

Geography 340
World Regions in Global Context
Spring 2016 Syllabus

Welcome to the GEOG 340! Since this is an online class with little-to-no face-to-face contact, this is a long syllabus that includes a big chunk of important introductory information and tips that will be useful throughout the duration of the course. Please keep it handy and refer to it often.

Learn@UW: <https://learnuw.wisc.edu/>
340 Blog: <http://worldregions.wordpress.com/>

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MEET YOUR INSTRUCTORS

LECTURER: **Kris Olds**

E-mail: olds@geography.wisc.edu

Skype: <oldskris@yahoo.com>

Office: Rm. 346 Science Hall (550 N Park St)

Office Hours: Tuesdays & Thursdays 1:00-2:30 pm at **Room 346, Science Hall (550 North Park St.)** or by appointment

Bio: **Kris Olds** is a Professor in the Department of Geography. Kris' BA and MA are from the University of British Columbia in Canada, while his PhD is from the University of Bristol in England. Kris is a 'first generation' university attendee & graduate. He has worked as an academic in England, Canada, Singapore (1997-2001), and the United States (2001 to present). He was also based at Sciences Po in Paris from 2007-2008. Kris' current research focuses on the globalization of higher education and research. This research agenda relates to his longstanding research interests in the globalization of the services industries (including higher education, architecture, property), and their relationship to urban and regional change. Kris' teaching focuses on related themes, but especially global cities, cities and development, global elites, global networks, global economic geographies, and world regions in global context (this course!). Like most good Canucks/BCers, he loves ice hockey (though don't mention the Bruins, Flyers, or Kings!), skiing, hiking and camping in the mountains, travel (by air & via road trips), using dirt bikes & chainsaws, maple syrup, sockeye salmon, and dim sum.

TEACHING ASSISTANT: **Rachel Boothby**

E-mail: boothby@wisc.edu

Skype: <rachelboothby>

Office: Rm. 418 Science Hall

Office Hours: Mondays & Wednesdays 1:00-2:00 pm at **Aldo's Café in the WID Building (330 N Orchard St.)** or by appointment

Bio: **Rachel Boothby** is a PhD student in the Geography Department studying the environmental history and cultural geography of U.S. food systems. Rachel's interest in regional geography is, perhaps paradoxically, based on the firm belief in the importance of close, critical study of one's own geographic home. Her research in the United States is deeply informed by living and traveling abroad, for through cross-cultural comparison the strangeness (and diversity) of our own regional geography becomes apparent. Rachel's travels have brought her to Central America and throughout Europe, and she has lived in Florence, Italy; Santa Cruz, Costa Rica; and the small city of Iraklion on the island of Crete, Greece.

CONTACTING US

E-mailing: Because this is an online course, our communication will be almost exclusively by e-mail. For this reason, it is imperative that you check your e-mail regularly and read all e-mails from Kris or Rachel (they aren't spam!). When you e-mail us, **SEND EVERY E-MAIL TO BOTH OF US.** This will make sure you get your reply as soon as possible and help prevent your e-mails from getting lost. We will often not be able to reply immediately to e-mails, 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 both will hold in-person office hours, but can accommodate Skype office hours by appointment. If none of the listed times work for you, please e-mail us 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 semester!**

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:

- Enhance the acquisition of multiple forms of knowledge about all of the world’s regions (e.g., Southeast Asia, East Asia, Sub-Saharan Africa), and their component parts (e.g., countries, sub-national regions, cities, towns);
- Learn about the insights generated via direct engagement (especially fieldwork and extensive travel) with world regions;
- Gain experience interpreting current events through the eyes of local media and within the context of improved regional knowledge.

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. A complementary learning objective is that by the end of the course you will be able to better compare and contrast each world region.

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 that *within each week* you can work through readings, video lectures, and podcast interviews whichever days and times you wish, though **there are specific due dates and times for all writing assignments.**

HISTORY OF THE COURSE

A version of course was launched during the summer of 2011 as “GEOG 140” (you will still hear that course number referred to in some of the older course materials). It was then morphed into a 300 level ‘Intermediate’ course. Kris and a team from DOIT Academic Technologies will be completely redesigning the platform and content of the course during the Spring & Summer terms of 2016. Given this you might see some minor changes but the vast majority of changes will not be visible until Fall 2016. Given this, if you have any recommendations to make about what you’d *ideally* like to see and experience in a world regions course email Kris at <olds@geography.wisc.edu> or see him during office hours to pass on your thoughts (be they positive or critical)...this is the **perfect time** to speak up! Thanks...

A NOTE FOR GRADUATE 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.

REGIONAL CONCENTRATION CREDIT

Please contact Kris **immediately** if you are hoping to use GEOG 340 to fulfill a specific regional concentration requirement. We can work this out, but it will involve a significant restructuring of your assignments for the semester.

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

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. The course will close with a comprehensive knit-it-all-together lecture.

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

1. A relevant textbook chapter that needs to be read closely.
2. A “Meet the Expert” video lecture on a specific site/topic associated with the region.
3. A “From the Field” Q&A podcast that deals with the numerous issues associated with being ‘grounded’ in the region.
4. A topic-specific reading (usually an academic article from a scholarly journal). In some cases these are deliberately paired with either the video lecture or the podcast.
5. For several (not all) regions, there are also select documentaries & movies.
6. Rachel & Kramer (a former TA) have had some fun finding musical YouTube clips for most regions. These are not required, but may add some texture to your understanding of the world regions.

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 fifth 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, 5/E by Sally Marston, Paul Knox, Diana Liverman, Vincent Del Casino & Paul Robbins ©2013, ISBN-10: 032182105X | ISBN-13: 9780321821058

Please see this link for more information about the textbook:

<https://worldregions.wordpress.com/>

A copy of the course text is available on two-hour loan in the Geography Library (2nd floor, Science Hall) on reserve at College Library, which has much longer hours than the Geography Library.

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

Please note that it is critically important to acquire and read 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. The course site on Learn@UW includes podcast interviews with some of the textbook authors.

In addition, please note that we have assigned numerous additional readings, mostly academic journal articles.

Finally, please note that the assigned movies and documentaries have been digitized and—just like all the other non-textbook materials—are accessible via our Learn@UW course website.

GRADING

Responsibilities	% of Grade	Comments
Regional Synthesis Assignments	14% each <u>x 5 assignments</u> = 70% of grade	You are required to develop a 750-1000 word response to each of five Regional Synthesis Assignments. The multi-part assignments are posted a week before the assignment is due. See the detailed schedule for deadlines.
Local Media around the World Commentaries	3.33% each <u>x 9 assignments</u> = 30% of grade	For each region (except US & Canada), you will be asked to independently find a current news article <i>about that region</i> from a media source <i>based within the region</i> . In 250-350 words, you will summarize the article and—most importantly—provide your own commentary in response to the article’s content, perspective, or style by contextualizing it with our course materials. You will post these assignments in an online Discussion Forum.
TOTAL	100%	
EXTRA CREDIT: Discussion Forum Engagement	3% <u>Maximum</u> (NOTE: Though many students receive extra credit, usually only 2-5 students earn the maximum. Do not count on these points.)	Voluntary reactions to your classmate’s media commentaries are encouraged to help generate a sense of community and enhance learning outcomes. Your engagement with and reactions to classmates’ posts will be noted when making decisions about borderline grades, with up to 3% extra credit possible. Allocation of these bonus points is at our discretion and will occur at the end of the semester.

Please see the detailed schedule for all deadlines.

GEOG 340 FINAL GRADE SCALE

- 93-100 = A
- 88-92 = AB
- 82-87 = B
- 76-81 = BC
- 68-75 = C
- 60-67 = D
- 0-59 = F

We do not curve this class.

LATE WORK & EXTENSIONS

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

Roughly every 2-3 weeks you will be asked to write a 750-1000 word response to a multi-part prompt related to aspects of several regions. You will receive the prompt via the website one week before the assignment is due (which is usually Monday evening).

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.

“LOCAL MEDIA AROUND THE WORLD” COMMENTARIES

STEP 1: FIND A REGIONAL MEDIA SOURCE.

Each week that we study a region, you are required to identify a (probably English-language) media site from that region (e.g., for Week 13, a Shanghai newspaper published in English; for Week 3, an Australian radio station's website with links to recorded stories) to explore – the choice of media website is yours to make. It is imperative that the source you choose is *based within the region*, and not just *about* the region. For example, the section of BBC's site focused on Australia would not work for Week 3, because the BBC is a *British* entity. You should have no trouble finding sources online, but we can provide you with some ideas. We recommend searching for English-language newspapers by country, but there are many ways to search.

STEP 2: CHOOSE AN ARTICLE.

Poke around the website and identify an interesting article (or a news story in some other format) that is *about the country* that the media source is based in. It can be a regional issue, as long as the article somehow addresses how it affects that country. That is, an article in the Shanghai Daily about ISIS would *not* qualify, but an article about ISIS—based in Iraq and Syria—from an Iranian source would be fine if it discusses how their presence affects Iran or how Iran should respond to it. You can focus on any topic that genuinely interests you—political, cultural, environmental, entertainment, sports, etc.—but remember that you will have to put it in the context of our course materials in some way. You may find yourself reading several articles before you find one that you want to write about. That's great!

STEP 3. WRITE ABOUT IT.

Your 250- to 350-word discussion forum post **MUST** include three important things.

1. **Tell us the name of the media source, the name of the country where it's based, and include the link.**
2. Write a summary of the article/topic/issue in 1-2 paragraphs.
3. Write a 1-2 paragraph reaction to the piece of media. Did anything surprise you? How does it relate to what you have learned in the textbook, podcasts, or lectures? How does what we've learned in the class change or add to how you interpret this article? This can be just a short paragraph, but it *must be connected in some way to other things you've learned from course materials*, and *not purely a personal reflection* (though this can be a part of it). You may find it useful to return to the ideas of synthesis and scale described on page 3 of this syllabus.

To make it easier to read your post, please **COPY AND PASTE** the text of your response into the discussion forum. Do not attach a file. It is cumbersome for your classmates to open these attached files.

Note that **in addition to** posting your writing on the discussion forum, you will **also** have to save it as a file and **submit it in the Dropbox**. This seemingly redundant step is necessary so that we can use the electronic grading interface on Learn@UW and make sure the points get calculated as part of your final grade.

USING ONLINE COURSE CONTENT

ACCESS TO THE COURSE SITE ON LEARN@UW

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.

You should have access to the Learn@UW-based course website starting at 12:01 a.m. CDT on January 19th. You can enter the site by either clicking on the Learn@UW tab at the top right hand corner of your MyUW page and then clicking on the course title OR by clicking on the "Learning" tab in MyUW. This will bring up the list of courses you are currently taking, and each course has its Learn@UW link available right there.

Learn@UW will work in many browsers, but it was designed to work optimally in Mozilla Firefox. **If the website is not working for you, there are two quick fixes to try:**

- 1) Try switching to Firefox, and**
- 2) Clear your cache/cookies and try re-opening the website.**

Please **contact us** if you are having trouble, but realize that Rachel and Kris are not tech gurus and you will likely have to work directly with DOIt to resolve problems.

UPDATING YOUR PROFILES ON LEARN@UW

Please update your personal profile in the first week of class so all of your discussion partners can learn a little more about you:

- In MyUW, click on the Learn@UW tab at the top of the screen (right hand corner).
- On your Learn@UW page, you will see a widget labeled "My Settings." If you have uploaded a picture, you will see your picture there. Otherwise you will see a greyscale icon of a blank head. Below that there's a list of links (Preferences, Homepage, Profile, etc.) Click on Profile.
- Once you are in Profile you can change all your info (nickname, birthday, all kinds of stuff). Perhaps the most important thing for you to do is upload a picture by clicking on "change picture." 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.

DISCUSSION FORUMS // POSTING MEDIA COMMENTARIES

In the Discussion Forum you will: post an initial introduction about yourself, post your region-specific media commentaries throughout the semester, read your classmates' responses, and respond to your classmates' posts.

Groups: The class will be divided into groups of 15-20 students to approximate the dynamic of an in-person discussion section. Your group-mates are the students you will be interacting with over the course of the semester. It should be obvious what group you are in by seeing what discussion forums you are allowed to post in.

Posting in the Discussion Forum: In the Learn@UW NavBar at the top of the course page, click the "Discussion" link. When you click on that you will see a few Discussion forums. Underneath each form you will see one or more "Topics" (e.g. Group 1 Topic, Group 2 Topic, etc.). Post to your assigned group's "topic." The groups are restricted so that only your group members can post to it. You will be able to view these forums for the entirety of the course, and must post to each by the appropriate deadline listed in the syllabus and on the course site.

DROPBOXES // SUBMITTING SYNTHESIS ASSIGNMENTS & MEDIA COMMENTARIES

You will submit ALL ASSIGNMENTS to the Dropbox for us to grade using our online rubric. Even though you will be posting media assignments in the discussion forums, you must also submit them to the Dropbox for us to grade them.

To access the Dropboxes, click on "Dropbox," in the Learn@UW NavBar. 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 Learn@UW, so do not risk waiting until the last minute! To submit a file, click on the appropriate Dropbox, 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 Dropbox. You will receive a confirmation e-mail that it was submitted, but you can also double-check by looking at the list of Dropboxes again – if you have successfully submitted a file, you should see a "1" under Files. (It would show "2" if you had submitted 2 files).

Please note that ALL submissions via the Dropbox MUST be named such that your family/last name is first (e.g., BoothbySynthesis1.pdf, BoothbyEuropeMedia.docx). You may submit .doc, .docx, or .pdf files. Please make a new name for each assignment post (e.g. NOT BoothbySynthesis.docx or BoothbyMedia.pdf without any number or region), as some past students have mistakenly re-uploaded the same post for different questions and been subject to late penalties as a result.

Grading and Feedback: Right on the Learn@UW website, you will be able to see a completed rubric that breaks down your grade for each synthesis assignment. However, because of volume of assignments that we have to grade, you will not normally receive written feedback. We will send out general feedback to the entire class after each assignment. If you would like more clarification, you may contact us.

FLASH PLAYER

Some of the video files on the course site require that you have Flash Player on your computer. If you do not, don't worry, it is a free download available for both Windows and Mac platforms: <http://get.adobe.com/flashplayer/>.

COURSE BLOG

We will periodically write posts on the course blog to help guide you through the course. These may include answers to frequently asked questions, the text of important class e-mails, general tips, and feedback to the class on written work.

<http://worldregions.wordpress.com> – You'll also find a link to the blog on the left side of the Learn@UW course page

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. If you are not sure if it's related to the customized portion of the Learn@UW site, contact Kris and Rachel.

RESOURCES & EXPECTATIONS

CAMPUS WRITING CENTER

Though this course is composed entirely of writing assignments, the format and size of this class does not allow for us to give you close instruction on your writing abilities. This is a major reason that this course is not normally open to freshmen. The UW Writing Center is an incredible resource that has proven valuable for undergrads, grad students, and even faculty members. Visit <http://writing.wisc.edu> for more info.

MCBURNEY STUDENTS

If you are a McBurney student, please inform us **by the end of Week 2** and give Kris a copy of your McBurney VISA either electronically or in hard copy. Because this course has no exams and all materials can be paused and replayed infinitely, it is rare that any special arrangements have to be made, but we can discuss this.

SPECIAL CIRCUMSTANCES

Though it may not be obvious through e-mails, PDFs, and websites, Kris and Rachel 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 close. **We will be extremely 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

To repeat, 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.

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 <http://students.wisc.edu/saja/misconduct/misconduct.html> 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.

We will assume, in 100% of cases that might emerge, that you know what plagiarism and unethical behavior is, and that are aware of all of the UW-Madison-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 I have sadly discovered: I urge you to take this issue very (very) seriously. You do not, trust me, 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. This is not the type of learning outcome we want to see, trust us.

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!!!

Kris Olds & Rachel Boothby



Mazar-e Sharif, Afghanistan (August 2010)



Paris, France (August 2012)



Astana, Kazakhstan (May 2014)

	READINGS/VIEWINGS/LISTENINGS	RESPONSIBILITIES & DEADLINES
<i>Note: Specific materials are subject to change. See course website for most updated assignments!</i>		
<p>WEEK 1 Jan 19-23</p> <p>Intro to Class</p> <p style="text-align: center;">-----</p> <p>United States & Canada</p>	<ul style="list-style-type: none"> Carefully read the syllabus!!! View: Introductory videos by Kris Olds & Rachel Boothby Watch: Interviews with Vincent Del Casino, Diana Liverman & Paul Robbins Skim: Chapter 1 of textbook <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> Read: Chapter 6 of textbook View: Meet the Expert Lecture by Emily Gilbert (University of Toronto) Listen: Q&A podcast with Brian Herman (Consul and Head, Political, Economic, and Public Affairs, Canadian Consulate General – Chicago) Listen: Q&A podcast with Garrett Dash Nelson (UW-Madison) 	<ul style="list-style-type: none"> Fill in your <u>on-line profile</u> no later than Friday, January 22nd @ 10:00 pm CDT
<p>WEEK 2 Jan 24-30</p> <p>Europe</p>	<ul style="list-style-type: none"> Read: Chapter 2 of textbook View: Meet the Expert Lecture by Anne Corbett (London School of Economics) Read: “Ideas, Institutions...” article by Corbett Listen: From the Field Q&A with Kara Dempsey (DePaul University; UW alum) View: <i>l’Auberge Espagnole</i> movie 	<ul style="list-style-type: none"> Post your <u>Europe media commentary</u> to the discussion forum no later than Monday, January 25th at 10:00pm CDT. Voluntary reactions to one or more other students’ contributions ideally posted by within two days of deadline above, but welcome soon after.

<p>WEEK 3 Jan 30-Feb 6</p> <p>Australia, New Zealand, and the Pacific Islands</p>	<ul style="list-style-type: none"> • Read: Chapter 11 • View: Meet the Expert Lecture by Nick Lewis (University of Auckland) • Listen: From the Field Q&A with Mark Cooper (University of Wisconsin-Madison) • Read: Article by Hau'ofa, "Our Sea of Islands" • Read: Short article by Cooper • View: <i>BabaKineria</i> movie 	<ul style="list-style-type: none"> • Post your <u>Oceania media commentary</u> to the discussion forum no later than Monday, February 8th at 10:00pm CDT. • Voluntary reactions to one or more other students' contributions ideally posted by within two days of deadline above, but welcome soon after.
<p>WEEK 4 Feb 7-13</p> <p>Synthesis Assignment #1</p>	<p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this week.</p>	<p>No later than Monday, February 15th at 10:00pm CDT</p> <ul style="list-style-type: none"> • Develop a 750-1000 word response to the assignment prompt and upload a Word document or PDF into the "Synthesis Assignment #1" Dropbox.
<p>WEEK 5 Feb 14-20</p> <p>Russia, Central Asia, and the Transcaucasu s</p>	<ul style="list-style-type: none"> • Read: Chapter 3 of course text • View: Meet the Expert Lecture by Robert Kaiser • Read: Article by Kaiser and Nikiforova • Listen: From the Field Q&A Podcasts with Jake Fleming (UW-Madison) • Read: Additional article TBA (see website) 	<ul style="list-style-type: none"> • Post your <u>Russia, C. Asia, Transcaucasus media commentary</u> to the discussion forum no later than Monday, February 22nd at 10:00pm CDT. • Voluntary reactions to one or more other students' contributions ideally posted by within two days of deadline above, but welcome soon after.

<p>WEEK 6 Feb 21-27</p> <p>Middle East & North Africa</p>	<ul style="list-style-type: none"> • Read: Chapter 4 of course text • View: Meet the Expert Lecture by Leila Harris (University of British Columbia) • Additional readings TBA • Listen: From the Field Q&A podcasts (interviewees TBA) 	<ul style="list-style-type: none"> • Post your <u>MENA media commentary</u> to the discussion forum no later than Monday, February 29th at 10:00pm CDT. • Voluntary reactions to one or more other students' contributions ideally posted by within two days of deadline above, but welcome soon after.
<p>WEEK 7 Feb 28-Mar 5</p> <p>Sub-Saharan Africa</p>	<ul style="list-style-type: none"> • Read: Chapter 5 of course text • View: Meet the Expert Lecture by Matthew Turner (University of Wisconsin-Madison) • Read: "Drought..." article by Turner • Listen: From the Field Q&A with Leif Brottem (Grinnell College; UW alum) • Listen: From the Field Q&A with Abigail Neely (University of Minnesota – Twin Cities; UW alum) 	<ul style="list-style-type: none"> • Post your <u>Sub-Saharan Africa media commentary</u> to the discussion forum no later than Monday, March 7th at 10:00pm CDT. • Voluntary reactions to one or more other students' contributions ideally posted by within two days of deadline above, but welcome soon after.
<p>WEEK 8 Mar 6-12</p> <p>Synthesis Assignment #2</p>	<p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this week.</p>	<p>No later than Monday, March 14th at 10:00pm CDT</p> <ul style="list-style-type: none"> • Develop a 750-1000 word response to the assignment prompt and upload a Word document or PDF into the "Synthesis Assignment #2" Dropbox.
<p>WEEK 9 Mar 13-18</p> <p>Latin America & the Caribbean</p>	<ul style="list-style-type: none"> • Read: Chapter 7 of course text • Read & Listen: "Avatar in the Amazon" • Listen: "Interoceanic Highway..." • View: Meet the Expert Lecture by Lisa Naughton (University of Wisconsin-Madison) • Additional reading TBA • Listen: From the Field Q&A by Mario Bruzzone (University of Wisconsin-Madison) • View: <i>The Motorcycle Diaries</i> movie 	<ul style="list-style-type: none"> • Post your <u>Lat. America & Carib. media commentary</u> to the discussion forum no later than Friday March 18th at 10:00pm CST. • Voluntary reactions to one or more other students' contributions ideally posted by within two days of deadline above, but welcome soon after.

Mar 20-26	SPRING BREAK		SPRING BREAK	
<p>WEEK 10 Mar 27-Apr 2</p> <p>Southeast Asia</p>	<ul style="list-style-type: none"> • Read: Chapter 10 • View: Meet the Expert Lecture by Ian Baird (University of Wisconsin-Madison) • Read: “The Don Sahong Dam...” article by Baird • Listen: From the Field Q&A by Will Shattuck (University of Wisconsin-Madison) • View: <i>Where Have All the Fish Gone?</i> Documentary 	<ul style="list-style-type: none"> • Post your <u>SE Asia media commentary</u> to the discussion forum no later than Monday, April 4th at 10:00pm CST. • Voluntary reactions to one or more other students’ contributions ideally posted by within two days of deadline above, but welcome soon after. 		
<p>WEEK 11 Apr 3-9</p> <p>Synthesis Assignment #3</p>	<p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this week.</p>	<p>No later than Monday, April 11th at 10:00pm CST</p> <ul style="list-style-type: none"> • Develop a 750-1000 word response to the assignment prompt and upload a Word document or PDF into the “Synthesis Assignment #2” Dropbox. 		
<p>WEEK 12 Apr 10-16</p> <p>South Asia</p>	<ul style="list-style-type: none"> • Read: Chapter 9 • View: Meet the Expert Lecture by Stephen Young (University of Wisconsin-Madison) • Additional Reading TBA • Listen: From the Field Q&A with Chris Limburg (University of Wisconsin-Madison) 	<ul style="list-style-type: none"> • Post your <u>East Asia media commentary</u> to the discussion forum no later than Monday, April 18th at 10:00pm CST. • Voluntary reactions to one or more other students’ contributions ideally posted by within two days of deadline above, but welcome soon after. 		
<p>WEEK 13 Apr 17-23</p> <p>East Asia</p>	<ul style="list-style-type: none"> • Read: Chapter 8 of course text • View: Meet the Expert Lecture by You-tien Hsing (University of California, Berkeley) • Read: “Urban Transformation...” article by Hsing • Listen: From the Field Q&A with Po-Yi Hung (National Taiwan University; UW alum) 	<ul style="list-style-type: none"> • Post your <u>East Asia media commentary</u> to the discussion forum no later than Monday, April 25th at 10:00pm CST. • Voluntary reactions to one or more other students’ contributions ideally posted by within two days of deadline above, but welcome soon after. 		

	<ul style="list-style-type: none"> View: <i>Last Train Home</i> movie 	
<p>WEEK 14 Apr 24-30</p> <p>Synthesis Assignment #4</p>	<p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this week.</p>	<p>No later than Monday, May 2nd at 10:00pm CST</p> <ul style="list-style-type: none"> Develop a 750-1000 word response to the assignment prompt and upload a Word document or PDF into the “Synthesis Assignment #4” Dropbox.
<p>WEEK 15 May 1-6</p> <p>World Regions in Global Context</p>	<ul style="list-style-type: none"> Read: Chapter 1 View: Lecture by Kris Olds (University of Wisconsin-Madison) Read/View/Listen: Guest interviews and relevant materials on global production networks/global value chains (see Learn@UW for details) 	<p>No later than Monday, May 9th at 10:00pm CST</p> <p>Develop a 750-1000 word response to the assignment prompt and upload a Word document or PDF into the “Synthesis Assignment #5” Dropbox.</p>