Request for Renewal of Geography 151 as an FGC course

Kapiʻolani Community College, Spring 2012

Page | Contents
--- | ---
2 | Course Description and Changes
3 | Hallmark 1 Sample Materials
5 | Hallmark 2 Sample Materials
7 | Hallmark 3 Sample Materials
8 | Hallmark 4 Sample Materials
9 | Hallmark 5 Sample Materials
10 | Hallmark 6 Sample Materials
13 | Sample Writing Assignment (Globalization) for Hallmark 2

Compiled by Dennis Nullet
Geography Coordinator
dennis@hawaii.edu
KCC campus extension: x9183
I. Course Description (Course Outline, 11/16/09)

COURSE INFORMATION:

GEOG 151 Geography and Contemporary Society (3) AA/FGC and AS/SS
3 hours lecture per week,
Prerequisite(s): Qualification for ENG 100, qualification for MATH 24

GEOG 151 provides a global thematic survey of human society and culture. Geographic distribution, historical development, and current issues in economic, resource, population, political, and environmental systems are examined.

COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of GEOG 151, the student should be able to:

• Identify major themes in human society and culture and their distribution.
• Explain the nature, history, and diffusion of cultural and societal characteristics.
• Synthesize cross-cultural perspectives on current issues in population, economy, politics, language, religion, customs, and conflict.
• Critically analyze concepts and issues within the framework of the course.

II. Changes

No significant changes have been made in Geography 151 since the previous renewal request for Foundations designation was approved.
III. Assessing of Course. Below are samples of course materials that illustrate how the course meets the Foundations Hallmarks.

Hallmark 1. Provide students with a large-scale analysis of human development and change over time from prehistory to the present. (Note: the two FG courses will together cover the whole time period from pre-history to present.)

GEOG 151 meets the requirements of category C (prehistoric to present). Sample lessons include:

Class Lectures:

Earth-Human Relationship:

• What is the pristine myth?
• How have humans been spatial actors (force of change) on the planet throughout history?
• How did early humans (Stone Age) modify the environment?
• What geographical changes did the Agricultural Revolution produce?
• What did the arrival of Europeans to the “New World” in the 15th Century mean for the Americas?
• Why did the Industrial Revolution transform humanity’s relationship to the Earth?
• What is the Environmental Revolution?

Geography & Race:

• What is race?
• Why does humanity display a variety of physical features?
• How are people a reflection of the Earth itself?
• What is racism?
• Why is racism a social construct?

History of Demography:

• What is the current number of living human inhabitants on Earth?
• What has been the pattern of human population growth dating back 2 million years?
• At what historical point did human population figures begin to increase?
• How long did it take for humanity to reach 1 billion people?
• Since the 1950s, what factors have produced the “population explosion?”
• What did Karl Marx contend was the underlining causes of human poverty and environmental impact?
• Today, in what parts of the world is there a stabilization or decline of population numbers?
• Which countries of the world are experiencing rapid population growth? Why?
Study Questions:

- What forces might be at work to produce the geographical distribution of wheat agriculture around the world?
- What is subsistence agriculture?
- Who are hunter-gathers?
- What is nomadic herding?
- What is the global chicken?
- Why is rice cultivated in such hilly areas in Asia, whereas in the United States rice farming is confined to the flat planes?
- What is a natural hazard?
- How has Western Culture sought to mitigate (diminish) the impact of natural hazards? Give an example to support your response.
- Why do people throughout the world inhabit hazard zones?

Multimedia:

- Skin (National Geographic): This National Geographic special takes a holistic look at human skin. The viewer is taken around the world to understand why humans look different and how human skin is often a cultural template. Critical questions are explored such as: Why people evolved different types of skin tones? How physical characteristic are a biological adaptation to geography? How body art (tattoos) is used by different cultures as a form of expression? What is skin inequality? How cultural diffusion has shaped ideas of beauty? What is skin bleaching?

- World Population (Population Counts): Dots representing 1 million people are plotted on a world map showing the rate of growth and spatial distribution of humanity from 1 A.D. projected to the year 2020. Historical reference points (via visual cues) and a heart-beat are further used in the short film.

Student comment from discussion topic:

“St. Patrick introduced Christianity to Ireland in the 5th century AD. Then the church was separated in 1500's leaving the Irish overwhelmingly Catholic. In the 17th century the British fiefdoms saw benefits to conquering Ireland and adding to their power, spreading Protestantism, and protecting their 'back door.' After obtaining control over parts of Ireland, British used plantation systems to alter the ethnic compositions of entire regions. These plantations were government-sponsored campaigns to promote loyalty to the British Crown. I believe the British had many motives for conquering Ireland with all of them equally contributing to annexation.”
Hallmark 2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) using multiple perspectives.

The course involves a thematic approach to describing and analyzing the myriad of social forces shaping human geography in the 21st Century. A small sample includes:

**Class Lectures:**

**Political-Economy:**

- What is the state?
- What is state deregulation?
- What is the free market?
- What are neoliberal policies?
- What is gross domestic product (GDP)?
- What is externalization of costs?
- What is civil society?
- What is globalization?
- What is time-space compression?
- What are free trade zones or Export Processing Zones (EPZs)?
- What is the “digital-divide?”
- What is the “fast-world,” “slow-world?”
- What are Transnational Corporations (TNCs)?

**Demography (Human Population):**

- Why are there spatial differences in the distribution of people on Earth?
- What social factors influence human population trends?
- What is doubling time?
- What is exponential growth?
- Who was Thomas Malthus?
- What is Total Fertility Rate (TFR)?
- What is Infant Mortality Rate (IMR)?
- What is the demographic transition model?
- What was Y6B (Year of the Six Billion)?

**Nature, Society, and Technology:**

- What is nature?
- How do ideas of nature differ by culture?
- What is animism?
- What is the mechanistic worldview?
- What is reductionist thinking?
• What is ecotheology?
• What is progress?
• Who are technocrats?
• What is the Impact Law (Population X Affluence X Technology)?
• What is the Gaia Theory?

Multimedia:

• *Life & Debt* (New Yorker Video): A documentary that examines the outcomes of twenty-five years of IMF & World Bank imposed economic reforms on the country of Jamaica. Key areas of inquiry include: state restructuring, shifts in cultural norms result from globalization, changes in land-use patterns, local views of global tourism, export processing zones and income inequality.

• *Population Counts* (CNN): The students are introduced to the Chhetri sisters; three women in Nepal in their early 30s who are unmarried, childless and own a mountain tracking-guide business. The traditional life of women in Nepal is discussed and the social tensions that have arisen with the Chhetri sisters’ life choices. This case-study illuminates how the reproductive patterns of a culture are often linked to the status of woman.

Study Questions:

• Who are considered the primary agents of globalization?
• Globalization is not like the former British-Empire. Why?
• Why are U.S. automakers scrambling to get a foothold in China?
• What is the information-superhighway?
• What are maquiladoras?
• Some producers use maquiladoras because of what key advantage?
• Why do maquiladoras prefer to hire women?
• The Human Development Index (HDI) was created by the United Nations (UN) to act as a better measure of quality of life than such statistics as gross domestic product (GDP). Besides material wealth, what other three variables does the HDI calculate?
• What is environmental determinism?
• What is possibilism?
• What are three values that underscore teleology?
• The authors stipulate on page 89 that (certain) early Christians believed that the Earth was given to humans for their use. How did this belief shape the attitudes of some Christian thinkers to the Earth?
• On page 89, the authors postulate that quote: “The Judeo-Christian religious heritage, in short, has for millennia promoted an *instrumentalist view of nature* that is potentially far more damaging to the habitat than the *organic view of nature* in which humans and nature exist in balance. By contrast, the great religions of Asia and many animistic tribal faiths highlight teachings and beliefs that protect nature.” Geographer Yi-Fu Tuan
questions this line of reasoning put forward by the authors. Why?
• What is the J-shaped population curve?
• What is the population explosion?
• Geographers use maps to describe spatial patterns observed on the Earth’s surface. Examine the Population Density map on pages 214-215. Observe the population density trends for Alaska (USA), Hudson Bay (Canada), Greenland, Siberia (Russia), Mongolia, the Plateau of Tibet (China), Central Brazil (South America) & Australia. Why do these locations have low population densities?
• The Rule of 72 helps demographers to determine the time in years it takes for a country or the world to double its human population. What insights does calculating doubling time provide?
• Analyze the definition of gender roles on page 227. In some cultures, the number of children a man or woman has confers what type of social status?
• What is the world pattern of youth and old age?

“What makes the Middle East culture different from, say, European, African, Russian, Chinese, or South Asian culture, or the southwestern culture different from that of the South or Pacific Northwest? What is different about its culture, landscape, and people?”

Exam Questions:

• What is globalization?
• Transitional Corporations are considered a global force. Why?
• What is the digital divide?
• You have been asked to give a speech at a public Earth Day rally in downtown Honolulu. During your presentation a person in the audience yells out the question: What is Nature? What reply would be the most apt to render based on the principles explored in class?
• Why is there a link between female literacy & total fertility rate (TFR)?
• Gender preferences have resulted in what type of social practices around the world?
• What critical question do ecotheologists ask?
• What are two values that define the organic view of nature?
• What thoughts about nature have been most persistent in Western Culture?
• How was progress measured in the 18th Century?
• What view of the Earth does the Gaia Theory present?

Student comment from discussion topic:

“In order to have harmony, the problem lies in that there must be common interest despite having different beliefs. The Sunni would benefit the most from a unified Iraq. The Kurds take dignity in Kurdish language as the Sunni and Shiites speak Arabic. Language plays a role in the need for a common language to pursue a healthy manner of daily communal and civic affairs. The Kurds are interested in oil and wanting of a prosperous society. If the Shiite mingled their culture with either the Kurds or the
Sunni, there wouldn’t be much to gain. Shia is home to some of the largest oil reserves in the Middle East. The Sunni who would benefit the most, as they have no natural nor industrial resource reserves, are the least likely to cooperate. Instead they focus on what drives their separation through religious differences and the fact that as a minority they refuse to now be suppressed by the people they once ruled. Each with their own autonomous interest belittles the idea to overcome past history and divides.”

**Hallmark 3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.**

Dynamic spatial tensions today inform geographic studies. The changes associated with globalization have sparked a wide debate about the future of the human condition. A critical question is what does a more integrated world mean for the cultural heritage of humanity? Having a solid grounding in geographical thought can help the students to better understand the nature of the world they live in. Samples of course inquiry include:

**Class Lectures:**

**What is Geography?**

- What is cultural geography?
- What is the scientific method?
- What are the subdivisions of geography?
- What is holistic thinking?
- What are the fundamental concepts of spatial analysis?
- What are spatial scales (global, national & local)?
- What are the tools of geography (maps, GIS)?
- What are the Geography for Life: National Geography Standards?
  1. the Existential Reason
  2. the Ethical Reason
  3. the Intellectual Reason
  4. the Practical Reason

**The Cultural Mosaic:**

- What is culture?
- How is culture transmitted?
- What is ethnicity?
- What are cultural traits?
- What is cultural diffusion?
• What are gender issues?
• What is popular/global culture?
• What are replicated landscapes?

Study Questions:

• What are cultural borders?
• What conclusion might a perceptive person from another culture reach about the ideology of the culture that produced the Toronto landscape?
• How is popular culture reflected?
• Do cultures differ in their relationship with the physical environment?
• What is indigenous technical knowledge (ITK)?
• What are polytheistic religions?
• What are monotheistic religions?
• In what forms does religion appear in the cultural landscape?
• What are the major linguistic cultural regions of the world?
• Why is language an important form of cultural expression?
• How did the mosaic of languages and dialects come to exist?
• What is folk culture?
• What is world music?
• Is English taking over the world, virtually?

Multimedia:

• The Merchants of Cool (Frontline, PBS): An investigation into how large media conglomerates are reshaping the landscape of youth-popular culture as a result of globalization. The program explores such concerns as: the commodification of cultural expression, global branding, homogenous images, materialistic-based lifestyles, reinforcement of patriarchal gender roles and social reactions to commercialized, global media culture.

• Local Futures. Beyond the Global Economy (International Society for Ecology & Culture): Ladakh or “Little Tibet” is a desert land in the Himalayas. It is a place of few resources and a harsh climate. Yet, for more than a thousand years, it has been home to a thriving culture. Traditions of frugality and cooperation, along with an intimate knowledge of their environment, have enabled the Ladakhi to prosper. Now, however, the traditional culture and physical landscape of Ladakh are undergoing radical changes as a result of industrial-based globalization. Local Futures raises poignant questions about commonly-held Western beliefs to do with development and progress.

Student response to discussion topic:

“Feelings of resentment from one group to another happens all over the world its what causes wars and destruction of one kind of people on another. I don’t agree with this
kind of thinking it only serves as a way for other people to control the situation. Whatever is the discontentment of people like here in Hawaii or the Palestinians in the middle east against the Jewish State, the only thing that’s stopping people from being really heard is by not listening to each other and uniting in a common way. In the middle east no one listens to what the other is saying so wars have gone one for generation so people are raised to hate another and they don’t even understand why they just DO!! I grow up in Chicago where there is about every kind of human being raised together and feelings of resentment arise as one moves from one part of the city to another, whether you’re in little Italy, China town, Wrigley Vile or the westside: people are grouped together and harbor some kind of resentment towards outsiders no matter what. We all grow up in places where if you weren’t born there then somehow the perception is you can’t understand the person’s problems next to you?! I don’t get it, I never really will I guess since I was raised by Zen Buddhists who always entrusted me with the belief that we are here together and working together is the solution for everyone’s issues, no matter who, what, where, when or how a situation arises.”

**Hallmark 4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.**

Cultural interaction is nothing new. Indeed, cross-human contact has occurred for millennia. Today, however, the advent of a global communications network such as satellite TV and the internet and the jet-aircraft has added a new dimension to the human experience. Sample course materials that address inter-societal interactions and change include:

**Class Lecture:**

**Cultural Diffusion:**

- What is cultural diffusion?
- How does cultural diffusion occur?
- What is cultural globalization?
- What are cultural hearths?
- Is global media impacting cultural diversity?
- What cultural shifts occurred in Fiji with the introduction of Western media (TV, movies, music & literature) in 1995?
- What is Manifest Destiny?
- What impact did Manifest Destiny have on the cultural & physical landscapes of North America?
- How did European diseases such as smallpox change the “New World?”
Earth-Use Patterns:

- Where the Mississippi River flows into the Gulf of Mexico exists one of the world’s largest Dead Zones. What is a Dead Zone? What causes Dead Zones?
- The ocean has become a dumping ground for human trash. What are three land-based sources for marine debris in Hawai’i?
- Why is marine debris a threat to such sea-birds as the Albatross of Midway Island?
- What vital function do marine reserves (or conservation districts) serve?
- What is long-line fishing? What is by-catch?
- What is a keystone species (ie: the Pacific Gregory)?
- Why are consumers key in determining the fate of the world’s fisheries?
- What impacts does meat production have on the Earth?
- How are patterns of livestock consumption changing around the world?
- Why is eating a vegetarian diet considered less harmful to the planet?
- Why has global soybean production increased?
- Why is the advent of a global cattle industry linked with deforestation of the Amazon Rainforest in Brazil?

Multimedia:

- Bhutan, Asia (Frontline World): Bhutan, a Buddhist kingdom in the Asia, is the last place on Earth to obtain television. This case study considers: What does the bombardment of mainly Western images, such as the World Wrestling Federation (WWF), mean for the long term integrity of the culture of Bhutan?

Study Questions:

- How did the geographical distribution of religions come about?
- What is the patterning of religious faiths?
- What is the origin and diffusion of agriculture?
- What is the Indus-Ganga Hearth?
- Will growing cultural interactions enhance or reduce the world’s cultural heterogeneity?
- Do the diverse hues of the human mosaic as revealed in maps shine less brightly than before?
- What is glocalization?

Exam Questions:

- Why is culture a powerful social force?
- Fiji is an island country in the South Pacific. What impact has the arrival of Western television had on the people of Fiji?
- How can television help change culture? Give an example to support your response.
- How is culture transmitted? Give an example to support your response.
• What impact did Manifest Destiny have on North America?

Student comments from discussion topic:

“What makes an idea change the way people think or perceive the world has a lot to do with the social temperament of the time period and how much people are truly wanting and willing to change. Ideas that stay with us though out time are morals and traditional values of a society. These ideas are usually universal and can applied to many places and cultures like do not kill your neighbor. Other ideas come about because the old way of thinking about something has been proven wrong and the new idea gives a more valid meaning or explanation to something or another its quite universal.”

“I would definitely have to agree that the media is encouraging not just the decline in regional difference here in the US but also abroad. I was reading doves "Real Beauty Campaign" website and some of the studies were shocking. The numbers of women and girls in countries like Saudi Arabia and Lebanon that have developed eating disorders in correlation to the availability of western media and advertising is humbling.”

Hallmark 5. Include at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions.

A core aspect of this course covers the Asian and Pacific (including Hawaii) region. Examples of course material include:

Class Lecture:

Kana Wai (Law of Water):

• What is kana wai?
• Why was there a Kapu (cultural sanction) on the use of fresh-water in Hawai‘i?
• Wai in Hawaiian means water. Waiwai means wealth. What insights does such language reveal about the culture of the ancient Hawaiians?
• How did early Western businessmen in Hawaii begin to deplete Oahu's fresh-water lens?
• Why was the Honolulu Board of Water Supply created?

Multimedia:

• Hawaiians Reflecting Spirit (Filmworks): This film presents the viewer with important cultural insights about the Hawaiian people, their origins, historical challenges and
current social conditions. It also details the revival of an indigenous people whose identity is intrinsically linked to the geography of the Hawaiian Islands.

Study Questions:

• Stacked Stones at a pilgrimage site in South Korea perpetuate an ancient animistic/shamanistic practice. What do you speculate these stones might mean? What do they remind you of?
• In the Maori community of Tikitiki, on North Island, New Zealand, a traditional Polynesia marae, or shrine, stands beside a Christian chapel. What does this juxtaposition tell us about the faith of the modern Maori?
• Ganesha, the elephant-headed god of wisdom, intelligence, and education is revered by many Hindu university students. What other examples can you cite of student’s regard for a figure whether religious or other, in their quest for success?
• In a condominium in Hong Kong, the square opening in the building is supposed to allow for the passage of the dragon who resides in the hill behind. Feng shui calls for siting buildings in relation to the sun, facing south, with the back to the north. In the northern hemisphere, what does that accomplish in modern terms?
• Bali’s population practices a blend of Hinduism, animism, and ancestor worship. These temples to ancestors are a feature of every Balinese home, and offerings of incense, food, and flowers are made three times per day to show reverence. What parallels to these shrines can be found in your community?
• Chili peppers in Nepal and Korea. A Tharu tribal woman of lowland Nepal prepares a condiment made of chili peppers from her garden and in South Korea chili peppers dry in the sun. How might the chili pepper have diffused so far and become so important in Asia?
• A traditional fence in Papua New Guinea is designed to keep pigs out of sweet potato gardens. The modern age has had an impact, as revealed in the use of tin cans to decorate and stabilize the fence. Each culture has its own fence types, adding another distinctive element to the agricultural landscape. What kinds of fences do you find in your area and what is their purpose?

Student comments to discussion question on Asian economies:

“Vietnam did some interesting things to promote development of its economy after the war like while working toward the goal of a technologically advanced society. Long-range planning centered on the second five-year plan (1976–80), which called for major emphasis on heavy industry and rapid agricultural growth. For Vietnam agriculture remains the most important economic sector, accounting for about one third of GDP and about 63% of the labor force. There were 12,000 government-owned companies
employing 30% of Vietnam's labor force that held 75% of the country's assets, and monopolized 86% of bank credit in 1992. “

“I think what Japan did in how they focused their resources for their own development proves to be a tactful and effective maneuver for development since they drifted away from foreign research as their economy became more stable between the 70s and 80s. Kantei's Science and Technology Agency had termed it "the era of Japan's technological independence." For those unaware of the Science and Technology Agency their website provides a great emphasis on development …”

“I like the idea of sustainable development (in China). Instead of huge corporations trying to use LDC's for low wage jobs, they are given good jobs which they can support themselves with. Appropriate technology is used to ease the workload with their jobs. For example the text shows a picture of a man using a bicycle rickshaw to carry baskets which are normally done one or two at a time on their heads. The technology isn't state of the art but is practical. It does the work of 10 people but doesn't cost much to maintain and repair. “

**Hallmark 6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.**

The course uses multiple modes of presenting cross-societal perspectives, such as:

**Writing Assignment:** See assignment entitled Power of One (page 14).

**Multimedia:**

- **In the Light of Reverence** (Bullfrog Films): the Lakota of the Great Plains of North America are seen in a struggle to practice their land-based religion and to protect *Mato Tipila* (Devil's Tower, Wyoming), a site they consider most sacred. The film explicitly reflects how ideas of nature vary from one culture to another.

- **Brother IZ. The Man and His Music** (Island Music): This DVD contains a selection of music by Hawaiian artist, Israel Kamakawiwo'ole (1959-1997). It is used to provide an example of how music is utilized as a medium to convey the values and perspectives of a culture.

- **Earth & the American Dream** (Direct Cinema Limited): This film chronicles the clash of cultural beliefs; Native American/European settlers, and the transformation of the physical geography of North American that has ensued since the arrival of Christopher Columbus in 1492 up to the 21st Century.
International student comments on discussion topics:

Student from Japan: “Japanese are very accustomed to the blue fin tuna and are a major consumer for a multitude of fish. They should at least be given time to raise their own or find a good substitute before the European Countries ban them. If the number of these fish are declining, solutions should be sought out that will benefit everyone as a whole. Like you said it hurts the economies that use this fish as imports to Japan in Europe goes through with the ban. Maybe they could limit the amount of blue fins that are caught and sold, that way Japan gets at least some of its desired fish and Europe has a chance to replenish its numbers.”

Student from China: “As a Chinese, I am so happy to see China and Taiwan begin to get a better relationship. Since 1949, Taiwan split from China, the Taiwanese made a independence country. The sides had a bad relationship before. But now, I am so happy to see "Annual trade between the two sides amounts to about US$130 billion and tens of billions of dollars have been invested by Taiwanese businesses in China " The conection of economic being better. I hope they will become good partner in the future.”

Student from Great Britain: “Some believe that the anti-Roma climate in Europe is still rising and that the racist crimes are far from over. With the worsening economic downturn of Eastern Europe, many feel that the presence of the Roma population is a burden. Gypsies are labeled as lazy bums who live off welfare in which hard working people must pay the high taxes imposed on them. In Hungary, only less than one quarter of the Roma world legally in the country. This reminds me of the Holocaust. it may not be as extreme as Adolf Hitler and Nazi Germany murdering six million Jews (text, pg.242), but if the violence doesn't stop soon, the number of gypsies may be depleted. I believe this is also a form of genocide.”

Student from Philippines: “The Philippine flooding has caused thousands of people to evacuate from their homelands to elsewhere in the Philippines. Majority of Northern Philippines in Luzon have suffered and gone through days and days of trying to make it through. On page 409, the book talks about how Philippines was the most highly developed Southeast Asian Country 50 years ago, and later failed because of the population growth. This lead to lower living standards for poor and middle class people. Philippines is actually a beautiful country to visit. I was born there when my dad was stationed in the Philippines and I am truly proud to be from there. It's so heartbreaking to hear about the disaster that many Filipinos are going through. I truly hope that everyone puts a little something into helping the Philippines get back to normal. I've recently donated clothing and other items and I hope others do the same.”

Student from Philippines: “I'm talking about massive corruption going on in Phillipines. Whoever has position in the government benefits more compare to poor people. ... I remember back in the 80's, New People’s Army formed a hit squad called Sparrow Unit
to eradicate those politicians and police scalawags, who extorts money to the poor and helpless people. Also the reason why 'brain drain" are very common in my native land is because there are no future for sure. Only those people sitting in the government will prosper. That is why people there are killing each other to fight for position in government office, because once you got elected in P.I its automatic "MONEY" in the bank.”

Sample Writing Assignment for Hallmark 6

Geography & Contemporary Society

Guidelines: Power of One

A Chinese proverb exalts: “Those who say it cannot be done should not interrupt the person doing it.” How poignant. It seems that the human psyche has become stifled by a curious condition; a myth of all things. Yes, a myth. This myth knows no boundaries. It is universal in scope. No culture is immune to its grip. It often lays dormant in the recesses of the mind. It reveals itself through the medium of language. If one listens carefully it can be detected in such quips as: “what can I do?” or “I’m only one person.” It is the myth of disempowerment, an ugly perversion of truth. It is the myth that one person cannot change the world. It is a false goof. Our-story resonates with bewildering acts of selflessness, of individuals from all walks of life who have made a difference. It is a legacy that should be celebrated; a source of much inspiration. Of course, there is still a lot to do, problems alas are abound. But never doubt the power of one–that includes YOU!

You are to write a biography on:

Aung San Suu Kyi (f.)
• Myanmar (Burma)
• Social Reformer

A biography is about telling the life story of a person. You want to paint an in-depth portrait of the person to the reader. Apply the six questions of critical inquiry to your research: who, what, when, where, how & why. Below is a list of questions that you can use to form the basis of your biography. Your biography should be written as a narrative; a story, not just a syntax (list) of questions and answers.

• Where were they born? (region, city, country)?
• When were they born (day, month, year)?
• Where were they raised?
• Who were they raised by?
• What events shaped their lives?
• What obstacles did they overcome?
• What risks did they take?
• Who was a large influence on their life?
• What human qualities does (did) the person possess?
• How have they made a difference? (be in-depth)
• What is their legacy to the world?
• Why is (was) this person a force of change?
• What does it mean to be a hero? How is a hero different from a celebrity?

Was the person you profiled a hero? Why?

**REQUIREMENTS**

**Word Length:** Your paper must be **1200 words** in length excluding titles, tables, graphs, pictures, etc. This amounts to the following:

**Typed**
- four (4) full pages
- size 12 font
- single-sided
- doubled-spaced
- ink print must be readable

**Hand Written**
- seven (7) full pages
- single-sided
- doubled-spaced
- your hand writing must be legible to the reader
- you must use an ink pen **not** pencil.

These are minimum word lengths. You are welcome to submit papers of additional length. Failure to meet this requirement will result in the automatic forfeiture of one (1) full letter grade.

**Front Coversheet:** On a coversheet at the front of your paper indicate your name, person’s name, course title (Geography & Contemporary Society) and class time.

**Sources:** Your paper must be factually based. Your paper must be written by you and not plagiarized. Any paper found to have been plagiarized will result in the forfeit of all course points. The discourse (content) of your paper must be informed by a minimum of **three** published sources. This may include such materials as the Internet, journals, newspapers, books, scientific research, etc.

**Internet Sources:** Ensure that any information you obtain from the Internet is derived from a legitimate website such as a government agency or non-profit organization.
Bibliography Page: Your sources must be cited on a separate page that is attached at the back of your paper. Only providing the web-address of an Internet site is not sufficient. You must fully source all Internet material. Cite your sources using the Modern Language Association (MLA) format. See attached.

Deadline: Your paper & oral synopsis are due (write in your due date):

No electronic copies of your paper (fax or email) will be accepted. Late papers will be subject to a grade penalty of 20 points for each weekday it is outstanding. Late papers must be submitted in person either to me or the Social Science Division office in Kalia 101. DO NOT submit a late paper via e-mail, snail-mail or by slipping it under an office door. This will avoid the possibility of it being unaccounted for. Failure to give your oral synopsis in class will result in the forfeiter of 30 points. Turn in your paper earlier if you are unable to submit it on the deadline.

Draft Review: You are more than welcome to submit a draft copy of your paper for review. It is up to you to request this option. Do not leave it to the last minute.

ASSESSMENT OF ACADEMIC WRITING

The following is used as a basis for assessing student performance with respects to their written work in this class. Such is intended to be a guide only.

• Did the student answer the question/topic?

• Did the student’s paper contain information, facts, statements that were relevant to the question?

• Did the student’s paper flow in a logical manner or was it disjointed?

• Did the student state their opinion (if required by the question)? Was it backed up with well throughout ideas and examples?
• Was the student’s paper based on academic theory, research or facts, or did it mainly contain personal opinion and experiences?

• Did the student demonstrate reasonable knowledge of the subject matter?

• What was the standard of English comprehension: sentence structure; grammar; spelling; and tense (past, present, future)?