Dr. Melanie P. Renfrew, www.lahc.edu/earthscience/geography/
renfremp@lahc.edu    When e-mailing, please i.d. your name & Geog 7 in the subject line.
Office Hours: MW 12:35-2:05, 4:45-5:15; MW 9:45-10:15 p.m. (or when evening students finish lab or
tests), in CV 4, or by appointment.

Geography 7 is an opportunity to ‘tour’ the world in a semester! For each region, we examine physical
geography, population distribution, how people make a living (economic activities), language and
religious groupings, and possibly, “geopolitical issues” (the term for regional arguing over “turf”).

Required Materials:  7-8 Form 883 Scantrons (have matching and completion on back), pencils, eraser,
24-pack colored pencils, portable pencil sharpener to contain the shavings. Bring these & book to class.

Course topics and Required Reading:
Overview of Physical and Human Geography Themes
Chapters 1-2
Europe    Study Chapter 3
Russia and the “Near Abroad” (former USSR republics)
Study Chapter 4
Middle East, North Africa    Study Chapter 5
Monsoon Asia    Study Chapter 6
Africa South of the Sahara    Study Chapter 8
Latin America    Study Chapter 9
Review, World comparisons – Chapters 1-2

Tentative Test Schedule, Record of scores
Test 1 Overview: 2/25
Points, grade:
Test 2 Europe: 3/11
Points, grade:
Test 3 Russia: 3/25
Points, grade:
Test 4 ME/No. Africa: 4/15
Points, grade:
Test 5 Monsoon Asia: 4/29
Points, grade:
Test 6 Africa 5/13
Points, grade:
Final Exam: Latin America:
and Review 5/27

Grading:

• Distribution:  90-100% = A,  80-89% = B,  67-79% = C,  60-66% = D,  < 59% = F.
• Approximate Point total:  375: Tests 1-6 @ 35 = 210, Final Exam, approximately 60 (35 on Latin
America, 25 on review), Homework: 7 x 15 = 105 points. The homework is based on the textbook
to help you learn the chapters, to be checked off in class, 15 points every 2 weeks on test nights.
• There are no make-up tests, but if the final total possible is 375, the final distribution will be based
on 350, for example, 90%+ = 315+ = A; 80-89% = 280-314 = B; 67-79% = 234-279 = C; 210-233
= D. These points may be adjusted somewhat based on actual homework assigned.
• Tests will have multiple choice, matching, completion, and possible essay questions, and each
will have ±20 map locations of the region under study (each worth ½ point).
• If you are on the border between two grades, I consider your attendance, respect, and effort
shown by improvement on tests. Please turn off cell phones before class; no walking in and out
of class to answer cell phones, no text messaging.

Student Learning Outcomes: After completion of this class, you should be able to:
1. For each world region, locate and identify major physical features (climates, biomes, rivers,
mountain ranges, peninsulas, seas, islands, seas), countries, major cities, and spatial patterns of
population, economic activities, and cultural features (e.g., patterns of languages and religions).
2. Contrast regional economic activities in extractive (1), industrial (2), service (3), and information
processing (4) sectors to gain an overview of the global economy.
3. Compare factors and generalizations about economic and social development of More Developed
Countries (MDC’s) with Less Developed Countries (LDC’s).

4. Compare capitalism and communism as major economic systems, and some of the geographic effects of capitalism vs. centrally planned economies (communist).

5. Identify patterns of stereotyping, and common errors called the fallacy of composition and fallacy of reduction.

6. In alliance with LA Harbor College campus goals, “demonstrate flexibility, tolerance, and respect for diverse cultures.”

7. It is intangible, but one of my goals as the professor is to create empathy and understanding for the people groups and ethnicities of the Earth. In every one of the 30+ countries I have lived or traveled in, I have found people who are generous, loving, and kind. People will generally respond to us as we treat them; and if we have negative stereotypes beforehand, even subconscious ones, they will affect how we act toward them. It is better to examine our attitudes first, see if we can change them to be fair, and that may result in some wonderful friendships across cultural lines. Friendships and travel are fun, and can bring us great joy.

**Levels and examples of economic activities:** For each region, pay attention to how people make a living, that is, economic activities which provide jobs, what they grow, make, and do. They are like us.

1. **Primary** economic activities involve extraction of natural resources (specific food or cash crops, types of farming, minerals, fishing, logging). Some of these are raw materials for

2. **Secondary** activity is manufacturing into finished products (e.g., iron into steel, and then with plastics, upholstery and other materials into Volkswagen automobiles; cacao [cocoa] beans, milk, and sugar into Swiss chocolate). We think of this as “industry,” factories, machines, but the word itself originally meant, “to make by hand” (manu-facture).

3. **Tertiary** activities involve the distribution of goods and services, the “service sector,” which includes trade, sales, transportation, communication, government, medical, financial, legal, and other services, recreation, education, etc.

4. **Quaternary** activities have to do with information processing: the high-technology management of “data” (facts, information), and includes advanced computer processing, research and development (“R & D”), and silicon chip production.

**Success in Geography 7:** Geography can be fun if you try! As you read the textbook, pretend you are traveling to these regions. Plan on 6 hours a week of reading and study time (text, charts, and maps) if you want to get an A. Try to label and study maps of the next region on Thursday following a test, and review your notes within 24 hours of class time. For each region, remember to study the world maps in Chapter 2 of population distribution, climates and biomes (vegetation), and 'Affluence and Poverty' (G.N.P. per capita). By the end, you’ll be able to compare regions, and see similarities and contrasts.

As we watch video segments, watch the people’s expressions, and think about their families, jobs, and what is important to them. How do they survive? How do they make use of the land, and interact with others in their region? Are we connected with them? L.A. is like a microcosm of the world, and many of our neighbors come from these countries.

The world is a great place! It’s fascinating.