



## COURSE OUTLINE

**DIVISION: Natural Sciences & Business**

**COURSE: GEG 1004 World Regional Geography**

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input type="checkbox"/> Blended	

Offered:  Fall  Spring  Summer

IAI Equivalent – **S4906 World Geography**

### CATALOG DESCRIPTION:

This is a survey course that examines each of the world's major geographical realms: Europe, Russian Realm, East Asia, Southeast Asia, South Asia, North Africa and Southwest Asia, Sub-Saharan Africa, Australia/Oceania, South America, Latin America and North America. A systematic review is conducted of the unique physiographic, climatic, cultural, historical, political, and economic elements that define and differentiate these regions.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

1. Identify basic geographic concepts and spatial theories.
  - Competency 1.1: Describe geography as a discipline and a science.
  - Competency 1.2: Use latitude and longitude to designate and find locations
  - Competency 1.3: Comprehend map scale and map projections.
  - Competency 1.4: Define the boundaries of the various geographic realms
  - Competency 1.5: Describe the location of major climate types.
  - Competency 1.6: Explain the significance of plate tectonics.
  - Competency 1.7: Explain the concept of cultural ecology.
  - Competency 1.8: Define carrying capacity.
2. Define and locate the formal region known as Europe.
  - Competency 2.1: Discuss the impact of the Industrial Revolution.
  - Competency 2.2: Document the importance of European colonialism.
  - Competency 2.3: Chronicle the development of the European Union.
  - Competency 2.4: Explain the ramifications of an “aging” Europe
  - Competency 2.5: Assess the effects of nationalism and ethnic conflict.
3. Define and locate the formal region known as Russia and the Near Abroad.
  - Competency 3.1: Explain how climatic extremes have limited development.
  - Competency 3.2: Discuss role of Russian Imperialism, past and present.
  - Competency 3.3: Evaluate benefits and pitfalls of resource exploitation.
  - Competency 3.4: Explain legacy of communism and Cold War.
  - Competency 3.5: Describe the ethnic diversity of Russia and its neighbors.

4. Define and locate the formal region known as East Asia.
  - Competency 4.1: Document the “Westernization” of Japan
  - Competency 4.2: Discuss the consequences of population control policies.
  - Competency 4.3: Describe the modernization of China.
  - Competency 4.4: Judge the prospect of Korean reunification.
  - Competency 4.5: Contrast state capitalism with communist economic model.
  
5. Define and locate the formal region known as Southeast Asia.
  - Competency 5.1: Describe the legacy of colonialism.
  - Competency 5.2: Cite the natural hazards that afflict Southeast Asia.
  - Competency 5.3 Explain the significance of ASEAN and APEC
  - Competency 5.4: Document the ethnic diversity within the region.
  - Competency 5.5: Discuss Singapore’s role as an “economic tiger.”
  
6. Define and locate the formal region known as South Asia.
  - Competency 6.1: Describe the British partition of South Asia.
  - Competency 6.2: Document the incidence of religious conflicts.
  - Competency 6.3 Discuss the significance of “one billion Indians.”
  - Competency 6.4: Explain the geological history of the subcontinent.
  - Competency 6.5: Describe uneven economic development.
  
7. Define and locate the formal region known as North Africa and Southwest Asia.
  - Competency 7.1: Discuss the issues at the heart of Israeli/Palestinian conflict.
  - Competency 7.2: Cite the influence of petrodollars.
  - Competency 7.3: Describe the limitations imposed by dry climates.
  - Competency 7.4: Compare Arabs and non-Arabs.
  - Competency 7.5: Document the rise of religious fundamentalism.
  
8. Define and locate the formal region known as Subsaharan Africa.
  - Competency 8.1: Define “tribalism.”
  - Competency 8.2: Discuss the need for economic diversification.
  - Competency 8.3 Document the negative effects of disease in Africa.
  - Competency 8.4: Cite impact of European colonialism.
  - Competency 8.5: Identify the climate subtypes of the African continent.
  - Competency 8.6: Explain low HDI scores for this region.
  
9. Define and locate the formal region known as Australia/Oceania.
  - Competency 9.1: Understand the impact of geographical isolation
  - Competency 9.2: Discuss the importance of Exclusive Economic Zones
  - Competency 9.3 Describe the pros and cons of tourism.
  - Competency 9.4: Weigh consequences of the exploitation of Antarctica.
  
10. Define and locate the formal region known as Latin America.
  - Competency 10.1: Identify the “non-Latin” portions of this region.
  - Competency 10.2: Discuss the importance of Amerindians and Mestizos.
  - Competency 10.3 Document the rapid urbanization of Latin America.
  - Competency 10.4: Explain the significance of the Amazon Basin.
  - Competency 10.5: Contrast the “Mainland” and “Rimland” of Middle America

11. Define and locate the formal region known as North America.
  - Competency 11.1: Describe the origins of “Anglo-America.”
  - Competency 11.2: Document the rise of the megalopolis and suburbanization.
  - Competency 11.3 Discuss the positive and negative effects of NAFTA.
  - Competency 11.4: Define cultural pluralism.
  - Competency 11.5: Describe the characteristics of a “postindustrial society.”

### **MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

<b>Goals</b>	<b>Outcomes</b>
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	1
Second Goal	
To construct a critical awareness of and appreciate diversity.	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Third Goal	

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Globalization and World Regions
  - A. Geography in Today’s World
  - B. Major World Regions
  - C. Globalization and the Origins of World Regions
  
2. Concepts in World Regional Geography
  - A. Environmental Issues
  - B. Issues of People and Land
  - C. Issues of Political Freedom
  - D. Issues of Economic Inequality
  - E. Cultural Freedom and Human Rights
  
3. Europe
  - A. European Influences
  - B. Diversity, Conflict and Technological Innovation
  - C. Western Europe
  - D. Northern Europe
  - E. Mediterranean Europe
  - F. East Central Europe

4. Russia and Neighboring Countries
  - A. New Relationships
  - B. Crossroads, Imperialism, and Cultural Diversity
  - C. Slavic Countries
  - D. Southern Caucasus
  - E. Central Asia
  
5. East Asia
  - A. East Asian Miracle
  - B. Cultural and Political Influences
  - C. Japan
  - D. The Koreas
  - E. China, Mongolia, and Taiwan
  
6. Southeast Asia
  - A. A World of Influences
  - B. Cultural History and Colonialism
  - C. Mainland Southeast Asia
  - D. Insular Southeast Asia
  
7. South Asia
  - A. Past and Present
  - B. Diverse Cultures
  - C. India
  - D. Pakistan and Bangladesh
  - E. Mountain and Island Rim
  
8. Northern Africa and Southwestern Asia
  - A. In The News
  - B. Cultural and Political History within a Wider World
  - C. North Africa
  - D. Nile River Valley
  - E. Arab Southwest Asia
  - F. Israel and the Palestinian Territories
  - G. Turkey and Iran
  
9. Africa South of the Sahara
  - A. A New Dawn?
  - B. African Cultures
  - C. Central Africa
  - D. Western Africa
  - E. Eastern Africa
  - F. Southern Africa

10. Australia, Oceania, and Antarctica
  - A. The Regional Influence of the Sea
  - B. Cultural History
  - C. Australia and New Zealand
  - D. Oceania
  - E. Antarctica
  
11. Latin America
  - A. Geographic Contrasts
  - C. Mexico
  - D. Central America
  - E. Caribbean Basin
  - F. Northern Andes
  - G. Brazil
  - H. Southern Cone
  
12. North America
  - A. Territory and Human Settlement
  - B. World Roles
  - C. United States
  - D. Canada

**INSTRUCTIONAL METHODS:**

1. PowerPoint slides
2. Online Discussions threads
3. web-based learning modules
4. online videos
5. mapping exercises
6. supplemental readings
  - (a) articles from professional journals and periodicals
  - (b) newspaper columns/features
  - (c) books

**INSTRUCTIONAL MATERIALS:**

Text: Globalization and Diversity: Geography of a Changing World,  
Rowntree, Lewis, Price, and Wyckoff (5th Edition)

Supplements: maps, PowerPoint slides, professional journals, related websites

## STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1. Textbook readings
2. Participation in online discussion threads or classroom discussions
3. Four exams covering assigned readings
4. Mapping exercises
5. Current event essays focusing on individual subregions

Grading scale:

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
<60%	F

## OTHER REFERENCES

1. Texts: Goode's World Atlas
2. Journals: Foreign Affairs  
Geographical Review  
National Geographic
3. Websites: [www.npr.org](http://www.npr.org)  
National Public Radio  
[www.bbc.co.uk/worldservice](http://www.bbc.co.uk/worldservice)  
BBC World Service news  
[www.earth.columbia.edu](http://www.earth.columbia.edu)  
The Earth Institute at Columbia University  
[www.nationalgeographic.com](http://www.nationalgeographic.com)  
National Geographic Society  
[www.csmonitor.com/world](http://www.csmonitor.com/world)  
Christian Science Monitor international news  
[www.africanews.com](http://www.africanews.com)  
Africa News network  
[english/aljazeera.net](http://english/aljazeera.net)  
Al Jazeera Arabic news network (English version)  
[europe.eu](http://europe.eu)  
European Union official website  
[english.pravda.ru](http://english.pravda.ru)  
Pravda Russian news (English version)  
[www.xinhuanet.com/english](http://www.xinhuanet.com/english)  
Chinese news service (English edition)  
[www.cnn.com/world](http://www.cnn.com/world)  
CNN world news  
[lanic.texas.edu](http://lanic.texas.edu)  
Latin American Network Information Center  
[www.asiatimes.com](http://www.asiatimes.com)  
Asia Times online news  
[www.southpacific.org](http://www.southpacific.org)  
South Pacific Organizer  
[www.watchingamerica.com](http://www.watchingamerica.com)  
English translations of Foreign News sources

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)		Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Competency 1		X	X					X	X				X			X																	
Competency 2		X	X					X	X				X			X																	
Competency 3		X	X					X	X				X			X																	
Competency 4		X	X					X	X				X			X																	
Competency 5		X	X					X	X				X			X																	
Competency 6		X	X					X	X				X			X																	
Competency 7		X	X					X	X				X			X																	
Competency 8		X	X					X	X				X			X																	
Competency 9		X	X					X	X				X			X																	
Competency 10		X	X					X	X				X			X																	
Competency 11		X	X					X	X				X			X																	