



World Regional Geography

(geog 102_03 online, CRN 13217)
with Drew Kapp, and *you*

University of Hawai'i at Hilo
Waiākea, Hilo, Moku O Keawe, Ka Pae 'Āina O Hawai'i
'Spring' 2010: January 11 - May 11

Contact: Private Message in Lulima, or email (dkapp@hawaii.edu), phone (933-3495), or meet in person in Drew's office in Kanaka'ole Hall 258-B on UH-Hilo campus:
Office Hours: Monday/Wednesday 10a-12p & 1-3p; Tuesday/Thursday 10-11a & 1-3p

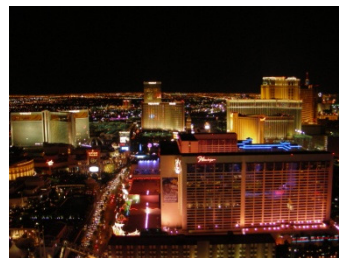
Course website located at lulima.hawaii.edu

World Regional Geography

This online course surveys the world's **geographic regions**. Through it we enhance our knowledge of the world at large, paying attention to both the global landscape and our communities of familiarity. This type of knowledge is vital in a world made up of places and societies that are interconnected and interdependent, and cultures that are unique, sometimes at odds with one another, found in environments that are vulnerable and even endangered.

We explore the influences of **globalization** on places and cultures. We increase our appreciation of the **diversity** of world's natural and cultural landscapes, and examine the spatial dimensions of human activities and issues ranging from climate change to sovereignty movements, from language to gender, and more. We apply essential geographic concepts to the regions under study. We seek out geographic **patterns**, while being sure not to miss those forces and examples that *defy* such patterns, developing a body of critical knowledge of the world around us.

The course is structured so that we investigate the world by **regions**, which, it is important to note, have no inherent order and are of arbitrary design. We must keep this in mind. In this course, we begin with **Hawai'i** and end with **Hawai'i**. What does this mean to you?



Kenya Maunakea
Bangalore Rio Vegas
Rotorua

Our Kuleana

In this course we work **collaboratively**, so that we **all** have an important role in sharing knowledge of different parts of the world – knowledge we have acquired from our exposure to information and from personal experience.

My contributions

I introduce each world region through online, narrated electronic slideshow lectures synchronized with our textbook, sometimes supplementing them with video documentaries, as well as initiating online class discussions. I encourage students to strengthen **environmental kinship** through environmental community service, and consideration of cultural significance of environmental elements. In a sense, this course should be a bit like an academic look at our complex and complicated world, in which the uniqueness and interconnectedness of different **places** is the emphasis.

I would also like to facilitate the following processes for each of you:

- Elevate geographic literacy;
- Develop and perpetuate an appreciation and respect for places;
- Create relationships with other classmates;
- Enhance your own personal style of communication;
- Conceptualize connections between the world and Hawai'i;
- Contribute to environmental well-being through your actions.

Course Enhancement through Uluākea

This course has been enhanced as a part of the Uluākea project administered by Kīpuka Native Hawaiian Student Center. The project's primary goal is to develop the University of Hawai'i at Hilo into a Hawaiian place of learning. As a part of this project, this course will incorporate experiences and resources for the development of Hawai'i learning processes at UH-Hilo.

Student Learning Outcomes for World Regional Geography

- Identify and describe environmental-cultural characteristics of the world's major regions;
- Attain competency in geography's key disciplinary concepts;
- Develop an understanding of the diversity of human societies, cultural traditions and cross-cultural interactions;
- Improve critical reading and writing skills through close readings of textbook material, test-taking and producing short written assignments;
- Analyze geographic information and develop research competency through written work, and group discussions;
- Reflect upon the processes of globalization and its differential affects across the world.

Textbook & Other Resources

- Please read each chapter of our textbook, ***Diversity amid Globalization (4th edition, 2009)*** by Rowntree and his colleagues, as suggested in our class schedule;
- Please view online documentaries as occasionally assigned;
- Additional resources, including weekly instructions, world music and geographic links can be found at our course homepage.

Discussion (about 20 of them, totaling 35% of your course grade)

Please commit to our class by actively participating in every one of our online class discussions (about 20), demonstrating your engagement by posting meaningful and informed comments *and* responding to classmates.

Tests (3 of them, totaling 30% of your course grade)

- Please take three (3) non-cumulative timed chapter Tests;
- Questions relate to class lectures and information offered in our textbook. The questions are in a variety of formats: multiple choice, landscape and map identification, mini-essays;
- I will post study guides on our class website one week before each Test;
- You'll have a 24-period in which to take each test on the designated date in our calendar;
- Make a pledge to avoid dishonest practices while taking these tests. When taking each Test, you must rely exclusively upon your own internal resources, and cannot use books, notes, the Internet, other people, etc.

GeoProjects (3 of them, totaling 30% of your course grade)

- Please complete three (3) GeoProjects for this course;
- Each GeoProject taps your personal and newly-acquired knowledge about environmental elements, issues, and places, as well as your critical abilities, creativity and organization;
- The GeoProjects require some research and should include your own perspectives;
- Your **GeoElement** focuses on a particular type of landscape element of your choice (volcanoes, rivers, deserts, rains, winds, waves, rain forests, coral reef, sharks, etc.) that is found throughout several different parts of the world, and has much meaning to people;
- Your **GeoIssue** focuses on a particular issue of your choice (sovereignty, poverty, language preservation, urbanization, education of girls, deforestation, narcotics, water rights, military impact, etc.) that is important throughout several different parts of the world;
- Your **GeoScape** focuses on a place of your choice (such as a country) and should create a personal, unique and informed portrait of it;
- Each GeoProject must incorporate words (descriptive, creative, analytical) and images;
- Details about each GeoProject will be posted on our course website;
- Since Hawaiian is an official state language, and Pidgin is a legitimate and widely-used language, I invite you to use English, Hawaiian, and/or Pidgin in your GeoProjects. In writing any Hawaiian words, especially place names, please use 'okina & kahakō;
- You'll be sharing your GeoProjects in small groups, so be sure you are proud of your work!

Honua Ola Environmental Community Service Project (5% of your course grade)

- Please devote **4 hours** any time during the semester to participation in a service project aimed at restoring or improving **environmental** well-being within a given community;
- I'll arrange a **Hawai'i Island-based activity** for our class in which you can participate;
- You may opt to find or create your own environmental community service project, and you may work with other students or individually;
- Each group or individual must also take at least two **photos** of your activities which we will post on the class website as a positive example for others.

Special Student Services

Any student with a documented disability wishing to request accommodations should contact the UHH Disability Services Office (933-0816 or 933-3334 (TTY), shirachi@hawaii.edu).

Evaluation Summary

Discussion = 35%, Tests = 30%, GeoProjects = 30%, Honua Ola = 5%

Course Grade: (incl. +/-) A= 90-100% B=80-89% C=70-79% D=60-69% F<60%



World Regional Geography (online, sec 03) schedule

'Spring' 2010

'A'ohē hala 'ula i ka pō (No hala fruit shows its color in the darkness of night, i.e., Beauty must be seen to be enjoyed, 'ōlelo no'eau compiled by Mary Kawena Pukui)

Week	Course Topics	Special Activities & Notes
We begin this semester during in the rainy season known as Ho'oilō , in the last days of the Hawai'i lunar month of Makali'i , typically a month with frequent Kona winds and rains. (Did it feel that way this year?) On January 14 we enter the month of Kā'elo , another month whose rains are often enhanced by thunderstorms.		
Week of Jan 11	Introductions / No hea mai 'oe? Geography	
Week of Jan 18	Diversity Amid Globalization (ch1)	Jan 18 (Mon): Holiday
Week of Jan 25	Changing Global Climate (ch2)	
Week of Feb 1	North America (ch3)	Feb 2 (Tues): GeoElement due
Week of Feb 8	Latin America (ch4)	
Kaulua begins on February 13; rains continue, and winds can be both warm and chilling; lehua bloom, and the season for growing crops begins		
Week of Feb 15	Caribbean (ch5)	Feb 15: (Mon): Holiday Feb 16 (Tues): Test 1
Week of Feb 22	Sub-Saharan Africa (ch6)	
Week of Mar 1	Southwest Asia North Africa (ch7)	Mar 2 (Tues): GeoIssue due
Week of Mar 8	Europe (ch8)	
Nana begins on March 15: a vibrant month for plant growth and beauty, with both sun and rain		
Week of Mar 15	Russian Domain (ch9)	Mar 18 (Thurs): Test 2
Spring Break is March 22-26		
Week of Mar 29	Central Asia (ch10)	Apr 2 (Fri): Holiday
Week of Apr 5	East Asia (ch11)	
Week of Apr 12	South Asia (ch12)	
On April 14 we enter another month of profusion and beauty: Welo ; we are at the end of Ho'oilō, the rainy season		
Week of Apr 19	Southeast Asia (ch13)	
Week of Apr 26	Australia & Oceania (ch14)	Apr 29 (Thurs) GeoScape due
Week of May 3	Reflection/Evaluation	
Week of May 10	'Finals Week'	May 11 (Tues): Test 3

An attempt has been made to schedule important class events (project due dates, tests) on dates that correspond with favorable dates on the Hawaiian moon calendar. For example, nights of the full moon and around the new moon have been traditionally considered productive for farming and fishing. We seek such favorable conditions for our important tasks in Geography, too.

Discussion	Dates Open
Introductions and Geography	Jan 11-17
Diversity Amid Globalization (ch1)	Jan 18-24
Changing Global Environment (ch2)	Jan 25-Jan 31
North America (ch3)	Feb 1-7
GeoElement sharing	Feb 2-8
Latin America (ch4)	Feb 8-14
Caribbean (ch5)	Feb 15-21
Sub-Saharan Africa (ch6)	Feb 22-28
Southwest Asia & North Africa (ch7)	Mar 1-7
Geolssue sharing	Mar 2-8
Europe (ch8)	Mar 8-14
Russian Domain (ch9)	Mar 15-28
Central Asia (ch10)	Mar 29-Apr 4
East Asia (ch11)	Apr 5-11
South Asia (ch12)	Apr 12-18
Southeast Asia (ch13)	Apr 19-25
Australia & Oceania (ch14)	Apr 26-May 2
GeoScape Exhibition	Apr 29-May 5
Reflection	May 3-9

Get in the habit!

2- 3 times per week:

- Log in to our course in **Laulima**
- Check **Announcements**
- Check **Private Messages**
- Access Course Content in **Resources**
- Engage in **Discussion**

In the meantime:

- Read the textbook
- Prepare GeoProjects
- Stay on task for the next test
- Watch online videos as assigned
- Make an environmental contribution
- Stay in touch with Drew & classmates!

Online Course Format

This course is cohort-based, meaning that there is a **specified beginning and end date**, and that you will **interact with other students** constantly during the semester.

Course resources include a **textbook** and accompanying **DVD** set, and a **website** in Laulima (laulima.hawaii.edu) which includes all other necessary class resources, including instructions, communications tools, and other features. Our interactions will be **asynchronous**, meaning that we will **not** necessarily be online simultaneously. Nevertheless, you must log in to the course website **at least two to three (2-3) different times during the course of each week**. Because of the amount of material that will be covered, you must be sure to carefully track the timeframes in which online discussion topics, lectures, projects and tests are made available. The course is divided into units, which are located within the **Resources** section of the course website. These units generally correspond to World Regions, such as *Latin America, Sub-Saharan Africa, Australia & Oceania*, etc.

Some students are under the impression that online courses involve less work. That is not necessarily the case at all. Anticipate spending 5-10 hours per week on this course, which includes time participating in online class discussions, reading a detailed and comprehensive textbook, viewing any online documentaries assigned, conducting research, completing projects, studying for tests, and making a positive contribution to the environment.

Timing

Just like a face-to-face course, this online course opens on the first day of the semester, **January 11, 2009**. The course runs continuously until the end of the day on **May 11**. Although our course content is organized for a Monday-to-Friday schedule, course content remains accessible over the weekends and other non-instructional days. One of the advantages of an online course is the relative flexibility in timing it allows students. For this course, students may log in at the most convenient times of day (or night).

Location

Although this course has been created, and is maintained and administered in the legendary and beautiful districts of Hilo, Puna and Ka'ū (Drew's typical work locations), it can be taken in many different places – this is another chief advantage of an online course. It is something that we can capitalize on, in our course, as well, as students in different places can log in and share something about their current locations. If you take this course outside of Hawai'i, be mindful of **time zone differences**, especially in terms of deadlines for test-taking, GeoProject submission, and discussion. Wherever you are, be sure you have regular and dependable Internet access. Try your best to find locations that are relaxing and not too distracting.

Technical Requirements for Course

To participate in this online course, you'll need regular access to a computer; Internet connection (Roadrunner or DSL is recommended, otherwise no less than 56K modem connection); basic computer/Internet skills: saving/accessing files, using email/messaging, scrolling, using the back and forward buttons, copying and pasting, uploading/downloading files to/from the web; Microsoft Office PowerPoint, OpenOffice (PC), or NeoOffice (Mac); Java; Adobe Reader 7.0 or later; and *optionally* QuickTime and iTunes.

You are responsible for maintaining your own computer system:

- Check to make sure that you have all the necessary software and audio components to access all components of the course online;
- Update your virus protection on a regular basis to protect your computer and classmates';
- Finally, back-up your files daily.

Online Location of Course Materials and other Links

- You can locate the course syllabus by clicking on the **Syllabus** link in the Menu bar on the left-hand side of our course homepage;
- You can access course materials by clicking on the **Resources** link in that same Menu bar, and then by clicking on the **Course Content** link. The course modules, which are content folders, are organized numerically by textbook chapter. Each week's folder will include **Instructions** (which you should read), as well as **Lectures**, and pertinent links;
- You'll find a **GeoProjects** link on our course homepage at which you can view detailed GeoProject Guidelines. The link will allow you to submit your GeoProjects as attachments.

Communication

- Starting on January 11, communication between you, other students and me should be via **private messaging** within the Laulima environment. You can locate this internal messaging system within **Discussion and Private Messages**. If necessary, students can contact me via UH email **dkapp@hawaii.edu**, but it's best if we try to stay within Laulima;
- Please be sure to respond promptly to any private messages or emailed messages that I send you, and I will do the same for you. Communication between individual students and me may be frequent;
- On our course homepage you'll see a list of the **Announcements** I send to class at least once a week. You're responsible for reading them carefully, as they contain important and updated course information.

Online Discussions

You must log in to Lualima to engage in online class discussions **at least twice a week**. To access the discussion area, click on the **Discussion and Private Messages** link in the Menu bar on the left-hand side of our course homepage. I will introduce topics of discussion relating to our course material **at the start of every week**. Interaction with each other and responding to the issues and questions posed is a vital part of our course, and accounts for a relatively large proportion of your course grade. On our class schedule, you can view the dates on which each discussion is *locked*, meaning students can no longer post, although they can read. I'd like for each of you to participate in **each** of the online discussions. When posting your comments, please offer information that is relevant, substantive and insightful. Here are my suggestions about etiquette and considerations specific to our online Geography course:

- Engage in discussion; in other words, post your own comments, and also respond to your classmates' postings;
- Write to each other with the utmost respect. There may be times and instances when controversial topics come up for discussion and students will have different points of view. Even if you passionately disagree with others, treat your peers and their perspectives with great consideration;
- Although many of the online discussions will relate to your personal opinions, engage in these discussions in an informed manner: investigate and think things through before writing, to best demonstrate your knowledge and opinions; also demonstrate that you have accessed resources (textbook, lectures, research) that have enhanced your knowledge about the topic;
- Try your best to write in sentences, and feel confident about your spelling before posting comments online. It is standard to begin proper names – which include place names – with capital letters, although if you have a philosophical or other reason for beginning proper names without capital letters, that's OK. Writing in all capital letters gives the impression of shouting, so please refrain from that. Longer messages are easier to read if they are presented in a series of paragraphs.
- Hawai'i Creole English, or 'Pidgin,' is a legitimate language and is the first language of many residents of the Hawaiian islands; therefore you are also welcome to post your comments in Pidgin;
- Hawaiian is an official language of the State of Hawai'i (together with English), and you are encouraged to use Hawaiian in your postings. If you believe your peers may not be clear about Hawaiian words or phrases you use, I would appreciate if you would offer English language translations for classmates, simply to facilitate collective understanding, unless you have a strong reason not to offer the translation;
- Please refrain from using words and phrases you believe will offend classmates, such as ones that are widely recognized as racist, sexist, etc.
- Read and re-read your online comments before you post them;
- Feel free to add a personal profile, web links, reasonably-sized images, etc. to your postings; this is a space that will allow you to get to know each other, and share your knowledge and opinions;
- Check out these helpful links relating to 'netiquette':
 - <http://www.hawaii.edu/askus/570>
 - <http://www.albion.com/netiquette/>

*How many different perspectives can we have on **the world?***

