



**Learning Enabler:** Ismaila Odogba, Ph.D.

**Office hours:** Mon & Wed: 11:00-12:00 via Zoom or appointment

**Class Schedule:** Weekly

**Email:** [iodogba@uwsp.edu](mailto:iodogba@uwsp.edu)

**Office:** Science B303

**Venue:** Virtual Space

### **Course Description:**

This course offers an introduction to the world's major realms and regions. It explores patterns of physical features, culture, and human-land relations with an emphasis on the flows and linkages between regions that affect political systems, economic development, and socio-cultural landscapes in a variety of contexts and settings.

### **U.S. National Geography Standards emphasized in the course:**

- The physical and human characteristics of places.
- That people create regions to interpret the earth's complexity.
- How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- The patterns and networks of economic interdependence on the Earth's surface.

### **Enduring Understandings of the Course:**

- The world is an interdependent system of regions linked by political and economic competition and cooperation.
- The partitioning of the earth is based on continental and physiographic settings.

### **Essential Questions:**

- How do the divisions imposed by a dominant viewpoint result in regional disparities?
- On what basis do geographers partition the world into regions?

### **Learning Outcomes:**

At the conclusion of this course, successful students should possess the knowledge necessary:

1. To identify and recognize the major geo-political regions and economic realms of the world.
2. To describe globalization and how global forces shape local settings in world regions.
3. To distinguish developed nations from developing nations.
4. To illustrate themes and contrast the impact of European imperialism on societies around the world.
5. To demonstrate the position of regions in the global economy and articulate current issues (political, economic, and socio-cultural) in a geographical context.

### **General Education Program (GEP):**

This course fulfills the Human Cultures & the Sciences and the Social & Environmental Responsibility of the GEP. Geography tends to examine, from a spatial perspective the diversity and range of the physical and human systems across the planet. Consequently, it complements and aligns with the learning outcomes in these categories.



#### Human Cultures and the Sciences - Social Sciences

- Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or to predict human behavior. (Course Learning Outcomes 1 and 2).
- Examine and explain how social, cultural, or political institutions influence individuals or groups. (Course Learning Outcomes 2/4).

#### Social and Environmental Awareness - Global Awareness

- Identify the components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. (Course Learning Outcome 2).
- Analyze key forces or processes that contribute to global interconnectedness and their implications. (Course Learning Outcome 4).
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives. (Course Learning Outcome 5).

#### **Course Format:**

This is an online distance-learning course. Distance learning uses technology to facilitate learning without the limitations of time or place. We shall not meet in the traditional face-to-face environment. Whilst an online environment is not suited for everyone, everyone is able to adapt. Visit <http://www.learning-styles-online.com/overview/> for a brief overview. Also, peruse the documents under the **Relevant Information module** on the Course Home Page. Be aware that this is an **Asynchronous online course**. This means that students are provided with content and assignments and are given a time frame to complete course activities. Asynchronous online learning environments are effective for students with time constraints or busy schedules. It is my belief that an asynchronous format is best considering that we have some students in different time zones and some of your other courses might have adopted a synchronous format.

#### **Tech Skills:**

Students should be competent in the use of computers, the World Wide Web, and commonly used software programs such as Microsoft Office Suite applications. In this course, we will be using the university's management system, **CANVAS**. Students without experience using Canvas can contact the Student Help Desk at (715) 346.HELP (4357) or 1.877.832.8977 to arrange instruction. The **Syllabus Page** has a listing of course activities that need to be completed with the respective due dates whilst the Course Home Page has a weekly framework of tasks and other related course materials.

#### **Course Policies:**

The World Regional Geography course is highly structured and adheres to a timetable of course tasks. The course is divided into sixteen weeks. Each week covers a selected world region. The week is broken into a series of activities. As we move through the semester, you must complete all the readings, assignments, and quizzes as scheduled. Since we are working with an online course, we need to communicate with each other on a regular basis in order to ask any questions or to clarify any issues that arise during the semester. This also includes dialogue among members of the class. For the best way to communicate with your instructor, please refer to the **Course Communication Policy** under the Course Information module on the Course Home Page.



To be successful in this class, the best strategy is to log in regularly – at least twice a day – check the **Course Home Page** (and the Discussion Forum) daily, read the course materials, participate regularly in online discussions and, ask questions if in doubt. You should complete the assigned textbook sections and work online during hours of your choosing. Being up to date on current events enhances one’s geographical knowledge. You should follow current world events by consulting a variety of sources. Sources include the internet (e.g., [www.bbc.com](http://www.bbc.com) or [www.npr.com](http://www.npr.com)), national sources (e.g., *New York Times* or *Newsweek*), and magazines/journals (e.g., *Economist*).

To enhance learning, complete all activities in their appropriate sequence and by the specified due date (the course calendar provides the specific dates and times.) You must complete all assignments and take quizzes within the scheduled timeframe. I will not accept late submissions without a verified excuse; late postings, quizzes, and essays will receive zero credit. The failure of hardware/software is not a valid excuse for missing due dates.

**Communication:** Refer to the **Course Communication Policy** under the Course Information module on the Course Home Page. I strongly advise that you check your email regularly. Part of being professional is learning to communicate professionally with your professors and colleagues. The following are some etiquette for sending good Email messages. I will not respond to unprofessional Emails.

**DO NOT** send an email about information you can easily find on your own (e.g., something on the syllabus, UWSP home page or the like) or that reads like a text message. I will check my email and the **Discussion Forums** on weekdays from 10:00 to 11:00 and respond latest by 16:00 on the same day to questions, queries, and comments. When circumstances do not permit, I will acknowledge receipt of the message and inform you of when to expect a feedback. I shall communicate using your university email.

**Enhancing Learning - Readings:** Being up to date on current events enhances one’s geographical knowledge. Students should follow current world events by consulting a variety of sources. For example, [www.bbc.com](http://www.bbc.com). In lieu of formal lectures, students will complete assigned readings, i.e., the corresponding chapters for activities from the textbook and from various online sources. Topical Lecture Outlines/PowerPoints Slides (with my notes) are provided to guide students in learning the most salient points from their readings. **Expect to spend at least three hours each day reading the text chapter and reviewing PowerPoint materials.**

**Quizzes:** Each lesson corresponds to a chapter in the textbook. You are responsible for reading the assigned material assigned from each chapter. After you read a chapter, take the online quiz to evaluate your understanding of the material. There are 10 multiple-choice questions on each quiz. Each quiz has a value of 10 points. There are 11 quizzes for a total of 110 points. You have two attempts for each quiz with a time limit of 25 minutes; the attempt with the highest score will be your final score for a quiz. The quiz grades will be returned immediately after you complete a quiz. Your online quizzes are not proctored. You may use your textbook to help you answer the questions, but it is very important that you have read the chapter in the textbook before taking a quiz so that you are very familiar with the material. All quizzes must be taken by the due date for you to receive credit for your work.



**Homework:** There are 11 homework assignments. Each homework assignment is related to a chapter in the textbook. The homework assignments have a value of 10 points. All your written assignments must be submitted as a Microsoft document MS.docx. When you upload your assignments, it is extremely important that you include your name in your document. When I download your work, I simply need to know who you are. It is also extremely helpful that when you name your file that you include your name in the title of the file. For example, you might give your first homework assignment the title, "smith\_homework1.doc". Assignments must be submitted in a MS Word Document.

The lowest quiz and homework assignment scores will be dropped. If you forget to take a quiz or complete a homework assignment, this will count as your dropped score.

**Discussion Forums:** There are three open discussion Forums where we can exchange general information. The first Forum is **"Course Lounge."** I will regularly make postings relevant to the course here for open discussion. It shall sometimes include questions for extra credit (points); student will get extra points (maximum of 2 points) if they respond to my weekly postings. The responses should at least contribute new information to the discussion or raise a question that generates reflection on the subject. The second Forum is **"Raise Your Hand."** This is the place that you can ask me questions about the different regions and associated topics that we are studying in the course. The third Forum is the **"Cyber Cafe."** This is an area where you can exchange information here with your classmates about topics not directly related to the course. You can consider this to be the chat area for the course. The last discussion Forum is **"Exemplary Homework."** This is where I will post examples of outstanding student homework. The Following is a set of guidelines that you are to use for all of your postings to the Discussion Forums.

- Treat everyone with respect.
- Use appropriate language for a classroom setting.
- Do not post long and rambling commentaries to a discussion.

Participation in discussions is very desirable. The purpose of the Discussion Forums is mainly to enhance understanding; *so, do respect the ideas, thoughts, and opinions of others.* Do note that each member of the course deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. **I will not tolerate derogatory language or offhand comments in any of the Discussion Forum.**

**Grading:** You must submit all homework and take quizzes within the scheduled timeframe. The instructor will not accept late submissions without a verified excuse; *late submissions will receive zero credit.* Likewise, make-up quizzes will require a verifiable excuse.

This course is worth "400" points.

- |   |          |
|---|----------|
| 1. Lesson HomeWorks (11; 10 pts. each)    | 100 pts. |
| 2. Lesson Quizzes (11; 10 pts. each)      | 100 pts. |
| 3. Comparing Regions Assignment (50 pts.) | 50 pts.  |
| 4. Exams (3; 50 pts. each)                | 150 pts. |

Percentage ranges for letter grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;  
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

Rubric for Lesson HomeWorks

Criteria	Ratings			Pts
Substance Ideas, Level of Reasoning & Analysis	<b>7 to &gt;5 pts Excellent</b> • All evidence and explanations convince; evidence supports arguments • Displays a superb understanding of the subject matter; information used to support the underlying concept • Completely correct	<b>5 to &gt;3 pts Good</b> • Some evidence and explanations do not convince; evidence may/may not support arguments • Displays some understanding of the subject matter; limited use of information to support to the underlying concept • Complete and mostly correct	<b>3 to &gt;0 pts Unsatisfactory</b> • Does not provide any evidence and explanations to convince; arguments lack supporting evidence • Displays little understanding of the subject matter; little to no use of information to support the underlying concept • Incomplete and mostly incorrect	7 pts
Writing Mechanics, Organization & Comprehension	<b>1.5 to &gt;1 pts Excellent</b> • Excellent sentence structure, grammar and diction; free of errors in spelling, usage, or punctuation • Articulate transitions between sentences; information does not lack logical progression • Straightforward to understand; no issues with readability	<b>1 to &gt;0.5 pts Good</b> • Good sentence structure, grammar and diction despite some lapses; minor errors in spelling, usage, or punctuation • Inconsistent transitions between sentences; information may lack logical progression • Generally easy to understand; errors do not affect readability	<b>0.5 to &gt;0 pts Unsatisfactory</b> • Problems with sentence structure, grammar, and diction; numerous errors in spelling, usage, or punctuation • Incoherent transitions between sentences; information has no logical progression • Difficult to make meaning of; errors affect readability	1.5 pts
Support References & Title	<b>1.5 to &gt;1 pts Excellent</b> • All references are complete and properly formatted; all references are cited • Uses at least two references • Titled appropriately	<b>1 to &gt;0.5 pts Good</b> • Some references are complete and properly formatted; not all references are cited • Uses at least one reference • Title may not be appropriate	<b>0.5 to &gt;0 pts Unsatisfactory</b> • References are incomplete or improperly formatted; no references are cited • Uses no references at all • Has no title	1.5 pts

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete under the most extraordinary and documented circumstance (such as an illness documented with a doctor's written excuse) which hinders the completion of course requirements.



### **Special Accommodations:**

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6<sup>th</sup> floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). In addition, I will accommodate religious belief according to UWSP 22.03.

### **Academic Dishonesty:**

UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students' rights and responsibilities at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

### **FAQs:**

Is the course self-paced?

Answer: Up to a point. The pace is flexible within an individual unit, but each unit must be completed within the unit's time frame. Each unit is divided into lessons. You have the flexibility of doing some of the activities prior to the due date.

Do exams have to be proctored?

Answer: No, your quizzes do not have to be proctored.

How do I find out if there are any new class announcement that I need to know about?

Answer: You should always check the Course Home page you see when you first log in to the course

### **Course Materials:**

Lydia Mihelic Pulsipher, Alex Pulsipher and Ola Johansson. 2020. *World Regional Geography: Global Patterns, Local Lives*, (8<sup>th</sup> Edition). New York: W.H. Freeman and Company.

The Web site <https://store.macmillanlearning.com/us/product/World-Regional-Geography/p/1319206778> serves as an online resource. It offers activities and animated tutorials that enhance the comprehension of the course materials and preparation for quizzes and exams. Other materials for the course (syllabus, PowerPoint slides, videos assignments, etc.) are available on Canvas.

### **Tentative Schedule:**

The instructor reserves the right to make changes to the syllabus and schedule when necessary to meet the learning needs of the students or other unforeseen circumstances.

September 2: Peruse the Course Syllabus, Sign into Canvas and start 'Get Acquainted' activity.

Week 2: Geography: An Exploration of Connections (September 7 - 10)

- Lesson Overview
- Readings: Chapter 1
- PowerPoint Slides & Video
- Lesson Homework (The Region as a Concept) and Quiz

Week 3: North America (September 13 - 17)

- Lesson Overview
- Readings: Pages 63-111
- PowerPoint Slides & Video
- Lesson Homework (US Demographic Trends) and Quiz

Week 4: Middle and South America (September 20 - 24)

- Lesson Overview
- Readings: Pages 129-171
- PowerPoint Slides & Video
- Lesson Homework (Why Middle and South America?) and Quiz

Week 5: Europe (September 27 - October 1)

- Lesson Overview
- Readings: Pages 191-235
- PowerPoint Slides & Video
- Lesson Homework (Industrialization and the Colonial System) and Quiz

***Week 6: Exam I (October 4 - 8)***

***Comparing Regions Assignment posted on Canvas due November 24***

Week 7: Russia and the Post-Soviet States (October 11 - 15)

- Lesson Overview
- Readings: Pages 257-292
- PowerPoint Slides & Video
- Lesson Homework (Significance of the Social Safety Net in the Soviet Union) and Quiz

Week 8: North Africa and Southwest Asia (October 18 - 22)

- Lesson Overview
- Readings: Pages 305-345
- PowerPoint Slides & Video
- Lesson Homework (Western Dependency) and Quiz

Week 9: Sub-Saharan Africa (October 25 - 29)

- Lesson Overview
- Readings: Pages 365-411
- PowerPoint Slides & Video
- Lesson Homework (The Impact of Structural Adjustment Programs) and Quiz



Week 10: South Asia (November 1 - 5)

- Lesson Overview
- Readings: Pages 425-469
- PowerPoint Slides & Video
- Lesson Homework (Dowry in Society) and Quiz

***Week 11: Exam II (November 8 - 12)***

Week 12: East Asia (November 15 - 19)

- Lesson Overview
- Readings: Pages 485-530
- PowerPoint Slides & Video
- Lesson Homework (China and the One-Child-Policy) and Quiz

***Week 13: Comparing Regions Assignment Due November 24.***

***November 24 - 28: Thanksgiving recess begins 18:00 on November 24.***

Week 14: Southeast Asia (November 29 - December 3)

- Lesson Overview
- Readings: Pages 551-594
- PowerPoint Slides & Video
- Lesson Homework (Traditional Marriage Customs) and Quiz

Week 15: Oceania (December 6 - 10)

- Lesson Overview
- Readings: Pages 613-659
- PowerPoint Slides & Video
- Lesson Homework (Subsistence Affluence) and Quiz

***Week 16: Exam III (December 13 - 17)***

Students are strongly encouraged to check their UWSP email and Canvas regularly for information pertaining to the course.

**Some Important Dates:**

September 14: Last day to add or drop a 16-week course without a grade.

November 5: Last day to drop a 16-week course.

December 10: Last day of classes

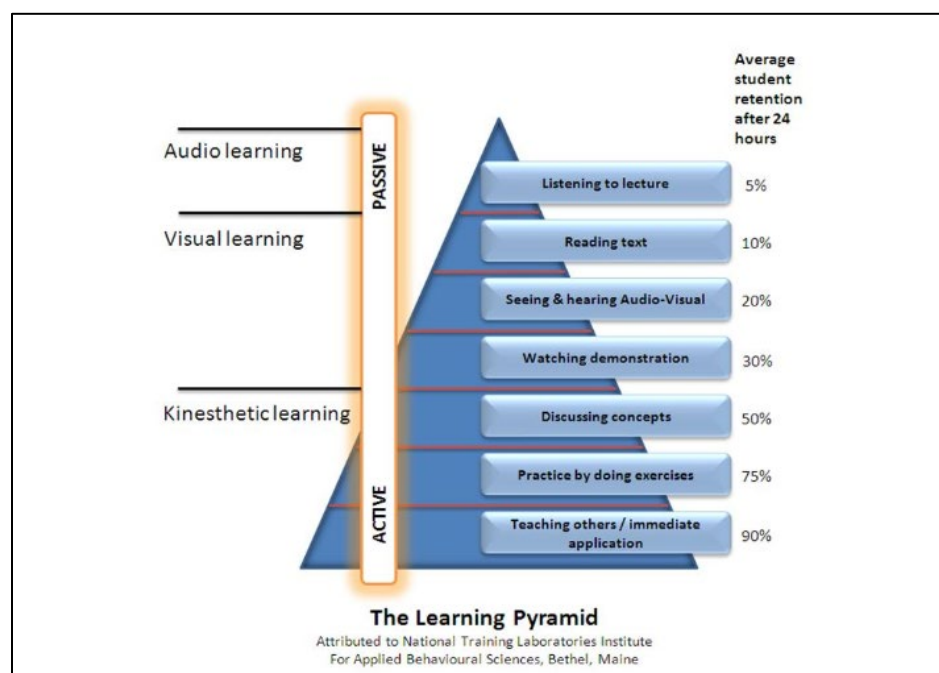
December 11: Commencement

**Teaching Philosophy:**

Teaching is a fundamental component of my scholarly life. Over the last few years, I strived and continue to strive to improve the ability of my students learn, think critically, and augment their problem learning skills. I design and conduct my courses in a manner that is most conducive to



developing in my students a life-long interest in learning, a love for the discipline, and a greater capacity to think critically. My teaching philosophy is that learning is a student-centered lively activity and knowledge should be largely applicable to the resolution of real-world problems. Due to this belief, this syllabus is structured using backward design, core performance tasks, and other teaching techniques to create an interactive learning environment that hopefully helps the students improve their learning and to engage in critical thinking. The process of instruction, for me, involves both the learning enabler (i.e., the instructor) and students (learners) engaging in this interactive environment to discover, understand, and apply knowledge to practical issues.



Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.

Lecture materials and recordings for World Regional Geography are protected intellectual property at UW-Stevens Point. Students in this course may use the materials for their personal use related to participation in this class. Students may not copy or share lecture materials outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials constitutes copyright infringement and may be addressed under the university's policies, UWSP Chapters 14 and 17, governing student academic and non-academic misconduct.