

# GPY 235, Sec. 002: World Regional GEOGRAPHY



**Spring 2011**

**3 credits**

**Time: Tue./Thu. 8:30AM-11:50 AM**

**Instructor: *Kin M. Ma***

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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 (Hometown Essay; **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, Merrill Johnson, and David L. Clawson, Eds., [\*World Regional Geography: A Development Approach\*](#), **10th Edition** (Upper Saddle River, NJ: Prentice Hall, 2010, ISBN: 978-0321-590046). **REQUIRED**
- 2) **GOODE's World Atlas**, 22<sup>nd</sup> Edition (Chicago: Rand McNally, 2010) or a relatively recent edition (21st Edition is acceptable). (ISBN: 978-0321652003), **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 Kirkhof Center. 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 weekly, 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

E-mail will be periodically 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 you have been assigned 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. I **CANNOT** keep up with over 150 students and the potential bounce back of messages because of specific problems. 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 your class section, in the Subject Line of the messages, include the Class and Section Number. e.g., "**Gpy235\_02, 'Your topic.'**" Always sign your **FULL** name at the end of your e-mail, since I do **NOT** know who "CuteLittleMissMuffet" or "HeMan#1" people are.

### 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** if there are conflicts especially on **EXAM day**.
- There will be **three (3) exams, 7 map quizzes**, a learning reflection paper, hometown essay paper, and also **participation**. The total possible points for the course is **540 pts**. Each term exam is worth **100** points and the Final Exam is worth **100** points and 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 I find that you are using it for other purposes, 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> |
| <b>EXAMS</b>   | 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 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, **ONE unexcused** absence 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).

**Optional Field Trip:** Toward the latter part of the semester, we will go to enjoy a cultural experience at a Cantonese Dim Sum restaurant. It will likely be Saturday, June 4, 10:30AM. You **MUST** also write a TWO page paper summarizing the event and also write about its connection with our geography class. Paper Deadline: **June 11, 2011**. The paper is worth 10 points extra credit. More details will be provided closer to the time of the event.

Geography of My Hometown Essay:

*Topic:* Geography of My Hometown

Proposal: You will need to write an **email** to the instructor regarding your hometown essay proposal with a **minimum** of **TWO** sources of information by **May 16, 2011, 9:00PM**. Within the proposal, you must specify the hometown you will write on and include at least TWO sources of information. Email Subject line: LastName\_Hometown, e.g., Ma\_WoodsideNY. This can include your personal photos. Proposal is worth **3 points of the 60 pts.** Total.

*Objectives:*

1. Learn how to write an informative and visually appealing essay describing the distinctive features of your hometown from a *geographic point of view*.
2. Learn how to apply the *geographic concepts* (e.g., location, region, scale, physical and human geography) and *tools* (e.g., maps) discussed in class.
3. Discover your talent for “*doing geography*.”

*Requirements:*

As a general framework, your essay should **include** the following topics: (1) Location (absolute and relative), (2) Physical environments (climate, terrain, land cover/use, hydrology, environmental problems, etc.), (3) Human geography (people, cultures, brief history of how people have utilized their local environment, economy, etc.), and (4) Links (e.g., migration, trade, investment, travel) between your hometown (the local) and places in other parts of the world (the global). Introductory and conclusion paragraphs are expected.

Your essay should be *concise* but *informative*. To that end, you should *focus* on the *unique* geographic features of your hometown area.

Just having a lot of information is not good enough. Your skills and ability to *effectively present and communicate* your ideas and materials will also be assessed. This includes, for example, whether there is a good balance between text and visuals (maps, pictures, etc.), whether you used the appropriate vocabulary, whether you used the right type of maps and selected good maps (i.e., maps with all essential map elements) to make your points, and so forth.

Your essay should also have a *good structure and grammar*. That means that you should clearly show the flows and logic in your essay. Using appropriate headings, for example, is a **good** strategy in this regard.

Professional *referencing* is required, that is, list all works cited and also **cite** these sources in the essay (websites, books, articles, etc.). You can use any professional citation system. As a general guideline, your essay should be **4 to 6 pages**, including the photos. The photos can be added in an appendix. The citation page does not count toward the page count. Your essay must be **type written, DOUBLE spaced, 1” margins and using 11 point** font size.

### **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](mailto:makin@gvsu.edu) **BEFORE** the deadline; the earlier the better.

### 3E. Course Grading:

|                          | Points     | % Grade     |
|--------------------------|------------|-------------|
| Exams (3)                | 300        | 55.6%       |
| Map Quizzes              | 140        | 25.9%       |
| Learning Reflection Pap. | 10         | 1.9%        |
| GeographyHometown Essay  | 60         | 11.1%       |
| Participation/Attend.    | 30         | 5.6%        |
|                          |            |             |
| <b>Total Points</b>      | <b>540</b> | <b>100%</b> |

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 Services (DSS) in 200 Student Services (STU)** at (616)331-2490. The DSS will assist me in providing the necessary accommodations in order to enhance the learning environment for you. If you have already done so, DSS 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, **June 10, 2011 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, 1999-2000);
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](mailto:makin@gvsu.edu). For information on how to cite source materials, visit the <http://www.gvsu.edu/library> and click on Student Resources | Citing Sources.

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**Course Webpage:**

<http://bb.gvsu.edu/> and then LOGIN in with your Username and Password  
Select GPY235 Sec. 02 for your class. Course Information, then you will see the Sp11\_MaGpy235\_02Syllab.pdf  
OR <http://faculty.gvsu.edu/makin/> Then click on Teaching, GPY 235 Section 02.

Click to view and print out syllabus in '**Landscape**' (sideways) format (all columns of the Course Outline will be printed).  
I will also LOAD exam review sheets one week before the scheduled exams.

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# Tentative Course Outline

Instructor reserves the right to **update** and **revise** course outline as long as adequate notice has been given.

| <b>Wk</b> | <b>Date</b>     | <b>Topics</b>   | <b>Reading</b>   | <b>Quiz/Exams/Due Dates</b>  |
|-----------|-----------------|---|--|--|
| 1         | May 10          | Intro World Regional Geography                              | on-line pre-Ch. 1; Ch. 1, pp. 1-24                                     | <b>5/14, 5pm, Add Deadline</b>   |
| 1         | May 12          | Geography of population and development                     | Ch. 1, pp. 24-51; pp. 51-71  | <b>Video: Six Billion and Beyond</b>   |
| 2         | May 17          | Anglo-America (North America)                               | Ch. 2, pp. 72-125; pp. 125-141   | <b>Hometown Prop. DUE, 5/16, 9:00P</b>   |
| 2         | May 19          | Europe  | Ch. 4, pp. 212-250; pp. 250-269  | <b>Map Q#1: Anglo-America</b>  |
| <b>3</b>  | <b>May 24</b>   | <b>Exam #1</b><br>Russia and its neighbors                  | <b>Chapters 1 - 2, 4</b><br>Ch. 5, pp. 270-305: Land/People            |  |
| 3         | May 26          | Russia, Australia; Asia Intro                               | Ch.6, pp.322-331, Ch.12 Aust/N.Z.                                      | <b>Map Q#2: Europe</b>   |
| 4         | May 31          | South Asia; Japan   | Chap. 9, pp. 466-503; pp. 538-559                                      | <b>Learning Reflect. Paper DUE</b><br><b>Map Q#3: Russia, Australia</b><br><b>Video: Japan, Inc.</b> |
| 4         | June 2          | Asia: China, Taiwan, Korea<br>Southeast Asia                | Chap.10, pp. 505-534; pp. 534-538<br>Chap.10, pp. 560-585              | <b>Map Q#4: Asia</b><br><b>Video: Three Gorges Dam</b>   |
| 5         | June 7          | <b>Exam #2</b><br>Middle East and North Africa              | <b>Chapters 5-6, 9-12</b><br>Ch. 7, pp. 332-353 Phys/Cultural          |  |
| <b>5</b>  | <b>June 9</b>   | Middle East: Israel/Palestine, Gulf States<br>Latin America | Ch. 7, pp. 353-374, pp. 374-399<br>Ch. 3, pp. 142-165,                 | <b>Hometown Essay DUE</b>  |
| 5         | <b>Jun. 10*</b> | <b>5:00PM, Drop Deadline to get a 'W'</b>                   |  |  |
| 6         | Jun. 14         | Latin America: Cent/S. America;<br>Sub-Saharan Africa       | Ch. 3, pp. 166-183, 183-211<br>Ch. 8, pp. 400-428                      | <b>Map Q#5: MidEast/N.Africa</b><br><b>Map Q#6: Latin America</b>                                    |
| 6         | Jun. 16         | Sub-Saharan Africa: S. Africa,<br>Central Africa            | Ch. 8, pp. 455-465: Southern Africa<br>Ch. 8, 428-447 W/Cent/E. Africa | <b>Map Q#7: Cent./South Africa</b><br><b>Video: Nature-South Africa</b>                              |
| <b>7</b>  | <b>Jun. 21</b>  | <b>FINAL EXAM, A-2117 MAK</b>                               | <b>9:30AM-11:30AM, Ch. 3, 7-8</b>                                      |  |

Last Updated: May 5, 2011, by Kin M. Ma , [http://faculty.gvsu.edu/makin/gpy235/Sp11\\_MaGpy235\\_02Syllab.pdf](http://faculty.gvsu.edu/makin/gpy235/Sp11_MaGpy235_02Syllab.pdf)



This course is part of **GVSU's General Education Program.**

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

**Knowledge Goals**

1. The major areas of human investigation and accomplishment - the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the cultures of others.
3. The tradition of humane inquiry that informs moral and ethical choices.

**Skills goals**

1. To engage in articulate expression through effective writing
2. To engage in articulate expression through effective speaking.
3. To think critically and creatively.
4. To locate, evaluate, and use information effectively.
5. To integrate different areas of knowledge and view ideas from multiple perspectives.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one "make a life" as well as "make a living." The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

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