

LAST REVIEW: 2010-11
(i.e. 2006-2007)

NEXT REVIEW: 2014-15
(i.e. 2011-2012)

STATUS: A

COURSE TITLE: World Regional Geography

COMMON COURSE NUMBER: GEA 2000

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

Regional geographical characteristics, area relationships and major regional internal as well as interactive problems will be analyzed. The theme of this course is to impart geographic knowledge at the world regional level, then explain how these factors create global contrasts. Special emphasis will be placed on how the world has become more interdependent as complex economic systems have evolved and become more specialized.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 3A
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 3
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 3

UNIT TITLES

1. Introduction to Geographic Concepts and Issues
2. Europe
3. Russia and the “Near Abroad”
4. Anglo America: The United States and Canada
5. Latin America and the Caribbean
6. North Africa and Southwest Asia: The Middle East
7. Sub-Saharan Africa
8. East, South, and Southeast Asia
9. Australia and the Pacific Realm

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.3, 2.5, 3.7, 4.7, 5.7, 7.6, 8.8, 9.4
2. Write clearly and coherently**	1.3, 2.5, 3.7, 4.7, 5.7, 7.6, 8.8, 9.4
3. Demonstrate literacy as appropriate within a given discipline**	1.2,1.3,2.2,2.4,3.1,3.3,3.6,4.1,4.4,4.6,5.1,5.3,5.6,6.2,6.6,7.1,7.2,8.2,8.3,9.1 (d)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.7,3.5,4.2,4.4,5.4,5.5,5.1,6.5,6.4,6.1,7.4, 8.7
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.2, 1.4,2.4, 2.6, 2.7,3.1,3.2,3.3,4.1,4.2,4.4,5.3,5.4,6.4,6.6,7.1,7.3,8.2,9.1
7. Demonstrate an understanding of and appreciation for human diversities and commonalities	1.1,2.2,2.7,3.3,4.6,5.6,6.2,6.6,7.2,8.3,9.1
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

- g) **Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
3. Research Papers	
4. Group projects	
5. Discussions (In class and online)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0
6. Multiple Choice tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0
7. Presentations	
8. Service Learning Projects	
9. Pop quizzes	
10. Take-home tests	
11. Summaries and critiques	
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0
16. Classroom debates and colloquia	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number: GEA 2000

UNITS

Unit 1: Introduction to Geographic Concepts and Issues

General Outcome:

- 1.0 The student shall: be able to recognize the diversity, comparative advantages, and interdependency of the world's component regions, and also to demonstrate understanding of the nature of the discipline of geography.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Identify human factors involved in regional geographic study.**
- 1.2 Identify environmental factors involved in resource use and development.**
- 1.3 Compare/contrast basic world distribution of phenomenon such as population, economic development, and environmental conditions.**
- 1.4 Assess poverty/wealth as a geographic variation.**
- 1.5 Discuss key concepts in geography and identify distinctive characteristics of the discipline.**
- 1.6 Demonstrate understanding of key terms/concepts such as cartography, G.I.S., geographic grid, location, hinterland, scale, etc.**
- 1.7 Demonstrate understanding and recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 2: Europe

General Outcome:

- 2.0 The student shall: be able to describe the diversity, comparative advantages, and interdependency of Europe and its component regions. The student should demonstrate knowledge of the new political and economic challenges in Europe.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Compare/contrast the component regions of Europe and their basic characteristics.**
- 2.2 Appraise the cultural diversity of Europe.**
- 2.3 Explain the historic and contemporary importance of Europe.**
- 2.4 Identify the environmental setting for Europe's development.**
- 2.5 Demonstrate understanding of key concepts such as primate city, evolution, functional specialization, Industrial Revolution, complimentary, interviewing, opportunity, entrepot, exclave, etc.**
- 2.6 Identify examples of interstate cooperation, supranationalism, and economic integration.**
- 2.7 Analyze and discuss the challenges associated with emigration/immigration and renewed nationalism.**
- 2.8 Recognize the political, social, and economic changes that have occurred in the contemporary Europe.**
- 2.9 Demonstrate understanding and recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 3: Russia and the “Near Abroad”

General Outcome:

- 3.0 The student shall: demonstrate knowledge of the processes that led to the demise of the Soviet Union and comprehend the internal and external challenges Russia faces as it undertakes political and economic reforms. The student should demonstrate knowledge of Russia’s geographic assets, liabilities, and distinguishing geographical features.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Compare/contrast the variety and of physical environments in the Russian landscape.**
- 3.2 Evaluate the economic changes that have occurred in the transition from communism to capitalism**
- 3.3 Explain the cultural diversity of the Russian Federation.**
- 3.4 Demonstrate understanding of the factors responsible for the collapse of communism and the Soviet Union.**
- 3.5 Assess the evolving interaction between Russia and formerly associated republics as well as separatist regions**
- 3.6 Identify details concerning Russian’s natural resource base and contemporary economic climate.**
- 3.7 Demonstrate understanding of key terms and concepts such as glasnost, privatization, tundra, taiga, permafrost, forward capital, colonialism, heartland theory.**
- 3.8 Demonstrate understanding and recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 4: Anglo-America: The Post-industrial Transformation

General Outcome:

- 4.0 The student shall: be able to identify distinguishing characteristics of the Anglo-American nations, United States and Canada, and recognize both as highly economically advanced states as they move beyond an industrial society.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Assess the diversity of Anglo America's environment and natural resources.**
- 4.2 Demonstrate comprehension of the pluralistic natures of societies in the United States and Canada and factors accounting for their diversity.**
- 4.3 Discuss the mobility and urbanization of the Anglo- American population and landscape**
- 4.4 Explain examples of environmental issues in developed realms.**
- 4.5 Analyze the economy of Anglo- America and compare/contrast it with regard to many other world regions.**
- 4.6 Identify examples of spatial patterns of human geography and the often strong regional identification in Anglo America.**
- 4.7 Demonstrate comprehension of key terms and concepts such as megalopolis, CBD, sunbelt, rain shadow effect, post-industrialization, and push/pull factors.**
- 4.8 Demonstrate comprehension and recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 5: Latin America and the Caribbean

General Outcome:

- 5.0 The student shall: be able to identify and discuss aspects of the environmental, historical, and cultural diversity, and the economic circumstances of Latin America and the Caribbean.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Assess the impact of European expansion and its impact upon Native Americans.**
- 5.2 Discuss the legacy of Africa as related to Latin America and the Caribbean.**
- 5.3 Compare/contrast variations of regional development and natural resources.**
- 5.4 Demonstrate comprehension of social and political changes in Latin America and the Caribbean.**
- 5.5 Cite and evaluate examples of economic problems and foreign debt.**
- 5.6 Compare/contrast patterns of geographical diversity in the human and physical landscape.**
- 5.7 Demonstrate comprehension of key terms/concepts such as maquiladora, juntas, subduction, deforestation, hacienda, plantation, altiplano, land alienation, and El Niño.**
- 5.8 Demonstrate comprehension and recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 6: North Africa/Southwest Asia

General Outcome:

- 6.0 The student shall: be able to define Southwest Asia and North Africa as regions in which a rich cultural past has combined with modern economic and political development to create economic progress in many areas, but also challenge and conflict.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Discuss and evaluate examples of the complex history of the Middle East**
- 6.2 Distinguish of characteristics of the Islamic faith/culture.**
- 6.3 Provide examples of western intervention in the Middle East and its consequences.**
- 6.4 Recognize the importance of petroleum in many Middle Eastern countries and its importance to the world economy.**
- 6.5 Appraise the relationship between Israel and its neighbors.**
- 6.6 Compare/contrast the diversity of the human and environmental landscapes of the Middle East.**
- 6.7 Categorize key terms/concepts such as culture hearth, hydraulic civilization theory, nomadism, buffer state, and cultural diffusion.**
- 6.8 Demonstrate categorization and recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 7: Sub-Saharan Africa

General Outcome:

- 7.0 The student shall: be able to recognize the diversity of the human and physical landscape of Sub-Saharan Africa and demonstrate understanding of key issues facing the realm.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 Compare/contrast physical features, environmental hazards, and environmental issues in Sub-Saharan Africa**
- 7.2. Demonstrate recognition of the diverse human landscape of the region.**
- 7.3 Cite examples of natural resources and economic circumstances of the region.**
- 7.4 Discuss and interpret examples of the complex history and contemporary circumstances of the region and how many of its issues might be addressed.**
- 7.5 Describe examples of western intervention in Sub-Saharan Africa and their consequences.**
- 7.6 Identify key terms/concepts such as Africa Transition Zone, Sahel, rift valley, green revolution, apartheid, and periodic market, etc.**
- 7.7 Demonstrate and recall relevant place location information.**

Common Course Number: GEA 2000

Unit 8: East, South, and Southeast Asia: The Geography of development and change.

General Outcome:

- 8.0 The student shall: be able to explain the uniqueness of the geographical characteristics and development in each of the 3 regions with neighboring realms.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1 Distinguish geographical contrasts between regions of Asia.**
- 8.2 Compare/contrast the resources and environmental diversity of Asia.**
- 8.3 Describe the diversity of culture and human geography among the major countries/regions of Asia**
- 8.4 Explain examples of economic contrasts and the factors responsible for them in East, South, and Southeast Asia.**
- 8.5 Evaluate the population growth and demographic trends in the region.**
- 8.6 Identify important historical milestones in the history of the regions and that of their major countries.**
- 8.7 Appraise the circumstances of India, China, and other emerging economies of the regions**
- 8.8 Differentiate key terms/concepts such as : Jakota Triangle, balance of trade, domino theory, and typhoon, etc.**
- 8.9 Demonstrate recollection of relevant place location information.**

Common Course Number: GEA 2000

Unit 9: Australia and the Pacific Realm

General Outcome:

9.0 The student shall: be able to demonstrate knowledge of the defining characteristics of the human and physical geography of Australia and the Pacific Realm.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 9.1 Recognize distinguishing characteristics and variations in both the physical and human Landscape of Australia and the Pacific Realm**
- 9.2 Compare/contrast economic and other cultural features within the region and the factors responsible for such characteristics.**
- 9.3 Identify examples of important historical events and contemporary issues relative to the region.**
- 9.4 Recognize and employ key terms/concepts such as Southern Ocean, Wallace's Line, aboriginal, outback, environmental degradation, marine geography, maritime boundary, maritime law, territorial sea, high seas, and exclusive economic zone.**
- 9.5 Demonstrate recollection of relevant place location information.**