

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)

Phone: 739-4644(off.). E-mail= rbordner@chaminade.edu or bordnerr001@gmail.com

Required Text: Kapit, Wynn 2003. The Geography Coloring Book. Upper Saddle River: Pearson.

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

Join Google Group for this class

Recommended: White, George et al. 2014 (3rd ed.). Essentials of World Regional Geography. NY: McGraw-Hill.

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

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.

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator.

Should you want to report to a confidential source you may contact the following:

Dr. June Yasuhara, Counseling Center 808.735.4845

GRADING:

- **COMPETENCY MEASURES:**
 - There are 2 competency measures for this course. They will not be cumulative.
 - They will consist of essay questions.
 - The competency measures will be take-home, due back the next class session.
 - Each one will count for 20% of the course grade.
- **CLASS PRESENTATION:**
 - You must do 1 class presentation
 - You work as a team of 2 [so pick a partner]
 - You will present on a specific minority ethnic group within a particular country [excluding U.S.]
 - Presentation will be based on Powerpoint or some other media/public display (your choice) and take 10-15 minutes
 - It must include: 1) the description of how the group defines members; 2) past social history, especially related to majority; 3) a projection of likely trends in the future relationship between the minority and majority groups.
 - The material must be submitted in electronic format at least 1 week prior to the class presentation
 - Presentation will be worth 10% of the course grade
- **CRITICAL ANALYSIS:**
 - For **Two (2)** of the concepts (one for each half of semester) that we cover in class, you will be required to turn in a written explanation of the: 1) the definition and application of the concept in anthropology, 2) its relevance to your intended career and your personal life; and 3) how it will be manifest in social behavior here in the Pacific in 10 years.
 - The content must be based on and reflect the course materials. In the schedule you will find the acceptable concepts that you must choose from and their due dates.
 - There is a three page minimum length requirement with citations where appropriate. Late papers will not be accepted.
 - Multiple individuals with the same content will be counted as plagiarism and will result in you receiving an F.
 - The critical analyses count for 20% [10% each] of the course grade.
- **MAP TESTS:**
 - There will be a series of map tests (after all this **is** regional geography).
 - The cumulative score of the tests will count for 5% of the course grade.
- **REACTION PAPERS-TOURS:**
 - There will be a number of reaction papers and tours during the semester
 - Each reaction should be around 1 page long
 - Tours should be 1-2 paragraphs
 - The cumulative reaction papers-tours will be worth 5% of the course grade.
- **LEARNING ASSESSMENT ASSIGNMENTS:**
 - I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
 - There will be various tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
 - Learning Assignments count for 5% of your course grade.
- **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.
- ELECTRONICS RULES:
 - Computers-tablets used to work with class material are encouraged
 - Social Media is addictive, so:
 - 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: Comp Measures (2).....40% A=-90-100 D=-60-69
 Critical Analysis (2).....20% B=-80-89 F=---60
 Reaction Papers.....5% C=-70-79
 Presentation.....20%
 Map Tests.....5%
 Learning Assign..... 5%
 Part/Attend.....5%

MODULE	DATES	TOPICS-CONCEPTS	ASSIGNMENTS
I	Jan. 17-20	Basic Concepts / Maps	Complete Assigned Powerpoint Modules / Do Kapit 1-2
II	Jan. 23-27	Europe-Physical and History / EU, nationalism, ethnicity	Europe Map Quiz [countries-capitals] / Do Kapit 18-24
III	Jan. 30-Feb. 3	The Russias / Historical Legacies of Empires	Russias Map Quiz / Do Kapit 25-27
IV	Feb. 6-10	North Africa-West Asia / Impacts of economic colonialism / Universalistic Religions and factionalism	West Asia Map Quiz / Do Kapit 28-31, 37-39
V	Feb.13-17	South Asia / Impacts of the 'Great Game'	South Asia Map Quiz / Do Kapit 32
VI	Feb. 20-March 3	East Asia / Flawed Economic Powerhouses	East Asia Map Quiz / Do Kapit 33
VII	March 6-10	Southeast Asia / Post-Colonialism / Disease Vectors vs. Profit	Competency Measure I / Southeast Asia Map Quiz / Do Kapit 34
VIII	March 13-17	Oceania / Ethnicity and Kastom	Oceania Map Quiz [countries only] / Do Kapit 35-36
IX	March 20-31	Sub-Saharan Africa / Colonial Egos / Ethnicity and Genocide	Africa Map Quiz [countries only] / Do Kapit 40-43
X	Ap. 3-14	Caribbean, Central-South America / Spanish-style Colonialism	Americas Map Quiz [countries-capitals] / Do Kapit 3-4, 12-17
XI	Ap. 17-May 5	North America / Eurocentrism, ethnic identity	North America Map Quiz / Do Kapit 5-11 Competency Measure II
	May 10, 3pm	My office	CM II DUE 5/10, 3pm, My Office-Hard Copy ONLY

TERMS AND CONCEPTS TO BE COVERED:

MODULE 1: GENERAL TERMS= Fields of Geog

Physical-Human-Regional	Space	Place
Region	Map	Map Bias
GIS-Digital Mapping	Absolute vs Relative Location	
Perception vs 'Reality'	Distance	Relative Distance
Friction of Distance [T/D/S/\$]	Globalization-Localization	
Ecosystem	Renewable vs Non-renewable Resources	
Hazards Research	Language	Culture vs Ethnicity
Religion	Universalizing /Ethnic / Syncretic Religions	
Ethnocentrism	Race	Nation-State
Nationalism	Social Structure	Demographics
Migration [chain-circular]	NGO	Regional Unions
Economic Tiers [Primary-Quarternary]		Capitalism
Multi-National Corporations	Quality of Life-Development	

MODULE 2: EUROPE= Maritime [seas-convoluted coasts] Functional Riverine Networks

Limited but Diverse Resources	Sociobiology Logic	Ethnic Identity-History
Colonialism	European Union-Brexit-Migration	
Ultra-Nationalist Movts vs Multiculturalism		World Bank
Demographic Issues		

MODULE 3: RUSSIA and NEIGHBORS= Physical Constraints [Climate-Rivers-Access]

Infrastructure	Rus, White Russians and Slav as sociobiology	
Russia Paranoia	Russification 1800-2017	
Russian Federation	Minority Perception	Oligarchs
Corruption-Power	Demographic Issues	

MODULE 4: WEST ASIA-NORTH AFRICA= European-defined region

Mediterranean Sea	Lack of water	Dominance of Rivers
Maghreb-Sahara parable	Desertification	Salinization
Deforestation-Goats	Roman-Byzantine-Ottoman Empires	
European Colonialism	Palestine-Back to Zion-Jewish segregation (Europe)	
Fundamentalism	Islam as Unifier [Koran-Arabic-Hajj-Mecca] and Fragmenting	
Oil as power/\$\$ Impacts		

MODULE 5: SOUTH ASIA= Physical Barriers-Rivers / Mountains

Deccan	Monsoon Impacts	Caste vs. Class Social Systems
Colonialism Impacts-English as lingua franca		BEIC-British India-1947 Separation
India as world power	Bollywood / Bangalore Valley	

MODULE 6: EAST ASIA= Physical protective barriers Rivers of Life-Death

Alluvium / Loess	Ideographic writing as unifier	
Asian ethnicity concepts	Japan-geosociobiology	
Race-ethnicity merge	Syncretic religions	Geomancy-Numerology
Megalopolis-Extreme urbanization	Urban vs Rural stereotypes	
Overseas Chinese vs. Overseas Japanese		Demographic issues
Resource Conflicts (natural gas, water, fish)	Political corruption-control issues [PRC/ NC / SK]	
Korea (s)		

MODULE 7: SE ASIA= Physical-Mountain / River dominance

Monsoon-Typhoon	Volcanism [Tsunami]	
Maritime Silk Trade [Arab-Chinese-Portuguese-Dutch-British]	Selective Colonialism	
Ethnic Chinese enclaves	Post-colonial Nations	Ethnic-Religious Fragmentation
Remittance Economies [Indonesia / Philippines]		

MODULE 8: OCEANIA= Physical-Dominance of Pacific Ocean-distances

Continental vs Volcanic rocks	Maritime dominated	Global warming impacts
Colonialism impacts	Micro-states / Dependency states	
Compacts of Free Association	Out-Migration	
MODULE 9: SUB-SAHARAN AFRICA = Physical-Sahara Desert / worn-out / savanna		
Disease victors	Ego Colonialism vs Ethnicity	
Colonial stereotypes of “darkest Africa”	Cecil Rhodes / Boers-Afrikaanders-S Africa	
Ethnic genocide / refugees	Kleptocracy	Marginalization to global consumerism
MODULE 10: CARIBBEAN, CENTRAL-SOUTH AMERICA = Physical-Mountain Spines		
Rivers as Transport	Contiguous Islands [Caribb]	
Where the Caribs? Vs Columbus	Caribbean complete environmental replacement	
Spanish Colonial Impacts	Latifundia-Minifundia / Hacienda / social class system	
Colonial Others	Contemporary connection to Europeans	
Syncretic religions	Monroe Doctrine [US]	NAFTA-MECOSUR
Maquiladoras Belt	Creolization	Mono-crop Agriculture
Cash cropping	Tourism impacts	
MODULE 11: NORTH AMERICA = Physical Dominance N-S Mountain Spine		
Rivers as transport	Intentional Environmental Degradation [water issues, saltation]	
Federal vs Centralized State	Ethnic, social identity	Perpetual Growth Model
Fallacy	Shift from Production economy to Consumer economy [post-Industrial]	
Loss of Middle Class		

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>