

GE 102: WORLD REGIONAL GEOGRAPHY

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

Required Text: Marshall, Tim 2021. The Power of Geography: Ten Maps that Reveal the Future of Our World. NY: Scribners.

Bookstore link:

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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in 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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

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 varying environmental contexts;
3. Human behavior relative to adapting to various changing environmental contexts.

Behavioral Studies/Education Division Student Learning Outcomes for this course:

1. The student will apply intellectual frameworks and models to interpret geographical social interaction from the Behavioral Sciences perspective.
2. The student will apply research approaches from anthropology and sociology.

3. The student will apply anthropological and sociological concepts related to social justice to current problems and issues in a global context
4. The student will assess contemporary global and regional social issues through the lens of cultural diversity.

Course Objectives:

This course meets the following Behavioral Science 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.

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.

SKILL COMPETENCIES you must have to take the course:

We will be using Canvas for this course. You will also get an invite to share some of my Google Drive folders that have course materials for your use and reference. If you have any troubles or questions about Canvas please contact the CUH Help Desk as they can help you with almost any issue.

Assignments should be sent to me as e-mail attachments, either as Word docs/rtf/pdf formal files.

- You should consider getting one or more social media accounts if you don't already have some—BUT BE WARNED that they are very privacy-intrusive and very difficult to completely delete. I recommend that you subscribe to a VPN service (for example through BitDefender) to protect at least some of your privacy at all times.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials

- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

GRADING:

- **CRITICAL THINKING EXERCISES:** You will complete FIVE (5) Critical Thinking Exercise during the semester, based on the current Modules we are covering [see schedule]. At the start of each module I will mention some topics you might want to consider, or you can do one based on your own personal interest from the materials in that module—but if you want to do your own, make sure and check with me first to see if it fits with the material we're going over.
 - Each CT will consist of a **minimum** of 6 paragraphs in a specific format [see the guidelines below for specifics.]
 - The CTs count for 70% of your course grade;
- **PRESENTATION/BLOG POST:**
 - You do this by yourself [solo]—NO GROUP WORK
 - The Presentation/Blog will be based on a specific concept or topic from the course materials, possibly an expansion on one of your CT papers. You can consider the Presentation/Blog to be another CT in structure, but for public consumption and education.
 - Your goal is a blog/presentation that can (and hopefully will be) made public to educate others.
 - 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 [as required]:
 - You will write a number of reaction papers based on assigned videos
 - Questions will be posed for you to react to;
 - You will not be graded on grammar;
 - They will be from 1-2 pages in length;
 - Reaction Papers count for 5% of the course grade.
- ATTENDANCE:
 - Participation is mandatory in all CUH courses-in a digital course this means getting through the course material on schedule.
 - Participation (completing course material on time) counts for 5% of your course grade.

ELECTRONICS RULES:

- No AI generated papers will be permitted-that is considered just a new version of a purchased paper-**you will fail the course automatically.**

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

Participation..... 5%

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

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

A Outstanding scholarship and an unusual degree of intellectual initiative

B Superior work done in a consistent and intellectual manner

C Average grade indicating a competent grasp of subject matter

D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F Failed to grasp the minimum subject matter; no credit given

Critical Thinking Exercise Format [rubric]:

4 Parts [THESE ARE THE MINIMUMS]:

- Concept or topic covered—specify and define [2 PARAGRAPH]
- Put into a context—what is it's importance w/in course material [2-3 PARAGRAPH]
- 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 [6-8 PARAGRAPHS]
- Discuss the context/relevance of this concept to you (personal), to us (Hawai'i), and to us (global) [2-3 PARAGRAPHS]
- Citations with bibliography [APA format preferred]

WAYS TO LOSE POINTS on CTs:

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.

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.

GE 102 COURSE SCHEDULE: Given the flexibility of the online format, I will not assign specific due dates for most assignments-but I below I have a recommended schedule for you to follow. The ONLY EXCEPTIONS ARE THE MILESTONE ASSIGNMENTS (1 AND 2)-THEY MUST BE COMPLETED BY THEIR DUE DATE OR YOU WILL BE DROPPED FROM THE COURSE FOR NON-ATTENDANCE. I would recommend getting assignments in before their due dates as that gives you a cushion to deal with any issues that arise during the semester.

MODULE	RECOMMENDED COMPLETION DATES	TOPICS-CONCEPTS	COMPLETE ASSIGNMENTS
1 [Intro]	WEEK 1-2	Basic Concepts / Maps	MILESTONE #1 DUE 8/26 ; Read through PowerPoint Module 1; Read Marshall Intro
2 [Europe]	WEEK 3	Europe-Physical and History; nationalism	Read Module 2; Read Marshall Ch. 4-5, 9; Critical Thinking Exercise 1 DUE; Europe Map Quiz [countries]
3 [Russian Fed]	WEEK 4	The Russias-Historical Legacy of Empires	Read Module 3; Read Marshall Ch. 2; MILESTONE/Critical Thinking Exercise 2 DUE 9/11; Russias Map Quiz
4 [W Asia]	WEEK 5	North Africa-West Asia-economic colonialism- universalistic religions-factionalism	Read Module 4; Read Marshall Ch. 3, 6; West Asia Map Quiz
5 [S Asia]	WEEK 6	South Asia-Impacts of the 'Great Game'	Read Module 5; Critical Thinking Exercise 3 DUE; South Asia Map Quiz

6 [E Asia]	WEEK 7-8	East Asia-Flawed Economic Powerhouses	Read Module 6; Read Marshall Ch. 1; East Asia Map Quiz
7 [SE Asia]	WEEK 9-10	Southeast Asia- production competition	Read Module 7; Critical Thinking Exercise 4 DUE; Southeast Asia Map Quiz
8 [Oceania]	WEEK 11	Oceania-Kastom and identity	Read Module 8; Oceania Map Quiz
9 [Africa]	WEEK 12	Sub-Saharan Africa- Colonialism-Ethnicity	Read Module 9; Read Marshall Ch. 7-8; Africa Map Quiz
10 [Lat. Am.]	WEEK 13	Caribbean-Latin America-Spanish- style Colonialism	Read Module 10; Read Marshall Ch. 10; Critical Thinking Exercise 5 DUE; Americas Map Quiz
11 [N Am.]	WEEK 14-15	North America- nationalism-global empire	Read Module 11; Present-Blog DUE; North America Map Quiz

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full

participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

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 Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.