

GEOG 140: World Regional Geography

CRN 22162, Spring 2013
MWF 1-1:50PM, Dane Smith Hall 224
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In the last decade, American geographic illiteracy has become a matter of national concern. The average American has a hard time finding other countries on a world map and knows very little about other cultures, economies, environments, and religions. As the United States becomes ever more involved in international conflicts, initiatives, and alliances, however, it has become clear that this weakness must be addressed.

The challenge of understanding the cultural, historical, and environmental geography of the entire world is a pretty tall order. In this class, we will focus on an introduction to basic concepts. Students will learn where things are in the world, what different landscapes and cultures are like, and how spatial relationships define cultural patterns around the globe. As we move quickly through the world's many regions, we will barely skim the surface of many complex issues and places about which you will undoubtedly want to know more.

I hope that this introductory class will therefore lay the groundwork for a lifelong process of learning about other regions. World geography is changing all the time, and the facts and figures presented this semester may well be outdated in just a few years. In this course, I will challenge you to "think like a geographer" so that you can continue to apply basic geographic concepts to changing world environments and events long after the semester is over.

WHAT WILL YOU GET OUT OF THIS CLASS?

By the end of the semester, it is my goal for every student in this class to be able to:

- Identify major environmental and cultural features of the world's regions on a map;
- Identify and explain patterns of cultural, economic, political and environmental change in the world's regions;
- Describe the cultural and historical links among two or more regions of the world;
- Analyze and critique a culturally significant regional map that is important to a past or present ethnic or religious conflict;
- Analyze and critique a culturally significant movie or novel that addresses cultural or historical geographies of a region;
- Explain how globalization processes have impacted diverse peoples and landscapes in at least three of the world's regions;
- Analyze cultural and environmental conflicts from multiple perspectives; and
- Assess your own historical-geographic position within the web of interconnected world regions.

WHAT ARE YOUR RESPONSIBILITIES IN THIS CLASS?

This course covers a significant amount of material and moves very quickly. Therefore, please realize the importance of keeping up with the reading and essay assignments throughout the semester. The grading policy allows you to skip some of the essay assignments without penalty (see section on “Grading”), but this is still a demanding class on a day-to-day basis.

As with all college courses, you should expect to spend up to 2 hours per week preparing for every hour you spend in class. For this class, the workload is designed to require **approximately 6 hours of work outside of class every week.**

Student participation is a critical part of how we will explore world geography and develop a sophisticated understanding of specific regions. **I expect all students to take seriously their responsibilities throughout the semester as “active learners”:**

1. Complete reading assignments before class meetings.
2. Attend class regularly, and engage in critical learning activities with peers and instructor.
3. Show respect for the opinions and contributions of your classmates and instructor.

REQUIRED TEXTS AND MATERIALS

- The required text is ***Fundamentals of World Regional Geography***, 3rd edition.
- This class also requires a **Classroom Response System remote (“iClicker.”)** See next page for more details on how we will use clickers in the classroom.
- Students are required to purchase or rent a **regionally-focused movie** for one region. The region is your choice; see course schedule for movie options for each region.
- Students are required to purchase or borrow a **regionally-focused novel** for one region. The region is your choice; see course schedule for novel options for each region.
- Suggested: an atlas (online or printed) that you can use to prepare for map quizzes.

INSTRUCTOR CONTACT

I encourage you to visit me in office hours so that I can learn who you are, answer questions about the course, and help you meet your goals for this class. **My office is in Bandelier West Room 224 and my email is mdlane@unm.edu.** If you cannot visit with me during my regular hours (shown on page 1), email me to set an appointment at a mutually convenient time.

CLASS COMMUNICATIONS

Class materials will be posted on the course website on WebCT and typically will NOT be available in paper copies. To log in to our class site, go to <http://vista.unm.edu>, enter your UNM NetID and password, then click on GEOG 140. WebCT will contain guides to the reading assignments, essay assignments, review sheets, data sets for weekly in-class activities, etc. I will also use WebCT to make periodic class announcements via email. Please make sure that you check your WebCT mail regularly, or change the settings to forward messages to the email address you check most often.

Note: when you email me, PLEASE include “GEOG140” in the subject line and sign your email with your full name. This will prevent your email from getting caught in my junkmail filter.

CLASS FORMAT

This course is taught in a collaborative-learning classroom, and it is not a traditional lecture class. As you can see from the way the classroom space is organized, students will spend most of their classtime facing one another, rather than watching the instructor. The tables and laptops are provided to facilitate your engagement with course material in a collaborative mode.

Although each class will include a mix of mini-lectures, group work, and individual activities, this class focuses mainly on learning through active interaction with peers and the instructor. If you cannot learn anything in this kind of environment, you may need to drop the course.

READING COMPREHENSION AND ONLINE QUIZZES

(10% OF FINAL GRADE)

Because this class is organized around principles of active learning and collaborate classroom work, it is your responsibility to master the basic textbook content **outside of class**. This will allow us to maximize classtime for detailed exploration of geography concepts and applications. To make sure you are mastering the textbook content at an acceptable level, you will complete weekly online quizzes on reading comprehension.

MAP LITERACY AND MAP QUIZZES

(10% OF FINAL GRADE)

Being able to locate where things are is a critical first step in understanding the overall geography of a region. There is simply no way around the fact that you must get familiar with the world map. **On the first day of each regional unit, we will have a brief map quiz before starting any lectures or activities.**

Quizzes will be conducted using clickers, so you must bring your clicker with you every day. Before each quiz, please consult the online review sheets for a list of places and features that you need to be able to identify on a regional map. We will have 8 map quizzes over the course of the semester, and I will count your 7 highest scores. **No makeup quizzes will be given for any reason.** If you miss a quiz, I will drop it as your lowest score.

CLICKERS AND CLASS PARTICIPATION

(5% OF FINAL GRADE)

One of the ways you will participate in class is by using clickers to answer on-screen questions during mini-lectures and other activities. For many of these questions, I will allow you to consult with your classmates before entering a final answer. You will receive 2/3 credit for answering questions incorrectly, and you will receive full credit for correct answers. Aside from coming to class prepared, the best way to earn clicker-question points is to **bring your clicker every day, and answer all the questions!**

IN-CLASS HOMEWORK and TAKE-HOME ASSIGNMENTS

(20% OF FINAL GRADE)

In class, we will frequently work on in-depth projects, questions, maps, and other activities. Some of these will be individual, while others will be conducted in groups. Most of these projects will be limited to the classtime available, but you will occasionally need to take work home for completion before the next class. All activities, projects, and assignments for any given region must be completed and submitted before we start the next regional unit. For different individuals, collaborative work entails different challenges. If you are extremely shy, I will work with you on how best to share your ideas and opinions with peers. If you are

extremely outgoing and/or opinionated, I will work with you to moderate your involvement and to ensure that your peers are also able to contribute. As a facilitator of collaborative learning, my first and foremost concern is that all students' voices be heard and respected as we work together to build our knowledge of world regional geography.

TAKE-HOME ESSAYS
(20% OF FINAL GRADE)

During the semester, you will complete four take-home essays, using movies, novels, maps and your own experience to engage the cultural and environmental landscapes of world regions.

Personal Geography:

In the first few weeks of the course, you will be required to write a short essay about your own personal geography. This essay will be discussed in class, and a detailed assignment will be posted in WebCT.

Movies/Novels:

For each region of the world, I have selected a movie and a novel that illustrate some of the themes we will explore in class. You may select any one movie and any one novel – two regions total – for analysis, using the assigned guide and questions in WebCT for that specific title. **It is your responsibility to purchase, borrow, or rent these titles early enough to meet assigned deadlines.** By the due date, you will submit a 1,500-word essay that considers the movie or novel in terms of the geographic relationships it portrays. Detailed instructions and grading rubrics for these assignments will be posted in WebCT.

Please note that one analysis is due in the middle of the semester, and one is due at the end of the semester. The choice of region for each of these assignments is totally up to you, but you must write your analysis about a region that we have already studied in class. See course schedule for titles and due dates.

Maps:

For several world regions, we will examine maps that depict various cultural issues and conflicts. You will learn to analyze maps for cultural meanings and explain their cultural significance. Most of your map analysis work will be done as part of the regular weekly in-class or take-home activities. One map will be chosen, however, for more detailed analysis in the form of an independent 1,500-word essay. I will give you copies of these maps well in advance of the due dates. See course schedule for due dates, and see WebCT for detailed instructions and grading rubrics.

MIDTERM AND FINAL EXAMS
(35% OF FINAL GRADE)

Exams include map identification, multiple-choice, and essay questions. For both the midterm and final, I will give you an advance review sheet that includes potential essay questions.

- **The midterm exam** will cover all of the regions discussed in the first part of the course. It will be similar in format to the final exam but is designed to be completed in half the time. It will give you a good preview of grading expectations for the final exam.
- **The final exam** will emphasize topics/regions covered in the second half of the class, but it will also include cumulative and big-picture questions relevant to the entire course.

GRADING

Your mastery of course content and concepts will be evaluated as follows:

Online quizzes	10%	Weekly quizzes on reading comprehension
Map Quizzes	10%	One quiz per region, 7 best scores out of 8
Clicker Questions	5%	Daily in-class questions, 2/3 credit for incorrect answers
Activities & Homeworks	20%	Weekly assignments, both in-class and take-home formats
Take-Home Essays	20%	4 essays (1,500 words each) on assigned movie, novel, map
Midterm Exam	15%	Covers the first 6 regions
Final Exam	20%	Cumulative assessment of all regions, with emphasis on last 6

SCHEDULE

The course schedule shown below will also be posted on WebCT. In case of changes to this calendar, WebCT will be updated, and students will be notified via email and in class.

INTRODUCTION

ASSIGNMENTS

Mon, Jan 14	Welcome and Introduction	
Wed, Jan 16	The Geographer's View of World History	readings in Chapter 3 (see WebCT)
Fri, Jan 18	How (and Why) to Study World Regions	Activate your Clicker
Mon, Jan 21	NO CLASS: MLK HOLIDAY	

UNIT 1: EUROPE

Wed, Jan 23	Defining the Region	readings in Chapter 4 (see WebCT)
Fri, Jan 25	Core vs Periphery	
Mon, Jan 28	Ethnicity, Nationalism & Nation-States	
Wed, Jan 30	Separatism & Supranationalism	

UNIT 2: RUSSIA AND THE NEAR ABROAD

Fri, Feb 1	Environment and Natural Resources	Personal Geography Essay due February 1
Mon, Feb 4	Ethnic Diversity and Political History	
Wed, Feb 6	Geopolitics at a Cultural Crossroads	readings in Chapter 5 (see WebCT)
Fri, Feb 8	Economic Geography and Prospects	

UNIT 3: SOUTH AND EAST ASIA

Mon, Feb 11	Environmental Regions and Issues	readings in Chapter 7 (see WebCT)
Wed, Feb 13	China: Demographic and Cultural Geography	
Fri, Feb 15	Japan & Koreas: Economic Geography and Geopolitics	
Mon, Feb 18	Southeast Asia: Colonialism in the Shatterbelt	
Wed, Feb 20	South Asia: Religious Geography & Geopolitics	
Fri, Feb 22	Asia: From Colonialism to Globalization	

UNIT 4: THE MIDDLE EAST AND NORTH AFRICA

Mon, Feb 25	Environmental History	readings in Chapter 6 (see WebCT)
Wed, Feb 27	Colonial Legacy in Desert North Africa	
Fri, Mar 1	Resource Geography & Arabian Oil	
Mon, Mar 4	Turkey, Iran, and Regional Geopolitics	

MIDTERM EXAM & SPRING BREAK

Wed, Mar 6	Review Session
Fri, Mar 8	Midterm Exam
Mar 9-17	NO CLASSES – SPRING BREAK

UNIT 5: SUBSAHARAN AFRICA

Mon, Mar 18	Environmental & Cultural Diversity	Movie/Novel Analysis #1 due March 18th
Wed, Mar 20	Historical Geography of Colonialism	
Fri, Mar 22	Medical Geography	Readings in Chapter 9 (see WebCT)
Mon, Mar 25	Neocolonialism	

UNIT 6: LATIN AMERICA AND THE CARIBBEAN

Wed, Mar 27	Transatlantic interregional links	readings in Chapter 10 (see WebCT)
Fri, Mar 29	Environmental and Cultural Diversity	
Mon, Apr 1	Political geography	
Wed, Apr 3	The world's biggest wealth gaps	
Fri, Apr 5	Globalization and urban geography	
Apr 8 & 10	NO CLASS – INSTRUCTOR OUT OF TOWN	Map Analysis due Apr 10th

UNIT 7: THE UNITED STATES AND CANADA

Fri, Apr 12	Environmental and Economic Geography	readings in Chapter 11 (see WebCT)
Mon, Apr 15	Immigration & Settlement Patterns	
Wed, Apr 17	Economic Geography & Globalization	
Fri, Apr 19	NO CLASS – INSTRUCTOR OUT OF TOWN	

UNIT 8: OCEANIA & ANTARCTICA

Mon, Apr 22	Environmental History	readings in Chapter 8 (see WebCT)
Wed, Apr 24	Migration & Geopolitics	
Fri, Apr 26	Globalization Impacts	

CONCLUSIONS

Mon, Apr 30	Do Regions Really Exist?	
Wed, May 1	Globalization & Conclusions	
Fri, May 3	Review for Final Exam	Movie/Novel Analysis #2 due May 3rd

FINAL EXAM – Wednesday, May 8, 3-5PM

Regional Options for Movie & Novel Analysis

Each student must purchase, borrow, or rent two selected titles (1 movie, 1 novel) from this list.

Region	Title & Author/Director	Genre	Date
Europe	<i>The Bridge on the Drina</i> by Ivo Andric	Novel (historical epic)	1945
Russia and the Near Abroad	<i>Stalin's Ghost</i> by Martin Cruz Smith	Novel (crime thriller)	2008
	<i>The Kite Runner</i> directed by Marc Forster (in Dari, with English subtitles)	Movie (drama)	2007
South and East Asia	<i>To Live</i> directed by Yimou Zhang (in Mandarin, with English subtitles)	Movie (epic drama)	1994
	<i>Map of the Invisible World</i> by Tash Aw	Novel (political thriller)	2009
	<i>Gandhi</i> directed by Richard Attenborough	Movie (biographical drama)	1982
Middle East & North Africa	<i>House of Stone</i> by Anthony Shadid	Novel (memoir)	2012
Subsaharan Africa	<i>Hotel Rwanda</i> directed by Terry George	Movie (historical drama)	2004
	<i>Things Fall Apart</i> By Chinua Achebe	Novel (realist, historical)	1958
	<i>The No. 1 Ladies Detective Agency</i> by Alexander McCall Smith	Novel (mystery/adventure)	1998
Latin America & the Caribbean	<i>The Motorcycle Diaries</i> directed by Walter Salles (in Spanish with English subtitles)	Movie (adventure drama)	2004
	<i>Salt</i> by Earl Lovelace	Novel (mythical, historical)	1996
North America	<i>Colony of Unrequited Dreams</i> by Wayne Johnston	Novel (mystery, love story)	1998
Australia & Oceania	<i>Rabbit-Proof Fence</i> directed by Phillip Noyce	Movie (adventure drama)	2002

DUE DATES: Movie/Novel Analysis 1 is due **Monday, March 18.**
Movie/Novel Analysis 2 is due **Friday, May 3.**