

Geography 113-01: World Regional Geography: People, Places and Globalization¹ Spring Semester, 2020

Class Time and Location: 9:40-10:40, MWF, Rm 206, Carnegie Hall

Instructor: Bill Moseley

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Teaching Assistants: Gabi Isaac-Herzog (gisaache@macalester.edu), Office hrs: 7-9pm on Sundays, 7:30-9:30pm on Tuesdays; and Emma Carray (ecarray@macalester.edu), Office hrs: 4-6pm on Tuesdays and Thursdays. Teaching assistants hold office hours in the geography office in Car 104.

Course Description and Goals

We live in a world where one needs to simultaneously understand the biophysical and cultural particularities of different regions as well as the global forces that connect and bind them together. No longer can we afford to explore issues in one place in isolation, or to theoretically cruise along at 10,000 meters in the sky with no regard for the unique dynamics of different regions. This course begins with an exploration of global flows and connections, and then takes us on a scholarly tour of the world, with stop offs in Africa, the Middle East, Europe, Asia and the Americas. Along the way we'll systematically investigate major human geography themes such as population dynamics and migration, agricultural change, human-environment interactions, health and disease, economic change and development, urbanization, and cultural shifts.

I have four broad goals for this course: 1) to hone your skills as a critical thinker via reading, discussion and writing; 2) to enhance your knowledge of the world by comparing and contrasting patterns of culture, population, political, and economic systems in various parts of the globe; 3) to foster geographic thinking and analysis through critical examination of spatial patterns of human processes, human-environment interactions, and connections between places and regions; and 4) to stimulate greater interest in understanding the world geographically. The first goal is a general one that, if attained wholly or partially, will serve you well throughout the rest of your life as a professional and citizen. The last three goals relate to my desire to begin to teach you to think about and understand the world like a geographer. Whether or not you go on to take more courses in geography, learning to view the world from a variety of disciplinary perspectives is part and parcel of the liberal arts philosophy.

Format

The class will meet three times a week on Mondays, Wednesdays and Fridays. The class will be conducted with both lectures and in-class discussions. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it.

¹ This course counts towards the general education requirement in internationalism and the distribution requirement in the social sciences. This course is an alternative to Geography 111 (Human Geography of Global Issue). Students should take one course or the other as an introduction to the field or the major.

This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send e-mail (moseley@macalester.edu), which normally will be responded to promptly during normal business hours.

Disabilities

If you have a documented disability, or any other problem you think may affect your ability to perform well in this class, please see me early in the semester so that arrangements may be made to accommodate you.

Health and Wellness

You are encouraged to make your health and well-being a priority throughout this semester and during your career at Macalester. Taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need some air. Please do what is necessary so long as it does not impede your or others' ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from Health & Wellness Center. I have included contact information for health and wellness resources on the course moodle page.

Academic Misconduct

Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, or (3) cheat on an exam. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

Texts

Fouberg, E. and W.G. Moseley. 2018. *Understanding World Regional Geography, 2nd Edition*. Hoboken, NJ: Wiley/Blackwell. (ISBN: 978-1-119-39384-9)

Discussion readings will be available via moodle.

Assignments

Reading: This course involves a considerable amount of reading, and it is critical that you read the assigned texts for the days indicated in the schedule below.

Discussion: Participation and Leadership (12%): Class will be oriented exclusively towards discussion about one third of the time. Questions and discussion also are encouraged on lecture days. The purpose of discussion is to facilitate critical analysis and lively dialog on key global issues related to human geography. Participation points will be derived from your participation in the discussion sessions (based on the quality and quantity of your involvement in these sessions) and your co-leadership of two discussions. A few participation points also will be derived from my assessment of your participation in the lecture sessions (based on cogency of comments, questions, and answers to questions). Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see me if you have difficulty speaking in class.

In my opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, I want you to approach discussion as an on-going scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. After the first discussion day, student discussion leaders will be assigned to facilitate our scholarly debates.

Reaction Essays (5%)

Reaction essays are brief essays (1-2 page or 500-650 words) in which you respond to two or more assigned readings for a given discussion. Your essays should include a succinct but detailed summary of the argument(s) to which you are responding and develop your reaction, which may be one of skepticism, all out agreement or disagreement, epiphany, or whole-hearted endorsement. Regardless, your essay should exhibit a line of reflective thought in which you explain the logic and rationale that supports your reaction to the reading(s). Your essays must include at least one question, relevant to the readings, which you would like to ask of your classmates. Thus, the reaction essays should help you prepare for participation in class discussion of the readings. Reaction essays must be submitted via Moodle. The essays are due by 10 pm the day before a discussion. You are required to complete nine essays and have ten opportunities to write them. Each essay is worth rough .5% of your grade. Proof read your essays so that they are free of grammatical and spelling errors. The essays are marked in a credit/no credit fashion and essays submitted late will receive no credit.

Writing Assignments

You have three writing assignments (a cognitive mapping exercise, an op-ed, and an ethnic market field paper). Details regarding each specific writing assignment will be handed out well in advance of the due dates.

Cognitive map paper (12%): Cognitive or mental maps tell us something about a person's relationship with a particular area. In this exercise, you will work in teams to develop and test a simple hypothesis about a particular group's relationship with their environment or place (e.g., Macalester student athletes have a more detailed understanding of the south end of campus than the general student population) or a particular group's understanding of a region, nation or the

world (e.g., Macalester international students have a more accurate and detailed mental image of the world than Macalester domestic students). You will test (in an un-rigorous way) this hypothesis by having a group of people draw cognitive maps. While you will develop a hypothesis with your team, and share all the maps that you collect with team members, your write-up of this assignment will be done individually.

Op-ed assignment (7%): Op-Eds are editorials that are submitted to news outlets (paper and web-based) by individuals who, because of their job or past experiences, offer new insight and opinion on a particular subject. Good op-ed articles are pieces that make a persuasive, yet reasoned and substantiated argument for a particular perspective on an issue. As a concerned and informed citizen, Op-Eds are one way that you could potentially contribute to the public discourse on a particular subject. The style of writing for op-eds is very different than that used in traditional academic papers as it must be accessible to a general audience. For this assignment, I want you to use the hazards geography & vulnerability approach to provide fresh insights a natural hazards of your choice in Africa or Asia, articulating a clear opinion on the subject.

Ethnic market paper (11%): Field work is an important aspect of geographical inquiry. As such, it is important to hone your skills as an observer and interpreter of, in this case, ethnic markets and neighborhoods. For this assignment, you will visit at least three ethnic markets in St Paul or Minneapolis (and a list of examples will be provided). When visiting stores, you will pay careful attention to the sorts of goods sold, their prices and their place of origin. You will also gather basic information on the size and design of the store. Ideally you will also interview the owner or manager to learn about the history of the shop. You will also make casual observations about the customers who frequent the place and possibly interview a few. Lastly, I want you to think about the relationship between the business you visit, its clientele and the neighborhood

Midterm (23%) and Final 30%): A midterm exam will be given as well as a quasi-cumulative final at the end of the term. The exam format will include a combination of question types such as essay, short answer and multiple choice. Make-up exams will only be given in the event of illness or other verifiable emergency. In the event of an absence during an exam, it is the student's responsibility to contact me no later than one (1) class period after the test date.

Grading

Grade Components

Midterm (3/9):	23%	Paper 2 (4/1):	7%
Final (5/9):	30%	Paper 3 (5/2):	11%
Paper 1 (2/24):	12%	Reaction essays	5%
		Discussion leader and participation:	<u>12%</u>
		Total:	100%

Final grades are based on a weighted average for the term. Grade cutoff points are as follows: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.

Overview of Lecture Schedule and Important Due Dates

Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes. All reading assignments are in the main lecture support text (Fouberg and Moseley 2018)

Wk	Dates	Topic			Reading / Assignments
		Monday	Wednesday	Friday	
Part I: Introduction, Maps & Power, Urban Geography, Population Geography					
1	24 Jan			Introductions	
2	27-31 Jan	Geography & World Regions	Maps, Power & Information	Global Connections	Chap 1-2; Group hypothesis for assignment 1 due 1/31 via class listserv
3	3-7 Feb	1. Discussion on Globalization	Development	Development	Chap 3
4	10-14 Feb	2. Discussion on Development	Africa South of the Sahara	Africa South of the Sahara	Chap 4
5	17-21 Feb	3. Discussion on Africa	Africa South of the Sahara	Southwest Asia and North Africa	Chap 5
6	24-28 Feb	Southwest Asia and North Africa	<i>Guest lecture: Bowman on Jordan & refugees</i>	4. Discussion on Southwest Asia and North Africa	Cognitive map assignment due Mon, 2/24
7	2-6 Mar	South Asia	South Asia	5. Discussion on South Asia	Chap 6
8	9-13 March	Midterm	Southeast Asia	Southeast Asia	Midterm in class on Mon, 3/9; Chap 7
	16-20 March	Spring Break			
9	23-27 March	East Asia	East Asia	<i>Guest Lecture: Chang on Asian urbanization</i>	Chap 8
10	30 March – April 3	6. Discussion on East Asia	North/Central Asia	7. Discussion on North/Central Asia	Chap 10; oped assign due Wed, 4/1
11	6-10 April	Europe	8. Discussion on Europe	Europe	Chap 9
12	13-17 April	Europe	Europe/North America	North America	Chap 11
13	20-24 April	North America	9. Discussion on North America	Mesoamerica & South America	Chap 12
14	27 April – 1 May	<i>Guest lecture: Laura Smith on Native Americans</i>	<i>Guest lecture: Haro-Carrion on environmental change</i>	10. Discussion on Mesoamerica & South America	Ethnic market paper due Sat, 5/2
15	4-8 May	Mesoamerica & South America / course evaluations			Final exam on Sat, 5/9, 8-10am

Reading Schedule for Discussions

Please note that this is tentative and subject to change. It is your responsibility to keep up with any changes.

Discussion 1 (Monday, February 3): Geography, World Regions and Globalization

Moseley, W.G., D. Lanegran and K. Pandit. 2007. "Situating Geography." In: Moseley, W.G., D. Lanegran and K. Pandit (eds). 2007. *The Introductory Reader in Human Geography: Contemporary Debates and Classic Writings*. Malden, MA: Blackwell Press.

Moseley, W.G. 2009. "Area Studies in a Global Context." *Chronicle of Higher Education*. Nov 29.

Price, M. D., & Cooper, C. W. (2007). Competing visions, shifting boundaries: the construction of Latin America as a world region. *Journal of Geography*, 106(3), 113-122.

Herod, Andrew. 2004. "The impact of containerization on the New York – New Jersey Waterfront." *Social Science Docket*. 4(1):5-7.

Badger, E. 2017. "What Happens When the Richest U.S. Cities Turn to the World?" *New York Times*. Dec 22.

Discussion 2 (Monday, February 10) Uneven Development

Rigg, J. 2007. "Structures and Agency: Lives, Living and Livelihoods." *The Everyday Geography of the Global South*. Pgs. 24-43. New York: Routledge.

Grant, Richard & Jan Nijman. 2004. "The re-scaling of uneven development in Ghana and India." *Tijdschrift voor Economische en Sociale Geografie*. 95(5): 467-81.

Cupples, Julie. "Rural Development in El Hatillo, Nicaragua: Gender, Neoliberalism and Environmental Risk." *Singapore Journal of Tropical Geography*. 25(3): 343-357.

Moseley, W.G. 2008. "Strengthening Livelihoods in Sahelian West Africa: The Geography of Development and Underdevelopment in a Peripheral Region." *Geographische Rundschau International Edition*, 4(4): 44-50.

Discussion 3 (Monday, February 17) Africa and Agriculture

Diamond, Jared. 1987. "The worst mistake in the history of the human race." *Discover*. May. Pgs 64-66.

Collier, Paul. 2008. "The Politics of Hunger: How Illusion and Greed Fan the Food Crisis." *Foreign Affairs*. November/December.

Bezner Kerr, R. 2015. "How low-tech farming innovations can make African farmers climate-resilient." *The Conversation*. September 21.

Moseley, W.G. 2012. "Famine Myths: Five Misunderstandings Related to the 2011 Hunger Crisis in the Horn of Africa." Special Issue on "Reclaiming Food Sovereignty in Africa." Edited by Noah Zerbe and Brian Dowd-Urbe. *Association Concerned Africa Scholars Bulletin*. 88: 26-32.

Discussion 4 (Friday, February 28): Southwest Asia and North Africa: Water and Oil

Lightfoot, D.R. 2000. "The origin and diffusion of qanats in Arabia: new evidence from the northern and southern peninsula." *Geographical Journal*. 166(3): 215-226.

Allan, JA. 2000. "Contending environmental knowledge on water in the Middle East: global, regional and national contexts." In: Stott, P. and Sullivan S. (eds). *Political Ecology: Science, Myth and Power*. London: Arnold. (pp. 66-90).

Mitchell, T. 2013. *Carbon Democracy: Political Power in the Age of Oil*. 2nd Revised edition. London: Verso. Chapter 2.

Discussion 5 (Friday, March 6): South Asia: Outsourcing, Ethnicity and Climate Change

Nadeem, S. (2009). "The uses and abuses of time: globalization and time arbitrage in India's outsourcing industries." *Global Networks: a Journal of Transnational Affairs*. 9(1): 20-40.

Jeffrey, C. 2002. "A fist is stronger than five fingers!: caste and dominance in rural north India." In: *South Asia in a Globalising World*, p. 205-228

Black, R., D. Kniveton, et al. (2011). "Migration and climate change: towards an integrated assessment of sensitivity." *Environment and Planning A*. 43(2): 431-450.

Discussion 6 (Monday, March 30): East Asia: Cities and Migration

Jiyuan Liu, Jinyan Zhan and Xiangzheng Deng. 2005. "Spatio-Temporal Patterns and Driving Forces of Urban Land Expansion in China during the Economic Reform Era." *Ambio*, Vol. 34, No. 6, pp. 450-455

Shin, H.B. 2015. Economic transition and speculative urbanisation in China: Gentrification versus dispossession, *Urban Studies*, DOI: 10.1177/0042098015597111.

Fan, Cindy C. "Interprovincial Migration, Population Redistribution, and Regional Development in China: 1990 and 2000 Census Comparisons."

Discussion 7 (Friday, April 3): North and Central Asia, Mackinder and Geopolitics

Kaplan, Robert. 2009. "The Revenge of Geography." *Foreign Policy*. May/June Issue.

Various authors. 2009 "Revenge of the Geographers." *Foreign Policy*. June. This is a response by several authors to Kaplan's article above. In particular, please read the responses by Toal and Dalby.

Megoran, Nick. 2004. "Revisiting the 'pivot': the influence of Halford Mackinder on analysis of Uzbekistan's international relations" *Geographical Journal*. 170(4): 347-58.

Discussion 8 (Wednesday, April 8): Europe and Population Debates

Malthus, Thomas. 1798. "Essay on the Principle of Population."

Engels, Friedrich. 1844. "Outlines of a Critique of Political Economy"

Lohmann, Larry. 2003. "Re-imagining the population debate." *The Corner House*.

Sussman, A.L. 2010. "The End of Babies." *The New York Times*. November 17.

Discussion 9 (Wednesday, April 22): North America: Ethnic Neighborhoods, Economies and Transit

Allen, James P. and Eugene Turner. 2005. "Ethnic Residential Concentrations in United States Metropolitan Areas." *Geographical Review*. 95(2): 267-85.

Kaplan, David. 1997. "The Creation of an Ethnic Economy: Indochinese Business Expansion in Saint Paul." *Economic Geography*. 73(2): 214-233.

Blumenberg, E. and M. Smart. 2009. "Travel In the 'Hood: Ethnic Neighborhoods and Travel Mode Choice." University of California Transportation Center. UCTC Research Paper No. 891.

Discussion 10 (Friday, May 1): Mesoamerica, South America, Gender and the Environment

Wright, M. 1997. "Crossing the Factory Frontier: Gender, Place and Power in the Mexican Maquiladora." *Antipode*. 29(3): 278-302

Roberts and Thanos (2003). "Bio-Splendor, Devastation, and Competing Visions in the Amazon." Chapter 5 in *Trouble in Paradise: Globalization and Environmental Crises in Latin America*. New York: Routledge.

Christie, Maria Elisa. 2004. "Kitchenspace, Fiestas, and Cultural Reproduction in Mexican House-Lot Gardens." *Geographical Review*. 94(3): 368-390

Moseley, W.G. 2014. "What we can learn from Cuba's agroecology." *Minneapolis StarTribune*. Dec 21

Welcome to the course! I look forward to working with you this semester.