

**Introduction to Geography (GEOG 102)**  
**Course Challenge Exam Assessment Rubrics**

**Note:** The course challenge exam is composed out of three different assignments:

- 1) Academic Book/Journal Articles Review
- 2) Hand-out presenting a geographical region in the world
- 3) Exam

The three different assignments will be weighted as follows:

Review:	20%
Presentation Handout:	20%
Exam:	60%

All three assignments and the overarching course challenge grade throughout the term will be calculated on a 100 point scale and calibrated as follows:

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

A passing score for the course challenge is considered a combined 60%.

To avoid any confusion, please note once more that the overall course challenge grade is weighted. Thus, each assignment contributes differently to your course challenge grade. You can calculate your own grade by using the following formula: Course Grade = .20 (x) + .20 (x) + .60 (x).

### Assessment Rubric Book/Journal Articles Review Assignment

*Assignment is linked to the following learning outcomes:*

- 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.
- Develop basic geographic vocabulary.
- Demonstrate the ability to engage with the geographic literature

	Student Exceeds End of Course Expectations	Student Meets End of Course Expectations	Student Does Not Demonstrate End-of- Course Expectations
	Passing		Not Passing
	<b>Exceptional 90-100 pts.</b>	<b>Acceptable 60-89 pts.</b>	<b>Unacceptable Below 60 points</b>
Analytic scope and intellectual coherence	Student demonstrated superior ability to engage with the geographic literature and a spatial perspective of the world	Student demonstrated some ability to engage with the geographic literature and a spatial perspective of the world	Student demonstrated minimal knowledge of and minimal ability to engage with the geographic literature and a spatial perspective of the world
Clarity of presentation (How well-structured is your review? How clear is your writing and word choice? How clear is your summary and criticism?)	Student demonstrated superior ability to present geographic concepts and vocabulary in a clear and concise manner	Student demonstrated some ability to present geographic concepts and vocabulary in a clear and concise manner	Student demonstrated minimal knowledge of and minimal ability to present geographic concepts and vocabulary in a clear and concise manner
Respect of the basic presentational guidelines (headings, double-spaced, stapled, page-numbered, source information, spelling, grammar, etc.).	Student demonstrated superior ability to respect basic presentational guidelines	Student demonstrated some ability to respect basic presentational guidelines	Student demonstrated minimal ability to respect basic presentational guidelines

### Assessment Rubric Presentation Assignments

*Assignment is linked to the following learning outcomes:*

- 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.
- Develop basic geographic vocabulary.
- Demonstrate the ability to engage with the geographic literature
- Learn to interpret maps and understand their underlying logic of representing temporal, cultural, and spatial patterns.

	Student Exceeds End of Course Expectations	Student Meets End of Course Expectations	Student Does Not Demonstrate End-of-Course Expectations
	Passing		Not Passing
	<b>Exceptional 90-100 pts.</b>	<b>Acceptable 60-89 pts.</b>	<b>Unacceptable Below 60 points</b>
Analytic scope and intellectual coherence	Student demonstrated superior ability to engage with the geographic literature and a spatial perspective of the world, including the interpretation of maps and figures	Student demonstrated some ability to engage with the geographic literature and a spatial perspective of the world, including the interpretation of maps and figures	Student demonstrated minimal knowledge of and minimal ability to engage with the geographic literature and a spatial perspective of the world, including the interpretation of maps and figures
Clarity of presentation (How well-structured is your review? How clear is your writing and word choice? How clear is your summary and criticism?)	Student demonstrated superior ability to present geographic concepts, maps, and vocabulary in a clear and concise manner	Student demonstrated some ability to present geographic concepts, maps, and vocabulary in a clear and concise manner	Student demonstrated minimal knowledge of and minimal ability to present geographic concepts, maps, and vocabulary in a clear and concise manner
Respect of the basic presentational guidelines (headings, double-spaced, stapled, page-numbered, source information, spelling, grammar, etc.).	Student demonstrated superior ability to respect basic presentational guidelines in submitting a professionally looking hand-out	Student demonstrated some ability to respect basic presentational guidelines in submitting a professionally looking hand-out	Student demonstrated minimal ability to respect basic presentational guidelines in submitting a professionally looking hand-out

### Assessment Rubric for Exam

*Assignment is linked to the following learning outcomes:*

- 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.
- Develop basic geographic vocabulary.
- Learn to interpret maps and figures and understand their underlying logic of representing temporal, cultural, and spatial patterns.
- Ability to identify countries and capitals throughout the world

Assessed Items	Question(s) which assess each item & point value	Performance Levels (Out of 100 points)			
		Passing	Passing	Passing	Not Passing
		Exceptional 90-100 pts.	Good 76-89 pts.	Acceptable 60-75 pts.	Unacceptable 0-60 pts.
Ability to identify countries and capitals throughout the world	Section I – 40 points	Identification of 40 countries and capitals in the world; 80 elements with half a point each			
Develop basic geographic vocabulary	Section II & III– 21 points	Section II – multiple-choice questions 1 through 7, 9 through 14, 16 through 25 – one point each; Section III – short answer questions 1 through 2 – four points each			
Learn to interpret maps and figures	Section III – 3 points	Section II – multiple-choice questions 8, 15, and 26 – one point each			
Develop a spatial perspective of the world	Section III & IV – 36 points	Section III – short answer questions 3 through 6 – four points each; Section IV – one map & self-reflection exercise – ten points			

## Student Self-Assessment for Challenge Exam for GEOG 102

### AM I READY TO CHALLENGE GEOG 102 – Introduction to Geography?

This document is intended for student self-assessment purposes only. Please review it carefully to help you determine if you believe you are ready for the Challenge Exam for the course indicated above. Your self-assessment is not a guarantee that you will pass the Challenge Exam. Faculty with expertise in the subject matter/course outcomes evaluate whether your exam provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content. Enrolling in the course may be your best option.

#### **COURSE OBJECTIVES:**

This exam will test your knowledge and skills for the following course objectives:

- 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.
- Demonstrate the ability to engage with the geographic literature
- Develop basic geographic vocabulary.
- Learn to interpret maps and figures and understand their underlying logic of representing temporal, cultural, and spatial patterns.
- Ability to identify countries and capitals throughout the world

#### **CHALLENGE EXAM DESCRIPTION:**

You will be asked to demonstrate your knowledge and skill related to the Challenge Course through these types of assignments:

- 1) Academic Book/Journal Articles Review
- 2) Hand-out presenting a geographical region in the world
- 3) Exam

For a detailed description of the review and hand-out assignments, cf. respectively Annex 1 and Annex 2.

As regards the actual exam, it is going to be a 2 ½ hour comprehensive exam, including these types of questions:

- Identification of countries on maps and naming their respective capitals
- Short answers
- Multiple-Choice
- Interpretation of graphic representations (figures, maps, etc.) as part of the multiple choice section
- Drawing of a map & self-reflection essay

Please note that before taking the exam, you must have submitted your review and hand-out assignments.

## Student Self-Assessment for Challenge Exam for GEOG 102

### EXAMPLE EXAM ITEMS:

Examples of previous work meeting or exceeding expectations can be found attached to the end of this document.

A complete study guide, describing also the structure of the exam, can be found in Annex 3. Taking a moment to go over these questions will quickly give you an idea whether you are ready to challenge the course or not.

### DETERMINATION OF CHALLENGE EXAM OUTCOME:

You will need to earn the following to be awarded credit through Challenge Exam for this course:

The three different assignments will be weighted as follows:

Review:	20%
Presentation Handout:	20%
Exam:	60%

All three assignments and the overarching course challenge grade throughout the term will be calculated on a 100 point scale and calibrated as follows:

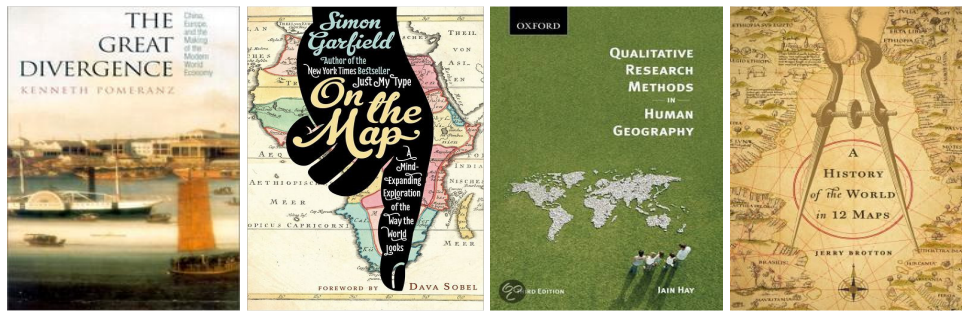
Letter Grade		A	100 - 92.50	A-	89.50 – 92.49
B+	87.50 – 89.49	B	82.50 – 87.49	B-	79.50 – 82.49
C+	77.50 – 79.49	C	72.50 – 77.49	C-	69.50 – 72.49
D+	67.50 – 69.49	D	59.50 – 67.49	F	Below 59.49

A passing score for the course challenge is considered a combined 60%.

To avoid any confusion, please note once more that the overall course challenge grade is weighted. Thus, each assignment contributes differently to your course challenge grade. You can calculate your own grade by using the following formula:  $\text{Course Grade} = .20 (x) + .20 (x) + .60 (x)$ .

- A “Meets Expectations” Assessment Rubric is attached for the review and presentation assignments.
- For the exam, an Assessment Rubric is attached indicating the point value of each question and the basis for award of points.

### Annex 1: Book/Journal Review Instructions



#### Due date:

You need to have your book/articles review submitted ***ELECTRONICALLY*** prior to taking the exam. Make sure to get your topic approved first!

#### Goal and substance:

This assignment requires that you choose a book or two article journals related to geography and write a critical review. You need to have your book/articles review submitted ***ELECTRONICALLY*** prior to taking the exam.

You will need to seek *the faculty member's approval before starting on* a specific book/set of articles.

Your review should be between two and three pages long and summarize the author's main arguments as well as provide your own criticism of the work(s) and include any other pertinent information related to the document, such as who the author is, bibliography, how the work fits in the discipline of geography, etc., and at least two questions/suggestions for further research.

**DO NOT SIMPLY COPY THE READINGS!** While, depending on the circumstances, you might want to consider including a key phrase or quote, you should always try to first summarize an author's argument in your **OWN WORDS**. Moreover, keep in mind that usually the authors try to make a point by arguing against previously widely held views. Thus, when reading and presenting your summary, make sure to be clear what alternative explanations they are trying to take apart or at least to weaken. In other words, who or against what are they arguing?

Remember to include headings/sub-headings in your review where appropriate and to **ABSOLUTELY** provide complete bibliographical information.

Additional presentational requirements: Your format makes your review's first impression. Justly or not, accurately or not, it announces your professional competence or lack of competence. A well-executed format implies that your review is worth reading and referring back to when trying to remember the contents of a specific author's' arguments. *Your review should be single or double-spaced, stapled, page-numbered and not exceed three pages.* Once again headlines should separate different parts of the book's argument. Moreover, don't forget to include on top of the very first page the basic information of the assignment, such as your name, course number name, type of assignment, date as well as the name of the institution and the instructor.

**Naming of Files:** When saving a file *make ABSOLUTELY sure* to be very clear and specific. Many students tend to name their files only "review" or "termpaper.doc". Of course, this is very confusing for the recipient of your document. **Use a consistent and clear system.** This will help you to remember what the file is about months and years down the road and make communication with others easier. **You will lose points if your file name is incomplete.** Make certain to include your last name, year, title of your document and course number/name and maybe the type of assignment:

Smith(2016)-GEOG102-ReviewofGunsGermsandSteelbyDiamond-Finished[1]

DON'T FORGET to include questions/suggestions for further research at the end of your review. These questions/suggestions can refer to specific parts of the book's argument or the entire book or the larger topic being engaged in the book.

A list of some suggested books is given below. You are free to explore and choose any book you feel is appropriate and related to the overall course topic beyond those listed. However, *remember you need to seek the faculty member's approval first.*

**Some suggested geography journals and readings:**

**Journals:**

- *Annals of Arid Zones*
- *Annals of the Association of American Geographers*
- *Antipode*
- *Applied Geography*
- *Arab World Geographer*
- *The Canadian Geographer/Le Géographe Canadien*
- *Cartographic Journal*
- *Cartography and Geographic Information Systems*
- *China Geographer*
- *Earth Surface Processes and Landforms*
- *Economic Geography*
- *Ethics, Place and Environment*
- *Environment and Planning A*
- *Eurasian Geography and Economics*
- *The Geographical Review*
- *GeoJournal*
- *Geopolitics*
- *Growth and Change*
- *International Review of Political Economy*
- *Journal of Geography*
- *Journal of Geography in Higher Education*
- *Journal of Historical Geography*
- *Political Geography*
- *The Professional Geographer*
- *Journal of Biogeography*
- *Journal of Cultural Geography*



## Student Self-Assessment for Challenge Exam for GEOG 102

- *Journal of Historical Geography*
- *Physical Geography*
- *Post-Soviet Geography*
- *Progress in Human Geography*
- *Progress in Physical Geography*
- *Transactions in GIS*
- *Transactions of the Institute of British Geographers*
- *Urban Geography*

### Some suggested books (only a starting point):

- Agnew, John, Muscarà, Luca. (2012). *Making political geography* (2 ed.). Lanham, Md.: Rowman & Littlefield.
- Boorstin, Daniel J. (1983). *The Discoverers: A History of Man's Search to Know His World and Himself*. New York: Random House.
- 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.
- East, W. Gordon (1967). *The geography behind history* New York: Norton.
- 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.
- Hay, Iain. (2005). *Qualitative research methods in human geography*. New York: Oxford University Press.
- Hubbard, Phil, Kitchin, Rob, Valentine, Gill. (2004). *Key thinkers on space and place*. Thousand Oaks: Sage.
- Humes, Edward. (2012). *Garbology: our dirty love affair with trash*. New York: Avery.
- 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.
- Knox, Paul (Ed.). (2014). *Atlas of Cities*. Princeton, New Jersey Princeton University Press.
- Kotkin, Joel. (2006). *The city: a global history*. New York: Modern Library.
- Krugman, Paul. (1993). *Geography and trade*. Cambridge, Mass.: MIT.
- Livingstone, David N. (1993). *The geographical tradition : episodes in the history of a contested enterprise*. Cambridge, USA: Blackwell.
- Pomeranz, Kenneth. (2000). *The Great Divergence*. Princeton: Princeton University Press.
- Sobel, Dava. (1995). *Longitude : the true story of a lone genius who solved the greatest scientific problem of his time*. New York: Walker.
- 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.

### EVALUATION

While admittingly there is always a small amount of interpretative leeway, your review will be graded according to its

1. Analytic scope and intellectual coherence
2. Clarity of presentation (How well-structured is your review? How clear is your writing and word choice? How clear is your summary and criticism?)
3. Respect of the basic presentational guidelines (headings, double-spaced, stapled, page-numbered, source information, etc.).

Please keep in mind that the content and format requirements are MINIMUM requirements. Fulfilling minimum requirements means that you are doing more or less enough work towards a passing grade. It does **NOT** mean that you will automatically receive a top grade.

## Annex 2: Presentation Hand-Out



### Due date:

You need to have your presentation hand-out submitted **ELECTRONICALLY** prior to taking the exam. Make sure to get your topic approved first!

### Goal and substance:

This assignment requires that you choose a region of the world for closer presentation. You are free to choose any specific geographical region, such as the Wadden Sea, the Pacific Northwest, Scandinavia, the Baltics, Francophone or Arabophone Africa, the Horn of Africa, the Indochina Peninsula, the Gobi Desert, the Great Dividing Range, the Nullarbor Plain, Pampas, the Lesser Antilles, the Appalachians, the Shenandoah Valley, Lewis-Clark Valley, the Willamette Valley, etc., for your project.

Make sure to depict the key geographical features, advantages, and challenges of your topic of choice. Remember that geography is a wide-ranging, multifaceted discipline and that your presentation should try to reflect some of this diversity by trying to incorporate aspects from systemic fields, such as cultural, political, economic, population, urban, medical, social geography.

When working on your assignment, reflect and present on how geography has shaped your region's culture and vice versa. Moreover make an effort to explore your region of choice by consulting sources written by experts originating from the area and by comparing them ideally with other perspectives.

### Things to keep in mind & things to avoid:

- **Choose a topic that interests** you and that you are all willing to spend time working on. It is **highly recommended** that you keep your geographical focus narrow to be able to provide more detailed information and expertise.
- Be ready to **commit an adequate amount of time and resources** for this project.
  - Please note: you need to plan your presentation ahead of time; also, do not wait until the last minute for assembling your presentation. Failure to do so will likely result in a low-quality product, and consequently in a bad grade on this assignment.
  - It is important that you condense and clearly present the main points on your hand-out and list in your bibliography section the sources you used. You need to have consulted **at least three academic sources from peer-reviewed journals and/or books published by academic presses**. Be aware that one of the most difficult tasks is to figure out what is relevant and what is secondary and can be omitted.

## Student Self-Assessment for Challenge Exam for GEOG 102

- Remember to separate your hand-out with clear section headings and don't forget to provide bibliographical information.
- Additional presentational requirements: Your format makes your paper's first impression. Justly or not, accurately or not, it announces your professional competence or lack of competence. A well-executed format implies that your hand-out is worth reading and referring back to when trying to remember the contents of a specific author's arguments. Your hand-out should be single or double-spaced, stapled, page-numbered and not exceed three pages. Once again headlines should separate different sections/aspects of your presentation. For this assignment feel free to use bullet points. Moreover, don't forget to include on top of the very first page the basic information of the assignment, such as your name, course number name, type of assignment, date as well as the name of the institution and the instructor.
- DON'T FORGET to include two or three discussion questions at the end of your hand-out. These questions can refer to any aspect of your research topic.
- **Naming of Files:** When saving a file **make ABSOLUTELY sure** to be very clear and specific. Many students tend to name their files only "review" or "termpaper.doc". Of course, this is very confusing for the recipient of your document. **Use a consistent and clear system.** This will help you to remember what the file is about months and years down the road and make communication with others easier. **You will lose points if your file name is incomplete.** Make certain to include your last name, year, title of your document and course number/name and maybe the type of assignment:

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### EVALUATION

While admittedly there is always a small amount of interpretative leeway, your review will be graded according to its

1. Analytic scope and intellectual coherence
2. Clarity of presentation (How well-structured is your handout? How clear is your writing and word choice? How clear are your written and oral summaries of your presentation?)
3. Respect of the basic presentational guidelines (headings, double-spaced, stapled, page-numbered, source information, etc.).

Please keep in mind that the content and format requirements are MINIMUM requirements. Fulfilling minimum requirements means that you are doing more or less enough work towards a passing grade. It does **NOT** mean that you will automatically receive a top grade.

### Annex 3: Study Guide for Exam

#### REVIEW FOR CHALLENGE EXAM

The exam will be comprehensive. It will be divided into four main parts.

- The first part will consist of maps requiring you to identify countries and capitals from four different continents/realms/regions. This part of your exam will count for 40 points. Half a point will be given for each country and capital correctly identified.
- In the second part you will need to answer twenty-six multiple choice, True/False, Fill-in-the-Blank questions for 1 points each and for a total of 26 points. Make sure to clearly indicate your choice.
- The third part of the exam will consist of six short answer questions. (4 points each, 24 points total). **A good answer is precise, concise and provides pertinent examples where appropriate.**
- The fourth part will consist of a map exercise combined with a short essay (10 points).

**When taking the exam it is important that your answers are as clear and precise as possible. Don't let the reader guess what you are trying to say. Make sure to answer all parts of a question! The regular book used in the GEOG 102 courses is**

- ❖ De Blij, H.J., Muller, Peter O., Nijman, Jan. (2014). *Geography: Realms, Regions and Concepts* (16 ed.). Hoboken, N.J.: Wiley.

This book is thus a good starting point to refresh and/or deepen your knowledge.

Potential questions & key terms and concepts (the questions will not necessarily be phrased exactly the same way):

#### Introduction: World Regional Geography

- 1) What are mental maps and what do they allow us to do?
- 2) Briefly explain the difference between weather and climate.
- 3) Cartography
- 4) Geographic Information System
- 5) Scale and Scope
- 6) Level of Analysis / Operational Scale

- 7) Geographic Realms
- 8) Transition zones
- 9) What the difference between monocentric and polycentric realms? Provide an example for each.
- 10)Regional concept
- 11)What's the difference between "absolute location" and "relative location"?
- 12)Continental drift
- 13)What are formal regions?
- 14)What are functional regions?
- 15)Hinterland
- 16)By what name is Wegener's supercontinent known?
- 17)Tectonic plates
- 18)What water body is surrounded by the geologically active "Ring of Fire"?
- 19)World Climates after Köppen-Geiger – briefly describe the differences between the major climate zones (A through H).
- 20)Briefly describe glaciations and interglacials. Are we living in a glaciation or interglacial phase?
- 21)Greenhouse effect
- 22)Population distribution
- 23)Urbanization
- 24)Which three realms are considered the three major world population concentrations?

- 25)What is another term for the large cluster of population in the northeastern United States?
- 26)Cultural landscape
- 27)Language families and lingua franca
- 28)What is the core problem with the nation-state concept?
- 29)Core areas and periphery
- 30)Regional geography and systematic geography
- 31)List the 12 major subfields or specialties within geography.
- 32)List the 12 realms and regions of the world as divided up by the course book.
- 33)What are the World Bank's four economic classifications?

### **The European Realm & Regions**

- 34)Know all the countries and capitals composing the European Realm.
- 35)Name the five European microstates and briefly describe their main economic strategies.
- 36)Which four European regions are considered the "Motors of Europe"?
- 37)Name the one core city in each of the four regions considered the "Motors of Europe".
- 38)What is meant by devolution and which countries in European Realm are affected by it?
- 39)What are the four major territorial component parts of the United Kingdom?
- 40)Local functional specialization
- 41)Industrial revolution
- 42)Complementarity

- 43)Supranationalism
- 44)Transferability
- 45)Break-of-bulk function/point and entrepôt– provide an example.
- 46)Balkanization and shatter belt
- 47)Centripetal vs. centrifugal forces – what forces are divisive to a nation?
- 48)What are the four broad physiographic units of the European Realm?
- 49)Explain and briefly describe the locational advantages of the European Realm.
- 50)Briefly describe how the Industrial Revolution spread in the European Realm.
- 51)What term represents a country's leading urban center that is disproportionately large and exceptionally expressive of national feelings?
- 52)What is Europe's largest ethnic minority?
- 53)Which language family is dominant in the European Realm?
- 54)Which six countries were the founding members of the European Union/European Economic Area?
- 55)Which countries in the European Realm are NOT members of NATO?
- 56)What is the name of the major river in western Germany that enters the North Sea through the Netherlands and passes through the Ruhr?
- 57)Where are the administrative headquarters of the European Union located?
- 58)Primate city
- 59)Compare and contrast the concepts of "site" and "situation".
- 60)Conurbation
- 61)What does CBD stand for?
- 62)What is meant by Celtic Tiger?

63)What is the Ancona Line and its relevance?

64)Mezzogiorno

65)The Iberian Peninsula is isolated from the rest of Europe by what mountain range?

66)What territory is Spain and the United Kingdom in a dispute over?

67)The international community recognizes which government on Cyprus?

68)What is the Russian exclave located between Lithuania and Poland called?

69)The Danube River empties into what sea?

70)Irredentism

71)What is the largest ethnic minority in the Ukraine?

72)Which religion is dominant in Albania?

73)Demographic change in Europe

### **The Russian Realm & Regions**

74)Know all the countries and capitals composing the Russian Realm.

75)Where is most of the population of Russia found?

76)Taiga

77)Tundra

78)Permafrost

79)What is the name of the mountain chain in west-central Russia that is sometimes regarded as the “boundary” between Europe and Asia?

80)Sovkhoz

81)Forward capital – provide an example.

82)What’s called “Seward’s Folly”?



- 83)Where is the Russian Empire's Fort Ross located?
- 84)How many time zones does Russia have today?
- 85)What is meant by Russification?
- 86)Command economy
- 87)What exclave of Armenia is 75 percent Armenian but is located within Muslim Azerbaijan.
- 88)How large is Russia compared to Canada (the world's second largest country)?
- 89)Define what is meant by the "Near Abroad". What role does it play regarding Russian politics?
- 90)Briefly describe Russia's population development (overall size of population and changes in population distribution) since the fall of the Soviet Union.
- 91)What is meant by the concept of "distance decay"? Explain in using Russia as an example.
- 92)Where are all of Russia's major manufacturing regions located?
- 93)How many Soviet Socialist Republics were in the former Soviet Union and what were they?
- 94)What does the term "Rus" signify and where was the first "Rus" built? What are some of the political repercussions of it for today?
- 95)Briefly describe and explain what is meant by climate change opportunities for Russia.
- 96)Briefly describe and explain what is meant by climate change opportunities for Russia.
- 97)What is the deepest lake in the world?

## **The North American Realm & Regions**

- 98) Know all the countries and capitals composing the North American Realm.
- 99) Rain shadow effect
- 100) What is the name of the North American core region?
- 101) Describe what is meant in regards to the economy by “primary sector, secondary sector, tertiary sector”.
- 102) Canadian Shield
- 103) What is the Great Lakes’ main outlet to the Atlantic Ocean?
- 104) What is the term used for the indigenous people of Canada?
- 105) What was the Louisiana Purchase?
- 106) What is the deepest lake in the United States?
- 107) What group comprises over 80% of Nunavut’s population?
- 108) What is the term for Canada’s largest cluster of Francophones in New Brunswick?
- 109) Gentrification
- 110) Deindustrialization
- 111) Discuss the difference between a melting pot and a mosaic culture. Provide an example for each.
- 112) The North American Realm, especially the United States, has experienced a number of major migrations during the past century. Briefly describe a) what has enabled the center of gravity of the U.S. population to move southward to the Sunbelt and b) what were the other five major migrations.

113) How does the major US ethnic groups' pattern illustrate the source and context of their global migration?

114) Francophone Canada, Quebec, devolution and secession

### **The Middle American Realm & Regions**

115) Know the countries of the Middle American Realm and capitals of the Greater Antilles, Central America and Mexico.

116) Briefly explain what is meant by the statement that "you will not find the cultural landscape particularly 'Latin'" in the Middle American Realm.

117) Which four islands make up the Greater Antilles?

118) Which four countries make up the Greater Antilles?

119) Isthmus

120) Archipelago

121) NAFTA

122) Maquiladoras

123) Altitudinal zones

124) Culture hearths

125) Lomé Agreement

126) What are the three most influential countries in the IMF?

127) What is the poorest country in the Western Hemisphere?

128) What is meant by "Hurricane Alley"?

129) What happened in Haiti in 2010?

130) Briefly explain what is meant by the "Mainland-Rimland Framework".

131) What are the main characteristics of the idealized Spanish town in Mesoamerica?

132) Mayas

- 133) Aztecs
- 134) Briefly discuss how tourism is both beneficial and detrimental for Caribbean island states?
- 135) What are the disadvantages faced by small island-states in the Caribbean?
- 136) What is the percentage of trade a) occurring within the Middle American Realm (involving all the countries) and b) between the Caribbean Basin and the Middle American mainland?

### **The South American Realm & Regions**

- 137) Know the countries and capitals of the South American Realm.
- 138) Which countries are represented by the acronym “BRICS”?
- 139) Incas
- 140) Alexander von Humboldt and the concept of unity of place
- 141) The relative geographic position of Miami and Lima
- 142) Where was the core area of the Incas?
- 143) Altiplanos
- 144) Treaty of Tordesillas
- 145) Mercosur/Mercosul
- 146) What are the three largest urban centers in the South American Realm?
- 147) Liberation Theology
- 148) What are the three stages of cocaine production and which three countries are the main producers?
- 149) Briefly describe the main elements of the Latin American city model.
- 150) What are the Spanish and Portuguese names for slums in South America’s largest cities?
- 151) Gilberto Frerye and “racial democracy”

- 152) Briefly explain what the program of whitening in Brazil was.
- 153) Which country was the last country to abolish slavery in the Western Hemisphere and when?
- 154) What was the Monroe doctrine? When was it created and what was its relevance regarding South America?
- 155) What country in the world is today the largest trading partner of Brazil and Chile?
- 156) Briefly talk about China's role in South America and the Sub-Saharan Realms.
- 157) What is the name of the language of the Inca state, which is still spoken in parts of South America?
- 158) Which country is considered to have the 2<sup>nd</sup> largest Black population in the world?
- 159) Over which territory did Argentina fight a war with the United Kingdom in 1982?

### **The Sub-Saharan Realm & Regions**

- 160) Know the countries & capitals of Africa.
- 161) When did the Berlin Conference take place and what was its relevance for the African continent?
- 162) What was the "Scramble for Africa"? Briefly describe. What is meant by a "Second Scramble for Africa"? Briefly discuss.
- 163) Who was Chinua Achebe? Name his most famous work.
- 164) What was the first sub-Saharan African country to gain independence?
- 165) What is the difference between indirect and direct rule? What major colonial power practiced direct rule? What major colonial power practiced indirect rule?

- 166) Briefly discuss the geography of Africa by explaining what is meant by the statement that “canceling a trip to Kenya is like canceling a trip to Disney World because of an Ebola outbreak in Alaska”.
- 167) Which country nearly created a total north-south axis (Cairo to Cape Town) of control in colonial Sub-Saharan Africa?
- 168) To which country in the Western Hemisphere went the largest proportion of the West African slave trade?
- 169) Which African country was once King Leopold II of Belgium’s personal private property?
- 170) Explain whether Africa's ethnic regions coincide fairly well with its political divisions or not.
- 171) The meaning of endemic epidemic and a pandemic.
- 172) Briefly discuss mobile phone and line subscriptions in Africa. What does this tell us about African infrastructure?
- 173) Briefly discuss why the “Green Revolution” starting in the 1970s has had a lesser impact in Sub-Saharan Africa.
- 174) What is “La Francophonie”? What’s the relevance for Africa?
- 175) Briefly describe and explain geographical patterns in regards to religion in Africa.

### **The North African/Southwest Realm & Regions**

- 176) Know the countries and capitals of the North African/Southwest Realm.
- 177) What does the word Kaaba mean?
- 178) Mesopotamia
- 179) Hydraulic civilization theory
- 180) According to Islamic tradition, with whom is the Kaaba originally associated and what role did it play already before Islamic times?
- 181) What are the five key tenets of Muslim faith?

Student Self-Assessment for Challenge Exam for GEOG 102

- 182) What does the word “Muslim” mean?
- 183) Name the four countries with the largest Muslim populations in the world.
- 184) What and when was the Hejira?
- 185) According to the Islamic calendar, we are living in what year?
- 186) Choke point – What is a choke point and what are the major examples in the world?
- 187) What was “Operation Ajax”?
- 188) Domino effect / Domino Theory
- 189) Stateless nation
- 190) Name the world’s earliest culture hearths
- 191) Discuss the massive impacts that oil and natural gas has produced in the North African/Southwest Realm.
- 192) What are the six states of Central Asia?
- 193) Maghreb
- 194) Kurds & Kurdistan
- 195) Spatial diffusion, expansion diffusion, relocation diffusion, contagious diffusion, hierarchical diffusion
- 196) Fragmented modernization
- 197) Wahhabism
- 198) Arab Spring
- 199) What is the difference between Shi’ites and Sunnis? What caused the historical split?
- 200) Where in the world (country/countries) is Shi’ism today the strongest?

- 201) Which state is considered the dominant state in the North African/Southwest Realm?
- 202) What is meant by the “Turkish model”?
- 203) Rain shadow effect
- 204) Ottoman empire
- 205) OPEC
- 206) In what year was the modern state of Israel created?

### **The South Asian Realm & Regions**

- 207) Know the countries and capitals of the South Asian Realm.
- 208) Which state is considered the dominant state in the South Asian Realm?
- 209) Briefly describe the difference and relevance of arithmetic density and physiological density.
- 210) Islamabad
- 211) British Raj
- 212) Double delta
- 213) What is the name of the party arising from the independence movement in India?
- 214) What was the “Great Uprising/Rebellion” in India? What was the outcome?
- 215) Monsoon
- 216) Why is Pakistan considered part of the South Asian realm?
- 217) Kashmir and conflict surrounding the area
- 218) What two tectonic plates collided to create the Himalaya Mountains?



## Student Self-Assessment for Challenge Exam for GEOG 102

- 219) What is the one explanation for the emergence of social stratification in northern India?
- 220) What language family does Sanskrit belong to?
- 221) Caste system
- 222) When did Buddhism emerge in South Asia?
- 223) East India Company
- 224) In what year did East India officially become part of the British colonial empire?
- 225) What event caused the British to enforce the production of cotton in western India?
- 226) Where does the moist air that forms a monsoon over the North Indian Plain originate?
- 227) What is the modern-day name of Bombay?
- 228) In what year did British India's partition occur?
- 229) Aryans
- 230) Demographic burden
- 231) Demographic transition
- 232) Population pyramids

### **The East Asian Realm & Regions**

- 233) Know the political entities and capitals of the East Asian Realm.
- 234) Briefly discuss why the author talks about six political entities in regards to this realm and not six countries.
- 235) Dynasties

Student Self-Assessment for Challenge Exam for GEOG 102

- 236) Extraterritoriality
- 237) Draw a representation of the world (include any countries, cities, internal divisions, seas, etc.). Briefly discuss on the next pages what are the most important concepts you have learned from studying geography and why.
- 238) Loess
- 239) Special Economic Zones in China
- 240) Which state is considered the dominant state in East Asian Realm?
- 241) Senkaku/Diaoyu Islands
- 242) Asian Tigers
- 243) Which country's population identifies as "the people of Han"?
- 244) Hukou
- 245) In what year did Mao Zedong proclaim the creation of the communist People's Republic of China?
- 246) In what year was the last Chinese dynasty overthrown?
- 247) What is China's largest city?
- 248) What are the four major rivers of China?
- 249) Which region was formerly called "Manchuria"?
- 250) What is the Chinese name for Tibet?
- 251) Which leader took over in China following the struggle after Mao's death?
- 252) Japan's population projected population development
- 253) Taiwan
- 254) Boxer Rebellion
- 255) The Long March

- 256) Kuomintang
- 257) Buffer State
- 258) Meiji Restoration
- 259) What are Japan's four major islands?
- 260) Rare earth elements
- 261) Regional complementarity

### **The Southeast Asian Realm & Regions**

- 262) Know the countries and capitals of the Southeast Asian Realm.
- 263) Half of Southeast Asia's population lives in which two countries?
- 264) Tsunami
- 265) Biodiversity
- 266) What are the realm's four major rivers? In which country do three of the four rivers originate?
- 267) Which Indonesian island is the most populated?
- 268) Overseas Chinese and their role and history in the realm
- 269) Which country in the realm survived the colonial era as an independent entity?
- 270) Which European colonial power controlled Indonesia?
- 271) Briefly describe the colonial imprint on the realm.
- 272) Node
- 273) ASEAN
- 274) Emerging markets
- 275) South Chinese Sea and Maritime Claims
- 276) Boundary types (antecedent, subsequent, superimposed, and relic boundaries)
- 277) Dominant state territorial configurations: compact states, protruded states, elongated states, fragmented states, perforated states. Provide an example for each.

278) Enclaves and Exclaves

**The Austral & Pacific Realms**

279) Know the countries and capitals of the Austral Realm.

280) Describe in what ways the Austral Realm is geographically unique.

281) Compare and contrast physiographically Australia and New Zealand.

282) West Wind Drift

283) Subtropical convergence

284) Aboriginal population and Aboriginal land issues

285) Biogeography, phytogeography, zoogeography and the Wallace's Line

286) Outback

287) Import Substitution Industries

288) Tasmania

289) Southern Alps

290) Maori

291) Australian population distribution

292) UNCLOS

293) Territorial and high seas

294) Explain what is meant by median lines in regards to maritime boundaries.

295) Continental shelves

296) Exclusive Economic Zone

297) Identify at least two countries or territories located within each of the three following regions: Melanesia, Micronesia, and Polynesia

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GEOG 102 - Intro to Geography

Professor Leif Hoffmann

17 March 2016

**A Book Review of *The End of the Suburbs: Where the American Dream is Moving***

**by Leigh Gallagher**

*The End of the Suburbs: Where the American Dream is Moving* by Leigh Gallagher, is an easy-for-all-readers claim that Americans are in the midst of a permanent reversal of a trend to move to the suburbs; the “American Dream” of owning a home is moving from suburban life, back to urban life. The heft of Gallagher’s research was conducted in 2012, and was heavily influenced by the then-recent housing market collapse, and the beginning of its rejuvenation. The book is written largely in first person point-of-view and attempts to support the suburban to urban movement as a general idea, and at times seems like a persuasion that urban life is better. The claim is that this movement is a permanent trend. Leigh Gallagher is the Assistant Managing Editor of Fortune magazine in New York City, as well as a frequent spokeswoman in the fields of business and economics. She has been in upper-level positions in journalism for over a decade and is a graduate of Cornell University.

The book, published by Penguin’s business brand, Portfolio, begins with an introduction that includes a generally defined idea of suburbia as low population-density areas without easy access, and gives the layout for the support of Gallagher’s claim. There are seven chapters that follow, the first two being a historical recounting of urban and suburban development trends, focusing on the original movement into suburban living that occurred Post World War II, up until the 2007 housing market freeze. The book then divides the remaining chapters into a handful of reasons for the decline in the desirability of suburban life, and claims of where Americans will reside now and into the future. These chapters are supported by factual data, as well as by interviews conducted with professionals in housing market-related fields. All of this information is interlaced with light-hearted pop culture references, and lay-person anecdotes and opinions on why city life is better than suburban life.

**Population Geography of America: History of Sprawl and Back Again**

Although Gallagher’s definition of suburbs is kept vague, she does make a claim that this overall shift from population in the suburbs moving toward cities is more about a weakening of suburban “sprawl”, rather than about people wanting to live in inner-cities. This sprawl, or mass spreading of living communities far away from cities, began in the aftermath of World War II, when soldiers and their growing families needed quickly accessible, affordable housing. Aided by a strong reliability on automobiles and the American government readily financing new highways, the American population moved outward from cities for decades. Gallagher’s claim that this outward movement is finished, is supported in large part by arguments that gas prices

are nowhere near as affordable as they once were, that the housing market bust in 2007 stopped the suburban growth momentum permanently, and that the up-and-coming generation of millennials are “bored” in suburbia.

The book gives data on transportation costs for suburban dwellers, and this data is made important by the idea that transportation costs should be included when figuring housing costs. This is meant to say that the suburban house with a long daily commute, may not be as affordable as it at first seems. There is also plenty of evidence provided to support the slowed momentum of the housing market leading into the recession, but there is a lack of evidence included to prove this change is permanent. The attempts to support this claim are mostly the opinions of professionals who have a business connection to the housing market, builders, planners, and the like, and therefore the opinions are likely biased to their own interests. Further claims that the new generation, commonly known as the millennial generation, is bored with suburban life seems to support that this change is cyclical, rather than the permanent change Gallagher is suggesting. Generations, after all, age and are replaced with new generations and new preferences.

### **Important Natural Population Shift or Gentrification?**

Gallagher also adds her personal history of moving from the suburbs to New York City, and includes anecdotes by personal acquaintances who are all of upper socio-economic status; this is all intended as support of her claim that there is an important population shift toward cities. This leads to the question of exactly whose American Dream she is referring to in this trend. In Chapter 6, she provides examples of high-end housing going into places that were once slums in big cities across America, but her argument for change sounds more like gentrification than a population shift.

### **What is Missing Here?**

Throughout the book, the definitions of urban living versus suburban living are ever-changing, seemingly to fit with the data used to support the overall claim. For example, sometimes urban life is described as inner-city, while other times it simply means mixed-use areas with easy access. So, if the American Dream is moving from the suburbs to the cities, where exactly is that? Perhaps the book would have benefitted from population maps. Instead Gallagher opted to include photos of television shows and street views of various types of housing. The main missing component in her argument is that there is no real mention of differences in geographical regions of the country, varying economic classes, or varying ethnic groups; all of which have important differences within geographic population trends.

### **Light Reading**

*The End of the Suburbs: Where the American Dream is Moving*, is a journalistic effort to predict a permanent population shift. It mainly consists of persuasion that urban life is more beneficial than, and preferable to, suburban life. It was published in 2013, only two years into the beginning of the data showing the trend reversal, and therefore is yet to be either proven or disproven as a long term change.

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### **A Book Review of *Maphead: Charting the Wide Weird World of Geography Wonks* by Ken Jennings**

You are heading on an exciting road trip to somewhere that you have never been. Your trusty GPS is set to your destination and you are ready to go. The trip is supposed to be hundreds of miles, but you make it there in just a couple hours. When you reach your destination you should be able to smell the salty ocean air with beaches as far as the eye can see. So why is it all you see are barren fields?

This is a key problem author Ken Jennings examines in *Maphead: Charting the Wide Weird World of Geography Wonks*, published by Scribner in 2011. Under the “About Me” section of Jennings’s website it claims that he is well-known for his mastery of trivia and his 74 game win streak on the popular game show *Jeopardy*. It also tells of his popular book he wrote after his *Jeopardy* appearance called *Brainiac* that informs readers all about the world of trivia (2015). In *Maphead*, though, Jennings sets more specifically out on a journey to learn more about the world of geography and how it relates to the world today. His motivation is his love of maps and geography from a very young age. He covers a broad range of topics relating to geography such as: the history of maps, people who make imaginary or allegorical maps, spatial awareness, political maps, geocachers, and many topics in between. *Maphead* is composed of 12 chapters that are separated by these broad topics. Although Jennings is not a geographer or a professional in any field directly related to geography, he provides a broad range of useful introductory information about maps and geography throughout the book.

### **Beginning Level Geography**

Despite being a non-academic publication, *Maphead* might be useful as an introduction to the study of geography in in high school or college class. Jennings attempts to cover a wide variety of topics, but usually only touches briefly on each one of them. Therefore, he doesn’t overwhelm the reader by jumping deeply into a concept that might not be easily understood by a high school or beginning college student. The language is easy to decipher and geared toward a beginning level of geography. If you are an expert looking for information deeply rooted in a certain genre of geography; this book is not the one for you. However, if you are teaching an introductory course or just want to know a little more about geography and maps; this book would be a step in the right direction.



### **Geography Lovers of All Shapes and Sizes**

Through his research Jennings discovered that there are many types of people who not only love and enjoy geography like himself but also regularly engage maps of all kinds. A discovery Jennings doubted at first but reveals in his book: there are people who still love paper maps! The American people aren't known for their advanced geography skills so this may come as a surprise to some readers as it did to him. Just because a lot of the population is not knowledgeable when it comes to maps does not mean that people don't use them with a purpose or enjoy them in some way.

For instance, Jennings shares with the reader the types of people he met who use geography and maps in different ways in today's day and age. He visits the Library of Congress where there are millions of maps and some were even hand drawn by George Washington ("Map Collections"). Those maps are collected from all over the world and have been accessed by many different types of people including politicians and travelers. There are map collectors who do it for the novelty of a certain kind of map and/or its historical value; geocachers who hunt down packages on their GPS submitted by other people (like a treasure hunt); exclusive clubs where people travel to many locations just to cross them off of a list (100+ countries is the minimum requirement to join); authors who make imaginary maps to emphasize their novels such as Robert Jordan and James Cameron; children who make imaginary maps; and children who enter the National Geography Bee and know amazing facts about all the countries of the world. This information would be beneficial when introducing geography because it shows the different ways geography is incorporated into the lives of different everyday people.

### **You Majored in What?**

One point of concern about this book might be that Jennings has no formal education in geography or maps. He double majored in English and Computer Science in college ("About Ken"). So what makes him an expert enough to write an entire book on geography? Nowhere in the book does Jennings claim to be an expert. He simply states his love of geography and maps from childhood. He wonders what makes people enjoy these topics like he always has and from there researches and explores further. The book was well researched with 243 citations, but only provides little glimpses into a variety of topics. Thus, it is written largely at a superficial level. This is why I would discourage experts or people with advanced knowledge of geography to go to this book for specific information.

## **Spatial Awareness**

This isn't your average academic-level introductory book to geography. Largely written for a mass audience, it doesn't try to persuade readers to think one way or another, but rather provides a bulk of brief information, along with Jennings's own opinion. The author doesn't delve into more complicated topics of geography such as for instance how the discipline is taught in schools in America, if at all, or the politics of geography. One topic though at the center of the book is the general decline in spatial awareness, which is largely coinciding with technological advancements. As alluded to above, Jennings shares a story of a real couple who incorrectly plugged their destination in their GPS because of a misspelling by one letter. They ended up in a completely different destination than they intended without ever knowing they were headed the wrong way.

In sum, his book is full of opinions and superficial geographic information, but successfully addresses the serious issue of decreasing spatial awareness. It is important to understand that while technology is a wonderful asset to our lives it is just as important to be aware and understand why our world is what it is today. So how can we get our curriculum centered in a way that is geared toward helping our future generations be more spatially aware and skilled with geography? Could we even convince them it is important as technology keeps rapidly evolving?

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# The Republic of Palau

Palau is an archipelago located within the Pacific Realm in the Micronesia Region. Palau has more than 340 islands, although only nine are inhabited. Koror is the most heavily populated island and the main center for commercial activity. Babeldaob is the largest island in land area (about 80% of Palau's total area), and it is the home to Palau's capital city Ngerulmud. The inhabited islands are separated into 16 states. The geologic makeup of the islands are mostly volcanic, but there are also many limestone, or coral, islands. (Physical Features).

## Politics

The Republic of Palau has a democratic government which is set up similarly to the structure of the U.S. government, including a constitution, executive and judicial branches, and a bicameral legislature that represents each of the 16 states. The President of Palau is Tommy E. Remengesau, Jr. He is currently serving his third non-consecutive term. The government capital was relocated from Koror to Ngerulmud in 2006.

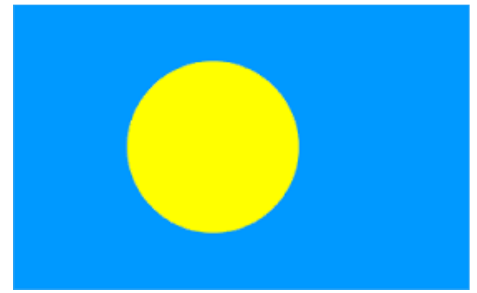
## Military

Palau has no military, but there is a military presence there. The U.S. has a 50-year agreement with Palau, in which the U.S. military can maintain a base on the islands in exchange for protection (De Blij 597).

## Economy

The Republic of Palau is largely dependent on its Compact of Free Association with the United States. Under this agreement, the U.S. is set to give Palau about \$800 million dollars in direct assistance from 1994-2024. The International Monetary Fund (IMF) has a plan in place to help ensure Palau's fiscal sustainability upon the end of this agreement; IMF's plan for Palau can be viewed at [www.imf.org](http://www.imf.org). The currency used in Palau is the U.S. dollar. The IMF shows a direct link between the value of the dollar against Asian currency and Palau's tourism industry's success, since the majority of tourists are from Japan and Taiwan. Palau's economy is heavily sustained by the tourism industry (Republic of Palau Selected Issues).

Palau is greatly dependent on imports. According to data provided by the Palaun government in 2014, the islands received nearly \$194 million dollars in imports, 40% from the U.S. and less than 10% from other Micronesian islands (Republic of Palau: Imports). The data regarding exports is varied, but



### Latitude/Longitude:

7°30N, 134°30E

### Relative Location (Approx.):

500 miles east of the Philippines

500 miles north of Papua New Guinea

2000 miles south of Japan



\*The red square denotes the capital city

### Capital:

Ngerulmud, State of Melekeok,

Babeldaob Island

### Population:

Approx. 20,000 people

typically shows less than \$15 million dollars annually, the majority of it from the fishing industry.

## Population Trends:

The size of the Palauan household is shrinking, as is the younger population. The only group with steady growth in recent decades is those over 65 years old. Palauans are also moving out of rural areas, with more than 80% of the population living in urban areas in 2012, compared to around 66% of the population 25 years prior (Population Census).

## Religion

More than half of Palau's population is Christian (mostly Catholic), while only about 10% of the population practices the traditional Palauan religion of Modekngei.

## Language:

There are two official languages, English and Palauan. Although English is one of the official languages, only about 10% of the citizens can speak it, while nearly 65% of the citizens speak Palauan.

## Compare:

Palau High School Grad Rate: 95%

U.S. High School Grad Rate: 80%

# The Republic of Palau History and Culture

## History

Archaeologists estimate that Palau was first settled more than 4,000 years ago. The islands remained isolated for thousands of years until they were seen by European navigators in the 16<sup>th</sup> Century. Between 1697 and 1711, Spain attempted to land on the islands at least eight times; each attempt failed to successfully put men on the ground. The seasonal winds and currents made it nearly impossible to reach the islands (Callaghan 363). In 1783, an English ship crashed on the shores of Palau; the men on this ship were the first to have true interaction with Palauans (Dale). But it was Spain that ultimately claimed sovereignty in 1885. Spain sold the islands to Germany after the Spanish-American War, but Japan seized the islands from Germany in 1914. The League of Nations officially gave Japan authority over Palau in 1920, and Koror was used as a seat of power for Japan in the North Pacific. In 1944, the United States took possession of the islands, and Palau eventually became a part of the United Nations Trust Territories of the Pacific Islands.

Palauans ratified their own constitution in 1981, but it wasn't until 1994 that they were officially declared a sovereign state. The same year of their sovereignty, they signed an agreement with the U.S. for a Compact of Free Association.

## Traditional Family Structure

Palauan families traditionally lived in "telungalek" a term that roughly translates into single "house" or people of the "same blood", anthropologists commonly refer to this as the matrilineal descendant group. Despite this title, the families, or "clans", can follow either the male or female blood lines. Occasionally, a family unit would live in a separate house close to the telungalek and remain financially and socially dependent. Authority in the telungalek was very structured, there was "only one voice" the families were run by a senior member of the family. The telungalek as a whole is responsible for raising the children. The children worked for the telungalek to inherit land and receive other entitlements. The father and his family could punish the children within limitations. The "okdemelel" mother's brother was more responsible for his sister's children than his own. The role of the okdemelel was to provide guidance for the child on behalf of the "keblilil" (mother's family). The children used their keblilil as a safety net in case they had problems within the telungalek.

## Modern Family Structure

Modern family life is a lot like family life in the U.S., at least in urban areas. Two working parents run the home, with a familiar struggle to find balance between home and work. Care for the children is commonly left to the "domestic help". In non-urban areas, clan-like families still exist; however, the role of the elders is often diminished to that of babysitter. The role of the okdemelel has also been reduced.

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The secular family unit handles problems internally, instead of seeking outside influences as they did in the past. Due to the many changes of the family structure, it is becoming increasingly difficult to instill the traditional Palauan values in the new generations.

## Education

Children between the ages of 6 and 14 are required to attend school. Primary and secondary education are free. In 2002, 113 students were enrolled in primary school and there was a 96.5% completion rate. Approximately 89% of students go on to secondary school; there is only one high school and it is located in Koror. A two-year, postsecondary education is also provided on the island of Koror; it involves programs intended to help students transfer to four-year institutions in Guam or the United States. Palau had an adult literacy rate of 98% in 2002.

## Climate

The Republic of Palau has an equatorial tropic climate with wet and dry seasons and a year-round growing season. Historically, global climate changes have greatly affected Palauan life. Changing sea levels from warming or cooling trends has a large impact on how islanders live (moving from low lands to high lands, and vice versa) (Clark 29). Current global warming may also destroy the coral reefs which could have a negative impact on both Palau's fishing industry and tourism industry.

## Important Ideas to Consider

- How might changing fuel costs effect the overall economy of Palau?
- What is the significance of moving the capital from Koror to Ngerulmud?
- Compare and contrast the islands of Micronesia to those of the Lesser Antilles.
- How does the U.S. presence in Palau effect the island both positively and negatively?

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# The Jordan Valley



❖ The Jordan Valley- Hebrew: הַיַּרְדֵּן עֵמֶק, *Emek Hayarden*  
Arabic: الغور, *Al-Ghor or Al-Ghawr*

## Geography

The Jordan Valley is located in the Southwest Asian Realm. It stretches from the lower course of the Jordan River, from the spot where it joins the Sea of Galilee in the north, to the end of its course where it flows into the Dead Sea in the south. This segment is 120 km (75 mi) long and 15 km (9.3 mi) wide. It was formed by the movement of tectonic plates and is also known as “The Jordan Trench”

## Demographics

- Jordanians- live mainly along the east side (Jordan border)
- Palestinians -living throughout the Jordan Rift Valley
- Israelis- live along West Bank (Israeli occupied territory)
- Bedouins- Camps of nomadic and seminomadic Bedouins still existed in the late 1980s, few exist today because of wars and destruction of farms caused by the Israeli Army

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## Agriculture



Shlomo, S. 2011. Green Spice Crops. PikiWiki, Israel

- Fertile Valley – “Cradle of the Earth”
- Dates, cucumbers, tomatoes, herbs
- Greenhouses used to grow year-round
- Israelis and Palestinians work together on agriculture

## Religious Significance

Historically, the area's fertile lands were the setting for many miracles documented in the Hebrew Bible. The Jordan River is known to Christians/Jews as the place where John the Baptist was baptized by Jesus. Religious holy sites like the Kotel (also known as the Western Wall, or Wailing Wall), the Dome of the Rock, and the Church of the Holy Sepulcher draw millions of religious pilgrims every year. Jericho is located near the Jordan River in this area. The Fall of Jericho is a well-known story from the Hebrew Bible.

## War and Politics

Mandatory Palestine (British administration after world war I) was the area west of the Jordan River. Most people know it simply as Palestine. The area to the west of the river was known as Transjordan, and was ruled by the Hashemite family. After gaining independence in 1946, the name changed to Hashemite Kingdom of Jordan. During the British Mandate period, the area experienced the ascent of major nationalist movements, by both the Jews and the Arabs. This led to the UN partition plan of Palestine into the states of Israel and Transjordan. The 1948 Arab Israeli civil war was a result of the partition, and feuds between Arab and Jewish communities. The surrounding Arab states attacked the newly established state of Israel. As a result of the war Israel retained almost 60% of the area proposed to be the Arab state by the 1948 Partition Plan. Jordan ruled over the West Bank from 1948 until 1967 when it was annexed to Israel.

## Weather

- Although the bordering plateaus receive relatively abundant rainfall, the Jordan Valley itself is not well watered(Rainshadow Effect)
- The Hula Valley receives about 22 inches (550 mm) a year, whereas only about 3 inches (75 mm) fall north of the Dead Sea.
- Winters along the river are mild, especially in the south, but summers are torrid, again increasingly toward the south.

## Israel-Jordan Peace Treaty

The two countries that occupy the Jordan Valley signed a peace treaty in 1994. The major points of this agreement are:

- International Boundry
- Security
- Water
- Freedom of passage
- Places of Significance
- Refugees
- Normalization of relations





### Economics of Israel

Israel and Palestine mostly use the Israeli shekel for currency, which equates to about \$0.28 US dollars. Israel is a democratic republic with no written constitutions. It is technologically advanced and produces many exports, 35% of which go to the U.S. Israel is self-supported in its food supply except for grain which it imports. Agriculture accounts for only 2% of the GDP but 23% of the land is farmed

### The Jordan Side of the Valley

The west bank of the Jordan valley belonged to Jordanian Kingdom after the war of 1948 (1949 cease-fire agreement). After 1967 Jordan lost the west bank to Israel. Which was 40% of the usable agriculture land. Today, 60% of the agriculture produce from Jordan is grown in the Jordan valley (east side that is currently in Jordan territory). 90% of livestock is sheep and goats, which are raised for milk and food. Fishing is not a source of food because the rivers do not have many fish and the Dead Sea has no life due to the extremely salty conditions.

### Discussion Questions

1. How have the religions of the different groups of people in this area contributed to shaping the politics of this area?
2. How has the US/UN been involved in these conflicts?
3. What economics of the area can consumers affect from this area?
4. How have the people and politics affected the agriculture and physical geography of the Jordan Valley?

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