

Geography 340
World Regions in Global Context
Spring 2017 Syllabus

Welcome to GEOG 340! In this course, you will explore the world's diversity and analyze how identity is shaped. You will determine how and why different peoples experience different forms of cultural, economic, environmental and political change. You will examine how people shape that change. And you will make sense of how and when ties between world regions link them into similar paths of change.

Since this is an online class with little-to-no face-to-face contact, **this is a relatively long syllabus** that includes a big chunk of important information and tips that will be useful throughout the course. **Read through it now**, and please keep it handy and refer to it often!

You may want to keep track of the calendar of assignments in Canvas. You may want to print it out and keep it on your wall so that you do not lose track of any key deadlines.

Canvas: <https://canvas.wisc.edu/>
340 Blog (for before course begins): <http://worldregions.wordpress.com/>

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Meet Your Instructors

INSTRUCTOR: Stephen Young

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Office: Online/Science Hall 234

Office Hours: Fridays 1:30-3:30 pm CDT, and by appointment

Bio: Stephen Young is an Assistant Professor of Geography and International Studies at University of Wisconsin–Madison. He grew up in Manchester, England and obtained his B.A degree from University of Leeds followed by a Masters in Sociology from University of Edinburgh. He then moved to Seattle to pursue a PhD in Geography at the University of Washington. His doctoral work examined the expansion and commercialization of microfinance markets in south India, focusing on questions of social inequality, spatial mobility, and enterprise cultures. Since arriving at UW–Madison in Fall 2011, Stephen has continued to explore the construction of new financial markets. He is also involved in research examining the expansion of private colleges in Uttar Pradesh and the effects of climate change in the Indian Himalayas. An additional project uses municipal archives to examine how local governments in the US sought to make racial tensions visible and manageable during the Second Great Migration (1941–1970). In addition to GEOG 340, Stephen also teaches courses on Economic Geography (GEOG 310, 510), Global Poverty and Inequality (IS 402), and Research Design (IS 620, GEO 365), as well as the required introductory course for the International Studies Major (IS 101). In 2017, he received a Chancellor's Award for Distinguished Teaching.

TEACHING ASSISTANT: Kelly Wanjing Chen

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Bio: Kelly Wanjing Chen is a PhD student in Geography at the University of Wisconsin-Madison. Born and raised in a small southern coastal town in China, she was always curious about the outside world. At the age of 17, she left her hometown for University in Beijing. Although it took 48 hours by train to get to the city, she was excited to start out her first journey alone and planned to pursue a career as either a diplomatic interpreter or a sports journalist – the two jobs she could think of at the time that come with plenty opportunities to travel. But fate took her life in an unexpected direction: because her grade was not competitive enough to get into the English department or Journalism school, she was placed into the Geography department. Initially disappointed, she planned to change her Major right after freshmen year. Yet, soon after she started her unwilling engagement with geography, she realized that working as a researcher in this field could actually best satisfy her ambition to explore. Many geographers are trained to study a place-based issue of their interest. This process often involves spending some time in the chosen place to acquire intimate knowledge about it, ranging from the physical environment to history, politics, economy, and culture. Freshman Kelly was fascinated by such career prospects and decided to stick with Geography. It is now a decade since she made that decision, during which time she has surveyed the vegetation on the Inner Mongolia prairie, traced the history of geotectonic movement on the Tibetan plateau, collected rose rock in the mountains of Oklahoma, and investigated the economic forces that draw millions of Chinese migrant workers into costal garment, sunglass, and furniture factories. Since joining UW-Madison grad school in 2014, Kelly has been planning her next expedition. Following her previous contacts with Chinese businessmen, she found that Laos, a small landlocked country in mainland Southeast Asia, has been experiencing massive inflows of capital from other parts of the world, especially China. The hyper foreign investment fever was triggered by the stagnation of global economic growth since 2008, as well as China's own domestic anti-corruption campaign and geopolitical ambitions in Asia. Foreign capital has made its way into agribusiness, forestry, mining, infrastructure, and real estate markets, disrupting the traditional livelihoods of many local people based on small scale farming. Kelly will dedicate her dissertation to studying the inner logics of this new round of predatory capitalism and its environmental and economic impacts on local lives.

Contacting Us

E-mailing: Because this is an online course, our communication will be almost exclusively through the messaging platform on Canvas. For this reason, **it is imperative that you set up your email alerts in Canvas to send you daily updates about assignments, communication from your instructors, and changes to the course** (see instructions at <https://guides.instructure.com/m/8470/1/73162-how-do-i-set-my-canvas-notification-preferences>). You should therefore also check your e-mail regularly and read all messages from Canvas (they aren't spam!). We will often not be able to reply immediately to messages, but we will respond to workweek e-mails within 24 hours and weekend e-mails within 36 hours.

Office Hours: See above for each of our office hours. We will both hold in-person office hours and can easily accommodate Skype office hours by appointment or during listed office hours. If none of the listed times work for you, please send us a message through Canvas to schedule an appointment at a different time. **Many students find it extremely helpful to meet with us since no in-person contact is built into this online course. Please consider meeting with us sooner rather than later to make sure that you are on the right track the whole course!**

About This Course

Geography 340 (World Regions in Global Context) is a 100% online course that takes advantage of online learning technology to help you:

- Acquire multiple forms of knowledge about world regions (e.g. Sub-Saharan Africa, Southeast Asia);
- Learn how travel and fieldwork in world regions can generate unique insights;
- Learn four major geographic concepts about world regions: identity, diversity, uneven development, and global interdependencies.
- Analyze the concept of "regions" and determine how and when it is valid.

By the end of the course you should know substantially more about (i) environment and society, (ii) history, economy and demographic change, and (iii) culture and politics, within each world region. You will be able to better compare and contrast each world region and understand the advantages and limitations of a regional approach to understanding the world.

Synthesis & Scale

Many of you may have never taken a geography class before. There are two recurring themes in geography that will be particularly useful to pay attention to in this course: SYNTHESIS and SCALE.

SYNTHESIS – Rather than focusing on one aspect of a place, **geographers look for connections and relationships between culture, politics, economics, and the natural environment.** You will see this approach in our textbook and through many other course materials, and you are asked to make similar connections in your own work in this class. Additionally, you will be asked to approximate the work of professional geographers by **synthesizing information from different types of sources:** personal musings about daily life in a foreign town, in-depth scholarly articles about specific phenomena, textbook chapters describing broad regional patterns, and more.

SCALE – While many of you may be familiar with the concept of “scale” as how zoomed in or zoomed out a map is, the most important type of scale to keep in mind for this class is the scale of analysis. A problem or phenomenon can be analyzed at a wide variety of scales—from the household to the entire world—and your scale of analysis can shed light on very different processes and relationships and can even lead you to different conclusions. (For example: National economies can improve while certain cities, groups of people, or sectors are in decline; air quality can decline globally but improve in certain countries.) This course is broadly structured around world regions, but the borders between our listed regions are somewhat arbitrary. Throughout the semester, **pay attention to diversity within regions, global processes that operate across regions, and similarities and differences that might suggest alternative ways of drawing world regional boundaries.**

A Virtual Class: Online & Asynchronous

Geography 340 is a 100% online course: we do not, as an entire class, meet physically at any time during the term. Indeed, even if we wanted to, this would be impossible as some of you are living in other parts of Wisconsin, the US, or the world, or perhaps traveling throughout the term. However, we definitely encourage you to meet with us in person or via Skype just to introduce yourselves and chat (take a look at our biographies to see if your interests or curiosities overlap with our experiences or research focuses!).

This course is also 100% asynchronous, which means you can work through readings, video lectures, and podcast interviews whenever you wish, though there will be specific due dates and times for assignments.

History of the Course

A version of course was launched during the summer of 2011 as “GEOG 140” and then became GEOG 340. The course was originally developed by Prof. Kris Olds.

The course content has been updated, and the course website has been restructured in 2016. So, you are experiencing a new, improved version of GEOG 340! We are using the new Canvas system and the online materials were used for the first time last semester, so please let us know if you spot any errors.

A Note for Graduate Students and Area Studies Majors or Certificate Students

This 300-level course does not offer a separate set of assignments or grading regime for graduate students. As such, it will not count as a “graduate-level” course in the eyes of the Graduate School. Keep in mind that the Graduate School requires that at least 50% of coursework to be graduate-level coursework. Please contact your home department’s graduate program director for more information.

This course can count toward area studies majors and certificates – however, please (a) confirm with your advisors that you would like it to count, and (b) let us know that you want it to count so we can create appropriate assessment requirements to ensure you achieve the 25-30% regionally-specific content for it to count. We are happy to support you in this endeavor but you are ultimately responsible to alerting us as to your objectives and requirements.

Course Content & Structure

This course adopts a broad “world regions” approach, virtually exploring all of the world’s regions. GEOG 340 is an ideal feeder for regionally-specific courses (e.g., on Africa, Southeast Asia), for students considering, taking, or returning from study abroad sessions, or for students with any interest in professions or jobs that will lead them to travel, or to engage with people, firms, or agencies, from other countries.

The course chapter outline is as follows:

- | | |
|--|-------------------------------------|
| 1. The United States and Canada | 7. Latin America |
| 2. Europe | 8. South Asia |
| 3. Australia, New Zealand, and the South Pacific | 9. East Asia |
| 4. The Russian Federation, Central Asia, and the Transcaucasus | 10. Southeast Asia |
| 5. Middle East and North Africa | 11. World Regions in Global Context |
| 6. Sub-Saharan Africa | |

Reading/Viewing/Listening Assignments

While we would like you to skim Chapter 1 of the textbook at the start of the class, we are not formally dealing with it until the end of term. The idea is to just ‘grab your bags’ and launch the equivalent of a round-the-world trip now. We will build up via region-focused materials to the global context and globalization material at the end.

Each region noted above has the following elements associated with it:

1. A relevant textbook chapter that needs to be read very closely.
2. A “Case Study” video lecture on a specific site/topic associated with the region.
3. A “Q&A podcast” that deals with the numerous issues associated with being ‘grounded’ in the region.
4. A topic-specific reading(s) that is (are) deliberately paired with either the Case Study or the podcast.
5. For several (not all) regions, there are also select documentaries, movies or readings.

In contrast to most ‘World Regions’ courses in Geography, we are not simply relying on broad lectures about regional trends. We have worked hard to include elements that enable you to ‘drop down’ and deeply engage with a part of each region, or a specific theme/issue of concern. These elements, such as focused research lectures and fieldwork Q&A podcasts, are all given by genuine experts on issues in their designated region. We want you to derive an enhanced sense of the diversity, challenges, and opportunities evident in the world’s amazing regions. We hope this will help you critically assess the advantages and limitations afforded by a regional approach.

In short, the textbook is your chartered propeller plane, shifting from region to region at 10,000-20,000 feet, while the lectures, podcasts, and documentaries/movies function like your rented motorcycle, shifting within each region on the ground, and often on dirt roads!

The Course Text & Additional Readings

The course text is the 6th edition of *World Regions in Global Context: People, Places, and Environments*. Here is the exact citation information:

World Regions in Global Context: People, Places, and Environments, 6th Edition by Sally Marston, Paul Knox, Diana Liverman, Vincent Del Casino & Paul Robbins, 2017.
ISBN-13: 978-0134183640, ISBN-10: 0134183649

A copy of the course text is available on reserve at College Library.

We have posted PDFs of the course text chapters for the first three sessions to help those of you who are still awaiting receipt of your textbook. You can access these PDFs via the course website (on Canvas). For copyright reasons, we are unable to post additional chapters.

Please note that it is critically important to acquire and read (closely, in paragraph-by-paragraph detail) the course text.

The course text has been carefully selected, it is written by some of the most informed scholars working in Geography around the world, and it is an integral mechanism to facilitating learning.

In addition, please note that we have assigned numerous additional readings in association with the Case Study lectures and the Q&A podcasts.

Finally, please note that the assigned movies and documentaries have been digitized, and are accessible on the course website. If you would prefer to rent the movies yourself, feel free to do so, of course (e.g. via Netflix or whatever method you prefer).

Grading & Written Assignments

Here is how your submitted assignments and grading break down in this course:

| Responsibilities | Percentage of Grade | Key Dates & Guidance Notes |
|------------------------------------|---|--|
| Written Exercises | 4 assignments x 18% each =72% of grade | <p>You are required to develop a 1000-1200 word response to each of four Regional Synthesis Assignments. The multi-part assignments are posted several days before the assignment is due. See the detailed schedule for deadlines. Once completed, upload your response on a Word or PDF document via the designated 340 Assignment box that has been created for each session. Please be sure to include your full name on the response and save the file with your last name first (e.g., YoungSynthesis2.doc)!</p> <p>Written exercises are due at 10pm CDT. See the schedule at the end of this document for specific dates.</p> |
| Regional Quizzes | 10 quizzes x 2% each =20% of grade | <p>You will be required to take a quiz on each of the regions as you complete the materials for a region. You must read the textbook, any additional readings, and watch or listen to all video lectures and podcasts before you take the quiz.</p> <p>This component of the course will take place in the quiz function of Canvas. Quizzes will be timed. They are open- book, but keep in mind that you will not have time to look up all of your answers while taking the quiz. Quizzes are due by 10pm CDT on Saturdays, the final day they are available. Check the weekly schedule to make sure not to miss any quiz dates.</p> |
| Discussion Forum Engagement | 8% | <p>You will be expected to upload a personal profile at the beginning of the course to introduce yourself to other students. Throughout the course, the discussion forum will be available as a location to ask questions, offer suggestions, or discuss the material. Although you are not permitted to work together on synthesis assignments, you can make use of the discussion forum to run some of your initial ideas past other students, or to discuss ideas related to any element of interest relative to the world region. Your participation in the discussion forum has the potential to earn you points, provided your contributions are substantial, thoughtful, and respectful.</p> <p>To earn the full 8%, you are expected to 1) upload a substantial introduction; 2) respond substantially to at least eight other instructor-generated discussion prompts during the term – substantial means a few paragraphs that show some thinking and some dependence on evidence; 3) contribute to a true discussion by responding to questions or commentaries from other students for all eight of the discussion prompts to which you respond.</p> |
| TOTAL | 100% | |

Final Grade Scale and Grading Policy

- 92-100 = A
- 88-91 = AB
- 80-87 = B
- 76-79 = BC
- 68-75 = C
- 60-67 = D
- 0-59 = F

We do not curve in this class.

Late submissions will be penalized by 5% of your grade (for that particular submission) per day. Serious mental and physical health extensions are permitted provided a doctor's note or if some other form of verifiable proof is provided. Please be sure to speak with us sooner rather than later if you need an extension for health or some other legitimate reason – we need to hear from you while the issue is unfolding, and not after. With the exception of emergencies, you will not receive an extension unless you contact us at least one week before the assignment is due.

If you have especially difficult personal or other circumstances that will affect your work for this class, please contact us early on so that we can figure out how to best accommodate you. **We will NOT take these situations into account retroactively at the end of the semester.**

Written Assignments

NOTE: All of your writing assignments must be 100% individual work. You may not write these assignments with your classmates. Apparent violations will be investigated and penalized.

Regional Synthesis Assignments

You will be asked to write FOUR 1000-1200 word responses to a multi-part prompt related to aspects of several regions. You will receive the prompt in advance of the assignment due date.

These questions will give you the difficult task of synthesizing information from the many various course materials into thoughtful answers to several sub-questions. These are not simply factual questions, and there is almost never one single correct answer. Our goal is to somewhat replicate the challenging task of doing your own geographical research: you must integrate diverse types of knowledge from the podcasts, lectures, and readings; and these course materials rarely relate directly to the questions asked, so you must figure out what aspects of them can be applied to the prompt.

Navigating an Online Course on Learn@UW

Access to the Course Site on Canvas

Almost all of the course material is located on the Learn@UW-based course website. Please note some assignments, podcasts, etc., assigned down the line will be adjusted and edited, though only prior to the window of time in which we are expecting you to be working on that material. **Please do not work further than one week ahead so that you do not miss important updates to the material!**

You should have access to the Learn@UW-based course website starting at 9:00 a.m. CDT on Tuesday, January 17. You can enter the site by clicking on the Learn@UW box on your MyUW page. This will bring up the list of courses you are currently taking, and each course has its Learn@UW link available right there. Click on the course title to bring up the Canvas page for Geog 340: World Regions in Global Context.

Canvas will work in most browsers, but it will work best on the newest version of your browser. If the website is not working for you, there are two quick fixes to try: 1) Try updating your browser, and 2) Clear your cache/cookies and try re-opening the website. Please contact us if you are having trouble, but realize that Stephen & Kelly are not tech gurus and you will likely have to work directly with DoIT to resolve problems.

Note that if, at any time, you have a question on how to do something with Canvas, you can check for help on <https://guides.instructure.com/m/4212>

Updating your Profiles on Learn@UW

Please update your personal profile so all of your discussion partners can learn a little more about you:

- In MyUW, click on the Learn@UW box and choose this course.
- At the top of your Canvas page, click on “Account.” In the sub-menu, click “Profile.” Click the “Edit Profile” button on the right to add information to your profile.
- Once you are in Profile you can change all your info (nickname, birthday, all kinds of stuff). The most important thing for you to do is upload a picture by clicking on the profile picture icon. That way in the Discussion section of the course, you will be able to see each other -- this helps to compensate for the loss of in-person face time. Please also fill out the Biography section to give your classmates some information about you. This will help make the course feel more like a community. Add information to additional fields if you would like. Feel free to check out your instructor’s profiles, as well.

Synthesis Assignments Submission Details

As noted above, **you must** submit your written exercises to the appropriate place in “Assignments” (for the instructors to see and grade).

Type them up on one file and note that ALL submissions in Assignments MUST be named such that your family/last name is first – e.g., SmithSynth1.pdf, SmithSynth2.doc, etc. **Please make a new name for each session's files** (e.g. NOT Smith.docx without any number), as some past student have mistakenly re-uploaded the same post for different questions and been **subject to late penalties**.

To access the Assignments area, click on Courses>Geog 340>Assignments and select the appropriate assignment. You will see a series of assignment titles that should look familiar from the syllabus, as well as the due date and time. Files submitted after that are automatically marked “late” by Canvas, so do not risk waiting until the last minute! To submit a file, click on the appropriate Assignment, and you will see options to add files by browsing for them on your computer. Once you find the file you would like to submit, make sure you click “Submit” before leaving the Assignment. **Double-check that your file was submitted** by looking at your user files’ Submissions folder (Courses>Geog 340>Files> Submissions).

Discussion Forums

In the Discussions space of the course site on Canvas you will post an initial introduction about yourself as well as questions and comments about each region. **Discussion forum posts must be 100% individual work. Apparent violations will be investigated and penalized.**

Your instructors will monitor the discussion forums. You may ask questions here, but you are also free to use Canvas to message your questions directly to the instructors if you want to ensure a timely response.

Tech Problems

If you encounter tech problems that are not addressed in the syllabus and that are not related to the customized portion of the course site, please contact DoIT. You can e-mail them at help@doit.wisc.edu or call them at (608) 264-4357.

Resources & Expectations

Campus Writing Center

The UW Writing Center is an incredible resource that has proven valuable for undergrads, grad students, and even faculty members. We highly recommend it no matter how confident you are in your writing. Visit <http://writing.wisc.edu> for more info.

McBurney Students

If you are a McBurney student, please inform us by the end of Week 1 (or Week 2 if you enroll later in the week) and give Stephen a copy of your McBurney VISA either electronically or in hard copy. We will discuss necessary accommodations.

Special Circumstances

Though it may not be obvious through e-mails, PDFs, and websites, we are actually very nice people! We know that from time-to-time everyone has very legitimate personal or family-related difficulties that can interfere with coursework. We also notice that students often inform us of such difficulties right when an assignment is due or when the semester is about to end. We will be very compassionate and flexible to work with you ahead of time to address any special circumstances that may affect your ability to complete assignments in step with this semester's schedule, so please don't hesitate at all to contact us in this regard. However, we will be very unlikely to make any accommodations right when an assignment is due or at the end of the semester. Obviously, some emergencies crop up unexpectedly and can only be dealt with at the last minute, but we will always ask for some documentation in these cases to ensure that students are treated equally.

Academic Honesty

Plagiarism is a serious offense, and can lead to major penalties that might remain on your record in perpetuity, or even lead to your dismissal from your major and UW-Madison. It is also unethical to share resources (including other students' previous work) in relationship to course responsibilities.

The formal UW-Madison code of conduct for students is available here <https://www.students.wisc.edu/doso/students/> and I recommend that you review it if you have not seen it before. The rules that apply to student conduct relate to your right and responsibilities.

Please note that the university's Writing Center also has some nice tips on how to avoid plagiarism: http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html.

See this link, in particular:

<http://writing.wisc.edu/Handbook/QuotingSources.html>

We will assume, in 100% of cases that might emerge, that you know what plagiarism and unethical behavior is, and that you are aware of all of the UW-related rules about it.

We will check for plagiarism based on our saved collection of past assignments and online plagiarism checkers.

Unfortunately, we have had to deal with multiple cases of plagiarism over the last few years in this course. The implications (moral, financial, parental, career, etc.) of a permanent F grade for the course, and probation if not suspension are many, as we have sadly discovered: we urge you to take this issue very (very) seriously. You do not, trust us, want to face one scenario one previous student did – he supposedly graduated and ‘walked’ with family down here in Madison to celebrate. We discovered a serious case of plagiarism, he then failed Geog 340, which meant he failed to graduate, and was then placed on probation for six months before he could return to take one more course to graduate. Another student destroyed his potential to become a medical doctor as he received an F and a letter on his record for serious levels of plagiarism related to the written exercise component of the course. This is not the type of learning outcome we want to see, trust us!

(Note: make sure to look at the full fall schedule below!)

But, to end on a much happier note:

Enjoy this soon-to-be-launched round-the-world trip!
Get in touch if you have any questions!!
We look forward to engaging with you throughout the term!!!

Stephen Young & Kelly Chen

| | READINGS/VIEWINGS/LISTENINGS | RESPONSIBILITIES & DEADLINES |
|---|---|--|
| <i>Note: Specific materials are subject to change. See course website for most updated assignments!</i> | | |
| MODULE 1 January 17-21 Intro to Class | <ul style="list-style-type: none"> Carefully read the syllabus!!! View: Introductory video by Stephen Young & Kelly Chen Watch: Interview with Paul Robbins Dangerous Idea: Paul Robbins Skim: Chapter 1 of textbook | Fill in your on-line profile no later than Saturday, January 21 @ 10:00 pm CDT. |
| MODULE 2 January 22-28 Canada & U.S. | <ul style="list-style-type: none"> Read and take notes on text Chapter 6 View: Case study by Kris Olds Listen: Q&A with Cathy Day; Q&A with Roy Norton; Dangerous Idea: Roy Norton Additional readings: "From sleep town..." and "Foreign Real Estate Heirs..." | 1) Respond to Discussion Question by Friday, January 27, 10pm CDT. 2) Complete U.S./Canada quiz by Saturday, January 28, 10pm CDT. |
| MODULE 3 January 29-February 4 Europe | <ul style="list-style-type: none"> Read and take notes on text Chapter 2 View: Case study by Thomas Jorgensen Listen: Q&A with Ruth Trumble Watch: <i>L'Auberge Espagnole</i> Dangerous Idea: John Pickles Additional reading: Morgan & Bothwell (2016); Scott (2016) | 1) Respond to Discussion Question by Friday, February 3, 10pm CDT. 2) Complete Europe quiz by Saturday, February 4, 10pm CDT. |
| MODULE 4 February 5-February 11 Oceania, Australia, and New Zealand | <ul style="list-style-type: none"> Read and take notes on text Chapter 11 View: Case study by Nick Lewis Listen: Q&A with Mark Cooper Watch: <i>Babakiueria</i> Additional reading: Hargreaves (2015); Hau'ofa (1994) | 1) Respond to Discussion Question by Friday, February 10, 10pm CDT. 2) Complete Oceania-A-NZ quiz by Saturday, February 11, 10pm CDT. |
| MODULE 5 February 12-18 Synthesis Assignment #1 | To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this MODULE. | Complete and upload Synthesis Assignment #1 by Friday, February 17, 10 pm CDT |
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| <p>MODULE 6 February 19-25</p> <p>Russia, Central Asia, and the Transcaucasus</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 3 • View: Case study by Bob Kaiser • Listen: Q&A with Kramer Gillin • Additional reading: Balmforth (2014); Reynolds (2012) | <p>1) Respond to Discussion Question by Friday, February 24, 10pm CDT.</p> <p>2) Complete Russia-CA-T quiz by Saturday, February 25, 10pm CDT.</p> |
| <p>MODULE 7 February 26-March 4</p> <p>Middle East and North Africa (MENA)</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 4 • View: Case study by Danya Al-Saleh and Rafi Arefin • Listen: Q&A with Danya Al-Saleh • Additional reading: Sherwood (2016); Ackerman (2016) • Dangerous Idea: Matthew Sparke | <p>1) Respond to Discussion Question by Friday, March 3, 10pm CDT.</p> <p>2) Complete MENA quiz by Saturday, March 4, 10pm CDT.</p> |
| <p>MODULE 8 March 5-11</p> <p>Sub-Saharan Africa</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 5 • View: Case study by Matt Turner • Listen: Q&A with Niwaeli Kimambo • Additional reading: Thomas (2013); Dufka (2016); Onishi (2000) | <p>1) Respond to Discussion Question by Friday, March 10, 10pm CDT.</p> <p>2) Complete Sub-Saharan Africa quiz by Saturday, March 11, 10pm CDT.</p> |
| <p>MODULE 9 March 12-March 17</p> <p>Synthesis Assignment #2</p> | <p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this MODULE.</p> | <p>Complete and upload Synthesis Assignment #2 by Friday, March 17, 10 pm CDT</p> |
| <p>MODULE 10 March 27-April 1</p> <p>Latin America & the Caribbean</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 7 • View: Case studies by Lisa Naughton and Erika Marín-Spiotta • Listen: Q&A with Anthony Fontes • Watch: <i>The Motorcycle Diaries</i> • Read/listen: "Avatar in the Amazon" and "Interoceanic Highway Leads to Peru's Gold Mines" | <p>1) Respond to Discussion Question by Friday, March 31, 10pm CDT.</p> <p>2) Complete Latin America-Caribbean quiz by Saturday, April 1, 10pm CDT.</p> |
| <p>MODULE 11 April 2-8</p> <p>Southeast Asia</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 10 • View: Case study by Ian Baird • Listen: Q&A with David Chambers • Watch: <i>Where Have All the Fish Gone?</i> • Additional reading: TBA | <p>1) Respond to Discussion Question by Friday, April 7, 10pm CDT.</p> <p>2) Complete Southeast Asia quiz by Saturday, April 8, 10pm CDT.</p> |

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| <p>MODULE 12 April 9-15 Thanksgiving/Synthesis #3</p> | <p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this MODULE.</p> | <p>Complete and upload Synthesis Assignment #3 by Friday, April 14</p> |
| <p>MODULE 13 April 16-April 22 South Asia</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 9 • View: Case study by Stephen Young • Listen: Q&As with 1) Harsha Tiperneni and 2) Ritodhi Chakraborty • Dangerous Idea: Tim Daniels • Additional reading: TBA | <p>1) Respond to Discussion Question by Friday, April 21, 10pm CDT. 2) Complete South Asia quiz by Saturday, April 22, 10pm CDT.</p> |
| <p>MODULE 14 April 23-29 East Asia</p> | <ul style="list-style-type: none"> • Read and take notes on text Chapter 8 • View: Case study by Po-Yi Hung • Listen: Q&A with Kelly Chen • Dangerous Idea: Henry Yeung • Additional reading: TBA | <p>3) Respond to Discussion Question by Friday, April 28, 10pm CDT. 4) Complete East Asia quiz by Saturday, April 29, 10pm CDT.</p> |
| <p>MODULE 15 April 30-May 5 Synthesis #4</p> | <p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this MODULE.</p> | <p>Complete and upload Synthesis Assignment #4 by Friday, May 5, 10 pm CDT</p> |