

## Geography 340

### World Regions in Global Context

### Spring 2018 Syllabus

Welcome to GEOG 340! In this course, you will explore the world's diversity and analyze how identities are 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! The weekly calendar at the end of this syllabus should also be printed off and examined regularly.



Astana, Kazakhstan (taken by Kris Olds)

Canvas: <https://canvas.wisc.edu/>

### Meet the Course Team

**Instructor:** Dr. Kris Olds

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**Office:** Rm 346, Science Hall, 550 N. Park Street

**Office Hours:** Wednesdays 12-2 pm CDT in person or via Skype or via telephone

**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!). Being a Canuck at heart, Kris loves ice hockey, the Tragically Hip, mountains, salmon, and maple syrup.

**Teaching Assistant:** Neslihan Atatimur

**E-mail:** atatimur@wisc.edu

**Skype:** < neslihan.atatimur >

**Office: Rm.:** Online only, at Skype

**Office Hours:** Thursdays 1-3 pm CDT or by appointment

**Bio:** Neslihan Atatimur is a graduate student in Geography at the University of Wisconsin-Madison. She grew up in Ankara, Turkey. Her passion for history, architecture and travel led her to study urban design and planning, focusing on urban conservation at the Middle East Technical University, Ankara. During her college years she travelled and worked in various parts of Turkey, in addition to Belgium, Greece and Great Britain. Her work as a scriptwriter for the documentary *On the Trail of Danube* sparked her interest in her own family history, and led to her tracing her roots from Ankara and Istanbul, going back to Macedonia, Bulgaria, Crimea, North East and Central Turkey. Prior moving to Madison, she earned her MS in Regional Planning from her alma matter, studying international labor migration patterns from the post-Soviet countries and the feminization of immigrants in the service sector. Meanwhile she worked at the United Nations Development Program's Turkey country office on regional development and poverty alleviation projects focusing on Southeast Turkey. With colleagues, she also founded the Coexistence Association, a non-profit organization aiming to improve intercultural exchange. Her current research investigates how the Turkish state discursively creates its female citizens at different stages in the country's European Union accession process.

## Contacting Us

**E-mailing:** Because this is an online course, our communication will be almost exclusively through the messaging platform on Canvas or via email. 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/4212/l/710344-how-do-i-set-my-canvas-notification-preferences-as-a-student>). 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. Please keep in mind you can meet with Kris in person or virtually (via Skype or telephone) and only virtually with Neslihan (via Skype). 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 and 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 & 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 while on a study-abroad program. However, we definitely encourage you to meet with us during our office hours 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. Again, the weekly calendar at the end of this syllabus should also be printed off and examined regularly.

### **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 and 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 outline is as follows:

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

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, ‘Dangerous Idea’ videos, 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

Several copies of the course text are available on reserve at College Library.

Feel free to utilize the 5<sup>th</sup> edition as well if you can find a cheaper(er) copy. As you will see below, we are transitioning away from this text as of Spring 2019 to save students money. Unfortunately the free open text we are currently developing is only 25% finished and will not be available until November 2018. But we're working hard on it!

We have posted PDFs of the course text chapters for the first three modules 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
<b>Regional Synthesis Assignments</b>	3 assignments <u>x 15% each</u> =45% of grade	<p>You are required to develop a 1,200-1,600 word response to each of <b>three Regional Synthesis Assignments</b>. The multi-part assignments are posted two weeks before the assignment is due. 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 <i>directly</i> to the questions asked, so you must figure out what aspects of them can be applied to the prompt.</p> <p>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., Smith_Synthesis2.doc)!</p> <p><b>Written exercises are due at 9:00 pm CDT on the dates designated in schedule at the end of this syllabus.</b> Note that your discussion forum posts are partially considered preparation for the synthesis assignment. Careful preparation of discussion posts will help you write strong synthesis assignments.</p>
<b>Discussion Forum Engagement</b>	<u>10 weeks x</u> <u>4 points</u> <u>each =40%</u> <u>of grade</u>	<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 discussion forum contributions should be substantial, thoughtful, and respectful.</p> <p>To earn the full 40%, you are expected to (a) respond substantially to all of the instructor-generated discussion prompts during the term – substantial means a few paragraphs that show some thinking and some dependence</p>

		<p>on evidence, as well as (b) contribute to a true discussion by responding to TWO postings made by other students each week.</p> <p><b>Your original discussion responses are due Fridays by 9:00 pm CDT, and your two reactions are due no later than Sundays at 9:00 pm.</b> See the schedule at the end of this document for specific dates.</p>
<b>My World Regions - Voices from the Regions</b>	<p><u>2 x 7.5 points each</u> = 15%</p>	<p>You will be assigned <b>one world region</b>, and should also <b>adopt one other world region</b> outside of the US/Canada. You are responsible for creating a Google doc that is a <b>fairly comprehensive compilation of links and annotations</b> (like an annotated bibliography) that profiles your favorite regional radio stations, regional English language periodicals, interesting YouTube channels, cool bands and artists you learn about, fascinating music or dance videos, etc. These will be used to help develop the <u>free</u> open text for Geography 340 students that we will be publishing in late 2018. A more detailed guide on how to prepare this document will be provided to you by the end of Week 1. See the two deadlines in the schedule at the end of this syllabus.</p>
<b>TOTAL</b>	<b>100%</b>	

### Final Grade Scale and Grading Policy

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

We do not curve in this course.

### Navigating an Online Course on Canvas

Almost all of the course material is located on the Canvas-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 expect 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 Canvas-based course website starting at 12:00 noon CDT on Tuesday 23 January. You can enter the site from <https://canvas.wisc.edu>. On your Dashboard, you will see your course cards. Click on "GEOG340: 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.

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>

## Tech Problems

Please contact us if you are having trouble, but realize that Kris & Neslihan are not tech gurus and you will likely have to work directly with DoIT to resolve problems. You can e-mail them at [help@doit.wisc.edu](mailto:help@doit.wisc.edu) or call them at (608) 264-4357.

## Updating your Profiles on Canvas

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

- 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 information (nickname, birthday, and more). **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. Please check out your instructor’s profiles, as well.

## Synthesis Assignment 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 students 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.

## **Resources and Expectations**

### **UW 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 information.

### **Late Submissions & Health Issues**

Late submissions will be penalized by 5% of your grade (for that particular submission) per day. 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 ideally not after.

Though it may not be obvious through e-mails, PDFs, and websites, Kris and Neslihan are actually very nice people! Both of us also have ample experience dealing with students who are grappling with mental and physical health challenges while enrolled at UW-Madison but it's critically important to be communicative and honest. Please visit Kris Olds in his office in Science Hall if you would rather not email about your health challenges. Kris's office hours are Wednesdays 12-2 pm CDT, or by appointment. Feel free to say hello anytime too if his office door (Rm 346, Science Hall) is open!

### **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 Kris a copy of your McBurney VISA electronically. We will then discuss and confirm necessary accommodations.

### **Academic Honesty**

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.

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](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-Madison-related rules about it.** We will check for plagiarism based on our saved collection of past assignments and online plagiarism checkers.

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 & Neslihan Atatimur

	<b>READINGS/VIEWINGS/LISTENINGS</b>	<b>RESPONSIBILITIES &amp; DEADLINES</b>
<i>Note: Specific materials may be subject to minor changes - see course website for most updated assignments!</i>		
<b>MODULE 1</b> <b>23-28 Jan</b> <b>Intro to Class</b>	<ul style="list-style-type: none"> <li>• Carefully read the syllabus!!!</li> <li>• View: Introductory videos by Kris Olds &amp; Neslihan Atatimur</li> <li>• Watch: Interview with Paul Robbins</li> <li>• Dangerous Idea: Paul Robbins</li> <li>• Read: Chapter 1 of textbook</li> </ul>	Fill in your on-line profile & introductory discussion post no later than <b>Sunday 28 Jan 28 @ 9:00 pm CDT</b>
<b>MODULE 2</b> <b>29 Jan-4 Feb</b> <b>Canada &amp; U.S.</b>	<ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• View: Case study by Kris Olds</li> <li>• Listen: Q&amp;A with Cathy Day; Q&amp;A with Roy Norton; Dangerous Idea: Roy Norton</li> <li>• Additional readings: "From sleep town..." and "Foreign Real Estate Heirs..."</li> </ul>	Respond to Discussion Question by <b>Friday 2 Feb, 9:00 pm CDT</b>  React to two other Discussion Question responses by <b>Sunday 4 Feb, 9:00 pm CDT</b>
<b>MODULE 3</b> <b>5-11 Feb</b> <b>Europe</b>	<ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• View: Case study by Thomas Jorgensen</li> <li>• Listen: Q&amp;A with Ruth Trumble</li> <li>• Dangerous Idea: John Pickles</li> <li>• Watch: <i>L'Auberge Espagnole</i></li> <li>• Additional reading: Morgan &amp; Bothwell (2016); Scott (2016)</li> </ul>	Respond to Discussion Question by <b>Friday 9 Feb, 9:00 pm CDT</b>  React to two other Discussion Question responses by <b>Sunday 11 Feb, 9:00 pm CDT</b>

<p><b>MODULE 4</b> <b>12-18 Feb</b></p> <p><b>Oceania, Australia, and New Zealand</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• View: Case study by Nick Lewis</li> <li>• Listen: Q&amp;A with Mark Cooper</li> <li>• Watch: <i>Babakiueria</i></li> <li>• Additional reading: Hargreaves (2015); Hau’ofa (1994)</li> </ul>	<p>Respond to Discussion Question by <b>Friday 16 Feb, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 18 Feb, 9:00 pm CDT</b></p>
<p><b>MODULE 5</b> <b>19-25 Feb</b></p> <p><b>Synthesis Assignment #1</b></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 <b>Synthesis Assignment #1</b> by <b>Sunday 25 Feb, 9:00 pm CDT</b></p>
<p><b>MODULE 6</b> <b>26 Feb-4 March</b></p> <p><b>Russia, Central Asia, and the Transcaucasus</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• View: Case study by Bob Kaiser</li> <li>• Listen: Q&amp;A with Kramer Gillin</li> <li>• Additional reading: Balmforth (2014); Reynolds (2012)</li> </ul>	<p>Respond to Discussion Question by <b>Friday 2 March, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 4 March, 9:00 pm CDT</b></p>
<p><b>MODULE 7</b> <b>5-11 March</b></p> <p><b>Middle East and North Africa (MENA)</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• View: Case study by Danya Al-Saleh and Rafi Arefin</li> <li>• Listen: Q&amp;A with Danya Al-Saleh</li> <li>• Dangerous Idea: Matthew Sparke</li> <li>• Additional reading: Sherwood (2016); Ackerman (2016)</li> <li>• Dangerous Idea: Matthew Sparke</li> </ul>	<p>My World Regions – Voices from Region 1 Google Doc Posting 1 by <b>Thursday 8 March, 9:00 pm CDT</b></p> <p>Respond to Discussion Question by <b>Friday 9 March, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 11 March, 9:00 pm CDT</b></p>

<p><b>MODULE 8</b> <b>12-18 March</b></p> <p><b>Sub-Saharan Africa</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• View: Case study by Matt Turner</li> <li>• Listen: Q&amp;A with Niwaeli Kimambo</li> <li>• Additional reading: Thomas (2013); Dufka (2016); Onishi (2000)</li> </ul>	<p>Respond to Discussion Question by <b>Friday 16 March, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 18 March, 9:00 pm CDT</b></p>
<p><b>MODULE 9</b> <b>19-23 March</b></p> <p><b>Synthesis Assignment #2</b></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 <b>Synthesis Assignment #2</b> by <b>Friday 23 March, 9:00 pm CDT</b></p>
<p><b>24 March-1 April</b></p>	<p><b>SPRING RECESS</b></p>	<p><b>SPRING RECESS</b></p>
<p><b>MODULE 10</b> <b>2-8 April</b></p> <p><b>Latin America &amp; the Caribbean</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• View: Case studies by Lisa Naughton and Erika Marín-Spiotta</li> <li>• Listen: Q&amp;A with Anthony Fontes</li> <li>• Watch: <i>The Motorcycle Diaries</i></li> <li>• Read: Goldstein (2015); Daley (2016)</li> </ul>	<p>Respond to Discussion Question by <b>Friday 6 April, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 8 April, 9:00 pm CDT</b></p>
<p><b>MODULE 11</b> <b>9-15 April</b></p> <p><b>Southeast Asia</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• View: Case study by Ian Baird</li> <li>• Listen: Q&amp;A with David Chambers</li> <li>• Watch: <i>Where Have All the Fish Gone?</i></li> <li>• Additional reading: "The Don Sahong..."; Shoemaker et al. (2014)</li> </ul>	<p>Respond to Discussion Question by <b>Friday 13 April, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 15 April, 9:00 pm CDT</b></p>

<p><b>MODULE 12</b> <b>16-22 April</b></p> <p><b>South Asia</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• View: Case study by Stephen Young</li> <li>• Listen: Q&amp;As with 1) Harsha Tiperneni and 2) Ritodhi Chakraborty</li> <li>• Dangerous Idea: Tim Daniels</li> </ul>	<p>Respond to Discussion Question by <b>Friday 20 April, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 22 April, 9:00 pm CDT</b></p>
<p><b>MODULE 13</b> <b>23-29 April</b></p> <p><b>East Asia</b></p>	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• View: Case study by Po-Yi Hung</li> <li>• Listen: Q&amp;A with Kelly Chen</li> <li>• Dangerous Idea: Henry Yeung</li> <li>• Additional reading: Jacobs (2009); Larson (2015)</li> </ul>	<p>Respond to Discussion Question by <b>Friday 27 April, 9:00 pm CDT</b></p> <p>React to two other Discussion Question responses by <b>Sunday 29 April, 9:00 pm CDT</b></p>
<p><b>MODULE 14</b> <b>30 April-4 May</b></p> <p><b>Synthesis Assignment #3</b></p>	<p>To allow extra time to complete your assignment, there are no readings, lectures, movies, or podcasts this MODULE</p>	<p>My World Regions – Voices from Region 2 Google Doc Posting 2 by <b>Thursday 3 May, 9:00 pm CDT</b></p> <p>Complete and upload <b>Synthesis Assignment #3</b> by <b>Friday 4 May CDT</b></p>