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### GPHY 141S.01: Geography of World Regions

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### **Land Acknowledgement:**

*The University of Montana resides on the aboriginal territories of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today. We bring respect for these diverse Indigenous peoples' sacred connections to their homelands, along with their continued historical, political, and sovereign rights. We honor the path they have always shown us in caring for this place for the generations to come.*

## **GPHY 141SX: GEOGRAPHY OF WORLD REGIONS**

**~ Spring 2023 (CRN 32135) ~**

Tuesdays and Thursdays 9:30 – 10:50 p.m.  
North Underground Lecture Hall

**Instructor:** Dr. Sarah J. Halvorson  
Office: Stone Hall 211

E-mail: sarah.halvorson@umontana.edu  
Office Hours: Tuesdays 11:00-noon or by appointment

**Teaching Assistant:** Kelli Rogers  
E-mail: kelli1.rogers@umontana.edu  
Office Hours: by appointment on zoom

### **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 and Ambassador Mike Mansfield during his message to American Youth and to The University of Montana Administration, November 1989

How prescient the words of Montanan and U.S. Senator Mike Mansfield were three decades 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 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. 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 semester. 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 and other geographical tools and technologies (for example, charts, graphs, tables, datasets, photographs, etc.) for geographical investigation;
2. Knowledge and understanding of fundamental geographical concepts of location, place, region, and globalization;
3. A grounding in the study and analysis of human-environment interaction with an emphasis on world water issues and solutions;
4. A deeper understanding of the complexity and diversity of social, cultural, historical, economic, political, religious 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.

## **TEXTBOOK & MATERIALS**

We will be using the following e-textbook:

Rowntree, L., Lewis, M., Price, M. and W. Wyckoff (2020). *Globalization and Diversity: Geography of a Changing World, 6<sup>th</sup> Edition*. New York, New York: Pearson. Access details will be provided in class and on Moodle.

## **REQUIREMENTS, POLICIES, AND ASSESSMENT**

### ***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.

Attendance is strongly encouraged and will play a role in your overall grade. If you miss lecture, it is your responsibility to get the notes from one of your colleagues in the class.

### ***Map Projects:***

- Map projects are due on the dates posted in the schedule (see below for details). To complete the map projects, you will be using the textbook and consulting an atlas.
- Eleven map projects will be assigned throughout the semester. Ten projects will count toward your final grade. Your lowest grade will be dropped which implies that you can miss one project during the semester without impacting your overall grade. Map projects will be collected at the beginning of class. Late assignments will be marked 5 points off for each class period missed. Late maps will not be accepted two weeks after the deadline.
- Map projects involve two components:
  - (1) Mapping human and physical geography features; and
  - (2) Place-based reflective observational essays: These observational essays are designed to help you develop a sense of global-local connections and interpret the characteristics of a place that are shaped by globalization and world regional phenomena. These characteristics give meaning and diversity to places. The observational essays are somewhat similar to structured journal entries. I will provide observational prompts that should not take very long to answer. There will be no right or wrong answers to these observational essays; rather, you will be asked to reflect on a concept and apply it to your daily life. Each essay should be well-structured and provide supporting evidence. It is my hope that these observational essays will help

you develop the skills to reflect on Missoula and other places around the world and to become a well-rounded geographer.

- *Lateness policy:* If lateness is due to an unforeseen medical difficulty or a personal or family emergency, then appropriate documentation must be provided stating such in order for late work to be considered for acceptance. The last day to turn in assignments is the last class meeting of the semester.
- If you have questions or run into problems in preparing the map projects, please consult the TA.

**Exams:**

- There will be four exams this semester. The exams will test your knowledge and understanding of material presented in class, videos, textbook, and digital resources.
- For each exam you will need a red scantron standard form which you can purchase from the UM Bookstore or other venues on campus.
- 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 plans at the end of the semester.
- Make up exams will only be arranged for previously scheduled athletic events and unforeseen medical difficulty or 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.

**Grading:**

The Map Projects have a combined value of 250 points (remember that your lowest grade out of eleven projects will be dropped). There will be four exams, each worth 100 points. The grading summary is as follows:

Map Projects 10 @ 25 points each	250 points
Exams 4 @ 100 points	400 points
<b>Final Grade</b>	<b>650 possible points</b>

The grading scale is consistent with that used widely on the University of Montana campus. The +/- grading system will apply as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93 - 100%	90 - 92	87 - 89	83 - 86	80 - 82	77 - 79	73 - 76	70 - 72	67 - 69	63 - 66	60 - 62	<60 %

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. This course is not offered under the credit/no credit option.

**Class Attendance Policies:**

You are expected to attend all class meetings, complete all assignments, and take

all of the exams during the semester. If you are expecting to incur excused absences (for athletic or other University purposes), please consult with me early in the semester to ensure that we plan accordingly for make-up work and to help you maintain momentum in the course. All other excuses (medical, family emergencies, and so forth) need to be verified with documentation. Please keep me informed so that I can make every effort to work with you to help you catch up on missed work.

### ***Respect, Inclusiveness and Diversity of Thoughts, Ideas and People***

We believe that all students are entitled to and deserve respect, courtesy and tolerance, regardless of their race, background, religious affiliation, gender, sexual preference, disability or any other perceived difference. Likewise, faculty, staff and fellow students deserve the same treatment from other students. We will make every effort to promote and create a safe space for diverse thoughts, regardless of the form of communication. Please see the UM Diversity webpage for additional background:  
<https://www.umt.edu/diversity/>.

### ***Equal Access***

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact ODE by phone at (406) 243-2243, by email at [ode@umontana.edu](mailto:ode@umontana.edu), or visit the [Office of Disability Equity](https://www.umt.edu/disability/) (<https://www.umt.edu/disability/>) online for more information. As your instructors, we will work with you and ODE to implement an effective accommodation, and you are welcome to contact us privately if you wish to ask questions and discuss.

### ***Academic Honesty:***

All course activities are governed by the Student Conduct Code, which embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a discipline sanction by the university. Please familiarize yourself with the UM Student Council Code. The Code is available online at: [www.umt.edu/SA/VPASA/index.cfm/page1321](http://www.umt.edu/SA/VPASA/index.cfm/page1321).

### ***Course Correspondence:***

University policy requires that all correspondence between faculty and students be conducted using official UM email addresses only. Please feel free to come to my office hours or to catch me before or after class with questions. I am also available by appointment if the regular office hours do not fit your schedule.

### ***Course Withdrawal Deadlines Statement:***

For full policy, please see the policy at:

<https://www.umt.edu/registrar/students/dropadd.php>. If you need to drop this course, I recommend that you do so as soon as possible. Please consult the deadlines that apply during the semester. I would be happy to review the details with you as needed.

**Basic Needs Security Statement:**

Any student who faces challenges securing food or housing and believes this may affect performance in the course is urged to contact the Office of Student Success for support. Furthermore, please feel free to notify me if you are comfortable in doing so. This would enable me to identify any resources that may be relevant.

<b>COURSE SCHEDULE</b>		
<b>Week/Date</b>	<b>Topic &amp; Assignments</b>	<b>Readings</b>
<i>Week 1</i>		
Jan. 17	Introduction: Towards Geographic Literacy in a Globalizing World	Ch. 1
Jan. 19	Geography of a Changing World	
<i>Week 2</i>		
Jan. 24	Physical Geography and the Global Environment	Ch. 2
Jan. 26	Geographic Perspective on Water-Society Interactions	Ch. 2
<i>Week 3</i>		
Jan. 31	Latin America, <b>Map Project 1 Due</b>	Ch. 4
Feb. 2	Latin America, Water Issue 1	Ch. 4
<i>Week 4</i>		
Feb. 7	The Caribbean, <b>Map Project 2 Due</b>	Ch. 5
Feb. 9	The Caribbean, Water Issue 2	Ch. 5
<i>Week 5</i>		
Feb. 14	<b>EXAM I</b>	
Feb. 16	Europe, <b>Map Project 3 Due</b>	Ch. 8
<i>Week 6</i>		
Feb. 21	Europe, Water Issue 5	Ch. 8
Feb. 23	Southwest Asia & North Africa, <b>Map Project 4 Due</b>	Ch. 7
<i>Week 7</i>		
Feb. 28	Southwest Asia & North Africa, Water Issue 4	Ch. 7
March 2	Sub-Saharan Africa, <b>Map Project 5 Due</b>	Ch. 6
<i>Week 8</i>		
March 7	Sub-Saharan Africa, Water Issue 3	Ch. 6
March 9	<b>EXAM II</b>	
<i>Week 9</i>		
March 14	Eurasia, <b>Map Project 6 Due</b>	Ch. 9

March 16	Eurasia, Water Issue 6	Ch. 9
<b>March 20-24</b>	<b>Spring Break – No Class Meetings</b>	
<i>Week 10</i>		
March 28	Central Asia, <b>Map Project 7 Due</b>	Ch. 10
March 30	Central Asia, Water Issue 7	Ch. 10
<i>Week 11</i>		
April 4	East Asia, <b>Map Project 8 Due</b>	Ch. 11
April 6	East Asia, Water Issue 8	Ch. 11
<i>Week 12</i>		
April 11	<b>EXAM III</b>	
April 13	South Asia, <b>Map Project 9 Due</b>	Ch. 12
<i>Week 13</i>		
April 18	South Asia, Water Issue 9	Ch. 12
April 20	Southeast Asia, <b>Map Project 10 Due</b>	Ch. 13
<i>Week 14</i>		
April 25	Southeast Asia, Water Issue 10	Ch. 13
April 27	Australia & Oceania, <b>Map Project 11 Due</b>	Ch. 14
<i>Week 15</i>		
May 2	Australia & Oceania, Water Issue 11	Ch. 14
May 4	Final Reflections on Globalization, Development and Environmental Change	
<b>Finals Week</b>	<b>May 8-12</b>	
<b>May 12</b>	<b>EXAM IV 8:00-10:00 a.m.</b>	