

**Course:** **Geography of World Regions.** Analysis of the world's major geographic realms, with an emphasis on how social, economic, political and environmental factors have affected these regions, and the relationship between humankind and the environment. This course builds on the traditions of world regional geography and strives to provide an appreciation of processes working to create Earth's diverse cultural and physical landscapes.

**Instructor:** Dr. Bruce Bradford      **Office:** *explained in class*      **Phone:** messages to 406-375-0100  
**email:** bruce.bradford@mso.umt.edu

**Text:** *World Regional Geography* by Caitlin Finlayson; licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (You may access the text free of charge and download it on Moodle at our course site GPHY141S Hamilton.)

**Readings:** Readings in addition to the text chapters will be available on Moodle unless otherwise noted in the syllabus.

**Atlas:** While the text and on-line sources have world and regional maps, I would hope that you acquire a good world atlas for your personal library. An atlas will help you with the map questions on each exam. I can offer suggestions for choosing an atlas, if you like.

**Writing:** *Handbook of Current English*, or any similar recent work providing guidelines for written reports (available in Bitterroot College Student Success Center)

Course

Philosophy: The discipline of geography has been linked to **exploration** for millennia. In the Geography of World Regions, we will seek to enhance our worldview through the process that exploration embodies: curiosity about the world in which we live, and a desire to understand our relationship to it and to others around the globe. We will use a geographic approach to become familiar with the spatial structure of the many geographies of the world and its regions, and come to appreciate the global dimensions of our lives and that of others.

Learning

Outcomes

It is my hope that—on completion of this course—you will have enhanced your world view through course explorations enriched by a geographic viewpoint, one which seeks to understand the spatial structure of the world's great and varied geographies. I hope that you will gain certain geographic skills and techniques that are helpful in ordering the information we need to comprehend our world. I view my role as facilitator as we seek to understand examples of human and biophysical processes that affect the spatial structure of the world's cultural and physical landscapes. Some specific learning outcomes that I hope you will acquire include:

Understanding significant similarities and differences among the world's major regions.

A spatial viewpoint and the ability to consider various kinds of information at different scales of analysis.

Awareness of the global interconnections of the world's major regions and the character of globalization.

Skills in the use of some geographic tools, including maps, satellite imagery, charts/graphs, and models.

Appreciation of the structure of and processes affecting the spatial patterns of population, language, political systems, religion, urbanization, economies, and ethnicity in the context of the physical landscapes of macro-scale world regions.

Course

Mechanics

We will cover each world region in typically one to two weeks (2-4 class periods). A short reading quiz will be given at the beginning of each chapter in question. Details will be given in class. Each chapter will have a *Chapter Outline* containing important terms and concepts (Moodle). Similarly, for each chapter there will be a *Map List* with important geographic features or places that you should review and know (Moodle). Details will be given in class. Similarly, PowerPoints used by the instructor will be made available on Moodle. Occasional videos that correlate with class topics will be shown. Class periods will typically alternate between discussion and lecture modes. Occasional oral reports will be given by class colleagues.

**Grading:** Exam 1 + Exam 2 = 40%\*

Grade Scale (%)

Final Exam = 20%

98-100 A+

88- 90 B+

Research Report = 20%

94- 97 A

84- 88 B

Class Discussion = 20%

91- 93 A-

81- 83 B- . . . and so forth, for

each letter grade

Quizzes = 40%\*

\*The higher grade average of Exams 1 + 2 OR Quizzes will be used to compute final course grades. The two lowest quiz grades will be dropped in computing the quiz average. *You must take ALL three exams for this option to be open to you.* A short-version practice quiz, exam, and final exam will be given.

---

**Office Hours:** M, W 3:50 p.m. to 5 p.m. I can be found in the classroom, library or office computer room.

**Attendance:** I expect good attendance on your part. Up to three unexcused absences will not affect your final grade. If you have an excused absence (college excused activity, job interview, family emergency, family wedding), please notify me (email only) at [bruce.bradford@mso.umt.edu](mailto:bruce.bradford@mso.umt.edu). For the absence to be excused, I would appreciate receiving your email prior to the class period in question, and certainly no later than the beginning of the class period following the date of absence.

### **Methods of**

**Instruction:** This course relies on class discussion and instructor lecture to illuminate the major concepts and content of the syllabus. This course focuses on understanding processes related to humankind's imprint on the landscape through a spatial-analytic approach. There is a significant graphic content to the course experience (maps, graphics, photos).

**Participation:** Good class participation, and the attentiveness with which you execute assignments, will help me in determining final grades. Good class participation is characterized by thoughtful questions and responses during class, and interacting with class colleagues through the discussion of topics. Quality is more important than quantity in class discussions. Good class participation reflects a familiarity with the readings for the class period.

### **Classroom**

**Decorum:** Please refrain from texting or using personal communication devices during class. If you subscribe to the university's Emergency Notification System, please set your phones to vibrate before class begins.

### **Accommodation:**

Anyone needing accommodation for a disability or medical condition--please inform me or the college's Director of Academic and Student Services, no later than January 23, 2019.

**Safety:** I will go over the college policies pertaining to classroom safety during the first week of class.

**Honor Policy:** This course experience is a commitment to intellectual honesty and the University of Montana's published honesty/honor policy. This understanding extends to all work you do for this class, including out-of-class assignments.

### **Research**

**Reports:** You have the option of either an oral or a written research report. (See Moodle for guidelines for oral and written reports.) Your choice of report must be made no later than 1/22/20, by the end of class. (Sign-up sheets will be available in class.) Once made, you may not change your decision. This is necessary since oral report topics will become an integral part of the course content. I will then revise the course syllabus and post the final version to Moodle. So, please think carefully about your choice before this deadline. I will be available after class/during office hours if you would like to discuss your choice of topic, or perhaps consider a topic not listed on the syllabus (but related to one of the major content topics of the syllabus).

### Oral reports

Oral report topics are listed throughout the syllabus and **appear in blue** (if read in digital format).

Written reports

Written reports will be based on your reading a book of your choice from a list I have posted to Moodle. Each book focuses on people, places and things that illustrate geographic themes important to that region or area. Used copies are readily available on line, but you may be able to find one in local bookstores.

Guidelines for both oral and the written reports will be found on Moodle.

**Moodle:** PowerPoints used in class (including oral reports) will be available on Moodle for your review. Additional information/assignments/readings relating to the class will be posted there, as well. I will do my best to let you know in a timely way of any changes in the syllabus or related course matters, and post updates to Moodle. You should plan to visit GPHY141S on Moodle on a regular basis to keep current with course developments.

**Course Requirements**

**Summary:**

1. Exams 1, 2 and Final Exam  
Exam format is objective/eclectic, and typically includes the following kinds of questions: multiple-choice, matching, definition, short-answer essay, true-false, diagrams, and maps. (Map questions for each exam will be based on map lists posted on Moodle.)
2. Research Report (either oral or written)
3. Class participation
4. Other activities/assignments (even though non-graded)

**Topic/Reading/Assignment**

*(Readings listed in red may be found on Moodle.)*

**Date**

- 1.13 Introduction to Course  
Course intro Q&A; introductions; review of requirements; starting the conversation
- 1.15 **Introduction to the discipline; the where and why; spatial perspective; subdisciplines; the nature of geography; globalization and the geography of world regions; geographic tools; major course themes**  
**Reading:** Text, Ch. 1 (**Practice Quiz**); "Landscape"; "Geography"
- 1.20 **Martin Luther King, Jr. Day; NO CLASS**
- 1.22 **Introduction** to the discipline (continued)  
**Reading:** Text, Ch. 1 (**Quiz**); *The Demographic Transition Model*  
**Research Report sign-up deadline (oral and written reports)**  
**Oral Report:** Modeling an Oral Report by Bruce Bradford (Montana and the Public Land Survey System)
- 1.27 **Introduction** to the discipline (continued); focus on globalization  
**Reading:** Text, Ch. 1; "Effects of Economic Globalization"
- 1.29 **Introduction** to the discipline (continued)  
**Reading:** Text, Ch. 1; "Dismantling Empires through Devolution"
- 2.3 **Europe; shifting boundaries; a cultural quilt: language and religion; industrial revolution; European migration and demographics; shifting national identities**  
**Reading:** Text, Ch. 2 (**Quiz**)  
**Oral Report:** Hunter, The Austro-Hungarian Empire before and after the First World War
- 2.5 **Europe** (continued)  
**Reading:** Text, Ch. 2; Surk, "Balkan Breakup"
- 2.10 **Europe** (continued)  
**Reading:** Text, Ch. 2; Sullivan, "The 'Messy and Angry' Prospect of Ireland Reunifying"  
**Oral Report:** Alexa, Jewish population in Europe before and after World War II

- 2.12 **Russia and the “Near Abroad”**; physical setting; settlement and development challenges; multi-culturalism and a multinational state; current geographic issues  
Reading: Text, Ch. 3 (Quiz)  
**Oral Report:** Alexis, Boundary Changes to Poland through the World Wars
- 2.17 **Presidents’ Day; NO CLASS**
- 2.19 **Russia and the “Near Abroad”** (continued)  
Reading: Text, Ch. 3; “Steppe”; Siegelbaum, “*Virgin Lands Campaign*”; U. of Minn., “*The Cold War and Twenty-First Century Russia*”; Geldern, *Deportation of Nationalities*
- 2.24 **Russia and the “Near Abroad”** (continued)  
Reading: Text, Ch. 3; <https://www.nationalgeographic.com/culture/topics/reference/chernobyl-disaster/>
- 2.26 **Russia and the “Near Abroad”** (continued)  
Reading: Text, Ch. 3; Higgins, “*With President’s Departure, Ukraine Looks Toward a Murky Future*”
- 3.2 **Exam 1**
- 3.4 **North America; physical setting; settlement; immigration streams; evolution of the urban landscapes; industrialization and evolving global connections; geography of inequality; political landscapes**  
Reading: Text, Ch. 4 (Quiz)
- 3.9 **North America** (continued)  
Reading: Text, Ch. 4; Totenburg, “Partisan Gerrymandering: How Much Is Too Much?”
- 3.11 **Middle and South America; colonization and conquest; colonial landscapes; urban portals and primate cities; globalization in Middle and South America**  
Reading: Text, Ch. 5 (Quiz)  
**Oral Report:** Toby, The Galapagos Islands: Plate Tectonics, Hot Spots, and a Giant Tortise
- 3.16-20 **SPRING BREAK**
- 3.23 **Middle and South America** (continued)  
Reading: Text, Ch. 5; U. of Minn., “*Cuba-A Rimland Experience*”  
**Oral Report:** Greg, What is the best climate for wine production and where is it found in Latin America?
- 3.25 **Sub-Saharan Africa; physical landscapes; political ordering of space in the region; local and global economies; population dynamics; economics and globalization in the region**  
Reading: Text, Ch. 6 (Quiz); Univ. of Minn., *Introducing the Realm [of Sub-Saharan Africa]*
- 3.30 **Sub-Saharan Africa** (continued)  
Reading: Text, Ch. 6; Kunzig, “*A World of 11 Billion People*”  
**Oral Report:** Anna, What is the Sahel region of Africa and how has it changed?
- 4.1 **Exam 2**
- 4.6 **North Africa and Southwest Asia; key geographic features; religious hearths of the region and their diffusion; evolution of the modern political landscape; mosaics of culture; religious conflict in the region**  
Reading: Text, Ch. 7 (Quiz)
- 4.8 **North Africa and Southwest Asia** (continued)  
Reading: Text, Ch. 7; U. of Minn., “*Aral Sea Environmental Disaster*”  
**Oral Report:** Arthur, How did Britain gain control of Palestine, and how was Israel formed?

- 4.13 **South Asia; physical geographic processes and landscapes; settlement patterns; culture groups; population dynamics; religious geographies and diffusion processes; case study: Partition of India**  
**Reading:** Text, Ch. 8 (Quiz)  
**Oral Report:** Meghan, What is the significance of the Moghul Dynasty to South Asia?
- 4.15 **South Asia (continued)**  
**Reading:** Text, Ch. 8; U. of Minn., *"The Monsoon"*; *Google Classroom*
- 4.20 **East and Southeast Asia; cultural mosaic of the region; patterns of economic development; population dynamics of East Asia: Case studies of China and Japan; geopolitical evolution of the region**  
**Reading:** Text, Ch. 9 (Quiz); U. of Minn., *"Cultural Introduction [to Southeast Asia]"*  
**Oral Report:** Veronica, Who are the Taiwanese Indigenous People-the Atayal Tribe?
- 4.22 **East and Southeast Asia (continued)**  
**Reading:** Text, Ch. 9; Textile Magazine, *"Top Ten Textile Exporters . . ."*; Reuters, *"Tsunami hits Japan . . ."*
- 4.27 **Oceania (focus on Australia and New Zealand)**  
**Reading:** Text, Ch. 10 (Quiz); U. of Minn., *"Cultural Dynamics and the Maori"*
- 4.29 **Course wrap; deadline for submission of written reports; Q&A for final exam**
- 5.4-8 **Final Exam; time TBA**