

Course: World Geography (2007-2008)
Instructor: Mark A. Leverage
Text: World Geography (Prentice Hall 2002)

Course Purpose:

To prepare students for the world that is God's Creation. In this role of preparation geography plays a key role as technology expands, and the world shrinks. World markets are growing, political events are affecting people, and opportunities are growing to spread God's word in this ever changing world.

Course Outcomes

The Student will

- Use atlases and appropriate vocabulary to describe the physical attributes of a place with emphasis on God's role as the creator of the World.
- Analyze information generated from a computer about a place.
- Construct mental maps of the world and its regions.
- Analyze geographic information to understand the effects of changes in population and the environment.
- Identify and analyze the movement of people, cultural factors, product distribution, scientific development, and technological development.

Course Goals

The Student will

- Gain an appreciation for the diversity of God's creation whether it be the physical aspects of the earth, the fauna, the flora, or the people of the earth.
Genesis 1:21 So God created the great creatures of the sea and every living and moving thing with which the water teems, according to their kinds, and every winged bird according to its kind. And God saw that it was good
- Allow a deeper understanding of the World to see God's boundless love for his children.
John 3:16 For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.
- Engage in opportunities to reflect Christ and lives full of love for each other.
Galations 2:20 I have been crucified with Christ and I no longer live, but Christ lives in me. The life I live in the body, I live by faith in the Son of God, who loved me and gave himself for me.

Unit 1: Physical and Human Geography

- Identify and apply the five themes of geography: 1) Location 2) Place 3) Human-environment Interaction 4) Movement 5) Regions.

- Proficiently use the tools and techniques of geographers including maps, charts, graphs. Special emphasis on geography data and Computer systems including satellite images and 3 dimensional models.
- Understand the internal and external geological forces of the earth.
- Identify the main factors that influence climate and weather on the earth.
- Correlate the relationship between plants, animals, and the environment.
- Identify the traits that define cultures, governments, and economic systems.
- Describe natural resource distribution and use on the earth.

textbook pages: 2-79

number of days: 12

school outcomes: 2,3,4,5,6

department outcomes: 1.1-1.6, 2.1-2.4, 3.4-3.5, 4.1-4.3, 5.1-5.3

WSS Outcomes: A12.1, A12.2

vocabulary:

Geography, Absolute Location, Equator, Hemisphere, Latitude, Longitude, Prime Meridian, Relative Location, Remote Sensing, hypothesis, Scientific Method, Cartographers, distortion, map projection, cardinal directions, intermediate directions, Geology, core, mantle, magma, crust, continents, relief, volcanism, lava, fault, plate tectonics, continental drift theory, fossils, rift valley, Convection, subduction zone, mechanical weathering, frost, wedging, chemical weathering, acid rain, erosion, sediment, floodplain, delta, mouth, loess, glacier, moraine, weather, atmosphere, climate, rotation, revolution, solstice, equinox, tropical zones, temperate zones, polar zones, Coriolis effect, precipitation, humidity, windward, leeward, rain shadow, continental climate, biome, deciduous, coniferous, chaparral, savanna, tundra, permafrost, demography, urbanization, diffusion, acculturation, sovereignty, unitary, authoritarian, dictatorship, totalitarianism, monarchy, democracy, capitalist, communism, socialism, fossil fuel, subsistence farming, commercial farming

Unit 2: The United States and Canada

- Identify the major landforms, vegetation, climate, resources, and land use of the United States and Canada.
- Correlate the governmental, economic and cultural relationships between and within the U.S. and Canada.
- Identify the factors that have contributed to the economic success, patterns of growth, and population distribution of Canada and the U.S.
- Describe the transportation, communication, industrial, and agricultural systems of the U.S. and Canada.
- Demonstrate differences between groups of people that challenge cohesion in the U.S. and Canada.

textbook pages: 80-161

number of days: 10

school outcomes: 2,3,4,5,6

department outcomes: 1.1-1.6, 2.1-2.4, 3.4-3.5, 4.1-4.3, 5.1-5.4

WSS Outcomes: A12.3 – A12.13

vocabulary:

cordillera, province, continental divide, drainage basin, tributaries, prairie, hinterland, suburbs, megalopolis, sunbelt, mangrove, bayou, silo, growing season, grain elevator, aqueduct, maritime, lock separatism, secede,

Unit 3: Latin America

- Identify the major landforms, vegetation, climate, resources, and land use of Latin America.
- Correlate the governmental, economic and cultural relationships between and within the various countries of Latin America.
- Identify the factors that have contributed to the economies, patterns of growth, and population distribution of Latin America.
- Describe the transportation, communication, industrial, and agricultural systems of Latin America.
- Demonstrate the special challenges that face Latin America such as illegal drugs, environmental concerns, and maintaining national identity in the shadow of the United States.

textbook pages: 162-251

number of days: 8

school outcomes: 2,3,4,5,6

department outcomes: 1.1-1.6, 2.1-2.4, 3.4-3.5, 4.1-4.3, 5.1-5.3

WSS Outcomes: A12.3 – A12.13

vocabulary:

mesa, cay, hurricane, timberline, canopy, mestizo, irrigation, *hacienda*, *ejido*, *latifundio*, isthmus, guerrilla, archipelago, escarpment, mulatto, gauchos

Unit 4: Europe

- Identify the major landforms, vegetation, climate, resources, and land use of Europe.
- Correlate the governmental, economic and cultural relationships that between and within the various countries of Europe.
- Identify the factors that have contributed to the economies , patterns of growth, and population distribution of European countries.
- Describe the transportation, communication, industrial, and agricultural systems of Europe.
- Demonstrate the challenges that face the European Continent including European Union, ethnic conflicts, the shifting center of economic activity to the Pacific Rim, the decline of the Russian economy, and the change over from communism in Eastern Europe to democracy.

textbook pages: 252 - 423

number of days: 12

school outcomes: 2,3,4,5,6

department outcomes: 1.1-1.6, 2.1-2.4, 3.4-3.5, 4.1-4.3, 5.1-5.3

WSS Outcomes: A12.3 – A12.13

vocabulary:

multilingual, ethnic minority, estuary, ore, moor, bog, glen, peat, annex, fjord, dialect, lignite, inflation, polder, canton, karst, ghetto, collective farming, nonaligned, steppe, taiga, soviet, *glasnost*, ideology, command system, state farm, heavy industry, *perestroika*, demand system, nationalism,

Unit 5: The Middle East and Africa

- Identify the major landforms, vegetation, climate, resources, and land use of Africa and the Middle East.
- Correlate the governmental, economic and cultural relationships that between and within the various countries of the Middle East and Africa.
- Identify the factors that have contributed to the economies , patterns of growth, and population distribution of Middle Eastern and African Countries.
- Describe the transportation, communication, industrial, and agricultural systems of the Middle East and Africa.
- Demonstrate the special challenges that face Africa and the Middle East including the conflict between Jews and Arabs, Islamic Fundamentalism, Infectious diseases in Africa (Ebola, Aids, and other STDs), Extreme Poverty in Africa, Water use, Unstable governments in Africa, and ethnic conflict in central Africa.

textbook pages: 424 - 571

number of days: 12

school outcomes: 2,3,4,5,6

department outcomes: 1.1-1.6, 2.1-2.4, 3.4-3.5, 4.1-4.3, 5.1-5.3

WSS Outcomes: A12.3 – A12.13

vocabulary:

erg, wadi, oasis, arable, fellaheen, monotheism, Muslim, mosque, muezzin, minaret, prophet, Hajj, mandate, Zionist, drip irrigation, Knesset, Kibbutz, militia, anarchy, desalination, infrastructure, bazaar, reservoir, medina, cataract, leaching, diversify, forage, deforestation, desertification, refugee, landlocked, inland delta, coup, animism, mercenary, malnutrition, ethnocracy, apartheid, segregation, sanction,

Unit 6: Asia and the Pacific Region

- Identify the major landforms, vegetation, climate, resources, and land use of the Indian Subcontinent, Southeast Asia, and the Pacific Region

- Correlate The governmental, economic and cultural relationships that between and within the various countries of Asia and the Pacific Region
- Identify the factors that have contributed to the economies , patterns of growth, and population distribution of Asia and the Pacific Region
- Describe the transportation, communication, industrial, and agricultural systems of Asia and the Pacific Region
- Demonstrate the special challenges that face Asia and the Pacific Region including Ethnic and religious rivalries, Islamic Fundamentalism, the emergence of China as an Economic power, The extreme differences between the classes of people in India, China, and other developing countries, The violation of Human Rights that occurs in many countries in the Asian region especially with special emphasis on China, The stress that growing human population places on the economies of the Asian and Pacific Regions with special emphasis on China and India.

textbook pages: 572- 748

number of days: 12

school outcomes: 2,3,4,5,6

department outcomes: 1.1-1.6, 2.1-2.4, 3.4-3.5, 4.1-4.3, 5.1-5.3

WSS Outcomes: A12.3 – A12.13

vocabulary:

Subcontinent, alluvial plain, monsoon, reincarnation, caste system, nonviolent resistance, boycott, partition, joint family system, cottage industry, buffer state, seismic, intensive farming, terrace, aquaculture, sphere of influence, abdicate, warlord, collective, light industry, martial law, double cropping, theocrat, autonomous region, ideogram, atheism, acupuncture, seismograph, typhoon, homogeneous, tariff, quota, demilitarized zone, paddy, indigenous, insurgent, geyser, outback, coral reef, aborigine, trust territory, lagoon, cyclone, artesian well, atoll, ice shelf, convergence zone, krill, zone of ablation

Evaluation(Semester):

- 1.) **Notebook (17% - graded every 8 weeks - to be turned in to instructor)**
- 2.) **Unit Tests (33% of grade)**
- 3.) **In Class Presentation (33% of grade)**
- 4.) **Class participation (17% of grade)**

Instruction

- 1.) **PowerPoint Presentations/Lectures (65%)**
- 2.) **Discussion (30%)**
- 3.) **Map Quizzes & Test Reviews (5%)**

APPENDIX
Social Studies Department Outcomes
Course: World Geography
Instructor: Mark Leverence

Unit 1: Physical and Human Geography

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
-
- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
 - 2.2 utilizes available technology to facilitate learning;
 - 2.3 identifies and evaluates political, social, and economic trends in the world; and
 - 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
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- 3.4 verbally justifies Christian solutions to societal problems; and
 - 3.5 actively listens to and evaluates spoken messages.
-
- 4.1 accepts responsibility for the quality of work produced;
 - 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
 - 4.3 meets reasonable deadlines for work.
-
- 5.1 functions both independently and cooperatively with peers;
 - 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;
 - 5.3 uses God's Word to evaluate and guide decisions for the betterment of society; and

Unit 2: The United States and Canada

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
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- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
 - 2.2 utilizes available technology to facilitate learning;
 - 2.3 identifies and evaluates political, social, and economic trends in the world; and

2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.4 verbally justifies Christian solutions to societal problems; and

3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;

4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

5.3 uses God's Word to evaluate and guide decisions for the betterment of society; and

Unit 3: Latin America

1.1 recognizes and appreciates God's leading role in all history;

1.2 recognizes and appreciates the blessing of family, church, community, and nation;

1.3 understands political and economic systems;

1.4 applies Christian discernment to past, present, and future challenges;

1.5 makes meaningful connections from the past to the present; and

1.6 exercises Christian judgment in understanding the growth and development of the world.

2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;

2.2 utilizes available technology to facilitate learning;

2.3 identifies and evaluates political, social, and economic trends in the world; and

2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

3.4 verbally justifies Christian solutions to societal problems; and

3.5 actively listens to and evaluates spoken messages.

4.1 accepts responsibility for the quality of work produced;

4.2 demonstrates a knowledge of the social studies through a variety of assessments; and

4.3 meets reasonable deadlines for work.

5.1 functions both independently and cooperatively with peers;

5.2 understands the interconnectedness of the world and the diverse society in which we live and work;

5.3 uses God's Word to evaluate and guide decisions for the betterment of society; and

Unit 4: Europe

1.1 recognizes and appreciates God's leading role in all history;

1.2 recognizes and appreciates the blessing of family, church, community, and nation;

1.3 understands political and economic systems;

1.4 applies Christian discernment to past, present, and future challenges;

- 1.5 makes meaningful connections from the past to the present; and
- 1.6 exercises Christian judgment in understanding the growth and development of the world.

- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
- 2.2 utilizes available technology to facilitate learning;
- 2.3 identifies and evaluates political, social, and economic trends in the world; and
- 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

- 3.1 defends Christian values in a sin-filled society;
- 3.2 actively witnesses and speaks as a disciple of Jesus;
- 3.3 contributes constructively to group processes;
- 3.4 verbally justifies Christian solutions to societal problems; and
- 3.5 actively listens to and evaluates spoken messages.

- 4.1 accepts responsibility for the quality of work produced;
- 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
- 4.3 meets reasonable deadlines for work.

- 5.1 functions both independently and cooperatively with peers;
- 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;
- 5.3 uses God's Word to evaluate and guide decisions for the betterment of society; and
- 5.4 as a Christian steward uses time, talent, and treasure to participate in family, church, community, and nation.

Unit 5: The Middle East and Africa

- 1.1 recognizes and appreciates God's leading role in all history;
- 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
- 1.3 understands political and economic systems;
- 1.4 applies Christian discernment to past, present, and future challenges;
- 1.5 makes meaningful connections from the past to the present; and
- 1.6 exercises Christian judgment in understanding the growth and development of the world.

- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
- 2.2 utilizes available technology to facilitate learning;
- 2.3 identifies and evaluates political, social, and economic trends in the world; and
- 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.

- 3.4 verbally justifies Christian solutions to societal problems; and
- 3.5 actively listens to and evaluates spoken messages.

- 4.1 accepts responsibility for the quality of work produced;
- 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
- 4.3 meets reasonable deadlines for work.

- 5.1 functions both independently and cooperatively with peers;
- 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;
- 5.3 uses God's Word to evaluate and guide decisions for the betterment of society; and

Unit 6: Asia and the Pacific Region

- 1.1 recognizes and appreciates God's leading role in all history;
 - 1.2 recognizes and appreciates the blessing of family, church, community, and nation;
 - 1.3 understands political and economic systems;
 - 1.4 applies Christian discernment to past, present, and future challenges;
 - 1.5 makes meaningful connections from the past to the present; and
 - 1.6 exercises Christian judgment in understanding the growth and development of the world.
-
- 2.1 retrieves, evaluates, and applies historical, political, economic, and geographical information from a variety of sources;
 - 2.2 utilizes available technology to facilitate learning;
 - 2.3 identifies and evaluates political, social, and economic trends in the world; and
 - 2.4 makes informed and practical decisions from a Christian perspective regarding issues in the world.
-
- 3.4 verbally justifies Christian solutions to societal problems; and
 - 3.5 actively listens to and evaluates spoken messages.
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- 4.1 accepts responsibility for the quality of work produced;
 - 4.2 demonstrates a knowledge of the social studies through a variety of assessments; and
 - 4.3 meets reasonable deadlines for work.
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- 5.1 functions both independently and cooperatively with peers;
 - 5.2 understands the interconnectedness of the world and the diverse society in which we live and work;
 - 5.3 uses God's Word to evaluate and guide decisions for the betterment of society; and

APPENDIX

Wisconsin Department of Instruction State Standards

Course: World Geography

Instructor: Mark Leverence

Unit 1: Physical and Human Geography

A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration

A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models

Unit 2: The United States and Canada

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world

A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world

A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them

A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood

A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development

A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture

A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

Unit 3: Latin America

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

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A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

Unit 4: Europe

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features

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A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

Unit 5: The Middle East and Africa

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world

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A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

Unit 6: Asia and the Pacific Region

A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns

A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world

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A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries