Voyage: Fall 2014  
Discipline: Environmental Sciences  
SEMS 2500-501 (section 1) and 502 (section 2): World Regional Geography  
Division: Lower  
Faculty Name: Robin Doughty  
Credit Hours: 3; Contact Hours: 38

Pre-requisites: none

COURSE DESCRIPTION:

The World Regional Geography course explores how human beings have fashioned the face of the earth into various regions. Beginning historically, and paying close attention to the ports class members will visit, we shall discuss how people (notably agricultural, urban-industrial, and post-industrial societies) have transformed and continue to transform and re-organize the physical make up of earth. Through population growth and technology, human beings are transforming vast areas of the globe into cultural landscapes. These humanly produced landscapes consist of multifaceted places with special identities that may be generalized into regions. We shall study and explore the character of these regions on both sides of the Atlantic Ocean. Our aim is to understand what economic motivations and cultural beliefs have produced different regions and how these regions may interact as spatial systems. Class discussions and field experiences will help us understand how through settlement and ongoing development people are continually transforming the size, shape, character and functions of regions around the Atlantic Ocean basin.

COURSE OBJECTIVES:

The Study at Sea curriculum is a unique opportunity for participants to study, experience, and seek to understand different regions on a first hand basis. Regions are places that we can generalize about in regard to sets of human activities and shared values. A daily journal will serve as an excursion notebook in describing what we do and how we respond to the places we shall visit. It will document how inhabitants create places from the physical landscapes they inhabit, and how these various culturally assembled landscapes can be grouped into regions that we shall explore and understand from the perspective of both visitors and where possible local residents.

REQUIRED TEXTBOOK

AUTHOR: Joseph J. Hobbs  
TITLE: Fundamentals of World Regional Geography, 3rd edition, The Atlantic Basin  
PUBLISHER: Cengage Learning,
DATE/EDITION: 2013 with 2014 compilation

Note The publisher has printed the required chapters (1, 2, 3, 4, 9 and 10) for the Fall 2014 voyage as Hobbs, Fundamentals of World Regional Geography, with a subtitle “The Atlantic Basin.” So there is no need to purchase the entire book.

Another option is to purchase the required chapters (mentioned above) of the entire text one by one. This may be done at www.cengagebrain.com by entering the ISBN 9781133113782 for the complete Fundamentals of World Regional Geography text in the ISBN search key. Once the book is located, along the right hand side of the screen to the bottom of the page will be the eChapter.

TOPICAL OUTLINE OF THE COURSE

Depart Southampton - August 23:

A1- August 25:
How Geographers approach the world.
Reading: William D. Patterson, 211-216, Edward Relph, 32-36, and Hobbs, Chapters 1, 2, 3 (scan).

A2-August 27:
Russia and its “Window on the West.” A ‘Place’ called St Petersburg

St. Petersburg: August 29 - September 2

A3- September 3:
Such familiar landscapes! Rural and urban places in Western Europe (Gdansk).

Gdansk and Rostok, September 5-9

A4- September 10:
Glacial Lowlands: Poland/Germany and the Hanseatic League.
Hobbs, on Germany 96-97, 85-90, and 4.6, regional issues and core properties.
and Winchester, pp. 275-280 (about the Hansa).

A5- September 12:
The Low Countries: Netherlands, Belgium and France.
Hobbs, p. 95.
Antwerp: September 14-16
Le Havre: September 17-19

A6-September 20:
Field excursion reports:
Places and place-experiences in Continental Europe.

A7- September 22:
Great Britain and Ireland: Famine and human migration
Readings: Hobbs, pp. 92-95

Dublin: September 24-27

A8- September 28:
Historic Ireland: As place and home.

A9- September 30:
The Hispanic World: Empires of Spain and Portugal.
Readings: Hobbs, 77-82 and Alfred Crosby, *The Columbian Exchange*, chapter 3, Old World plants and animals in the New World (scan), and chapter 5, New World foods, etc. Gain a sense of the plants, animals, and diseases exchanged between the Old and New Worlds.

Lisbon: October 1-2
In transit: October 3
Cadiz: October 4-5

A10- October 7:
Place making in Morocco.

Casablanca: October 8-11

A11-October 13:
Reflections on urban and rural life in Morocco.

A12- October 15:
West Africa: Sahel and impending drought.

Dakar: October 16-19

A13- October 21:
West Africa continued. Where is Ghana?
Readings: Hobbs, pp. 313, 316 -330
A14- October 23
The Colonial City in West Africa: Accra, its hinterland, and
The Slave Trade.
Readings: Hobbs, pp. 322-326, and Winchester, 227-239.

Takoradi: October 25-26
Tema: October 27-28

A15- October 29:
Review experiences in West Africa and similarities,
contrasts and disparities with Western Europe.

A16- October 31:
Review of course materials and questions handout

Study Day: November 2

A17-November 3:
Mid term.

A18- November 5:
South America: The Other Coast! An Overview.
Readings: Hobbs, chap 10 (focus on 10.1, 10.2, 10.3, and 10.6)
especially Brazil, pp. 380-386.

Rio de Janeiro: November 7-9
In-transit: November 10-11
Salvador: November 12-14

A19- November 15:
Brazil and globalization: Rio versus Brasilia.

A20- November 17:
Brazil: Frontiers of forest, river and ocean.

Study Day: November 19

A21-November 20:
The Caribbean setting.
Readings: Hobbs, 368-372.

Bridgetown: November 22-24

A22-November 25:
Recollection and overview. Stereotypes versus experiences.
**A23 - November 27:**
Cuba or bust! Geopolitical issues.
Readings: Hobbs, pp. 373-375.

Havana: November 29- December 2:

Study Day- December 3

**A24-December 4 (A Day Finals):**

**The Field Lab:** It is important for students to look closely at what can be called the geography of everyday life both shipboard and in port. They are encouraged to reflect upon what happens aboard the ship and in port excursions. Onboard, they are encouraged to notice and discuss the colors, forms, patterns and items in the seascapes that we cross and the routines linked to educational functions. In port excursions, they are expected to detail the various forms and functions that help explain urban and rural landscapes, and reflect upon the sets of activities that fashion them. It is important to gain an appreciation for the variety of physical settings and the range of human activities, including beliefs, that give a special meaning to the places and regions we visit. It is also useful to remember that that our presence also affects the places we experience.

“Reading” a landscape by looking at how humans and other living things interact with the land is an important geographical habit. In the Field Labs, students will explore aspects of the man-land relationship. First, they will experience a city whose plan and implementation reflects the power and status of a social group. The elements and symbols that comprise such spaces of authority and prestige are not limited to St. Petersburg, but happen throughout preindustrial and industrial landscapes. Students will be guided to locate, describe and assess these aspects in the built environment throughout the semester.

**FIELD ASSIGNMENTS**

Field Assignments will be used in grading. First, students will report to the class periodically about their experiences and findings. They will be expected to document where they have been and what they have seen and reflect upon lessons learned in the faculty-led excursions. Second, students will also be required to keep an Academic and Field Journal. This journal will extend the documentation and reflection gained from official excursions to similar experiences of an intellectual nature throughout the semester. This Academic and Field Journal will be turned in for comment and suggestions during the semester and will be used as the basis for grading (see below).

**METHODS OF EVALUATION / GRADING RUBRIC**

Grading:
Student participation 10% (that reflects class preparedness to describe and discuss materials covered in the text and readings).

First midterm 20%  (essay format)

Final Exam 40% (essay format)

Field Excursion presentations 15%. A team (preferably consisting of two members) will report to the class about a pre-selected topic and will respond to questions. This presentation may include but not be limited to the official Field Excursions in the course. Presentations may include PowerPoint, audio and videos during its 15 or 20-minute time frame. Extra credit may be earned for an independent excursion (followed by a class report) prearranged and approved by the instructor

An Academic and Field Journal (15%) will be a written document that describes and discusses ideas in class, assesses presentations and commentary, and mentions about specific events, people, places, and regions, as the individual experiences them. The journal must consist of academically and geographically significant ideas from both ship and shore experiences. Students are also encouraged to make rough sketches, maps, and add photos in their Field Journal. From time to time, the professor will ask to see the Journal and in order to make helpful suggestions and comments. It will be assessed and returned to each person as a permanent record of the Semester at Sea. The purpose is to describe and reflect upon important intellectual challenges and events that define peoples and places encountered during the semester, and to comment about them in interesting and imaginative ways. It is important for students to practice writing about geographical issues that are part of their daily lives.

RESERVE LIBRARY LIST

ELECTRONIC COURSE MATERIALS


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

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