

GEOG 1303 REGIONAL ANALYSIS ASSIGNMENT INSTRUCTIONS

I have divided the assignment into three parts- A, B and C. I explain each of those below. At the end, I have given you a table that summarizes the tasks from all three parts and provides specific dates on which each should occur.

Part A – Tables

Gathering Country Data (individual work)

1. Early in the semester I gave you two handouts – Regional Comparison by Concept Table and an accompanying Data Sheet. You may also download those from the course site if you need another copy.
2. The table has columns for all 12 of the regions covered in the course. You must pick one country from each region as your study country. Give me the names of your countries and then write in the name of each country on row two in the appropriate column of your table.
3. Look at the Regional Comparison by Concept Table. The first two table columns on each side of the page list the five concepts we've been studying and the 17 variables for which you are responsible. The data sheet provides clarification for every variable and websites that contain the data you need. You must enter the data for all 17 variables for each of your 12 study countries. Read the data sheet carefully and make certain you know exactly what data you need.
4. I expect you to complete your entire table by the beginning of the class period shown in the table below. At the beginning of that class, I will collect everyone's table, make copies of each for the rest of the class and distribute them.
5. Some important points to remember:
 - a. The data you enter is not a matter of personal opinion. There are right and wrong answers and everyone's analysis depends on the accuracy of your table entries. Verify your data!
 - b. This is one of those times when you must read for detail. Read the data sheet carefully and make certain you know exactly what information you need and (if applicable) for what year.
 - c. Table entries should be printed neatly, using a dark pen/pencil. If you tend to be a messy worker, get another copy of the table on which to neatly copy your answers before you turn it in. I can't consider your table completed if no one can read your table entries. (If you want, I'll be happy to email the table to you and you can complete it on your computer.)
 - d. Print your first and last names in the upper right corner of the front side of your table (the North America side).
 - e. You must turn in a completed table by the time specified ... late tables won't be of any use.
6. Prior to the class shown in the table below, you need to download from the course site two things:
 - a. a copy of *Which World? Scenarios for the 21st Century* (a six-page summary of the book on which the next part of our activity is based) and
 - b. a packet containing Hammond's scenarios for each region (*Hammond's Regional Scenarios*).

You need to be familiar with the author's scenarios for the future before your class meets. If you are not, you will not be adequately prepared for the work in the next part ... that will hamper your group's work. I'll remind you of this but it's up to you to do the prep.

Part B – Regions

Scenarios for the World's Future (group work)

1. For this part of the capstone activity you will be working in your groups. Each group will be responsible for one or more of seven regions as follows.
 - a. Latin America (including the Caribbean)
 - b. China and Southeast Asia (including East Asia except for Japan, and including Oceania, except for Australia and New Zealand)
 - c. India (including South Asia)
 - d. Sub-Saharan Africa
 - e. North Africa and the Middle East (Southwest Asia)
 - f. Russia and Eastern Europe (including Central Asia)
 - g. North America, Europe and Japan (including Australia and New Zealand)
2. Please note that Hammond divides the world into 7 regions, not the 12 regions our course uses. When looking at the data in the tables, make certain you look for all the countries in your region. For example, if your region is North America, Europe and Japan (including Australia and New Zealand), you need to look at the data for the countries in the North America, Europe and Australia and New Zealand columns for each table. You also need to look at the Southeast Asia column to see if anyone chose Japan.

If it would be easier for you to separate out just the data you need, I have blank tables that don't have the 12-region labels and will help you convert the 12-region data to the *Which World* region you are analyzing. Just ask! (You can accomplish the same thing using a pair of scissors!)

3. You will have four items to use in your analysis. The first two – *Which World? Scenarios for the 21st Century* and *Hammond's Regional Scenarios* – you should have downloaded from the course site before the class meets. The other two – a list of regional assignments (containing your group's region(s) and the countries included) and a packet containing copies of everyone's completed tables – you will get from me the day the class meets. (See the table below for specific dates.)
4. Your group should start working together at the first class meeting. Begin by discussing Hammond's scenarios for your regions. The list of regional assignments tells you which regions you are responsible for analyzing and the material you brought to class contains the scenarios for those regions. For most regions there are three scenarios that closely mirror the three world scenarios you read about in *Which World? Scenarios for the 21st Century*. For a couple of regions there are only two scenarios.
5. Hammond's scenarios are based on data from the early 1990s. Your group assignment is to decide which of the scenarios for your regions is most likely given current data. To do this, use the data in the packet of tables completed by your classmates. Of course, you only need to pay attention to those columns in the tables that are part of your assigned region.
6. Look at the data in the tables that apply to countries in your regions and get a feel for the current status of those countries and of the regions as a whole. Once you've done that, decide which of the scenarios the current data appears to most support ... for example, data that portray a region that currently has great economies, little conflict, good social conditions and etc don't support a gloom-and-doom scenario.
7. Once you have analyzed your regions you will present your analysis to the class ... the last part of the assignment.

Part C – Presentations
Sharing the Information (full class)

1. You must have completed your presentations prior to time we start our oral presentations so do not expect to work on your presentation while others are giving theirs.
2. We will draw numbers to determine in what order presentations are given.
3. When it is your turn, please be ready to go immediately. If you waste time beginning your presentation, you may not leave adequate time for those who follow you. When it is your turn, begin quickly. After your turn, take your seat quickly.
4. Please do not sleep, talk, work on your presentation or work on other things during the presentations. Please do not make comments about the presenter, make rude noises or use rude facial expressions. You are not five-year-olds and you owe each other the courtesy of listening to every presentation. If you aren't able to do that, I will ask you to leave.
5. Unless you cannot hear what a presenter is saying, please do not interrupt him/her. I will give you time at the end of each presentation to ask questions.
6. Some points to remember about your presentation:
 - a. You must give your presentation at the front of the room, not from your seat.
 - b. The entire group must be involved in the oral presentation. That means everyone is required to talk!
 - c. Your presentation must include four elements:
 - i. a brief description of your region that reflects the current data
 - ii. a brief description of each of Hammond's scenarios for your region
 - iii. which scenario you consider likeliest based on current data and
 - iv. why you consider that scenario the likeliest.
 - d. Your presentation may not exceed 15 minutes. I have no choice but to stop you after that time. If you spend 15 minutes describing your region and then have to stop, you will have covered only one of the four elements. Be pithy!
 - e. If you want to include any extras – Power Point, a map on the board, handouts, a marker for the board, etc – do not wait until class time to ask.
 - f. I doubt you'll listen but I'm going to say it anyway ... *RELAX!* This is interesting and relevant stuff so just tell the rest of us what you found in your analysis. Don't try to make things complicated and don't pile a lot of stress on yourself over 15 minutes of talking.

SUMMARY OF CAPSTONE ACTIVITIES & TENTATIVE TIMELINES

	A	B	C	D
read <i>Which World? Scenarios for the 21st Century</i> available on the course site	prior to class ____			
download <i>Hammond's Regional Scenarios</i> from the course site	bring to class ____			
individuals turn in completed regional comparison table	at beginning of class ____			
group gets regional assignment from me	at beginning of class ____			
group begins work by looking at Hammond's 2-3 scenarios for its assigned regions (in the info you brought with you to class)	while I make copies of all tables			
group gets table packet from me and begins looking at regional data	during rest of class ____			
group completes analysis and puts together presentation	during class ____	during class ____	during class ____	during class ____
draw numbers for order and begin group presentations	at beginning of class ____			
groups finish presentations (only if necessary)	at beginning of class ____			
LAST REGULAR CLASS - class review of semester material	during class ____	during class ____	during class ____	during class ____
OPTIONAL final exam drill - This is an optional meeting only for whoever wants to show up.	class time ____	class time ____	class time ____	class time ____