Course Description:
Students will study the physical global environment focusing on the interaction of resources and cultural variables such as population patterns, language, religion, social customs, economic and political development.

Credits: 3


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Intended Course Learning Outcomes/Course Goals (Core Competencies):

Core Competencies Primary:

Communication
The student will communicate information and ideas clearly and effectively in the written and spoken form, and will demonstrate effective literacy skills.

Historical/Societal Analysis
The student will identify and analyze historical and/or societal issues as they impact current and future needs.

Core Competencies Secondary:

Critical Thinking
The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.

Technological Literacy
The student will use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives.
Learning Outcomes/Course goals:
Through this course, students will:
- develop an awareness and greater understanding of the physical world in which we live in terms of location of regions and countries.
- increase their understanding of the geographical impact on the human condition in terms of culture, ethnicity, language, religion and political systems.
- increase their understanding of population patterns and migration of individuals in terms of cause and effect and its relationship to the environment.
- recognize that the world is made up of states in varying degrees of economic and social development.

Notification for students with disabilities:
Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify, must contact the Disabilities Services Office at 732-224-2730 or 732-842-4211 (TTY), provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

College Policies:
For information regarding:
- Brookdale’s Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process
Please refer to the STUDENT HANDBOOK AND BCC CATALOG

Department Policies:
- Tests and papers need to be taken as scheduled or made up within two weeks of the scheduled test date. The time allowed for makeup testing or submission of papers may differ in semesters less than 15 weeks. In that case, refer to the instructor’s syllabus. Presentations must be conducted on the assigned date. Rescheduling may not always be possible.
- Attend all class sessions. Absence may be excused, but all work must be made up. It is the student’s responsibility to see the instructor for makeup assignment. If more than 20% of class time is missed, a passing grade will not be assigned.
- When questions arise regarding clarification of scheduled assignments or essay evaluations, the student is expected to initiate communication with the instructor.

GRADING: Points are accumulated for 5 unit evaluations/tests and for assigned presentations and/or papers. Additional points are awarded for class participation, supported by attendance. The point system reflects the specific term in which the student registers for the course. Shorter terms will reflect one fewer evaluation.
<table>
<thead>
<tr>
<th><strong>15 Week Semesters</strong></th>
<th><strong>Less than 15 Week Semesters</strong></th>
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<tbody>
<tr>
<td>A = 450 points or higher</td>
<td>A = 360 points or higher</td>
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<tr>
<td>B+ = 435-449</td>
<td>B+ = 348-359</td>
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<tr>
<td>B = 400-434</td>
<td>B = 320-347</td>
</tr>
<tr>
<td>C+ = 385-399</td>
<td>C+ = 308-319</td>
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<tr>
<td>C = 350-384</td>
<td>C = 280-307</td>
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<tr>
<td>D = 300-349</td>
<td>D = 240-279</td>
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<tr>
<td>F = Below 300</td>
<td>F = Below 240</td>
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INC = Student needs to complete 70% of the course requirements to be eligible for an INC (Incomplete) grade. Eligibility is determined by the instructor.

1. Point accumulation must reflect completion of all unit evaluations and the participation in two class presentations &/or papers assigned by the instructor. See individual instructor syllabus.

2. Each unit evaluation is worth 100 points. For 15 week semesters, there will be 5 evaluations, while for shorter terms, 4 evaluations.

3. Class presentations &/or papers are worth 20 points in 15 week semesters and 15 points in shorter terms.

4. Class participation points are as follows:
   - 10 points for 0-1 excused absence
   - 5 points for 2 classes missed

Below are listed the themes covered by the text. These themes may not be addressed in the following order and may be included in class discussions, exams or evaluations. Separate exams exist for many of the topics.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Chapters</th>
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<tr>
<td>1 Geography Concepts</td>
<td>Thinking Geographically</td>
<td>Chapter 1</td>
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<td></td>
<td>Maps</td>
<td>Appendix</td>
</tr>
<tr>
<td>2 Population and Migration</td>
<td>Population and Migration</td>
<td>Chapters 2 and 3</td>
</tr>
<tr>
<td>3 Political</td>
<td>Political</td>
<td>Chapter 8</td>
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<tr>
<td>4 Cultural Geography</td>
<td>Folk and Popular Culture</td>
<td>Chapter 4</td>
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<td></td>
<td>Language</td>
<td>Chapter 5</td>
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<td></td>
<td>Religion</td>
<td>Chapter 6</td>
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<tr>
<td>5 Map Awareness</td>
<td>Global Map Test</td>
<td>Handouts</td>
</tr>
</tbody>
</table>

An additional topic, Development (Chapter 9), will be the basis for one of the group presentations or papers.
The Development presentation, with the focus on an assigned world region, is expected to include the following 5 themes:
- environmental geography
- population, migration, and settlement
- cultural coherence and diversity
- political geography
- economic and social development

### World Religions – Culturally defined

<table>
<thead>
<tr>
<th>North America</th>
<th>Latin America &amp; The Caribbean</th>
<th>Europe &amp; Russia</th>
<th>Australia and Oceania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Saharan Africa</td>
<td>Southwest Asia and North Africa</td>
<td>Central Asia</td>
<td>East Asia</td>
</tr>
<tr>
<td>South Asia</td>
<td>Southeast Asia</td>
<td></td>
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</table>

Attendance: **Required.** Although an absence may be excused, all work must be made up. It is the student’s responsibility to discuss any assignments missed during their absence.

### Unit topics and/or unit outcomes (objectives):

The student will be given an opportunity to become aware of how the natural geographic standards impact on people’s lives. The standards include:
- thinking about space
- thinking about place
- thinking about region
- thinking about scale
- thinking about connections
- The student will demonstrate an understanding of man’s interrelationships with the environment. An increased awareness will exist of how climate impacts on settlement patterns; where resources exist, how they are distributed, utilized and depleted; and of how decision-making about environmental issues has political, developmental and cultural implications.
- The student will demonstrate an awareness of the diversity of a region or a country’s settlement patterns, the rate of population growth or decline, and the reasons people move within a country and from country to country. Demographic characteristics reflect the economic and social development of region/country, patterns of movement, cultural practices, and utilization of resources.
- The student will demonstrate an appreciation of how globalization, language, religion and ethnicity impact a sense of cultural coherence and diversity.
- The student will demonstrate an awareness of a diversity of political issues. These issues include the impact of state boundaries and their change, cooperative efforts and alliances between states, and causes of conflict between states.
- The student will identify and discuss economic and social development factors that positively and negatively affect the quality of life of people within a region.
- The student will understand settlement patterns, unequal distribution of resources, gender differences, differences in ways of making a living, and how they impact on quality of life.

### Unit topic Addendum

The student will be expected to describe, understand, interpret and/or analyze the key geographic issues and their interrelationships on the human condition.
- The key themes for selected chapters are included in the custom text.
Chapter 1—Thinking Geographically
1. How do geographers decide where things are?
2. Why is each point on earth unique?
3. Why are different places similar?

Chapter 2—Population
1. Where is the world’s population distributed?
2. Where has the world’s population increased?
3. Why is population increasing at different rates in different countries?
4. Why might the world face an overpopulation problem?

Chapter 3—Migration
1. Why do people migrate?
2. Where are migrants distributed?
3. Why do migrants face obstacles?
4. Why do people migrate within a country?

Chapter 4—Folk and Popular Culture
1. Where do folk and popular cultures originate and diffuse?
2. Why is folk culture clustered?
3. Why is popular culture widely distributed?
4. Why does globalization of popular culture cause problems?

Chapter 5—Language
1. Where are English-language speakers distributed?
2. Why is English related to other languages?
3. Where are other language families distributed?
4. Why do people preserve local languages?

Chapter 6—Religion
1. Where are religions distributed?
2. Why do religions have different distributions?
3. Why do religions organize space in distinctive patterns?
4. Why do territorial conflicts arise among religious groups?

Chapter 8—Political Geography
1. Where are states located?
2. Where are boundaries drawn between states?
3. Why do states cooperate with each other?
4. Why has terrorism increased?

Chapter 9—Development
1. Why does development vary among countries?
2. Where are more and less developed countries distributed?
3. Where does level of development vary by gender?
4. Why do less developed countries face obstacles to development?
CHAPTER OUTLINES

The chapter outlines are provided to assist you in your reading and in note-taking. Tests/evaluations are not limited to these outlines and are not in any way to lessen the value and importance of reading each chapter carefully. Chapter outlines exist for only the first 6 chapters and are to serve as a guide for other chapters as assigned. It is important for students to be aware that test material may include information from the text that is not specifically highlighted in these outlines.

Chapter 1—Thinking Geographically

Introduction
Key issues:
• What basic concepts do geographers use?
• What are ways that geographers think about the world?
• What are concepts to describe the distribution of people and activities across earth, reasons for their distribution, and the significance of the arrangements?
• Geography is the study of:
  where things are found on the earth’s surface
  why they are found there
• Geography categories and issues
  human geography
  physical geography
  Issues: place, region, scale, space, connections

Key Issue 1—How do geographers describe where things are?
1. Maps
   • cartography
   • purposes
   • scale
   • projection
   • distortion
   • Atlas
2. Contemporary tools
   • GIS (Geographic Information Systems)
   • Remote sensing
   • GPS (Global Positioning System)

Key Issue 2—Why is each point on earth unique?
1. Place: unique location of a feature
   • Location
     Place names (toponym)
     Site
     Situation
     Mathematical
     Meridian
     Parallel
     Longitude
     Prime Meridian
     Latitude
     Greenwich Mean Time (GMT)
     International Date Line
2. Regions: areas of unique characteristics
   • Cultural landscape regions
Types of regions:
- formal
- functional
- vernacular
- mental map

- Spatial association
  - Variation in scale
- Regional integration of culture
  - Culture
    - What people care about
      - language
      - religion
      - ethnicity
  - What people take care of
    - material wealth
      - MDCs (more developed countries)
      - LDCs (less developed countries)
- Cultural ecology: Integrating culture and environment
  - cultural ecology
  - human and physical factors
  - physical processes: Climate
    - Koppen system’s main climate regions (names)
      - Where people don’t want to live
  - physical processes: Vegetation
    - 4 main biomes
  - physical processes: Soil
    - erosion
    - nutrient depletion
  - physical processes: Landforms
    - topographical maps
    - relief and slope

Key Issue 3—Why are different places similar?
1. Scale: from local to global
   - Globalization of Economy
     - globalization
     - trans-national corporations
   - Globalization of Culture
     - uniform cultural landscape
     - threat to local cultural beliefs, forms (religion, language, traits)
     - enhanced communications
2. Space: Distribution of features
   - Distribution and its properties
     - Density
       - arithmetic
       - physiological
       - agricultural
     - Concentration
       - clustered
       - dispersed
     - Pattern
   - Gender and ethnic diversity in space
Daily family patterns
U.S. neighborhoods
segregation
discrimination
Cultural identity

3. Connections between places
   • Spatial interaction
     movement of people, ideas and objects between regions
     electronic communication
     transportation
     cultural barriers (physical and cultural)
   • Diffusion
     hearth
     culture and economy
     core regions
     uneven development

Chapter 2—Population

Introduction
Key issues:
1. Where is the world’s population distributed?
2. Where has the world’s population increased?
3. Why is population increasing at different rates in different countries?
4. Why might the world face an overpopulation problem?

The study of population is critically important for 3 reasons:
   • More people are alive than any other time in history
     What is the world’s current population?
   • The fastest rate of world population increase occurred at the second half of the 20th Century
   • Global population growth concentrated in LDCs (less developed countries)
     NOTE: MDCs (more developed countries)—North America, Western Europe, Japan, Australia and New Zealand

Demography

Population problems
   Where people live
   Places where population is growing
   Why population is growing at different rates in different places

Reasons for overpopulation problem
   Globalization perspective
   Local scale
   Local diversity in growth rates
     Will the world’s population exceed earth’s capacity to provide food, space and resources for people?

Key Issue 1—Where is the world’s population distributed?
1. Population concentration
   • East Asia, South Asia, Southeast Asia, Western Europe
   • Other population clusters—North America, West Africa
   • Characteristics of each region
2. Sparsely populated regions
   dry
Key Issue 2—Where has the world’s population increased?
Look at maps to compare MDCs and LDCs for demographic characteristics
Age-specific birth rates
1. Natural increase
   • crude birth rate (CBR)
   • crude death rate (CDR)
   • natural increase rate (NIR)
   • doubling time
2. Fertility
   total fertility rate (TFR)
3. Mortality
   • infant mortality rate (IMR)
   • health care system
   • age 5 and under mortality
   • life expectancy

Key Issue 3—Why is population increasing at different rates in different countries?
1. The demographic transition
   Relationship between birth rate, death rate, and natural increase rate
   Reasons for moving between stages
   Stage 1: low growth
      hunting and gathering
      Agricultural Revolution
      food supplies
   Stage 2: high growth
      Industrial Revolution
      technological change
      Medical Revolution
   Stage 3: moderate growth
      having fewer children
      economic changes
   Stage 4: low growth
      zero population growth
      social customs
      lifestyle changes
      Some countries have negative natural increase rates (NIRs)
   Future: Stage 5?
      higher death rates than birth rates
      irreversible population decline
2. Population pyramids
   age and gender
3. Age distribution
   comparison between MDCs and LDCs
   dependency ratio
sex ratio
sex of child at birth
maternal mortality rate
influence of immigration and ethnicity

4. Countries in different stages of demographic transition
   expand population pyramids for their characteristics
   Does stage 1 exist today?

5. Demographic transition and world population growth
   Which stage(s) are in the majority of countries?
   Few countries are in which stage?

Key Issue 4: Why might the world face an overpopulation problem?
Debate on how to reduce natural increase

1. Overpopulation
   • gap between population growth and resources
     LDCs expanded food production, yet have more poor people
   • scarcity of non-food resources—clean air, farmland, fuel

2. Declining birth rates
   • lower birth rates
   • higher death rates
   • economic development
     local economic conditions
     education
     reproduction choices
   • distribution of contraceptives
     impact of economics, religion and education

3. World health threats
   epidemiological transition
   epidemiology—incidence, distribution and control of diseases
   epidemiologic transition stages 1 and 2
     Black Plague
     cholera
     pandemic
     Industrial Revolution—sanitation, nutrition, medicine
   epidemiologic transition stages 3 and 4
     degenerative and human-created diseases
     infectious disease decline
     chronic disorders increase
   epidemiologic transition possible stage 5
     re-emergence of infectious and parasitic diseases
     evolution of disease microbes
     resistance to drugs and insecticides
     poverty
     improved travel
     AIDS
Case study—India vs. China
   Discuss differences in policies to control population growth
Chapter 3—Migration

Introduction

Key issues:
- Why do people migrate?
- Where are migrants distributed?
- Why do migrants face obstacles?
- Why do people migrate within a country?

Migration

Where people migrate to and from
- emigration
- immigration
- net migration
- mobility
  - short-term
  - seasonal

Why people migrate, and changes for individuals and cultures

Impact of modern transportation systems

How does place affect an individual’s cultural identity and economic prospects?

Key Issue 1: Why do people migrate?

1. Reasons for migrating
   - economic
   - cultural
   - environmental
   - push factor
   - pull factor
   - intervening obstacles (opportunities)

2. Distance of migration
   - internal migration
     - interregional
     - intraregional
     - MDCs (urban to suburban)
   - international migration
     - voluntary
     - forced

3. Characteristics of migrants
   - gender of migrants to U.S.
   - family status of migrants

Key Issue 2: Where are migrants distributed?

1. global migration patterns
   - LDCs to MDCs
   - areas with highest percentage of immigrants

2. U.S. immigration patterns
   Main eras of immigration and areas where people emigrated
   - colonial immigration from Europe and Africa
   - mid-19th century to early 20th century from Europe (know dates for peaks and section of Europe)
     - first peak of European immigration
     - second peak of European immigration
     - third peak of European immigration
• recent immigration from less developed regions
  immigration from Asia
  immigration from Latin America
  symbolic closing of frontier, 1912

3. Impact of immigration on the United States
• legacy of European migration
  Europe’s demographic transition
  diffusion of European culture
• undocumented immigration to the United States
  undocumented immigrants
  1986 Immigration Reform and Control Act
• destination of immigrants within the United States
  clustering in certain states
  chain migration

Key Issue 3—Why do migrants face obstacles?
1. immigration policies of host countries
   • U.S. quota laws
   • brain drain
2. temporary migration for work
   guest workers
3. time-contact workers
4. distinguishing between economic migrants and refugees
   • emigrants from Cuba
     first wave of immigration
     second wave of immigration
     U.S.-Cuban agreement on migration—1987
   • emigrants from Haiti
   • emigrants from Vietnam
     1975
     late 1980’s
5. cultural problems faced while living in other countries
   • U.S. attitudes toward immigrants
   • attitudes toward guest workers

Key Issue 4—Why do people migrate within a country?
1. migration between regions of a country
   • migration between regions within the U.S.
     changing center of population
   • migration between regions in other countries
     Russia
     factories near resources
     far north and resources
     Brazil
     Sao Paulo and Rio de Janeiro
     Brasilia
     Indonesia
     resettlement and concerns
     Europe
     average income
     unemployment
     India
restrictions on movement

2. migration within a region
   • migration from rural to urban areas
   • migration from urban to suburban areas
   • migration from metropolitan to non-metropolitan areas
   counterurbanization

Chapter 4—Folk and Popular Culture

Key issues:
   • Where do folk and popular cultures originate and diffuse?
   • Why is folk culture clustered?
   • Why is popular culture widely distributed?
   • Why does globalization of popular culture cause problems?

Facets of material culture
   • deriving from survival activities of everyday life—food, shelter, clothing
   • leisure activities—arts and recreation
   • habit
   • custom
   • folk culture
   • popular culture
   • where folk and popular culture are located
     origin
     diffusion
     integration with other social characteristics
     relation between material culture and the physical environment
   • Does popular or folk culture have a more widespread distribution?
   • threat to survival of folk culture

Key Issue 1—Where do folk and popular cultures originate and diffuse?
1. origin of folk and popular cultures
   • hearth
   • anonymous or multiple hearths
   • product of economically MDCs
   • folk and popular music
2. diffusion of folk and popular cultures
   Amish
   sports
     folk culture
     globalization of soccer
     sports in popular culture

Key Issue 2—Why is folk culture clustered?
1. isolation promotes cultural diversity
   art
2. influence of the physical environment
   climate, soil, vegetation
   distinctive food preferences
     deciding which foods to produce
     food attractions and taboos
   folk housing
     distinctive building materials
Key Issue 3—Why is popular culture widely distributed?

1. Diffusion of popular housing, clothing and food
   - popular housing styles
     - shapes, materials, detailing
   - rapid diffusion of clothing styles
     - occupations
     - income
     - communications
     - jeans
   - popular food customs
     - alcohol and snacks
     - wine production

2. Role of television in diffusing popular culture
   - diffusion of television
   - diffusion of internet
   - government control of television
   - reduced government control

Key Issue 4—Why does globalization of popular culture cause problems?

1. Threat to folk culture
   - loss of traditional values
   - change in traditional role of women
   - threat of foreign media imperialism
     - U.S., U.K., Japan influence in LDCs
     - Western control of news media

2. Environmental impact of popular culture
   - modifying nature
     - diffusion of golf
   - uniform landscapes
     - fast-food restaurants
     - global diffusion of uniform landscapes
   - negative environmental impact
     - increased demand for natural resources
     - pollution

Chapter 5—Language

Introduction

Key Issues:
- Where are English-language speakers distributed?
- Why is English related to other languages?
- Where are other language families distributed?
- Why do people preserve local languages?

www.ethnologue.com estimates over 7,000 languages
- 10 languages spoken by 100 million people
- 100 languages spoken by 5 million people
- language
- literary traditions
• official language
• similarities among languages help to understand the diffusion and interaction of people around the world
• globalization of English
• preservation of local diversity in language
  cultural identity
  region’s uniqueness
• global distribution of languages
  interaction
  isolation (languages begin to differ over time, become new languages)

Key Issue 1—Where are English-language speakers distributed?
1. Origin and diffusion of English
• English—number of speakers in the world and people in countries where it is official language
• English colonies
• origin of English in England
  Germanic invasion
  Norman invasion
2. Dialects of English
• dialect
• standard language
• British received pronunciation (BRP)
• regional differences in English dialects in the U.K.
• differences between British and American English
  vocabulary, spelling and pronunciation
  isolation
  new objects and experiences
  new inventions
  spelling—indeed U.S. identity
  in the U.S., is “proper” English spoken?
3. Dialects in the United States
• settlement in the East
• dialect differences among original settlers
• current dialect differences in the East
• greater language differences in rural areas than cities
• pronunciation differences
  New England
  the South
  Middle Atlantic
• dialect influence in the West

Key Issue 2—Why is English related to other languages?
Indo-European branches
• language branch
• Germanic branch
  German
  English
• language group
• Romance branch
colonization
Creole

**Key Issue 3—Where are other language families distributed?**

1. Classification of languages
   • Indo-European family—48% of world’s people, English
   • Sino-Tibetan family—26% of world’s people, Mandarin

2. Distribution of language families
   • Sino-Tibetan family
     no single Chinese language
     Mandarin (importance of)
     ideograms
   • other East and Southeast Asian language families
     Japanese
     Korean
     literary tradition
   • Afro-Asiatic language family (focus on impact language/religion)
     Arabic—Quran
     Hebrew—Bible

**Key Issue 4—Why do people preserve local languages?**

1. Preserving language diversity
   • extinct languages
     Hebrew—revival of extinct language
     Celtic—preserving endangered languages
     major language in British Isles before invasions
     Germanic Angles, Saxons and Jutes
     loss of territory to speakers of other languages
     revival of Celtic languages
   • multilingual states
     Belgium
     Switzerland
   • isolated languages
     Basque
     Icelandic

2. Global dominance of English
   • English, an example of a *lingua franca*
   • diffusion of English
     Ebonics
   • diffusion to other languages
     Franglais
     Spanglish
     Denglish
Chapter 6—Religion

Introduction

Key Issues:

- Where are religions distributed?
- Why do religions have different distributions?
- Why do religions organize space in distinctive patterns?
- Why do territorial conflicts arise among religious groups?

Places where various religions are located

Why some religions have widespread distributions, while others are clustered

Why some religions occupy more space than others

Spatial connections focus on origin of religions and their diffusion, and practices and beliefs that lead to more widespread distributions

Tension in scale between globalization and local diversity

Core cultural values and beliefs

Design religions to appeal to world vs. limited area

Cultural identity and way organize landscape

Require exclusive adherence, therefore turn away from tradition local religion

Migrants take religion with them when they move

Key Issue 1—Where are religions distributed?

Universalizing (globalizing) religions vs. ethnic religions

1. Universalizing religions
   - branch
   - denomination
   - sect

Christianity

Branches of Christianity
- Roman Catholic
- Protestant
- Eastern Orthodox

Christianity in the Western Hemisphere

Smaller branches of Christianity
- Coptic church of Egypt
- Ethiopian church
- Mormons (Church of Jesus Christ of Latter-Day Saints)

Islam

5 Pillars
- monotheism
- prayer
- charity
- fasting (Ramadan)
- pilgrimage (Makkah or Mecca)

Branches:
- Sunni (orthodox)
- Shiite (sectarian)

Islam in North America and Europe
- Nation of Islam
• Buddhism
  China and Southeast Asia
  Four Noble Truths
  also has branches
• Other universalizing religions
  Sikhism
  Baha’i

2. Ethnic religions
  Hinduism
  Judaism
    monotheism
    polytheism
  Confucianism
  Daoism (Taoism)
  Shintoism
  Animism

**Key Issue 2—Why do religions have different distributions?**

1. Origin of religions
   Origin of universalizing religions
   • Christianity
     Roman Catholic
     Eastern Orthodox
     Protestantism
   • Islam
     Makkah (Mecca)
     Shiites
     Sunnis
   • Buddhism
     Theravada (monks)
     Mahayama
   • other universalizing religions
     Sikhism
     Baha’i
   • origin of Hinduism, an ethnic religion

2. Diffusion of religions
   • diffusion of universalizing religions
     Christianity
     missionaries
     pagan
     Islam
     Buddhism
   other universalizing religions
     Baha’i
     Sikhism
• lack of diffusion of ethnic religions
  mingling of ethnic and universalizing religions
  Judaism, an exception
    Diaspora
    ghettos
• holy places
  pilgrimage (Hinduism, Islam, Shintoism)
  holy places in universalizing religions
    Buddhist shrines
    Islam
      Makkah (Mecca)
      Madinah (Medina)
      hajj (pilgrimage)
      Ka’ba
    Sikhism
      Darbar Sahib or Golden Temple (Amritsar in Punjab)
  holy places in ethnic religions
    Hinduism
      pilgrimage
      Cosmogony in ethnic religions
• the calendar
  the calendar in ethnic religions
    the Jewish calendar
      agricultural cycle and holidays
      lunar calendar and calendar correction
      the Solstice
  the calendar in universalizing religions
    Islamic calendar
      lunar calendar
      Ramadan
    Baha’i calendar
    Christian, Buddhist and Sikh holidays
    Christianity
      Easter (and Jesus)—first Sunday after first full moon
      following Spring equinox (March)
    Buddhism
      Buddha—birth, Enlightenment, death
    Sikhism
      births/deaths, 10 gurus

**Key Issue 3—Why do religions organize space in distinctive patterns?**

1. Places of worship
   • Christian churches
   • places of worship in other religions
     Muslim mosques
     Hindu temples
     Buddhist and Shintoist pagodas
     Baha’i houses of worship
2. Sacred space
   • disposing of the dead
     burial
     cemetery
catacombs
other methods of disposing of bodies
cremation
Zoroastrians
water
• religious settlements
  utopian settlements
  Ephrata, Pennsylvania
  Bethlehem, Pennsylvania (Moravians)
  Mormans
• religious place names (toponyms)

3. Administration of space
   • hierarchical religions
     Roman Catholic hierarchy
     Latter-Day Saints (Mormans)
   • locally autonomous religions
     Islam
     Protestant denominations
     ethnic religions (Judaism and Hinduism)

Key Issue 4—Why do territorial conflicts arise among religious groups?
Fundamentalism—literal interpretation and a strict and intense adherence to basic principles of a religion
1. Religion vs. government policies
   • religion vs. social change
     Taliban vs. Western values
     Hinduism vs. social equality
     caste system
   • religion vs. communism
     Eastern Orthodox Christianity and Islam vs. the Soviet Union
     Buddhism vs. Southeast Asian countries
2. Religion vs. religion
   • religious wars in Ireland
   • religious wars in the Middle East
     Crusades between Christians and Muslims
     Jews vs. Muslims in Palestine
     United Nations
     Israel, 1948
     Wars—1956, 1967 and 1973
     conflict over the Holy Land: Palestinian perspectives
     conflict over the Holy Land: Israeli perspective
Case Studies:
- contemporary geographic tools: building a barrier in the Middle East
- global forces, local impacts—Jerusalem: contested geography
- future of Buddhism in Tibet

Chapter 8—Political Geography

Introduction
Key Issues:
- Where are states located?
- Why do boundaries between states cause problems?
- Why do states cooperate with each other?
- Why has terrorism increased?

Changing borders in Europe
Cold War era—Soviet Union; U.S. dominance
Post-Cold War era
- importance of national boundaries
- globalization
  - more connections among states
- local diversity increased in political affairs

Key Issue 1—Where are states located?

1. Problems with defining states
   - Korea: one state or two?
   - China and Taiwan: one state or two?
   - varying sizes of states
     - largest states (area and population)
     - microstates

2. Development of the state concept
   - city-states
   - colonies
     - colony
     - colonialism
     - imperialism
   - colonial practices
   - few remaining colonies

Key Issue 2—Why do boundaries cause problems?

1. Shapes of states
   - five basic shapes
     - compact states: efficient
     - prorupted states: access or disruption
     - elongated states: potential isolation
     - fragmented states: problematic
     - perforated states: South Africa
• landlocked states
  Southern Africa
2. Types of boundaries
• frontier
• physical boundaries
  mountains
  desert
  water
  rivers
  lakes
  ocean
  3-mile territorial limit
  12-mile territorial limit
  200-mile territorial limit
• cultural boundaries
  geometric
  religious
  language
  Cyprus—“green line” boundary
3. Boundaries inside states
• unitary state
• federal state
• trend toward federal government
• electoral geography
  gerrymandering

**Key Issue 3—Why do states cooperate with each other?**

1. Political and military cooperation
• The United Nations
• regional military alliances
  era of two superpowers
  balance of power
  military cooperation in Europe
  NATO (North Atlantic Treaty Organization)
  Warsaw Pact
  other regional organizations
  Organization of American States (OAS)
  African Union (AU)
  The Commonwealth

2. Economic cooperation
• European Union
  changes in Germany and Eastern Europe
  membership
  euro
Key Issue 4—Why has terrorism increased?
1. Terrorism by individuals and organizations
   - American terrorists
   - September 11, 2001 attacks
   - Al-Qaeda
     jihad (holy war)
2. State support for terrorism
   - sanctuary
   - weapons, money, intelligence
   - planning attacks
   - Afghanistan
   - Iraq
     global forces, local impacts (in scale)
   - Iran

Chapter 9—Development

Introduction
Key Issues:
   - Why does development vary among countries?
   - Where are more and less developed countries distributed?
   - Where does level of development vary by gender?
   - Why do less developed countries face obstacles to development?

Development
More developed country (MDC)
Less developed country (LDC)
locations of more and less developed countries
Why are some regions more developed than others?
   economic, social and demographic indicators
   more developed countries
     challenge: maintaining high level of development of the economy
     characterized by globalization
   less developed countries
     challenge: find connections to global economy
     take advantage of local diversity in skills and resources

Key Issue 1—Why does development vary among countries?
Human Development Index

1. Economic indicators of development
   - gross domestic product per capita (Gross National Product [GNP] per capita, or national product per person
   - Gross Domestic Product (GDP)
   - types of jobs
     primary sector
     secondary sector
     tertiary sector
• productivity
• access to raw materials
• consumer goods
• (purchasing power)

2. Social indicators of development
• education and literacy
  literacy rate
• health and welfare

3. Demographic indicators of development
• life expectancy
• infant mortality rate
• natural increase rate
• crude birth rate

**Key Issue 2—Where are more and less developed countries distributed?**

1. More developed regions
   • Anglo-America
   • Western Europe
   • Eastern Europe
   • Japan
   • South Pacific (Australia and New Zealand)

2. Less developed regions
   • Latin America and the Caribbean
   • East Asia
   • Southeast Asia
   • Middle East
   • South Asia
   • Sub-Saharan Africa

**Key Issue 3—Where does level of development vary by gender?**

Gender-related Development Index (GDI)
  compares level of development of women with that of both sexes

Gender Empowerment Measure (GEM)
  compares ability of women and men to participate in economic and political decision-making

1. Gender-related Development Index
   Human Development Index (HDI) indicators—income, literacy, education, life expectancy
   Disparity of well-being of men and women
   • economic indicator of gender differences
     average income
   • social indicators of gender differences
     education
     literacy
   • demographic indicator of gender differences
     life expectancy in LDCs vs. MDCs
2. Gender empowerment

GDI reflects improvements in standard of living and well-being of women
GEM measures ability of women to participate in achieving improvements

- economic indicators of empowerment
  - percentage of women in professional and technical jobs
  - share of national income held by women (see GDI)

- political indicators of empowerment
  - percentage of country’s administrative and managerial jobs held by women
  - percentage of women elected to political office

Key Issue 4—Why do less developed countries face obstacles to development?
20% of the world’s population live in MDCs yet consume 5/6th of the world’s goods

1. Development through self-sufficiency (balanced growth)
   - elements of self-sufficiency approach
     - spread investment equally across all sectors of economy and all regions
     - support new businesses from competition of international corporations
     - barriers that limit importation of goods
       - high taxes
       - quotas
       - licenses

   - problems with the self-sufficiency alternative
     - inefficiency
     - large bureaucracy

2. Development through international trade
   - identification of a country’s unique or distinctive assets
   - expansion of distinctive local industries
   - examples of international trade approach
     - petroleum-rich Persian Gulf states
     - Four Asian Dragons

   - problems with the international trade alternative
     - uneven resource distribution
     - market stagnation
     - increased dependence on MDCs

   - recent triumph of the international trade approach
     - increase in GDP and world trade
     - World Trade Organization, 1995
       - negotiated reduction or elimination of international trade restrictions
       - enforcing agreements
       - transnational corporations
         - operate in countries other than where corporate headquarters are located

   - fair trade produces standards
   - fair trade worker standards

3. Financing development
   - loans
   - structural adjustment programs for LDCs
     - economic policies that create conditions encouraging international trade


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