

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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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 Canvas for this class

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

NOTE that course materials/assignments will be handled through Canvas

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 EXERCISES:** You will complete a competency exercise for each class module [see schedule].
 - Each exercise will consist of a minimum of 6 paragraphs in a specific format [see below]
 - Each exercise is due within a week of that module being covered in class
 - The exercises count for 50% of your course grade;
- **FINAL COMPETENCY EXAM OR SERVICE LEARNING PROJECT:**
 - The final competency exam is an assessment of your knowledge of the course material. It will be given out during the last week of the semester, and will be due the Wednesday of Finals Week.
 - It will cover both the readings and the lectures
 - The exam or service project will count for 20% of your course grade
 - As an alternative, you may complete the specified Service Learning Project for this course:
 - The SL Option for this class is tutoring at one of the elementary/intermediate schools we assist that has a diverse Pacific Island population
 - You register for this through our Service Learning Center
 - For the SL Option you must a Final Report and compile daily field notes of your experiences. The Final Report will include: an analysis of social interaction (from your field notes) that relates the Service Project to the course material, how the Service Project contributed to increasing your understanding of the course material and value of the service to you.
- **PRESENTATION/BLOG POST:**
 - You do this by yourself [solo]—NO GROUP WORK
 - Presentation/blog will be based a specific concept or topic from the course materials
 - You will develop the presentation for future classmates
 - Your presentation will be based on Powerpoint, blog post or website (your choice) and cover the topic in detail. The goal will be to further educate next term's students. Estimate 4-5 Powerpoint slides or 4-5 paragraph blog post as a normal presentation.
 - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue.
 - A short abstract (hardcopy) must be submitted by the time of completion
 - The Presentation will be worth 10% 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.
- **REACTION PAPERS:**
 - You will write a number of reaction papers
 - These will be on questions posed in class, usually related to videos
 - You will not be graded on grammar

- They will be from 1-2 pages in length
- Reaction Papers count for 10% 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.
- **ATTENDANCE:**
 - Attendance is mandatory in all CUH courses
 - Attendance counts for 5% of your course grade
- **ELECTRONICS RULES:**
 - Computers-tablets used to take notes in class are encouraged
 - If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
 - Smartphones are not acceptable as classroom devices, so they must be off;
 - Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Competency Exercises.....	50%	A= 90-100	D= 60-69
Blog-Presentation.....	10%	B= 80-89	F= -60
Reaction Papers.....	10%	C= 70-79	
Final Competency Exam...	20%		
Attendance.....	5%		
Map Tests.....	5%		

THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS

COMPETENCY EXERCISE TEMPLATE 1/18

CE FORMAT:

4 Parts:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—but your course READINGS CAN BE USED [so for example you could relate the class materials to the same concept/topic as it's presented in one of the assigned readings][3-4 PARAGRAPHS]
- 4) Discuss the utility and/or importance of the concept/topic outside of the class [1-2 PARAGRAPHS]
- 5) Citations at end of paper [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences; maximum should be less than one page.

CITATIONS= You must show where you got your material from. You **MUST** support your material with citations.

WAYS TO LOSE POINTS:

1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

4 Working on exercises with others= minimum 1 grade down

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

5 Bogus citations/sources= 1 grade down minimum

- Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.
- 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	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
	May 10, 3pm	My office	C EXAM DUE 5/9, 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>