

## **ENVI 419: Global Geography**

**By Nancy J. Obermeyer, Dept. of Earth and Environmental Systems**

**Submitted to partially fulfill:**

**Foundational Studies 2010 – Upper Division Integrative Electives (UDIE)**

### **NARRATIVE:**

**The first law of geography states:** *"Everything is related to everything else; near things are more closely related than distant things"* [Source: Tobler, Waldo, (1970) "A computer movie simulating urban growth in the Detroit region". *Economic Geography*, 46(2): 234-240]. Geography encompasses both human and physical components from both historical and current perspectives. Physical components include landforms, climate, and the environment. Human components include population, culture, political geography, economic geography, and social well-being. Geography is inherently an integrative discipline.

**Global Geography** is an existing course in the Geography component of the Department of Earth and Environmental Systems that prepares students to understand our increasingly interconnected world today by understanding both geographical patterns as well as historical and current relationships. Global Geography covers the *entire world* focusing on *physical and human connections* within, between, and among regions. Consistent with the First Law of Geography, ENVI 430 (Global Geography) provides students with the opportunity to develop their critical thinking skills to understand their own region, and compare and contrast their home region to every other region on the globe. Because ENVI 430 includes current events, it helps students to develop a long-term ability to understand world events, which will help them to understand the causes and consequences of globalization throughout their lives.

**(IUDE 1)--Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing:** ENVI 430 provides consistent thematic coverage of the world region by region.

**(IUDE 2)--Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue:** Global Geography requires a research and writing assignment that will require students to apply foundational principles and concepts presented in the class in order to understand an ongoing problem.

**(IUDE 3)--Analyze and write at an advanced level:** ENVI 430 requires at least two writing assignments that involve analysis, synthesis, and advanced writing.

**(SALR 1)-- Explicitly demonstrate how the curriculum will develop critical thinking skills:** The ENVI 430 curriculum requires that students apply the theoretical concepts and principles that provide the foundation of this course, to current issues, either in writing or discussion format.

**(SALR 2)-- Explicitly demonstrate how the curriculum will develop information literacy skills:** ENVI 430 requires that students perform research that relies on the vast array of information resources that are available to them today.

**(SALR 3)-- Include a graded writing component, which whenever possible is developmental:** ENVI 430 Global Geography requires that written assignments undergo review and assessment either by their peers or by the instructor, and in some instances, by both as they go from their original draft to a finished product.

**(SALR 4-5)-- Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively and Must include assignments that apply information from within and across various "ways of knowing":** ENVI 430 draws on readings from a strong basic text (Diversity Amid Globalization) and supplemental readings drawn from scientific journals (for example, *Annals of the American Geographers*; *Political Geography*; *Economic Geography*); newspapers (*The New York Times*, *The Wall Street Journal*); government documents and websites; and supplemental readings as assigned.

## **Annotated Syllabus**

### **Foundational Studies--Integrative Upper-Division Electives**

#### **Global Geography (GEOG/ENVI 419), Fall 2010**

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**Course Description:** The First Law of Geography states that “Everything is related to everything else; near things are more closely related than distant things.” This course discusses globalization within the context of geography. This course is designed to help you understand the many aspects of globalization, including population and migration, environmental issues, culture, economic integration, agriculture and food production, and international political relations.

**Course Purpose:** This course is designed to meet five sets of objectives: (I) the Learning Objectives of the Foundational Studies Program (**FS 1-8, 10**), (II) the Learning Objectives of the Integrative Upper-Division Electives (**IUDE 1-3**), (III) the Skill Applied Learning Requirements (**SALR 1-5**), (IV) the regional and thematic focus of elective courses in the International Studies Minor (**ISM 1-3**), and (V) the Learning Objectives of Global Geography (**GME 1-5**). These objectives are listed below (see course **narrative**, **content**, and **assessment** on how a specific objective is met):

#### **I. Learning Objectives of the Foundational Studies Program—Students will:**

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness [**not addressed in this course**];
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

#### **II. Learning Objectives of the Integrative Upper-Division Electives—Students will:**

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
3. Analyze and write at an advanced level.

### **III. Skill Applied Learning Requirements of the Integrative Upper-Division Electives:**

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental
4. Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively.
5. Must include assignments that apply information from within and across various "ways of knowing"

### **IV. Learning Objectives of the International Studies Minor—Students will:**

1. Focus on relationships within and among countries of the world
2. Examine selected global themes from the region
3. Take an approved 300/400 level elective course

### **V. Learning Objectives of Global Geography—Student will learn the salient environmental and cultural patterns of the Middle East, with emphasis on:**

1. Physical geography (landforms, climate, environment)
2. Population (demographics, settlement, migration)
3. Culture (ethnicity, language, religion)
4. Political Geography (historical roots of political systems, conflicts and alliances)
5. Economic Geography (historical roots of economic systems, and economic activities)
6. Social well-being (child mortality, literacy, gender equity)

### **Course goals:**

The five sets of objectives listed on the previous page are embedded in the structure and configuration of the course's **thematic approach, regional focus, interdisciplinary perspective, and critical thinking method** to ensure that by the end of this course the student (1) can analyze problems, (2) think critically and creatively, (3) integrate a variety of approaches to gain knowledge, (4) recognize the ethical, social, and cultural implications of issues, and (5) communicate professionally, persuasively, and effectively (**Goal Statement of the Foundational Studies Program**). Students will specifically:

**(IUDE 1)--Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing:** ENVI 430 will meet this objective by providing consistent thematic coverage

of the world region by region. The themes of each chapter are: (1) Physical geography, including landforms, climate, and environmental problems; (2) Population and demography, including birth, death, and total fertility rates, along with migration and settlement patterns; (3) Culture, including ethnicity, language, and religion; (4) Political geography, including historical roots of the political systems and conflicts; (5) Economic geography, including historical roots of the economic systems, colonization, current economic patterns; and (6) Social well-being, including child mortality, illiteracy, life expectancy, and gender equity issues. The regions covered are: North America, Latin America, the Caribbean, SubSaharan Africa, North Africa and Southwest Asia, Europe, the Russian Domain, Central Asia, East Asia, South Asia, Southeast Asia, and Australia and Oceania. (FS 3; GME 1-4; ISM 1-3).

**(IUDE 2)--Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue:** Global Geography will meet this objective by the requirement of a research and writing assignment that will require students to apply foundational principles and concepts presented in the class in order to understand an ongoing problem. Typically, the research subjects will focus on a current event or an ongoing issue. Recent research topics in the course have included piracy, invasive species, and human sanitation. Research will require students to provide both historical background as well as current developments. (FS 1-3, 6-8, 10; ISM 1-2; GME 1-5).

**(IUDE 3)--Analyze and write at an advanced level:** ENVI 430 will meet this goal by requiring at least ten writing assignments that involve analysis, synthesis, and advanced writing. This will also meet other learning goals (FS 1-8, 10; ISM 1-2; GME 1-5).

**(SALR 1)-- Explicitly demonstrate how the curriculum will develop critical thinking skills:** The ENVI 430 curriculum will help develop their critical thinking skills by requiring that students apply the theoretical concepts and principles that provide the foundation of this course, to current issues, either in writing or discussion format. These topics and issues will generally be stimulated by current events, some of which will be controversial, and will draw on a variety of resources. This will meet other goals as well (FS 1-2, 5, 8; ISM 1-2; GME 1-5).

**(SALR 2)-- Explicitly demonstrate how the curriculum will develop information literacy skills:** ENVI 430 will develop information literacy skills by requiring that students perform research that relies on the vast array of information resources that are available to them today. These will include written as well as digital resources. A key goal of helping students to develop their information literacy skills is to help students to judge the reliability and value of the many various resources that are available today. This will meet other goals (FS 1-4, 6-7, 10; ISM 1-2; GME 1-5).

**(SALR 3)-- Include a graded writing component, which whenever possible is developmental:** ENVI 430 (Global Geography) will meet this objective by requiring that written assignments undergo review and assessment either by their peers or by the instructor, and

in some instances, by both as they go from their original draft to a finished product. This activity will meet other goals as well (FS 1-8, 10; ISM 1-2; GME 1-5).

**(SALR 4-5)-- Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively and Must include assignments that apply information from within and across various "ways of knowing":** ENVI 430 will meet this requirement by drawing on readings from a strong basic text (Diversity Amid Globalization) as well as various supplemental readings drawn from scientific journals (for example, Annals of the American Geographers; Political Geography; Economic Geography); daily newspapers (The New York Times, The Wall Street Journal); government documents and websites; and supplemental readings as assigned. This will also meet other course learning objectives (FS 1-8, 10; ISM 1-2; GME 1-5).

#### **Course Assessment of the Expected Learning and Applied Learning Objectives:**

1. **Two Multiple-choice Exams** will provide a —quantitative or —objective assessment of student learning from presentations and discussions, readings, and videos. —Quantitative learning will be assessed through objective exams (multiple choice questions). This will assess the student's ability to access and evaluate information and ideas using a variety of interdisciplinary approaches and cultural lenses that integrate multiple ways of knowing at the local, regional, and global scale (F 1-4, 6-7; IUDE 1; SALR-2, 4-5; ISM 1-3; GME 1-5).
2. **Two Critical Thinking Research Essays** will be assigned in order to assess the students' abilities apply their understanding of the foundation principles of physical and human geography to significant real world subjects of the current era. Students will be required to perform research, including written and other information sources to understand the relationships between different world regions and different aspects of the earth and people within and between world regions. (FS 1-2, 8, 10; IUDE 2-3; SLAR 1, 3-5; ISM 1-2; GME 1-5).
3. **In-class or online one-page position paper and discussion of specific topic related to selected regions** will be used to assess students' ability to apply foundation principles to current events in the regions. (FS 5, 8; IUDE 1-3; SLAR 1-5; ISM 1-2; GME 3-5).
4. **Course Exit Assessment** (see —Course Exit Assessment for the Integrative Upper-Division Electives category of the Foundational Studies Program on the last page this annotated syllabus) will assess the five sets of learning objectives and skill applied learning requirements of ENVI 430 (FS 1-8, 10; IUDE 1-3; SALR 1-5; ISM 1-3; GME 1-5)

**Student Instructional Reports (SIRs)** evaluations will also be administered to assess student satisfaction. 5 GEOG/ENVI 430 Foundational Studies Course Proposal

## Course Standards and Policies:

### Course Assignments and Grading:

Students' performance in the following four areas (5 assignments) will determine the final course grade.

· Two examinations		
- Mid-term	(25% of course grade)	100 points
- Final exam	(25%)	100 points
· 2 Research essays	(25%)	100 points
· Discussion Participation	(25%)	<u>100 points</u>
		400 points

### *Examinations*

The examinations may consist of multiple choice, matching, definitions, true/false, and/or map questions. They will cover materials discussed in your text, in class lectures, and possibly in supplemental assigned readings. **Make-up exams and assignments are given at the instructor's discretion.** This means that the instructor decides (1) whether or not a make-up will be allowed, (2) the type of make-up exam or assignment (if allowed), and (3) whether or not any deductions in grade will be assessed for taking the exam or submitting the assignment at a later date. In general, if the student notifies the instructor promptly that he/she is unable to take an exam or submit assignments on the due date, AND if the reason for the inability to take the exam or submit assignments is beyond the student's control, the instructor will permit a make-up at the student's earliest convenience without penalty.

### **Critical Thinking Short Research Essays**

Each of the two short research essays will be at least two and one-half pages long, but no more than three pages long, presented in a double-spaced, type-written format. These length requirements refer to the text of the research essay itself; references and other information are additional. More specific instructions will accompany the question itself. The question will require the student to use a specific geographical concept covered in class, and apply it to a specific current event topic assigned by the instructor, and will require library and online

research. The essay is designed to challenge your knowledge, your research skills, your analytical abilities, and your writing skills.

Each Research Essay is worth 100 points.

***Class participation: Discussion Board***

The instructor will assign a grade for class participation based on the regularity of your contribution to class discussion either in class or *via the Discussion Board on Blackboard*. In either case, the discussion will begin with a concept discussed in the text and an example will be provided, usually with a video link. Distance education students will post their comments to the Discussion Board. Face-to-face students will engage in discussion in class. As an extension of this activity, students are invited to raise issues and contribute news items that reflect a geographic or globalization theme for discussion in class.

***Note: PLEASE TURN OFF ALL CELL PHONES AND ALL OTHER ELECTRONIC DEVICES --- including laptop computers --- WHILE YOU ARE IN THIS CLASS. Thank you.***

### ***Attendance Policy***

Students are expected to attend every class, unless there is an illness, accident, or other important commitment that makes attendance impossible. The instructor will determine if an absence meets this requirement and thus counts as an "excused" absence.

The instructor will create a seating chart and check attendance at each class meeting. If a student has 3 or more absences, the grade of A will not be awarded as a course grade; in this case, the highest possible final course grade will be a B+.

As an incentive, students with exemplary attendance (no more than one absence over the entire semester) will have the opportunity to replace their lowest exam grade with the average of their other two (higher) exam grades.

### ***Academic Honesty***

Indiana State University and your instructor are committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of ISU rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior. The instructor reserves the right to use the resources of the University to check student work for plagiarism; including using the plagiarism detection software.

Please refer to Code of Student Conduct at:

<http://www1.indstate.edu/sjp/docs/code.pdf>. Academic dishonesty will subject its author(s) to failure in the course and could lead to further disciplinary action. University policies regarding academic freedom, documented disabilities, expected personal responsibilities, and other matters apply to this course and may be found on the Foundational Studies website at:

<http://www.indstate.edu/gened/docs/Foundational%20Studies/Info%20on%20Sycamore%20Standard%20and%20ADA%20and%20Laptops%20and%20Academic%20Freedom.pdf>

### ***Grading Scale***

Letter grades for the two exams and the take-home essays will be assigned according to the following scale of raw scores: A=95 to 85.5; B=85.4 to 76; C=75.9 to 66.5; D=66.4 to 57; a raw score of 56.9 or lower is a non-passing grade for each individual assessment.

***Final letter grades for the course will be assigned on the basis of a 500-point total,*** according to the following scale of raw scores: A=360-400 total points; B=320-359 total points; C=280-319 total points; D=240-279 total points; a raw score of 239 or fewer total points is a non-passing grade.



## Course Readings:

**Text:** L. Rowntree, M. Lewis, M. Price, and W. Wyckoff. 2009. *Diversity Amid Globalization:*

*World Regions, Environment, Development, 4<sup>th</sup> Edition* (East Saddle River: Prentice Hall).

2. **Online short text/map readings from:** as various supplemental readings drawn from scientific journals (for example, *Annals of the American Geographers*; *Political Geography*; *Economic Geography*); daily newspapers (*The New York Times*, *The Wall Street Journal*); government documents and websites; and supplemental readings as assigned. This will also meet other course learning objectives (**FS 1-8, 10; ISM 1-2; GME 1-5**).
3. **Blackboard course documents** (including *Online short readings*, *PowerPoint slides*, *videos*, *study guides*, and *instructions for assignments*) will also be available on Blackboard website at: <http://blackboard.indstate.edu>

## Annotated Schedule, Content, and Assessment

### *July 12 – 18....Chapter 1: Diversity Amid Globalization*

This chapter introduces students to foundations of human geography, including population and demography, culture, political geography, economic geography, and social well-being. This chapter presents many important models and concepts. These include demographic transition, push and pull factors of migration, culture, concepts of the state, measurement of economic growth and development, and means to assess social and economic well-being.

Reading - Chapter 1 text and study guide

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Online assignment and discussion: Take 10 minutes to go through your belongings and identify their countries of origin. What, if any, patterns are apparent? Discuss.

***Assignment: First Critical Thinking Research Essay Question handed out:***

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## **World Toilet Day – Human Sanitation**

### **Global GEOGRAPHY**

#### **Critical Thinking Research Essay**

**Due on July 19.**

**2.6 billion of the world's 6.7 billion people do not have sanitary facilities of any kind.** "Four in ten people have no access to any latrine, bucket, or box" (George 2008: 2), let alone a proper toilet. An editorial in "The Lancet" (2008: 1045), one of the world's leading medical journals, argues that "Sanitation has languished at the bottom of the international agenda for far too long.... This unacceptable situation must change now." The World Toilet Organization (the *other* WTO) is working to increase awareness of this problem, partly by sponsoring "World Toilet Day" on Thursday, November 19, 2009.

Discuss the problems associated with disposal of human waste. What is size and scope of the problem? What are the specific costs and challenges created by lack of proper sanitation? These can include human, environmental, economic, and other costs and challenges. Provide examples. What strategies are used around the world to address this problem? You may consider technical, institutional, political, or other approaches to providing sanitation, and efforts by individuals, groups, and international organizations.

As you research and write your essay, please consider the underlying ideas associated with globalization (Rowntree et al. 2009). Where possible, relate your essay to themes that the authors raise in your textbook, *Diversity Amid Globalization*.

Use reputable sources to provide you with accurate facts and to help support your analysis. Because this is a current issue, you will find reputable periodical literature to be extremely valuable. *Please do NOT use Wikipedia or another encyclopedia for this assignment.* Refer to the writing advice posted on Blackboard under the "Research Essay" button, and also feel free to talk to your instructor and *PLEASE use the excellent services of our wonderful librarians.*

**Length and basic formatting requirements:** Your research essay should be no shorter than 2.5 pages long and no longer than 3 pages long using Times New Roman 12-point font, with 1 inch margins all around, double-spaced. Begin each page of your essay (including page 1) at the TOP of the page. The text of your answer itself must meet these minimum length requirements. Your "Works Cited" entries are in addition to these page limits; it is recommended that you consult at least 5 reputable sources. Citation of your sources within the text of your essay is required.

*Please note: the length requirement refers only to the answer itself; your works cited list will be included after your answer. This works out to about 1000 words for your research document.*

### **Works Cited**

George, Rose. 2008. *The Big Necessity: The Unmentionable World of Human Waste and Why it Matters* (New York: Metropolitan Books, Henry Holt and Company LLC). *I am placing a copy of this book on reserve at the library for your use.*

Lancet. 2008. "Keeping Sanitation in the International Spotlight," *The Lancet*, Vol. 371, No. 9618, March 29 - April 4, 2008.

Rowntree, Les; M. Price, W Wyckoff, L. Martin. 2009. *Diversity Amid Globalization* (Upper Saddle River, NJ: Prentice Hall)

World Toilet Organization. 2009. World Toilet Day. <http://www.worldtoilet.org/getinvolved.asp?no=19> (accessed September 5, 2009).

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## ***Chapter 2: The Changing Global Environment***

This chapter introduces students to foundations of physical geography, including landforms, climate, and environmental issues. Concepts covered include the greenhouse effect, acid rain, deforestation, biomes, climate, plate tectonics, and the green revolution (which increased food production).

### ***Reading - Chapter 2 text and study guide***

Online assignment and discussion: Review posted videos: (1)Germany's solar initiative; and (2)Interview with Ed Begley. How has Germany encouraged development and implementation of solar energy? How does Ed Begley contribute to an environmentally responsible existence? What might the U.S. and we as individuals learn? Discuss.

## ***Chapter 3: North America***

Provides students with their first opportunity to understand and apply foundation principles of physical and human geography to a region, and begins with a region with which they will be familiar. Among other subjects, this chapter discusses international migration, urbanization, and establishes the important link between transportation and settlement.

### ***Reading - Chapter 3 text and study guide***

***July 19-25 Chapter 4: Latin America***

Reading - Chapter 4 text and study guide

Students will apply foundation principles of physical and human geography to a less-known region, and compare Latin America with North America. This will challenge their knowledge and their critical thinking skills as they compare and contrast Latin America to North America. We will discuss the characteristics of tropical rainforests (which will be found in Africa and Southeast Asia as well), and related environmental issues.

Online assignment and discussion: Review posted videos: (1) Interview with Evo Morales, the first indigenous president of Bolivia; and (2) Interview with past president of Mexico, Vicente Fox. How do their experiences and policies differ? What are strengths and weaknesses of each of these leaders?

***Chapter 5: The Caribbean***

Students will apply foundation principles of physical and human geography to a less-known region. This chapter will challenge students' critical thinking skills and their abilities to see finer-tuned differences between regions that may seem similar at first glance. Colonization as an earlier iteration of globalization is a crucial element in this chapter.

*Reading, - Chapter 5 text and study guide*

***Chapter 6: Sub-Saharan Africa***

Students will identify and understand linkages – both geographic and historical – between Africa and the regions previously discussed. This will challenge their knowledge and their critical thinking skills as we consider the role of colonization in Africa's development and its current situation. In particular, we will discuss how the Berlin Conference enabled outsiders to draw the boundaries that we see today throughout Africa, and the long term political effects that this has caused.

*Reading, - Chapter 6 text and study guide*

Online assignment and discussion: Review posted videos: (1) Interview with Ishmael Beah, boy soldier of Sierra Leone; and (2) Interview with William Kamkwambe, who, as a teenager, built an electricity-generating windmill out of found materials for his family in Malawi during a time of famine and economic stress. What do these young men have in common? How are they different? What can we learn about Africa's future from their experiences?

***Chapter 7: Southwest Asia and North Africa***

*Reading - Chapter 7 text and study guide*

This reading pays significant attention to the role of religion as a key element of cultural and political systems in the world by discussing both their historical roots and current manifestation in the region that is the culture hearth for three major monotheistic religions. The significance of water and oil are also prominently discussed.

Online assignment and discussion: Review posted videos: (1) Interview with Roxana Saberi, author of "Between Two Worlds: My Life in Captivity in Iran," who was recently released; (2) Jason Jones, "Behind the Veil: Persians of Interest," interviews with three Iranian dissenters before their arrest in the aftermath of elections in Iran in summer 2009. What were the experiences of these individuals who were arrested in Iran? What can we learn about Iran based on these experiences?

**July 26- Chapter 8: Europe**

**Aug. 1 Reading - Chapter 8 text and study guide**

This chapter covers Europe, whose colonization efforts were the first wide-scale globalization. Another significant legacy of this region is the creation of the nation-state. Both of these have played a role in the world as we know it today, stimulating diasporas of Africans, South Asians, and Europeans, to name just three.

**Assignment: Second Critical Thinking Research Essay Question handed out:**

**Asian Carp: an invasive species in the Great Lakes**

**Due on August 10.**

In early February, 2010, the U.S. federal government "...presented a \$78.5 million plan intended to block Asian carp, a hungry, huge, nonnative fish, from invading the Great Lakes" (Davey 2010). Now considered an invasive species, Asian carp are "...voracious eaters that can grow up to 4 feet long and weigh 100 pounds" (Belkin 2010).

In this essay, you are asked to learn more about this invasive species and why there is so much concern about it. Among the questions you should answer are these: What are Asian carp, how did they make their way to the Great Lakes, and why is the U.S. government concerned about them? What are the costs and possible benefits associated with taking action against these fish? What costs of doing nothing? You might also discuss the various economic and political entities (both in the U.S. and in Canada) with a stake in this issue.

As you research and write your essay, please consider the underlying ideas associated with globalization (Rowntree et al. 2009). Where possible, relate your essay to themes that the authors raise in your textbook, *Diversity Amid Globalization*.

Use reputable sources to provide you with accurate facts and to help support your analysis. I have included citations and links to two sources to get you started. You may use these sources in your essay. Because this is a current issue, you will find reputable periodical literature to be extremely valuable. *Please do NOT use Wikipedia or another encyclopedia for this assignment.* Refer to the writing advice posted on Blackboard under the “Research Essay” button, and also feel free to talk to your instructor and *PLEASE use the excellent services of our wonderful librarians.*

**Length and basic formatting requirements:** Your research essay should be no shorter than 2.5 pages long and no longer than 3 pages long using Times New Roman 12-point font, with 1 inch margins all around, double-spaced. Begin each page of your essay (including page 1) at the TOP of the page. The text of your answer itself must meet these minimum length requirements. Your “Works Cited” entries are in addition to these page limits; it is recommended that you consult at least 5 reputable sources. Citation of your sources within the text of your essay is required. *Please note: the length requirement refers only to the answer itself; your works cited list will be included after your answer.* This works out to *about* 1000 words for your research document.

### **Works Cited**

- Belkin, Douglas. 2010. “U.S. Unveils Plan to Keep Asian Carp Out of Great Lakes,” *The Wall Street Journal*, February 8, 2010, 8:10pm; online at <http://online.wsj.com/article/SB10001424052748703630404575053931637941738.html?KEYWORDS=Asian+carp#printMode>
- Davey, Monica. 2010. “U.S. Officials Plan \$78.5 Million Effort to Keep Dangerous Carp Out of Great Lakes,” *The New York Times*, February 9, 2010; online at: <http://www.nytimes.com/2010/02/09/science/09asiancarp.html?scp=1&sq=Asian%20carp&st=cse>
- Rowntree, Les; M. Price, W Wyckoff, L. Martin. 2009. *Diversity Amid Globalization* (Upper Saddle River, NJ: Prentice Hall)

## ***Chapter 9: The Russian Domain***

### ***Reading - Chapter 9 text and study guide***

The far northern location of Russia and her neighbors (the Russian Domain), the large size of this landmass, and its rich resource base have long played a role in the settlement and economic geography of this region. Moreover, the role of this region in establishing the USSR, the world’s original centrally planned economy, continues to shape the economic outlook for the region. This chapter also includes a discussion of the ways that the Cold War has shaped the world today.

## ***Chapter 10: Central Asia***

### ***Reading - Chapter 10 text and study guide***

This region has become more familiar to U.S. citizens since the terrorist attack on the World Trade Center in 2001. This region includes several countries that were formerly Union Republics of the USSR, as well as Afghanistan. This landlocked region is one of the least well connected in the world, although Afghanistan produces around 90% of the opium that makes its way to the illegal drug trade.

Online assignment and discussion: Review posted video: "Downturn lands with a thud on Mongolia's nomads," a report on the effects of the economic downturn on pastoral nomads raising cashmere goats in Mongolia, including field interviews with a nomad family in Mongolia. How has the current economic downturn affected pastoral nomads in Mongolia? What does this tell us about globalization?

## ***Aug. 2-8 Chapter 11: East Asia***

### ***Reading - Chapter 11 text and study guide***

This region includes Japan, Korea (North and South) and of course, the world's largest country in terms of population, China. The path by which these countries have become economic leaders through an export-based economy is a significant feature of this region. Among other things, we will discuss how Walmart's request to keep the price of the Etch-a-Sketch to \$10 sent jobs from Bryan Ohio (where the Ohio Arts Company manufactured this classic toy) to Peoples Republic of China. Another topic is the effect of China's one-child policy, which has left a legacy of gender imbalance, among other unintended consequences.

## ***Chapter 12: South Asia***

### ***Reading - Chapter 12 text and study guide***

South Asia includes India, Pakistan, and Bangladesh. A major climatic condition, the monsoon, continues to play a large role in the annual weather patterns in the region, including summer flooding, which hits Bangladesh particularly hard. By tracing the path of British colonization of this region, we come to understand how India has become a favorite destination for the off-shoring of call centers associated with English-speaking markets, and how this entrée has resulted in a growing economy and technology sector.

Online assignment and discussion: Review posted video: Report on the discovery of water on the moon by the Indian Space Research Organization. Were you aware that India has a space organization? What are your thoughts?

### ***Chapter 13: Southeast Asia***

#### ***Reading - Chapter 13 text and study guide***

Southeast Asia is largely comprised of countries located on peninsulas and islands, which has led to a diverse linguistic structure, with hundreds of different languages. This region includes Vietnam, to which the U.S. sent troops in the 1960s and 70s as part of the Cold War, and fueled by concerns about the domino principle. Today, this region is developing its economies based on exports.

### ***Chapter 14: Australia and Oceania***

#### ***Reading - Chapter 14 text and study guide***

The largest countries in the region are Australia and New Zealand, but the region includes many island nations as well. Environmental issues abound in this region. Two significant issues are (1) the effect of rising sea levels that are accompanying global climate change on the many low-elevation islands in the region; and (2) the problems of invasive species, which include rabbits (intentionally introduced) and brown tree snakes (introduced accidentally).

### ***Aug. 10-13 WRAP UP***

#### **If you have a learning disability**

Contact Rita Worrall, Director of Student Support Services. Her e-mail is [rworrall@indstate.edu](mailto:rworrall@indstate.edu); her phone number is 237-2301. Ms. Worrall's office is located in Gillum Hall, Room 204A. She will ensure that you receive all the additional help that Indiana State University offers.

#### ***Right of Revision***

The above course schedule and procedures in this course are subject to change in the event of extenuating circumstances as determined by the instructor.

**Date of last revision: April 28, 2010.**



## **Guidelines and Instructions for Critical Thinking Essays:**

### **Global Geography (ENVI 430)**

#### **ESSAY EVALUATION SHEET**

*Please use this as a guide as you write your essay. I will be using this guide as I grade.*

**A. Research:** Solid research generally results in great papers. Research that includes sufficient detail leads to clear, insightful descriptions of concepts that can be used to support later conclusions. Research that is multi-sided, and contains accurate information makes it easier to analyze your topic and reach logical conclusions.

1. Sources must be accurate, reliable, analytical and/or scholarly.
2. There must be enough sources (avoid total reliance on internet sources)
3. Sources must be appropriately current and/or reflect the most recent thought and events on the topic.

**B. Content:** Substantively, the essay must demonstrate that the writer knows the topic thoroughly. The writer does this by providing substantiated and accurate facts, specific detail, presented in a framework of sound logic.

1. Sufficient factual basis: facts must be supportable and accurate.
2. Information must be specific rather than vague. Include adequate detail.
3. Logic must be clear and supportable; arguments must make sense.
4. Conclusions must be supported by evidence, not merely stated as fact; just because something is written and published does not make it true. Draw on your factual content to make your case.

**C. Organization:** In order to be most effective, the essay must be logically organized. A common and straightforward way to organize writing is chronologically (from an earlier point in time Citations must be included in text (they are required).

1. Citation information in "works cited" must be complete (author and/or title, dates, etc.) --- even for internet sources (a URL is NOT complete citation for internet sources). Citations must use a standard format of your choice APA, MLA or University of Chicago/Turabian). For help, go to "Citation Wizard" (<http://workscited.tripod.com/>), or use the application available in Word 2007.
  2. "Works Cited" list or page must be included.
- to a later point in time). Good organization leads the reader from the facts to a well-supported conclusion. You may also follow the "subquestions" in the essay question as an alternative organization strategy.

1. Points must follow in a logical progression
2. Points should be made clearly, and not repeated.
3. All points should be relevant (NO irrelevant points).

**D. Grammar, spelling:** The writer must use correct grammar and spelling

1. Grammar should be excellent.
2. Spelling should be error free.

**E. Citations:** The purpose of citations is to make it possible for the reader to look up the source. Citations acknowledging sources must be included in text. In addition, a “Works Cited” page must be included at the end of the text.

**Course Exit Assessment for the Integrative Upper-Division Electives category of the Foundational Studies Program**

**1.This course helped me to think critically. [SALR 1; SALR 2-5; IUDE 1-3; FS 1-2, 5, 8, 10]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**2.This course helped me integrate multiple approaches to gain knowledge. [IUDE 1; FS 3; SALR 5]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**3.This course helped me evaluate information to solve problems. [FS 1-2; IUDE 2; SALR 5]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**4.This course helped me apply knowledge and skills across disciplines. [FS 3; IUDE 1-2; SALR 5]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**5.This course helped me improve my writing. [IUDE 3; SALR 3; FS 1-3, 10] Strongly Agree**

Agree   Neutral   Disagree   Strongly Disagree

**6.This course helped me read and analyze complex text/content. [SALR 4; FS 1-8, 10]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**7.This course helped learn more about current global issues. [GME 1-5; ISM 2] Strongly**

Agree   Agree   Neutral   Disagree Strongly Disagree

**8.This course helped me learn more about world environments and cultures. [GME 1-5; ISM 1-2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**9.This course helped me understand the strategic relationships of countries around the world. [GME 1; ISM 1-2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**10. This course helped me learn more about population, demography, and migration. [GME 3; ISM 1-2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**11. This course helped me comprehend the big picture of colonization and its long-term impacts. [GME 4; ISM 2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**12. This course helped me understand the complex geopolitics and conflicts in Iraq and Afghanistan. [GME 5; ISM 1-2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**13. This course helped understand U.S. involvement in Vietnam. [GME 5; ISM 2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree

**14. This course helped understand global climate change. [GME 5; ISM 2]**

Strongly Agree   Agree   Neutral   Disagree Strongly Disagree