

Chaminade University

Social Science Division

Geography 102(60) FE1998

World Regional Geography

Course Syllabus - Fall 1998

Lecturer: H. Richard Hutton B.Sc, BA (Hons), MA

Classroom: Pearl Harbour - Bldg 679 (second floor)

Classroom Hours: 8:00am to 12:10pm

Education Office Telephone: 474-1278 M-F 7:45am to 3:30pm.

Geography, to explore the world.

You are about to embark on a journey of discovery. An exploration of time and space. Of a world which is the stage of a never ending story. A story about people, places and nature. A story about a world which is unique and rich in diversity. By taking a course in *World Regional Geography* you have chosen to expand your knowledge about your home; the Earth. It is hoped that this course will be the beginning of a life long trip of geographical exploration. The world is a fascinating place. Go explore it!

Course Description:

This course introduces us to the world in which we live. The major topic themes that will be explored include: society and culture; politics; economic activity and the physical environment. This course is designed both for those students who plan to major in a social science, and/or for anyone who has a desire to expand their knowledge about the world.

Course Textbook:

Salter, Christopher., Hobbs, Joseph., Wheeler, Jesse., Kostbade, J. Trenton. (1998): *Essentials of World Regional Geography*. Harcourt Brace College Publishers, USA.

Course Goals:

- ~ to help each student become better informed about the world in which we live, and thus gain a greater understand of the forces shaping this planet;
- ~ to broaden one's horizons about the world, and in the process gain a new appreciation for its diversity, its richness, its uniqueness;
- ~ to assist students in developing the ability to think critically;
- ~ to promote writing and oral communication skills;
- ~ to foster student interest in current world affairs; and last but not least
- ~ to stimulate student interest in the discipline of geography.

Course Requirements:

The contents of this course will come from two sources: lectures; and the textbook. The core of this course will center around the material conveyed during the lectures. The textbook is used to provide students with a foundation from which to acquire a knowledge base from. While there will be a constant degree of over lap between the two sources of information, there will, however, be occasions whereby the topics discussed in class are not covered in the textbook. Given this fact, student attendance to class is highly recommended.

Each student will be responsible for studying the material covered both during the lectures and from the prescribed readings in the textbook announced in class. Overall student performance in this course will be based on three areas of evaluation:

1. News Article Review. (50 points) Each student will be required to cut out a recent news article (excluding sports items), either from a newspaper or magazine, and write a short review on the article selected. Each written review must be completed on a specific article review sheet which will be handed out in class. As part of this exercise, each student will also be required to give a brief oral presentation of their written review to the class. A schedule indicating

the relevant date in which each student has been assigned to give their oral review will be given in class. The news article review will be due at the end of the lecture period on the day each student gives their oral review in class.

2. Tests. (150 points) There will be a total of three tests, including a final test, throughout the semester. The tests will be based on material covered both during lectures and in the textbook. Each test format will be based on one or more of the following question techniques: 1) multiple choice; 2) true and false; and 3) written answers. The question technique(s) used and the amount of points each test is worth, out of a possible total of 150 points, will be determined at the discretion of the lecturer on a test by test basis. The scheduled dates for each test are indicated on the course outline sheet located at the end of this syllabus. The **final test** will take place on **Saturday December 12 1998**.

3. Class Exercises. (100 points) A number of class exercises will be used during the semester to reinforce the ideas covered throughout the course. A selection of these class exercises will be formally evaluated. This provides the opportunity for students to earn course points while playing an active role in the learning process. The specific class exercises chosen to be evaluated, and the amount of points assigned to each assessed class exercise, out of a possible total of 100 points, will be determined at the discretion of the lecturer.

Grading Policy:

Final Grade. The award of a final grade in Geography 102 will be based strictly on a number points system. Each of the three areas of evaluation will be worth the following number of points:

News Article Review	50 points
Tests (3)	150 points
Class Exercises	100 points

Course Total	300 points
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At the completion of this course, all the points earned by each individual student during the semester, will be tallied up out of a total course total of 300 points. A final grade will be determined on the following basis:

Points	% equivalent	Letter Grade
270 - 300	90	A
240 - 269	80	B
210 - 239	70	C
180 - 209	60	D

Incomplete Assignments. If by the end of the semester your name remains on the active class list, and at the same time you have **not** completed **all** of the three course requirements (as set out in this course syllabus), you will receive an 'F' as the final grade. If at any time you wish to discontinue from this course, it will be your responsibility to notify student admissions and have the appropriate records amended.

Late or Missed Tests. If you miss a test for reasons of illness or some other unforeseen emergency, then see me as soon as possible regarding the sitting of a make-up test. This provision is intended for those students who have a genuine reason for missing a test. This option is not made available to be used and abused. No make-up provision is available for the final test.

Attendance. It is the policy of Chaminade University that a student not miss more than two class sessions per semester. No credit will be given for attending class per se. The responsibility for coming to class will be left up to each individual student. However, having said this, given the methods of student evaluation used in this course the overall final grade a student receives in Geography 102, will ultimately be determined in part by the frequency in which a student attended class. It is advisable that you make the most of the class time provided.

Extra Credit. Any decision to offer extra credit during the semester will be made at the discretion of the lecturer. It should be noted that in the case that extra credit is made available, it is not, and should not, be regarded as a substitute for the completion of the required course work as stated in this syllabus.

A word on English. I believe that one of the important responsibilities of a institute of higher education is to help each student acquire a high level of written proficiency. The ability to write effectively is becoming essential in today's competitive work environment. A review of job vacancy notices shows that employers are looking to hire graduates who possess excellent written and oral communication skills. Upon marking any written assignment or test I will take into consideration: English comprehension; spelling and grammar. The overall weighting I give to each of these factors will be differentiated between a written report/essay/review, in which one has a extended period of time by which to produce a final good copy, as opposed to a test, where one has to write a response within a imposed time constraint.

General Policies:

Cheating and Plagiarism. There is zero tolerance for either cheating or plagiarism at this campus. Both acts amount to academic dishonesty. Anyone found to have violated the student code on cheating and plagiarism, will receive an 'F' on the particular assessment in which the offense occurred. The academic standing of a college or university is underscored by the academic honesty of its faculty and students.

Classroom Code of Conduct. The classroom should be a place that promotes the exchange of ideas, questions, discussion and learning. For this to occur it is necessary that we all observe certain standards of edict:

~ disruptive behaviour will not be tolerated. Everyone has the right to learn in a safe and open environment. Please show respect to your fellow class members by not making flippant remarks towards others or acting in a unruly manner;

~ talking in class is both distractive and demonstrates a lack of respect. If you talk in class, I will ask you to leave. The classroom is for learning, not idle chit chat. Do your socializing somewhere else;

~ sleeping during lectures is not conducive for learning in a classroom environment. While you may be here in body, it is your conscious mind which needs to be appealed to the most. If your mind cannot make it, then leave your

body at home. The best geographical location for sleep is your bed, not the classroom; and

~ the use of cellular phones and electronic pagers are not permitted in class. Please ensure that all pieces of electronic equipment are turned off while you are in the classroom.

A Guiding Principle:

I'm asking why? I'm asking why? Nobody gives an answer... I'm just asking why? Just tell me why? Why does it have to be like this... I'm asking why? I'm asking why?

- *Why Enigma 3*

A fundamental role of any college or university is to promote, and, in an effort to achieve this end, at times provoke individual thinking. One of the most effective ways in which one can facilitate the thinking process, is by being critical about the world in which we live. In many instances the word "critical" has come to be regarded with negative connotations. In reality such a viewpoint is nothing more than a diversion of our attention from what is really going on in the world.

Being critical does not imply that one is being negative. Far from it. Rather, to be critical is simply to ask questions. By being critical you are in fact attempting to answer the who? what? how? why? and when? of life, and, in doing so, become better informed. Being informed does of course have practical real life significance, in that we make everyday decisions based on what we know. With this fact in mind, one must assume that an informed decision is better than an unformed one. Or put another way, a critical decision is better than an uncritical one.

For some, being critical also means questioning one's assumptions, and, in the process, coming to terms with one's own ideas, beliefs and opinions. Such personal resolve should not be viewed with tribulation, but as a healthy state of affairs. Being critical allows us to be more independent in our thinking. All of which is surely a positive attribute rather than a negative one. Based on this line of reasoning, how can one surmise that being critical is something which is negative? A underlining goal of this course is to stimulate individual thinking

and the by-product of thinking... learning. For this reason I make no apologies for being critical.

Disclaimer:

Attached you will find a course outline. Every attempt will be made to follow the schedule as stated in the outline as closely as is possible. However, there may be unforeseen circumstances which influence the overall structure of this course, thereby, resulting in the need to alter the schedule in one form or another. Thus, the course outline should only be regarded as a guide. In order to accommodate any eventuality that may occur, I reserve the right to change any part of the schedule during the semester. If I do find it necessary to make certain changes, I will make an announcement in class.

Input = Results:

How much you get out of this course is based on how much you decide to put into it. Every effort will be made to create an interactive learning environment. However, a key component to achieving this goal is student participation. It is from broad based discussion that the exchange of ideas can swell to tidal wave proportions. (**Warning.** *Being actively engaged in class discussions has been shown to result in the growth of new brain matter allowing greater thinking.*) You are encouraged to share your views or ideas, in a manner which is neither intrusive or offensive, in class at every opportunity. If at any time during the semester you have any questions or concerns, please do not hesitate to come and see me.

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Course Outline Fall 1998

Key Dates:

Saturday October 10	Course Introduction, the World Scale
Saturday October 17	North America
Saturday October 24	Test One
Saturday October 31	Latin America (Halloween)
Saturday November 7	Europe
Saturday November 14	Europe
Saturday November 21	Test Two
Saturday November 28	Africa
Saturday December 5	The Pacific Realm
Saturday December 12	Final Test (3) / End of Course