

WORLD CULTURAL REGIONS

01:450:205:01

Fall 2023

Course Instructor: Jenny R. Isaacs, PhD



Instructor Contact Information:

E-Mail: jenny.isaacs@rutgers.edu

Office: B218 Lucy Stone Hall, LIV

Campus Phone: (848) 445-4374 (don't leave voicemail, just email me!)

Please allow 2 business days for a reply to email.

Office / Student Support Hours:

- In -person: Wednesdays after class, Tues or Fridays by appt.
- Online: Zoom by appt.

Course Meeting Days, Times, Location, Modality:

In person:

Meeting times/location: Wednesdays (DOUBLE PERIOD) 10:20 AM – 1:20 [TIL-246](#)

Rutgers map: <https://maps.rutgers.edu/>

Online course sites/meeting places:

- Canvas Site: <https://rutgers.instructure.com/courses/239154>
- Online Server / Community Workspace: TBD (Server, Slack, or Discord)
- Zoom Meeting Link (Anytime):
<https://rutgers.zoom.us/j/98555432290?pwd=ck9NaE0yS1JkS0tBRzd2NmR6SWhuZz09> ; Password: 901560

Course Description:

From [Rutgers Catalog](#): *Geography of the world's major cultural regions: Europe; Russia and the Newly Independent States; the Americas; East Asia, Australasia, and Oceania; South Asia; the Middle East; and Africa.*

World Cultural Regions provides an integrated overview of the ten major world regions, classified largely by cultural characteristics. The course will explore what makes each of these regions distinctive, how new regions emerge, and how they are interconnected (e.g., through globalization, history, or climate.) Topics discussed for each region include environment, sustainability, history, territory, politics, culture, language, religion, economy, population, and tourism. Given that the course considers the entire world, each of these topics will be touched upon only briefly.

Learning Goals:

This course satisfies both a Social (SCL) or Historical (HST) Analysis requirement in the SAS Core Curriculum. Upon completion, students will understand the bases and development of human and societal endeavors across time and place. Students will also be able to explain the development of some aspect of a society or culture over time, and understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

Department of Geography Learning Goals:

Global Culture, Economics and Society Track Learning goals: To understand and evaluate connections and disconnections between places and peoples within the context of development and unequal power relationships; to synthesize and examine critically a range of cultural, economic and societal issues, particularly those connected with globalization, geopolitics and processes driving environmental change; to assess structural inequalities throughout the globe (e.g. systemic racism, wage gap, austerity).

COVID-19: Please keep up to date with [University COVID updates](#), testing options, operating status, vaccine and mask mandates.

Required Materials:

eTextbook with Pearson Mastering access (Required):

Marston, Knox, Liverman, Del Casino, and Robbins. *World Regions in Global Context: Peoples, Places, and Environments*. 6th ed. Pearson/Prentice Hall Publishing, 2017. ISBN-13: 9780134245355

The textbook with Mastering access can be purchased here:

<https://www.pearson.com/store/p/world-regions-in-global-context-peoples-places-and-environments/P100001631388/9780134245355> .

For homework, quizzes, exams, and in-class polling, we will be using the **Marston et al** etext with Canvas My Lab and Mastering integration. *My Lab/Mastering* is an online homework and tutorial system by Pearson publishing which accompanies the text and helps you study, go further with your learning, listen to audio versions of the chapters, and prepare for tests.

Be sure to select and purchase "**Modified Mastering Geography with Pearson eText -- Instant Access -- for World Regions in Global Context: Peoples, Places, and Environments**"; ISBN-13: 9780134245355; Instant access" -- **\$84.99** and includes 18 months access online **with etext**. **Monthly payments and Temporary Access are available: When registering, you will come to a payment page, at the bottom of the page, find the link for Temp Access. I realize this is may be a high cost for students, but you are buying a LOT more than a textbook and I sincerely believe it is worth it.

All other required and recommended articles, news stories, videos, and links will be posted and/or archived in Canvas.

For classwork, you may also need to install the free **Pearson + app on your smart phone**. A paper copy of the book is also available at a discount, find link on Mastering site.

Access your etext on or offline and do your HW through the Mylab and Mastering portal / tab on Canvas or on your phone.

Directions for registering and getting started in Canvas – Pearson / Mastering will be in Canvas under Files.

Technical / Technology Requirements:

Supplies: You MUST bring a paper notebook (with loose-leaf you can rip out) and a loaded pen/cil case. Bring your laptop and phone, we may or may not use it that day. A phone is not enough for this class, you need to also bring a laptop.

If you do not have the appropriate technology for financial reasons, please email the Dean of Students at deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid: <https://financialaid.rutgers.edu/>.

Course Work and Schedule:

Research shows that success in this and other courses is largely dependent on 1) how often you come to class /prepared, even where you sit in the classroom; 2) prioritizing self-care and wellness (sleep!) all semester, and 3) your time management skills. Stay on top of the calendar -- work well ahead of your assignment due dates as a cushion for when life gets harder later in the semester.

Check out these time management tips for busy college students:

<https://www.purdueglobal.edu/blog/student-life/time-management-busy-college-students/>

University Calendar (Fall 2023): <https://nbregistrar.rutgers.edu/undergrad/f23ugcal.htm>

See last days to add/drop, w a W, above.

Interfaith Calendar: <https://www.interfaith-calendar.org>.

Faith Practices & Rutgers: <https://diversity.rutgers.edu/RespectFaithPractices>

Please let me know WELL AHEAD of time if you will be observing ethnic/religious holidays (Yom Kippur) and or fasting (e.g. Ramadan) and are concerned that it might impact your grade and/or (the quality of) your work and focus for the course. We can come up with a strategy for you that's customized for your success

Below you will find weekly topics and due dates for assignments. To receive participation points as prepared for class discussions, please note that the chapters listed for the weeks below **should already be read BEFORE** that week's class. This is also true for the Mastering homework (which reviews the key elements of the chapter due that week). Students can submit any/all work early.

Version 1.0; dates and assignments subject to change. Latest version can be found on #syllabus Server channel and in Canvas under Files.

Mastering is due on Wednesdays before class.

Week	Dates	Topics, Readings, Exercises, Assignments
1	9/6	Course Aims & Main Themes, An Interconnected World, Syllabus Review, Introduction to Independent Research Project. HW: Purchase or free trial of Marston w/ Mastering via Canvas, practice assignment; syllabus contract; opening survey
2	9/13	Major Topics, Introduction to Group projects Groups formed. HW: Finish set up in Canvas, Mastering – Start Chapter 1
3	9/20	Chapter 1: World Regions in Global Context – Geography Key Terms. Theory focus: Demographic Transition Model Mastering HW tied to regions begins, due each week by class time. Each day late loses 5%.

4	9/27	<p>Chapter 6: The Global North; North America: The United States and Canada.</p> <p>Theory Focus: Black Lives Matter, Critical Race Theory, Plantationocene</p> <p>QUIZ on key Geography Terms</p>
5	10/4	<p>Chapter 7: Europe</p> <p>Theory Focus: Pratt – Colonial gaze & Contact Zones, Marx, and Wallerstein’s World Systems Theory; Jason Moore – Capitalocene</p> <p>Presentations begin</p>
6	10/11	<p>The Global South, Majority World</p> <p>Chapter 2: Latin America and the Caribbean</p> <p>Theory Focus: Decolonization, Coloniality (Fanon, Cesaire, Galeano, Quijano, Escobar, etc.)</p>
7	10/18	<p>Chapter 4: Middle East and North Africa. MIDTERM</p> <p>Theory Focus: Edward Said, Fanon cont.- Orientalism</p>
8	10/25	<p>Chapter 5: Sub-Saharan Africa. Grades for midterm close 10/15</p> <p>Theory Focus: Achille Mbembe, James Ferguson, Maathai, Mandela - Postcolonialism, necropolitics</p>
9	11/1	<p>Chapter 3: The Russian Federation, Central Asia, and the Transcaucasus. *Expected guest lecture Dr. Ariel Otruba</p> <p>Theory Focus: Lenin, Communism; BRICS; Novorossiya; U.N., International Treaties and Criminal Courts</p>
10	11/8	<p>Chapter 9: South Asia.</p> <p>QUIZ (on MENA, Sub-Saharan Africa, and Russia)</p> <p>Theory Focus: Postcolonial; Roy – Development and the third world, Guha, Shiva, Ghandi, Spivak. Buddhism *with East Asia</p>
11	11/15	<p>Chapter 8: East Asia.</p> <p>Theory/Philosophy Focus – Confucius, Buddhism, Orientalism cont.</p> <p>Mao, BRICS, Belt & Road.</p> <p>Watch: Ai Wei Wei: Film ‘Human Flow’ (w SE Asia)</p>
12	BREAK	No class this week – watch film and work on your website

		analysis
13	11/29	Chapter 10: Southeast Asia. QUIZ on 8 and 9. BRICS, Tiger nations, Democratic backsliding? Climate vulnerability and development, trafficking
14	12/6	Chapter 11: Oceania Theory focus: Indigenous Studies, Aboriginal Claims and White Settler Reconciliation, Climate Justice, Online Extremism
15	12/13	In class Final & PARTY! Final Website Projects Reveal

Grading Scale:

Grade	From	To
A	90	100
B+	85	89.99
B	80	84.99
C+	75	79.99
C	70	74.99
D	60	69.99
F	0	59.99

Requirements and Evaluation:

Course Basic Structure: (*details follow*)

1. **Reading:** 1 Marston et al. book chapter a week, + occasional news articles
2. **Mastering HW:** Study questions tied to the book. Complete and submit online in Mastering - due Wednesdays by class time (about 60-80 min)
3. **Quizzes:** About every two – three weeks, based on readings and classwork discussions, open notes, tests may be given on paper or online.
4. **Midterm and Final Multiple Choice Exams:** Multiple choice, in class, a few short answer, open notes.
5. **Regional Group Research Project:** Regional Brief / Presented in class. Students get one of their top three regions – one region must be from your Wanderlust World Tour.
6. **'Wanderlust' World Tour Itinerary and Website. Creative Research Project:** For midterm, create an original, public-facing website for a themed world tour of your choosing, with itinerary -- include 3+ regions; for Final – analyze.

Categories / Assignments / Grade %
(Specific rubrics will be distributed on Canvas)

1. **Attendance and Participation (10%)**

Participation Rubric:

A	B	C	D	F
Actively supports, engages and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation, and therefore level of participation, are both inconsistent	Rarely prepared and rarely participates	Never prepared
Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments are generally vague or drawn from outside of the assigned material	Never participates
Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (ongoing)	When prepared, makes relevant comments based on the assigned material	Demonstrates a noticeable lack of interest (on occasion)	Demonstrates a noticeable lack of interest in the material (ongoing)

2. **Mastering (HW) = (20%)**

Each week, you will have homework assigned in your Mastering section of Canvas. This work is auto-graded. Additional helpful study content is available on the Mastering home page, including customizable flash cards, virtual field trips, and topical BBC and other online videos.

3. **Regional Small Group Presentation, w topic spotlights = (15%)**

To socialize and practice teamwork skills, you and your group members will research and present on one cultural region of the world.

First, your group will report on just a few key current events from the region the class should know about, focusing discussion on the main themes and core concerns of the course.

Second, you will present to the class either 1) highlights from your Wanderlust project taking place there; 2) a family history, recent vacation, or other strong background connection to the region (show us the family farm, your recent trip to India for a wedding, etc.); 3) personal or professional interest in the region (e.g., style of music or dance, sport, holiday, etc.); 4) anything about the region you are fascinated by or curious about (e.g., Chinese alphabet, anime, Bollywood, genocide, Swahili language, making of Encanto, camel racing in Egypt, whatever!). You can work in pairs or mini-groups on these, but the time cannot be extended.

You will sign up on Canvas for whichever region you like that is open, with each region capped for equal spread of content. If you feel comfortable sharing, I strongly suggest choosing a region you have a personal, friend, professional, or family connection to, because the class will greatly benefit from learning about your cultural background and interests, seeing your pix, or hearing authentic stories about trips to the region, familiarity with the language, practicing your religion, local culture, and daily life there, etc. Combining our cumulative knowledge of the world is the best part of life at Rutgers!

Groups must meet twice outside of class before presenting AND submit an outline of the presentation with slides to me asap before presenting. Attendance will be taken and reported. Groups must use the Server channel to communicate for accountability purposes.

I will conference with groups one week before to finalize how best to organize the week's presentations. Your group must have final Instructor approval before presenting.

Each group member must contribute to the research, preparation, and delivery of the group overview presentation. Any student who is not meaningfully contributing to their group will be given a warning, then will not be allowed to present. Students should escalate concerns with any group members early to the Instructor.

Absences on the day of presentation, without medical documentation or letter from Dean, will earn a zero with no equal makeup option.

You must cite your sources at the end of the presentation.

Final Slides should be shared in Google Slides and submitted as one package, by each student, in Canvas under Assignments. Also post any links to the Server #classwork channel for other students' research and study.

Presentations should be less about twenty minutes to a half hour max. You should

use photos, film clips, PowerPoint, music, and any other multimedia resource that assists you in effectively presenting your findings to your classmates.

Grading: *A full rubric with template will be distributed for this assignment on Canvas.* Each student will give themselves and receive (from me) an individual grade. For group work, students will grade each other; if there is a clear group consensus that any member was MIA for the project and/or presentation, this WILL hurt that person's grade and will trigger a conference with me to appeal the group grade.

Delivery: **Don't stand there and read the slides – everybody hates that.** Slides should be colorful and mostly images/graphics. You can use note cards, an ipad, or your phone to read notes live. Use animations and presenter view. Warning that going over time, or blandly reading from boring text-only slides, or presenting slides with way too much text and unreadable graphics, will cost you points.

4. **Midterm Exam** = (10%) Open notes. Multiple Choice and Short Answer taken from Mastering and class discussions. You cannot bring print outs. Notes may be inspected and asked to be put away for cheating concerns.
5. ***Wanderlust* Independent Research / Final Project: Themed World Tour** original website = (20%)

We will explore the world virtually by planning the trip of your dreams to far off cultures and destinations, as if money was no object. This project stems from my teaching philosophy that learning should be applied, useful, and match student interests.

At the beginning of the course, you will pick a single theme that interests you around which to plan a world tour. You will create an actual itinerary for the world tour which must include visits to specific locations / destinations in AT LEAST THREE of the different world regions discussed in the course.

Some theme examples might be: stadiums, birdwatching areas, jazz clubs, cafes, museums, traditional dance, surfing sites, national parks, fashion shows, mega cities, scuba diving, yoga retreats, etc. Note: There will probably be one 'Mecca' type main site for your theme on which you should devote extra focus. While you can just have it be a collection of places you just want to go to for fun, the tour should still be focused and presented around a theme (nature, mountains, food, Islam, etc.)

Questions to answer: *What will be the major (and minor) stops on your tour? How/why are these places different / similar? How have these sites influenced AND been changed by global culture (including tourists)? What does the theme mean to for locals / local culture, animals and the environment (are they benefitting from it or being harmed by it or a little of both)?*

You should also research: *When you're in town, what other major cultural*

destinations and historical landmarks nearby should you check out while there? Best time of year to visit? Any visas needed? How will you get there, communicate, travel around, where and how long will you stay? Maps? Any health or safety travel advisories for U.S. citizens, re [COVID](#) or the [U.S. State Department](#)? How [healthy is the democracy](#)? Might you [study abroad](#) there? [What could go wrong while there and are you prepared](#)? How much money will the trip cost you (for all costs, services, and fees, in U.S. dollars?)

Drawing on the Marston text, weekly notes from class, independent research, and your group project, the website will include background and context (physical and human/cultural geography) themed tabs and content for each of the stops to major destinations.

To create the website, students can use whatever software they like; suggestions are google sites and Wix. Your website content will be the equivalent of a 12 page paper (one tab/page per region, homepage – overview of theme page, Works Cited /Resources Page). **Midterm deliverable:** an original **website** that is ‘public-facing’, i.e., anyone can access it, and is useful for the average public.

Elements to include: 5+ highlighted key terms /defined, a general homepage describing the overall theme, embedded hyperlinks to helpful resources with in-text citations, a Works Cited page, and multi-media.

There are ten global regions in the Marston book. *For a project with less than 3 regions, you must get pre-approval. You can do more than 3 regions with approval.

THIS ASSIGNMENT USES BENCHMARKS to keep you on task. Benchmarks reward students who keep up with the class, and they break up the final deliverable into manageable smaller assignments spread across the term. You only have three days wiggle room to submit these without penalty. Work for a benchmark will not be accepted late once the class is two benchmarks ahead.

Final Deliverable: Website with an additional page of Analysis (1000+ words) that synthesizes and works across all regions and incorporates and applies social analysis learned in the course, e.g., Wallerstein, to the theme selected. Will work on this during class and in groups.

6. **Quizzes and Miscellaneous:** (15%) In class. Multiple choice and short answer questions taken directly from Mastering and classwork discussions. Open notes.
7. **Final Exam** in class: (10%) Take home short answer, plus open notes / multiple choice.
8. **Extra Credit** – (5-10% possible by permission). You must be passing the class and passed the midterm.
 - A. **Family Tree Multi-Media project.** Students may wish to research their heritage , and global connections, by interviewing family members about the culture of

their ancestors and home countries. A multi-media photo essay including a family tree is the deliverable. Use of ancestry.com or similar is suggested. Request info if desired.

B. The World in Film: Up to 3 Film Reaction Papers (1.5-2 pages)

Though we will be together in New Jersey, we can gain exposure to other people and places through film. I provide streaming links and/or downloads on Canvas Kaltura Media Gallery Page to a large selection of award-winning films from around the world. See [most recent suggested film list](#), organized by regions. Due to constantly changing availability with online streaming services, film lists are updated frequently.

Suggested films are listed because 1) they clearly illustrate course themes and content (e.g., regional distinctiveness, local culture, universal and/or uneven human experiences, language, migration, diaspora, lived effects of poverty and war, etc.); and/or 2) because they amplify diverse, BIPOC, underrepresented, or otherwise marginalized perspectives, in and through filmmaking.

Because I believe in providing student choice, you can choose which films you want to watch, but they should be pegged to your final *Wanderlust* project. You can also propose videos to watch (e.g., another film not on the list, a youtube KPOP documentary, etc.) Task: React to the films, tie them to course content. You can refer to notes taken from class (with the date), key terms and concepts from Marston, student presentations, etc. NOT A SUMMARY.

NOTE: The videos/films(s) chosen should correspond to the regions you choose for the *Wanderlust* world tour project. Other film suggestions on these regions may be formally proposed during the semester. Additional films may be reviewed and contrasted for extra credit.

C. 'Apply your Knowledge' Questions in the Book

D. Other/Additional Extra credit projects. (More film analyses, reporting on current events, world music recorded video presentation, first-person report on international events or museum exhibits, etc.)

Policies:

Attendance: Students are required to attend every class. Because we only meet once a week, and the regions are only one at a week, missing one class is a big deal. After you start the course, you have two free absences, after which you will lose points. After 4 absences, we will have to conference about what is going on, and you should get a Dean involved. After 6 absences, a student cannot pass the course without a Dean's intervention.

Neither lateness or absence requires you to email me directly. If you will come late, we don't need to be informed. If you will be absent, use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me when you do this and it serves as my official notification. It is not

excused if you do this, it is just a courtesy and for the record. If you miss class (live or on zoom), you are responsible for making up the work.

Warning: Quizzes, Exams, and Presentations cannot be made up without a conference with me or a note from a [Dean](#)

Late Work: Given the unprecedented circumstances we are currently facing, problems may arise in completing the work for this course on time. If some condition or set of circumstances prevents you from completing the work in this course by the due dates listed, I ask that you contact me in advance if possible, but no more than a week following cessation of the conditions that led you to miss a deadline.

“Dates to keep on track”

Due dates are flexible within the first week for all take-home assignments except for:

- Benchmark assignments for major projects only have a 48 hour flexible window.
- Mastering HW (which is week sensitive, 5% off per day after Chapter 1).

While I am very flexible about delivery dates, you should still

- 1) Communicate with me over email to formally ask for an extension and we will be good.
- 2) Make a note when you submit in Canvas – include the date that an extension was granted.

Rutgers policy on attendance and cancellation of classes:

<https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

Time Management:

Your homework, which is the reading and Mastering, is due on Wednesdays by classtime.

Most chapters are about 45 pages long, but these contain lots of maps, graphs, and photos. Mastering HW usually takes one to two hours, though you are free to spend additional free time prepping in the Mastering online study area. You should also be doing about 2 - 5 hours of independent and group research per week, and watching one full-length film once a month. You will have to add time during the weeks before your group presentation to meet with teammates more than once.

Lectures are meant to review and dig deeper into the toughest material of the week. They are a time for you to reflect, interact, and ask questions on what you have already read; You have to read at home for an A: I cannot not cover all material in the text or films, so even the best note taking in class won't fully prepare you for exams and quizzes.

Helpful World News Resources:

These sources that might assist you in your research:

- British Broadcasting Company at: <http://www.bbc.com/news>
- *Reuters World News* at: <http://www.reuters.com/news/world>
- *World Press Review*: www.worldpress.org/wprw.htm
- *The International New York Times* online edition: <http://international.nytimes.com/?ihht>

- RT NEWS (Russian): <http://rt.com/news/>
- Al Jazeera <http://english.aljazeera.net/>
- *Asia Times* Online at: <https://asiatimes.com/>
- Foreign Affairs at: www.foreignaffairs.com/
- *Christian Science Monitor* at: <http://www.csmonitor.com/>
- PBS Frontline Documentaries at: <http://www.pbs.org/wgbh/pages/frontline/>
- CQ Researcher at: libraries.rutgers.edu
- TED talks at: <https://www.ted.com/>
- Or, to find a subject specific librarian at Rutgers:
<http://www.libraries.rutgers.edu/subject-librarians>

Credible Sources info: <https://studycorgi.com/blog/credible-sources-101-how-to-evaluate-them-reliable-websites-for-students/>

Web Links

- [About.com: Geography](#)
About.com includes some very well organized and comprehensive websites on all kinds of subjects. This website focuses on geography. Among the tabs it offers are "What is Geography?", maps, and physical and cultural studies. Further, the site includes several links that cover all kinds of subjects.
- [USGS: Maps, Imagery, and Publications](#)
The U.S. Geological Survey (USGS) is the nation's largest water, earth, and biological science and civilian mapping agency. Here at their *Maps, Imagery, and Publications* web page you can browse or purchase printed maps, aerial photographs, and remote sensing images. In addition, the site offers links to various data publications and data sets that can be accessed for use in Geographic Information Systems (GIS) processing.
- [Association of American Geographers \(AAG\)](#)
For 100 years, the AAG has been promoting geography. In their website, you can get a sense of what the discipline of geography is all about. Visit the annual meeting page, where you can browse some of the field trips and workshops offered. Also check out the "Jobs/Career" menu to review work geographers are engaged in.
- [Countries and Their Cultures](#)
This is an excellent and comprehensive website that features information about the culture of many of the world's countries. With countries organized alphabetically, each cultural article features the geography, maps, history, food, and economy of that country.
- [National Geographic](#)
Perhaps the most notable organization popularly associated with geography is the National Geographic Society. Long known for its magazine featuring striking photos and detailed maps, the National Geographic Society also has an extensive website. You can explore several topic links, including animals, environment, history, maps, music, photography, travel and cultures, science, and space. Within each of these topics is a wealth of subsequent discoveries for you to find.
- [The World Trade Organization \(WTO\)](#)
The WTO is the dominant international body governing global trade and global issues. In its website, you can read about the WTO and related news, trade topics, and other resources. Particularly interesting is the current event news, which gives

you a sense of the global-scale issues that are currently being tackled by the international community.

- [PhysicalGeography.net](#)
This website details everything important to physical geography. Organized into an "e-Textbook," the website proceeds in chapters that cover mapping, systems theory, the universe, energy and matter, and then introductions to the four important spheres in physical geography: atmosphere, hydrosphere, biosphere, and lithosphere.
- [BBC: Globalisation](#)
The British may spell *globalization* with an *s*, but the British Broadcasting Corporation (BBC) offers in-depth reports on the complex and ever-changing issue of globalization. Inside the BBC's globalization homepage you will find several website links about the world's most powerful companies, global fast food, the noisy planet, and the global reach of western pop music.
- [The E-Book on International Finance and Development](#)
Presented by the University of Iowa's Center for International Finance and Development, this "e-book" offers very detailed chapters that explain what development is, describes some of the main players, and provides a general history of the theory and practice. Each chapter includes an outline for quick browsing and links to a downloadable PDF for more detailed reading.
- [Geographic.org](#)
This is very simple and quite comprehensive website that features geographic information on the world's countries and peoples, organized into topics that include climate, flags, maps, countries, and geology. Each topic links to a list of countries and then to the topic information.
- Country Profiles Database (BBC)
http://news.bbc.co.uk/2/hi/country_profiles/default.stm

Behavior and Tone: This course is a survey of the diversity of cultures and places around the globe. Rutgers is a diverse school. A lot in this course may be new, even challenging to you. I understand that some of the views presented here you may not personally agree with. Nevertheless, as a professional student within a global community of scholars, I expect you will do your part in promoting respectful communication and creating a supportive classroom community that celebrates diversity, a core value at Rutgers.

This is not high school: always and in all spaces where we connect, you will maintain college-level standards of appropriate, respectful, and professional behavior -- even when using online platforms in small groups or in private Server channels. Please approach any communication with those in our class for required project work etc. as formal and on-the-record: from you we need maturity and civility, a polite and friendly tone, clean and courteous language, and no personal comments or bias attacks. There is a zero-tolerance course policy for offensive or harassing conduct. Please report to me any offensive or concerning behavior with documentation (screenshots, etc.).

Rutgers Academic Integrity Policy:

Students are expected to understand and to act in accordance with the Rutgers Academic Integrity Policy: <https://policies.rutgers.edu/10213-currentpdf>

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
 - Plagiarism
 - Aiding others in committing a violation or allowing others to use your work
 - Failure to cite sources correctly
 - Fabrication
 - Using another person's ideas or words without attribution, including re-using a previous assignment
 - Unauthorized collaboration
 - Sabotaging another student's work
- If you are ever in doubt, consult your instructor.

ONLINE TOGETHER:

This semester we may be using multiple online platforms and digital means of communication, publication, and collaboration.

Expectations for Online Etiquette:

You are encouraged to turn on your Video and keep it on throughout class so that we can see each other and become acquainted.

Please mute your microphone until such time as you are called on to respond, when we are all together as a large class.

In small groups and/or in Breakout Rooms in Zoom, it is preferred that you stay on video and unmute your Microphone, even if I'm not there, it's considered polite and professional.

If you want to respond, please either raise your hand (literally or by clicking on 'Participants' at the bottom of your screen) OR Type your response into 'Chat' at the bottom of your screen when prompted.

Technology Requirements to Successfully Complete the Course:

To successfully complete this course, students will need reliable, high-quality Internet access, access to a computer, and a device (smart phone) loaded with Pearson +.

In the event that Zoom, Canvas, or other Rutgers digital infrastructure becomes overtaxed, head over to Server and wait for instructions on the #general channel.

Assignment submission, exams, and grades will still only be available via Canvas, as per Rutgers policy.

If you experience technical problems, please visit: <https://it.rutgers.edu/help-support>.

ZOOM: When we are not in the classroom, we may have "synchronous online" class on Zoom. Zoom classes count the same as regular classes, with the same rules of decorum and

participation, and attendance will be taken and monitored during the class. If you miss the zoom session because of illness, get the notes from a friend in class. We will also use Server as the Zoom back-up.

To help students succeed in Canvas, students may take the Student Orientation Tutorial, which is self-paced, at <https://rutgers.instructure.com/courses/35>

Here's how we will use **Canvas** versus **Server** versus **Google Drive** versus **email**:

Canvas Page: Grades / Grading / Turnitin, Groups, Assignment Descriptions and Submissions, Course Files, Major Announcements, Media, and single-sign on for Mastering (portal to Mastering using your Rutgers netID).

Google Drive/Slides: You will need a gmail account to use. Stores documents and allows for group editing / live. Docs and Slides serve as artifacts for group work and discussion. Before sharing a link to the doc, make sure you [ENABLE sharing of the file](#): this requires you manually changing the settings every time, every file. Use Google Slides for your presentation.

Email me: Any formal requests or notifications (for extension requests, excused absence documentation, concern or complaint about another student, etc.) should be sent via email to me at jenny.isaacs@rutgers.edu, i.e., "for the record".

Server: (Slack, Discord, Teams, etc., TBD) – TEAM CHOOSES- Course communication and teamwork. Zoom backup.

- #general channel has the most important announcements from me to the class. I will post here asap with instructions for classwork if our zoom goes down or if I will be absent or delayed, so keep notifications for this channel on.
- #syllabus channel is a place where we can discuss syllabus elements and give a heads up on latest updates. In addition to Canvas, it will also host the latest version of the syllabus. There may be a lot of updates to the syllabus this semester, depending on covid. Let's take it week by week, with hopes for a 'regular' semester.
- #help channel is a place where you can ask and answer questions about assignments. Students can answer other students questions. This channel will be monitored daily.
- #classwork channel is the place to respond to prompts given by me during class.
- Teams will be created and can work together on private Server channels as well.
- Other channels will be discussed in class.

Server DM Note: you can also use the #help channel to ask or answer questions in addition to or instead of DM'ing Instructors.

Resources for Student Success: The faculty and staff at Rutgers are committed to your success. Resources that can help you succeed and connect with the Rutgers community can

be found at <https://success.rutgers.edu/>; nearly all services and resources that are typically provided in-person are now available remotely.

Open Door: Please feel free to talk with me at any time about your interests, needs, concerns, challenges, or limitations this semester. It is best to let me know *before the course begins*. Examples include being on academic probation, caring for kids at home, pronouns / gender preferences you want the class to respect, personal crises, honors coursework, interest in doing research, becoming a Geography or Environmental Studies Majors, disabilities. It helps *me* to help you if I know what's going on. You're not alone. I'm here for you. I can help you navigate the student services below...

Student-Wellness Services:

Bias Incident Reporting and Support (DICE) <https://diversity.rutgers.edu>

The Division of Diversity, Inclusion, and Community Engagement works to advance, promote and advocate for inclusiveness, diversity, and equity at Rutgers University. If you believe you are the victim of or a witness to an alleged bias incident, you may report the incident, in person or by phone, to the Dean of Students Office, ResidenceLife staff, or another member of the Student Affairs staff <https://studentaffairs.rutgers.edu/resources/bias-prevention>. Individuals may also report an alleged bias incident online

<https://studentaffairs.rutgers.edu/resources/bias-prevention/bias-incident-reporting>

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/
<http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. Same day, walk in appointments are always available.

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Suicide Prevention: National Suicide Prevention Hotline - available 24/7

<https://www.nimh.nih.gov/health/topics/suicide-prevention> ; Call or text the [988 Suicide & Crisis Lifeline](https://www.nimh.nih.gov/health/topics/suicide-prevention)

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Reporting of sexual harassment, sexual assault, dating or domestic violence, and/or stalking

Reports of sexual harassment, sexual assault, dating or domestic violence, and/or stalking may be made using any of the following options:

Report to a Title IX Coordinator directly (a list of each campus's Title IX Coordinator is provided below). Such a report may be made at any time (including during non-business hours) via telephone or email, or by mail to the address listed for the Title IX Coordinator. Report online, using the reporting form posted here. Individuals may also report crimes of sexual violence to the Rutgers University Police Department.

Dean's Office: <https://deanofstudents.rutgers.edu/>

When life gets too crazy, you get really sick, or you are thrown off by drama you can document --as significant, extraordinary (not the average burden carried by most students), and impeding your ability to focus on school -- it's time to get a Dean involved.

Deans are student advocates. They bridge the gap between school and home life when these two aren't cooperating. Most importantly, they will send all of your professors an email saying to work with you as you resolve personal issues or medical challenges. Don't wait to get them involved, it's their job and whatever you tell them will be private/not disclosed to your teachers.

Syllabus Contract: (Please sign and submit this page in Canvas)

I have read the syllabus in its entirety and agree to abide by the rules and expectations herein.

I will check the syllabus and use Server DM or the #help channel to answer my questions before emailing an Instructor.

I will regularly monitor my Rutgers student email, Canvas, and Server pages.

I give Professor Isaacs my permission to present my exemplary student works in her teaching portfolio.

I will use appropriate behavior in all my interactions with Instructors and students. I will take action to help others if they are in trouble and report concerning behavior.

In class, I promise to respect others, including their need to focus and succeed in class. I will not be scrolling or doing other work during class.

In person, I will bring and use a paper notebook, and I will not have devices out in class unless directed. [Hand-written notes using a stylus or smart pen on tablet, e.g. LiveScribe for ADS accommodations, must be pre-approved.]

I will show up and be a good teammate – I will contribute my equal share of work in group projects.

I promise to communicate my needs for success to Professor Isaacs early and often.

I understand that if I violate class rules, as spelled out in this syllabus, I may lose participation points or face other penalties, as discussed above or in conference.

[READ SYLLABUS, SIGN BELOW, and UPLOAD to Canvas/Assignments/Syllabus, electronic signature is fine. Let's talk on Zoom if you have any concerns.]

Signature of Student:

Date:

I look forward to working with you! I promise to do everything I can to help you succeed!

Jenny R. Isaacs, PhD

