

OGLALA LAKOTA COLLEGE COURSE SYLLABUS & ADMINISTRATION Spring 2014

Rebuilding the Lakota Nation through Education Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Name of Course: World Regional Geography Course Number: Geog 213

Location: He Sapa (Rapid City) Center; Section 74 **Time & Day:** Wednesdays 1:00 – 4:00

Instructor's Name: Kirk Costion, Ph. D.

Email: kcostion@olc.edu (this is the best way to get a hold of me)

Office Hours: I will be available for questions before and after class or by appointment.

Course Description (Waunspe Oyakapi):

This regional geography class focuses on globalization or the increasing interconnectedness of the nations of the world. In addition to exploring the basic physical, political, and cultural geography of all of the world's regions, this course investigates important global issues such as the exploitation of natural resources, global warming, population growth, the economic exploitation of third world nations, and the effect globalization and modernization are having upon local traditional cultures.

This course is suitable for those who have not taken courses in geography before. Geography is one of the few disciplines that regularly links the physical or natural sciences (like biology, ecology, and geology) to the social sciences (like anthropology, history, and political science). We will explore these connections by studying processes associated with the globalization. Therefore this class will tend to emphasize historical and modern examples rather than earlier ones.

This course is organized into two parts. The emphasis we place on one or the other is up to you as a class. The first section will explore the environmental, cultural, technological, and demographic contexts of different parts of the world. We will touch upon issues of environmental change and population concentration. The second part of the course will explore the geopolitical connections between parts of the world, including topics such as human rights, warfare, black markets, and social revolutions. We will conclude by using both parts of the course to evaluate historical trends and assess current developments in the globalization debate.

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Prerequisites:

College Success 103 English 103 (Freshman English 1) English 113 (Freshman English 2)

Required Text and Materials:

Rowntree, Les, Martin Lewis, Marie Price, and William Wyckoff (editors)

2008 *Globalization and Diversity: Geography of a Changing World* (Third Edition). Pearson Prentice Hall, Upper Saddle River, New Jersey.

This course will utilize the instructor's webfolder located at the following web address: http://warehouse.olc.edu/~kcostion/webfolder/. Although I will hand out copies of required readings that are not in our book, these readings will also be placed in my webfolder as Adobe Acrobat (.pdf) files by author name and year. For example, if a 1938 article by Laurel and Hardy is assigned as homework, it will appear in the webfolder as <code>Laurel&Hardy_1938.pdf</code>. To download the reading to your own computer or flash drive, you must right-click the file name, and choose the Save As option, and save the document where you like. It will be your responsibility to check this webfolder as appropriate as the semester progresses. If you miss a class for whatever reason, excused or unexcused, it will be your responsibility to check the webfolder to download your assigned reading and corresponding questions. If you miss a class please do not e-mail me and ask what the assignment was, please check the webfolder first.

Course Goal:

Students will gain knowledge about the physical and cultural features of all regions of the world and how said regions are increasingly becoming interconnected via the process of globalization.

Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E): Upon completion of the course you will be able to:

- 1) Identify the majority of the different countries in the world.
- 2) Describe what globalization is.
- 3) Evaluate how globalization is (or is not) changing the world.
- 4) Explain to your colleagues the causes and consequence of global inequities.

Assessment:

The course objectives will be assessed with reading response questions, map quizzes, written exams, and a research paper assignment.

Instructional Methodology:

This course will be taught utilizing the lecture-discussion format; during lectures I will project various maps and other images on the board and show short videos related to lecture/discussion topics.

Course Rationale:

This course exists to help students gain a basic knowledge of the world around them and to achieve the departmental and college-wide goals of fostering greater awareness and understanding of global issues.

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Homework:

According to national standards, each student should expect to spend two (nunpa) to three (yamni) hours out of class on homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load:

The reading load for this course will be substantial; at a minimum you will be reading one textbook chapter and one supplementary article each week. However, some weeks you will need to read more than one textbook chapter in addition to several supplementary articles. It is imperative that you complete all required readings before each class period so that you come to class prepared for discussions.

Lakota Perspective Provided Through:

This course stresses **Wolakotakiciapi** of "learning Lakota ways of life in the community". This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual's knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

Evaluation and Grading:

Midterm	200 pts. (20%)
Final Exam	170 pts. (17%)
Map Quizzes	200 pts. (20%)
Final Map Exam	30 pts. (3%)
Research Paper	200 pts. (20%)
Reading Response Questions	120 pts. (12%)
Participation	80 pts. (8%)
TOTAL	1000 pts (100%)

Grading Rubric

A =	1000-920	C+ =	799-770	
A-=	919-900	C =	769-730	
B+=	899-870	C- =	729-700	
B =	869-830	D+=	699-670	
B- =	829-800	D =	669-630	
		D- =	629-600	
F = 599 and below				

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- A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.
- B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.
- C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.
- D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%
- F = Demonstrated concept mastery below the acceptable mark of 60%.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

You can check your grades in this course throughout the semester using Jenzabar gradebook. However, the Jenzabar gradebook is **NOT** the official gradebook for the course. The grades posted on Jenzabar are there to give you a general idea of how you are doing in the course and could differ from your official grades for the course.

Exams in this course will consist of short answer questions and a few short essay (2-3 paragraphs) questions at the end. Exams cover both in-class and reading materials. Short answer questions at times can be answered in just a few words but at other times you will need to answer with a few complete sentences. The essay questions are almost always comparative in scope. For example, similar theses may be studied with different approaches, and can ultimately lead to different insights. You will be expected to compare and contrast these approaches in your short essays. To be successful, you must do the homework and discuss the connections between the reading and in-class material with both the instructor and each other. The final exam will be comprehensive, but only in the sense that it will include the big themes taught prior to the midterm. Makeup exams will only be given in extraordinary circumstances. These exams are difficult and require a substantial amount of advanced studying and preparation to do well.

Your **Research Paper** will summarize your individual research on globalization's impact and its future directions on a single region or culture that is located **outside** of the United States. This paper *must* review and properly cite at least 4 non-website literature sources outside of the homework assignments (wikipedia and other websites are not appropriate/acceptable sources for this assignment). This will be a short paper, minimally 5 pages double-spaced (at 12pt font). You will need to choose a specific region of the world or culture outside of the United States that is of interest to you and then identify and explore a topic related to globalization that you find particularly important. The paper must explore some of the past research that has been done on your topic and argue for why this topic should be of interest to people other than yourself.

You must turn in your chosen research topic for approval on **February 24**th and a list of our sources is due on **April 2**nd. Both of these preliminary stages to your research paper **are required** and I will not accept your final paper unless you have turned in each of these stages beforehand. Each preliminary stage of this paper is worth 10 points or 5% of your grade for the paper so failure to turn them in will negatively affect your grade. The final draft of this paper is due on **May 7**th the week immediately before the final exam. Although I would prefer hard copies of your paper, e-mailed versions to kcostion@olc.edu are acceptable. It is your responsibility to make sure the e-mailed version of your paper is compatible with Microsoft Word or Adobe Acrobat.

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Your **Map Quizzes** will consist entirely of blank maps, and you will be expected to label the modern countries, physical features (i.e. rivers, mountain ranges, deserts, bodies of water), or cities correctly. The purpose of these quizzes is to familiarize you with the places and names that we will be talking about in detail. There will be nine quizzes in total. You are allowed to miss one quiz without penalty. If you take all nine quizzes, only your eight best scores will count, in other words your lowest grade will be dropped. Each of the eight required quizzes is worth 2.5% of your final grade. Quizzes will take place on the day we cover each region in class so you will need to study the map for each region **before** we go over them in class. I will hand out study sheets and blank maps the week before each quiz takes place. The **Final Map Exam** will take place on the day of the final exam, will require you to match certain countries and landforms with their appropriate regions and is worth 3% of your final grade.

Quiz 1 covers North America

Quiz 2 covers Latin America AND the Caribbean

Quiz 3 covers Europe

Quiz 4 covers the Russian Domain AND Central Asia (countries ending in 'stan')

Quiz 5 covers East Asia

Quiz 6 covers South Asia AND Southeastern Asia

Quiz 7 covers Southwest Asia (the Middle East) AND North Africa

Quiz 8 covers Sub-Saharan Africa

Quiz 9 covers Australia AND Oceania

Final Map Exam covers the entire world

Each week you will be assigned a supplementary article(s) to read in addition to your textbook reading. Along with these articles **Reading Response Questions** will also be assigned each week. These questions are designed to help guide you through the readings by keeping you focused on the main points that we will be discussing in class and are also a way for me to make sure you are doing each week's readings prior to class. In you answers to these questions I will be looking for you to demonstrate that you both read and thought about the reading. Your answers do not necessarily have to be long; *quality of content* and not *volume* will be much more important in your answers. You will be graded on your level of effort and ability to communicate what you have learned from the readings more than anything else. Answers to the reading response questions are due at the **start** of class each week. You will be answering a total of twelve sets of reading response questions; each set of questions will be worth 10 points, or 1% of your final grade, so in total your reading response questions will make up 12% of your final grade. Repeated failure to turn in reading response questions will be an indication to me that you are not properly preparing yourself for in class discussions and will thus have a negative affect on your overall participation grade.

Your **Participation** grade is related to the initiative one takes to come to class prepared and to ask questions actively. Minimally, one third of this final grade is earned by simply adopting a professional approach that would be expected in any future job (essentially the Lakota concept of *Waohola*). This means missing no more than one class (unexcused) and showing respect to other individuals in the class. I encourage you to voice your disagreements or concerns with me or others in the class when they arise, but Lakota conventions of respect in formal situations dictate that we frame any disagreements on professional (rather than strictly personal) grounds, and allow equal opportunities for opposing viewpoints to be explained. Respectful behavior also involves not annoying or distracting other students by talking, reading newspapers, repeatedly arriving to class late, doing something other than taking notes with one's laptop, falling asleep, or eating loudly.

Cell phones should be turned off for class and kept in your bags or pockets. If you need to

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have your cell phone on, please turn it to vibrate and take any calls outside the classroom. If I see you texting in class I will ask you to leave the classroom. This syllabus constitutes the only warning on this count, and points will be subtracted from offenders.

The other two thirds of your participation grade is earned by answering and raising questions in class and making honest efforts with in-class exercises. You participation grade is not influenced by being 'right' or the most outspoken individual in the room; it is simply influenced by the amount of personal effort you make in this class. For those who find talking in class intimidating, scheduling times to talk with me individually are an appropriate time to discuss class issues one-on-one. I am always happy to discuss issues and concerns over email. Since everyone has the occasional bad or quiet day, particularly active participation in one class can make up for a general lack of participation in another, however, consistent or improving participation will be valued higher.

Each week at the end of class you will be given a short assignment such as one-minute paper or coming up with a test question based upon that days material. These assignments will be turned in and will be used to assess your level of understanding of the days material and your participation for the day, failure to turn in one of these assignments will result in loss of participation points for the day.

Late Work. Make Ups, Extra Credit, and Other Course Policies Exams:

Make-up exams for those who have an officially documented excuse will be entirely essay in format. Missing an exam due to an undocumented excuse will generally result in a zero score. Please plan ahead. Requests for make-up exams must consist of (a) one typed, double-spaced page explaining the reason for missing the exam, and (b) relevant corroborating documentation such as a doctor's note (if appropriate). Both must be in my hands within one week before or after the scheduled exam date.

Written Assignments:

Staring the minute after the conclusion of class and for each of the subsequent 24 hour period from the end of class (so if class ends at 4 pm, that periods last from then to 4 pm the following day), late exercises will be docked five (5) percentage points, and no exercises will be accepted more than 7 days after they are due without a documented excuse. You may e-mail late assignments to me at kcostion@olc.edu to save yourself penalties. It is your responsibility to make sure the e-mailed version of your paper is compatible with Microsoft Word or Adobe Acrobat.

Reading Response Questions:

If you are in class for full credit your reading response questions must be turned in on time at the start of class. If you miss a class for some reason you can turn in your reading response questions for the class you missed the next time you are in class. However, if you miss a class you are still responsible for the reading response questions for the next week even though you were not in class. It will be your responsibility to download the next week's readings and questions from my webfolder (http://warehouse.olc.edu/~kcostion/webfolder/) and have those questions answered when you come to class. Late reading response questions can be turned in but will be marked down 50%. Not being in class is not a valid excuse for not getting your readings and reading response questions.

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Quizzes:

There will be no make up opportunities for quizzes without proper documentation for your absence. If you know in advance you are going to miss a class it is your responsibility to arrange with me a time to take your quiz early. There are nine quizzes in total, and you are allowed to miss one without any penalty. If you choose to take all nine, only the best eight will count towards your final grade.

Extra Credit:

Extra credit assignments will be assigned at my discretion; however, there will be very little extra credit available in this course, so please plan accordingly. The only guaranteed source of extra credit will be two different extra credit assignments, worth a maximum of 75 points (or 7.5% of the final grade). The first extra credit assignment is to write short 2 –3 page reaction papers on your supplementary reading articles. These papers should summarize the article, discuss how it relates to the issues we discussed in class, and finally you should state whether or not you liked this article and explain why you did or didn't like it. Each reaction paper is worth 25 points (or 2.5% of your final grade) and you can only turn in a maximum of two reaction papers for extra credit.

The second extra credit assignment is for you to listen to one full episode of the radio program *PRI's The World*. This program focuses on current global/international issues and is broadcast every weekday at 2:00 pm local time on our local NPR channels (89.3 FM, 120.5 FM, 88.5 FM, and 88.1 FM) and you can also listen to it online at www.sdpb.org. There is also a website for this show where all of its news stories are achieved and where you can listen to the latest episode as well: www.theworld.org. For this assignment you need to listen to the entire show and then write a short 2 – 3 page report on all of the stories that were covered and discuss how they relate to issues we have talked about in class. In order for this assignment to be accepted you must include the date of the show that you are writing about. This assignment is worth 25 points (or 2.5% of your final grade).

These extra credit assignments can be turned in at any point during the semester, the last day I will accept them is **May 14th**, the day of the final exam. There will also be an opportunity to obtain a small amount of extra credit on each map quiz; this extra credit can add up over time so it is in your best interest to study well for each quiz.

College Policy on Grading and Change of Grades:

http://www.olc.edu/~jchasinghawk/registrar/docs/student handbook.pdf see pages 10 and 11

In case of unexpected happenings that prevent a student from finishing the course work on time, the student can contact the instructor and ask for an extension. Such an extension is only granted if the student has acquired between 40 and 69% at the end of the semester and is counted as present for at least 11 weeks. In addition, the student must have a properly documented legitimate excuse (such as an extended hospital stay) for not finishing their work before the end of the semester. My general policy is that grades for work that is handed in after the end of the semester are reduced by 50%. Also, additional work will only be accepted until the beginning of the following semester. The highest grade that can be achieved after a grade change is a C (exceptions at the discretion of the instructor). Grade changes will only be granted to those students with legitimate excuses for not finishing the course work on time; you cannot obtain a grade change simply because you are not happy with your final grade. It is the responsibility of the student to contact the instructor to make arrangements for a grade change; if you do not finish your course work and do not make arrangements for a grade change with the instructor you will receive a grade for the work completed. This instructor does not give any incompletes under any circumstances.

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Attendance and Tardiness Policies:

Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college.

http://www.olc.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see pages 7 and 8

Students are required to attend classes regularly. Instructors will submit attendance on-line weekly to the end of the semester.

If a student wishes to be excused from a class, it is the **student's** responsibility to clear the absence with the instructor. At that time the student must arrange for a makeup assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within **one week** of the absence. Once the make-up assignment is completed, the instructor may then change the absent to present depending on the circumstances and the quality of the work. This will only apply to no more than two absences. (Note: it is at my discretion whether or not an absence gets changed to a present and I only make such changes if arrangements are made with me before the absence takes place). As a result it is absolutely imperative that you are in class every week.

A student will be dropped from a course after **three consecutive** absences and will be dropped by the Registrar after **five total** absences (this includes excused absences). There are **NO** reinstatements and **NO** exceptions for students who are dropped for five absences. Students who miss the first two classes of the semester will be dropped from this course by the instructor.

September 6th is the last day you can drop this course for a full refund; after this date if you drop the course you will receive a Withdrawal (W) grade for the course that will appear on your official transcript.

If the Instructor is not present at the beginning of the class, and the College Center Staff has not heard from the Instructor, you should wait at least 30 minutes past the normal start-time and then if the Instructor has still not arrived, you may leave

Policies on Academic Honesty and Plagiarism:

http://www.olc.edu/~jchasinghawk/registrar/docs/student handbook.pdf see page 46

Plagiarism (copying the work of others, or using the work of others without proper citations) and all other forms of cheating will not be tolerated and can lead to a failing grade in the class, or expulsion from the college. Although you are highly encouraged to work with other students on your exercise dataset or reading questions to save yourselves time, you are expected to independently write up the results of each. Abrupt changes in the writing tone or tempo through the course of a paper, or two or more papers that sound suspiciously alike, are all it takes to begin an investigation that can have very severe consequences.

Oftentimes students plagiarize without intending to do so. It is **never** acceptable to simply cut and paste text from another source into your papers without proper citation. You need to cite authors not only when you use their exact words, but also when you paraphrase them or even just refer to their ideas. If you use more than 60% of an author's exact words, you must cite the page number. If you work with others, be sure that your papers are not word for word. Be careful. You are strongly encouraged to share rough drafts of your written work with your instructor *prior to* the respective due dates.

In order to help you avoid plagiarism, a handout on how to properly cite and write in your own words will be provided to you prior to your first assignment.

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Standards of Conduct Policy:

http://www.olc.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see page 38

ADA Policy:

http://www.olc.edu/~jchasinghawk/registrar/docs/student_handbook.pdf see pages 37 and 38

I realize that some students need special accommodations. If you have a disability that requires special testing accommodations or other classroom modifications, please notify me *and* the EAP/Director of Student affairs. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify EAP/Director of Student affairs, call (605) 455-6040; whose office is located in the Piya Wiconi center near Kyle.

Academic Freedom Policy:

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations. (Basically this means that you should feel free and are encouraged to express your opinions in this class, either in discussions or in your written work, even if you disagree with the instructor. Your grade in the course will not be detrimentally affected by expressing an opinion that is contrary to the instructor's)

Class Cancellations:

It is **not** the policy of this instructor to cancel classes because of bad weather. We will have class regardless of bad weather or predicted storms unless the college center closes down. Thus, it is not a legitimate excuse to miss a class because it is snowing or raining; you need to plan accordingly and make arrangements to be in class even if the weather is bad. In the unlikely event that a class does need to be cancelled for weather or some other unforeseen reason I will inform the entire class via e-mail as soon as I know the class is cancelled. All cancelled classes need to be made up at some point during the semester.

OLC E-mail:

Students should check their OLC e-mail accounts at least twice a week for announcements related to this course. If you do not check your OLC e-mail account it is your responsibility to provide the instructor with an alternate e-mail address and check it at least twice a week. In addition, when you send me an e-mail please include your name in your message as not all e-mail address are clearly associated with the names on my class rosters.

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Tentative Schedule of Lecture Topics and Assignments

Note: The instructor may modify the course content and schedule during the term

Date	Classroom Topics	Readings	Assignments
Jan. 22	Introductions		
Week 1			
Jan. 29	Physical Environment	DIV Ch. 1 & 2	Reading Response Questions Due
Week 2		Fire and Rain &	
Feb. 5	North America	Rymer; Vanishing Voices DIV Ch. 3	Onin 1
red. 5	North America		Quiz 1
		Lavelle; Good Gas – Bad Gas &	Reading Response Questions Due
Week 3		Dobb; Alaska's Choice	
Feb. 12	Latin America	DIV Ch. 4 Weatherford; Cocaine and the Economic Deterioration of Bolivia.	Reading Response Questions Due
XX 1 4		& Brown; Kayapo Courage	
Week 4 Feb. 19	The Caribbean	DIV Ch. 5	Quiz 2
r cu. 13	The Carioucan		
		Wise; How Cruise Ships Shortchange the Caribbean.	Reading Response Questions Due
Week 5		Gorney; Cuba's New Now	
Feb. 26	Europe	DIV Ch. 8	Quiz 3
		Theil; The Incredible Shrinking Continent.	Research Paper Topics Due
Week 6		& Nicolson; Hay. Beautiful.	Reading Response Questions Due
Mar. 5	MIDTERM EXAM	Same Place, Same Time	
Week 7			
Mar. 12	Russian Domain/Central Asia	DIV Ch. 9 & 10	Quiz 4
		Forrest; The New Silk Road	D II D
		Webshi ayaamt fuam ke Mu Eath ay'a	Reading Response Questions Due
W/1- 0		Wahab; excerpt from <i>In My Father's</i> Country	Questions 2 ac
Week 8 Mar. 19	Spring Break No Class!!!		
Mar. 26	East Asia	DIV Ch. 11	Quiz 5
		Katz; Mutual Assured Production &	Reading Response Questions Due
Week 9		Paterniti: Hong Kong in China's Shadow	Ancanona Duc
Apr. 2	South Asia	DIV Ch. 12	Research Paper
		Chaudhuri: A Two-way Diaspora &	Source List Due
		Belt; The Coming Storm	Reading Response Questions Due
		Schaffer; The Disposable Man	
Week 10			

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Apr. 9	Southeast Asia	DIV Ch. 13	Quiz 6
Week 11		The Other Oil Spill & Ives; Open for Business?	Reading Response Questions Due
Apr. 16	Southwest Asia and North Africa	DIV Ch. 7	Quiz 7
Week 12		Gorney; Far From Home & Hammer; The Rebellion's Secret Weapon & Verini; The Tunnels of Gaza	Last day to turn in Research Paper Rough Draft Reading Response Questions Due
Apr. 23	No Class; Instructor at		
	Conference		
Apr. 30	Sub-Saharan Africa	DIV Ch. 6	Quiz 8
		Gettleman; The Price of Precious & Sayers; Success Through Shea	Reading Response Questions Due
Week 13		Gwin; Rhino Wars	
May 7 Week 14	Australia and Oceania	DIV Ch. 14 Johannes; excerpt from Words of the Lagoon & Finkel; First Australians	Quiz 9 Research Paper Due Reading Response Questions Due
May 14 Week 15	FINAL EXAM There Will Be No Opportunity to Makeup the Final Exam	Same Place, Same Time	Last Day to Turn In Extra Credit

Disclaimer:

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, the instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

http://www.olc.edu/~wwhitedress/studentservices/Docs/OLC_Handbook.pdf

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Course Bibliography

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