



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011

(i.e. 2006-2007)

NEXT REVIEW: 2015-2016

(i.e. 2011-2012)

STATUS: A

(A, I, D)

COURSE TITLE: Geography of the Western World

COMMON COURSE NUMBER: GEA 2040

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **48**

Lab:

Clinic:

Other:

PREREQUISITE(S): none

COREQUISITE(S): none

PRE/COREQUISITE(S): none

COURSE DESCRIPTION *(750 characters, maximum):*

A regional survey of the human/cultural and physical/environmental aspects of the western world including the following regions: Europe, Russia and the C.I.S., Anglo America, Middle America, South America, and Australia. The characteristics and special problems of each region will be analyzed from a geographical perspective in order to understand global diversity and the forces and issues that help shape the world.

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 C.I.S.**
- 4. Anglo America**
- 5. Middle America**
- 6. South America**
- 7. Australia and Antarctica**

*** 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**	1.6, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2
2. Write clearly and coherently**	1.3, 2.0, 2.6, 3.0, 3.6, 4.0, 4.6, 5.0, 5.6, 6.0, 6.6, 7.0, 7.5
3. Demonstrate literacy as appropriate within a given discipline**	Cultural: 1.6, 2.0, 2.3, 2.4, 3.0, 3.3, 3.4, 4.0, 4.3, 4.4, 5.0, 5.3, 5.4, 6.0, 6.3, 6.4, 7.0, 7.3 Environmental: 1.6, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0, 6.5, 7.0, 7.4
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.6, 3.6, 4.6, 5.6, 6.6, 7.5
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.	1.1, 1.2, 1.5, 1.6, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.6, 2.0, 2.3, 2.4, 3.0, 3.3, 3.4, 4.0, 4.3, 4.4, 5.0, 5.3, 5.4, 6.0, 6.3, 6.4, 7.0, 7.3
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 actions and the challenges facing the environment, and instilling the desire to sustain the environment through 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
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
6. Multiple Choice tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
7. Presentations	
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
10. Take-home tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
11. Summaries, critiques, and analyses	
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
16. Classroom debates and colloquia	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number:

UNITS

Unit 1

General Outcome:

- 1.0 The students shall : demonstrate an understanding of the nature of geography, the organization of the discipline of geography and its component elements, and recognize the primary organizing concepts common to geography**

Specific Measurable Learning Outcomes:

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

- 1.1 Formulate an understanding of geography as a discipline**
- 1.2 Interpret the focus of geography and its relationship to other subject matter**
- 1.3 Differentiate various key concepts common to the discipline of geography including the concepts of region, map scale, location, spatial interaction, spatial distribution, and others**
- 1.4 Compare/contrast the basic types of maps and the purpose/use of each**
- 1.5 Identify the world's continents and major physical features using an outline map**
- 1.6 Compare/contrast variations in distribution of major patterns of human and physical phenomenon such as wealth levels, population density, and environmental patterns**

Common Course Number:

Unit 2

General Outcome:

- 2.0 The students shall demonstrate an understanding of the major human and physical attributes that define Europe Asia as well as recognize the problems and distinguishing characteristics of the region**

Specific Measurable Learning Outcomes:

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

- 2.1 Demonstrate understanding of key terms such as “industrial revolution”, “nation”, “site”, “situation”, “exclave”, “balkanization”, “shatter belt”, “devolution”, and “primate city”**
- 2.2 Identify key human and physical features on a map of the region**
- 2.3 Compare/contrast understanding of the historical, political, cultural, and other human characteristics of the region.**
- 2.4 Demonstrate understanding of the cultural/religious character of Europe and regional variations in the latter**
- 2.5 Compare/contrast the physical/environmental characteristics of the region**
- 2.6 Appraise the factors responsible for strife and other problems within the region**
- 2.7 Compare/contrast the component regions of Europe and their basic characteristics**

Common Course Number:

Unit 3

General Outcome:

- 3.0 The students shall demonstrate an understanding of the major human and physical attributes that define Russia and the C.I.S. as well as recognize the problems and distinguishing characteristics of the region**

Specific Measurable Learning Outcomes:

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

- 3.1 Demonstrate understanding of key terms such as “Russian Transition Zone”, “tundra”, “continentality”, “taiga”, “imperialism”, “permafrost”, “Russification”, “Heartland Theory”, and “core area”**
- 3.2 Identify key human and physical features on a map of the region.**
- 3.3 Compare/contrast the historical, political, economic, and other human characteristics of the region.**
- 3.4 Demonstrate understanding of the cultural/religious character of the region including diversity**
- 3.5 Compare/contrast the physical/environmental characteristics of the region**
- 3.6 Evaluate factors responsible for development in the region and prospects for growth**

Common Course Number:

Unit 4

General Outcome:

- 4.0 The students shall demonstrate an understanding of the major human and physical attributes that define Anglo America as well as recognize the problems and distinguishing characteristics of the region**

Specific Measurable Learning Outcomes:

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

- 4.1 Demonstrate understanding of key terms such as “pluralism”, “rain shadow desert”, “sunbelt”, “migration”, “immigration”, “rust belt”, “suburb”, “mosaic culture”, and “post-industrialism”**
- 4.2 Identify key human and physical features on a map of the region**
- 4.3 Compare/contrast the historical, political, economic, and other human characteristics of the region**
- 4.4 Demonstrate understanding of the cultural/religious character of the region including the interaction between religious and ethnic groups**
- 4.5 Compare/contrast the physical/environmental characteristics of the region**
- 4.6 Evaluate factors responsible for environmental, economic and other problems in the region**

Common Course Number:

Unit 5

General Outcome:

- 5.0 The students shall demonstrate an understanding of the major human and physical attributes that define Middle America as well as recognize the problems and distinguishing characteristics of the region**

Specific Measurable Learning Outcomes:

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

- 5.1 Demonstrate understanding key terms such as “land bridge”, “mestizo”, “mulatto”, “creole”, “hacienda”, “acculturation”, “maquiladora”, “archipelago”, and “Greater/Lesser Antilles”**
- 5.2 Identify key human and physical features on a map of the region**
- 5.3 Compare/contrast the historical, political, economic, and other human characteristics of the region**
- 5.4 Demonstrate understanding of the cultural/religious character of the region including the interaction among different groups within the region**
- 5.5 Compare/contrast the physical/environmental characteristics of the region**
- 5.6 Evaluate factors responsible for development and other key issues in the region**

Common Course Number:

Unit 6

General Outcome:

- 6.0 The students shall demonstrate an understanding of the major human and physical attributes that define South America as well as recognize the problems and distinguishing characteristics of the region**

Specific Measurable Learning Outcomes:

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

- 6.1 Demonstrate understanding of key terms such as “commercial/subsistence agriculture”, “pampas”, “El Nino”, “informal sector”, “F.T.A.A.”, “Shining Path”, “F.A.R.C.”, “Patagonia” and “subduction”**
- 6.2 Identify key human and physical features on a map of the region**
- 6.3 Compare/contrast the historical, political, economic, and other human characteristics of the region**
- 6.4 Demonstrate understanding of the cultural/religious character of the region including the interaction among different groups within the region**
- 6.5 Compare/contrast the physical/environmental characteristics of the region**
- 6.6 Assess factors responsible for widely varied industrialization and economic development within the region**

Common Course Number:

Unit 7

General Outcome:

- 7.0 The students shall demonstrate an understanding of the major human and physical attributes that define Australia and Antarctica as well as recognize the problems and distinguishing characteristics of the region**

Specific Measurable Learning Outcomes:

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

- 7.1 Demonstrate understanding of key terms such as “circumpolar current”, “ozone hole”, “aurora Australis”, “Antarctic Treaty”, “ice shelf”, “ice cap”, “sea-level rise”, “Southern Ocean”, and “Commonwealth of Nations”**
- 7.2 Identify key human and physical features on a map of each region**
- 7.3 Formulate an understanding of the historical, political, economic, and other human characteristics of the regions**
- 7.4 Compare/contrast the physical/environmental characteristics of the regions**
- 7.5 Interpret factors responsible for the present state of development within the regions**