

GE 102: WORLD REGIONAL GEOGRAPHY

Inst: Richard Bordner

Off. Hrs: MWF 11:30-2, TR 11:30-12:30 or by app't. (BehSci Bldg 114)

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Text (Required): Rowntree, Les, Lewis, Price & Wyckoff. 2008 (4th ed.). Globalization and Diversity. NY: Prentice-Hall. NOTE this is an e-text with accompanying web-based activities.

Also Required: Google Earth (download, requires internet connection)—NOT Google Map

Course Description: The purpose of this course is to provide a basic introduction to the complexities of the human experience around the world. The interaction of people with their physical environment is the main focus of geographical work and this course examines the different regions around the world in the context of past and present human experience. Within this framework, given the holistic nature of geographical thought, we will also examine the interaction and problems generated both regionally and worldwide.

The Marianist Values of Chaminade University, which we strive to incorporate into these classes:

- 1) Educate in formation of faith
- 2) Provide an integral quality education
- 3) Educate in family spirit
- 4) Educate for service, justice and peace
- 5) Educate for adaptation and change

General Education Learning Outcomes for this course:

The student will demonstrate an understanding of:

1. The application of the scientific method to the study of human behavior in various environmental contexts;
2. Human behavior relative to various environmental contexts;
3. Human behavior relative to adapting to various changing environmental contexts.

Behavioral Science Division Student Learning Outcomes for this course:

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

Course Objectives:

This course meets the following Behavioral Science program goals that we have for you (the student):

- 1) a growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);
- 2) a growth in your understanding of anthropological concepts and the appropriate use of the terminology.

Course Learning Outcomes—by the end of the semester you will have demonstrated basic knowledge of the following:

The relationship between local, regional and global social-economic issues;

The location of the various nation-states and their capitals (map-info);

Europe—how the physical landscape has helped and hindered regions in the past and present;

Regionalism vs. Nationalism vs. Ethnic Identity—the EU;
 Changing Russia: Imperial Russia--Soviet Union--Russian Federation;
 The Middle East, Islam and Stereotypes--Religion and factionalism as politics and political blackmail;
 Central Asia and South Asia and Southeast Asia--religious nationalism, factionalism and ethnicity;
 East Asia—From isolation/colonialism to regional/world dominance in the 21st Century?
 Change in China: the Koreas: Japan in 2020;
 Oceania—Ethnic identity, economic dependency, and conflict;
 Africa: Stereotypes, post-colonialism, ethnic identity and conflict;
 Central America, South America and the Caribbean—the legacies of colonialism, Spanish-style;
 North America—Eurocentrism/Anglocentrism, national identity, NAFTA & ethnicity
 Global Issues: The division between urban and rural populations; the power of ethnocentrism and cultural nationalism; the gap between expectations and reality for consumers globally; the shift to a postindustrial economy

Course Grading:

1. Competency Measures: There will be 3 competency measures in this class. They will not be cumulative. They will consist of a combination of objective and short-essay questions. Each one will count for 20% of the course grade.
2. Research Paper/Service Learning: You must do a short research paper of 4-7 pages on some topical issue in a particular region of the planet that deals with human action; **or** you may participate in an approved Service Learning project. If you are doing the research paper, it must have a minimum of 2 sources other than the text (4 if website only). It will count for 20% of the course grade.
3. Map Tests: There will be a series of map tests (after all this **is** regional geography). The totaled average score of the tests will count for 10% of the course grade.
4. Reaction Papers: There will be a series of reaction papers given during the semester (a minimum of 3). Each paper should be from 1-2 pages long. The reaction papers will be worth 5% of the course grade.
5. Class Participation/Attendance: Class attendance is mandatory (university policy). This class will much more effective and much more interesting if you participate. Participation and attendance counts for 5% of the course grade.
6. Mobile Rules: Due to a recent problem with cell phones, the following rules are in place: 1) cell phones are off unless you have an emergency—let me know at the beginning of class; 2) text messaging is totally unacceptable in class—if you are caught, you are out of class for that day and listed as not attending.

Grading: Exams(3).....60%	A=-90-100	D=-60-69
Research Paper.....20%	B=-80-89	F=---60
Reaction Papers.....5%	C=-70-79	
Map Tests.....10%		
Part/Attend.....5%		

Catalog: Spatial study of the world's major cultural regions. An examination of the social and physical factors that have led to contemporary regional patterns.

- Jan. 13-17: MODULE I: Introduction to geography / Geographical concepts, physical geography and people / Global issues / **Adopt a Country Time**
MAP QUIZ: Europe Map Quiz (countries & capitals): READ Rowntree CONCEPTS; GLOBAL ISSUES; EUROPE
- Jan. 20-24: MODULE II: Europe—the impact of physical geography & persistence of history / European Unity (EU/NATO), nationalism and ethnicity / Europe in world affairs and globalization
MAP QUIZ: Russian Federation Map Quiz (countries & capitals): READ Rowntree RUSSIAN DOMAIN
- Jan. 27-31: MODULE III: The Russias—Imperial/USSR/Russian Federation / The Republics (Ukraine and natural gas), ethnic competition and White Russians / Why the huge social problems? Why the violence?
MAP QUIZ: West Asia Map Quiz (countries & capitals): READ Rowntree SW ASIA-N AFRICA
- Feb. 3-7: MODULE IV: The Middle East—Eurocentrism & economic colonialism / Religion and factionalism as politics and political blackmail
 Study session for COMPETENCY MEASURE I
COMPETENCY MEASURE I (General, Europe, Russias, West Asia)
MAP QUIZ: Central Asia Map Quiz (countries and capitals): READ Rowntree CENTRAL ASIA
- Feb. 10-14: MODULE V: Central Asia and conflict: Afghanistan & Kashmir / Silk Road and geography
MAP QUIZ: South Asia Map Quiz (countries and capitals): READ Rowntree SOUTH ASIA
- Feb. 17-21: MODULE VI: South Asia / India, Pakistan and Sri Lanka—religious nationalism and ethnicity
MAP QUIZ: East Asia Map Quiz (countries & capitals): READ Rowntree EAST ASIA
- Feb. 24-28: MODULE VI continued / MODULE VII: East Asia—World Economic Powers in 2010 / The Chinas: Taiwan vs. PRC and history / A whim of history--the Koreas / Japan, economic revival and political suicide?
- March 3-7: MODULE VII continued
MAP QUIZ: SE Asia Map Quiz (countries & capitals): READ Rowntree SE ASIA
- March 10-14: MODULE VIII: Southeast Asia—stepchild, problem child or tsunami refugee?
MAP QUIZ: Oceania Map Quiz (countries): READ Rowntree OCEANIA
- March 17-21: MODULE IX: Oceania—a wet region with an identity crisis / Ethnic identity and conflict in Oceania
 Study Session for COMPETENCY MEASURE II
COMPETENCY MEASURE II (All Asia, N Africa, Oceania)
- March 24-28: Spring Break
- March 31-April 4: MODULE X: Africa: the curse of geography and colonialism / Change and the future—the horrors of ethnic identity and conflict
MAP QUIZ: Africa Map Quiz (countries): READ Rowntree SUB-SAHARAN AFRICA
- April 7-11: MODULE X continued / MODULE XI: Caribbean, Central & South America—colonialism, spanish-style / Economic growth, social and economic segregation and the world economy
MAP QUIZ: Americas Map Quiz (countries and capitals): READ Rowntree LATIN AMERICA-CARIBBEAN
- April 14-18: MODULE XI continued
READ Rowntree NORTH AMERICA
- April 21-25: MODULE XII: North America—settlement, Eurocentrism and national identity / The changing view of the US by Canada / Mexico, NAFTA & ethnicity
- April 28-May 2: MODULE XII continued / Summary and Assessment
 Study Session for COPMPETENCY MEASURE III
- May 2: Research Paper Due (by 3pm): NO EXCEPTIONS: Late= 1 grade per day**
May 5: COMPETENCY MEASURE III (Africa/Americas) 1:15-3:15, regular room

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>