

**The University of Wisconsin-Milwaukee**  
**Department of Geography**

**Geography 110**  
**The World: Peoples and Regions**  
**Bolton B40**

**Summer III 2009: 1:30 p.m.-4:10 p.m., M-Th. (3 credits)**

This course satisfies L&S International Requirement;  
approved to meet the General Education Requirements (GER)

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**The World: Peoples & Regions**

*Most people have an understanding of what their own lives are like and some knowledge of their own areas—their neighborhood, their city, their country. Yet, even as the countries and regions of the world become interconnected, most of us still know very little about the lives of people in other societies or about the ways in which the lives of those people connect to our own.*

Marston, Knox, and Liverman (2003)

In this new century, a new global order is emerging. Increasingly, travel and communications extend our experience of the world, while international trade and political organizations become more wide-ranging in significance. Knowledge of geography—and of how local places relate to the global context—is ever more important for living in our world. What problems face the Israeli-Palestinian negotiators? What are the real problems behind the conflict in Northern Ireland? These and many more issues like them make the headlines in the newspapers and on the TV news. Each has a geographic component affecting a group of countries, a particular country, or a region within a country. These issues can also have wider implications for surrounding countries or even for the rest of the world!

Geography is about recognizing and understanding the interdependence among places and regions, without losing sight of the individuality and uniqueness of specific places. Geography is the study of how humans live in varied ways in different parts of the world. Defining where places are on the globe and how they differ from other places is a start, but geographers are particularly interested in explaining the diversity in the distributions of people, economic processes, political activities, cultural distinctions, and environmental conditions around the world. Geographers compare places to link the political, economic, and cultural phenomena at different spatial scales of regions—from the global scale, through regional groupings of countries that comprise world regions, to individual countries, down to small local regions within particular countries. The physical and biological environments provide very significant contexts for the human activities within different regions (Bradshaw 2002).

Basic tools and fundamental concepts enable geographers to study the world in this way. Geographers learn about the world by finding out where things are and why they are there. Maps and mapping play a key role in how geographers analyze and portray the world. Maps are also key in introducing to other people the ideas of geographers concerning the way that places and regions are constructed and altered.

An understanding of geography is important, both from an intellectual point of view (that is, in understanding the world around us and its different regions) and from practical points of view (such as in contributing to public policy-making, political analysis, business efficiency, environmental quality, human rights, and social justice) (Knox and Marston, 1998).

The goals for students in this course are to:

- appreciate the uniqueness and diversity of the world and its major regions.
- comprehend some of the basic (human and physical) geographical concepts necessary to study world regions and their complexity.
- understand important global connections and interactions.
- become aware of the differences between the more and less developed regions of the world and the implications of these differences.
- recognize the interconnections between yourself/your region and the peoples in other regions.
- appreciate how a geographic approach (that emphasizes a knowledge of locations, their characteristics, and interactions) is key to studying the world and its major regions.

This course is a broad introduction to world regional geography. The time constraints posed by trying to introduce the world and its major regions in only one semester mean that we cannot delve deeply into any one region for several weeks. This kind of in depth study can be done, however, in one of the Geography Department classes that focus on a particular region of the world that may have attracted your interest during this world regional course, such as Europe or Asia.

## Topics and Readings

### A World of Regions

**Mon. Jul 20** (a) Introduction to the Course: Our World and Geography.

*Reading: Marston et al: Preface, pages xi-xv;  
Ch. 1, pages 1; 7-9 ; 13-16; 29-33.*

(b) Geography of a Diverse and Interconnected World.

*Reading: Marston et al: Ch. 1, pages 2-7.*

**Tue. Jul 21** (a) Basics of World Regional Geography: Demographic, Political, Economic, and Cultural Ideas and Principles.

*Reading: Marston et al: Ch. 1, pages 9-13; 17-19; 33-40; 48-52.*

(b) Basics of World Regional Geography: Physical Geography Ideas and Principles.

*Reading: Marston et al: Ch. 1, pages 20-29.*

### Europe

**Wed. Jul 22** (a) European Urban Development.

*Reading: Marston et al: Ch. 2, pages 58-71; 76-79; 93-102.*

(b) The Industrial Revolution.

*Reading: Marston et al: Ch. 2, pages 71-75; 87-88.*

**Thur. Jul 23** (a) The European Union and an Expanding Europe.

*Reading: Marston et al: Ch. 2, pages 88-93.*

(b) Devolution within European Countries and the Case of Northern Ireland.

*Reading: Marston et al: Ch. 2, pages 79-87.*

**Mon. Jul 27 \*\*\*\*\* EXAM 1 \*\*\*\*\***

### United States and Canada

**Tue. Jul 28** (a) US and Canadian Settlement.

*Reading: Marston et al: Ch. 6, pages 272-283; 287-297.*

(b) US and Canadian Urban Landscapes.

*Reading: Marston et al: Ch. 6, pages 283-287.*

**Wed. Jul 29** (a) US and Canadian Metropolitan Development.

*Reading: Marston et al: Ch. 6, pages 297-298; 300-307.*

(b) North America and the North American Free Trade Agreement (NAFTA).

*Reading: Marston et al: Ch. 7, pages 354-355.*

### **Latin America**

**Thur. Jul 30** (a) Economic Development: From Periphery to Semi-Periphery.

*Reading: Marston et al: Ch. 7, pages 324-348; 352-54; 355-58.*

(b) Latin American cities.

*Reading: Marston et al: Ch. 7, pages 358-361.*

### **Russian Federation, Central Asia, and the Transcaucasus**

**Mon. Aug 3** (a) Socialist Economics and Politics.

*Reading: Marston et al: Ch. 3, pages 108-113; 121-125; 132-133; 136-138.*

(b) The Soviet Legacy.

*Reading: Marston et al: Ch. 3, pages 116-121; 126-132; 138-142.*

**Tue. Aug 4 \*\*\*\*\* EXAM 2 \*\*\*\*\***

### **South Asia**

**Wed. Aug 5** (a) Economic Growth and Population Problems

*Reading: Marston et al: Ch. 10, pages 472-493.*

(b) Religion; House Types as an Indicator of Material Culture.

*Reading: Marston et al: Ch. 10, pages 494-501; 503-508.*

### **East Asia**

**Thur. Aug 6** (a) East Asia and China.

*Reading: Marston et al: Ch. 8, pages 378-90; 397-401; 413-415.*

### **Southeast Asia**

(b) Economic Development: From periphery to core?

*Reading: Marston et al: Ch. 9, pages 426-437; 443-447; 448-455; 465-467.*

## **Middle East (Southwest Asia) and North Africa**

**Mon. Aug 10** (a) Oil and Religion.

Reading: Marston et al: Ch. 4, pages 154-161; 170-171; 173-174; 176-180; 196-204.

(b) Israel, Gaza, and the West Bank.

Reading: Marston et al: Ch. 4, pages 165-167; 174-176; 180-183; 187-190.

## **Sub-Saharan Africa**

**Tue. Aug 11** (a) Economic development.

Reading: Marston et al: Ch. 5, pages 210-221; 238-246; 255-258.

(b) Colonialism and its legacy.

Reading: Marston et al: Ch. 5, pages 228-237; 246-248; 250-253.

**Wed. Aug 12** (a) South Africa.

Reading: Marston et al: Ch. 5, pages 237-239.

## **Future Regional Geographies**

(b) The future?

Reading: Marston et al: Ch. 12, pages 564-572.

**Thur. Aug 13 \*\*\*\*\* EXAM 3 \*\*\*\*\***

### **Required Readings**

Marston, Sallie A., Paul L. Knox, and Diana M. Liverman (2008). *World Regions in Global Context: Peoples, Places, and Environments*. Third Edition. Upper Saddle River, NJ: Pearson-Prentice Hall. ISBN-13: 978-0-13-229835-3; ISBN-10: 0-13-229835-X

### **Course Requirements, and University and Departmental Policy**

There will be three exams that are based on material from the lectures and required readings. The material in the lectures and required readings complement each other - one is not a substitute for the other - students need to attend lectures *and* read the required readings.

Grades in this course will be assigned based on your performance in three examinations containing 50 multiple-choice questions each. The three examinations will be as follows:

Exam 1 (one third of grade):

covering material (lectures and required readings) from the beginning of the semester up to the first exam. In class – Monday, July 27.

Exam 2 (one third of grade):

covering material (lectures and required readings) between the first and second exams. In class – Tuesday, August 4.

Exam 3 (one third of grade):

covering material (lectures and required readings) between the second and third exams. In class – Thursday, August 13.

Students are expected to attend all lectures, participate in any class discussions, read the required materials, and take all exams.

If you miss class, it is your responsibility to obtain copies of class notes from other class members. I do not provide lecture notes to students. I encourage you, however, to come to my office hours or make an appointment to meet with me if you would like me to go over lecture material with you.

A **makeup examination** will be provided for the exams only for students with unavoidable or legitimate absences (for example, verified illness, subpoenas, jury duty, and military service). It is the responsibility of the student to notify the instructor of such circumstances before the exam. Students are expected to notify us as far in advance of the examination as possible; two days notice is normally required. Please send an e-mail or leave a detailed message on the instructor's voicemail or the Department of Geography's voicemail if you are unable to contact the instructor in person.

For all students requesting a makeup examination, it is the responsibility of students to provide written verification setting out why they were not able to take the exam on the day and at the time in the syllabus. In order to be fair to all students, it will **not** be possible to provide a makeup examination for students who fail to provide written verification and to notify us before the exam (except in exceptional cases). The exceptional cases for allowing a makeup without prior notification include unexpected reasons (e.g. car accident on the way to the exam, very sudden illness requiring an emergency room visit just prior to the exam, etc.). If an unexpected event such as this prevents the student for notifying the instructor before the exam, the student is required to contact the instructor as soon as possible and to provide written verification (e.g. police report of a car accident, emergency room documentation, etc.).

Unless a legitimate reason (a verified illness, hospital stay, jury duty, etc.) prevents it, the makeup examination **must** be taken before the next class meeting. Once a makeup examination is arranged for a student, it is the student's responsibility to show up at the time and place arranged. A subsequent makeup examination will **not** be arranged if the student fails to show up for reasons, such as not being able to find the room for the makeup examination.

Make-up exams are usually essay format.

The grades for this course will be assigned using the following scale:

A	93-100%	Achievement of outstanding quality.
A-	90-92%	Achievement of slightly less than outstanding quality.
B+	87-89%	Achievement of slightly more than high quality.
B	83-86%	Achievement of high quality.
B-	80-82%	Achievement of slightly less than high quality.
C+	77-79%	Work of slightly more than acceptable quality.
C	73-76%	Work of acceptable quality.
C-	70-72%	Work of slightly less than acceptable quality.
D+	67-69%	Work slightly below the quality expected.
D	63-66%	Below the quality expected.
D-	60-62%	Barely above failing.
F	≤59%	Failure.

Students in L&S can register credit/no credit for one course per semester (with a maximum of eight courses) for courses, other than Honors courses, that are not in the student's major. Students who register credit/no credit for this course must earn a grade of "C-" or better to receive credit.

There will be no extra credit offered in this course.

Registration Policies for late registration, change, add/drop and withdraw

If your payment is received after the first week of your earliest session, a late payment fee will be added to your tuition assessment.

The deadlines for making changes to your schedule for grading and records purposes are:

Add:	July 24.
Drop or withdraw <u>without</u> course transcript notation:	July 24.
Drop or withdraw <u>with</u> course transcript notation:	July 31.

Departments have the right to enforce class attendance policies, and may administratively drop students who do not meet these requirements. In particular, students who fail to attend a class during the first week of the semester may be dropped so that another student may be accommodated.

Students must obtain, in advance, instructor approval to enroll in courses that have any time conflict or overlap. Failure to do so may result in the student being administratively dropped from this course.

**Participation by Students with Disabilities:** If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

**Accommodations for Religious Observances:** Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

**Academic Misconduct:** The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Academic dishonesty is any act by a student that misrepresents the student's own academic work or that comprises the academic work of another. Examples include cheating on examinations, plagiarizing (misrepresenting as one's own any work done by another), depriving another student of necessary course materials, or sabotaging another student's work.

Classroom courtesy includes not talking in class with fellow class members or in any way disturbing class lectures; this includes sleeping or reading newspapers or other material not directly related to the class. If the class is interrupted to address an individual behavior problem, the first time is a warning, the second time is dismissal from the class.

**Complaint Procedures:** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

**Sexual Harassment:** Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.

**Incompletes:** An "incomplete" grade will be assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless the student proves to the instructor that he/she is prevented from completing course requirements for just cause as indicated above.

**Financial obligation:** The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or withdraw your registration in writing no later than the deadline listed in the Schedule of Classes.

You should also be aware of services that are available to you at UW-M that help protect students and keep UW-M a safer place, such as the BOSS (Be On the Safe Side) shuttle and the free escort service by the campus police at night.