

Lewis-Clark State College

- Spring Term 2023 -

GEOG 102.01/01V Introduction to Geography



Course Description:

This course uses the world-regional approach. That is, it is designed to offer students an introduction to the study of the interconnections among places and humans in the context of continuous change. It links geography to related physical sciences and social sciences.

General Course & Contact Information:

| | |
|--|---|
| Instructor: Leif Hoffmann | Office: Spalding Hall, Rm. 206 |
| Class Dates: M & W 6:00pm – 7:15pm | Advising Hours: Mondays & Wednesdays 9am to 10am; Mondays 5pm to 6pm; or by appointment Zoom Office Hour Info: Zoom ID: 898 4841 5879 Zoom Code: 730632 |
| Classroom: Activity Center West (ACW), Rm 134 Zoom Class Info: Zoom ID: 835 1686 2555 Zoom Code: 398473 | Phone: 208-792-2818 |
| Credits: 3 | Email: lshoffmann@lcsc.edu |
| Prerequisites: None | |

General Education Competency Areas:

Social and Behavioral Ways of Knowing & Diversity

General Education Learning Outcomes:

Upon successful completion of this course, you should be able to demonstrate the following competencies:

Social and Behavioral Way of Knowing:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline. (Geography)

2. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science and Behavioral Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

Diversity:

1. Demonstrate the effect of culture on human behavior.
2. Compare one's own worldview with another worldview.
4. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Utilize information about human diversity from a variety of sources.

Course Objectives:

“Geography has made us neighbors. History has made us friends. Economics has made us partners, and necessity has made us allies. Those whom God has so joined together, let no man put asunder.”

John F. Kennedy (1917–1963), Address, May 17, 1961, to Canadian Parliament, Ottawa.

This course is designed to help students learn more about the world around them. The study of geography is much more than simply traveling to places, describing those places, and memorizing the names and locations of what someone sees. In fact, the discipline of geography is like other social and natural sciences in that it strives to explain how the world really works.

This course introduces students to some of the basic concepts involved in the study of geography. It will be looking at the key concepts of place and space and how they can be employed to understand the special character and interactions of history, culture, economics, and the environment in the major regions of the world including Africa, the Americas, Asia, Europe and the Pacific Rim.

Throughout the course students will engage questions, such as what are the basic methods of regional geographic research, what are the major physical geographic characteristics, what is meant by spatial perspective, what is the relationship between humans and their environment, why does geography matter and what's the connection to national security.

Overall, this course is designed to help students develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing and Diversity components of the General Education Core. In addition to the learning outcomes listed above, students will

- develop a spatial perspective of the world by analyzing how social space and natural space are not randomly configured as well as how they mutually constitute and shape each other.
- learn to interpret maps and understand their underlying logic of representing temporal, cultural, and spatial patterns.

Required Course Material:

Only one book is required for the course. Additional readings will be made available. **All** the readings are **REQUIRED** and I retain the right to examine you on issues raised in any of the readings. Additional readings for future study or personal interest are listed at the end of the syllabus.

Required Book:

- ❖ Nijman, Jan, Shin, Michael, Muller, Peter O. (2020). *Geography: Realms, Regions and Concepts* (18 ed.). Hoboken, N.J.: Wiley.

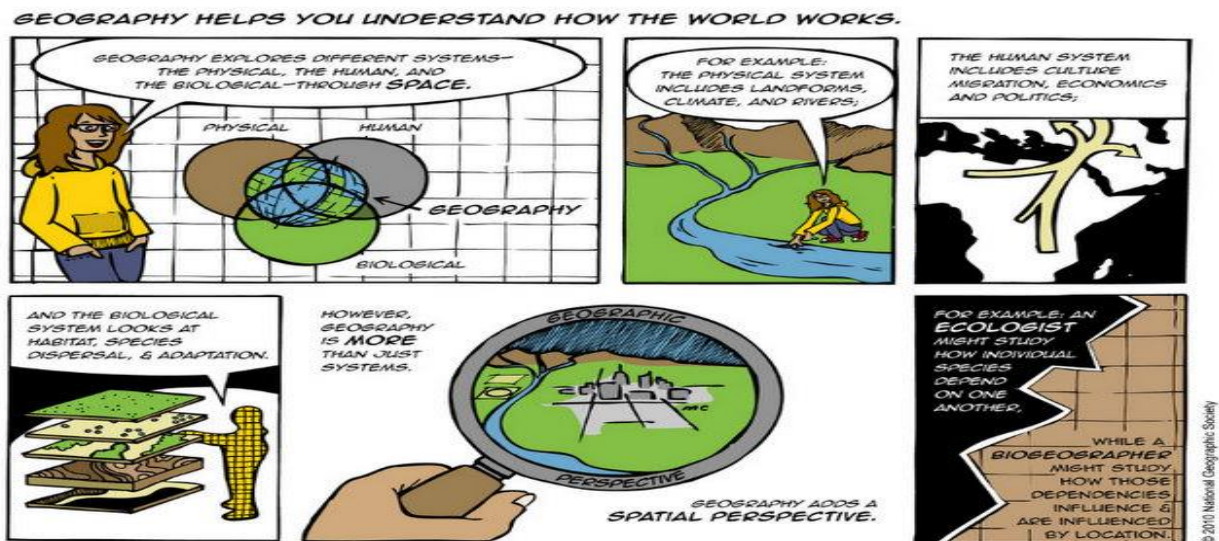
All other readings will be made available on Canvas.

One copy of the required course textbook will also be on hand for a 3-day loan period at the library's course reserve.

To stay abreast of recent events in the world and to apply your knowledge gained in class, the daily reading of major national & international news sources, such as *The New York Times*, *USA Today*, *The Washington Post*, *The Wall Street Journal*, *BBC News*, *The Guardian*, *France24*, *Al-Jazeera*, *The Times of India*, *The Economist*, is **HIGHLY** recommended and encouraged.

A non-exhaustive list of some major news sources with internet links can be found at the end of the syllabus. In any case, make **ABSOLUTELY** sure to follow the news in one way or another (newspapers, TV or internet). Ignorance is not always bliss.

For one of your course assignments you will also need to acquire an 11" x 17" paper (white) and be able to photograph or scan this paper for uploading on Canvas.

**Expectations & Requirements:**

This is a 100-level course, which involves a mixture of lectures, brief discussions, videos and a **substantial** amount of reading.

Consequently, throughout the term I expect you to come to class having read and thought about the assigned readings *in advance*, to demonstrate an understanding of the material, actively participate in the class discussions and make thoughtful contributions that benefit the class.

Students are expected to attend **ALL** class sessions in order to receive full credit for taking this course. I retain the right to take class attendance on a regular basis. If a class date is problematic for you or unforeseen circumstances hinder you to attend class, please come see me. I will be more than happy to talk to students during office hours and will be available to talk after class.

Please do not email me with technical questions that can be answered with a more careful reading of the syllabus and the assignment sheets.

Furthermore, given the on-going COVID-19 situation as well as lessons learned from the pandemic, I have made some adjustments to this course, most notably that all exams will be available on Canvas over a multiple-day period. If you prefer to take your exam in person, please let me know and we can make arrangements accordingly.

Finally, I also made the decision to have you participate in regular graded discussion posts on Canvas. This will enable you to deepen your understanding of concepts and to build an epistemic community among yourselves. In fact, all assignments will need to be submitted electronically on Canvas.

Students are expected to pay attention to **ALL** class material in order to receive full credit for taking this course and

- To be able to navigate the Internet
- To be able to watch a video on-line
- To be able to type and use a mouse
- To know how to save, edit, and open documents
- To be able to use your LCSC email account
- To know how to attach a file when submitting an assignment
- To be able to photograph/scan pictures, including a picture of a 11" x17" paper
- To learn how to navigate the Canvas course site. Canvas will have all of the important material for the course including the syllabus, lecture notes, additional readings, assignment instructions and examples, course grades, etc.

Unit Discussion Posts:

The discussion posts provide you with the opportunity to engage ideas and deepen your understanding of the material as well as to get to know each other better. You are required to post on 10 out of the 11 regular course units by commenting and posing questions on a unit's readings and videos. While each unit discussion forum will provide at least a question or two to get you started, you are free to **additionally** focus on other key aspects of the readings and videos and raise different issues related to the material. As the course progresses, you should also attempt to make linkages across the material of the different units.

Your initial posting on *each* unit needs to be at least 250 words long and not exceed 350 words. Moreover, you are required to **at least** take the time **to read and briefly respond to the threads created by two other students**. All unit postings need to be done before the start of a new unit.

You need to follow all directions carefully and adhere to high standards for grammar, spelling, etc. Furthermore, when referring to other people's ideas out of book and other source material, you need to cite them properly. In other words, make sure to provide in-text citations and a bibliography. **Only the first 10 submitted discussion posts will be graded.**

World Map Drawing:

This is an on-going course assignment. You will need a 11" x17" paper on which to draw a map of the world. Thus, as we progress throughout the course, add countries, cities, internal divisions, seas, mountain ranges, a compass rose, and/or anything else you consider important to your map. This exercise will help you to pay more attention to where countries, oceans, major rivers, etc., are located and their relative sizes. The assignment is due before the end of the course. Make sure that you are able to photograph or scan your map for uploading to Canvas. When drawing

your map, take a moment to think about the orientation and projection of your map, e.g. how do you center it. Should you use any symbols, then, of course, you will need to include a key.

Book / Journal Articles Review:

This assignment requires that you summarize and criticize the main argument(s) of one book or two academic journal articles related to the study of geography. Detailed instructions, a list of some suggestions as well as assignment examples will be posted in the Course Resources & Assignment Instructions module on Canvas. While you are free to choose and present any book or set of peer-reviewed journal articles as long as it is related to the discipline, you will need to seek the instructor's approval via email (lshoffmann@lcsc.edu) **before** February 26 (week 6). You will be sharing each other's reviews by uploading them on Canvas by March 19 the latest. Each review needs to be between two to three pages long and summarize the main arguments and shortcomings as well as suggest at least two questions for further discussion and/or research.

Commenting on reviews:

You are required to comment on **at least** two reviews posted by your colleagues on Canvas within the week following their on-line submission (March 26 the latest). This not only gives you an opportunity to build an epistemic community among yourselves, but will also help you to learn a lot about the shortcomings and strengths of your own review and broaden your knowledge about the field of geography. *Please make sure when making suggestions for improvements for future assignments that your comments are constructive and realistic. You will notice that commenting on other students' work, especially the paper's strengths and weaknesses as well as unclear phrasing and grammatical errors, will help you as much as them. Each of your two comments should be AT LEAST 200 words long.*

Presentation Paper:

This assignment requires that you pick a geographical region in the world for a two to three-page hand-out presentation, which needs to include, among other things, the main points of your research, a full bibliography and at least two questions for further discussions and/or research. The presentation paper needs to be posted by April 30 the latest. **Do NOT start this assignment at the last moment!**

The use of Wikipedia is **strongly discouraged** beyond employing it as a starting point similar to an encyclopedia. It does not count as an academic source. It is a bad idea to cite Wikipedia or other encyclopedias in any of your courses. Additionally, do not cite lecture notes as sources.

Make sure to proofread! Spell checks can and do fail. **If there are significant spelling and grammatical mistakes throughout an assignment, you will be graded down.** A good paper is a well-written paper, which avoids grammatical errors and spelling mistakes.

Naming of Files:

Be very clear and specific when saving and posting a file, especially when communicating with others via email, such as sending drafts for comments. Many students tend to name their files only "BookReview.doc" or "Saheldesert.doc". Of course, this is very confusing for the recipient of your document (be it a fellow student, an instructor or future employer). Try to develop a consistent and clear system over time. This will help you to remember what the file is about months and years down the road and make communication with others easier. **Make certain that your file name includes your last name, year, title of your document and course number/name and the type of assignment:**

Smith(2023)-GEOG102-ThegeographyoftheJutlandPeninsula-Finished[1]

Again, detailed instructions and assignment examples will be available in the Course Resources & Assignment Instructions module on Canvas.

Three Exams:

These exams are meant to test your knowledge of the material presented during this course. They are comprehensive and cumulative, i.e. the exams will draw on the entirety of the lectures, readings and other materials presented in the class. Please keep in mind that any information from the readings is fair game for exams, whether or not it is explicitly covered in class. Also note that the lectures will sometimes introduce material not covered in the textbook, so good note-taking is key to your success in the class.

Exams will be available on Canvas over a multiple-day period. Once you start an exam, you will need to finish up within the allotted time. Make sure to set aside your time accordingly.

One week in advance of each exam period, you will receive a comprehensive study guide.

General advice:

Usually, the standard rules are as follows: Give 24 hours' advance notice or formal doctor's letter for excused absence or assignment extension. No other extensions or absences will be excused. Late assignments lose a half letter grade each day. First half-grade is deducted on day of deadline for assignments turned in after class/deadline. **NO LATE UNIT DISCUSSION POSTS OR COMMENTS ON BOOK REVIEWS WILL BE ACCEPTED.** Consequently, do not wait until the last minute.

The key part here is for you to communicate with your instructor when any special needs or circumstances arise.

Check your email and Canvas every day. This is not optional at a modern university. I will often send you information on scheduling, corrections to lectures, and other messages that you need to see. It is your responsibility to check your LCMail account and Canvas. Further, by college policy, I will only respond to email that you send to me from your LCMail account. Once I have sent you a message, I assume that you have that information.

Do not hesitate to contact me for assistance with assignments or for other questions. I am there to help you to succeed and make the best out of your learning experience. In short, come see and talk to me during office hours, should you be on campus, or send me an email. I will respond to email messages as soon as possible, usually within 24 hours, with the exception of weekends and holidays.

Be active in class, ask questions, and share your concerns. Chances are if you are confused about an issue, there are other students in the class that share your confusion. Last but not least, **find a study partner.** This will pay off in the long run. You can study together, share notes, and help each other with the assignments, e.g. help each other proofread or constructively critique the structure and information provided in your assignments.

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider to "like" us on Facebook at <https://www.facebook.com/LCSCSocScienceDiv>.

Disability accommodations / accessibility services:

Students with learning disabilities will be accommodated in accordance with university guidelines. Please contact me during the first two weeks of class and consult the LCSC Accessibility Services immediately (Library, Room 161; phone: 208-792-2677).

Moreover, if you are having difficulty writing or just want to improve your paper, you might want to take advantage of the services offered by the LCSC Writing Center, Library, Room 172 (<http://www.lcsc.edu/writing-center>).

Course (N)Etiquette:

Students are expected to conduct themselves professionally as adults. You are expected to be in class on time. If due to unforeseen circumstances, you arrive late or need to leave early, please do so with the least amount of interruption for the class, e.g. take the first seat available / sit close to the door. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

Please treat the other students in the course with the utmost respect. If you are participating in a debate, please criticize your opponent's arguments rather than the opponent's identity. If you need to say something to your neighbor, whisper it or write a note – those sitting nearby will thank you for your courtesy.

Taking the class via virtual remote:

When joining the class via virtual remote, be in a quiet place when possible. Please dress like you are coming to the classroom and make sure to **have your camera on** so that everyone in the classroom can see you as well. Mute your microphone when you are not talking. This helps eliminate background noise. Consider using a headset when possible. Should you use a virtual background, ensure that the background you select is not distracting. Distracting backgrounds can disrupt the concentration of others participating in the class.

Cell phones:

Please remember to turn off your cell phone before class. If your cell phone rings in class it is not the end of the world, just try to turn it off as soon as possible. If you need to take an important call, please leave the room. **DO NOT text, check Facebook or listen to music with headphones during class.** When doing so you are obviously not participating in the class or contributing to the learning environment. Most importantly, however, you are doing yourself a disservice by dividing your attention and giving your colleagues and the instructor the impression that you are rude.

Laptops:

Feel free to bring your laptops to class for taking notes. However, out of courtesy, please refrain from playing on-line games, surfing the net non-stop or sending emails to the instructor during lecture. In doing so, you might easily distract your fellow students sitting beside or behind you and portray yourself as unprofessional.

Grading Procedures:

Every effort will be made to grade assignments within one week of the due date (Note that this might be different from the date that you personally submitted your assignment.).

Please **be aware that minimum requirements are as the term indicates MINIMUM requirements** to not fail an assignment. In short, do NOT expect to receive an outstanding grade for simply having done the minimum. There is no curve in this course. All assignment and exam grades throughout the term and the overall course grade will be calculated on a 100-point scale and calibrated as follows:

| Letter Grade | | A | 100 - 92.50 | A- | 92.49 - 89.50 |
|--------------|---------------|---|---------------|----|---------------|
| B+ | 89.49 - 87.50 | B | 87.49 - 82.50 | B- | 82.49 - 79.50 |
| C+ | 79.49 - 77.50 | C | 77.49 - 72.50 | C- | 72.49 - 69.50 |
| D+ | 69.49 - 67.50 | D | 67.49 - 59.50 | F | Below 59.49 |

| Activity | When Due | % of Course Grade | GELos |
|-----------------------------------|---|---------------------------|--|
| Participation on Discussion Board | Post on ten out of the eleven units during the specific week(s) a unit is covered | 20% (2% for each posting) | <i>Social: 1;2;3;4;5</i> <i>Diversity: 1;2;4;5</i> |
| World Map | By May 7 at 11:59pm the latest | 5% | <i>Social: 1; 3</i> <i>Diversity: 2</i> |
| Presentation Paper | By April 30 at 11:59pm the latest | 15% | <i>Social: 1;2;3;4;5</i> <i>Diversity: 1;2;4;5</i> |
| Book or Journal Review | By March 19 at 11:59pm the latest | 15% | <i>Social: 1; 2; 4; 5</i> <i>Diversity: 2;5</i> |
| Comments on Reviews | By March 26 at 11:59pm the latest | 5% | <i>Social: 1; 2; 4; 5</i> <i>Diversity: 2;5</i> |
| Exam 1 | Available from March 1 – March 5 | 10% | <i>Social: 1; 2; 4; 5</i> <i>Diversity: 1;2;4;5</i> |
| Exam 2 | Available from April 12 – April 16 | 12% | <i>Social: 1; 2; 4; 5</i> <i>Diversity: 1;2;4;5</i> |
| Final | Available from May 8 – May 10 | 18% | <i>Social: 1; 2; 4; 5</i> <i>Diversity: 1;2;4;5</i> |

To avoid any confusion, please note once more that the overall course grade is weighted. Thus, as shown above, each assignment contributes differently to your course grade. You can also calculate your own grade by using the following formula: Course Grade = .20 (x) + .05 (x) + .15 (x) + .15 (x) + .05(x) + .10 (x) + .12(x) + .18(x).

Regrading of assignments:

You may request the regrading of materials that have been graded by the instructor. Any request has to be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

Incompletes:

Incompletes will only be granted in exceptional emergency situations (such as death in the immediate family or serious illness – family visits, weddings, etc., do not count), when the relevant assignment(s) cannot be completed in time. In all other cases the grade will be based upon the work completed by the end of the semester, which may result in a failing grade. The grade “I” for an incomplete may be assigned only after instructor and student have completed and signed a Contract for Grade of Incomplete which makes arrangements for the unfinished work to be completed.

College Grading Scale:

The college grading scale can be found, among other places, on the LCSC Registrar’s website: <https://www.lcsc.edu/registrar/grades-honors/>

Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:

Any form of plagiarism or cheating will not be tolerated. When you hand in an assignment, make sure that everything in it is your own work and that you have made the appropriate references where necessary. It is your responsibility to understand what constitutes plagiarism. Neither ignorance nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Violations will be punished to the full extent possible, including flunking of the course and a referral to the Dean of Student Services. Raise any questions and concerns you have with the instructor before problems arise. To learn more about LCSC’s Policy on Academic Dishonesty, read it at <http://www.lcsc.edu/student-affairs/student-code-of-conduct/> .

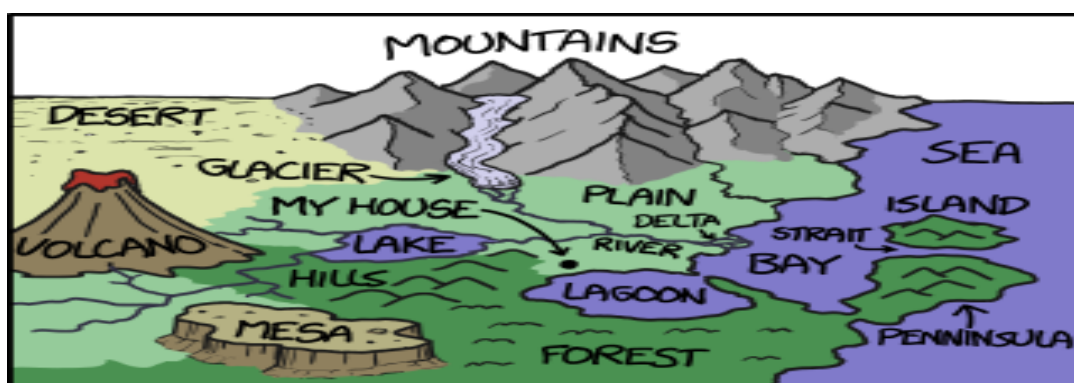
Course Schedule:

| Date | Class | Assignment for Class |
|---------------------------------|--|--|
| Unit 1 (Weeks 1 & 2) | | |
| January 16 | MLK JR. / IDAHO HUMAN RIGHTS DAY | NO CLASS |
| January 18 | Syllabus review / Introduction to class | No reading required |
| January 23 | Introductory Concepts & Classifications of Realms | <p>Nijman et al. (2020) Regions: Chapter 1, pp. 2 – 33</p> <p><u>Required Reading:</u></p> <p>De Blij, Harm J. (2012). <i>Why geography matters: More Than Ever</i> (2 ed.). Chapter 1 & 2, pp. 3 – 70</p> <p>Dropp, Kertzer & Zeitzoff (2014). <i>The less Americans know about Ukraine's location, the more they want U.S. to intervene</i></p> <p>Hanson (2013). <i>Don't Know Much About Geography</i></p> <p>Quealy (2017). <i>If Americans Can Find North Korea on a Map, They're More Likely to Prefer Diplomacy</i></p> <p>STRONGLY RECOMMENDED:</p> <p>Babcock (2017). <i>Pullman chief samples Samoan culture</i></p> <p>Baltazar (2014). <i>Lost in translation</i></p> <p>Kaplan (2016). <i>How to track poverty from space</i></p> <p>Lipman (2018). <i>Trump's diplomatic learning curve</i></p> <p><u>Recommended documentaries:</u></p> <p><i>Humanity from Space</i> (2015)</p> <p><i>The Overview Effect</i> (2012)</p> |
| January 25 | Introductory Concepts & Classifications (cont.) | Catch up with reading or read ahead |
| Unit 2 (Week 3 & 4) | | |
| January 30 | Guest Speaker: Alysa Adams – Mt. St. Helens Parks Interpretive Specialist | <p>STRONGLY RECOMMENDED:</p> <p>The Daily News (2020). <i>Mount St. Helens – 40th Anniversary</i></p> <p>Valenzuela (2022). <i>An area unlike any in the world</i></p> |
| February 1 | The Geography of Europe | <p>Nijman et al. (2020) Regions: Chapter 5, pp. 144 – 195</p> <p><u>Required Reading:</u></p> <p>Edgington & Morris (2021). <i>Brexit</i></p> <p>Stratfor (2015). <i>Europe is conflicted over immigration</i></p> <p>The Economist (2014). <i>Scottish nationalism: how did it come to this</i></p> <p>STRONGLY RECOMMENDED:</p> <p>Brilliant Maps (2015). <i>2nd largest nationality living in each European country</i></p> <p>Cross (2014). <i>Hollander redraws France's regions</i></p> <p><u>Documentary:</u></p> <p><i>Rick Steve's Europe: Little Europe – Five Micro-Countries</i> (2008)</p> |
| February 6 | Europe (cont.) | Catch up with reading or read ahead |
| February 7 | Europe (cont.) | Catch up with reading or read ahead |

| Date | Class | Assignment for Class |
|---|--------------------------------------|---|
| Unit 3 (Week 5) | | |
| February 13 | The Geography of Russia/Central Asia | Nijman et al. (2020) Regions: Chapter 6, pp. 196 - 233 <u>Required Reading:</u> Booth & Rotman (2018). <i>Russia's Suez Canal?</i> Borenstein (2015). <i>Study: Warmer it gets, the more economies suffer</i> Lewis (2015). <i>Russia might own the North Pole</i> Marshall (2015). <i>Russia and the Curse of Geography</i> STRONGLY RECOMMENDED: Lustgarten & Ponornarev (2020). <i>How Russia wins the climate crisis</i> Marshall (2022). <i>Why Russia is a prisoner of geography</i> |
| February 15 | Russia (cont.) | Catch up with reading or read ahead |
| Unit 4 (Weeks 6 & 7) | | |
| February 20 | PRESIDENT'S DAY | NO CLASS |
| February 22 | The Geography of North America | Nijman et al. (2020) Regions: Chapter 2, pp. 34 – 69 <u>Required Reading:</u> Drakulic (1996). <i>On Bad Teeth</i> Malone (2014). <i>Angry with Washington, 1 in 4 Americans open to secession</i> Miner (1956). <i>Body Ritual among the Nacirema</i> <i>Monroe Doctrine (1823)</i> The Economist (2015). <i>German-Americans: The silent minority</i> Sanchez (2015). <i>What Trump doesn't get about Hispanic heritage</i> STRONGLY RECOMMENDED: Elliott & Badger (2015). <i>Fascinating maps show where people move in the U.S.</i> Stromberg (2015). <i>The real reason American public transportation is such a disaster</i> <u>Documentary:</u> <i>How the States Got Their Shapes (2010)</i> |
| February 27 | North America (cont.) | Catch up with reading or read ahead |
| Available ONLINE from March 1 – March 5 | EXAM 1 | No additional reading required No regular class session on March 1 |
| Unit 5 (Week 8) | | |
| March 6 | The Geography of Middle America | Nijman et al. (2020) Regions: Chapter 3, pp. 70-105 |
| March 8 | Middle America (cont.) | Catch up with reading or read ahead |

| Date | Class | Assignment for Class |
|--|---|--|
| Unit 6 (Week 9) | | |
| March 13 | The Geography of South America | Nijman et al. (2020) Regions: Chapter 4, pp. 106 – 143 <u>Required Reading:</u> Briney (2019). <i>Latin American City Structure Model</i> Wade (2016). <i>Olympics will show Brazil's diversity and tensions</i> <u>Documentary:</u> <i>Black in Latin America – Brazil: a racial paradise? (2011)</i> |
| March 15 | South America (cont.) | Catch up with reading or read ahead |
| Unit 7 (Week 10) | | |
| March 20 | The Geography of Sub-Saharan Africa | Nijman et al. (2020) Regions: Chapter 8, pp. 280 - 327 <u>Required Reading:</u> Adam (2018). <i>Are we witnessing a 'new scramble for Africa'?</i> Kelto (2014). <i>You won't catch Ebola from a giraffe in Tanzania</i> Innes (2013). <i>Chinua Achebe Obituary</i> McLellan (2007). <i>Ousmane Sembene Obituary</i> <u>Documentary:</u> <i>The scramble for Africa (2010)</i> |
| March 22 | The Geography of Sub-Saharan Africa (cont.) | Catch up with reading or read ahead |
| Spring Break (Week 11) | | |
| March 27 – April 2 SPRING BREAK - NO CLASS | | |
| Unit 8 (Weeks 12 & 13) | | |
| April 3 | The Geography of North Africa/SW Asia | Nijman et al. (2020) Regions: Chapter 7, pp. 234 – 279 <u>Required Reading:</u> The Economist (2017). <i>Abraham's story shows the similarities and the differences between faiths</i> <u>Documentary:</u> <i>Islam – Empire of Faith (2000/2001)</i> |
| April 5 | The Geography of North Africa/SW Asia (cont.) | Catch up with reading or read ahead |
| April 10 | The Geography of North Africa/SW Asia (cont.) | Catch up with reading or read ahead |
| Available ONLINE from April 12 – April 16 | EXAM 2 | No additional reading required No regular class session on April 12 |

| Date | Class | Assignment for Class |
|-------------------------------|---|---|
| Unit 9 (Week 14) | | |
| April 17 | The Geography of South Asia | Nijman et al. (2020) Regions: Chapter 9, pp. 328 – 373 <i>STRONGLY RECOMMENDED:</i> Glennon (2017). <i>The Unfolding Tragedy of Climate Change in Bangladesh</i> <u>Documentary:</u> <i>The Story of India: Freedom</i> (2007) |
| April 19 | The Geography of South Asia (cont.) | Catch up with reading or read ahead |
| Unit 10 (Week 15) | | |
| April 24 | The Geography of East Asia | Nijman et al. (2020) Regions: Chapter 10, pp. 374 - 423 <u>Documentary:</u> <i>The Yangtze</i> (2012) |
| April 26 | The Geography of East Asia (cont.) | Catch up with reading or read ahead |
| Unit 11 (Week 16) | | |
| May 1 | The Geography of Southeast Asia | Nijman et al. (2020) Regions: Chapter 11, pp. 424 - 463 <u>Required Reading:</u> Mann & Barnes (2015). <i>Why we (Still) can't live without rubber</i> |
| May 3 | The Geography of Southeast Asia (cont.) | Catch up with reading or read ahead |
| Unit 12 (Week 17) | | |
| Available from May 8 – May 10 | FINAL EXAM | No reading required |



IF I COULD LIVE ANYWHERE, I WOULD CHOOSE
THE EXAMPLE MAP FROM GEOGRAPHY BOOKS
THAT EXPLAINS WHAT EVERYTHING IS CALLED

Additional Recommended Readings:

Agnew, John, Muscarà, Luca. (2012). *Making political geography* (2 ed.). Lanham, Md.: Rowman & Littlefield.

Brotton, Jerry. (2013). *A history of the world in twelve maps*. New York, N.Y.: Viking.

- Diamond, Jared. (1999). *Guns, germs, and steel: the fates of human societies*. New York: W.W. Norton.
- DeVivo, Michael S. (2015). *Leadership in American academic geography: the twentieth century*. Lanham, Maryland: Lexington Books.
- Dicken, Peter. *Global Shift: Mapping the Changing Contours of the World Economy* (6th ed.). New York: Guilford Press.
- Dowley, Tim. Rowland, Nick. (2016). *Atlas of Christian History*. Minneapolis: Fortress Press.
- East, W. Gordon (1967). *The geography behind history* New York: Norton.
- Fuller, G., Reddekopp T. M. (2016). *Delicious geography: from place to plate*.
- Gallagher, Leigh. (2014). *The end of the suburbs: where the American Dream is moving*. New York: Portfolio/Penguin.
- Garfield, Simon. (2013). *On the map: a mind-expanding exploration of the way the world looks*. New York, N.Y.: Gotham Books.
- Kagan, Robert D. (2002). Power and Weakness: Why the United States and Europe see the world differently. *Policy Review* (113), 3 - 28.
- Kaplan, Robert D. (2012). *The revenge of geography: what the map tells us about coming conflicts and the battle against fate*. New York: Random House.
- Khalifa, S. (2022). *Geography and the wealth of nations*. Lanham: Lexington Books.
- Livingstone, David N. (1993). *The geographical tradition: episodes in the history of a contested enterprise*. Cambridge, USA: Blackwell.
- Sobel, Dava. (1995). *Longitude: the true story of a lone genius who solved the greatest scientific problem of his time*. New York: Walker.
- Staudt, K. A. (2018). *Border politics in a global era : comparative perspectives*: Lanham, Maryland : Rowman & Littlefield.
- Tyner, J. A. a. (2015). *The world of maps: map reading and interpretation for the 21st century*: New York: The Guilford Press.
- Urbanik, Julie. (2012). *Placing animals: an introduction to the geography of human-animal relations*. Lanham: Rowman & Littlefield.
- Wilford, John Noble. (2000). *The Mapmakers: the Story of the Great Pioneers in Cartography- from Antiquity to the Space Age*. New York: A.A. Knopf.
- Wilson, R. K. (2014). *America's public lands: from Yellowstone to Smokey Bear and beyond*.
- Woodard, C. (2012). *American nations: A history of the eleven rival regional cultures of North America*. New York, N.Y.: Penguin Books.



Useful Websites:

Websites listing hundreds of newspaper from around the world:

- ❖ <https://inkdrop.net/news/>
- ❖ <http://www.onlinenewspapers.com/>
- ❖ <https://www.nationsonline.org/oneworld/news.html>
- ❖ <http://www.refdesk.com/paper.html>

Front pages of hundreds of newspapers from around the world daily at the Newseum:

- ❖ <https://www.newseum.org/todaysfrontpages/>

University of Michigan's GlobalEDGE website:

- ❖ <https://globaledge.msu.edu/>

Indicators of Idaho's Changing Climate:

- ❖ <http://idahoclimatescience.weebly.com/>

The Wall Street Journal:

- ❖ <http://online.wsj.com/home-page>

The New York Times:

- ❖ <http://www.nytimes.com/>

The Washington Post:

- ❖ <http://www.washingtonpost.com/>

Association of American Geographers

- ❖ <http://www.aag.org/>

The American Geographical Society

- ❖ <https://www.amergeog.org/>

Association of Pacific Coast Geographers

- ❖ <http://apcgweb.org/>

International Geographical Union

- ❖ <http://igu-online.org/>

National Council for Geographic Education

- ❖ <http://www.ncge.org/>

Eurostat – European Statistical Office

- ❖ <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

Freedom House:

- ❖ <http://www.freedomhouse.org>

Transparency International:

- ❖ <http://www.transparency.org/>

U.S. Census Bureau:

- ❖ <http://www.census.gov/>

World Values Survey:

- ❖ <http://www.worldvaluessurvey.org/>

Additional websites will be introduced throughout the term.

