Welcome to Geography 140!

*Geography 140 -- World Regions: Concepts and Problems* is a new online course that takes advantage of innovations in technology to help:

- Enhance the acquisition of multiple forms of knowledge about world regions (e.g., Africa, Southeast Asia);
- Learn about the insights generated via direct engagement (e.g. via travel and especially fieldwork) with world regions;
- Learn how key public, private and non-governmental actors with ‘global reach’ (e.g., the Gates Foundation, Google, the European Commission, ASEAN, Médecins...
Sans Frontières) frame, develop, and implement regionally specific strategies (e.g., the EU’s Asia or Africa strategy).

Thus the course focuses upon substantive characteristics and patterns, research practices ‘in the field,’ and the regional/global ‘geographical imaginations’ of powerful actors in the regional development process.

Geography 140 is a 100% online (virtual) course: we do not, as an entire class, meet physically at anytime during the Fall term. Indeed, even if we wanted, to this would be impossible as quite a few of you are living in other parts of WI, the US, or the world. This course is also asynchronous which means you can work through the material whenever you wish, though there will be clearly stated deadlines for submitting exercises, etc. Marc (the TA) and I will, though, be available to converse with you individually via Skype, iChat or telephone.

Geography 140 was launched, in trial fashion during a Summer session of 2011, and is set to run every term from Fall 2011 on. Given that you are the first regular term students to take it, please be sure to provide us with incremental feedback via email or Skype so we can fix any problems that unexpectedly emerge (and also improve the quality of the course). Please do not be shy on this front, OK!

Course Content & Structure

A broad ‘world regions’ approach is being adopted in this course, such that we’ll be learning about all of the world’s regions, including:

- Europe
- The Russian Federation, Central Asia, and the Transcaucasus
- Middle East and North Africa
- Sub-Saharan Africa
- The United States and Canada
- Latin America
- East Asia
- South Asia
- Southeast Asia
- Australia, New Zealand, and the South Pacific

Given this, Geog 140 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/agents/etc., from other countries.

In terms of order vis a vis the course text, please note that we have made a few minor adjustments to the course chapter outline such that this is the flow during the Fall term:

- The United States and Canada
- Europe
- The Russian Federation, Central Asia, and the Transcaucasus
- Middle East and North Africa
- Sub-Saharan Africa
- Latin America
- East Asia
- South Asia
• Southeast Asia
• Australia, New Zealand, and the South Pacific
• World Regions in Global Context

Note that you only need to scan (not read) World Regions in Global Context (Ch. 1) at the start of the class, but 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’ll build up via region-focused materials to the global context/globalization material at the end, and the course will end with a comprehensive knit-it-all-together lecture at the end of the course as we all return ‘home’ to use this round-the-world trip analogy.

In terms of structure, each region noted above has the following elements associated with it:

1. A relevant course text chapter that needs to be read very closely;
2. A Written Exercise related to the relevant course text chapter;
3. A Meet the Expert lecture on a specific site/topic associated with the region, with recommended (but not required) readings;
4. A From the Field Q&A podcast that deals with the numerous issues associated with being ‘grounded’ in the region, with some recommended (but not required) readings;
5. Select documentaries & movies that are associated with several (not all) regions;
6. Discussion Forum questions for each region. These questions draw selectively from (1) to (5) above.

The inclusion of these elements is different than most ‘World Region’ courses in Geography in that we are steering clear of broad survey style lectures, and instead are using mechanisms like written exercises and discussion forums to help students (i.e. you) work with the carefully crafted course text via this close reading approach. However, we’ve worked hard to include complementary elements (especially the focused research lectures and fieldwork Q&A podcasts, all given by genuine experts on development issues in their designated region, to enable you to ‘drop down’ and deeply engage with a part of each region, or a specific theme/issue of concern. In doing so, we want you to derive an enhanced sense of the diversity, challenges, and opportunities evident in the world’s amazing regions.

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!

There are two additional elements to Geography 140:

7. Online Midterm and Final Exams that draw from the textbook, lectures, ‘from the field’ podcasts, and associated documentaries/films.
8. A Global Actors project. Further details about it are outlined below.
Here is how your requirements and the respective marks breakdown in this course:

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Percentage of Grade</th>
<th>Key Dates &amp; Guidance Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussion Forums</td>
<td>7.5% + 7.5% = 15%</td>
<td>All term with one assigned per region. Please contribute twice per region, with original contributions, and/or reactions to another student’s contribution. A mid-term feedback note &amp; grade will be provided about your standing. See detailed schedule below for rolling deadlines.</td>
</tr>
<tr>
<td>Written Exercises</td>
<td>15% + 15% = 30%</td>
<td>All term, with one assigned per region. A mid-term feedback note &amp; grade will be provided about your standing. See detailed schedule below for rolling deadlines.</td>
</tr>
<tr>
<td>Global Actors Project</td>
<td>25%</td>
<td>7 October: submit 1 single-spaced page Global Actors Project proposal no later than 5:00 pm (CST) 9 December: submit 12-16 double-spaced page paper no later than 5:00 pm (CST)</td>
</tr>
<tr>
<td>Midterm &amp; Final Exams, that draw from the textbook, lectures, ‘from the field’ podcasts, and associated documentaries/films</td>
<td>15% + 15% = 30%</td>
<td>Midterm will take place between 19-21 October. It is an on-line exam. Final exam will take place between 12-15 December. It is an on-line exam.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Please see the detailed schedule at the end of the syllabus for all deadlines.

**Global Actors Project**

The Global Actors Project is an individual research project. The idea is to learn how key public, private or non-governmental actors with ‘global reach’ frame, develop, and implement regionally specific strategies (e.g., the EU’s Asia or Africa strategy). You are welcome to choose any global actor in the public, private, or non-profit/non-governmental sector. Some examples (of thousands!) include:

<table>
<thead>
<tr>
<th>PUBLIC</th>
<th>PRIVATE</th>
<th>NGO/NON-PROFIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Union</td>
<td>Citibank</td>
<td>Amnesty International</td>
</tr>
<tr>
<td>US State Department</td>
<td>Moody’s</td>
<td>Médecins Sans Frontières</td>
</tr>
<tr>
<td>World Bank</td>
<td>Thomson Reuters</td>
<td>Gates Foundation</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Ford</td>
<td>Ford Foundation</td>
</tr>
<tr>
<td>Asian Development Bank</td>
<td>Google</td>
<td>Greenpeace</td>
</tr>
<tr>
<td>IMF</td>
<td>News Corp</td>
<td>European University</td>
</tr>
</tbody>
</table>
The objective is to create a paper that discusses (a) the history and operating logic(s) of the global actor of your choice, (b) the ‘geographical imagination’ of the actor (and in doing so explain how and why they frame the globe, and the world’s regions, the way they do) and then (c) how your adopted global actor attempts to implement their strategy in/for one of the regions (e.g., Africa) we are learning about in Geography 140. You have freedom to choose the actor and region, as well as use case studies (e.g., a particular sector or key policy), but it is important to engage with us as you deliberate about the options and make your choices.

The research paper should be 12-16 double-spaced pages in length (not including references or full page graphics).

Please note that we will be working with you to identify resources for this project. We also encourage you to correspond with, or meet with, the librarians in the Geography Library, Memorial Library, and the Business School Library.

In addition, please note that we’ve created a Twitter feed:

Twitter: http://twitter.com/Geog140

so we can all share tips, ideas, etc, about interesting project-related finds (e.g., data bases, websites, new stories). Please register with Twitter to follow this feed.

**The Course Text & Recommended Readings**

The course text is:


Please see the course’s WordPress website: http://worldregions.wordpress.com/ for details on how to purchase the course text.

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. As noted above, the course site on Learn@UW includes podcast interviews with three of the textbook authors.

In addition, please note that we have assigned numerous ‘Recommended readings’ in association with the Meet the Expert lectures and From the Field podcasts.

Finally, please note that the assigned movies and documentaries have been digitized, and are accessible via iTunes on the course website. If you would prefer to rent the movies yourself, feel free to do so, of course. Netflix is an obvious option, as is Four Star Video Heaven (315 N. Henry Street, Madison, WI 53703).
Tips for Using Online/Virtual Courses

Access to the Course Site on Learn@UW

The vast majority of the course material is located on the Learn@UW-based course website. Please note that 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 on Friday 2 September starting at 12:00 a.m. CST. 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 among other things, and each course has its Learn@UW link available right there.

Updating your Profiles on Learn@UW

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

- In MyUW, click on the Learn@UW tab at the top of the screen (right hand corner).
- On your Learn@UW page, you'll see a widget labeled "My Settings." If you've uploaded a picture, you'll see your picture there. Otherwise you'll 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're 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'll be able to see each other -- this helps to compensate for the loss of in-person face time.

Discussion Forums

Groups: The class will be divided into discussion section-sized groups for discussion purposes. To see which group you are in, you can do one of two things:

- You can click on Groups in the Learn@UW NavBar. Next to each Group you’ll see the number of members in that group. Click on the number and it will list the students within that group.
- You can click on the Classlist in the Learn@UW NavBar. Within Classlist you’ll see a dropdown menu next to “View by.” One of your options is to view by Groups. Select that in the dropdown menu, and another dropdown menu will appear, allowing you to choose the Group you’d like to view.

Once you find your group #, write it down somewhere so that you’ll remember and won’t have to repeat this process.

Posting in the Discussion Forum: In the Learn@UW NavBar, the very first link is to Discussion. When you click on that you’ll see a few Discussion forums. Underneath each form you’ll see Group 1 Topic, Group 2 Topic, etc. Post to your appropriate “Topic.” The
groups are restricted so that only your group members can post to it. Please note that each week new discussion forums will be released. You’ll be able to view these forums for the entirety of that week, but you must post to each by the appropriate deadline listed in the syllabus and on the course site. The only forum that will remain visible throughout is the Class Introduction one.

Please contribute twice per region, with original contributions, and/or reactions to another student’s contribution.

Discussion settings: In Learn@UW you can personalize the layout of a discussion (i.e. the way posts look within each forum). Personally, we like Reading Style over Grid Style, because the former allows you to see the picture of who’s posting and seems a little more natural than the Grid Style. However you may decide otherwise.

Dropboxes:

For this course you’ll submit all written assignments except the final exam to a Dropbox. To access the Dropboxes, click on “Dropbox,” in the Learn@UW NavBar. You’ll see a series of assignment titles that should look familiar from the syllabus, as well as the day and time at which that Dropbox will lock. Once a Dropbox locks (5 minutes after the due date of an assignment) you will no longer be able to submit your assignment. To submit a file, click on the appropriate dropbox, You’ll see options to Add files by browsing for them on your computer. Once you find the file you’d like to submit, make sure you click Submit before leaving the Dropbox. You’ll 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).

iTunesU:

While you will be able to view all videos and listen to all audio files on the course site, you could opt to access them through iTunesU, which is capable of holding higher quality files. To access iTunesU, click on it in the Learn@UW NavBar. You’ll then need to click the little box that pops up saying something like “Launch iTunes.” Once you click on the course, you’ll see a series of tabs labeled by region. To view the files for that region, click on its tab. While you have the option to download files by clicking “Get,” many of these files are quite large and you would probably be better off simply double clicking the file name within iTunesU and it will open for your viewing or listening within the iTunesU space so that no download is necessary.

If at any point iTunesU repeatedly asks you to log in to Learn@UW when you are already logged in to Learn@UW, try emptying the cache and/or the history of whatever web browser you use (in one of the file menus such as name of the browser - “Safari” for example for Safari or a menu such as “Tools” in Firefox). Then quit your browser and iTunes, and start again. An annoying quirk of iTunesU at this point, but it seems to only happen if you’ve been logged in to iTunesU for a while.

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’s a free download available for both Windows and Mac platforms: http://get.adobe.com/flashplayer/. If for some reason you are
unable to download Flash and are unable to view some of the video files, then simply go to iTunesU to watch them.

**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 the current TA for the course.

**Code of Conduct**

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](http://students.wisc.edu/saja/misconduct/misconduct.html), and we 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. 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).

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.

Thank you for taking this issue seriously.

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

*Kris Olds & Marc Brakken (1 September 2011)*

<><><><><><><><><><><><><><><><><><><><><><><><><><><>
The True Size of Africa

In addition to the well known social issues of illiteracy and immurray, there also should be such a concept as "impermeability", meaning insufficient geographical knowledge.

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather surprising, the survey show 1.5 billion and "bigger than the world", respectively.

Even with Asian and European college students, geographical estimates were often off by factors of 10. This is partly due to the highly distorted nature of the predominantly used mapping projections (such as Mercator).

A particularly extreme example is the worldwide misjudgement of the true size of Africa. This single image tries to emphasize the massive area, which is larger than the USA, India, Japan and all of Europe.....combined!
<table>
<thead>
<tr>
<th>Focus</th>
<th>Readings/Viewings</th>
<th>Deadlines &amp; Responsibilities (No later than...)</th>
</tr>
</thead>
</table>
| **Introduction to Geog 140** | • Detailed reading of course syllabus here: [http://worldregions.wordpress.com/](http://worldregions.wordpress.com/)  
  • Listen: introductory podcast with Kris Olds & Marc Brakken  
  • Listen: Q&A podcasts with Vincent Del Casino, Diana Liverman & Paul Robbins  
  • Scan: Chapter 1 of course text | 7 September (5:00 pm CST)  
  • Fill in your on-line profile (details on syllabus)  
  • Introduce yourself on 140 Discussion Forum (details in syllabus) |
| **United States & Canada** | • Read: Chapter 6 of course text  
  • View: Meet the Expert Lecture by Emily Gilbert (University of Toronto)  
  • Listen: From the Field Q&A with Yen-Chu Weng (University of Wisconsin-Madison) | 9 September (5:00 pm CST)  
  • Complete and submit Written Exercise  
  • Contribute twice in Discussion Forum |
| **Europe**            | • Read: Chapter 2 of course text  
  • View: Meet the Expert Lecture by Anne Corbett (London School of Economics)  
  • Listen: From the Field Q&A with Kara Dempsey (University of Wisconsin-Madison)  
  • View: *l'Auberge Espagnole movie* (iTunes U) | 16 September (5:00 pm CST)  
  • Complete and submit Written Exercise  
  • Contribute twice in Discussion Forum |
| **Russia et al** | **Read:** Chapter 3 of course text  
**View:** Meet the Expert Lecture by Robert Kaiser  
**Listen:** From the Field Q&A with Alex Diener (University of Kansas)  
| | **23 September (5:00 pm CST)**  
**Complete and submit Written Exercise  
Contribute twice in Discussion Forum** |
| **Middle East & N. Africa** | **Read:** Chapter 4 of course text  
**View:** Meet the Expert Lecture by Leila Harris (University of British Columbia)  
**Listen:** From the Field Q&A with Samer Alatout (University of Wisconsin-Madison)  
| | **30 September (5:00 pm CST)**  
**Complete and submit Written Exercise  
Contribute twice in Discussion Forum** |
<table>
<thead>
<tr>
<th><strong>Global Actors Project</strong></th>
<th><strong>Midterm Exam</strong></th>
<th><strong>Latin America &amp; Caribbean</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 October (5:00 pm CST)</strong></td>
<td><strong>19-21 October (details in syllabus)</strong></td>
<td><strong>28 October (5:00 pm CST)</strong></td>
</tr>
<tr>
<td>Submit Global Actors Project Proposal (details in syllabus)</td>
<td></td>
<td>Complete and submit Written Exercise</td>
</tr>
<tr>
<td><strong>10-14 October</strong></td>
<td></td>
<td><strong>28 October (5:00 pm CST)</strong></td>
</tr>
<tr>
<td>Feedback provided by Kris Olds or Marc Brakken on your project.</td>
<td></td>
<td>Complete and submit Written Exercise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sub-Saharan Africa</strong></th>
<th><strong>14 October (5:00 pm CST)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Read: Chapter 5 of course text</td>
<td>Complete and submit Written Exercise</td>
</tr>
<tr>
<td>View: Meet the Expert Lecture by Matthew Turner (University of Wisconsin-Madison)</td>
<td><strong>28 October (5:00 pm CST)</strong></td>
</tr>
<tr>
<td>Listen: From the Field Q&amp;A with Leif Brottem (University of Wisconsin-Madison)</td>
<td><strong>28 October (5:00 pm CST)</strong></td>
</tr>
<tr>
<td>Listen: From the Field Q&amp;A with Abigail Neely (University of Wisconsin-Madison)</td>
<td></td>
</tr>
<tr>
<td>View: The Peacekeepers documentary (iTunes U)</td>
<td></td>
</tr>
<tr>
<td><strong>28 October (5:00 pm CST)</strong></td>
<td></td>
</tr>
<tr>
<td>Region</td>
<td>Activities</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| East Asia    | • Read: Chapter 8 of course text  
• View: Meet the Expert Lecture by You-tien Hsing (University of California, Berkeley)  
• Listen: From the Field Q&A with Po-Yi Hung (University of Wisconsin-Madison) | 4 November (5:00 pm CST)  
• Complete and submit Written Exercise  
• Contribute twice in Discussion Forum |
| South Asia   | • Read: Chapter 9  
• View: Meet the Expert Lecture by Stephen Young (University of Wisconsin-Madison)  
• Listen: From the Field Q&A with Chris Limburg (University of Wisconsin-Madison) | 11 November (5:00 pm CST)  
• Complete and submit Written Exercise  
• Contribute twice in Discussion Forum |
| Southeast Asia | • Read: Chapter 10  
• View: Meet the Expert Lecture by Ian Baird (University of Wisconsin-Madison) | 18 November (5:00 pm CST)  
• Complete and submit Written Exercise |
| Australasia                                                                 | • View: *Where Have All the Fish Gone?* (iTunesU)  | • Contribute twice in Discussion Forum  |
| • Read: Baird, I. (2011) *The Don Sahong Dam: Potential Impacts on Regional Fish Migrations, Livelihoods, and Human Health*, *Critical Asian Studies*, 43(2): 211-235.  | • Read: Chapter 11  | 23 November (5:00 pm CST)  |
| • Listen: From the Field Q&A with Erin Collins (University of California, Berkeley) | • View: Meet the Expert Lecture by Nick Lewis (University of Auckland)  | • Complete and submit Written Exercise  |
| • Read: Lewis, N. (forthcoming) ‘Brand New Zealand: Thinking about where we are and what we should be doing,’ Unpublished working paper.  | • Read: Lewis, N. (forthcoming) ‘Markets and myopia beyond finance: Emissions trading and the promise of market-based environmental governance,’ *Dialogues in Human Geography*, 1(1): 38-41.  | • Contribute twice in Discussion Forum  |
| • Listen: From the Field Q&A with Mark Cooper (University of Wisconsin-Madison) | • Read: Olds, K. (1998) 'Globalization and urban change: tales from Vancouver via Hong Kong', *Urban Geography*, 19(4): 360-385  | Note: Thanksgiving Recess occurs 24-27 Nov.  |
| • Read: Cooper, M. (2011) ‘Markets and myopia beyond finance: Emissions trading and the promise of market-based environmental governance,’ *Dialogues in Human Geography*, 1(1): 38-41.  | • Read: Chapter 1  | 2 December (5:00 pm CST)  |
| | • View: Lecture by Kris Olds (University of Wisconsin-Madison)  | • Complete and submit Written Exercise  |
| | | • Contribute twice in Discussion Forum  |
| Global Actors Project | 9 December (5:00 pm CST) | 12-15 December  |
| | • Submit Final Global Actors Project (details in syllabus)  |