

IDIS 110 – World Geography and Global Issues

Fall, 2010 Moravian College
TTh 2:35-3:45; Comenius 309

Curtis Keim 610-861-1685 (office)
610-865-3015 (home, evenings)
ckeim@moravian.edu
Office location: Comenius Hall 3rd floor
Office hours: Office hours:

Catalog Description

Relationships between place and culture, politics, economics, and society. How various regions respond to problems such as poverty, war, and health care and how their responses affect the global community. Topics change at the discretion of the instructor.

Goals

By the end of the course you should have improved your ability to do the following:

- *Think geographically. You should be able to make comparisons and contrasts between the “place” and “location” of different regions of the world. You should be able to explain what geography is and how geographical knowledge is fundamental to studying world issues.

- *Discuss a few important global issues. You will be able to demonstrate an understanding of divergent views regarding such global issues as the environment, energy, food security, women’s rights, the global economy, and development.

- *Discuss the interplay of different cultures. The course fits within the rubric of the M5 guideline by permitting study of the interplay of cultures from the perspective of the integrative discipline of geography. The course involves study of various worldviews and raises awareness of common global issues, thus enabling students to join civic conversations about contemporary world affairs.

- *Undertake research in local and global issues. We will spend a good deal of time researching current issues. You will specialize in one global issue and be able to demonstrate how culture and geography shape the global community’s discussion of and response to this issue. Naturally, the three-month session will limit the depth of our research, but we can make significant progress in understanding *how* to learn about the world.

- *Formulate a personal schema that accounts for the current situation of the world and possible future directions.

Texts

The books listed below serve as texts for the course. Additional readings will be assigned and put on reserve in the library or on Blackboard.

Pulsipher, Lydia Mihelic and Alex Pulsipher, *World Regional Geography Concepts*
(New York: W. H. Freeman, 2009). ISBN-13: 987-1429223423

Jackson, Robert, *Global Issues* 10/11 McGraw-Hill/Dushkin; 26th edition ISBN-978-0-07-805058-9

World outline. You need a practice map and I need two maps for the quizzes. Thus you will need to pay for three maps at the bookstore.

Class

Reading assigned for a class is to be completed before that class. Reading the material before the class is essential for understanding and for useful discussions. I recommend reading both before and after class for the daily assignments. I also recommend spending time at every study session quickly reviewing lecture and reading notes.

Students are encouraged to speak to me about academic or other subjects. If you try to call me in my office and there is no answer during weekdays, let my phone ring for voice mail. Or, call me evenings or weekends at home. I am also on the network during most weekdays.

Participation in class is an important part of this course and of college education; attendance will be taken regularly and your speaking in class is encouraged.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Evaluation

Evaluation will be based on

- map quiz (10%)
- papers (15%) (5% each)
- reading quizzes (15%) (top five @ 3% each)
- project (18%) (paper 14%, presentation 4%)
- two examinations (16%, 17%)
- event attendance (3%)
- class participation (6%)

The final examination is not cumulative, except as it assumes general knowledge of the first half of the course.

Makeups for quizzes or exams are given with great reluctance, and only when an arrangement has been made with me prior to the test or for verifiable emergencies. Late papers will be penalized. On paper assignments, some papers will be returned for rewriting.

Attendance does not receive a grade, but after 2 absences each absence will result in 2 points being subtracted from your final grade.

Plagiarism and other academic dishonesty will be treated consistent with the Student Handbook and may result in failure in the course. As with all courses, you are expected to keep all notes and drafts until the final grade is assigned.

While I intend to follow the syllabus closely, it is sometimes helpful or necessary to change schedules, assignments, or evaluation points and procedures. Thus I reserve the right to do so.

Grading criteria on project papers are as follows:

TREATMENT OF SUBJECT: The best papers show a full completion of the assignment, careful study and consideration of the topic, accurate information and citation, full development, originality,

and ability to analyze and relate ideas. Weak papers tend to be incomplete, inaccurate, thin, and vague.

ORGANIZATION: In the best papers the logic of organization is always transparent so that the reader always knows what the task is and how the writer intends to accomplish it. A controlling thesis, stated at the outset, is systematically treated with arguments and support that always make sense. A weak paper tends to wander and get off the subject; it lacks a clear beginning, middle, and end.

PARAGRAPHS: Strong paragraphs are unified, coherent, and well developed. They have one controlling idea and give sufficient support to the idea to satisfy the reader that the subject has been adequately dealt with in an orderly fashion. Weak paragraphs lack a single controlling idea, tight structure, and full development.

SENTENCES: Strong sentences are clear in meaning, easy to read, varied in style, and linked to neighboring sentences to maintain continuity. Weak sentences tend to be uniformly flat, awkward or in primer style, unclear, and unconnected to neighboring sentences.

WORDS: The best words convey the exact meaning and unique voice of the author. Weak words are imprecise, inappropriate, and flat in style. A dictionary and thesaurus are essential tools of an author.

GRAMMAR: including spelling and punctuation: You can study or check accepted usage in grammar books and dictionaries.

CITATIONS AND SOURCES: Your paper must conform to one of the three common documentation styles: MLA, APA, Chicago.

PROOFREADING AND PRESENTATION: A velvet cushion or gold-embossed folder is unnecessary, and neither is a title page. But pride in your work will be evident in how you take care of the mechanics of presentation.

Papers format:

2-3 pages and word-processed (600-900 words). It's OK to use paper already printed on one side or back-to-back printing.

Event attendance:

The Peace and Justice faculty group hopes to bring Vadana Shiva to campus this fall. She is very busy, so we're not sure we can get her, but we should know by early fall if she is actually coming. Dr. Shiva, an Indian who is known world wide, is particularly concerned with small-scale farming, genetic modification of crops, and environmental sustainability. If she comes, I would like you to attend her main talk. If she doesn't come, we'll find alternative talks, films, and other events.

Project

You have taken a job with Global Issues Inc., a think tank in Washington, D.C. that prepares nonpartisan public statements on the state of the world. (This think tank is something like World Watch Institute, but is concerned with social and economic as well as environmental issues.) As your first assignment, you have been entrusted with writing a background report on a global issue. Your report must be both brief (5-6 pages, double-spaced) and clear about your issue. You also need to cite your sources at the place in the report you use them so readers can know that your information is trustworthy and so they can pursue further reading on your topic.

Your report should attempt to understand on a global scale the issue you have been assigned. For example, for water resources, your audience needs to know about the state of water resources worldwide. Thus while a water shortage in Southwest Asia is important, it needs to be discussed in the context of global water supplies. Is it the most

important water shortage in the world? Why? What other water shortages do we need to pay attention to? Who does water shortage around the world affect most? The rich? The poor? Industry? Farms? What history does the world have in paying attention to water shortages? What is being done now? What is likely the future of global water supplies? Is there a likely institutional (e.g., the United Nations) or technological fix for water shortages? What problems might such a fix cause? Are there specific examples that illustrate your main points? How do different cultures affect the way that various peoples see water shortages? Are there different points of view expressed by experts?

Once you have prepared your report, you will meet with other members of the Global Issues staff (i.e., various classmates) who have topics related to yours. Together, your team will prepare a fifteen- to twenty-minute presentation for the entire staff (class) that synthesizes the main points of your reports. Once the reports have been presented, the entire staff / class will discuss a potential “State of the World” address for the Global Issues Inc. website.

You need to find *i) varied, ii) reliable, and iii) substantial* sources for your report. I’d like you to include a selection of at least ten i) articles from newspapers, peer-reviewed journals, and magazines; ii) official documents and commentaries from reliable websites; and iii) books. Part of your task is to determine which sources are reliable and substantial. In general, magazines and encyclopedias are not considered substantial, but in certain circumstances they might be. Likewise, government and other official agencies (national and international), reputable non-governmental organizations, and scholars tend to produce reliable information...but not always. Because of the broad nature of these topics, you are more likely to find too much information than too little. Thus you will have to be selective, looking for the highest quality sources.

Submit your report via e-mail with embed citations as live web links. Also turn in a hard copy, double-spaced. Include a “Sources” section at the end of the report. The reference librarians are available to help and I am available as well.

Grammar, spelling and the like are important. So too is style. I would like to see a report that shows evidence of your pride in your work. Begin with a thesis paragraph and proceed in an orderly way to *demonstrate* that your thesis is true. If you need help after you have read your materials and reflected on them, I will be happy to talk to you about how to state a thesis or how to present your arguments. I will read drafts of your reports and make general comments, but they must reach me at least one week before they are due.

Schedule of classes

<i>August</i>			
31	Introduction	William D. Pattison, "The Four Traditions of Geography" National Geographic, "The Five Themes of Geography"	Syllabus Map
<i>September</i>			
2	Connections	Pulsipher 3-29	
7	Connections	Pulsipher 29-49	
9	Global issues (globalization)	"Global Trends 2025," 3-7 "Globalization and its Contents," 76-81 "It's a Flat World, after All," 82-86 "Why the World Isn't Flat," 87-89	-Reading quiz -Thinking about project topics
14	Global Issues (globalization and population)	"The Rise of the Rest," 17-22 "The Century Ahead," 34-36 "Population and Sustainability" 37-42 "Fred Pearce: Overpopulation Issues are a Potentially Racist Distraction," http://www.theecologist.org/Interviews/409152/fred_pearce_overpopulation_worries_are_a_potentially_racist_distraction.html .	-Project topics
16	Research sources	"Pandemic Pandemonium," 48-51	-Map Quiz -Project topics
21	North America	Pulsipher 51-93	-Reading quiz
23	East Asia	Pulsipher 325-361	
23	<i>Convocation: China -- required</i>		
28	Global Issues (China)	"The Long March to Be a Superpower," 145-147 "'Chimerica' is Headed for a Divorce," 111-	-Reading and convocation quiz

		112 “The Case against the West: America and Europe in the Asian Century,” 106-110	
30	Russia and the NIS	Pulsipher 173-203	
2002			
5	Global Issues	“What Russia Wants,” 148-150 “Theran’s Take,” 154-161 “Feminists and Fundamentalists,” 23-26	Paper 1: Reflect on the effect of globalization in your own life. For example, what in your life indicates that globalization is occurring or is not occurring? In what ways might globalization make your prospects in life better or worse? What kind of attitude toward globalization might be helpful? Then reflect on how people in East Asia or Russia and the NIS might feel about globalization.
7	Middle and South America	Pulsipher 95-133 “Not Your Father’s Latin America,” 119-121	
12	<i>Fall break</i>		
14	Global Issues (esp. development)	“Can Extreme Poverty Be Eliminated?” 90-94 “The Ideology of Development,” 95-97 “Is Bigger Better?” 174-176 “The Millennium Development Goals,” http://www.undp.org/mdg/basics.shtml . “The Rational Optimist,” http://0-ehis.ebscohost.com/webpac.lvlspa.org/ehost/detail?vid=4&hid=115&sid=af053b3d-6f61-4549-ba30-9c56bd2d055f%40sessionmgr114&bdata=JnNpdGU9ZWwhvc3QtbGl2ZSZzY29wZT1zaXRl#db=afh&AN=51369895	
19	Midterm examination		

21	Europe	Pulsipher 134-171	
26	Global Issues	“Banning the Bomb,” 162-165 “It’s Still the One,” 122-125 “Navigating the Energy Transition,” 12-16 “Seven Myths about Alternative Energy,” 126-129	Draft bibliography for paper due
28	North Africa and Southwest Asia	Pulsipher 205-239 (note: include Darfur in the next chapter: 237-238)	
November			
2	Sub-Saharan Africa	Pulsipher 241-281 (plus Darfur: 237-238)	Paper 2: Pick one of the following “thematic concepts” from our Pulsipher text for your reflection topic: population increase, urbanization, democratization, or gender equality. Go to page xiii in the text and look at the questions under your topic to get started. Then write a reflection on this topic that considers the seven regions we have studied so far. Are problems similar around the world? Are some regions more affected or more vulnerable than others? How do local cultural values affect a region’s response to the thematic concept you have chosen?
4	Global Issues	“Climate Change,” 56-58 “The Other Climate Changers,” 59-63 “Water of Life in Peril,” 64-66 “Troubled Waters,” 67-68 “Acacia Avenue,” 69-71	-Reading quiz
9	South Asia	Pulsipher 283-325	
11	Global Issues	“Could Food Shortages Bring Down Civilization?” 8-11 “Pandemic Pandemonium,” 48-52	-Reading quiz

		“The Next /breadbasket?” 52-53 “Promises and Poverty,” 113-118	
16	Southeast Asia	Pulsipher 363-399	
18	Global Issues (esp. values)	“Humanity’s Common Values,” 184-189 “Life, Religion and Everything,” 190-194 “Don’t Blame the Caveman: Why Do We Rape, Kill and Sleep Around,” 195-199	
23	Presentations		Project due
25	Thanksgiving		
30	Presentations		Paper 3: Reflect on what you believe to be the biggest problems in today’s world. What in our readings and class discussions has led you to your conclusions? What possibilities do you see for resolving these problems? (Note: If your presentation is today, you may turn this journal in on December 2)
<i>December</i>			
2	Presentations	“The Revenge of Geography,” 132-138	
7	Presentations	Plus our “State of the World” address	
	Final Exam Including retake of Map Quiz for those who want to improve their score.		

Map Quiz List

Political units (capitals and/or major cities) (Be able to locate countries, colonies, and US states, and to write names of cities in their corresponding political units.):

North America (Washington, D.C.), Maine, Massachusetts (Boston), New York (NY City), Pennsylvania (Philadelphia), Georgia (Atlanta), Florida (Miami), Mississippi, Louisiana, Illinois (Chicago), Missouri (St. Louis), Arizona, California (Los Angeles, San Francisco), Washington, Texas (Houston, Dallas), Alaska, Hawaii, Puerto Rico (territory), Canada (Ottawa)

Europe: United Kingdom (London), Ireland (Dublin), Denmark (Copenhagen), Sweden (Stockholm), France (Paris), Germany (Berlin), Netherlands (Amsterdam), Belgium (Brussels), Austria (Vienna), Portugal (Lisbon), Spain (Madrid), Italy (Rome), Greece (Athens), Poland (Warsaw), Czech Republic (Prague), Hungary (Budapest), Romania, Bulgaria, Croatia, Serbia (Belgrade)

Middle and South America: Mexico (Mexico City), El Salvador, Honduras, Nicaragua (Managua), Costa Rica, Panama, Colombia (Bogotá/Santa Fe de Bogotá), Ecuador, Peru, Chile (Santiago), Venezuela (Caracas), Brazil (Brasilia, Rio de Janeiro), Argentina (Buenos Aires), Uruguay, Paraguay

Russia and NIS: Russia (Moscow, St. Petersburg/formerly Leningrad), Ukraine (Kiev), Belarus (Minsk), Georgia, Kazakhstan

Southwest Asia and N. Africa: Iraq (Baghdad), Jordan (Amman), Kuwait, Lebanon (Beirut), Oman, Saudi Arabia (Riyadh), Syria (Damascus), Algeria, Egypt (Cairo), Libya, Morocco, Tunisia, Iran (Tehran), Israel (Tel Aviv, Jerusalem), Turkey (Istanbul)

Sub-Saharan Africa: Mozambique, South Africa (Pretoria, Johannesburg, Cape Town), Zimbabwe (Harare), Namibia, Angola, Congo (Kinshasa), Kenya (Nairobi), Tanzania, Ethiopia (Addis Ababa), Sudan, Liberia, Côte d'Ivoire, Ghana, Nigeria (Lagos), Senegal (Dakar), Mali, Madagascar

South Asia: India (Delhi), Pakistan (Islamabad), Bangladesh (Dhaka), Sri Lanka, Afghanistan

Western Pacific Basin: China (Beijing), Japan (Tokyo), South Korea (Seoul), Hong Kong, Taiwan, Singapore, Laos, Vietnam (Hanoi), Thailand (Bangkok), Burma/Myanmar, Cambodia/Kampuchea, Malaysia (Kuala

Lumpur), Philippines (Manila), Indonesia (Jakarta), Australia (Melbourne, Sydney), New Zealand, Micronesia

Rivers:

Europe: Rhine, Danube

North America: Mississippi, Ohio, Colorado, St. Lawrence

Middle and South America: Amazon (Rio Amazonas)

Africa: Niger, Congo/Zaire, Nile, Zambezi

Southwest Asia: Tigris, Euphrates

South Asia: Ganga (Ganges), Indus

Western Pacific: Huang/Yellow, Yangtze/Chang

Russia: Volga

Mountains:

Europe: Alps, Pyrenees

North America: Rocky Mountains, Appalachians, Sierra Nevadas, Mt. McKinley

Middle and South America: Andes, Sierra Madres

Africa: Kilimanjaro

Asia: Himalayas

Russia and NIS: Urals (divide Europe and Asia), Carpathians, Balkans, Caucasus

Bodies of water:

Europe: North Sea, Baltic Sea, Adriatic Sea, Mediterranean Sea, English Channel, Straits of Gibraltar

North America: Lake Michigan, Lake Erie, Lake Ontario, Chesapeake Bay, Gulf of Mexico

Middle and South America: Panama Canal, Caribbean Sea, Magellan Straits (Estrecho de Magallanes)

Africa: Lake Victoria, Lake Tanganyika (second deepest in world)

Western Pacific: Sea of Japan, South China Sea, Straits of Malacca

Southwest Asia: Persian Gulf, Straits of Hormuz, Red Sea, Suez Canal, Dead Sea, Jordan River

South Asia: Indian Ocean

Russia and NIS: Black Sea, Caspian Sea, Lake Baikal (deepest in world), Baltic Sea

Other:

Middle and South America: Tierra del Fuego, Galapagos Islands, Yucatan Peninsula

Africa: Sahara Desert

Asia: Spratly Islands, Gobi Desert

Potential Paper Topics (preliminary)

Environment

1. endangered species and extinction
2. air pollution
3. pesticide pollution
4. acid rain
5. dangers from plastics
6. getting rid of toxic waste

Resources

7. energy (Will there be enough at affordable prices? Who will have access?)
8. water
9. food (supplies, arable land, alternative foods)
10. oceans
11. phosphorus
12. natural resource availability (excluding water, energy, arable land, and phosphorus. What will be run out of and when? Or will we find alternatives?)

Economic development

13. global banking (Is there a global system? Is it regulated? How does it work? What are the dangers?)
14. world trade (Who trades with whom? What is traded? How important is it in the world system? Why?)
15. aid to developing countries (Who gives it? Why? How much? Does it do any good? Does it do any harm?)
16. The north vs. the south? (Is the south exploited? If so, how?)
17. Consumption (Should the north consume less so the south can consume more?)

Political

18. religious and ethnic conflict
19. terrorism (Is this a growing problem? Why? Where? Be sure to consider the question globally and not just in relation to anti-US terrorism.)
20. corruption
21. human rights and genocide
22. militaries and non-nuclear armaments
23. nuclear weapons (What are the dangers? Can we and should we get rid of them all?)

Demography

24. population pressures (are they real? Where? When? Why? Future?)
25. age demography (how old are people in various societies and what difference does it make?)
26. gender demography (what kind of “balance” in genders in different societies and what difference does it make? Who does what work?)

- 27. urbanization (what roles do cities play in our relationship to environments? Do cities make us more or less vulnerable in relation to global environmental issues?)
- 28. borders and migration

Human development

- 29. infectious diseases (endemic and pandemic diseases as threats to development)
- 30. nutrition (food shortages as threats to development; why are people hungry?)
- 31. education (who gets educated and who doesn't? What does it mean to be educated?)
- 32. roles and changing roles of women
- 33. indigenous peoples and modernization; will indigenous peoples be wiped out by economic and cultural changes?