

GEOGRAPHY 1303-101: GENERAL WORLD GEOGRAPHY

Fall 2013 (3 credits)

Monday and Wednesday 3:30 pm-4:45pm

Bullock Hall, Rm. 206

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Office Hours: Monday and Wednesday from 1:30-2:30 pm and 4:30-5:30 pm and Tuesday and Thursday from 11:00 am to 12:00 pm or by appointment.

I. COURSE MATERIALS: Students must acquire the textbook.

Required Text: Rowntree, et al. 2011. *Globalization and Diversity: Geography of a Changing World*. 3rd edition. Boston: Prentice Hall. ISBN: 9780321651525

Recommended Text: *Atlas of World Geography* (2007), Rand McNally and Company.

II. COURSE DESCRIPTION: This course is a geographical survey of the major regions of the world with a focus on the world's physical and human landscapes. The regions of the world we will study include North America, Latin America, Sub-Saharan Africa, Southwest Asia and North Africa, Europe, The Russian Domain, East Asia, and South Asia. Throughout the course we will emphasize the interrelationships among people and their environments, the increasing interconnectedness of the world through forces of globalization, and the persistence of geographic diversity and difference. Content covered will include the natural environment, population and settlement, political geography, cultural geography, and economic and social development.

III.) STUDENT LEARNING OUTCOMES (SLOs). At the completion of this course students will: region, including a discussion of its positive and negative effects.

1. Identify and contrast the location of the world's regions, countries, major cities, and physical features, and analyze their importance.
2. Describe the major characteristics of the physical environments of each world region, including climate and landform processes such as glaciers, plate tectonics, and river systems of each region.
3. Synthesize geographic concepts and theories used to explain world patterns and distributions of population, culture, states, and economic and social development.
4. Differentiate the world's regions and compare and contrast their interconnections.
5. Understand differences and commonalities between diverse cultures.
6. Understand their role and responsibilities as citizens in an increasingly global and multicultural world.
7. Interpret quantitative indicators regarding the state of a country's development and population patterns.

8. Communicate effectively in a final essay that describes the impact of globalization on a world region, including a discussion of its positive and negative effects.

**Learning outcomes will be assessed by student performance on map quizzes, exams, and a group project.

IV. CORE-CURRICULUM LEARNING OUTCOMES (CCLOs). Upon successful completion of this course students will achieve the following learning outcomes:

Critical Thinking: includes creating thinking, innovation, inquiry and analysis, evaluation, and synthesis of information (SLOs: 1, 2, 3, 4, 5).

This course is designed to develop students' critical thinking skills in geography through the use of creative thinking and the analysis, evaluation, and synthesis of geographic information. Students will develop critical thinking skills through a final essay in which they are required to critically examine the impact of globalization on one region of the world. The assignment selected will be assessed using the University rubric on critical thinking.

Communication Skills: include effective written, oral, and visual communication. (SLO: 1, 2, 8)

Students will be required to write a 1,500-2,000 word final essay that can be used to assess all four competency areas (Critical Thinking, Communication Skills, Empirical & Quantitative Skills, and Social Responsibility). In addition to the effective development, interpretation, and expression of ideas through grammatically correct essays, the final paper will increase students' understanding of the many issues that face the world today and their role in an increasingly globalized and multiethnic world. The communications rubric will be used to assess students' performance on this essay.

Empirical & Quantitative Skills: includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions (SLO: 7)

Within their essays, students will be required to interpret and analyze a variety of numerical indicators presented in class and the text regarding the state of a region's economic and social development and population patterns. This analysis and interpretation will serve as a means to assess students' empirical and quantitative skills. The University rubric on Empirical and Quantitative Skills will be used to assess students' work.

Social Responsibility: includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. (SLOs: 4, 5, & 6)

Students' essays must identify, describe, and analyze the impact of globalization on a selected region of the world. This analysis will include an explanation of how globalization has impacted the region's physical environment, natural resources, communication systems, economic and social development, political system, cultural make-up, and its relationship to other parts of the world. The essay will also include a proposed solution for dealing with globalization that incorporates a description of the civic responsibility of the students in regard to their

interaction with other parts of the world. Students will be expected to include relevant research, as needed, to support their views. The social responsibility rubric will be used to assess this core curriculum competency.

V. ASSESSMENT/ASSIGNMENT

Students will write a 1,500-2,000 word essay in which they identify, analyze, and explain the impact of globalization (positive and negative impacts) on one region of the world. The paper is worth ten percent of the course grade and should be double-spaced, using 12 point font and 1-inch margins, and utilize standard essay format (intro and thesis/body/ conclusion). The paper should also include a cover page with the title of the paper, the names of group members, the course name and number, and the name of the instructor. The paper must also include a map of the region (available on the course page on Angel) that shows the *diffusion* (movement) of global influences to and from the region and other illustrations including charts, graphs, and tables. A properly referenced bibliography, that includes three to four sources (not including the class text) should be attached on a separate page at the end of the essay. The citations should be in alphabetical order and mainly consist of scholarly sources. Websites such as Wikipedia and about.com, for example, are not considered to be legitimate sources. To find appropriate sources you must use the library to find books or the library's on-line resources to find articles.

Paper Guidelines:

- **Introduction:** briefly gives the purpose of your paper (i.e., what you will discuss in your paper), describes the region of the world you are focusing upon, and place your region in a global context.
- **Body of Paper:** describe your topic in detail.
 1. Origins of globalization in the assigned region, including global and/or regional influences
 - i.e., some regions in Southeast Asia, may be more concerned with the cultural and economic impacts emanating from Japan rather than the West.
 2. Clearly describe and analyze the impact of globalization on the physical and human environment of your region (demographic, social, cultural, political, economic, etc.). Be sure to provide specific examples from your research.
 3. Describe and analyze the global influences of your region on other parts of the world (globalization as a two-way street)
 - You may also note how influences from the assigned region have affected you personally.
- **Conclusion:** summarize your research and definitively state whether or not you think globalization has had a positive or negative influence (or both) on the physical and human environment of your region and put forth any suggestions you have for solving any problems related to your topic.

VI. STUDENT EVALUATION:

- Four exams 65% points
- 8 quizzes 25% points
- Group project 10%