I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VII – Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Geography</td>
</tr>
<tr>
<td>Course Title</td>
<td>Geography of World Regions</td>
</tr>
<tr>
<td>Course #</td>
<td>GEOG U 103(S)</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor      | Sarah J. Halvorson  |
| Phone / Email   | X2793; sarah.halvorson@umontana.edu |
| Program Chair   | Jeffrey A. Gritzner |
| Dean            | Gerald Fetz         |

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://www.umt.edu/facultysenate/GENED/GE_Preamble_final.htm

GEOG 103 (Geography of World Regions) provides an overall view of how the lands and peoples of the world are organized into coherent geographical regions, how landscapes differ from region to region, and how the people differ in terms of their traits, beliefs, ways of life, and economic livelihood.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

1. systematically study individuals, groups, or social institutions;
   Students utilize core geographic concepts of location, scale, place, region, and globalization to develop an understanding of the geographic similarities and dissimilarities of world regions.

2. analyze individuals, groups, or social problems and structures; and/or
   Students analyze the complexity and diversity of social, cultural, historical, economic, political, and environmental conditions and processes that have produced various regional geographies.

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.
   Students use and interpret maps, spatial data, and other geographical tools and technologies (e.g., graphs, data tables, photographs, documentary film) for the purposes of geographical investigation and analysis.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
1. **Students taking courses in the Social Sciences Perspective will be able to:**
   - Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;
   - Students gain basic geographical literacy that is fundamental to being a citizen of the 21st century. In the context of the course, this does not simply mean memorized facts about regions, countries, and capitals. Rather, it means building an understanding of the processes that influence how regions came to be, how they relate to other regions, and how various regions matter in the world today.

2. **use theory in explaining these individual, group, or social phenomena; and/or**
   - While the course is ostensibly about world regions and engaging the theory of regional geography, there are also several underlying theoretical frameworks that are highlighted throughout the course. These include a critical appraisal of: (1) the processes and practices of international development; (2) “globalization” and the increasing interconnectedness of the world; and (3) society-environment interactions with special attention to pressing water problems people are confronting today.

3. **understand, assess, and evaluate how conclusions and generalizations are justified based on data.**
   - Using a variety of data and information sources, students develop skills in critical thinking about how regions are defined, represented, and interpreted.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*

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**GEOGRAPHY OF WORLD REGIONS (GEOG 103S)**

**Meeting Times:** Tuesdays and Thursdays, 2:10p.m.-3:30p.m.

**Instructor:** Dr. Sarah J. Halvorson  
Office: Old Journalism Building Room 211, Phone Number: 243-2793  
E-mail: sarah.halvorson@umontana.edu  
Office Hours: Tuesdays and Thursdays 1:00-2:00 p.m.

**Teaching Assistant:** TBA
Online Course Resources:
Blackboard: http://umonline.umt.edu
TextBook Website: http://www.prenhall.com/rowntree

COURSE DESCRIPTION

We are living in a fast changing world that is shrinking. We're going to become closer neighbors still. We are going to have to understand each other better. And we'll have to recognize that regardless of where we come from, no matter what our color or background, we all initially sprang from the same source.

We'll have to learn to get along with one another. So we should listen to the other person. It will be a matter of accommodation and compromise, knowledge and understanding.

Future generations haven't been given much of a legacy, but have been given a great challenge and what they do will determine what their successors will be.

- Former U.S. Senator, Ambassador, and Montanan Mike Mansfield during his message to American Youth and to The University of Montana Administration, November 1989

How prescient the words of Montanan Mike Mansfield were over a decade ago. One starting point for meeting what Mansfield describes above as the “great challenge” presented by life in a global society is to build a basic level of geographical literacy. The purpose of this course – Geography of World Regions – is to do just that. “Geographical literacy” in the context of this course does not simply mean memorized facts about region, countries and capitals. Rather, it means building an understanding of the processes that influence how regions came to be, how they relate to other regions, and how various regions matter in the world today. To appreciate these issues, we will examine specific regions that show how historical, political, social, economic, and environmental factors and forces shape the geography of the world around us. This is not merely to gain basic competence in a specific body of knowledge, but rather to understand the geographies that those before us have created as well as those we will help to create in the future. The hope is that this type of understanding and geographic perspective will help you be a more informed and civically engaged global citizen.

While the course is ostensibly about world regions, there are also several underlying themes that will be highlighted throughout the course. These themes include a critical appraisal of: (1) the processes and politics of “development”; (2) “globalization” and the increasing interconnectedness of the world; (3) society-environment interactions with special attention to the most pressing water problems that people in the world are confronting; and (4) critical thinking about data and information sources.
In addition to addressing these themes, this course is designed to encourage you to ask questions about regions and our relationship to them. Thus, we will strive to learn a new way of thinking critically about the world that will be meaningful to you beyond the scope of this course.

The course adopts both a historical and current-events perspective on the various geographies of contemporary regions. As such, we will cover a variety of topics and a daunting amount of geographical territory in a short period of time. In order to succeed in this course, it is imperative that you remain on schedule with course readings and assignments.

COURSE OBJECTIVES AND OUTCOMES

Upon completion of this course, it is my hope that students will have acquired:

1. Skills in the use and interpretation of maps, spatial data, and other geographical tools and technologies (for example, charts, graphs, tables, photographs, documentary film, etc.) for geographical investigation;

2. Knowledge and understanding of the geographical concepts and theories of location, scale, place, region, and globalization;

3. A grounding in the study and analysis of human-environment interaction with an emphasis on world water issues and problems;

4. A deeper understanding of the complexity and diversity of social, cultural, historical, economic, political, and environmental conditions and processes that have produced various regional geographies; and

5. An appreciation of what it means to live in a global society and to be a global citizen.

REQUIRED MATERIALS

2. Globalization and Diversity Interactive CD
3. Atlas of World Geography
4. Globalization and Diversity Mapping Workbook

PLEASE NOTE: Copies of the textbook, CD, atlas, and Mapping Workbook have been placed on TRADITIONAL RESERVE in the Mansfield Library.

BLACKBOARD COURSE SUPPLEMENT
Copies of the syllabus, handouts, study guides for the exams, and other course related information will be posted for you on Blackboard. This is a resource you can access at any time. You can log on to the Blackboard system to access supplemental materials at: http://umonline.umt.edu/. You must use your Official University Email Address to access all postings on Blackboard.

COURSE REQUIREMENTS

Lectures and Attendance

• In order for us to achieve the goal of acquiring geographical knowledge about the regions of the world, your attendance and active participation in the lectures are absolutely critical. It should be stressed that lectures will go beyond the material presented in the textbook; reading the textbook and showing up for exams will simply not be enough to pass this course.
• If you miss lecture, it is your responsibility to get the notes from one of your colleagues in the class.

Map Projects

• Eleven map projects, one for each world region we will be covering, will be assigned during the course. Each map project is worth 20 points.
• The projects will require working through the Mapping Workbook which comes with your textbook. I encourage you to bring this workbook to class. For each regional map, you will need to identify the features listed in the Mapping Workbook including physical geography features, the countries, the capital cities, and sub-regions (if indicated).
• A late map project will be accepted at the class meeting following the due date; however, ten points will be taken off for lateness. If a map project is late due to an unforeseen medical difficulty or family emergency, appropriate documentation must be provided stating such in order for the lateness to be excused.

• If you have questions or run into problems in preparing the map projects, please consult the TA.

In-class Writing Exercises
• **There will be 10 in-class writing exercises throughout the semester. You have the possibility of earning up to 100 points. Please note that these will be in-class only exercises!**

*Exams:*

• **There will be three exams this semester. The exams will test your knowledge and understanding of material presented in class, videos, and readings. The exam questions will be in multiple-choice format.**
• **For each exam you will need a red scantron form which you can purchase from the UM Bookstore.**
• I encourage you to note all exam dates indicated on the course outline. The final exam time will not be rescheduled to accommodate students’ travel/vacation plans at the end of the semester.
• **Make-up exams will not be given. If a missed exam is due to an unforeseen medical difficulty or family emergency, appropriate documentation must be provided stating such in order to be considered for a make-up exam. Please consult the TA to schedule make-up exams.**

*Extra Credit:*

It is possible to earn a maximum of 10 extra credit points during the semester. Potential extra credit activities which are worth up to 5 points each include: attending a scholarly lecture on campus, viewing a documentary film, or participating in a community service activity which has an international dimension to it. A typed response paper (1-3 pages in length) summarizing the activity, the issue or problem addressed, what you learned, and how it relates to course material must be turned in to me in order to receive points. Extra credit work will be accepted up until the last class meeting.

*GRADES*

The grading summary is as follows:

**Grading Summary:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Projects</td>
<td>220 points</td>
</tr>
<tr>
<td>In-class Writing Exercises</td>
<td>100 points</td>
</tr>
<tr>
<td>Exams</td>
<td>450 points</td>
</tr>
<tr>
<td>Final Grade</td>
<td>770 possible points</td>
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Course grades will be based on the following percentages of the total points possible for the course:

A: 100-90%  B: 89-80%  C:79-70%  D:69-60%  F:59-0%
Please note: All courses taken at The University of Montana to satisfy General Education Requirements, both Competency Requirements and Distributional Requirements, must be taken for traditional letter grade (A-F).

**Statement on University Student Conduct:**

All students at The University of Montana must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to the course; Regions and Their Representation&lt;br&gt;Globalization and Development: Current Debates</td>
<td>Ch. 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>The Changing Global Environment&lt;br&gt;Geographic Perspective on World Water Problems</td>
<td>Ch. 2</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Latin America&lt;br&gt;Water Issue 1: Groundwater Depletion in Mexico, <strong>Map Project 1</strong> Due</td>
<td>Ch. 4</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>The Caribbean</td>
<td>Ch. 5</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Sub-Saharan Africa&lt;br&gt;Water Issue 3: Drought Hazard in the Sahel, <strong>Map Project 3 Due</strong></td>
<td>Ch. 6</td>
</tr>
</tbody>
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Week 6

EXAM I

Southwest Asia and North Africa Ch. 7

Week 7

Water Issue 4: Hydropolitics of Southwest Asia, Map Project 4 Due
Focus on Morocco: Dr. Taoufik Ahmed Agoumy, Visiting Scholar

Week 8

Europe Ch. 8

Water Issue 5: Acid Rain and Its Impact in Europe, Map Project 5 Due

Week 9

The Russian Domain Ch. 9

Water Issue 6: Water Quality and Lake Baikal, Map Project 6 Due

Spring Break

Week 10

Central Asia, Water Issue 7: The Aral Sea Crisis, Map Project 7 Due
EXAM II Ch. 10

Week 11

East Asia Ch. 11

Water Issue 8: Urban Water Issues in China, Map Project 8 Due

Week 12

South Asia Ch. 12

Water Issue 9: Water at the Roof of the World, Map
Project 9 Due

Week 13
Southeast Asia  Ch. 13
Water Problem 10: Flood Hazard in SE Asia, Map Project 10 Due

Week 14
Australia and Oceania  Ch. 14
Water Issue 11: Sea Level Rise and the Fate of Islanders, Map Project 11 Due, Course Wrap-Up

Finals Week  EXAM III