

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

Website: <https://greatsageproject.org/>

Required Text: Marshall, Tim 2015. Prisoners of Geography: Ten Maps that Explain Everything About the World. NY: Scribners.

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

Join Canvas for this class

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.

GRADING:

- **THOUGHT OF THE WEEK EXERCISES:** You will complete a Thought of The Weeks Exercise for each Module [6 total-see schedule]. At the start of each module I will post some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—if you want to do your own, you must check with me first to see if it's appropriate.
 - Each TOTW will consist of a minimum of 6 paragraphs in a specific format [see below]
 - Each TOTW is due by the end of that module
 - The TOTWs count for 70% of your course grade;
- **PRESENTATION/BLOG POST:**
 - You do this by yourself [solo]—NO GROUP WORK
 - Presentation/blog will be based on a specific concept or topic from the course materials
 - We have two Service Learning Projects which you may do instead of this assignment—School Tutoring (Palolo) and SHINE, both through the SL Office
 - Do NOT repeat the material presented in the course Powerpoints—this must be your own material
 - Your goal is a presentation that would be useful for your classmates
 - Your presentation can be as a PowerPoint, blog post or website (your choice) and cover your topic in detail. For length estimate 5-7 PowerPoint slides or a 7-10 paragraph blog post as the minimum.
 - 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; 4) cites and sources.
 - The Presentation will be worth 15% 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 and LEARNING ASSIGNMENTS [as required]:
 - o You will write a number of reaction papers based on assigned videos
 - o Questions will be posed for you to react to
 - o You will not be graded on grammar
 - o They will be from 1-2 pages in length
 - o There will also be a number of learning assignments. You will be graded on the completion of the assignments.
 - o Reaction Papers/Learning Assignments count for 5% of the course grade
- ATTENDANCE:
 - o Participation is mandatory in all CUH courses
 - o Participation (completing course material on time) counts for 5% of your course grade

TOTW exercises (6).....	70%	A= 90-100	D= 60-69
Presentation/Blog.....	15%	B= 80-89	F= -60
Reaction/Learning Assign.....	5%	C= 70-79	
Map Tests.....	5%		
Participation.....	5%		

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

- ELECTRONICS RULES:
 - o Computers-tablets used to take notes in class are encouraged
 - o 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
 - o Smartphones are not acceptable as classroom devices, so they must be off;
 - o Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Thought of the Week (TOTW) Exercise Format 7/18

TOTW FORMAT:

4 Parts [THESE ARE THE MINIMUMS]:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1-2 PARAGRAPHS]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—you can use your course readings but you must also have at least 1 source outside of the course materials [5-6 PARAGRAPHS]
- 4) Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [2-3 PARAGRAPHS]
- 5) Citations with bibliography [APA format preferred]

RULES:

PARAGRAPH= defined as having 2 or more sentences.

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.

MODULE	DATES	TOPICS-CONCEPTS	ASSIGNMENTS
I	Jan. 14-18	Basic Concepts / Maps	Read through PowerPoint Module 1; Read Marshall Intro
II	Jan. 21-25	Europe-Physical and History;nationalism	Europe Map Quiz [countries]; read through MOD 2; Read Marshall Ch. 4
III	Jan. 28-Feb. 1	The Russias-Historical Legacy of Empires	Russias Map Quiz; read through MOD 3; Read Marshall Ch. 1
IV	Feb. 4-8	North Africa-West Asia-economic colonialism-universalistic religions-factionalism	West Asia Map Quiz; read through MOD 4; Read Marshall Ch. 6
V	Feb.11-15	South Asia-Impacts of the 'Great Game'	South Asia Map Quiz; read through MOD 5; Read Marshall CH. 7
VI	Feb. 18-March 1	East Asia-Flawed Economic Powerhouses	East Asia Map Quiz; read through MOD 6; Read Marshall Ch. 2, 8
VII	March 4-8	Southeast Asia-production competition	Southeast Asia Map Quiz; read through MOD 7
VIII	March 11-15	Oceania-Kastom and identity	Oceania Map Quiz; read through MOD 8
IX	March 18-29	Sub-Saharan Africa-Colonialism-Ethnicity	Africa Map Quiz; read through MOD 9; Read Marshall Ch. 5; Present-Blog Due
X	Ap. 1-12	Caribbean-Latin America-Spanish-style Colonialism	Americas Map Quiz; read through MOD 10; Read Marshall Ch. 9
XI	Ap. 15-May 3	North America-nationalism-global empire	North America Map Quiz; read through MOD 11; Read Marshall Ch. 3, 10

CONCEPTS THAT WE WILL COVER:

MODULE 1: GENERAL CONCEPTS: Physical-Human-Regional Geography; Space-Place-Region; Map-Map Bias; GIS; Perception vs ‘Reality’; Friction of Distance [T/D/S/\$]; Globalization-Localization; Culture vs Ethnicity; Universalizing-Ethnic-Syncretic Religions; Ethnocentrism; Nation-State; Nationalism; Demographics; Migration [push-pull]; Regional Unions; Economic Tiers [Primary-Quaternary]; Quality of Life-Development

MODULE 2: EUROPE= Physical-coastlines; riverine nets; Limited but Diverse Resources; Sociobiology-Nationalism-Ethnic Identity; Global Colonialism; European Union-Brexit-Migration; Ultra-Nationalists vs Multiculturalism; Demographic crisis

MODULE 3: RUSSIA and NEIGHBORS= Physical-climate-rivers-size; centralized ‘Spider’ control-infrastructure; Rus-White Russians-Slav-sociobiology-ethnicity; Russia Geo-paranoia; History of Russification 1800-2017; Russian Federation-Putin; minorities; oligarchs-corruption-Power; demographic crisis

MODULE 4: WEST ASIA-NORTH AFRICA= Region? Physical-Mediterranean; Lack of water; dominance of Rivers; History-Maghreb-Sahara parable; desertification-salinization-deforestation; History-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 realities; Caste vs. Class; ethnic-religious nationalism; Colonialism Impacts-English as lingua franca; History-BEIC-British India-1947 Separation; India as world power; Bollywood-Mumbai

MODULE 6: EAST ASIA= Physical Protective barriers; Rivers of Life-Death; Alluvium-loess; Asian ethnicity concepts; Japan-geosociobiology-overseas Chinese vs. overseas Japanese; Race-ethnicity merge; History-Ideographic writing as unifier; Syncretic religions; Geomancy-Numerology; Megalopolis growth; urban vs rural stereotypes; demographic crisis; Resource Conflicts [gas, water, fish]; Political corruption-control issues [PRC-NK]; Korea(s)

MODULE 7: SE ASIA= Physical-Mountain-River dominance; monsoon-Typhoon-Volcanism; History-Maritime Silk Trade [Arab-Chinese-Portuguese-Dutch-British]; selective Colonialism; Ethnic Chinese enclaves-Singapore; Post-colonial Nations-Ethnic-Religious Fragmentation; Remittance Economies [Indonesia / Philippines]

MODULE 8: OCEANIA= Physical-Dominance of Ocean-distances; Continental vs Volcanic rocks; Maritime dominated; Global warming impacts; Colonialism impacts; Microstates-Dependency states; Compacts of Free Association; remittance-Outmigration

MODULE 9: SUB-SAHARAN AFRICA= Physical-Deserts-topography-tropical; Disease vectors; History-Ego Colonialism vs culture; colonial stereotypes of “darkest Africa”-Cecil Rhodes; Boers-Afrikaanders-Southern Africa; ethnic genocide-refugees; kleptocracy; marginalization to global consumerism

MODULE 10: CARIBBEAN, CENTRAL-SOUTH AMERICA= Physical-Mountain; Rivers as Transport; contiguous Islands [Caribb]; History-Where the Caribs? Caribbean complete environmental replacement; Spanish Colonial Impacts; Latifundia-Minifundia / Hacienda / social class+land; colonial Others; relat. With Europeans; Syncretic religions; Monroe Doctrine [US]; USCM-MECOSUR; maquiladoras; Creolization; Mono-crop-Cash cropping; Tourism segregation

MODULE 11: NORTH AMERICA= Physical Dominance-Mountain Spine; Rivers as transport; Intentional Environmental Degradation [water issues, saltation]; Federal vs Centralized State; Ethnic identity-Nationalism; Perpetual Growth Model logic; Shift from Production economy to Consumer economy [post-Industrial]; Loss of Middle Class

We comply with all federal laws and guidelines including Title 9.

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

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>