Regional Geography of the World

GEO103-lec-01
Spring 2024

Class Time & Location: Tues. & Thurs. 2:00p-3:15p in Spencer 249
Instructor: Kyle B. Carpenter
Office: Spencer 254
E-Mail: kcarpenter@uarichmountain.edu
Phone: 479-394-7622 ext. 1342
Office Hours:

Monday	8:30a-9:30a & 2:00p-4:00p
Tuesday	8:30a-11:00a & 3:30p-5:00p
Wednesday	8:30a-9:30a & 2:00p-5:00p
Thursday	8:30a-11:00a & 3:30p-5:00p
Friday	8:30a-1:00p

This syllabus is intended as a set of guidelines. Your instructor reserves the right to make modifications in the content, schedule, and requirements as necessary to promote the best educational environment possible within the prevailing conditions affecting this course.

Texts:

White, George, et.al, *Essentials of World Regional Geography*, 3rd ed. 2014.

Class Focus: Instructor's Overview of the Class

Course Description

This course illustrates world conditions as they exist in the environment and the various cultures. It introduces map reading of the various continents and other important geographical concepts. This course requires at least one paper using a documentation format.

Program Outcomes

Students will increase their

- writing, reading, speaking, and listening skills,
- understanding of different cultures and societies across the globe and how both have changed over time, and
- technological and research skills.

Rationale

This course provides the means by which students will accomplish the Program Outcomes outlined in the college catalogue as evidenced by the listed course objectives. This course will allow students to utilize geographical knowledge, research, collaboration, and presentation skills in future college endeavors and throughout their life. It offers a vast survey of world regional geography. Students are introduced to the multiplicity and diversity of regional space. They discover and develop themes like natural environments, human geography, population, politics, economics, and human rights. They also investigate the sources and methods of geographic knowledge. Students will sharpen their reading and study skills as well as their ability to express themselves verbally and in writing. They will also demonstrate their abilities to analyze and synthesize information to become better critical thinkers.

Course Outcomes

By the end of the semester students should be able to:

1. Understand the concept of the spatial perspective and how it applies to geography.
2. Explain the basic spatial distribution of physical and human earth phenomena.
3. Utilize demographic data to show human population patterns, consequences, and forecasts.
4. Recognize economic factors and the influences of globalization.
5. Demonstrate the interconnectedness between humans and their environment.
6. Collate data to produce legible visualizations.
7. Improve reading and critical thinking skills by various independent reading projects and writing at least one scholarly paper.
    a. Components include:
        i. Proper grammar
        ii. Proper documentation (citations)
        iii. Understanding and using reliable sources

TENTATIVE SEMESTER READING AND TESTING SCHEDULE

Week 1- Jan. 16: Introductions
Jan. 18: What is Geography?

-Introductory Materials Quiz due Jan. 18

Week 2- Jan. 23: Regions and Physical Geography
Jan. 25: Regions and Human Geography
-Travel Journal entry 1 due Jan. 25
-Travel Journal entry 2 due Jan. 25
-Weekly Reflection 1 due Jan. 25
- Read Chapter 1 in *Essentials in World Regional Geography*

Week 3- Jan. 30: North America's Physical Geography
Feb. 01: North America's Human Geography
- Travel Journal entry 3 due Feb. 01
- Travel Journal entry 4 due Feb. 01
-Weekly Reflection 2 due Feb. 01
- Read Chapter 11 in *Essentials in World Regional Geography*

Week 4- Feb. 6: Introduction to Europe
Feb. 8: Western & Northern Europe
-Travel Journal entry 5 due Feb. 8
-Travel Journal entry 6 due Feb. 8
-Weekly Reflection 3 due Feb. 8
- Read Chapter 2 in *Essentials in World Regional Geography*

Week 5- Feb. 13: Mediterranean Europe
Feb. 15: East Central Europe
-Travel Journal entry 7 due Feb. 15
-Travel Journal entry 8 due Feb. 15
-Weekly Reflection 4 due Feb. 15
- Read Chapter 2 in *Essentials in World Regional Geography*

Week 6- Feb. 20: Russia's Physical Geography
Feb. 22: Russia's Human Geography
-Travel Journal entry 9 due Feb. 22
-Travel Journal entry 10 due Feb. 22
-Weekly Reflection 5 due Feb. 22

- Read Chapter 3 in *Essentials in World Regional Geography*

Week 7- Feb. 27: East Asia's Physical Geography
Feb. 29: Traveling to and around East Asia (ONLINE)
-Travel Journal Entry 11 due Feb. 29
-Travel Journal Entry 12 due Feb. 29
-Weekly Reflection 6 due Feb. 29
- Read Chapter 4 in *Essentials in World Regional Geography*

Week 8- Mar. 5: East Asia's Human Geography
Mar. 7: Midterm Project Workshop-Building Visualizations
-**Midterm due Mar. 7**

Week 9- Mar. 12: Southeast Asia's Physical Geography
Mar. 14: Southeast Asia's Human Geography (ONLINE)
-Travel Journal Entry 13 due Mar. 14
-Travel Journal Entry 14 due Mar. 14
-Weekly Reflection 7 due Mar. 14
- Read Chapter 5 in *Essentials in World Regional Geography*

Week 10- Mar. 19: Spring Break
Mar. 21: Spring Break

Week 11- Mar. 26: South Asia's Physical Geography
Mar. 28: South Asia's Human Geography
-Travel Journal Entry 15 due Mar. 28
-Travel Journal Entry 16 due Mar. 28
-Weekly Reflection 8 due Mar. 28
- Read Chapter 6 in *Essentials in World Regional Geography*

Week 12- Apr. 2: Southwest Asia's Human and Physical Geography
Apr. 4: North Africa's Human and Physical Geography
-Travel Journal Entry 17 due Apr. 4
-Travel Journal Entry 18 due Apr. 4
-Weekly Reflection 9 due Apr. 4

- Read Chapter 7 in *Essentials in World Regional Geography*

Week 13- Apr. 09: Sub-Saharan Africa's Physical Geography
Apr.11: Sub-Saharan Africa's Human Geography
-Travel Journal Entry 19 due Apr. 11
-Travel Journal Entry 20 due Apr. 11
-Weekly Reflection 10 due Apr. 11
- Read Chapter 8 in *Essentials in World Regional Geography*

Week 14- Apr. 16: Central America's Human & Physical Geography (ONLINE)
Apr. 18: South America's Human & Physical Geography
-Travel Journal Entry 21 due Apr. 18
-Travel Journal Entry 22 due Apr. 18
-Weekly Reflection 11 due Apr. 18
- Read Chapter 10 in *Essentials in World Regional Geography*

Week 15- Apr. 23: Australia, Oceania, & Antarctica's Physical Geography
Apr. 25: Australia, Oceania, & Antarctica's Human Geography
-Travel Journal Entry 23 due Apr. 25
-Travel Journal Entry 24 due Apr. 25
-Weekly Reflection 12 due Apr. 25
- Read Chapter 9 in *Essentials in World Regional Geography*

Week 16- Apr. 30: Final Project Workshop
May 02: World Regional Geography in Context
-Weekly Reflection 13 due May 02
- Read Passi, "Regional Geography" (on Blackboard)

Finals Week: Final Projects due w/presentations

Class Requirements

Course Structure & Content:

This class is based on lectures in-class and on Zoom, reading, discussion, and supplemental material located on Blackboard. See attached class and Zoom norms.

Make sure to keep up with your **schedule** in the syllabus and create regimented schedules for yourselves so you do not miss assignments. Also, always make sure to follow the syllabus and the Blackboard course modules as they guide you. Finally, make sure to follow all directions as they are given. This means you should take the time to read thoroughly all the instructions of all the assignments. A huge part of your grade in this course relies on you taking personal responsibility for your work. Manage your time and follow instructions and you will succeed.

UARM Credit Hour Calculator

For every course credit hour, you should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, research, writing papers, working with your team, and other activities that enhance learning. For a three-hour course in a regular semester, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class.

Assignments

1. Weekly Reflections: Write a one paragraph (150-300 words) response to a prompt found on Blackboard. The paragraph needs to include a clear, articulate ABC thesis backed up with evidence from class lectures, discussions, and the textbook materials. The evidence you use needs to be cited utilizing Chicago Style footnote citations. Submissions without citations will receive a zero. Further information on formatting and citations can be found on Blackboard.

2. Travel Journals: Each day in class, we will have a brief lecture over key regional geographic concepts. Then, you will break into groups to research geographic concepts and data. You will use the textbook, resources the instructor brings to class, and online resources (The Lost Geographer, Borders of Adventure, Wikitravel, US State Dept., etc.) to put together your travel journal.

3. Midterm Project: Build a geographic dataset & visualization
During midterm week, we will build a dataset from your journals and reflections to create a visualization. Find detailed instructions for your midterm paper on Blackboard.

4. <u>Final Project</u>: "Globetrotter Expedition Itinerary"
Utilizing all the information and skills you gained in class, you will develop a thematic itinerary describing the necessary information needed to travel around the world. Find detailed instructions for your final project on Blackboard.

Grading Criteria

One midterm project, 1 final project, 13 Weekly Reflections, 24 travel journal entries and a short extra credit assignment will be used to determine grades. The two projects are both worth 25% of your overall grade each. All reflections will be worth 26% of your overall grade. All travel journals will be worth 24% of your overall grade. YOU MUST COMPLETE THE INTRODUCTORY QUIZ BEFORE I WILL GRADE ANY OF YOUR ASSIGNMENTS IN THIS CLASS!
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below
I will announce all assignments in class. Students need to be present if they are to benefit from instruction and know the exact dates of all assignments. However, much of the information you need can be found on Blackboard. Assignments will be due Thursday nights at 11:59 pm Central Time on Blackboard.

<u>Late Work</u>

-You must turn in Travel Journals on time. I will not accept late Travel Journals. If you miss classes with an unexcused absence, you will receive a zero on your Travel Journal for that day. If you have an excused absence, I will give you an additional writing assignment to make up for your Travel Journal.
-I will take a 10% per day deduction off late Midterms and Reflections. If you turn in a Journal or Midterm more than nine (9) days late, it will receive a zero.
-There can be no late Finals. You must turn your Final Projects in on time!

<u>Voluntary Extra Credit</u>: There will be a 10-point extra credit assignment.

<u>Academic Dishonesty</u>

Scholastic dishonesty is unacceptable and is not tolerated. Actions taken by individual instructors in response to a case of scholastic dishonesty by students may include (1) assigning a zero for the paper, project, exercise or test and/or (2) requiring the student to resubmit another paper, project, or exercise or to retake the test. In cases of serious or repeated scholastic dishonesty, the student may be referred to the Vice Chancellor of Student Affairs or his designated representative for disciplinary review subject to possible disciplinary action including removal from the course. Scholastic dishonesty is defined as misconduct including, but not limited to, plagiarism, cheating and collusion.

Statement on Artificial Intelligence

Large language models, what businesses have marketed as artificial intelligence, are useful tools that we will utilize in the classroom. However, students should never allow one of these models to complete an assignment for them. They should be treated as an additional tool in the academic toolbelt. I will treat assignments that include excessive artificial syntax as plagiarized. Assignments with artificial syntax look like machine learning technologies generated them rather than human thought.

Diversity and Inclusion

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Communication

The primary form of electronic communication in this course will be by email. You must check your UA Rich Mountain email regularly. I highly recommend you set up your UA Rich Mountain email to push to your phone so that you get notifications that you received an email. If you need to contact me, the best way is also via email at kcarpenter@uarichmountain.edu. However, during my office hours you can visit my office or call my office phone at ext. 1342.

Title IX: The University of Arkansas Community College Rich Mountain (UA Rich Mountain) is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, sexual orientation, gender identity, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical, mental disability, or genetic information. Such an environment is necessary to a healthy learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited. All complaints or concerns should be submitted to the Title IX coordinator at 479-394-7622 ext. 1460

Disability Policy: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 394-7622 ext.1400.

Arkansas Clean Air Act: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

Student Misconduct: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA Rich Mountain catalog.

See Something … Hear Something … Say Something
Suspicious behavior should be reported to Deputy on campus at (479) 394-7622 ext. 1700 OR through an anonymous email link found on the college webpage. The Deputy Sheriff's office is located in the Spencer Building across from the library.

UA Rich Mountain Mission: UA Rich Mountain provides transformative education to all learners.