



GEOG 1300

Division: Social and Behavioral Science

Department: Social Sciences

Course: GEOG 1300

Title: People and Places of the World

Catalog Description:

This course is a study of the major geographical regions of the world, emphasizing the interrelationships between environment and human imprints. The course focuses on the following issues and problems: distribution of cultural characteristics such as population, migration, language, religion, social customs, political and economic geography, urban patterns and settlements, agriculture, industry and resources. Physical geography concepts are also used to explain spatial patterns of cultural features.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: None

Corequisites: None

Justification:

We live in an interconnected world of travel, trade, tourism and high-speed communication that reaches into the most remote corner of the globe. A knowledge of this world beyond our borders is a crucial asset in an age of growing interregional and international relationships. Geographers use a spatial perspective to study these relationships. In this course, students learn not only where geographical realms and areas are located, but why they are located where they are. There is an inter-relationship between geography and many of social and natural sciences. Those students taking this class to fill a general education requirement will gain an enhanced understanding of their own major.

Student Learning Outcomes:

Students will complete the class with a spatial perspective of the world in which they live. They will be able to identify all the world's realms, regions and other key geographical locations. Students will have identified all of the world's political units, along with many of the earth's physical features through completion of twelve map identification assignments. Students will be familiar with global current events that occur during the semester. Students will understand the inter-connectedness of the global economy, and how dependent Americans are on trade with other countries. Students will have a knowledge and understanding of the many differences between those who live in the "developed world" and those who live in the less-developed areas of the globe. A major goal of the class is to have students appreciate their own circumstances and perhaps actively try to assist the less fortunate.

Content:

- Introduction to World Regional Geography
 - What is Geography, why study it.
 - Physical foundation, the natural environment, landforms, climate.
 - Human/environment interaction, the impact of population, culture, religion and language, economic development and global interdependence.
- Europe
 - Landscapes and opportunities, historical geography, revolutions, contemporary Europe, Europe's transformation.
 - Regions of the realm, Western Europe, British Isles, Northern Europe, Mediterranean Europe, Eastern Europe.
- Russia
 - History, physical environments, colonial and Soviet legacy, changing social geography, changing political geography, prospects for the future.
 - Regions of the realm, the core, Eastern Frontier, Siberia, The Russian Far East.
- North America
 - Physical geography, The United States, Canada.
 - Regions of the Realm, North American Core, The Maritime Northeast, French Canada, Continental Interior, The South, The Southwest, The Western Frontier, The Northern Frontier, The Pacific Hinge.
- Middle America
 - Physiography, Mesoamerica, collision of cultures, Mainland and Rimland, political differentiation.
 - Regions of the realm, Caribbean, Mexico, Central America.
- South America
 - The human sequence, cultural fragmentation, economic integration, urbanization.
 - Regions, Brazil, The North, The West, The South.
- North Africa/Southwest Asia
 - Cultural hearths, Islam, oil,
 - Regions: Egypt and Lower Nile Basin, The Maghreb, The African Transition Zone, The Middle East, The Arabian Peninsula, The Empire States, Turkistan.
- Sub-Saharan Africa
 - Physiography, natural environments, health, land and farming, history, cultural patterns, modern map and traditional society.
 - Regions, West Africa, Equatorial Africa, East Africa, Southern Africa.
- South Asia
 - Poverty, physiography, the human sequence, population dilemma.
 - Regions, Pakistan, India, Bangladesh, The Mountainous North, Southern Islands.
- East Asia
 - Natural environments, history.
 - Regions, China, Xizang (Tibet), Xinjiang, Mongolia, The Yakota Triangle.
- Southeast Asia
 - Physiography, population, how political map evolved.
 - Regions, Mainland Southeast Asia, Insular Southeast Asia.
- The Austral Realm
 - Land and environment.
 - Regions, Australia, New Zealand.

- The Pacific Realm
 - Marine geography.
 - Regions, Melanesia, Micronesia, Polynesia, Antarctic.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are required to read the text, with particular emphasis on understanding key concepts, terms and ideas presented in each chapter. They are also to bring in and report on five current event news stories from the eleven realms of the world. This is measured by the four major exams and by the eleven quizzes.

2) Write clearly, informatively, and persuasively.

Students are required to view selected videos with geographically significant themes and turn in written reports that show they have understood the central ideas and key points. Feedback is given for writing skills. This is measured by the four major exams and by the eleven quizzes.

3) Speak effectively in a variety of contexts.

Students are required to report to the class on a news article dealing with the area of the world we are studying at the time. Time is devoted to classroom discussion. Presentations are not critiqued, open discussion is encouraged. This is measured by having the students report on the five current event articles they bring to class.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students are required to study a world atlas carefully to be able to identify key geographic locations and features for each of the world's eleven realms. This is measured primarily by students using the atlas and web based information to fulfill the map assignments.

5) Apply a cultural and historical awareness to a variety of phenomena.

The most important objective of the course is to familiarize students with the cultural differences existing among the peoples of the world, and while learning, come to understand and appreciate these differences. The entire course revolves around this objective. Assignments, research and video presentations are used to accomplish this. This course benefits from well done video programs that visually highlight specific world regions. This is measured throughout the class in exams, extra assignments and map assignments.

8) Apply ethical reasoning to a variety of contexts.

When studying the less-developed realms of the world, emphasis is on the problems faced by the people in these areas. These are problems many of the students have very little experience with. The objective is to internalize the desire to serve and contribute. This is primarily measured through a website(KIVA) assignment of identifying and helping small businesses in the developing world.

Key Performance Indicators:

- 50% of grade: 4 examinations (multiple choice, matching, short answer)
- 20% of grade: 11 map assignments (one for each realm of the world)
- 20% of grade: 11 quizzes (one for each chapter) and five current event reports
- 10% of grade: 3 extra assignments (customized for the term and the class)
- The percentages are approximate

Representative Text and/or Supplies:

de Blij and Muller. *Concepts and Regions in Geography* (current edition). John Wiley and Sons, Inc.

Optimum Class Size: 40

Maximum Class Size: 50

Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)