

World Regional Geography – Spring 2016

32 105 01: 1:00-1:50 p.m. Monday, Wednesday, and Friday, Adv. Tech. and Sci. Hall Room 142

32 105 02: 2:00-2:50 p.m. Monday, Wednesday, and Friday, Adv. Tech. and Sci. Hall Room 142

Prof. Stentor Danielson

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Office hours: Official office hours are 11 a.m.-1 p.m. Monday and Wednesday, and 10-11 a.m. Tuesday and Thursday. My door is generally always open when I am in the office, and I welcome students anytime I'm in.

Classmate to contact for missed classes:

Name: _____ Email: _____ Phone: _____

About this class

Psychologists have discovered that humans are inveterate categorical thinkers. We like to divide the messy, complicated, continuously variable world into discrete lumps – species, personality types, and so forth. In geography, the lumps we see are called “regions.”

This class will examine how the world gets divided up into regions, and look more deeply into the nature of many of the world's significant regions.

By the end of this class, you should be able to:

- Explain how and why regions are formed and recognized
- Describe the notable physical, environmental, social, and economic characteristics of the world's regions: North America, Middle and South America, Europe, Russia and the Post Soviet States, North Africa and Southwest Asia, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, and Oceania

This class meets the following departmental outcomes:

- 1.4. Each graduate will demonstrate professionalism and integrity in his/her academic conduct
- 1.5. Each graduate shall develop the ability to respect and integrate diverse worldviews in problem-solving frameworks
- 2.1. Each graduate will demonstrate the ability to develop valid research questions and hypotheses
- 2.2. Each graduate will demonstrate the ability to apply proper techniques for data acquisition and interpretation in a problem-solving context
- 2.3. Each graduate will demonstrate the ability to solve open-ended problems using scientific methodology
- 2.4. Each graduate will develop the ability to make informed, scientifically-based decisions regarding environmental issues
- 3.2. Each graduate will learn to read, construct, and comprehend thematic maps and derive perspective output from a map

- 3.3. Each graduate will demonstrate the ability to apply knowledge, concepts and techniques from complementary disciplines to solve problems
- 4.1. Each graduate will demonstrate an understanding of physical features and patterns of the physical environment
- 4.2. Each graduate will demonstrate an understanding of features and patterns of the human environment
- 4.3. Each graduate will demonstrate an understanding of concepts such as absolute and relative location, proximity, separation, direction, region, hierarchy, density, and dispersion, and methods that are used to describe and analyze spatial patterns
- 4.4. Each graduate will demonstrate an understanding of absolute location systems such as latitude-longitude and alpha-numeric grids
- 4.5. Each graduate will demonstrate an understanding of major spatial features and patterns in the natural environment such as those relating to climate, oceans, soils, landforms, and vegetation
- 4.6. Each graduate will demonstrate an understanding of the major processes, such as evolution, atmospheric circulation, weathering and erosion, ocean currents, plate tectonics, and volcanism that shape patterns in the natural environment.
- 4.7. Each graduate will demonstrate an understanding of the major spatial features and patterns in the cultural environment such as language, religion, and agriculture and economic, political, and demographic regions
- 4.8. Each graduate will demonstrate an understanding of the major processes such as settlement, migration, trade, technological development, diffusion, and landscape transformation that shape cultural patterns

And the following university-wide outcomes:

- Communication: Communicate effectively in speech and in writing, using appropriate information sources, presentation formats, and technologies. (1)
- Critical Thinking and Problem Solving: Locate, analyze, synthesize, and evaluate information and ideas from multiple perspectives--mathematical, scientific, and humanistic. Apply this information literacy to contemporary challenges. (2)
- Values and Ethics: Demonstrate an understanding of how the values of personal integrity, cooperative action, and respect for diversity influence one's own behavior and the individual and group behavior of others. (3)
- Social Awareness and Civic Responsibility: Use knowledge of evolving human institutions and of diverse cultural and historical perspectives to interact effectively in a variety of social and political contexts. (4)
- Global Interdependence: Act with an understanding of the cultural, socio-economic, and biological interdependence of planetary life. (5)
- Personal Development: Demonstrate intellectual curiosity, as well as a commitment to wellness, and to emotional and spiritual growth. (6)
- Professional Proficiency: Apply knowledge and skills to meet professional competencies within a specific discipline. (8)

Assignments

General assignments policies

All assignments must be submitted on D2L before class on the day they're due, or handed in at the

beginning of class. Since you have the entire semester's schedule now, please plan your time so as to complete all assignments early, so that you are prepared if something unexpected happens. Assignments on D2L are set to disappear at the due date. Non-D2L assignments may be printed double-sided or on old paper (i.e. paper that has had something else printed on the other side). Late assignments may be dropped off at my office or submitted by email in .doc, .docx, or .odt (OpenOffice.org -- a free program equivalent to MS Office) format. But be aware that the assignment does not count as handed in until I can read it (so the clock keeps ticking if your file is corrupted, or isn't attached to the email, etc.).

Word limits are meant to give you a sense of how comprehensive the paper ought to be, not as strict rules. If you have something important to say, say it. If you don't, don't waste your time (and mine) by padding the word count.

1. Reading quiz

For each region, you will have a short multiple choice reading quiz on D2L. This quiz must be completed by the beginning of class on the first day that we will be discussing that region. The purpose of the reading quiz is to ensure that everyone has read and understood the assigned reading before we begin to go over it in class. *There is no late submission of reading quizzes.*

2. Current Events Papers

For *five of the 10 regions* that we study, you must submit a current events paper. For your current events paper, you should find an article from a reputable mainstream news source and write a short paper (approximately 500-700 words) explaining how the events in the news article relate to one or more of the major ideas about the region that we talked about in class or in your textbook (consult the list of study questions in the syllabus for guidance). An "A" paper will:

- Use an appropriate article. The article should be from a reputable mainstream news source, and have been published no more than a month before the due date for the assignment.
- Clearly show how the article relates to one or more of the themes in our class
- Demonstrate how the information we learned in class helps to expand what we get out of the article – does our class information put the article in a wider context? Does our class information lead you to question some of the statements or assumptions in the article?
- Explain how the article adds to what we learned in class – does it add detail? Does it update our class information to be more current? Does it show how generalizations about the whole region may or may not apply to specific places within it?

You must include a printout or photocopy of your article, along with a complete citation in APA or MLA format (consult the library website for information on APA citation style). The article must have been published less than one month before the assignment due date. You are not required to use any additional sources for your current events report, but all sources you use – *including assigned readings* – must be properly cited. A URL alone is *not* a proper citation.

Your current events paper is due on the first day that we discuss the *next* region. This is a relatively brief turnaround time! You will find this assignment much easier if you are consistently reading a news source with world news, so you can file away or bookmark interesting stories as they come up, and then refer back to them when it comes time to write a paper. Some good sources include:

New York Times: <http://www.nytimes.com/pages/world/index.html>

British Broadcasting Corporation: <http://www.bbc.co.uk/news/world/>

Wall Street Journal: <http://tinyurl.com/WSJworld>

Sydney Morning Herald: <http://www.smh.com.au/world>
CNN: <http://www.cnn.com/WORLD/>

3. Participation

The course can be divided into three sections. For each section, you will be assigned to one of 20 groups of 5-6 students. Our class meetings will consist of a mixture of lecture and group participation activities. During these group participation activities, you will work with your group to build on and apply the information we learned from the textbook and lectures. At the end of each class period in which there is a group participation activity, I will collect the written results of the group work and the names of all group members who contributed. In each section of the class, you get one free absence. Your participation grade for the section will be based on the percent of the remaining group activities you were present for. As long as your group made an honest effort at completing the assigned task, all group members who were present will receive full credit.

If you miss more than one class, you have the option of writing the alternative essay for that section. Your alternative essay grade will *entirely replace* your participation grade for the section. Alternative essay topics will be posted on D2L. The alternative essay for each section is due on the first class period following that section's test.

4. Tests

There will be three regular tests and a cumulative final exam. Each test will consist of multiple-choice questions. Make-up tests will only be given in cases of extreme unforeseeable emergencies (e.g. severe illness or death in the family), or substantial conflicts cleared with the professor well in advance. Excuses for make-up tests must be documented (e.g. doctor's note or funeral program).

Tests will be done in a "pyramid" style. This means that during the first half of the test period, you will take the test by yourself with closed book and notes (the traditional test-taking style). During the second half of the period, you will re-take the same test, but with open notes, and the opportunity to confer with any of your classmates. The first (individual, closed-notes) portion of the test will count for twice as much as the second (group, open-notes) portion.

Grading

The final grade for this class will consist of:

Reading quizzes	10% (1% each)	60 pts (6 pts each)
Current events	25% (5% each)	150 pts (30 pts each)
Participation	15% (5% each)	90 pts (30 each)
Tests	30% (10% each)	180 pts (60 pts each)
Final exam	20%	120 pts
<i>Total</i>	<i>100%</i>	<i>600 pts</i>

No extra credit whatsoever will be offered in this class, so don't ask.

Attendance and Preparation

I assume that all members of this class are adults who have chosen to take this class because you are interested in learning about world regional geography. Therefore, behavior that is disruptive to your own learning or that of others will not be tolerated, and you will be asked to leave. Such behavior includes: eating, smoking, sleeping, working on work for other classes or personal business, talking about topics other than world regional geography, and the use of non-approved electronic devices

(iPods, laptops, cell phones, etc. – all cell phones must be *turned off* when you enter the class and remain off until you leave).

Special Needs

Your ability to master the class material should not be hindered by anything other than your own effort. If you have a disability, health issue, outside responsibility, or other concern that may affect your ability to succeed in this class, do not hesitate to contact me or the university's Office for Students with Disabilities (738-4877, linda.quidone@sru.edu, 122 Bailey Library), and we will work together to find an accommodation for you.

Changes

While I do not expect much to change about this syllabus, I reserve the right to make changes and will notify students of them in class and/or by email.

Readings

There is no textbook to buy for this class. Our readings will come from a free online textbook and a series of articles on notable issues in each region. The textbook can be accessed here: <http://tinyurl.com/q29f387>

You should download or bookmark this file, as you will be returning to it multiple times over the course of the semester.

Academic Honesty

Cheating (any method for getting the correct answers other than knowing the material) and plagiarism (representing others' work as your own) will not be tolerated, and I will be alert for signs of both. In your homework, any idea that you take from any person other than yourself must be properly cited, and any words or phrases that you take from others must be clearly marked as quotations. You may discuss ideas with your classmates, or get help proofreading, but all of the writing must be your own. On the first instance of cheating or plagiarism, you will receive a zero for that assignment. On the second instance, you will receive a zero for the course. Review the section in your Student Handbook on Academic Honesty for a more detailed explanation of the university's procedures for handling cheating and plagiarism.

Detailed Schedule

<i>Day</i>	<i>Date</i>	<i>Unit (Topic)</i>	<i>Reading</i>	<i>Assignments</i>
Mon	Jan 23	Introduction (About This Class)		
Wed	Jan 25	Introduction (About Geography)		
Fri	Jan 27			
Mon	Jan 30	North America (Gender)		Quiz 1
Wed	Feb 1	North America (Racial Inequality)		
Fri	Feb 3	North America (Ecological Footprint)		
Mon	Feb 6	Middle and South Am. (Overview)		Quiz 2, Current Events 1

Wed	Feb 8	Middle and South Am. (Economic Development)		
Fri	Feb 10	Middle and South Am. (Democracy)		
Mon	Feb 13	Europe (Overview)		Quiz 3, Current Events 2
Wed	Feb 15	Europe (The Demographic Transition)		
Fri	Feb 17	Europe (The EU and the Eurozone Crisis)		
Mon	Feb 20	<i>Review</i>		
Wed	Feb 22	Test 1		Test 1
Fri	Feb 24	Russia and the Post- Soviet States (Overview)		Quiz 4, Current Events 3
Mon	Feb 27	Russia and PSS (Democracy and Economic Transition)		
Wed	Mar 1	Russia and PSS (Gas, Oil, and the Aral Sea)		
Fri	Mar 3	N Africa and SW Asia (Oil and Water)		Quiz 5, Current Events 4
Mon	Mar 6	N Africa and SW Asia (Gender Inequality)		
Wed	Mar 8	N Africa and SW Asia (Islamism and Democracy)		
Fri	Mar 10	N Africa and SW Asia (Israel and Palestine)		
Mon	Mar 13	--		No class – Spring Break
Wed	Mar 15	--		No class – Spring Break
Fri	Mar 17	--		No class – Spring Break
Mon	Mar 20	Sub-Saharan Africa (Overview)		Quiz 6, Current Events 5
Wed	Mar 22	Sub-Saharan Africa (Disease: HIV-AIDS and Ebola)		
Fri	Mar 24	Sub-Saharan Africa (Aid and Economic Development)		
Mon	Mar 27	<i>Review</i>		
Wed	Mar 29	Test 2		Test 2
Fri	Mar 31	South Asia (Overview)		Quiz 7, Current Events 6
Mon	Apr 3	South Asia (War in Afghanistan)		
Wed	Apr 5	South Asia (Economic Development)		
Fri	Apr 7	East Asia (Overview)		Quiz 8, Current Events 7
Mon	Apr 10	East Asia (Economic Development)		

Wed	Apr 12	East Asia (Ecological Footprint)		
Fri	Apr 14	Southeast Asia (Overview)		Quiz 9, Current Events 8
Mon	Apr 17	Southeast Asia (Gender)		
Wed	Apr 19	Southeast Asia (Ecotourism)		
Fri	Apr 21	Oceania (Overview)		Quiz 10, Current Events 9
Mon	Apr 24	Oceania (Indigenous Issues)		
Wed	Apr 26	Oceania		
Fri	Apr 28	Oceania (Climate Change)		
Mon	May 1	<i>Review</i>		
Wed	May 3	Test 3		Test 3
Fri	May 5	<i>Review</i>		Current Events 10
Wed	May 10	3:30-5:30 p.m.		Final Exam, section 02
Thu	May 11	1:00-3:00 p.m.		Final Exam, section 01