

GPY 235, Sec. 009: **GEOGRAPHY** for a Changing World



Fall 2017

3 credits

Time: M/W 1:30PM-2:45PM

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Geography is a branch of knowledge concerned with how and why things are distributed over the earth. Geography always involves the study of space (also called **place** or **location**) and sometimes involves the study of space and time together. Geography has two major branches:

1. **Physical Geography:** the study of the physical earth and the natural environment.

2. **Human Geography:** the study of people and their activities/characteristics. This includes the geography of religion, language, economy, political organization, social organization, land use, development, etc.

What is unique about Geography and one reason why it is fast becoming so popular in the United States is that it bridges the gulf between the physical/natural sciences and the social sciences in what geographers call "people-environment relations." People-environment relations is about the study of people and their interactions with the natural environment; how people change their environment for their own use and how they adapt their behavior because of environmental influences or constraints. Other reasons why Geography is fast growing is GIS (geographic information systems - the electronic map), urban planning, and Environmental Geography, which are some of the very interesting sub-fields of Geography. A geographical perspective is very useful for a variety of jobs and vocations.

I. Content of the Course

This course satisfies the requirement for the **General Education Foundations** (Social Science) and the **Cultural World Perspectives** categories.

Belonging to **Foundations/Cultural World Perspectives** categories means that much of the focus of GPY 235 is on foreign regions and cultures. The purpose of this course is to help you to open windows to look at foreign cultures, values, and ways of doing things. The windows we will open in this class may become a mirror in which you can see yourself - perhaps as you have never done before. Perhaps you will understand and appreciate more fully your own culture(s) after you have completed this course. The world is a large, complicated, and often confusing place. The complex geography of culture underlies the differences between regions of the world, and, after having taken this course, you will have enlarged your cultural and academic horizons and be a more well-rounded and informed **global** citizen!!

Geographically speaking, the purpose of GPY 235 is to provide students with a regional understanding of the world and to develop a broad understanding of the social, economic, political, and environmental processes that have contributed to the **development** of world geographic regions: i.e., the way the world is today. This understanding must by its very nature be theoretical (interpretations of development), and empirical (able to be measured). The content of the course is divided into two major areas.

1. A general examination of the relationship between people and their environment and how that relation has changed in different geographic regions of the world over the course of human history.
2. Studies of major regions of the world (essentially you will go on a **world** tour in one semester).

The focus on people-environment relations in **Section One** of the course is meant to provide you with a framework to help you in understanding the relationship between culture, geography and development of the major regions of the world. The emphasis is on how the geography of place and culture provide a context, constraints, and opportunities that influence the economic, social and political development of states and regions. In **Section Two** (most of the course) we first look at the more developed regions of the world and then we turn to the less developed regions of the world. Specific states representative of their regions will be discussed in class while the broader coverage is presented in the text. Theory-based global and regional interpretations developed in the first section of the course will be woven throughout the rest of the course.

II. Course Objectives:

- Develop an understanding of the geographic perspective and methods, and a familiarity with the discipline's tools for analyzing development and change on a regional and global basis (**GenEd** Knowledge Goals #1, 2, 3).
- Improve your knowledge of Earth's physical, biological and socio-cultural processes.
- Increase your knowledge regarding where other places in the world are located (**Map Quizzes, GenEd** Skill Goal #4).
- Enhance your ability to recognize, interpret, and evaluate geographic processes and **current** events which will shape the course of history and your everyday life.
- Utilize knowledge and do geographic research (Country Profile Project; **GenEd** Knowledge Goal #2, Skill Goals #1, 3-5)

III. Course Requirements, Policies, Grading, and Evaluation

3A. Course Texts:

1) **Johnson**, Douglas L., Viola Haarmann, and Merrill L. Johnson, Eds.,

[*World Regional Geography: A Development Approach*](#),

11th Edition (Upper Saddle River, NJ: Pearson Education, 2015, ISBN: 978-0321-939654). **REQUIRED**

2) **COLLEGE Atlas of the World**, 2nd Edition (National Geographic, Washington, D.C., 2010)

or a relatively recent edition (1st Edition is acceptable). (ISBN: 978-0470888872), **REQUIRED**,

3) Selected Readings (available on E-Reserve) , GVSU Library Ares Course Reserve Search,

<https://gvsu.ares.atlas-sys.com/>

The above textbooks are available in the [GVSU University Bookstore](#) in the Laker Marketplace or Brian's Books. This text will serve as a foundation for the course, but additional readings which illustrate important concepts may also be required.

3B. Student Responsibilities:

Students are expected to attend lectures, take all map quizzes, and exams. I will present information in class that is NOT in the required texts.

Attendance will be checked at each class, since you need to attend class regularly to participate. Note: **Excessive** absences will adversely affect the **participation** grade (see below). Also check your e-mail at least once per day, since I may send you some information about an interesting article or event that relates to the class. It is YOUR responsibility to check E-mail and keep enough open disk space in your account, whether GVSU.edu account or other account for information from the instructor. The instructor is **NOT** responsible for bounced emails because of inaccurate or **FULL** email boxes.

Email Etiquette

E-mail will be sent to the entire class regarding items or class Powerpoint presentations that I have posted to the Blackboard website. It is important that you are checking your GVSU Google e-mail address REGULARLY. E-mail messages are sent to the CLASS and NOT to individuals. I am NOT responsible if your e-mail account reaches the disk space limit and the messages I send bounces. It is **YOUR** responsibility to manage your email account and allow enough space for additional messages.

****Sending Email****

When writing email to the instructor, for easy identification of your name and class section, **Subject Line** MUST include **Class/Section Number**. e.g., "**Gpy235_09, 'Your topic.'**" Always sign your **FULL** name at the end of your e-mail.

** Emails **without** FULL Name **NOR subject line** will **NOT** be responded to.**

3C. Course Policies:

- The instructor reserves the right to change the syllabus, with due notice given to the students.
- **No make up quiz/ exam will be given without 24 HOURS prior consultation with the instructor, unless a valid doctor's excuse is provided.** ** CALL me at 616-331-3351** if there are conflicts/problems especially on **EXAM day**.
- There will be **three (3) exams, 7 map quizzes**, a learning reflection paper, cultural event paper, hometown essay paper, and also **participation**. The total possible points for the course is **545 pts**. See below for exam points allocation. Each quiz is worth **20** points. I will **DROP** your **LOWEST** map quiz grade.

Technology Use

Laptop Computers can be utilized for **notetaking ONLY**. IF they are **NOT** used to enhance **this course's** learning during **classtime**, laptop computers will be **BANNED** from classroom use.

Cell Phones: Please turn **OFF** cell phones during class! During classtime, we will focus on the content and the learning that is happening within the classroom, without interruptions.

3D. Exams, Quizzes, Writing, Participation:

Exam Structure:

Exams (100 points) and Final Exam (100 points each)

35 - Multiple Choice / Fill in Questions (2 pts. each)	70 points
1 - Mandatory Essay	15 points
1 - Essay Question from a Choice of 3-5 Topics	<u>15 points</u>
EXAMs	100 points

Map Quizzes (20 points each, **DROP** the lowest)

4 pts - From the various Internet media sources (Will Vary depending on Region)

16 pts - Map Questions (Mostly Matching questions, Location knowledge)

Requests for exams or quizzes at times **other** than regularly scheduled are **strongly** discouraged and will be granted only for extreme emergencies (with proof required).

Participation and Attendance: I believe in your commitment to the learning we share through dialogue with each other. Attending class is essential to mastering and understanding the material in class. Class Participation will be evaluated by in-class participation and/or also "significant dialogue" over e-mail. If you are unable to attend class for an extended period, please notify me via e-mail or phone BEFORE the time you will miss class. Attendance will be taken at each class session. During the semester, **TWO unexcused** absences will be allowed WITHOUT penalty (GenEd Skill Goal #2).

Learning Reflection Paper: There will be one 2 page learning reflectance paper after the first exam. You will reflect on how you are learning the material in the class. The paper will be worth 10 points. You will have one class period to complete this assignment. More details will follow. (GenEd Skill Goal #1, 3, 5).

Group Project – Geography of (Country Name) (points possible = 60)

Objectives

- Develop your ability to collaborate with your peers (Gen Ed **Skills Goal #6**)
- Foster your critical thinking skills in analyzing how the people and society of a country are impacted and have impacted the environment (Gen Ed **Skills Goal #7**),
- Develop the ability to locate, evaluate, and integrate multiple forms of information about a country and reach informed conclusions (Gen Ed **Skills Goal #8, Knowledge Goals**)
- Enhance your ability to effectively communicate your thoughts, ideas as well as facts, (Gen Ed **Skills Goal #7**),
- Apply geographic concepts and tools in the study of a country so that you can relate what you are learning to the real world, (GenEd Knowledge Goals #3, 4, #5)
- Become expert of the country of your choosing.

Forming a group and picking a country

In the first week of the semester you are going to have opportunities to get to know your classmates via inclass group activities. These inclass activities will open up possibilities for you to identify like-minded classmates with whom you might want to do the group project. So, by the second week you should be ready to form groups. Each group should be composed of **two (2) students**. A group may pick any one country of the **Asia region** (Textbook Chaps. 9-11), OR **Sub-Saharan Africa** (Chap. 8), OR **Europe** (Chap. 4), OR **Latin America** (Chap. 3). **NO** two groups may choose the same country, though. Countries will be assigned on a *first-come, first-served* basis!!!

What to do

This is a semester-long assignment. You are expected to meet at least once a week to

- 1) discuss what you have learned in class during the week and how you can apply what have learned to the country assigned, and
- 2) gather information and research about a certain topic that you want to include in your group project.

It is **strongly** recommended that you do this project on a continuous basis, a bit of research and writing every week so that you will have accumulated sufficient material towards the second half of the semester. You will then spend a considerable amount of time working together to organize, add or drop, and finalize the material you have assembled towards the end of the semester. I may also use a certain portion of class time to have you work on your group project.

Format

The final product of your group project is *a report summarizing what you have learned* about the geography of the country of your choosing throughout the semester. Here are the specifics regarding the format of your project report.

- The cover page of your project report must include 1) a title of your group project, 2) the **FULL name of all group members**, 3) the course name, and 4) semester.
- Your project report must be submitted as a Microsoft word document with **ALL** pages numbered.
- Your project report must NOT go beyond **10** pages, **1.5-line** spaced, **1” margins, using 12 point** font size, including everything (cover page, text, maps, pictures, References, etc.). The Cover Page and References will **NOT** considered toward the page count
- Your project report must include references (or works cited). Professional *referencing* is required, list all works cited and also **cite** these sources in the report (websites, books, articles, etc.) with **FULL URL** web addresses. Choose one professional citation system, like MLA Style and be consistent. Citing Tips, <http://libguides.gvsu.edu/c.php?g=108372>

What (content) to include in your project report

As a *general framework*, your project report should cover the following aspects of the country of your choosing:

1. Geographic location (absolute and relative) and its significance (i.e. how the geographic location of the country impacts its physical environment and its national development),
2. Land and physical environment (climates, landforms, waterways, land cover/use, unique environmental features, etc.),
3. Human geography (population, ethnic makeup, history, language, religion, economy, major cities, etc.) with particular emphasis on the “where” question,
4. Roles of the country in the global system and the links between the country and the rest of the world (via migration, trade, investment, travel, etc.),
5. Major problems and challenges (e.g. natural hazards, environmental problems, social problems, cultural conflicts, international conflicts, etc.), and
6. What can be said about the future of the country. There will be bi-monthly project **progress deadlines** that will be conducted via BB.

Tips

- Your project report should be *concise* but **informative**. To that end, you should focus on what’s **unique** and *interesting* about the geography of the country assigned. Your essay should also have a *good structure and grammar*. Using appropriate headings, for example, is a **good** strategy in this regard.
- I strongly encourage you to use relevant and carefully selected visuals, especially *maps, imagery and photographs*, to portray the physical and human geography of the country. Visual materials **MUST** be cited and **captioned**. Your ability to use maps, imagery as well as other visual aids will be graded, among other things.

When and how to turn in

Your group project report will be **due by 5:00PM the Monday, 12/4, week before the final exam**, after which you will not be able to turn in your report. Your project report must be **turned in on Blackboard**. *Submission via email will not be accepted.*

How your group project will be assessed

The group project is worth 60 points. The points you can earn on this group project are composed of *two parts*:

- [1] *Your contribution* to the group project (30 points). This part of the grading will be done in the form of peer evaluation. A peer evaluation sheet will be provided on Blackboard. You **must turn in a hard copy** of the completed peer evaluation sheet **in class on the Monday, 12/4/2017** of the semester. *If a student did not turn in the peer evaluation by the due date, he or she will automatically get a ‘0’ (zero) on this part of the project grade.*
- [2] *Quality of your group project* (30 points). This part of the grading will be done by the professor. Your grade on this part of the project will be based on the **quality** of your project report. A grading rubric will be provided on Blackboard.

If you have any questions, please ask.

The country you have chosen is: _____ , Your group members are: _____

**** Cultural Event:** As we learn about the world's cultures, there are many opportunities on campus to explore the world's cultures and increase our learning of people's cultures and places, through various seminar presentations, workshops, food, movies, etc. Each student must attend at least ONE (1) **APPROVED** Cultural event during the semester. You must also write a 1-2 page paper summarizing the event and also write about its connection with our geography class. Usually the paper is due about 1 week after the event. Approved Cultural Events will be posted on **Blackboard** or sent notice via e-mail. If you come across a possible event, please notify the instructor at least ONE week in advance. The paper is worth **5 points**. (GenEd Knowledge Goals #4, 5; Skill Goals #7).

Late Assignment Policy

The price of a late assignment exercise is **25% per day late and progressively increases**. For example, ONE late day = **-25%**, TWO days late, **-75%** penalty. Late exercises will **NOT** be accepted TWO days after the deadline. If you have an extenuating circumstance, please come and discuss it with me or e-mail me at makin@gvsu.edu **BEFORE** the deadline; the earlier the better.

3E. Course Grading:

Items	Points	% Grade
Exams (3)	300	55.0%
Map Quizzes	140	25.7%
Cultural Paper	5	0.9%
Learning Reflection Pap.	10	1.8%
Group Country Report	60	11.0%
Participation/Attend.	30	5.5%
Total Points	545	100%

Grading will be done on a straight scale from 'A' to 'F' . The table below illustrates the grading scale that will be used in Geography 235. Pluses and minuses will be given, however, note that there are NO 'A+' NOR 'D-' grades.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
95-100	90-94.9	87-89.9	84-86.9	80-83.9	77-79.9	74-76.9	70-73.9	66-69.9	60-65.9	<60

Special Learning Challenges: Each student learns in his or her own way. If you have a disability that will require special accommodations in this course, please contact the **Disability Support Resources (DSR)** in 4015 Zumberge Hall (**JHZ**) at (616) 331-2490. The DSR will assist me in providing the necessary accommodations in order to enhance the learning environment for you. If you have already done so, DSR will provide you with a letter that describes your specific needs and the necessary accommodations. Please bring that letter to my attention AS SOON AS POSSIBLE, and **PRIOR** to the due date of the first course requirement, e.g., Quiz #1.

Course Withdrawal: Following GVSU guidelines, the Course Withdrawal Deadline (in order to receive a grade of "W") is Friday, **October 27, 2017 at 5:00 PM**.

Incomplete Grade Policy: An “I” grade may be given for student work that is lacking in quantity to meet course objectives. It may be assigned when extenuating circumstances, such as illness, necessary absence, or other reasons generally beyond the control of the student, prevent completion of the course requirements at the end of the semester. This grade **MAY NOT** be given as a substitute for a failing grade or withdrawal.

Plagiarism: According to GVSU's General Academic Policies, here are some of the stated policies:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment;
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person;
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person;
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own (Section 223.01 GVSU Student Code, 2014-2015);
5. No student shall submit work that has been previously graded or is being submitted concurrently to **more than one** course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it." (GVSU *Undergraduate and Graduate Catalog*).

#4 Clarification -- "Any ideas or material from another source for either written or oral presentation must be fully acknowledged and cited. Offering the work of someone else as one's own is **plagiarism**." If you have any questions regarding these policies and how it may apply to the class's assignments and exams, feel free to discuss questions with me in person or email me at makin@gvsu.edu. For information on how to cite source materials, click on <http://libguides.gvsu.edu/c.php?g=108372>.

Course Webpage:

<http://mybb.gvsu.edu/> and then LOGIN in with your Username and Password
Select GPY235 Sec. 09 for your class. Course Information, then you will see the F17_MaGpy235_09Syllab.pdf
OR <http://faculty.gvsu.edu/makin/> Then click on Teaching, GPY 235 Section 09.
I will also LOAD exam review sheets one week before the scheduled exams.

Tentative Course Outline: Instructor reserves the right to update/revise with adequate notice given.

Wk	Date	Topic	Readings	Other/Assignment due
1	8/28	Intro. to World Regional Geography	Intro Chapter	
1	8/30	What is Geography?	Ch. 1, pp. 2-20	9/1,5pm, Add Deadline
2	9/4	LABOR Day Holiday (NO Classes)		
2	9/6	Global patterns:Geog.of develop.	Ch. 1, pp. 20-31	
3	9/11	Global patterns: Population prob.	Ch. 1, pp. 32-42	Six Billion and Beyond Video
3	9/13	Global patterns: Population prob.	Ch.1: Development, pp. 43-57	Group Country Choice
4	9/18	Anglo-America (N. America)	Ch. 2, pp. 58-84	
4	9/20	Anglo-America (N. America)	Ch. 2, pp. 85-113	
5	9/25	Western Europe	Ch. 4, pp. 168-200 European Habitat	Map Q#1: Anglo-America
5	9/27	Eastern Europe	Ch.4, pp.201-217:Polit. Geography	
6	10/2	Exam #1	Chapters 1-2, 4	
6	10/4	Russia /Neighbors	Ch. 5, pp. 218-255: Land/People	Map Q#2: Europe
7	10/9	Russia, Afghanistan, and Australia	Ch.6,p.256-269,280-285,Ch.12 Austr./N.Z.	
7	10/11	Asia, South Asia	Chap. 9, pp. 406-447	Map Q#3: Russia, Australia
8	10/16	East Asia, Japan	Chap.10, pp. 448-457, 484-501	Learning Reflect. Paper
8	10/18	Japan and China	Chap.10, pp. 458-478	Video: Japan, Inc.
9	10/23	China	Chap.10, pp. 458-478	Video: The Last Emperor
9	10/25	Taiwan, Korea	Chap.10, pp. 479-483	Video: Three Gorges Dam
9	Oct. 27*	5:00PM, Drop Deadline for 'W'		
10	10/30	Part 7: Southeast Asia	Chap.11, pp. 502-525	
10	11/2	Part 7: Southeast Asia	Chap.11, pp. 525-537	
11	11/6	Middle East/North Africa	Ch. 7, pp. 286-305 Physical/Cultur.	
11	11/8	Exam #2	Chapters 5-6, 9-12	
12	11/13	Middle East/Mediterranean	Ch. 7, pp. 306-320 Physical/Cultur.	Map Q#4: Asia
12	11/15	Middle East/North Africa	Ch 7, 322-341: Gulf States	
13	11/20	Latin Amer., Cent.Amer. Heritage	Ch. 3, pp. 142-183	Map Q#5: MidEast/N.Africa
13	11/22	Thanksgiving (NO Classes)		Feast
14	11/27	South America	Ch. 3, pp. 183-211	
14	11/29	Sub-Saharan Africa	Ch.8,pp. 343-380,Legacy of continuity	Map Q#6: Latin America
15	12/4	Sub-Saharan Africa	Ch. 8, pp. 396-405: South Africa	Video:S.Africa/ CountryProject
15	12/6	Sub-Saharan Africa, Final Rev.	Ch. 8, pp. 380-392 W.,Cent./E. Africa	Map Q#7:Cen/South Africa
16	Dec. 12	FINAL EXAM, A-1161 MAK	2:00-3:50PM, Chaps. 3, 7, 8	



The mission of the Grand Valley State University General Education Program is to provide a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

GPY 235 World Regional Geography

Foundations – Social and Behavioral Sciences

Cultures – World Perspectives

Student Learning Outcomes:

1. Explain how knowledge in the social or behavioral sciences is created and applied.
2. Explain the major approaches, methods, theories, and substantive findings of the field.
3. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom.
4. Explain how culture affects people's efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture.
5. Explain within a cultural context the world views, language, or ways of life of societies, nations, regions, or peoples located outside of the United States.
6. Critical and creative thinking, which uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing. Students will:
 - Assess relevant information, perspectives and assumptions.
 - Construct logical conclusions based on reason and evidence.
 - Formulate novel approaches or create alternative interpretations.
 - Evaluate the proposed ideas or approaches
7. Problem solving, design and evaluate strategies to answer open-ended questions. Students will:
 - Construct clear and insightful problem statements that prioritize relevant contextual factors.
 - Identify multiple approaches for solving the problem within the given context.
 - Design and fully explain proposed solutions that demonstrate deep comprehension of the problem.
 - Evaluate the feasibility of solutions considering the context and impact of potential solutions (e.g., historical, ethical, legal, practical)
8. Collaboration, work together and share the workload equitably to progress toward shared objectives learned through structured activities that occur over a significant period of time. Students will:
 - Use their knowledge of group dynamics to select appropriate roles.
 - Use their knowledge of group management to create effective plans.
 - Successfully follow the group's plan.
 - Assess their contribution and the contribution of others

*Grand Valley State University educates students
to shape their lives, their professions, and their societies.*