

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage: Spring 2015**  
**Discipline: Geography**  
**SEMS 2500-104: World Geography**  
**Division: Lower**  
**Faculty Name: Chad Emmett**  
**Credit Hours: 3; Contact Hours: 38**

**Pre-requisites:** None

**COURSE DESCRIPTION**

World geography is a survey course that will explore the various regions of the world from a geographic perspective (the why of the where). For each region we will learn about its physical (climate, landforms, resources, vegetation etc.) and human (culture, politics, economics, history etc.) geographical characteristics and how they all combine together to create such an amazing and diverse world. We will focus on the regions of Asia and Africa so that students can be more informed and inquisitive travelers once they go ashore. Highly illustrated lectures will concentrate on contemporary issues and challenges. Map quizzes and atlas exercises will help students learn the location of places and then explore our world more in depth.

**COURSE OBJECTIVES**

1. Learn the location of countries, cities, bodies of water and topographical features of the regions we will visit.
2. Become a more inquisitive and informed map reader and newspaper reader.
3. Better understand the interconnectedness of the world so we will appreciate those who contribute to making our life so abundant and easy and so we will be more willing to help those who have less.
4. Become better stewards of the earth through an increased understanding of how human behavior impacts the environment and affects the lives of others.
5. Learn to enjoy the journey by being a more observant, interested, adventuresome and curious traveler.

**REQUIRED TEXTBOOKS**

**AUTHORS:** Rowntree, Lewis, Price, Wyckoff  
**TITLE:** Diversity Amid Globalization  
**PUBLISHER:** Pearson Prentice Hall  
**ISBN #:**978-0-321-01006-6  
**DATE/EDITION:** 2015, Sixth edition

**AUTHORS:** Howard Veregin, editor

TITLE: Goode's World Atlas,  
PUBLISHER: Rand McNally, distributed by Pearson Prentice Hall (can be bundled with text book)  
ISBN #: 978-0-321-65200-3  
DATE/EDITION: 2010, 22<sup>nd</sup> Edition.

## **TOPICAL OUTLINE OF COURSE**

Depart Ensenada- January 7:

**A1- January 9:** Introduction, Chapter 1

**A2-January 11:** Introduction, Chapter 1

**A3- January 13:** Physical Geography, Chapter 2, World Atlas Exercise

Hilo: January 14

**A4-January 16:** East Asia: Japan, Chapter 11

**A5-January 19:** East Asia: China, Chapter 11, East Asia Map Quiz

Study Day: January 21

**A6- January 22:** East Asia: China, Chapter 11, East Asia Atlas Exercise

**A7-January 24:** Southeast Asia, Chapter 13,

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

**A8- February 1:** Southeast Asia, Chapter 13, Southeast Asia Map Quiz

Shanghai: February 3-4

In-Transit: February 5-6

Hong Kong:7-8

**A9- February 9:** Southeast Asia, Chapter 13, Southeast Asia Atlas Exercise

Ho Chi Minh: February 11-16

**A10- February 17:** South Asia, Chapter 12

Singapore: February 19-20

Study Day: February 21

**A11-February 22:** South Asia, Chapter 12, South Asia Map Quiz

Rangoon: February 24-March 1

**A12-March 2:** South Asia, Chapter 12, South Asia Atlas Exercise

**A13- March 4: Midterm Exam**

Cochin: March 6-11

Study Day: March 12

**A14-March 13:** Europe, Chapter 8

**A15-March 15:** Europe, Chapter 8, Europe Map Quiz

Study Day: March 17

Port Louis: March 18

**A16- March 19:** Europe, Chapter 8, Europe Atlas Exercise

**A17-March 21:** Sub-Saharan Africa, Chapter 6, Africa Map Quiz

**A18- March 23:** Sub-Saharan Africa, Chapter 6

Cape Town: March 25-30

Study Day: March 31

**A19-April 1:** Sub-Saharan Africa, Chapter 6, Africa Atlas Exercise

**A20-April 3:** Southwest Asia and North Africa, Chapter 7

**A21- April 5:** Southwest Asia and North Africa, Chapter 7

Tema (Accra): April 7-9

Takoradi: April 10-11

**A22-April 12:** Southwest Asia and North Africa, Chapter 7, Middle East Map Quiz

Study Day: April 14

**A23: April 14:** Latin America, Chapter 4, Latin America Map Quiz

Dakar: April 17-21

**A24: April 22:** Latin America, Chapter 4

**Global Lens Exams and Study Day: April 24**

**A25: A Day Finals, April 25**

April 29: Arrive in Southampton

### **FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

***FIELD LAB*** (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Proposal Title #1: The historic and contemporary geography of Kerala

Country: India

Idea: Visit Fort Cochin and Mattancherry to learn about the spice trade, colonization and migration followed by a visit to the Centre for Public Policy Research, an NGO prominent in the state of Kerala for its contributions to more effective governance and sustainable development (part of a field lab this semester).

Objectives: Students will learn about how outside influences helped Kerala grow. We will visit Dutch and Portuguese Churches, Fort Cochin and Jew town—with its old synagogue and cemetery to illustrate the importance of both site and situation (port and spice trade). We will then discuss Kerala's modern geography by focusing on its development success (locally driven) via improved education, health care and land reform.

Field Lab report (100 points). Students will answer a series of previously provided questions about what they will see and learn about the historical and contemporary geography of Kerala (50 points). They will then write a 2-3 page double spaced comparative essay about how the geography of Kerala/India compares with the geography of the five other Asia countries we visited. Possible items to consider when writing your essay include: similarities and differences in the physical geography (climate, vegetation, topography etc), heterogeneity vs. homogeneity of religion, language and ethnicity, levels of development, use of public space, the built environment. (50 points).

### ***FIELD ASSIGNMENT***

Newspaper/Field Assignment (48 points). To further enhance your understanding of the

countries and regions we visit, students should: 1) be observant travelers as they go ashore always on the lookout for things of geographic interest; 2) read daily newspapers about the regions and countries we are visiting as regularly as possible by buying and reading local newspapers while ashore (see list below) or reading them online (the New York Times and Christian Science Monitor are both good international papers). As you read the newspapers you should look for articles about Asia and Africa that will help you answer the questions below. At the end of the semester you will need to submit your answers to those questions. The length of your answers will in part depend on what has happened throughout the semester—what you have read and what you have seen ashore. Each question should be about a half to a full page of typed double spaced text in 11 or 12 font. You can read the newspapers on line or better yet in each port one of your tasks can be to find an English Language newspaper to buy and read. Here are some possibilities:

<http://www.japantimes.co.jp/>

<http://www.shanghaidaily.com/>

<http://www.scmp.com/news/hong-kong> (south China Morning Post)

<http://vietnamnews.vn/>

<http://www.straitstimes.com/>

<http://www.mmtimes.com/> (Myanmar Times)

<http://timesofindia.indiatimes.com/international-home>

<http://mg.co.za/> (Mail and Guardian)

<http://www.ghanaiantimes.com.gh/>

Please list the newspaper source(s) you used (2 pts) for this project. Be sure to give full citations for any quotes (2 pts). Please use proper geographic terminology (2 pts). In each section you should underline or bold geographic terms used (2 pts).

1. Describe some interesting/unusual characteristics/observations/experiences about Asia/Africa that you were exposed to this semester from your newspaper readings and your travels. (8 points)
2. How has the physical environment (climate, landforms, soils, water, seas, resources, natural hazards) of Asia/Africa influenced its human inhabitants and how have the human inhabitants of your region influenced, interacted with, abused, or benefited from their environment this semester? Cite specific examples from your newspaper readings and your travels. (8 points)
3. What factors/events from this semester help explain the level of development in Asia/Africa? Why are some countries more developed or less developed than others? Cite specific examples from your newspaper readings and your travels. (8 points)
4. Explain in some detail what you think are the most significant current challenges (at least three) these regions are now facing? Cite specific examples from your newspaper readings and your travels. (8 points)

5. What would you suggest these regions do to overcome their current challenges? Identify at least three specific proposals (your own ideas or ideas of others involved with the region) that would help make a change for the better in these regions. If possible use examples of what is currently being done in the region to bring about positive change. (8 points)

### **METHODS OF EVALUATION / GRADING RUBRIC**

Two exams (100 points each). Exams will cover all assigned readings (including a knowledge of selected Key Terms listed at the end of each chapter), lectures (including all terms written on the board or shown on PowerPoint), films, slides, discussions and current events. Exams will include multiple choice, matching, identification, fill-in-the-blank, short answer and essay questions. When taking notes, be sure to include examples. On the exams I will ask you to define a term and then give an example or location. Short answer, fill-in-the-blank and essay questions will come from information in the text. I do not ask questions that require you to remember dates or specific numbers.

Seven map quizzes (12 points each, 84 points total). Quizzes will be map identification based on a provided list of place names. I will list 12 places that you will need to label by name on the map. Practice maps can be downloaded and printed from <https://geography.byu.edu/Pages/Resources/outlineMaps.aspx> . The eight maps you should use are: Europe, Greater Africa, Middle East, East Asia, Southeast Asia, South Asia and Latin America.

Six atlas exercises (12 points each, 72 points total). These assignments use maps found in Goodes World Atlas. For many of the questions you will need to analyze maps and then come up with what you think is the best answer. You can work with others on these questions, but you need to write your own answers in your own words.

Newspaper/Field Assignment (44 points).

Field Lab report (100 points)

Participation: Students are expected to attend class regularly and to participate in classroom discussions about on-shore experiences, current events and readings and by answering and asking questions during lectures. Failure to do so may result in a lower grade.

#### **Grading Scale, computed based on percent of total points possible**

<b>A</b>	93.3% and above	<b>B-</b>	80.0--83.2%	<b>D+</b>	62.0--67.9%
<b>A-</b>	90.0--93.2%	<b>C+</b>	76.0--79.9%	<b>D</b>	56.0--61.9%
<b>B+</b>	86.6--89.9%	<b>C</b>	72.0--75.9%	<b>D-</b>	50.0--55.9%
<b>B</b>	83.3--86.5%	<b>C-</b>	68.0--71.9%	<b>E</b>	Below 50.0%

**RESERVE BOOKS AND FILMS FOR THE LIBRARY: none**  
**ELECTRONIC COURSE MATERIALS: none**

**ADDITIONAL RESOURCES:**

**When ashore, students should access and read local English language newspapers such as these (and others):**

<http://www.japantimes.co.jp/>

<http://www.shanghaidaily.com/>

<http://www.scmp.com/news/hong-kong> (south China Morning Post)

<http://vietnamnews.vn/>

<http://www.straitstimes.com/>

<http://www.mmtimes.com/> (Myanmar Times)

<http://timesofindia.indiatimes.com/international-home>

<http://mg.co.za/> (Mail and Guardian)

<http://www.ghanaiantimes.com.gh/>

**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

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