

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: April 7, 2008

Department: Geography Number: 150

Course Title: World Regional Geography Units: 3.0

Total Semester Hours: Lecture: 48 Lab: Homework: 96 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

n/a

2. Corequisite (Attach Enrollment Limitation Validation Form.)

n/a

3. Recommended Preparation (Attach Enrollment Validation Form.)

Eligibility for ENGL 838 or ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

Eligibility for ENGL or ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures. (Lecture hours: 48)

Geographic analysis of the physical, cultural, and population patterns of world regions. A critical examination, with historical context, is also made of the economy and politics, sociocultural issues, environmental issues, and measures of human well-being within each region. This course is aimed at helping students make sense of world events, environments, cultures, conflicts, and lifestyles, and to begin to prepare them for life in an increasingly global community.

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Eligibility for ENGL 838 or ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures. A geographic analysis of the physical, cultural, and population patterns of world regions. Regional examination of economy, politics, sociocultural and environmental issues, and measurement of human well-being. This course is

aimed at helping students make sense of world events, global interactions, and their place in the global community.

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

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

SLO 1: Describe the history and theoretical framework of Geography, especially the concepts of location, place, distribution, circulation, and region

SLO 2: Analyze the research approaches and methodologies used by regional geographers to study human and physical relationships within and between regions

SLO 3: Recognize the complex patterns of physical features, human activities, and the interactions of both of these that create distinctive regions on Earth's surface

SLO 4: Locate and describe world regions, their peoples and nations, their important geographic features (such as major cities, mountain ranges, climatic regions, political divisions, etc.), and the spatial organization of each region, on various scales, both past and present

SLO 5: Critically analyze differing world-views and develop an appreciation for the diversity of cultures and environments found on Earth

SLO 6: Assess the social and ecological relevance of geographic research; recognize the need for responsible, involved, geographically-informed citizenship

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

SLOs aligned with Course Objectives

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Geography 150—Semester Plan

I. Introduction, Questionnaire

Getting to know you/team building

II. Chapter 1—Geography overview

How to use the book

Physical patterns, Human patterns, Population patterns

Economy, politics, Sociocultural issues, Environmental issues, Measures of human well-being

Minute papers—What have I learned today?

Group projects—brainstorming, planning out the project

III. Chapter 3—Middle and South America

Basic lecture—Physical and cultural patterns, regional history, issues

Assignment: Bring in news items about the region(s) to discuss

Class discussion: SAPs—Are they working? Immigration issues

“Muddiest Point” post-lecture papers

Check-in: Group projects—Preliminary plan/outline

Prep for first Exam

EXAM #1—Intro, Ch. 1, Ch. 3

- IV. Chapter 5—Russia and the Newly Independent States
 - Basic lecture
 - Film from course DVD (Russia)
 - Discussion: Income disparity
 - “Muddiest Point” post-lecture papers
- V. Chapter 6—North Africa and Southwest Asia
 - Basic lecture
 - NPR Podcast: News items about the “Middle East”
 - Discussion of Gender issues: Cultural differences, importance of education
 - Will Democracy ever work in Islamic nations?
 - Check-in: Group projects—First formal outline
 - Prep for second Exam
- EXAM #2—Ch. 5, Ch. 6
- VI. Chapter 7—Sub-Saharan Africa
 - Basic lecture
 - Discussion of HIV/AIDS (Jason Mainini blurbs)
 - Minute papers
 - Discussion of development issues
 - Why has sub-Saharan Africa had difficulty developing?
 - Colonialism, Independence, and Neo-colonialism
 - How will advanced technologies affect development?
- VII. Chapter 8—South Asia
 - Basic lecture
 - Film from course DVD (Bhutan)
 - Minute papers
 - Discussion: population issues, wealth disparity (microcredit, education and “outsourcing” service jobs/technological production), caste, village life, gender issues (“bride burning” and dowry vs. bride price)
 - Group projects—Turn in first rough draft
 - Prep for third Exam
- EXAM #3—Ch. 7, Ch. 8
- VIII. Chapter 9—East Asia
 - Basic lecture
 - Discussion: latest news issues (recalls, 1997 economic crisis, population, environment and the Olympics, SEZs/ETDZs and regional disparities)
- IX. Chapter 10—Southeast Asia
 - Basic lecture
 - Discussion: Urbanization and its effects on family structure (compare with U.S.), family structure and gender issues, regional income disparities (relate to politics/war, and basic services such as education and health care), HIV/AIDS and the sex industry (tourism), feminization of labor, crony capitalism/corruption, resettlement schemes, tsunami recovery, Nike factories
 - Check-in: Group projects—Bibliography/references rough draft
 - Prep for fourth Exam
- EXAM #4—Ch. 9, Ch. 10
- X. Chapter 11—Oceania: Australia, New Zealand, and the Pacific
 - Basic lecture
 - Watch the film “Whale Rider” and discuss in class
 - History and rights of indigenous peoples, long-term effects of colonialism
 - Minute papers
 - Discussion: The Pacific Way as a means to cultural and environmental survival and social unity (compare with Southeast Asia’s Pancasila), environmental issues (Global Warming), the effects of tourism, Hokule’a (kids’ song, historical info), ethnic resurgence
- XI. Chapter 4—Europe
 - Basic lecture

The long-term geographic ramifications of WWI and WWII
Discussion: The European Union—economic power and internal migration; welfare states—health, environment, and human well-being
How do issues of immigration in Europe compare with those in the U.S.?
XII. Chapter 2—North America (time permitting)
Check-in on group projects
Prep for fifth Exam
EXAM #5—Ch. 11, Ch. 4, (Ch. 2)
Turn in final group projects, Prep for Final Exam
FINAL WEEK:
Hand back collected and collated travel guides to the class
Final Exam

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.

Primary instruction through lecture/visual presentations and exploration of Internet websites, both in and out of the classroom. (PowerPoint presentations are also available online for post-lecture review.) Detailed chapter outlines are provided during lectures to help students focus on important information and guide their studies. A lengthy project paper or presentation assignment is discussed and built upon throughout the semester; this project is aimed at helping students link geographic theories with geographic reality, as well as improve locational knowledge and critical thinking and writing skills. Films and current topical articles (from journal articles, magazines, Internet sites, etc.) are discussed and analyzed during classroom activities. In order to encourage student interest in World Regional Geography, extra credit assignments are offered on an irregular basis, according to students' expressed interests in specific topics.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Primary evaluation method is through multiple-choice/true-false exams (6 exams are given throughout the semester). Short, in-class writing assignments, as well as group work and class discussions, are also utilized to assess student understanding of lecture materials. A significant term paper is assigned, in order to reveal the strength of the student's foundation in the conceptual framework of regional geography, as well as the student's ability to communicate effectively, synthesize information, perform basic research utilizing subject-specific research methodologies, analyze and interpret data gathered, and attempt to predict geographic patterns and trends within a specified region.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

L. M. Pulsipher and A. A. Pulsipher, *World Regional Geography: Global Patterns, Local Lives (WITHOUT subregions)*, (W.H. Freeman and Co., 2008)

M. Bradshaw, G. White, J. Dymond, and E. Chacko, *Essentials of World Regional Geography* (McGraw-Hill, 2007)

Current topical articles (journals, magazines, Internet sites, etc.)

Use of the Internet (both in and out of class), esp. podcasts, videos, and news articles

A current world atlas of the student's choosing

Prepared by: _____
(Signature)

Email address: skinner@smccd.edu

Submission Date: _____