1.) DATE: **10/16/13**

2.) COMMUNITY COLLEGE: **Maricopa Co. Comm. College District**

3.) COURSE PROPOSED:
- Prefix: **GCU**
- Number: **121**
- Title: **World Geography I: Eastern Hemisphere**
- Credits: **3**

4.) COMMUNITY COLLEGE INITIATOR: **JOHN SHAFFER**
- PHONE: **480-423-6032**
- FAX: **480-423-6298**

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.

MANDATORY REVIEW:

- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
- Core Areas: Select core area...
- Awareness Areas: Global Awareness (G)

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list or required readings/books
- Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
- DECGCU prefix
- Elective

Current General Studies designation(s): **N/A**

Effective date: **2014 Spring**  Course Equivalency Guide

Is this a multi-section course?  ❑ yes  ❑ no

Is it governed by a common syllabus?  ❑ yes  ❑ no

Chair/Director: **JOHN SHAFFER**  Chair/Director Signature: **Emailed to J. Holston**

AGSC Action: Date action taken:  ❑ Approved  ❑ Disapproved

Effective Date:
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
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<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
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<td>a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.</td>
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Course Competencies, Course Outline, Syllabus, Class Schedule, Textbook Outline, See pages 3-6 for more detail.
<table>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</table>
| 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | As stated in the Official Course Description, this course focuses on a “description and analysis of spatial variations in social, economic, and political phenomena in major world regions. Emphasis on Europe, Russia, North Africa, and the Asian world.” | 1. **Course Competencies & Course Outline:** All of the course competencies and outline topics focus on subject matter meeting Criterion 1.  
2. **Course Syllabus.** All of the areas listed on the syllabus in green/orange emphasize the course’s focus on subject matter meeting Criterion 1.  
3. **Class Schedule.** All of the areas listed in the syllabus in green/orange (see Class Schedule) emphasize the course’s focus on subject matter meeting Criterion 1.  
4. **Textbook Table of Contents.** The chapters covered in the course (1, 2, 7, 8, 9, 10, 11, 12) focus on subject matter meeting Criterion 1.  
5. **Map / Culture Quizzes.** These are designed to help students understand the geography of location for each realm covered in the class, as well as their cultures. For example, in Quiz #1 students learn about the geographical location of countries; important mountains, rivers, and bodies of water; and most important for Global Awareness, the culture of the realm (e.g., cultural aspects involving agriculture, religion, and...
2d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”

|  | This course will examine: (1) The realms of the world in the eastern hemisphere. Each study for the region covers the major cultural / geographic settings for the realm. (2) major global cultural issues (global climate change, terrorism) and its significance for each realm covered for this course (Eastern Hemisphere). (3) Cultural elements of each region in the eastern hemisphere. While covering each country/region there is an in-depth study of the cultural phenomena unique to that country and the surrounding regions. | 1. **Course Competencies & Course Outline:** The following course competencies emphasize cultural significance issues meeting Criterion 2d (Competencies 1, 2, 3, 5, 8, 10, 11, 12, 13, 14, 15, 16, 19, 21, 22, and 23).  
   2. **Course Syllabus.** All of the areas listed on the syllabus in blue/orange emphasize the course’s focus on subject matter meeting Criterion 2d.  
   3. **Class Schedule.** All of the areas listed in the syllabus in blue/orange (see Class Schedule) emphasize the course’s focus on subject matter meeting Criterion 2d. See the attached sheet for a detailed description of the significant cultural topics covered in lecture.  
   4. **Textbook Table of Contents.** The chapters covered in the course (1,2,7, 8, 9, 10, 11, 12) focus on subject matter meeting Criterion 2d.  
   5. **Exams.** Exams are designed to help students understand the significance of the various cultures and issues around the world. See attached sheet for examples of exam questions for this course. |
This page will examine several of the competencies highlighted as cultural significant issues through use of the course outline, lectures, and exams. These are examples of how cultural significant issues are presented in the course.

**Competency 2: Describe world population distribution and identify and explain population growth with regard to regional and global patterns and evaluate the international implications on the culture of the region.**

Course Outline I C
Lecture 5a
Exam 2

A section of this lecture covers the cultural impact of the population distribution throughout the different realms of the earth. For example the realm Austral has less than 30 million people while the realm East Asia has over 1.5 billion. The number of inhabitants will impact the culture of the given region. The Austral region has to adapt to the sparse population with improved communication/transportation services within and outside the realm. While the rapid rise in population for the East Asia realm has caused a shift in the culture from a rural farming population to more urban culture.

Sample essay exam questions:
1. How has the change in population over the last 100 years impacted the culture of East Asia?
2. What role do urban centers affect sparsely populated realms in Australia?

**Competency 11: Describe the illegal trafficking in wildlife found in Eurasia and North Africa as it relates to the economic patterns of particular cultures in the region and its impact upon illicit global trade.**

Course Outline III G
Lecture 4b
Exam 2

The lecture on illegal trafficking of wildlife in the realm of North Africa covers the cultural impact on the sub-Saharan life. Hunting for sport and/or profit was brought into the region from European colonizers. Later they created game preserves/conservation areas to protect the herds from poaching. However, they did not make the preserves large enough and to cover the areas the wildlife used for their annual migration. When larger preserves were created it allowed more space for poachers to infiltrate. Sub-Saharan Africa is the weakest link in the world’s economy. Families have one of the lowest annual incomes. Therein rises the need to supplement their income and in some cases leading to illegal trafficking. With globalization in the past decade there has been a shift in the culture of illegal trafficking. Illegal trafficking is now more common for the groups having power in the region (e.g., tribal leaders, militant leaders). As this type of illegal trafficking has gained notoriety through media outlets other regions of the world are reacting. For example, there are now regulations in place on the sale and transportation of ivory into and out of Africa.

Sample Essay Exam Question:
1. How has the culture of hunting animals in North Africa changed since Europeans originally introduced it?

**Competency 13: Evaluate the impact of racial, religious and linguistic groups to the overall culture and related socio-economic interaction of the nations of the Eastern Hemisphere.**

Course Outline IV A/B/C/D
Lecture 2a
Exam 1
This example only covers Europe. A section of this lecture examines different maps representing culture (Fig 1), language (Fig 2) and religion (Fig 3), in Europe. This first map covers the cultural regions of Europe. The significance of the pattern of cultures is discussed. For example, the cultural linkage between the United Kingdom and the Baltic States and the connection of Central Europe with Russia are discussed. The next step is a comparison of the language map to the culture map. A cultural significance that is examined is the different languages of central Europe from Russia that is in contrast to the cultural map. Then the religion map is compared to the cultural map of Europe. There is a very similar pattern between the two maps. One difference is the evidence of Protestant Christianity into the Netherlands, Denmark, and Germany. This is a contrast to most of mainland Europe as Catholic Christianity. The cultural differences in Christianity can be traced back to Henry VIII reign over the British Empire and the allegiances he made into northern mainland Europe (i.e., Germany) that accounted for the spread of Protestant Christianity.

Sample Exam Essay Questions:
1. Explain the difference between the culture map with the language map of Europe.
2. Why did Protestant Christianity spread into the Northern Europe?
Competency 21: Evaluate the different political systems among the nations of Eurasia and North Africa and the foreign relationships that have developed in today’s culture of global interdependence.

Course Outline IV K
Lecture 7A
Exam #3

The Political geography of Southeast Asia reflects the heavy influence, both past and present, of this mosaic of smaller countries being on the periphery of two of the world’s largest countries, India and China. It also represents a ‘shatter belt’ in which stresses and pressures from external (i.e. colonial) and internal forces have produced a fractured political situation throughout the realm. In this realm political geographers identify four (Compact, Protruded, Elongated, and Fragmented states) of the five state territorial configurations that are found throughout the world. While these do not alone determine their cohesion or unity, they play a key role in the continuing evolution of Southeast Asia’s political geography. For example, the 242 million people of Indonesia are spread across over 17,000 islands. While the country is making steady economic progress in recent decades, there are centrifugal forces that are intensifying and leading to continuing decentralization and devolution throughout the archipelago that will continue to challenge the government. In particular, growing Islamic militancy in Jawa is a growing concern for the republic, as well as other countries in the realm.

Sample Essay Exam Question:

1) Compare and contrast the major components of the political geography found in Southeast Asian countries that exhibit the four types of territorial morphology observed in this realm.
World Geography I: Eastern Hemisphere
Description and analysis of spatial variations in culture, social, economic, and political phenomena in major world regions. The course will place an emphasis on the major cultural realms of Europe, North Africa, and Asia.
Prerequisites: None

Course Attribute(s):
General Education Designation: Social and Behavioral Sciences (SB)
Arizona Shared Unique Number: GEO 1121

MCCD Official Course Competencies:

1. Describe the distribution of land and water, and explain its importance to successful habitability of various cultures in the Eastern Hemisphere. (I)
2. Describe world population distribution. Identify and explain population growth with regard to regional and global patterns and evaluate the international implications on the culture of the region. (I)
3. Discuss the regional mineral, energy, agricultural and manufacturing resources and the implications to local cultures participation in the global marketplace. (I)
4. Identify the countries of the Eastern Hemisphere and their political interrelationships. (II)
5. Identify and describe the major waterways and landform regions of Eurasia and North Africa and their impact upon human cultures and settlement patterns. (III)
6. Describe plate tectonics as it applies to the geology of Eurasia and North Africa. (III)
7. Identify and discuss the impact upon national infrastructures of geological hazards found in this part of the world. (III)
8. Identify, locate and describe the climatic regions of Eurasia and North Africa and their impact upon settlement and cultural development and patterns. (III)
9. Identify and discuss the impact upon national infrastructures of weather related hazards found in this part of the world. (III)
10. Describe the natural vegetation and soil conditions of Eurasia and North Africa with regard to the development of the region’s agriculture and its impact on the cultures of Eurasia and North Africa (III).
11. Describe the impact of the illegal trafficking in native wildlife found in Eurasia and North Africa, as it relates to the economic patterns of particular cultures in the region and its impact upon illicit global trade. (III)
12. Identify the nature of the distribution of vital mineral deposits in Eurasia and North Africa and the impact upon cultures and their political, cultural, and regional / global economic setting. (IV)
13. Discuss the changes in population growth rates and density for Eurasia and North Africa over the last 100 years. Evaluate the role of urbanism and identify the major cities, discussing their impact upon local cultures and relationships between urban and rural sectors. (IV)

14. Evaluate the impact of racial, religious and linguistic groups to the overall culture and related socio-economic interaction of the nations of the Eastern Hemisphere. (IV)

15. Examine the educational standards, occupational structure and levels of technological development with regard to the various cultures and standards of living found in Eurasia and North Africa. (IV)

16. Evaluate the importance of the growth of technology and the problems associated with the development of industries as it relates to the various cultures within Eurasia and North Africa. (IV)

17. Compare the varied agricultural sectors of Eurasia and North Africa, investigating the types of crops raised, the impact of localized / global environmental changes, the potential for overproduction or shortages. (IV)

18. Locate and evaluate the importance of fishing resources and their impact upon cultures (e.g. dietary patterns, indigenous traditions) in the context of economic and trade patterns of Eurasia and North Africa. (IV)

19. Identify and examine the importance of transportation systems within Eurasia and North Africa and their impact upon the movement of people, goods, and cultural ideas, between the nations of the region as well as to other parts of the world. (IV)

20. Study the importance of internal and international trade between the nations of Eurasia and North Africa, and the impact of trade balances with regard to today’s global markets. (IV)

21. Evaluate the different political systems among the nations of Eurasia and North Africa and the foreign relationships that have developed in today’s culture of global interdependence. (IV)

22. Compare the variations in the health standards and the availability of social services among the various cultures of Eurasia and North Africa. (IV)

23. Recognize current events as they unfold within Eurasia and North Africa during the time frame of the course, focusing on the cultural and historical contexts of those events. (IV)
MCCD Official Course Outline:

GCU 121 2013 Fall –9999 World Geography I: Eastern Hemisphere

I. Introduction to the World and World Geography
   A. Geography Principles
      1. Location
      2. Culture, Place and Setting
      3. Patterns in the World
      4. Cause and Effect of Patterns
   B. The Geography of Land and Water on the Earth
      1. Area Covered by Water
      2. Land Regions
   C. Population Distribution and Growth
      1. Past, Present, and Future
      2. Cultural Impact
      3. Social Impact
      4. Economic Impact
   D. Distribution of World’s Resources and Industry
      1. Agricultural Resources
         a. Locations
         b. Cultural Impact
         c. Social Impact
         d. Economic Impact
      2. Mineral and Energy Resources
         a. Locations
         b. Cultural Impact
         c. Social Impact
         d. Economic Impact
      3. Manufacturing and Trade
         a. Locations
         b. Cultural Impact
         c. Social Impact
         d. Economic Impact

II. Importance of Europe, Russia, North Africa, South and Southwestern Asia, East Asia and Southeast Asia

III. Physical Geography
   A. Location
   B. Water Bodies
   C. Landforms
      1. Plate Tectonics
      2. Geologic Hazards
   D. Weather and Climate
      1. Temperature Patterns
      2. Precipitation Patterns
      3. Climate Regions
E. Types and Locations of Vegetation
F. Soils and Agricultural Regions
G. Wildlife
   1. Illegal Trafficking
   2. Economic Impact
H. Minerals
   1. Locations
   2. Abundance

IV. Cultural Geography
A. Population
   1. Density
   2. Growth Rates
   3. Major Cities
B. Racial Groups
C. Language Groups
D. Religious Groups
E. Living Conditions
   1. Standards of Living
   2. Educational Standards and Methods
   3. Occupational Structure
F. Industries
   1. Type
   2. Location
   3. Technology
   4. Problems
G. Agriculture
   1. Types of Crops
   2. Location of Crops
   3. Shortages
   4. Surpluses
H. Fishing Zones
I. Transportation
   1. Rail
   2. Highway
   3. Water
   4. Air
   5. Pipeline
J. Trade
K. Government Systems
L. Health Standards and Social Services
M. Current Events
N. Models
   1. Demographic Transition
   2. Core-Periphery
   3. Spatial Interaction
GCU 121: World Geography: Eastern Hemisphere

Instructor: Dr. John A. Shaffer
Office: SB 119 / SB 187
Office Hours: MW 9:30 – 10:30 AM: TR 10:30 – 11:30 AM
Phone: 480-423-6032 (Office)
Email: john.shaffer@scottsdalecc.edu

INTRODUCTION
What is “globalization”? What is the purpose of the European Union? What happened to the Soviet Union? How do West Bank settlement patterns influence opportunities for Mideast peace? Where exactly is Afghanistan? How is the Chinese economy being reformed? How is Japan coping with an aging population? What brings the monsoon to Southeast Asia? As we enter the 21st century, it is increasingly important that we be culturally literate so we can answer those questions. To better understand the world in which we live in we must understand different cultures and how those cultures interact with each other. These cultural interactions are the basis of the study of Geography. Welcome to World Geography!

COURSE DESCRIPTION
This course covers approximately half of the major world realms. We will focus on the physical and cultural characteristics of the European, Asian, and North African landmasses. Specifically we will describe and analyze the spatial variations in cultural phenomena (e.g., economy, demographics, finance, politics, religion, education) in the eastern hemisphere major world regions. Because Geography is a discipline encompassing both natural and social science, World Geography pays particular attention to the interface between cultural and natural systems and their spatial variations across the world. GCU 121 satisfies Social and Behavioral Science (SB) and Global Awareness (G) general education graduation requirements.

COURSE OBJECTIVES
The specific course objectives are as follows: (1) To develop an understanding of the physical environments of the regions of Oceania, Eastern and Southern Asia, The Middle East, North Africa, Russia and Europe. (2) To become familiar with the different cultural regions that comprises the Eastern Hemisphere. (3) To gain an understanding of the historic evolution of the nations that comprises the Eastern Hemisphere and its impact on the culture of the country and the surrounding regions. (4) To develop an understanding of politics and the function of the various systems of government in this vast part of the world and its impact on the cultural identity of the country and the surrounding regions. (5) To develop an understanding of the contemporary cultural problems facing the Eastern Hemisphere with regard to such aspects as: (a) Political interaction between the nations of the region and the rest of the world. (b) Economic development and trade within this vast sector of the world. (c) The future of flash points.
where conflict can lead to global involvement. (6) To develop map interpretation skills with regard to the physical and cultural characteristics of the Eastern Hemisphere.

COURSE STRUCTURE

The course consists of lectures supplemented by textbook readings. I will lecture for the duration of every class meeting during which you should take notes. You should develop a habit of taking notes over reading assignments and during lecture. The better your notes are the better you will do in the class. You will be expected to have read the chapter assigned in the course outline before each class meeting. Assignments average approximately 40 pages per week. I do value your input to the class. Do not be afraid to raise your hand and ask questions relevant to the discussion or to contribute your knowledge to the discussion.

TEXTBOOK

Student companion web site:
http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0470462426&bcsId=5287

USE OF THE ATLAS

If you choose to purchase a world atlas, it would be beneficial to bring it to class as it will be helpful in having maps of the various regions that we will be discussing in front of you to further develop your understanding of this world region. There will also be large wall maps used in class to help you further understand the various countries and regions under discussion.

ATTENDANCE POLICY

Your attendance is a factor of your final grade in this class. If you are absent or tardy more than twice the following penalties will occur. An absence (in excess of two) will be result in losing 4 points for each instance. Tardiness or leaving class early (in excess of two) will be docked 2 points for each instance. Official absences (as described in the Student Handbook) will not be docked any points. A student may be withdrawn after five consecutive absences. When circumstances compel a student to be either absent or late, it is expected the student will contact the instructor (via email or phone) for any assignments that were missed.

WITHDRAWAL POLICY

Please refer to the current catalog for withdrawal policies and procedures. If you do not follow the correct procedure for withdrawing, you will receive an “F”, which can only be removed by retaking the course. Never walk away from a class without initiating the proper withdrawal procedures.

Weeks 1 – 7: Student withdrawal without instructor signature (grade option - W)
Weeks 8 – 14: Student withdrawal with instructor signature (grade option – W or Y)
Weeks 15 – 16: Student can not withdrawal from class
CELL PHONE / TEXTING POLICY

All cell phones should be on silent mode and put away for class. There will be a penalty for those students who are caught texting during class. You will be given one warning. If you are caught texting (in excess of one) you will lose three (3) points for each instance.

HOW TO ANNOY YOUR INSTRUCTOR (OR WHAT NOT TO DO)
1. Have your cell phone and/or pager go off in class!
2. Text message your friends during class. (Cell phones should be put away during class)
3. Be late to class. And if you are late walk in front of the class and ask me for handouts.
4. Disrupt the class by talking to others around you. However, feel free to contribute to the class by asking questions or with comments about Geography.
5. Read newspapers/magazines or do other class work during lecture.
6. Don’t read the textbook/tutorial to help you with notes in class.
7. Do not follow the course outline so that you have no idea when quizzes and exams are scheduled.
8. Try to cheat or plagiarize exams and quizzes. If caught cheating, the act will be treated as academic misconduct and will be dealt with as described in the SCC Student Handbook.

GRADES

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<th>Exam 1 (Europe / Russia)</th>
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<tr>
<td>Exam 2 (N Africa / SW Asia / S Asia)</td>
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<td>Exam 3 (E Asia / SE Asia / Australia / Pacific)</td>
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<td>Comprehensive Exam</td>
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<td>Map Quiz 6 (Australia / Pacific)</td>
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<td>Culture Quiz 6 (Australia / Pacific)</td>
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Exams will feature the following types of questions; true / false, multiple choice, multiple answer, matching, and essay questions. The questions will cover the material covered in the lectures and textbook. Map quizzes will cover the spatial geography of the region (e.g., countries, mountains, rivers, culture, etc). Culture quizzes will cover the relationship between the different cultures and their realms. The culture quizzes will consist of short answer and fill in the blank questions.
GRADING SCALE (%)
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = below 60

SOCIAL AND BEHAVIORAL LEARNING CENTER
The Social and Behavioral Learning Center (SBLC) is located in SB 158. Tutors for this class are available for help with topics covered in lecture and lab. This is also the location where makeup exams will be given. Please check with the SBLC for their semester hours.

MAKE-UP POLICY
Make-ups will only be given to those people who have officially excused absences (as described in the SCC Student Handbook). Remember, you can always take exams and quizzes ahead of schedule if you know you are going to be absent. Procedure for making up exams/quizzes: If you miss the class on the date of the exam/quiz, I will place a copy of the exam/quiz in the SBLC (SB 158). If you take the exam/quiz before the next class period, there is no penalty. After that date, five points will be deducted from your exam/quiz score for every class period you do not take the exam/quiz. You are allowed to take one late exam/quiz.

GENERAL CONDUCT
The expectation is that you will conduct yourself in a responsible, mature, and academically honest manner. Students who exhibit improper conduct are subject to disciplinary action as explained in the Scottsdale Community College General Catalog and Student Handbook. A student who is caught cheating on a test, quiz, or lab exercise will receive a grade of zero for that test and disciplinary action will be taken in accordance with SCC policies.

SCC WOVeN STATEMENT
General Education enhances students’ abilities I critically analyzing and effectively communicating in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum and co-curricular experiences at Scottsdale Community College.

DISABLED STUDENT RESOURCES
Every reasonable effort will be made to accommodate students with limitations due to disability, including learning disabilities. Students who require special assistance and /or accommodations should consult the instructor. The Disability Resources and Services (480-423-6517), located in SC 144 can be of assistance.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Subject</th>
<th>Readings (Textbook)</th>
<th>Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Mon/Tue</td>
<td></td>
<td>Syllabus / Intro to Class</td>
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</tr>
<tr>
<td>Week 1 Wed/Thu</td>
<td>1</td>
<td>What is Geography – Geography as a Social &amp; Spatial Science Geographic Realms and Regions</td>
<td>Introduction</td>
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<tr>
<td>Week 2</td>
<td>2a</td>
<td>Europe: Geography, History, Demographics, Revolution of Modern Europe, Contemporary and Modern Europe</td>
<td>Chapter 1A</td>
<td>Map Quiz #1 (M/T)</td>
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<tr>
<td>Week 3</td>
<td>2b</td>
<td>Europe: States of the Mainland Core, States of the Offshore Core, European Union</td>
<td>Chapter 1B</td>
<td>Culture Quiz #1 (W/R)</td>
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<tr>
<td>Week 4</td>
<td>3a</td>
<td>Russia: Geography, History, the Russian State, Colonial and Soviet legacy, Modern Russian</td>
<td>Chapter 2A</td>
<td>Map Quiz #2 (M/T)</td>
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<tr>
<td>Week 5</td>
<td>3b</td>
<td>Russia: The Russian Core, Eastern Frontier, Siberia, Russian Far East</td>
<td>Chapter 2B</td>
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<tr>
<td>Week 6 Mon/Tue</td>
<td>4a</td>
<td>Special Topics: Europe / Russian and the Global Culture</td>
<td>Culture Quiz #2</td>
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<tr>
<td>Week 6 Wed/Thu</td>
<td>4b</td>
<td>Exam #1 (Lectures 1-3)</td>
<td>Map Quiz #3 (M/T)</td>
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<tr>
<td>Week 7</td>
<td>4b</td>
<td>North Africa / Southwest Asia: Geography, History, Demographics, Defining the Realm, Hearths of Culture, Religion, The Power of Oil</td>
<td>Chapter 7A</td>
<td>Culture Quiz #3 (W/R)</td>
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<tr>
<td>Week 8</td>
<td>5a</td>
<td>North Africa / Southwest Asia: Egypt and the Nile River, Magherb, Middle East, Arabian Peninsula, Empire States, Turkestan</td>
<td>Chapter 7B</td>
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<td>Week 9</td>
<td>5a</td>
<td>South Asia: Geography, History, Demographics, Locals and Invaders</td>
<td>Chapter 8A</td>
<td>Map Quiz #4 (M/T)</td>
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<tr>
<td>Week 10</td>
<td>5b</td>
<td>South Asia: Pakistan, India, Bangladesh, Mountainous North, The Southern Islands</td>
<td>Chapter 8B</td>
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<td>Week 11 Mon/Tue</td>
<td>Special Topics: North Africa / Southwest Asia, South Asia, and the Global Culture</td>
<td>Culture Quiz #4</td>
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<td>Week 11 Wed/Thu</td>
<td>Exam #2 (Lectures 4-5)</td>
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<td>Week 12</td>
<td>6a</td>
<td>East Asia: Geography, History, Demographics, States and Dynasties</td>
<td>Chapter 9A</td>
<td>Map Quiz #5 (M/T)</td>
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<td>Week 13</td>
<td>6b</td>
<td>East Asia: China, Tibet, Mongolia, Taiwan, Japan, Korea</td>
<td>Chapter 9B</td>
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<td>Week 14</td>
<td>7a</td>
<td>Southeast Asia: Geography, History, Demographics, Political Geography</td>
<td>Chapter 10A</td>
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<tr>
<td>Week 14</td>
<td>7b</td>
<td>Southeast Asia: Vietnam, Cambodia, Laos, Thailand, Myanmar, Malaysia, Singapore, Philippines</td>
<td>Chapter 10B</td>
<td>Culture Quiz #5 (W/R)</td>
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<tr>
<td>Week 15</td>
<td>8a</td>
<td>Austral Realm, Pacific Realm: Geography, History, Demographics, Political Geography</td>
<td>Chapter 11 (564-570)</td>
<td>Chapter 12 (586-592)</td>
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<tr>
<td>Week 15</td>
<td>8b</td>
<td>Austral Realm, Pacific Realm: Australia, New Zealand, Melanesia, Micronesia, Polynesia</td>
<td>Chapter 11 (570-585)</td>
<td>Chapter 12 (593-604)</td>
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<tr>
<td>Week 15</td>
<td>Special Topics: East Asia, Southeast Asia, Austral and Pacific Realm, and the Global Culture</td>
<td>Culture Quiz #6 (W/R)</td>
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<tr>
<td>Week 16</td>
<td>Exam #3 (Lectures 6-8) Comprehensive Exam</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** I reserve the right to deviate from the course outline if it becomes necessary. You will be notified ahead of time if there are any changes.
GEOGRAPHY
REALMS, REGIONS, AND CONCEPTS

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INTRODUCTION

WORLD REGIONAL GEOGRAPHY: GLOBAL PERSPECTIVES ........................................ 2

A World on Maps 5
Maps in Our Minds 5
The Map Revolution 5

Geography's Perspective 6
A Spatial Perspective 6
Environment and Society 7
Spatial Patterns 7
Scale and Scope 7

World Geographic Realms 8
Criteria for Geographic Realms 9
Delineating Realms: Boundaries and Transition Zones 9
Geographic Realms: Dynamic Entities 9
Two Varieties of Realms 9

Regions Within Realms 11
Criteria for Regions 12
Interconnections 12

The Physical Setting 12
Natural (Physical) Landscapes 13
Geology and Natural Hazards 13
Climate 15

Realms of Population 19
Major Population Clusters 19

Realms of Culture 20
The Geography of Language 22
Lands of Religion 23

A World of States 23
The Modern State 23
Subdivisions of the State 25
Geopolitics and the State 26
States, Realms, and Regions 27
Political Geography 28

Geographies of Development 28
Statistics: A Caution 30
Development in Spatial Perspective 30

Globalization 32
Global Challenges, Shared Interests 33
Winners and Losers 33
The Future 34

Realms and Regions: The Structure of This Book 34
Europe (1) 35
Russia (2) 35
North America (3) 35
Middle America (4) 35
South America (5) 35
Sub-Saharan Africa (6) 35
North Africa/Southwest Asia (7) 35
South Asia (8) 36
East Asia (9) 36
Southeast Asia (10) 36
Austral Realm (11) 36
Pacific Realm (12) 37

CHAPTER 1A

THE EUROPEAN REALM ......................... 40

Geographical Features 42
Europe’s Eastern Boundary 42
Climate and Resources 43
Landforms and Opportunities 43
Locational Advantages 44

Ancient Europe 44
Ancient Greece and Imperial Rome 45
Triumph and Collapse 46

Early Modern Europe 46
The Agusan Revolution 46
The City-States of Early Modern Europe 46

Modern Historical Geography 47
The Industrial Revolution 47
Political Revolutions 48

Contemporary Europe: A Dynamic Realm 50
Cultural Diversity 50
Spatial Interaction 50
A Highly Urbanized Realm 52

A Changing Population 53
Negative Natural Population Growth 53
Immigration 53
The Growing Multicultural Challenge 53

European Unification 54
Background 54
The Unification Process 56

Consequences of Unification 56
One Market 56
A New Economic Geography 57
Regional Issue—Europe: How Desirable is Economic and Political Union? 59
Diminished State Power and New Regionalism 60

Defining Europe: Difficult Choices 61
Widening or Deepening? 61
CHAPTER 1B
EUROPEAN REGIONS ............................. 66
Europe's Regional Complexity 68
The Mainland Core 69
Central Europe 70
The North 71
The Northeast 72
The Baltic and Beyond 73
The Southeast 74
The Southern Periphery 75
The Eastern Periphery 76
The Discontinuous South 81
Spain, Portugal, and Malta 82
Greece and Cyprus 83
The Balkans 84
The Discontinuous North 85
Sweden 86
Norway 87
Denmark 88
Finland 89
Estonia 90
Latvia 91
Lithuania 92
Iceland 93
The Eastern Periphery 94
East-Central Europe 95
The Southeastern Rim 96
The Southern Periphery 97
The Southern Periphery 98
The Eastern Periphery 99
CHAPTER 2A
THE RUSSIAN REALM ...................... 102
Physical Geography of the Russian Realm 106
The Natural Regions 106
Harsh Environments 108
Russia's Natural Riches 111
Russian Roots 112
The Mongol Invasion 112
Grand Duchy of Muscovy 112
Building the Russian Empire 113
Czarist Russia 113
Nineteenth-Century Expansion 114
A Multinational Empire 115
The Soviet Union 116
The Political Framework 116
A Planned Federation 117
The Soviet Economic Framework 117
The New Russia 117
A Complex Cultural Mosaic 118
Cities Near and Far 119
Regional Issue—How Far Do Russia's Rights in the Near Abroad Really Go? 122
The Near Abroad 123
A Realm in Transition 123
CHAPTER 2B
RUSSIAN REGIONS ........................... 124
Post-Soviet Russia 127
Russia's Changing Political Geography 127
A Shrinking Population 130
A Volatile Economy 131
The Russian Core 132
Central Industrial Region 135
Pridneprov'ye 134
The Urals Region 135
The Southeastern Frontier 135
The Kuznetsk Basin (Zheleznaya 136
The Lake Balkhash Area (Balkhashskaya) 136
Siberia 136
The Russian Far East 137
The Southern Periphery 139
Russia's Internal Periphery 141
Transcaucasia: Russia's External Periphery 141
An Uncertain Future 142
CHAPTER 3A
THE NORTH AMERICAN REALM ............ 144
Population Clusters 147
North America's Physical Geography 148
Physiographic Regions 148
Climate 149
Great Lakes and Great Rivers 151
European Settlement and Expansion 152
Cultural Foundations 153
The Federal Map of North America 157
The Distribution of Natural Resources 157
CHAPTER 3B
NORTH AMERICAN REGIONS ................ 170
Regionalism in Canada: Divisive Forces 172
Canada's Spatial Structure 172
Cultural Contrasts 173
The Ascendency of Indigenous Peoples 174
Centrifugal Forces 174
Regionalism and Ethnicity in the United States 175
Regions of North America 178
The North American Core (1) 178
The Maritime Northeast (2) 179
French Canada (3) 180
The Southeast (4) 180
The Southwest (5) 183
The Pacific Rim (6) 184
The Western Frontier (7) 185
The Continental Interior (8) 186
The Northern Frontier (9) 187
CHAPTER 4A
THE MIDDLE AMERICAN REALM .......... 190
Geographical Features 193
The Realm's Northern Land Boundary 194
The Regions 197
Physical Geography 197
A Land Bridge 197
Island Chains 197
The Americas 197
Dangers of Deforestation 199
Tropical Deforestation 199
Cultural Geography 190
Mesopotamian Legacy 199
CHAPTER 5A
THE SOUTH AMERICAN REALM ............ 232
Physiography 234
The Equatorial Continent 234
Myriad Climates and Habitats 235
States Ancient and Modern 235
The Inca State 236
The Iberian Invaders 236
Independence and Isolation 237
The Cultural Mosaic 239
The Population Map—Then and Now 239
Amerindian Reawakening 239
African Descendants 239
Ethnic Landscapes 240
Economic Geography 241
Agricultural Land Use and Deforestation 241
Industrial Development 242
Economic Integration 242
The Commodity Boom 244
Urbanization 245
Rural-Urban Migration 245
Regional Patterns 246
The "Latin" American City Model 247
Future Prospects 249
The Need for Stability 249
Problems of Inequality and Violence 250
The Shadow of the United States 250
China Calling 251

CHAPTER 5B
SOUTH AMERICAN REGIONS .......... 252
The Caribbean North 255
Colombia 255
Venezuela 258
The "Three Guianas" 259
The Andean West 260
Peru 260
Ecuador 262
Bolivia 263
Paraguay 265
The Southern Cone 266
Argentina 266
Chile 270
Uruguay 272
Brazil: Giant of South America 273
Population and Culture 275
Inequality and Poverty 275
Development Prospects 276
A Highly Promising Oil Future 276
Brazil's Subregions 277

CHAPTER 6A
SUBSAHARIAN AFRICA ............... 282
Africa's Physiography 284
Riffs and Rivers 285
Continental Drift and Plate Tectonics 285
Africa's Historical Geography 287
African Genes 287
The Colonial Transformation 290
Natural Environments 294
End of an Era 294
People, Farmlands, and Environments 296
Africans and Their Land 297
Stolen Lands 297
Persistent Subsistence 297
Regional Issue—The Impact of Colonization on Subsaharan Africa 298
Neocolonial Land Grabs! 299
Environment and Health 300
Epidemics and Pandemics 300
The AIDS Scourge 301
Cultural Patterns 301
African Languages 301
Regions in Africa 303
Urbanization and Social Change 303
A Postcolonial Realm 305
Supranationalism 306
Beyond Stereotypes: Fast-Growing African Economies 306

CHAPTER 6B
REGIONS OF SUBSASAHARAN AFRICA .......... 308
Southern Africa 311
Africa's Richest Region 311
South Africa 312
The Middle Tier 317
The Northern Tier 319
East Africa 319
Kenya 321
Tanzania 322
Uganda 323
Rwanda and Burundi 323
Ethiopia 323
Madagascar 323
Equatorial Africa 324
The Congo 325
Across the River 325
South Sudan 327
West Africa 328
Nigeria 330
Ghana 332
Saharan Shadows 335
The African Transition Zone 335
The Horn of Africa 336

CHAPTER 7A
THE NORTH AFRICA/SOUTHWEST ASIA REALM .......... 340
Naming This Pivotal Realm 343
A "Dry World?" 343
Is It the "Middle East"? 344
An "Arab World"? 344
An "Islamic World"? 344
States and Nations 345
Hearts of Cultures 345
Dimensions of Culture 345
Rivers and Communities 345
Decline and Decay 347
Stage for Islam 348
The Faith 348
The Arab-Islamic Empire 349
Routes of Diffusion 349
Islam on the March 349
Islam and Other Religions 349
Islam Divided 351
The Strength of Shi'ism 351
The Ottoman Empire and Its Aftermath 352
The Power and Peril of Oil 353
Producers and Consumers 354
A Foreign Invasion 354
The Geography of Oil's Impact 355
Fragmented Modernization 358
The Uneven Impact of Oil 358
Arabian Regimes 359
Religious Revivalism 359
Security in the Name of Islam 360
The Popular Uprisings of 2011: An Arab Spring? 360
Revolutions and Revolutions 360
A New Generation 361
Regional Issue—Religious Revival or Democratic Revolt? 362
Religion and Revolution 363

CHAPTER 7B
REGIONS OF NORTH AFRICA/SOUTHWEST ASIA ..... 364
Egypt and the Lower Nile Basin 367
Gift of the Nile 367
Economic and Political Discontent 369
Political Uproar 369
North Sudan 371
The Maghreb and its Neighbors 372
Arab Mountains 373
Colonial Impact 373

CHAPTER 8A
THE SOUTH ASIAN REALM .......... 402
The Geographic Panorama 404
South Asia's Physiography 405
A Territorial Encounter 405
The Monsoon 405
Physiographic Regions 406
Birthplace of Civilizations 408
India's Valley Civilization 408
Aryans and the Origins of Hinduism 408
Buddhism and Other Indigenous Religions 409
Foreign Invaders 410
The Reach of Islam 410
The European Intrusion 411
Colonial Transformation 412
The Geopolitics of Modern South Asia 412
Partition and Independence 412
India-Pakistan 413
Communist Kazakhstan 414
Regional Issue—Who Should Govern Kashmir? 415
The Specter of Terrorism 416
Chinese Border Claims 417
Indian Ocean Geopolitics 417
Emerging Markets and Fragmented Modernization 417
Economic Liberalization 418
The Significance of Agriculture 419
South Asia's Population Geography 420
Population Density and the Question of Overpopulation 421
The Demographic Transition 422
CHAPTER 8B
SOUTH ASIAN REGIONS ............... 426

"Pakistan: On South Asia’s Western Flank" 429
Gift of the Indian 429
A Hard Place to Govern 429
Subregions of Pakistan 431
Pakistan’s Prospects 433

"India: Giant of the Realm" 433
Political Geography 434
Communal Tensions 437
Economic Geography 440
Urbanization 445
Infrastructural Challenges 445
The Energy Problem 447
India’s Prospects 447

"Bangladesh: Challenges Old and New" 447
A Vulnerable Territory 448
Limits to Opportunity 448

"The Mountainous North" 449
Nepal 450
Bhutan 451

"The Southern Islands" 451
The Maldives 451
Sri Lanka: Paradise Lost and Regained? 451

CHAPTER 9A
THE EAST ASIAN REALM ............... 456

The Geographic Panorama 456
A Geopolitical Realm 460
Environment and Population 460
The Great Rivers 461
Along the Coast 464
Natural Resources 465

Unfolding the Cultural Map 467
Ancient China 467
Beyond the River Basins 468
Peoples of the East Asian Realm 468

China’s Historical Role in East Asia 470
Chinese Empires and Dynasties 470
China in Disarray 472
Revolutionary China 473

Japan’s Historical Role in East Asia 474
From Isolationism to Imperialism 474
Japan in China 474

Postwar East Asia 475
Communist China 475
Japan’s Defeat and Recovery 477

East Asia’s Economic Transformation 477
Japan’s Economic Miracle 477
The Asian Tigers 478
The Chinese Economic Miracle 478

Geopolitics in East Asia 479
Sino-Japanese Relations 479
The Korea Factor 480
Taiwan: The Other China 480
China Goes Global 481

CHAPTER 10A
THE SOUTHEAST ASIAN REALM .......... 514

A Geographic Overview 516
Southeast Asia’s Physical Geography 517
Exceptional Borneo 518
Relative Location and Biodiversity 519
Four Major Rivers 520

Population Geography 522
The Ethnic mosaic 522

Religions of Southeast Asia 524
Regional Issue—The Chinese Presence in Southeast Asia 525

Colonialism’s Heritage: How the Political Map Evolved 527
The Colonial Imprint 527
Southeast Asia’s Emerging Markets 530
Singapore’s Centrality 530
Prospects of Regional Integration: ASEAN 531

States and Boundaries 532
Classifying Boundaries 532
Boundaries in Changing Times 533
State Territorial Morphology 534

CHAPTER 10B
SOUTHEAST ASIAN REGIONS .......... 536

Mainland Southeast Asia 539
Vietnam 539
Cambodia 542
Laos 543
Thailand 544
Myanmar 546

Insular Southeast Asia 549
Mainland–Island Malaysia 549
Brunei 551
Singapore 551
Indonesia 553
East Timor 558
The Philippines 559

Biography 568
The Human Impact 570

REGIONS OF THE REALM 570

"Australia" 570
History 571
Sharing the Bounty 572
An Urban Culture 574
Economic Geography 576
Australia’s Challenges 578
Regional Issue—Indigenous Rights and Wrongs 580

"New Zealand" 582

CHAPTER 11
THE AUSTRAL REALM ............... 564

DEFINING THE REALM 566
Land and Environment 567
Climate 568
The Southern Ocean 568

APPENDIX A
METERS (STANDARD INTERNATIONAL [SI]) AND CUSTOMARY UNITS AND THEIR CONVERSIONS .......... A-1

APPENDIX B
TABLE: DATA FOR THE WORLD’S STATES (SEE INSIDE BACK COVER) .......... DT-1

APPENDIX C
USING THE MAPS .... www.wiley.com/college/deblij