WORLD REGIONAL GEOGRAPHY (GEOG 102)  
Department of Geography and Environment  
Course Homepage: https://laulima.hawaii.edu  
Foundations Course: Global and Multicultural Perspectives

Instructor: Mary Mostafanezhad  
Email: mostafan@hawaii.edu  
WhatsApp: +1-808-342-8946  
Office hour: TBA

This is an introductory course for the study of people and their relationships with their natural and built environments. Based in London, one of the most culturally and ethnically diverse cities in the world, we will examine key concepts and themes in human geography such as migration, colonialism, and cultural landscapes. We begin by exploring what geography is and what geographers do as well as the history of human geography as a discipline with a specific focus on the historical role of British geographers during the British Empire. With more than eight million works from around the world, we will take a fieldtrip to the British Museum to discover the significance of the museum and its representations for world regional geography.

The experience of empire and the story of immigration is integral to the cultural landscape of London. Paying particular attention to London’s cultural landscape, we will learn about the historical development and contemporary context of several cultural neighborhoods in London as well as take fieldtrips to neighborhoods such as Southall, a center of South Asian culture, Brixton, home to a vibrant community Afro-Caribbean Londoners, and Chinatown, first established in the early 20th century and now a large multi-ethnic community. Each fieldtrip will be an opportunity to practice participant observation and take fieldnotes to better engage with the cultural geography of place.

Beyond a series of fieldtrips to culturally distinct neighborhoods, we will also learn about world regions through lectures, readings, writing and online assignments, classroom discussions and video documentaries. By the end of this course, you should be able to articulate why geography matters in terms of politics, economics, society, culture, and the environment. To that end, we survey major regions of the world, incorporating contemporary issues that pertain to each region, and examine conceptual themes that transcend regional boundaries.

By gaining an understanding of the relationship between culture, empire, and community, we will learn several key themes with which human geographers have typically been concerned include environmental geography, population and settlement, cultural coherence and diversity, geopolitical frameworks, and economic and social development. We consider how these themes can help us better understand our lives and our world by applying them to local, national, and international current events.

This course will provide you with tools for geographical exploration that range from searching for information to critically processing it. Rather than memorizing trivial facts, you will be expected to understand important concepts and explain processes and ideas that
shape world regions.

Throughout the course we highlight the place-based nature of human experience in London and interrogate several key questions: what is the relationship between space and place?; how are London’s cultural landscapes constructed?; and, why does place matter? We also consider various ways in which interpretations of place have changed amid globalization and the role place plays in how we residents and tourists and experience London. Finally, we survey the current and potential roles human geography and human geographers can play in helping solve some of today’s most pressing issues.

**Goals for the Course**

By the end of this class you should:
1. Be able to articulate why geography matters in terms of politics, economics, society, culture and the environment;
2. Be able to explain basic concepts and facts of world geography;
3. Be able to understand how human populations interact with their environments;
4. Be able to explain how/why humans adapt to or resist the process of globalization;
5. Be able to critically analyze current events reported in the news media;
6. Be able to find information and conduct basic research on different parts of the world.

**Required Class Materials**


2. Additional readings will be available in the resources folder in Laulima.

**Grading**

<table>
<thead>
<tr>
<th>London Cultural Landscape Fieldtrips + Place-Writing</th>
<th>500 points</th>
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<tr>
<td>2 Current Events (50 points each)</td>
<td>100 points</td>
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Mid-term 200 points
Final exam 200 points
Total 1000 points

*The maximum points possible for the class is **1000**. If you do the extra credit assignment and earn more than 1,000 points you will only receive 1000 points.

(A= 900-1000; B=800-899; C=700-799; D=600-699; F= < 600; pluses & minuses will be assigned)

**Read the assigned chapters in your textbook before coming to class.**

The lectures will often presume knowledge that the textbook provides. They will NOT be a repeat of the textbook, but an elaboration of specific concepts.

**London Cultural Landscape Fieldtrips + Place-Writing Journals (500 points)**

You will realize the SLOs in part through a series of five cultural landscape fieldtrips and place-writing journal assignments which will include field notes, geotagging and a photo journaling on a topic of your choice as it relates to culture and place-making (more information on geotagging will be provided in class). You will share your place-writing journals online through our class Adobe Spark webpage (more info to be distributed in class) and in class presentations.

As we visit some of London’s cultural landscapes, you may consider some of the following prompts and questions as they relate to the site:

a. As you walk around the neighborhood, note the diversity of stores, art, buildings, people, etc. What do you see, hear and/or smell?

b. What is the cultural history of this place?

c. How is cultural identity made visible in the landscape?

d. Write fieldnotes describing the scene. Is it festive? Frenetic? What is the weather like? What do you feel? What incidents, sights, sounds trigger that feeling?

e. Take pictures to illustrate your written descriptions.

You will be graded based on your fieldtrip attendance and completion of your place-writing journal.
### Place-Writing Journal Student Learning Objectives

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Develop awareness of own cultural values and biases and how these impact your</td>
<td>Fail to submit regular journal entries</td>
<td>Can demonstrate understanding with</td>
<td>Can demonstrate understanding with</td>
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<td>ability to work with others</td>
<td></td>
<td>concrete examples</td>
<td>concrete examples and link to perceptions of</td>
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<td></td>
<td></td>
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<td>cultural landscapes and place-making</td>
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<tr>
<td>Demonstrate knowledge of diversity with a focus on cultural landscapes and</td>
<td>Unable to report on field observations</td>
<td>Can demonstrate understanding with</td>
<td>Can demonstrate understanding with</td>
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<tr>
<td>place-making</td>
<td></td>
<td>concrete examples</td>
<td>concrete examples of cultural landscapes and</td>
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<td></td>
<td></td>
<td></td>
<td>place identity</td>
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<tr>
<td>Communicate appropriately and effectively with diverse individuals and groups</td>
<td>Poor attendance and participation in programs</td>
<td>Regular attendance and participation in</td>
<td>Applies classroom and excursion to everyday</td>
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<td></td>
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<td>programs</td>
<td>living experiences and cross-cultural</td>
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<td>understandings of cultural landscapes and</td>
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<td>place identity</td>
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<tr>
<td>Demonstrate an increased capacity to analyze issues with appreciation for</td>
<td>Unable to complete the place-making journal</td>
<td>Completes the place-making journal</td>
<td>Completes the place-making journal and</td>
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<tr>
<td>disparate viewpoints</td>
<td></td>
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<td>initiates further inquiries</td>
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### Current Events (50 points each, 100 points total)

Find a current event (an event that occurred in 2021 or 2022) from a reputable online source that is related to one of the regions we have discussed thus far in class.

Use at least 5 key terms (key terms are the words that are in bold at the end of each chapter in the textbook) to critically analyze the current event. You can use key terms from ANY chapter in the textbook in your analysis.

- List your 5 key terms + definitions on the top of your assignment
- Paste the URL of your electronic article on the top of your assignment.
- Your analysis should include a thesis statement* in the first paragraph that is underlined and in bold.
- Your analysis should be between 700 and 800 words in length.
- Upload your current event to the assignments folder in Laulima.

To receive a full credit, you need to complete each current event by the specified due date. Late submissions lose 50%.


### Exams X 2 (400 points)

- There is one midterm (200 points) and one final exam (200 points) in this course.
Both exams will be given in class and include multiple choice, short answer, and essay questions.

You will be given a study guide and participate in an in-class study session before each exam.

Laulima

Using Laulima: This course uses the UH Laulima program. Laulima can be accessed at http://laulima.hawaii.edu. You will need your UH username and password to log in. If you are unfamiliar with Laulima, please take some time to familiarize yourself with the program at: https://www.hawaii.edu/talent/laulima_students.htm

Course Resources: Many course materials such as readings, websites, videos and study aids are in the resources section of Laulima.

Class Communication

Please check the Laulima website and your UH email regularly for class news and information.
Consult with your TA for questions related to the online quizzes or grades; for other questions, you may contact the instructor and/or the TA.
In email communications, please start the subject line with “Geog 102” so your email does not get lost in our inbox.
Do ask questions to your instructor or TA during office hours, after class, or via email.

Please turn off all electronic devices including cell phones during class. Please let the instructor know if you have any special needs.

Course Schedule

<table>
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<tr>
<th>Dates</th>
<th>Readings* &amp; Due Dates</th>
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| Week 1 | Chapter 1: Concepts of World Geography  
  • Online Quiz |
| Week 2 | Chapter 8: Europe  
  • Fieldtrip: British Museum |
| Week 3 | Chapter 12: South Asia  
  • Fieldtrip: Southall- South Asian Culture Neighborhood Walking Tour |
| Week 4 | Chapter 7: Sub-Saharan Africa |
| Week 5 | Chapter 5: The Caribbean  
  • Fieldtrip: Brixton- Caribbean Culture Neighborhood Walking Tour  
  • *Current Event #1 due on Sunday by 11:55pm—Submit to the Assignments Folder in Laulima |
Week 6
• Midterm Exam

Week 7
• Chapter 7: North Africa/Southwest Asia
  • Fieldtrip: Edgeware Road – North Africa/Southwest Asia Culture Walking Tour

Week 8
• Chapter 4: Latin America

Week 9
• Chapter 14: Australia and Oceania

Week 10
• Chapter 11: Southeast Asia

Week 11
• Chapter 13: East Asia
  • Fieldtrip: Chinatown Walking Tour
  • *Current Event #2 due on Sunday by 11:55pm—Submit to the Assignments Folder in Laulima

Week 12
• Final Exam
• Due: Final Projects
• Final Project Presentations

General Policies and Advice

*If you have concerns about your performance in the course, please come see me or email me as soon as possible. We have a lot to cover and it may be easy to fall behind.

*Late work will not be accepted without penalty. It is to your advantage to stay on top of your assignments. Given the short amount of time we have to cover such a large amount of material, if you fall behind it could be difficult for you to catch up.

*A problem with your computer is not a valid excuse for turning in late assignments. If you are having problems with your computer please plan ahead.

*You must be self-motivated to do well in this class. This course requires about 9 hours of study/class time per week. You will need to schedule time to complete the readings and assignments as indicated in the syllabus.

*Students are advised that academic dishonesty (cheating and plagiarism) are prohibited by "The Student Conduct Code". Violations will result in no points for the assignment involved. Violations may also result in serious disciplinary action by the University.

*If you have a hidden or visible disability, which may require class or testing accommodations, please talk to me as soon as possible or let me know via email. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center for Student Services.

*I uphold the University of Hawaii’s nondiscrimination policy in my classes. Any discriminatory acts or language on the basis of race, religion, age, sex, national origin, ancestry, disabilities or sexual orientation will not be tolerated. In addition, my classroom, office, and by extension Laulima courses, are UH-designated Safe Zones. The Safe Zone program is committed to creating and maintaining a positive social and academic environment for gay, lesbian, bisexual and transgendered students. Again, any
discriminatory acts or language (on Chat, Messages or Forums) on the basis of sexual orientation will not be tolerated.

**Final Note**

Your learning is my principal concern, so I may modify the schedule if it will facilitate your learning. For example, we may discover that we want to spend more time on certain topics and less on others. I’ll consider changing the schedule if such changes would benefit most students’ learning in this course.