

World Geography GEOG 1100 (970:040) Syllabus

MEET YOUR INSTRUCTOR

James F. Fryman, B.A., M.A., Ph.D., Associate Professor of Geography

Dr. Fryman was originally from the central region of Ohio. His academic training includes: a B.S. degree (psychology) from Denison University, a M.A. degree (geography) from Miami University and a Ph.D. degree (geography) from the University of North Carolina at Chapel Hill. In addition he has completed supplementary graduate courses in International relations at the University of Southern California and a graduate GIS course from Salem State University.

In the seven years between completing his MA degree and beginning a PhD degree program, he served as an Intelligence Officer with the United States Air Force. During this seven year period he primarily worked in the following areas: targeting, briefing (air crews and staff) and as an aerial photo interpreter. Six of his seven years in the USAF were spent overseas in Thailand, United Kingdom, and Germany.

Over the course of Dr. Fryman's career at the University of Northern Iowa he has taught courses in Cartography, Aerial Photo Interpretation/Remote Sensing, Geographic Information Systems (GIS) and Population Geography. In addition, it should be noted that he has regularly taught **World Geography**, a course he has said is his favorite. His research interests are primarily in the field of Population Geography (with an emphasis on the migration process especially related to subgroups of the population such as college students and Black Americans) and the educational and technological changes in the field of cartography (map making).

He has been an active member of several professional organizations including the American Association of Geographers, North American Cartographic Information Society (president 1992), the American Photogrammetry Society and the Population Association of America.

James is married to Julia "Jill" Wallace, a psychologist by training, who is currently an administrator (Provost) at the University of Wisconsin-Green Bay. James retired from UNI in 2008 in order to follow his wife as she perused an educational administration career. He now teaches his favorite course (World Geography) at the University of Wisconsin-Green Bay. They have one daughter (Allison) who is completing a Public Health graduate program in Portland, Oregon (Oregon Health and Science University). In addition they have two small dogs (Caveshons) and a black and white cat.

COURSE OVERVIEW

Studying Geography:

Geographers are mainly concerned with understanding and explaining variations of phenomena from place to place on the earth's surface. They are marked by the questions they ask, as well as by the way they go about answering them: Why are things where they are? What may be consequences of these distributions? The first step, the matter of where things are, is one of **description**. The second, why are they where they are, is one of **explanation**. The third, the projection and anticipation of future patterns, is one of **analysis**. Some examples of things studied are population and associated characteristics, cultural features, physical features, and combinations of all of these.

It is helpful to think in terms of the geographic axiom that phenomena are unevenly distributed and constantly changing. The non-uniformity results in movement and interactions, such as migration of people, diffusion of ideas, erosion, and wind. The movement may result in either an increase or a decrease in the non-uniformity. The process is never-ending.

Clearly, the things studied by the geographer are also studied by others. Such an overlap in subject matter is true of all disciplines. For example, where is the boundary between physics and chemistry, mathematics and philosophy, paleontology and botany, physical education and biology? In geography, the focus is location, distance, and the interaction between places. Perhaps the

following definition of Geography and table explaining the "parts" of Geography will give a better understanding of the discipline.

Geography:

The study of the spatial/areal distribution of phenomena on the surface of the earth. There is emphasis on location, why a distribution exists at a location, the relationship between distributional patterns and changes in distributions over time. Each of the individual divisions listed below (page xv), such as Climatology, represents a **systematic** or **topical** geographic study. When all of the above systematic studies are applied to a specific area on the earth's surface the result is called a **regional** study.

Given the enormous range of things which can be studied, it becomes useful to organize the subject matter or to classify it. Two ways of organizing the subject matter can be noted. We can distinguish between **physical** and **non-physical (cultural)** phenomena and study them separately, such as landforms and climate on one hand and population and urbanization on the other. It must be noted that this distinction, self-evident though it may seem, is arbitrary in the final analysis. For instance, is soil in Iowa in the late twentieth century a physical or a cultural feature? Surely the answer would be both. Again, is a highway a physical or a cultural feature?

A second way of organizing subject matter is to distinguish between **topical** (systematic) and **regional** studies. In the first case we can study such topics as climate, soils, agriculture, and mineral resources, and note their distributions and the associated movements and interactions.

In the second case we can study such regions as Europe, South America, and the Middle East, or smaller regions yet, such as individual countries and subdivisions of them. When we study topics, sooner or later it becomes convenient to regionalize them—for instance, when we study climate we will soon talk about climatic types, and a climatic type is in fact a region. When we study regions, sooner or later we study them topically—for instance, when we study the United States we will soon talk about its climate, soils, people, and agriculture. Thus, as in the first way of organizing subject matter, here, too, the distinction is arbitrary. It is a matter of emphasis.

Not to be overlooked is the factor of **time**. Even though the common denominator of geographic studies is variation from place to place, when it comes to explaining and assessing the impact, or projecting the consequences, the factor of time is inescapable. Its relevance will be constantly apparent in this course, as it is in any other geography course, and it applies to physical as well as non-physical phenomena. Often one will find books or courses offered that are 'historical geographies' of a region, such as the Historical Geography of North America.

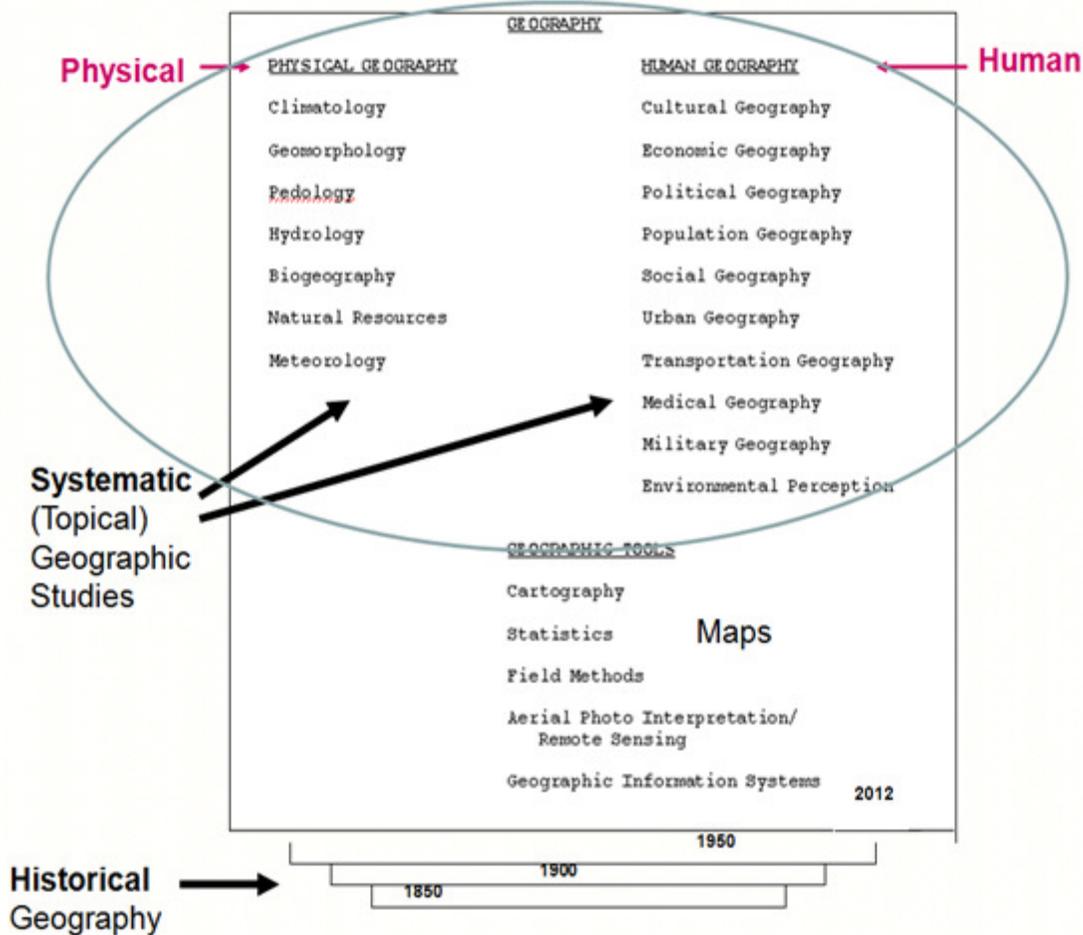
Finally is the matter of **scale**; that is, the detail at which a subject is examined. We can study population distribution at a global scale, at a continental scale, at a country scale, or at the scale of a small local administrative unit. The interpretation of the subject must be kept at the scale at which the data are studied in the first place. A comprehensive study of world population patterns will be of little help in understanding population patterns in Iowa, and vice versa. Again, climate can be studied at a macro scale, such as the whole globe, or a micro scale, such as a single mountain valley or a local urban-rural difference. The factor of scale applies to time, too. We can be concerned with the evolution of agriculture over a period of five-thousand years, or we can focus on the impact of technology on agriculture since World War II. Here, too interpretation must be kept at the same time scale at which the data are initially examined.

Also important are the **Appendixes**: *Appendix A* in the textbook has a glossary (definition of 150 terms and concepts) and an index to the text. *Appendix B* has a detailed table of population and economic statistics for each political state in the world, plus summery statistics for the realms. Three additional Appendixes (C, D, and E) can be found on the textbooks website (www.wiley.com/college/deblj). Use *Appendix C* to familiarize yourself with the principles of map reading and interpretation. *Appendix D* gives an overview of job opportunities in Geography. *Appendix E* is useful in giving the correct pronunciation of place names.

A **NOTE** on place name recognition and place location: To truly understand geographic relationships and concepts one must be familiar with the names of various places (political states, rivers, regions, etc.) and also the location of those places. An analogy can be made between geography and the theater. In viewing a play one becomes familiar with the various characters (Bob, Joan, and Mrs. Crumby), their personalities and their relationship to each other.

The same is true in the study of geography, for instance, the political states become the characters. They take on personalities (size, climate, population characteristics, economies) and they relate to each other given their location (Australia is isolate in the southern hemisphere, Korea is surrounded by three strong neighbors, Bolivia is landlocked). Once names and locations are known, then one can begin to build the "personality" of the countries and understand how they fit into a vast number of distributional patterns and relationships.

Region an Area on the Earth's surface defined by specific criteria (i.e. unique topical characteristics)



Textbook:

Harm J. deBlij, Peter O. Muller, and Jan Nijman. *Geography: Realms, Regions and Concepts*. John Wiley & Sons, Fifteenth Edition 2012.

It is a good idea to become familiar with the entire book at the outset.

1. Read the **preface**.
2. Study the **table of contents**. Note the organization into parts and chapters. Can you discern a pattern in this organization? Might the same information be arranged in a different way? Glance over the concepts, ideas, and terms listed with each chapter.
3. Before reading each chapter, note its **internal organization**. After reading the chapter, note again its organization and try to repeat in your own words the main points of the chapter.
4. The book is abundantly illustrated with pictures, maps, graphs, and diagrams. These **illustrations** are to be studied and not just noticed. Many test questions will be taken directly from the illustrative material.

5. Note the **Glossary** at the end of the book. Make use of it while reading the text and while preparing for a test. The glossary will have a concise definition of all the terms and concepts mentioned in the text and listed at the start of each chapter.
6. You will note that that the **textbook** is structured into an introduction (overview) and twelve chapters, each focusing on a large realm of the world (S. America, E. Asia etc.). You will also note that each chapter has an A and a B section. The A section focuses on the broad geographic aspects of the total Realm (ex. South America) and the B section gives a more detailed account of the sub regions (four sub regions in South America). This division was informal in past editions of the textbook, but has been made more formal in this edition.

It is also a good idea to stress the following points.

1. Perhaps one of the most important components of the readings are **concepts, ideas** and **terms** listed on the first page of each chapter and later elaborated on in the text.
2. Regional geography texts often get bogged down in description and endless inventories of phenomena. By emphasizing **concepts, ideas, and terms**, the authors hope to focus on the most important items. Most likely, the most important knowledge a student will take from this course will be the concepts and ideas. There are 308 **ideas, terms** and **concepts** (not counting duplicates) cited at the start of each chapter. Because of the importance of these terms, they are likely to be part of the four tests, in fact, roughly one-third of the objective test questions are focused these terms, ideas and concepts.
3. Another very important aspect of each chapter is the box entitled "**Major Geographic Qualities of Each Region.**" This often helps one see the forest in spite of the trees. Knowing the major qualities and characteristics of a region will surely benefit you in test taking and in understanding each region.
4. A third major part of each chapter is the **comparison and contrast** between realms, regions, political states, cities, etc. Comparisons will help you remember certain key characteristics, similarities and differences.

COURSE ORGANIZATION

This course will be delivered over the World Wide Web, utilizing web pages, and a learning management system (**eLearning**). The course consists of 16 assignments and 4 examinations. All written assignments will be submitted online. You may submit more than one assignment at a time. Be brief and use your own words. Always give specific examples. Please restate the questions using a word processing program and save as a file. If you are using a word processing program other than Microsoft Word, then please save the file as Rich Text Format.

Submit your assignment by clicking on the **Assignment Submission** link in the **Course Content** menu on the left and uploading your assignment. **Need help?** See the [eLearning Tutorials](#) for instructions on how to submit an assignment.

The examinations will be given after assignments 4, 8, 12 and 16. You may turn in more than one assignment at a time. Be brief and use your own words. Always give specific examples. There are four map exercises which are designed to give you familiarity with political state names and to explore some important distributional patterns. The examinations will be given only after all the previous assignments have been satisfactorily completed. Test questions will be of the objective type (i.e. True/False and multiple choice). Knowledge of place names and locations are needed in answering many of the questions and in addition, there will be specific map questions on each test.

Course Outline:

1. **Introduction.** World Regional Geography: Physical and Human Foundations. Text, pages 1-39.
2. **Europe.** Chapter 1, pages 40-101.
3. **Austral** Realm. Chapter 11, pages 504-585.
4. **Exercise one** – Population Density in Europe, Australia, and New Zealand.

EXAMINATION I (Assignments 1-4)

5. **Russia**. Chapter 2, pages 102-143.
6. **North America**. Chapter 3, pages 144-189.
7. **Middle America**. Chapter 4, pages 190-231.
8. **Exercise two** – Natural population increase and per capita gross national product patterns for Middle and South America.

EXAMINATION II (Assignments 5-8)

9. **South America**. Chapter 5, pages 232-281.
10. **Subsaharan Africa**. Chapter 6, pages 282-339.
11. **North Africa/Southwest Asia**. Chapter 7, pages 340-401.
12. **Exercise three** – Urbanization rate variations on the African continent.

EXAMINATION III (Assignments 9-12)

13. **South Asia**. Chapter 8, pages 402-455.
14. **East Asia**. Chapter 9, pages 456-513.
15. **Southeast Asia**. Chapter 10, pages 514-563.
- The Pacific Realm**. Chapter 12, pages 586-605.
16. **Exercise four** – Infant Mortality and Life Expectancy in South and East Asia.

EXAMINATION IV (Assignments 13-16)

Special Notes:

It is a good idea to become familiar with the entire book at the outset.

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3. Before reading each chapter, note its internal organization. After reading the chapter, note again its organization and try to repeat in your own words the main points of the chapter.
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GRADING

The assignments will be returned to you and marked either satisfactory or unsatisfactory. Unsatisfactory papers will have to be rewritten as directed and submitted again. Satisfactory assignments will help raise the grade by as much as a notch. For example, a C- would become a C, and a C+ would become a B-.

The four examinations will be marked with letter grades and will form the basis of your final grade. They will be weighed equally. Each test will contain 90 objective questions (i.e. multiple choice and True/False) and 10 map questions. Many questions can be asked in either true-false or multiple choice format. For instance, if we were discussing **Primate Cities** (those cities within a Political State that are at least twice as large as the next ranked city in population size and the most important city in the country) and Paris was given as the best example of this concept, the following questions could be asked.

1. The best example of a **Primate City** in Europe is Paris.

- a. True
- b. False

2. The best example of a **Primate City** in Europe is _____.

- a. Bonn
- b. Bern
- c. Munich
- d. Paris

Map questions will be taken from the list of states, cities, and physical features that are listed in each Regional Assignment.

Important Note:

Please note that UNI Guided Independent Study requires that you complete all assignments and exams to pass the course.

For purposes of test taking, make certain you understand the following:

- 1. **Concepts, Ideas and Terms** associated with each chapter,
- 2. that **maps and other illustrations** are understood,
- 3. that you read the information in the '**from the field notes,**' and
- 4. that you note the "**major geographic qualities** of each REALM."

Keep in mind the importance of pattern variations from place to place, of making comparisons and contrasts between locations and countries.

In terms of country locations, two aspects are especially important.

- 1. Is the country landlocked or coastal? Suppose the U.S. had no sea coast, and that it was surrounded by other countries.

It would have to have somebody's permission to move people and products by land, sea, or air, a seemingly unthinkable situation. Yet several countries have to rely on the goodwill of neighbors to do so, and some of these neighbors can be capricious.

- 2. With whom does the country share land boundaries? Suppose the U.S. had to contend with six neighbors instead of two, and perhaps two of these—say on opposite sides—were particularly unfriendly. The effort spent on controlling the boundaries would be substantial and perhaps distracting.

You will be responsible for countries covered by the material for each test. Thus, the first test will ask about European Countries, Austral (Australia and New Zealand) *plus* global patterns and the introductory materials.