfully with the class Is exceptionally respectful of classmates and the instructor in all interactions 	<ul style="list-style-type: none"> Attends more than 90% of class meetings Rarely arrives late or leaves early Consistently demonstrates good preparation for discussion of assigned readings Makes on-topic contributions to discussions Usually comprehends the main ideas of the course readings and can explain ideas during discussions Looks up unfamiliar terms, etc. from the readings and shares these unprompted during class discussion Usually connects the readings to other courses, prior learning, etc. and offers these connections unprompted during class discussion Occasionally seeks out additional media sources that are relevant to course content and shares them with the class Is not disrespectful of classmates and the instructor 	<ul style="list-style-type: none"> Attends 70-89% of class meetings Is typically late for class and/or leaves early Frequently seems unprepared to discuss assigned readings and/or preparation is erratic Makes frequent off-topic and/or vague contributions to discussions Only occasionally comprehends the main ideas of the readings and/or can explain ideas during discussion only occasionally Complains about the readings rather than attempting to comprehend the meaning of the author's writing or wrestle with the author's ideas Has to be prompted to share ideas, interpretations, connections, etc. with the class Rarely seeks out relevant media sources and/or shared sources are frequently of questionable relevance Occasionally displays a lack of respect for classmates and/or the instructor 	<ul style="list-style-type: none"> Attends 60-69% of class meetings Is consistently late and/or leaves early Rarely speaks during class Rarely demonstrates preparation for class discussions Does not seek out additional relevant media sources and/or shared sources are irrelevant to the course readings and content Occasionally disrupts the class Plays on mobile device or laptop instead of engaging in the class Is frequently disrespectful to classmates and/or the instructor 	<ul style="list-style-type: none"> Attends fewer than 60% of class meetings Never arrives on time and/or always leaves early Does not contribute to discussions Is not prepared for discussion of assigned readings Does not demonstrate that he/she made consistent effort to engage in the class Regularly disrupts the class Distracts classmates with mobile device or laptop Is consistently disrespectful to classmates and/or the instructor

Attendance and Participation Rubric