
**GEOG 1200
World Regional Geography
Summer, 2014**

**Mon/Tue/Wed/Thu 10:00-11:50am
Terrill Hall 120**

Catalog Description: Geographical characteristics, major problems and role of major world regions; emphasis on Central and South America, Africa, Middle East and Asia (Regional Science). *Prerequisite(s):* None. *Core Category:* Discovery

My Description: This course is a gateway to understanding your world and the forces that shape it. We will build an understanding of the relationships between and among the geographic regions of the world and focus on the things that make each place unique. In dissecting the various world regions, we will pay particular attention to broad environmental, demographic, cultural, social, political, and economic issues.

In addition to our regular readings (assigned in the schedule portion of this syllabus), please spend some time each day reading the major global news stories (not just headlines) and come prepared to comment/discuss/ask questions. I hope that this habit will endure beyond your days in this classroom or at UNT. This course is lecture based and we will try to stay on schedule, but please recognize that the course schedule is tentative and depending on course events and student interest we may modify the schedule slightly as we advance through the course. Your input, interest, and excitement will help dictate the pace but I hope you come prepared for interactive learning. The world is a big place so to cover it all we will move quickly, but I will do my best to make our exchange of ideas enjoyable.

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Class Web Page: www.murrayrice.com/teaching.html

(once you are on this teaching page, click on the link for this course)

My Youtube Channel: <http://www.youtube.com/user/murrayricegeography>

(view this page for a variety of videos related to the course and my geography teaching)

Course Philosophy: I am here to organize the course and introduce you to the topics and readings we will examine. I don't have all the answers and I don't pretend to have all the answers, but I will share with you from what I know. I will do my best to make the course interesting, relevant, and challenging.

This being said, it's important that you understand that you have the most important role in making GEOG 1200 a success for you. You will determine how much you actually get out of this course. Doing the readings outlined, completing and contributing to all group assignments, and coming to class ready to think and participate in the discussions we will have, puts you in the best position to benefit from what this course offers. I encourage you to make full use of the learning opportunities that this class presents.

Required Text: Rowntree, Lewis, Price, and Wyckoff (2015) *Diversity Amid Globalization: World Regions, Environment, Development* (6th edition), Boston: Pearson.

Grading: It is not essential to pass any particular exam or project to pass the course, but relative success in each will have an impact on your final grade.

Individual Exercise:	Ecological Footprints (due Module 5)	10%
Group Project:	Proposal (due Module 5)	5%
	Project Core (see core breakout below)	35%
Group Discussion:	Student-Directed (Module 13)	5%
Midterm Exams:	Closed-book exam #1 (Module 8)	15%
	Closed-book exam #2 (Module 12)	15%
	Closed-book exam #3 (Module 19)*	15%

Project Core Breakout (Worth 35% of Your Final Course Grade in Total)

Your project core includes a *paper*, an *abstract*, and a *presentation*:

- **Paper:** due June 26 15%
- See report expectations document (online) for paper length, content.
- Also see report assessment sheet (online) for specific grading criteria.
- **Abstract:** due June 26 5%
- This is a 200 word summary of your project. See sample abstracts (online).
- **Presentation:** in class June 26, 30* and July 1* 15%
- 15 minute presentation, see presentation assessment sheet (online).

The 200 word project “abstract” is to be e-mailed to rice@unt.edu by June 26.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

* Dates/modules subject to in-class confirmation. A final schedule for the end of the course will be announced during the week of June 13-16.

Late Policy: Anything handed in late* will be subject to a single, flat 10% penalty. Late work will not be accepted for credit after graded work has been returned to the class. Graded work is usually returned to the class a maximum of one week after the due date. I will grant exceptions to the above if you can provide documentation substantiating a valid emergency.

Exam Dates: Exam and presentation dates are final and will not be changed regardless of student circumstances (except for emergencies as outlined above). It is your responsibility to plan outside activities so they will not conflict with class dates.

Group Project: You will be asked to form groups of 2-3 people at the beginning of the course for the purpose of completing a group research project on a topic related to a major world region other than North America. Since the class goes by very quickly, it is important that you begin work immediately on your project. To help you get started on this and give you an opportunity to get some feedback from me on your proposed project topic, a one-page project proposal is due at the beginning of module 5 (June 9). Each project must include a discussion on an issue related to both geography and a specific world region. These projects can be one of two types:

1. Focus on a particular place in a world region outside of North America. This kind of project will provide an overview (more in-depth than in class) of the history, development, economy, society, and challenges facing a given place of your group's choice. Discussion of the place's prospects for the future is a key component of this kind of project.

2. Focus on a specific issue related to development of world regions in general. This kind of project will outline some topic of importance to the continent in general. You have considerable freedom to explore a variety of issues here, but it is important that the geographic perspective is central to whatever topic you choose. You might want to start your thinking by considering the spectrum of thematic topics included in our course schedule, such as population, industry, trade, culture, and environmental issues. However, be creative and flexible in your thinking.

Regardless of the direction you go as a group, please feel free to consult with me on possible topics throughout the first few classes of the course (I'd highly recommend you do this).

Group Project Proposal: The 1-2 page proposal should address two different aspects of your project and research.

1. Brief summary of the topic. In a maximum of two paragraphs, describe your proposed topic and indicate why anyone should care about your topic. For your topic description, include a specific statement of purpose: what do you hope to achieve through this project? For "why anyone should care", sell me on your topic: be persuasive and highlight what is interesting about what you want to write about.

2. Research sources. Outline at least five credible sources that you know you can use. Give full information on each source: if a book, give the name of the author, the title, and the publisher; if a website, give the web address and name of the authoring person or organization. Also give a brief summary of what the source provides for your topic.

* Late = "after the beginning of class on the assigned due date".

Group Discussion (Student-Directed): Using the same groups as for your term project, review the reading for South Asia (module 13) and complete a one-page discussion document (typed, single-spaced) of what you see as the key issues for the region (one discussion page per group). Please note the following guidelines to follow for your group discussion page:

- At least half the page should be a summary of what you see as the major themes from your reading, plus any other key ideas/facts you have access to (e.g. from resources you can find over the internet or the UNT library, or from your own life experience).
- Also include and explain briefly in your page a list of two to three questions or discussion topics about the region you want to consider in class, and be prepared to discuss those topics.
- Related to your one-page summary, be ready to discuss the issues and ideas you identify. In-class discussion will focus on the contributions of each group, so give this your best effort as a group.

Attendance: I encourage full attendance since the in-class experience is a crucial component of learning in this course. Although your textbook provides extremely helpful reference information, exams are based on content and discussions from class.

Academic Dishonesty: Academic dishonesty in this course will be penalized according to University of North Texas rules and regulations, ranging from a mark of 0 on a test or assignment, a grade of “F” in the class, to possible suspension or expulsion from the university, depending on the precise nature and circumstances of the dishonesty. Learning what is dishonest and how to stay away from such conduct is good preparation for a successful career.

To help you avoid academically dishonest behavior, the Center for Student Rights and Responsibilities at the University of North Texas has developed a definition of academic dishonesty and a set of strategies to protect yourself from being accused of academically dishonest behavior.

The following is a summary of definitions and strategies from CSRR:

Forms of Academic Dishonesty

- **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** the deliberate adoption or reproduction of ideas, words or statements of another person as one’s own without acknowledgement.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Proactive strategies to protect yourself from charges of academic dishonesty:

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying your exam or assignments, e.g., shield your answer sheet during examinations, do not lend assignments to be turned in to other students.
3. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member what his/her expectations are.
4. Consult the Code of Student Conduct for a detailed definition of academic dishonesty.
5. Do not look in the direction of other students' papers during examinations.

6. Utilize a recognized handbook for instruction on citing source materials in papers.
7. Consult with individual faculty or academic departments when in doubt.
8. Utilize the services of the University Writing Center, located in room 105 of the Auditorium Building, for assistance in preparing papers.
9. Discourage dishonesty among other students.
10. Refuse to assist students who cheat.

Course Schedule

The readings outlined below are an important part of the course. Please have each reading assignment completed for the day we cover each module. Most readings come from your course text, but review the following carefully for outside readings and other tasks needing to be completed for each class.

I will announce some upcoming events in class, but ultimately you are responsible for doing all course tasks on time, even if I do not remind you. Please read and keep track of the following schedule so you know all important course dates and deadlines.

MODULE

TOPIC

PART 1 – COURSE INTRODUCTION: GEOGRAPHY AND GLOBALIZATION

1 (June 2)

Introduction: Geography and the Modern World

No pre-class reading, but start reviewing the Rowntree et al. course textbook

- Geography: what it is, what it is not, and why it is important
- What is a “region”?
- Why are “places” important?

PART 2 – EXPLORATION OF FOUNDATIONAL CONCEPTS FOR WORLD REGIONAL ANALYSIS

2 (June 3)

Course Foundations: Globalization

Rowntree et al., Chapter 1 (pages 2-12, read and reflect on the “Everyday Globalization” box on page 30: *Complexities in the Common*)

- What is globalization, and why does it matter?
- Debates surrounding globalization (in-class group discussion)
- Examination of geography’s contribution to the globalization discussion

3 (June 4)

Course Foundations: People and the Environment

Rowntree et al., Chapter 2 (pages 52-71)

Related Video: Japan's Killer Earthquake*

Ecological Footprint Exercise Assigned Today

- People and the environment: a two-way relationship
- The impact of people on the environment: the ecological footprint
- The impact of the environment on people
- Assignment: ecological footprint exercise

4 (June 5)

Course Foundations: Population

Rowntree et al., Chapter 1 (pages 21-28; read and reflect on “People on the Move” box on page 26: *Migrants and Refugees*)

- Population and settlement: people on the land
- Population growth and change: issues and measures
- Population pyramids
- The demographic transition
- Migration, and connections to urban issues

PART 2 – WORLD REGIONAL ANALYSIS

5 (June 9)

North America

Rowntree et al., Chapter 3 (pages 86-94 and 103-116; read and reflect on “Everyday Globalization” box on page 116: *The NBA Goes Global*)

- 1. Group Project Proposals Due Today**
- 2. Ecological Footprint Exercise Due Today**

- The environmental impacts of North American society
- Reshaping the continent's population landscape
- An introduction to cities, and the “world city” concept
- Case Study: *Miami*

6 (June 10)

Latin America and the Caribbean

Rowntree et al., Chapter 4 (pages 164-189) and Chapter 5 (pages 196-212)

Online Reading: Haiti Country Profile (see module 6 resources in the syllabus and handouts folder on the course website)

Related Video: Twin Cities, Divided Lives*

- Comparison: Latin American cities vs. North American cities
- Maquiladoras and economic development
- Case Study: *Contrasts on the Island of Hispaniola*

* When a related video is listed, see the course's “Syllabus and Handouts” page for a video link.

- 7 (June 11) ***Russia and Central Asia***
 Rowntree et al., Chapter 9 (pages 415-424 and 433-444) and Chapter 10 (pages 484-491, read and reflect on Exploring Global Connections box on page 488: *The Heroin and Opium Trade from Afghanistan*)
Online Reading: “Rushing for the Arctic’s Riches” and “Summit Boosts Vladivostok’s Profile” articles (see module 7 resources in the syllabus and handouts folder on the course website)
- Russia: a resurgent global superpower?
 - Russia’s relationship with its neighboring countries
 - Case Study: *Russia’s Arctic Claims*
- 8 (June 12) ***Midterm Exam #1***
 No reading
- Closed-book, comprehensive examination on modules 1-6
- 9 (June 16) ***Europe***
 Rowntree et al., Chapter 8 (pages 363-386, read and reflect on “Everyday Globalization” box on page 377: *International Students in Europe*)
Related Video: Challenges in the Hinterlands*
- Slow growth and rapid migration
 - Issues related to urbanization
 - Case Study: *Development in the Periphery of the Core*
- 10 (June 17) ***Middle East/North Africa***
 Rowntree et al., Chapter 7 (pages 309-337, read and reflect on “People on the Move” box on page 336: *The Syrian Exodus*)
Related Video: Sacred Space, Secular States?*
- Geopolitical considerations: a region of never-ending tensions
 - Survey and discussion of the ongoing Arab/Israeli conflict
 - Case Study: *Jerusalem*

* When a related video is listed, see the course’s “Syllabus and Handouts” page for a video link.

- 11 (June 18) ***Sub-Saharan Africa***
 Rowntree et al., Chapter 6 (pages 238-254 and 274-293; read and reflect on “People on the Move” box on p. 289: *Chinese Merchants to Africa*)
Online Reading: “Out of Africa” (see module 11 resources in the syllabus and handouts folder on the course website)
- Legacies of colonialism: decolonization and independence
 - Population characteristics: young and restless
 - Case Study: *China’s investment in Africa*
- 12 (June 19) ***Midterm Exam #2***
 No reading
- Closed-book, comprehensive examination on modules 7, 9, 10, and 11
- 13 (June 23) ***South Asia***
 Rowntree et al., Chapter 12 (pages 548-595; read and reflect on the “Cityscapes” box on page 567: *Karachi: Pakistan’s Sprawling Megacity*, and the “People on the Move” box on page 584: *Migration from Bangladesh*)
Related Video: Urban and Rural Contrasts*
Student-Directed Discussion Today
- Environmental issues with development
 - Urban and migration issues
 - Case Study: *Urban/Rural Contrasts – Delhi and Dikhatpura*
- 14 (June 24) ***East Asia, Southeast Asia, and Oceania***
 Rowntree et al., Chapter 11 (pages 494-518; read and reflect on the “Cityscapes” box on page 518: *Hong Kong, the Vertical City*), Chapter 13 (pages 636-645), and Chapter 14 (pages 648-669; read and reflect on the “Working Toward Sustainability” box on page 660: *Sea-Level Rise and the Future of Low Islands*)
Online Reading: “In High Seas, China Moves Unilaterally” article (see module 14 resources in the syllabus and handouts folder on the course website)
Related Video: Global Interaction*
- Resource pressures in a crowded land
 - Discussion of China’s relationship with neighboring countries
 - Economic emergence of the Asia-Pacific region
 - Case Study: *Singapore and Australia*

* When a related video is listed, see the course’s “Syllabus and Handouts” page for a video link.

PART 3 –CONCLUDING DISCUSSION ON GEOGRAPHIC LITERACY AND PROJECT PRESENTATIONS

- 15 (June 25) ***Geographic Literacy in America***
National Geographic literacy poll – download the related file from the course website (handouts section): please read the report through to page 12 before coming to class today – feel free to read more as you have time
- Discussion: society’s knowledge and attitudes regarding geography
- 16 (June 26) ***Group Presentations***
No Reading
1. Group Project Papers Due Today
2. Project Abstracts Due Today: E-Mail to rice@unt.edu
- First day of presentations, plus discussion of midterm exam #3
- 17 (June 30) ***Group Presentations***
No Reading
- Second day of presentations*
- 18 (July 1) ***Group Presentations***
No Reading
- Third day of presentations*
- 19 (July 2) ***Midterm Exam #3***
No Reading
- Comprehensive essay exam: details discussed in class in Module 16*

* This is a tentative schedule for June 30 and July 1 and 2: I will confirm a final schedule for these days after the term project groups have been organized and recorded in the second week of class (modules 5-8).