

23D
88-89

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number _____
Action _____
Date _____

UWUCC Use Only
Number <u>23D</u>
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE GE 104 Geography of the Non-Western World
 DEPARTMENT Geography and Regional Planning
 CONTACT PERSON Robert B. Begg

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Department Curriculum Committee

College Curriculum Committee

Director of Liberal Studies
(where applicable)

RRD

Department Chairperson

[Signature]

College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented <u>Fall 89</u>	Date to be published in Catalog <u>Spring 89</u>
Date Submitted to UWUCC _____		

Revised 5/88

[Attach remaining parts of proposal to this form.]

GE 104: Geography of the Non-Western World
Department of Geography and Regional Planning

CATALOGUE DESCRIPTION: (3 cr.) Social Science and Non-Western Culture/no prerequisites. A beginning level course which uses the developing world as the mechanism for introducing students to the discipline of geography. The course uses techniques of geographic analyses to explore causes, characteristics, and consequences of massive underdevelopment.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? GE 101 and/or GE 102

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> X </u>	<u> </u>
2. Literacy--writing, reading, speaking, listening	<u> </u>	<u> </u>
3. Understanding numerical data	<u> </u>	<u> X </u>
4. Historical consciousness	<u> </u>	<u> X </u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> X </u>	<u> </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> Y </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> </u>
2. Use of computing technology	<u> </u>	<u> </u>

GE 104 Geography of the Non-Western World
Liberal Studies Form -- 2

- A.1. Primary. GE 104 requires students to undertake a critical analysis of the courses and consequences of underdevelopment. Not only are students introduced to the characteristic problems of third world nations, but they are required to research the underlying courses and draw conclusions about the impacts development programs may have on both humans and the environment.
3. Secondary. Statistical analysis is an important component of GE 104. The course shows how geographers, using simple statistical techniques, can solve of at least better understand the problems of development. Included in the analysis section are traditional and tested models such as spatial diffusion, von Thunen, and others.
4. Secondary. One of the major underlying courses of underdevelopment is colonialism, that period several centuries in duration, when European powers engaged in exploitive activities. Through readings, students examine the historical roots of underdevelopment problems.
6. This course instills in students an understanding and tolerance of cultures, religions, and societies that are unlike our own. Students are taught to think about development problems from the standpoint of the religions and cultures of underdeveloped nations rather than our own.
- B. Primary. In an age when modern communication and transportation innovations are shrinking both space and time, it is essential that students understand the nature of those areas of the world that will play an important role in future U.S. geopolitics. The body of knowledge acquired in this course will enable students to interact economically with members of trading partners (i.e., China, Mexico) those that now play an important role in our economy.
- D. Secondary.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

See attached.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

See attached.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

See attached.

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

See attached.

Liberal Studies Approval Form

III.

- A. For all knowledge area course Geography and Regional Planning established a departmental committee composed of potential instructors for the course. This committee wrote the course syllabus and agreed on the basic nature of the course and a list of potential texts and supplementary readings. These committees will become standing departmental committees charged with meeting at least once each semester to compare syllabi, course content, and assignments.
- B. Syllabus is explicit with respect to content regarding women and minorities. In addition, each instructor will attempt to incorporate these concepts in all lectures.
- C. All syllabi of knowledge area courses contain a list of suggested substantial readings either in fiction or non-fiction. Each instructor will select from this material.
- D. There are no equivalents to our liberal education knowledge area courses for majors. Rather, majors are expected to take substantially more detailed specialized courses. The general overview of the discipline for majors is provided in our 400 level course: Thought and Philosophy.
- E.
1. Many of the topics in human geography deal with spatial inequality. At times, inequalities are environmental, eg., Sahel drought, but at times they are social, e.g., apartheid. When faced with social spatial inequalities, our students are asked to reflect on the ethical choices involved both social and in their own lives.
 2. Some of the topics confronted in human geography are problems confronting society, e.g., degradation of the environment, overpopulation. Such topics are framed as social questions with choices among alternative solutions left to the student.
- 5/6 Most of the knowledge gained in any geography knowledge area course provide an essential basis for understanding social, political, and environmental issues on a global scale. These issues will confront the student daily throughout life. Hopefully, the basis of knowledge and enthusiasm of our faculty will lead them to confine to inquire into these topics for a lifetime.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Social Science criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

Additional Social Science criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture, . . .
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

University-Wide Course Analysis Questionnaire

A.

A1. This is a liberal education knowledge area course, not designed for majors. This introduces discipline to non-majors not non-majors to the discipline.

A2. Yes. See attached overview.

A3. This is a traditional offering.

A4. Yes. See attached overview.

A5. No.

A6. This course may not be taken for variable credit.

A7. Yes. List examples.

A8. No.

B.

B1. Single instructor.

B2. No.

B3. Many of the topics discussed are common to the social sciences, but in this course the topics are examined from a geographic perspective.

B4. Yes.

C.

C1. All resources except space are currently available and adequate. Sections of this course are anticipated to be quite large. We need better access to large auditoriums.

C2. No.

C3. There will be several sections taught each semester.

C4. Between two and four.

C5. See above (C1 and C4).

C6. No.

C7. No.

Course Analysis Questionnaire

Section A

A2 This course is part of an attempt to bring the introductory course offerings of the geography curriculum into conformance with the clearest and most recent thinking concerning the teaching of geography. It is part of a revision for purposes of the liberal studies offerings that effects three submissions. GE 101 Introductory Geography: Man and Environment has been renamed and substantially rewritten. It will be supplemented with two new course offerings (GE 103 Human Geography and GE 104 Geography of the Non-Western World).

To help the committee understand these changes we present a synopsis of some recent changes in geography as a discipline and a brief recapping of the evolution of GE 101.

Three Traditions in Geography

Even introductory textbooks now refer to the three themes or traditions in geography (DeBlij and Muller, 1986; Jackson, 1985). While space and the representation of space are unifying concepts in geography, geographers have historically approached these ideas in three very different ways.

The oldest and most secure tradition in geography is that of the physical geographer. Grounded firmly in the study of surface processes the physical geographer attempts to relate the physical world of soil, water, and weather to human culture and activity. This conception of geography is at the core of the GE 101: Man and Environment course that has been taught at IUP for more than 15 years.

The second tradition in geography is that of regional geography. Until the "quantitative revolution" hit geography in the 1950s physical and regional geography were the principal components of most departments. Regional geography originally focused on the attributes of the physical environment in a particular place and attempted to isolate their impact on cultural development. These original efforts have been greatly expanded and the influence of space on the economy, movement, and trade are part of the sub-discipline of regional science or regional studies today. While the regional approach to understanding geography was disparaged through much of the sixties and seventies, it is now being touted as instrumental to introducing students to the discipline (Abler, 1987, Presidential Address). It is integrative and place specific and is the most appropriate introduction for some students. This approach is reflected in our old GE 102 Geography of U.S. and Canada and the newly proposed GE 104 Geography of the Non-Western World.

Together these two approaches to introductory geography, the environmental and regional, make up 26.3 percent and 20.6 percent

respectively of total introductory course enrollment in U.S. geography departments (AAG, 1987). Adding GE 104 Geography of the Non-Western World is well within the framework of the American collegiate academic tradition. It is an appropriate social science knowledge area course and also satisfies the non-western culture course requirement. These two courses do not fully exhaust the introductory content of geography.

With the advent of high-speed computers and a series of conceptual breakthroughs during the 1950s, geographers began to investigate spatial phenomenon about which generalities can be made that are not location specific. These include: market area delineation, travel behavior, shopping behavior, freight movement, the formation of settlements, the hierarchy of towns and cities, the delineation of political space, spatial autocorrelation, diffusion, and migration. In the past twenty years, important advances have been made in what is referred to as human or systematic geography. These theories have been adopted and adapted by other social scientists. They form an important and separable part of modern geography. Our proposed course, GE 102 Human Geography, approaches geography in the context of what has been called quantitative or systematic geography. Schwendeman's (1987) lists human geography as making up 14.3 percent of the enrollment in all U.S. introductory courses, third in rank behind environmental and regional offerings.

This separation of GE 101 into three distinct introductory courses is not unique to IUP. DeBlij, Harm, and Muller (1988) in a discussion of the ideal content of an undergraduate program in geography begin with:

"An undergraduate curriculum contains all or several of the following courses (titles may vary):

1. Introduction to Physical Geography . . .
2. Introduction to Physical Geography . . .
3. Introduction to Human Geography . . .
4. World Regional Geography . . .

These beginning courses are followed by more specialized courses, including both substantive and methodological ones . . ." (p. 617).

In dividing the course as we are, the geography department not only comes into line with mainstream thinking, but recognizes a tacit division in our course offering that has existed for several years.

A4 The Evolution of GE 101: Man and Environment

The original intent of GE 101 as it stands was to serve as

an overview of human/environment relations in the physical geography tradition. While it has served that purpose for some teachers, it is fair to say that the course as originally designed no longer exists. Different teachers coming from different graduate schools which have emphasized different traditions have taught the course in three distinct ways (see above). This is not surprising. The content of GE 101 as it exists is too ambitious. Faculty have chosen to concentrate on that part of the discipline with which they were most familiar or which they considered most essential.

One group has been teaching largely physical geography. A review of the course syllabi of these professors show considerable overlap with the content of GE 241 Physical Geography. While this approach to introductory geography is the most common in the United States (see above), we have decided to substantially rewrite GE 101 to emphasize human/environment relationships and relegate pure physical geography to the 200 level for our majors. This is intended to avoid potential conflict with earth science introductory courses while retaining the crucial environmental emphasis that many scholars still believe is the bulwark of geography (Stoddart, 1987).

A second group of faculty have been teaching world regional geography. This is reflected in textbook selection and syllabi. Since this is an established tradition in geography and should be recognized as such, we will now teach GE 104 Geography of the Non-Western World. This introductory course could be appropriate for business majors. It provides a good overview of world resources and the cultural adaptations to their use in the developing world.

A third group of faculty have been teaching systematic or human geography. The textbooks they taught from often had "human" in the title and syllabi reflect a more quantitative and systematic approach. We wish to formalize this offering as GE 103 Human Geography. This kind of offering should appeal to more quantitative students and students in the social sciences other than geography.

Thus, while neither of the two new social science knowledge area courses has formally existed in the past, faculty have offered them. These proposals are an effort to make the diversity of our discipline and our faculties expertise available to the liberal education student at an introductory level.

NOTES REFERENCES

- Abler, R. "What Shall We Say? To Whom Shall We Speak?"
Annals Association of American Geographers 77, Vol. 4,
Dec. 1987.
- DeBlij, H. and Muller, P. Human Geography: Culture, Society,
and Space. New York, John Wiley & Sons, Inc. 1985.
- DeBlij, H. and Muller, P. Geography: Regions and Concepts. New
York, John Wiley & Sons, Inc. 1985.
- Jackson, W.A.D. The Shaping of Our World: A Human and Cultural
Geography. New York, John Wiley & Sons, Inc. 1985.
- Schwendeman's Directory of College Geography of the United
States. Richmond, Kentucky. The Geographical Studies and
Research Center. 1987.
- Stoddart, D.R. On Geography and its History. Oxford, UK, Basil
Blackwell, Inc. 1986.

GE 104: Geography of the Non-Western World
Department of Geography and Regional Planning

Meeting times and days
Location
Section Number
Prerequisites: None

Professor
Office and Phone Number
Office Hours
3 Credits, No Labs

CATALOGUE DESCRIPTION: (3 cr.) Social Science and Non-Western Culture/no prerequisites. A beginning level course which uses the developing world as the mechanism for introducing students to the discipline of geography. The course uses techniques of geographic analyses to explore causes, characteristics, and consequences of massive underdevelopment.

COURSE DESCRIPTION: The course presents the developing world as a unit and focuses on development problems and prospects. Within each region, certain topical themes will be highlighted. Places and themes to be covered include poverty and population in India, drought and desertification in the Sahel, deforestation in the Amazon, urbanization in Southeast Asia and global economic issues in the Middle East.

COURSE OBJECTIVES: The purpose of this course is to apply a geographic perspective to the study of the development problems and prospects of the "Third World." The enhanced global awareness which the course will provide is not only a fundamental component of a liberal education and essential to an informed citizenry, but is increasingly relevant to an understanding of the major economic, political, demographic, and environmental problems confronting the Modern World.

EVALUATION: All students are expected to read the textbook and attend course lectures which will often present material not found in the text. There will be three exams during the semester. The final should be comprehensive in that it will draw on concepts presented throughout.

SUGGESTED TEXTBOOK AND READINGS: Dickerson, et.al., A Geography of the Developing World, Methuen, 1983.

Readings

The following books will supplement the textbook; all are paperbacks. They will be available in the bookstore.

1. Nectar in a Sieve, Kamala Markandaya, New American Library) New York.
2. The Brideprice, Buchi Emecheta, 1976, George Braziller, New York.
3. House of the Spirits, Isabelle Lallende, 1986, Bantam Books, New York.
4. Kaffir Boy, Mark Mathabane, 1987, New American Library, New York.
5. One Hundred Years of Solitude, Gabriel Garcia Marquez, NY, Harper and Row, 1970.

COURSE OUTLINE:

- I. Introduction
 - A. Regional Concepts and Classifications, Culture and Landscape, World Population and Urbanization Patterns, Geographic Realms of the World, Regional Studies in Contemporary Geography, Map Reading and Interpretation
 - B. Wealth and Poverty on a World Scale; the North-South Debate; Characteristics of Underdevelopment
- II. Issues in Geography of Development
 - A. Geographic Factors Affecting Development
 - B. Resources and Development
 - C. The Human Equation
 - D. Variation in Economic Decisions
 - E. Culture: Setting the Parameters of Life
- III. Location/Thematic Interface in the Geography of Developing Regions
 - A. Sahel/Drought
 - 1. The environmental base-desertification
 - 2. The Human Dimension - Cultural Geography/Nomads in the Sahel
 - 3. Boundaries and Barriers; The Status of Women and Development of the Arab World
 - 4. Arabian Oil Bonanza
 - 5. Regions and States
 - B. Amazon Basin/Deforestation, Human-Environment linkage
 - C. India/Population-poverty
 - 1. The demographic crisis
 - 2. The physical basis of the Indian subcontinent
 - 3. The cultural geography, religion, caste and class
 - 4. Development: Rural and Urban
 - 5. The Human Dimension - An Indian woman
 - 6. Population and India's Future
 - 7. The Human Dimension - Water for Life
 - D. China/Agriculture-development
 - 1. The Physical Geography of China
 - 2. China in Today's World
 - 3. The Chinese Experience in Retrospect
 - 4. Chinese Peoples - The Ultimate Resource
 - 5. The Human Dimension - Chinese Population Control

- E. Africa/Location, transportation, migration
 1. The Environmental Base
 2. Continental Drift
 3. Agricultural Predominance
 4. The Colonial Legacy
 5. Environmental Hazards and Diseases
 6. The Human Dimension: Africa's Challenges for Tomorrow
 7. South Africa: Apartheid

- F. Latin America/Economic geography
 1. Discovery and Conquest: European Expansion into Latin America
 2. Variation in Development
 3. Cultural and Institutional Settings
 4. Latin American Economies: Dual Society
 5. The Winds of Change
 6. The Republics
 7. The Human Dimension - The Children's Voices

- G. Middle America/Historical geography
 1. Collision of Cultures
 2. Mainland and Rimland
 3. Political Differentiation
 4. The Caribbean
 5. Beseiged Republics
 6. The Human Dimension - Haiti: The Problems of Life

- H. SE Asia/Urbanization
 1. Population Patterns
 2. Ethnic Mosaic
 3. Colonial Frameworks
 4. Territorial Morphology
 5. The Human Dimension - Cheaper than Machines
 6. The Human Dimension - The Indonesian Farmer

- I. Middle East/Global economy
 1. Cultural Diversity
 2. Challenge or Opportunity
 3. The Human Dimension - From Suqs to Supermarkets

For each region, lectures must be approached based on the synthesis of various dimensions of the culture - giving special attention to critical building blocks of the culture - religion, ethnicity, language, literature, systems of thought, economics, administrative framework, and institutional framework.