

World Geography

Instructor: Dr. Carlos Tovares
Days: TR
Time: 2:00 – 3:15 PM
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COURSE DESCRIPTION

World Geography (GEOG 150) is a systematic analysis of the landscapes and cultures of major regions of the world. Within the global perspective several themes are highlighted: environmental change; migration; cultural stability and transformation; national, ethnic, and racial identities; economic linkages and globalization. Major issues the textbook emphasizes are economic and cultural globalization, environmental issues, and the status of women. A basic understanding of world regions will be helpful in developing more in-depth and complex perspectives on places, cultures, and current world events.

COURSE OBJECTIVES

Students will demonstrate awareness of key physical dimensions of each region, including landforms and climates. Students will also demonstrate knowledge of social and cultural dimensions, such as gender relations, ethnic relations, political structures, and the economies of regions. Students will be able to identify countries, major land and water features, and significant places.

This class is designed to be an engaging and productive experience for every student. Please see me if problems arise that may affect your attendance and grades. Also, please see me if any issues develop with the course that may affect your performance or motivation.

REQUIRED TEXTBOOK

Lydia Pulsipher and Alex Pulsipher (2002) *World Regional Geography: Global Patterns, Local Lives* 2nd Ed. (W.H. Freeman).

ADDITIONAL REQUIRED MATERIAL

A small calculator and a ruler.

COURSE STRUCTURE

There are four main elements of the course:

- **Lectures.** Lectures are based on the textbook and additional materials. Lectures are designed to reinforce, clarify, and enhance the themes and concepts in the readings.
- **Group Work.** There are three sections that appear in each regional chapter. In this element, students work in groups of four or five answering questions. The second part of the group work class session will be spent reviewing the answers. There is a group work element for most of the chapters.
- **Assignments.** Assignments are designed to give students additional perspectives on geographic themes discussed in the textbooks. Assignments usually are presentations of nonacademic material, such as newspaper stories, magazine articles, and video documentaries of physical processes or cultural phenomenon.
- **Student Presentations.** Each student will give one ten minute presentation based on newspaper articles, magazine articles, or books. Students will have wide latitude in choosing topics for presentations, however they must be directly related to the topics and themes discussed in the textbook. A focus on current events is encouraged.

The group work, assignments, and presentations are important dimensions of the class. However, a student's final grade for the course will largely be determined by the scores on the quizzes, the midterm, and the final exam and all three will be based primarily on information in the textbook. It is essential that you read and study the textbook. It will be impossible to pass the class with failing grades on the quizzes and exams.

COURSE POLICIES

Academic Integrity

Cheating and plagiarism are extremely serious offenses and will be dealt with accordingly. Any incident of cheating or plagiarism is grounds for administrative action in accordance with university rules and may result in a grade of zero for the day's work and being dropped from the class. If you are having trouble maintaining a satisfactory grade in the class please contact me to discuss how I can be of help in improving your study skills.

Attendance & Tardiness

It is essential to success that students attend class regularly. Coming to class late and leaving class early are disruptive to the teaching/learning processes and will be recorded as absences if they are patterns of behavior. Being in class entails more than just a physical presence, it also means being involved in the class, through active processes, such as responding to questions from the instructor and less active processes, such as listening and note taking. Sleeping in class, students talking among themselves inappropriately, such as during lectures, and other disruptive activities or actions that demonstrate a lack of attention will count as absences. It is the student's responsibility to withdraw from the course if he or she stops attending class. There will not be opportunities to make up quizzes, exams, presentations, or assignments.

Drop Deadline

Please be aware of official deadlines for withdrawing. If you find for any reason that you cannot successfully complete this class, it might be better to withdraw, rather than have a failing grade on your record. Keep track of your scores and evaluate your overall grade after the midterm. I recommend that students who have a D or F average for the quizzes and a D or F on the midterm officially withdraw soon after the midterm and redirect their time and energy to other classes they have a better chance of passing. It is the student's responsibility to officially withdraw from the class.

Incomplete Grades

Incomplete grades (I) are not granted. Students are expected to complete the coursework in the required time frame stipulated by the course syllabus. In extraordinary cases, the instructor may consider granting an "I," but only in cases where most of the work for the course has been successfully completed and there are mitigating circumstances beyond the student's control.

Prerequisites

There are no official prerequisites for this course.

CLASSROOM POLICIES

In order for this class to be a success every participant must make a commitment to maintaining a productive learning environment. Every student must make a commitment to participation by giving their full attention for the entire time the class is in session every time it meets.

- Being in class entails more than just a physical presence, it also involves practices, such as listening carefully and taking notes.
- Attendance and participation also includes more active processes, such as responding to questions from the instructor and asking questions.
- Coming to class late and leaving class early are disruptive to the teaching and learning processes and will negatively impact the grade for participation if the instructor notices that they are patterns of behavior.
- Sleeping in class, students talking among themselves inappropriately, such as during lectures and assignments are not only examples of failure to participate they are distracting and disruptive. **Students engaging in distracting and disruptive behavior will be asked to leave and their participation grade will be adjusted downward.**
- Turn off cell phones and other electronic devices. The participation grade of a student whose phone is on during class will be negatively impacted.
- **Do not miss exams!** There will not be opportunities to make up quizzes, exams, presentations, or assignments.
- I encourage student participation in the form of questions and comments. I also encourage students to raise questions and comments with each other. Please be civil and respectful in all of your verbal and written interactions.

PLANNING FOR SUCCESS

Always come to class prepared. Keeping up with readings, attending class, and giving every class session you attend your full attention are the best strategies for doing well. Below are some specific and general suggestions for doing well in college.

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- Be sure you have the contact information of several people taking the class. If you miss class be sure to copy another student's notes. Do not email or ask instructors to review a given lecture that you missed. Instructors are willing to be of help to students and students should never hesitate to approach instructors with specific questions and issues, but instructors are very busy people. We cannot review lectures for individual students. If you do miss a lecture, get the notes from another student and study the material in the book extra carefully. If you miss an assignment, copy another student's.
- This class will require that you process a large amount of information. Studying in groups has proven to be a successful strategy.
- **In order to pass this class you will have to read and study the textbook.** If you have trouble reading and retaining information be sure to seek out the help of the services offered to students by the university.
- **Your grade will largely be determined by your scores on the quizzes, the midterm, and the final exam. The other grading elements are important, but success in them alone cannot overcome failing grades on the quizzes, midterms, and exams.**
- Always bring the textbook to class.

I welcome seeing students during office hours. Please see me at any point at which you are having trouble with the class. I am always interested in feedback. Often students wait until the last week of class to stop by my office to tell me what they liked and did not like about the course. I encourage students to see me early in the semester to discuss any issues that may affect their motivation and success.

GRADING

The grading formula for this class is:

Quizzes	20%
Presentation	15%
Assignments	10%
Midterm Exam	20%
Participation	10%
<u>Final Exam</u>	<u>25%</u>
Total	100%

The final grades will be determined by the addition of the following numbers for each student:

- The average of the quizzes multiplied by .20
- The score of the presentation multiplied by .15
- The sum of the assignment scores multiplied by .10
- The score of the midterm multiplied by .20
- The score of the final multiplied by .25
- A participation grade determined by the instructor multiplied by .10

Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

GRADING/LEARNING OUTCOME ASSESMENT ELEMENTS

Quizzes

Quizzes are worth 20% of the final grade. Quizzes are mostly map identification and are given before beginning a new region. Quizzes are given at the beginning of class. Failure to take a quiz on its scheduled date and time will result in a grade of zero for that quiz. Respect everyone's right to a quiet testing environment. Talking during a quiz or using a cell phone or other electronic device, even by a person who has finished his or her own quiz, may result in a zero for that quiz. ***Do not miss quizzes!*** There will be no opportunities to make up quizzes, exams, presentations, or assignments.

Presentations

Class presentations are worth 15% of the final grade. Each student must do one ten minute presentation on a current world event. Presentations can be based on newspaper articles, academic journals, news magazines, or books. It is not acceptable to simply read an article or newspaper story. Rather, a synopsis should be given and the information should be put in context of the processes and themes discussed in the textbook and the lectures. After the presentation other students and the instructor will have to opportunity to ask questions. The web site for the class has links to online news sources. A library tour will take place early in the semester. The quality of each student's presentation will be evaluated and graded by the instructor with input from the entire class. Students that do not give a presentation will receive an F for the class. An additional presentation may be done for extra credit. A high quality extra credit presentation will result in 2 points being added to a student's total score for the class.

Assignments

Assignments are worth 10% of the final grade. Assignment usually consists of a written response and discussion of non-textbook material provided by the instructors, such as a newspaper account of a current event or an excerpt of a documentary film.

Class Participation

Class participation is worth 10% of the final grade. The frequency and quality of students' contributions to the classroom environment will be evaluated and graded accordingly by the instructor. Examples of positive participation, include asking relevant questions, sharing personal experiences, and providing commentary on current events. Positive participation contributes to thinking complexly about places and provides opportunities for constructive dialogue that facilitates learning. Positive participation also includes contributing to a productive classroom environment by refraining from disruptive practices. Disruptive practices will be considered negative participation and will result in the withholding or the loss of participation points.

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Students talking among themselves is the most common reason that people do not earn participation points. Other practices that detract from participation include sleeping in class, cell phone interruptions and other distractive behaviors.

Exams

There are two exams -- a midterm and a final. Each exam has two parts, a written component and a map component. The exams are worth 45% of the final grade. There are no make up exams. Failure to take an exam on its scheduled date and time will result in a grade of zero for that exam. Respect everyone's right to a quiet testing environment. Talking during an exam or a quiz, or using a cell phone or other electronic device, even by a person who has finished his or her own quiz or exam may result in a zero for that quiz or exam. ***Do not miss exams!*** There will be no opportunities to make up quizzes, exams, presentations, or assignments.

GENERAL EDUCATION

World Geography is a General Education Basic Subject Social Science course.

World Geography incorporates the following Student Learning Outcomes for Basic Subjects:

Critical Reasoning

1. explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse, particularly such concepts as *argument*, *premise*, *conclusion*, *inference*, *deductive validity*, and *inductive strength*;
2. recognize argumentative uses of language and distinguish passages that contain arguments from passages that do not;
3. analyze and articulate the logical structure of arguments;
4. distinguish scientific patterns of reasoning;
5. construct arguments that, appropriately applied, demonstrate principles of sound reasoning;
6. recognize common logical and rhetorical fallacies, and avoid them in the construction of arguments.

Oral Communication

1. compose and deliver public presentations on socially significant and intellectually challenging topics;
2. effectively create, organize, and support ideas in oral presentations;
3. evaluate different audiences' contexts, attitudes, values and responses;
4. effectively listen to and critically evaluate others' messages;
5. utilize effective delivery techniques when giving a presentation;
6. respect a variety of public speaking styles;
7. identify the ethical responsibilities of a public speaker;
8. define the principle of freedom of expression and explain its role in a democratic society.

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World Geography addresses the following Information Competence Skills Student Learning Outcomes for all General Education Sections

1. recognize and define information needs;
2. demonstrate effective search strategies for finding information;
3. locate and retrieve relevant information;
4. evaluate and organize the information for use;
5. create and communicate information effectively;
6. explain the legal and ethical dimensions of the use of information;
7. describe points of view and practices employed in presentation of information from all sources.

World Geography addresses the following Student Learning Outcomes for Social Sciences:

1. apply social science methods to identify and examine diverse perspectives;
2. critically analyze and explain the multiple social science perspectives that underlie debates on important contemporary issues;
3. apply social science methods to analyze, evaluate, and explain problems.

World Geography addresses the following Student Learning Outcomes for Natural Sciences:

1. identify and explain basic facts, rules, principles, and laws in the biological and physical sciences;
2. explain how the methods of scientific inquiry are used to obtain new scientific data and to advance the current level of knowledge;
3. recognize the assumptions and limitations of science;
4. recognize the role of science in human society and how scientific achievements affect everyday life.

World Geography addresses the following Student Learning Outcomes for Applied Arts and Sciences:

1. identify and apply behaviors leading to individual well-being and development;
2. identify and apply factors leading to community well-being and development ;
3. describe the roles of science and technology, and apply them in daily life situations at the individual and/or community levels.

World Geography addresses the following Student Learning Outcomes for Comparative Cultural Studies:

1. describe and compare different cultures;
2. explain how different cultures have contributed to the development of today's world;

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3. describe and explain how race, class, and/or gender shape experiences and relations;
4. define racism, sexism, ethnocentrism, and/or stereotyping and explain their deleterious impact.

CLASS OUTLINE AND READINGS

Week 1 -- February 1 & 3

- T. Course overview. Review of syllabus and resources. Discussion of approaches and themes.

Assignment 1: Introduction

Assignment 2: Online resources

- TH. Geography: An Exploration of Connections

Read *World Regional Geography: Global Patterns, Local Lives* (WRG), pp. 1-53.

Week 2 -- February 8 & 10

- T. Geography: An Exploration of Connections

Assignment 3: Library tour

- TH. Geography: An Exploration of Connections

Week 3 -- February 15 & 17

- T. Geography: An Exploration of Connections

Assignment 4: Map Reading

- TH. North America (Part I)

Read WRG, pp. 54-113.

Map Quiz 1: An Exploration of Connections

Week 4 -- February 22 & 24

T. North America (Part II)

TH. Middle America & South America (Part I)

Read: WRG, pp. 114-179.

Map Quiz 2: North America

Week 5 -- March 1 & 3

T. Middle America & South America (Part II)

TH. Middle America & South America (Part III)

Assignment 5: Indigenous Mexican Communities and Globalization

Week 6 -- March 8 & 10

T. Europe (Part I)

Read: WRG, pp. 180-235.

Map Quiz 3: Middle and South America

TH. Europe (Part II)

Week 7 -- March 15 & 17

T. Russia and the NIS (Part I)

Read: WRG, pp. 236-287.

Map Quiz 4: Europe

TH. Russia and the NIS (Part II)

Week 8 – March 22 & 24

T. **Spring Recess**

TH. **Spring Recess**

Week 9 – March 29 & 31

T. Russia and the NIS (Part III)

TH. **Holiday: Cesar Chavez**

Week 10 – April 5 & 7

T. **Midterm Exam**

TH. North Africa and Southwest Asia (Part I)

Read: WRG, pp. 288-337.

Week 11 – April 12 & 14

T. North Africa and Southwest Asia (Part II)

Assignment 6: Mecca and the Hajj

TH. Sub-Saharan Africa (Part I)

Read: WRG, pp. 338–393.

Map Quiz 5: North Africa and Southwest Asia

Week 12 -- April 19 & 21

T. Sub-Saharan Africa (Part II)

TH. South Asia (Part I)

Read: WRG, pp. 394–451.

Week 13 -- April 26 & 28

T. South Asia (Part II)

TH. South Asia (Part III)

Assignment 7: The Place of India in Globalization

Map Quiz 6: Sub-Saharan Africa

Week 14 – May 3 & 5

T. East Asia (Part I)

Read: WRG, pp. 452–513.

Map Quiz 7: South Asia

TH. East Asia (Part II)

Week 15 – May 10 & 12

T. East Asia (Part III)

Assignment 8: China's Demographics

TH. Southeast Asia (Part I)

Read: WRG, pp. 514–567.

Map Quiz 8: East Asia

Week 16 – May 17 & 19

T. Southeast Asia (Part II)

TH. Oceania: Australia, New Zealand, and the Pacific

Read: WRG, pp. 568-601.

Week 17 – May 26

TH. Final Exam
3:00 – 5:00 PM