

11-3410

UWUC-AP- 10/4/11

Senate Info. -11/8/11

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: GEOG 104: World Geography: Global Context

Instructor(s) of Record: Robert Sechrist

Phone: x2250 Email: rpsecrest@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/22/11
Signature of Department Designee Date

Endorsed:

[Signature] 9/22/11
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 10/4/11
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

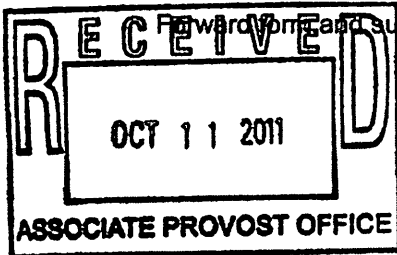
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 10/17/11
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received
SEP 22 2011
Liberal Studies

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: GEOG 104 World Geography: Global Context

Instructor(s) of Record: Dr. Robert Sechrist

Phone: x2250

Email: rpsecrest@iup.edu

A. Provide a brief narrative rationale for each of the items, A1-A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Sechrist has taught the previous version of the course (Geography of the non-western world) many times over the past 20 years. He has almost no direct experience with Learning Management software. He has a strong computing background and has taken the training courses in WebCT, Moodle, and D2L. He is using D2L in the Fall 2011 to support this class while teaching it with regular delivery.

2. How will each objective in the course be met using distance education technologies?

A variety of methods will be used for delivery course content, feedback to students, interactions, and assessment. The methods used for each module are subsequently described individually and in detail.

Objective 1: Define basic geographic concepts and methods of inquiry.

Content from the course will be provided through online resources available through a Learning Management System (LMS) which includes PowerPoint presentations, web page articles, online instructional videos, PDF Atlas, and the use of the course textbook. Students will be able to receive feedback, instructions, and help from the instructor through online forums internal to the LMS. Students will be assessed by completing an exam provided by the instructor.

Objective 2: Analyze the global spatial patterns of such items as climate, landforms, population, & natural resources.

Content from the course will be provided through online resources available through a Learning Management System (LMS) which includes PowerPoint presentations, web page articles, online instructional videos, PDF Atlas, and the use of the course textbook. Students will be able to receive feedback, instructions, and help from the instructor through online forums internal to the LMS. Students will be assessed by completing an exam provided by the instructor and an online map quiz.

Objective 3: Identify problems and issues particularly relevant in developing areas of the world through comparative approaches.

Content from the course will be provided through online resources available through a Learning Management System (LMS) which includes PowerPoint presentations, web page articles, online instructional videos, PDF Atlas, and the use of the course textbook. Students will be able to receive feedback, instructions, and help from the instructor through online forums internal to the LMS. Students will be assessed by completing an exam provided by the instructor and by participating in online discussions of global and regional problems and issues.

Objective 4: Assess knowledge of places of the world and the qualities of those places.

Content from the course will be provided through online resources available through a Learning Management System (LMS) which includes PowerPoint presentations, web page articles, online instructional videos, PDF Atlas, and the use of the course textbook. Students will be able to receive feedback, instructions, and help from the instructor through online forums internal to the LMS. Students will be assessed by completing an exam provided by the instructor and an online map quiz.

Objective 5: Compare and contrast regions of the world and their human and physical characteristics.

Content from the course will be provided through online resources available through a Learning Management System (LMS) which includes PowerPoint presentations, web page articles, online instructional videos, PDF Atlas, and the use of the course textbook. Students will be able to receive feedback, instructions, and help from the instructor through online forums internal to the LMS. Students will be assessed by completing an exam provided by the instructor and by participating in online discussions of global and regional problems and issues.

3. How will instructor-student and student-student, if applicable, interaction take place?

Interactions between the student and instructor will be facilitated with a variety of resources in order to maximize feedback and communication with the distance education student. Through threaded discussions students will interact with each other. Method for communication include:

Email – E-mail communications between students and instructor will be the preferred method of contact for personal matters. The instructor can be reached via university email address and within the LMS.

Phone – The instructor will be available to answer calls via the office phone line during posted office hours. The following instructions will be provided to students: if there is no answer,

please leave a message, and the professor will get back to them at the earliest opportunity. This form of communications will not be used for grading or assessment purposes.

LMS – To ensure availability to assist students, the instructor will maintain office hours and will be available online. Students may use the chat or audio features to pose questions, check their grades, or contact the professor. This form of communications will not be used for grading or assessment purposes. Students will also be able to upload their book reports to the LMS.

Students will be in communication with each other via postings on discussion topics. The LMS also provides forums. Students will be encouraged to post questions concerning course content, dates, and assignments. Posting questions in forums will allow all students to see the answer and comment further.

4. How will student achievement be evaluated?

Geography 104 has the following evaluation activities:

Map Quizzes (20% of grade) There is one quiz evaluating map skills to be taken to complete the cartography module. There will be four map quizzes (for each major world region) with 25 locations for identification on each. The remaining quizzes will assess student knowledge of places of the world and the qualities of those places. Beginning and ending dates will be provided within the LMS.

Exercises (30% of grade) Students will complete the exercises contained in the workbook Encountering World Geography with Google Earth. Students will then answer the questions in the workbook online within the LMS. Each exercise has 25 multiple choice and 10 short answer questions. The LMS will randomly select 10 of the multiple choice questions and one short answer for the student to answer. These exercises will be administered in the form of quizzes and are designed to verify their efforts with the workbook.

Exams (30% of grade) There will be two exams during the semester and a final exam each will be worth 10% of the final grade. The exams will be administered on-line. The exams will consist of a variety of question formats.

Report (10% of grade) Each student will write a 3-5 page report summarizing one of the supplemental readings.

Participation (10% of grade) Students will post responses to questions posed by the instructor on the discussion forum. Students are expected to respond to the answers posted by other students. The number and quality of these postings will be evaluated.

5. How will academic honesty for tests and assignments be addressed?

Strategies to ensure academic honesty for tests and assignments are provided below:

First, this statement appears in the attached syllabus.

“Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

Not providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.

Not using unauthorized materials and resources during quizzes and tests.

Not possessing course examination materials without the prior knowledge of the instructor.

Not plagiarizing. Plagiarism is the use of papers, dissertations, essays, report, speeches, oral presentations, take-home exams, computer projects, and other academic exercises without crediting the originator.

Not engaging in disruptive or threatening behaviors.

Not misusing university computer technology.

IUP faculty use a variety of technology to check the authenticity of student work. Violation of academic integrity will be handled per IUP’s Academic Integrity Policy and Procedures. Failure to comply with policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, rescission of a conferred degree. IUP’s full policy on academic integrity is available in the undergraduate catalog under Academic Policies and online”

Students will be required to take quizzes online using the LMS. The questions and order of the questions will be randomized by the software. Additionally the quiz will also record the time and date of each student’s attempt to take the quiz, exercise, or exam to ensure that students are not taking them together. Additionally, the evaluations are time limited. Students will only be allowed 15 minutes to complete the exercises, 20 minutes for the map quizzes, and one hour for the exams. In each case students will have adequate to answer the questions but very little time to look up answers using textbooks, presentations, or the Internet.

- B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.**

GEOG 104 World Geography: Global Context Distance Education Syllabus

Instructor: Dr. Robert Sechrist, 15a Leonard, (724)357-2250, rpsecrst@iup.edu

It is crucial that you read this syllabus through carefully – this brief document sets out the entire course, its goals, what the instructor and University expect of you as a student, and the path to successful completion

Course Description: Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multi-scale issues with work force migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions.

II. Course Outcomes:

By the end of the semester the students will be able to:

1. Define basic geographic concepts and methods of inquiry.
2. Analyze the global spatial patterns of such items as climate, landforms, population, & natural resources.
3. Identify problems and issues particularly relevant in developing areas of the world through comparative approaches.
4. Assess knowledge of places of the world and the qualities of those places.
5. Compare and contrast regions of the world and their human and physical characteristics.

Required Texts: Encounter World Regional Geography by Jess Porter
The Power of Place by Harm de Blij

Course Materials: Additional materials are available via D2L.

Course Outline:

I. Introduction

- A. Regional Concepts and Classifications
 1. Area, boundaries, location, homogeneity
 2. Regions as systems
- B. The Physical Setting
 1. The Earth and Maps
 2. Natural landscapes and natural hazards
 3. Climatic regions and factors
- C. Realms of Population
- D. Realms of Culture
 1. Language families
 2. Religious distribution
- E. Patterns of Economic Development and Globalization

F. Map Reading and Interpretation

II. Location/Thematic Interface in World Geography

A. Middle America/Historical Geography

1. Collision of cultures
2. Mainland and Rimland
3. Political differentiation
4. The Caribbean
5. The Human Dimension – Haiti: The Problems of Life

B. South America/Economic Geography

1. Discovery and conquest: European expansion into South America
2. Amazon basin deforestation and development
3. Cultural and institutional settings
4. South American economies: dual society
5. The republics
6. The Human Dimension –The Children’s voices

Exam 1

C. Europe and Russia/Multiculturalism

1. The environmental base—rich variation
2. The Industrial Revolution and nation-state development
3. Cultural diversity
4. Muslim population
5. European unification and Russia’s changing political geography
6. The Human Dimension –The Chechen Resistance

D. Southwest Asia and North Africa/ Global Economy

1. The environmental base--desertification
2. Cultural diversity
3. Islam divided
4. The power and peril of oil
5. The Human Dimension –Life in the West Bank

E. Sub-Saharan Africa/Location, Transportation, Migration

1. The environmental base and continental drift
2. Agricultural predominance
3. The colonial legacy
4. Environmental hazards and diseases
5. The Human Dimension –Africa’s Challenge for Tomorrow

Exam 2

F. South Asia/ Population and Poverty

1. The demographic dilemma
2. The physical basis of the Indian subcontinent
3. The cultural geography, religion, caste and class
4. Development: rural and urban
5. The Human Dimension – An Indian Woman

G. East Asia/ Agriculture and Industry

1. The physical geography of East Asia
2. The Chinese experience in retrospect
3. The East Asian peoples—the ultimate resource
4. China in today's global economy
5. The Human Dimension ---Chinese Population Control

H. Southeast Asia/ Urbanization

1. Population patterns
2. Ethnic mosaic
3. Colonial frameworks
4. Territorial morphology
5. The Human Dimension –The Indonesian Farmer

Final Exam

Evaluation Methods:

Map Quizzes (10% of grade) There is one quiz evaluating map skills to be taken to complete the cartography module. There will be four map quizzes (for each major world region) with 25 locations for identification on each. The remaining quizzes will assess student knowledge of places of the world and the qualities of those places. Beginning and ending dates will be provided within the LMS.

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Exams (30% of grade) There will be two exams during the semester and a final exam each will be worth 10% of the final grade. The exams will be administered on-line. The exams will consist of a variety of question formats.

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Academic Integrity: *Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:*

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Civility:

I expect you to be civil during the class online discussions. Please abide by these standards:

1. Check the discussion frequently and respond appropriately and on subject.
2. Capitalize words only to highlight a point – otherwise it will appear that you are shouting.
3. Remember that what you say online stays online, so while you may be vigorous in your discussion, be polite, literate, reasoned, and diplomatic.
4. If you refer to any information sources, cite them for the benefit of the other discussants – the point of all this interaction is mutual aid.
5. Don't be too long-winded. You already have one book to read!
7. Don't forward someone else's messages without his or her permission.
8. Use humor carefully. Without face-to-face cues humor can be misinterpreted as criticism.
9. If something angers you, do not respond immediately. Calm down, think twice, and give a measured response.
10. To reiterate #3: what you say online stays online, and stays, and stays.....

Finding Your Way through the Course

To explore the many landscapes of Geography, you first have to learn how to navigate through the online landscape of this course. Unlike a traditional classroom, you have only the text on your computer screen as a guide, and so it is crucial that you read these instructions carefully. While you can roam freely through the text, please remember that the course is highly structured, with weekly readings and graded assignments that must be completed by specific deadlines.

The World Geography Course Website in D2L

The World Geography D2L home page presents you with a set of tabs (white on black), running under the course banner. It will take you to the course activity areas: from Course Home you can navigate to Content, Discuss, Dropbox, Quizzes, Classlist, and Grades. It's all quite straightforward!

Course Home has several dropdown windows (controlled by the arrow button in the upper right corner. This is the key document that will guide you through the course – the syllabus.. *News* lists the upcoming course activities and, most importantly, upcoming assignments. *Events* provides you with a calendar where you can track all the course activities and deadlines.

Content is where you will find the essential files for your coursework: **Learning Objectives** for each chapter; and the **Weekly Chapter writing/research assignment**.

Discuss contains two key forums: the *Geography Student Mashup*, where you can simply log on and communicate with other members of the class on anything of interest related to the course or to the wider issues of geography; and the more formal *Chapter Discussion Group*, where each week you post responses to, and discuss amongst yourselves, a question that I assign from the chapter (see instructions below).

Dropbox is where you can pick up or upload course-related documents if required.

Quizzes is exactly that – the location of the weekly quizzes.

Classlist is where you can find out who else is in the class and how to get in touch.

Finally, in **Grades** you can keep track of the results of your quizzes and other assignments.

Structure, Pace and Evaluation Methods

The course will follow the sequence of chapters in the textbook (see schedule below).

Unlike in a conventionally taught course (a fairly boring one, in which the lecturer goes through the textbook week after week and you simply follow along), you must work through the textbook on your own – using it as a resource tool, providing ideas and content for the writing, research and discussion parts of the course. It takes some discipline to sit down and read through each chapter – but you should see the results in your final grade!

We will cover one chapter each week (over 7 calendar days, Monday to Sunday) – I call them *Chapter Weeks*. Each week, I expect you to read or watch the online material, learn its themes, ideas and contents. Make sure you understand the key terms and concepts – some will show up in exam questions.

When you purchase the textbook, you are provided with access to its **Online Learning Center**, Student Edition. Here you can test your knowledge with a variety of learning resources: practice quizzes, critical thinking questions, internet exercises, and case studies; and links to other relevant websites. **The practice quizzes for each chapter on this site are particularly crucial, so don't overlook them. I will put many of the same questions in your weekly quizzes!**

You will also find some very useful course-wide resources on the online student site – a base map collection, interactive base maps (where you click and drag country or city names onto maps of the continents), and suggested readings, chapter-by-chapter.

Assignments and activities

Exams and Final. – You may only take an exam once. You will have one hour only. Questions will take a variety of forms including multiple choice, true-false, matching, identification, and short answer.

Map quizzes – each map quiz will consist of 25 multiple choice identification questions. You will be shown a map and asked to select the correct name. **The quizzes will be NOT be proctored – but they will be TIMED. You will get one chance to take the test and one minute to answer each question.**

Don't use your books or other aides. That is cheating, cheating is obvious, and cheating tends to catch up with you. The quizzes are set to provide you with a score and percentage grade as soon as you complete your attempt. You may view these scores on the **Grades** page of the website. The quizzes must be taken by the scheduled dates. Make-up tests may be given, at the instructor's discretion, only to those who make prior arrangements or whose circumstances warrant this allowance.

Exercise quizzes – You will have 15 minutes to complete each exercise quiz. Answer the questions in the text and then go to D2L and open the quiz where a select group of questions will be asked. Questions are the same as in the text.

Discussion Posts – The vitality of an online course is in the interaction between class members that the Discussion Group affords. For this reason, it is crucial that you participate regularly, and in a thoughtful way. **You are graded for the texts and the discussion postings, think carefully about your answers and express yourself clearly. Texts showing a grasp of the material and posted comments that show insight and originality will gain the highest number of grade points.**

An Important Note: Discussions can be a bit difficult, as you have to know something of the subject in order to discuss it (thus, the emphasis on reading each week's chapter and doing some work in the online student learning center). With this in mind, you should not be surprised that certain answer types will get no grade points in discussions. **Simply parroting someone else's statement (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it) will earn no credit.**

For example, someone writes a text about how the geography of Singapore influences its economic development, and they maintain that the country will always be dominated by trade and finance. If you respond by simply agreeing/disagreeing, e.g.: "I agree/disagree with X's statement that ..." **and you don't add any new information that is not in the original poster's text, you get no grade points. Unless you can back an opinion with factual information (that is, to defend it against those with different opinions), it is worthless; and the factual information cannot simply be someone else's opinion, unless you have evidence that *their* opinion is backed by facts.**

Study Suggestions

How can you successfully complete this course? The following guidelines will help you achieve your goals.

Read your syllabus carefully. The schedule provides you with a clear idea of your pace, workload and tasks every week.

Be timely. The online course just sits there, waiting for you to work, so you need some good self-discipline. Remember that it is the equivalent of a traditional course with 3 hours of lecture and additional time for assignments, so make sure you reserve enough time to complete the weekly tasks. If you fall behind, you will find it very difficult to catch up, as the rest of life (in school and out) very often gets in the way. You can take a breath or two in March Break.

Read the chapters carefully. The chapter and its associated learning resources make up your “lecture” for the week. Noting key points as you read (i.e., by highlighting electronic text or marking up a hard copy) is an extremely good way to study, as it helps you form an impression of the chapter and provides a shortcut when you prepare for the exam.

Refer to outside sources. If you use search engines as you read electronic text (this is what I do), you can quickly and easily gain additional information on the subject at hand, resolve any problems of interpretation, or look up definitions – rather than letting the issue slide until the panic of exam time. And don’t forget the warmth, security, support and inspiration of a traditional library!

Sample Module Lesson

I have selected the module on the Earth and Mapping as the sample module. This module consists of the attached powerpoint file (cartography.ppt), a video on traditional mapping techniques called “Caught Mapping” (22 minutes), “How GPS Works” (5 minutes), and “Introduction to GIS” (8 minutes). Students will then take the attached quiz which will be delivered via D2L.

Mapping and Cartography Quiz

Instructons: There are two sections to this test, fill in the blank and multiple choice.

Fill in the Blank: Using each of the following terms once, fill in the blanks with the appropriate term from the list below.

altitude, cardinal direction, eastern hemisphere, equator, hemisphere, hybrid map, International Dateline, latitude, legend, longitude, map coordinates, northern hemisphere, prime meridian, scale, southern hemisphere, western hemisphere, western civilization

1. A map _____ is another term for a key on a map. It explains the symbols used in the map and may also contain other map information.
2. _____ means half of a sphere.
3. _____ is a term used to describe all four primary directions (north, south, east and west).
4. A map _____ shows the relationship between the distance on a map and the corresponding distance on the earth.
5. _____ provide the exact location of a specified area with the degrees of longitude and latitude.
6. _____ is an imaginary line of longitude, that is located on the opposite side of the world from the Prime Meridian.
7. A(n) _____ map combines satellite images taken of the earth from space with lines for roads and names of landmarks.
8. _____ refers to the modern cultures of North America and Western Europe.
9. All land and water east of the prime meridian is located in the _____.
10. _____ are the lines that run up and down the map (north and south) and measure degrees east or west from the prime meridian.
11. _____ is the half of the planet Earth that is north of the equator and contains 90% of the human population and most of the land on the Earth.

12. All land and water west of the prime meridian is located in the _____.

13. The lines that run across (east and west) and measure degrees via north or south of the equator are called _____.

14. This line of latitude is located at 0 degrees latitude: _____.

15. _____ is the half of the earth south of the equator which contains Antarctica and Australia, most of South America, and part of Asia and Africa.

16. This meridian is located at 0 degrees longitude: _____.

Multiple Choice

17. If you are standing on the North Pole, what direction can you not go?

- a. North b. South c. East d. West

18. All of the following are key reference points in the grid system EXCEPT

- a. North Pole b. South Pole c. Polar Circumference d. Equator

19. Isolines connect

- a. Ice b. points of equal value c. lines of equal value d. shipping lanes

20. The international dateline generally follows

- a. the 90th meridian b. the 180th meridian c. the 90th parallel d. the 180th parallel

21. Remote sensing includes all but the following:

- a. aerial photography b. satellite imagery c. telescope d. map

22. All of the following geometric figures can be used to develop map projections except

- a. Cone b. plane c. Cylinder d. Sphere

23. The headquarters for the GPS system is located in

- a. Wyoming b. California c. Colorado d. Connecticut

24. Which of these is not a reference map

- a. contour map b. road map c. topographic map d. Choropleth maps

25. The GPS system

- a. was developed for civilian use b. was developed by IBM
c. was developed for the US military d. was developed by phone companies

**GEOG 104 World Geography: Global Context
Syllabus of Record**

I. Catalog Description:

GEOG 104 World Geography: Global Context

3 class hours

0 lab hours

Prerequisites: None

3 credits

(3c-01-3cr)

Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multi-scale issues with work force migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions.

II. Course Outcomes:

By the end of the semester the students will be able to:

1. Define basic geographic concepts and methods of inquiry.
2. Analyze the global spatial patterns of such items as climate, landforms, population, & natural resources.
3. Identify problems and issues particularly relevant in developing areas of the world through comparative approaches.
4. Assess knowledge of places of the world and the qualities of those places.
5. Compare and contrast regions of the world and their human and physical characteristics.

III. Course Outline:

I. Introduction

- A. Regional Concepts and Classifications (1 hour)
 - 1. Area, boundaries, location, homogeneity
 - 2. Regions as systems
- B. The Physical Setting (4 hours)
 - 1. Natural landscapes and natural hazards
 - 2. Climatic regions and factors
- C. Realms of Population (1/2 hour)
- D. Realms of Culture (1/2 hour)
 - 1. Language families
 - 2. Religious distribution
- E. Patterns of Economic Development and Globalization (1 hour)
- F. Map Reading and Interpretation (1 hour)

II. Location/Thematic Interface in World Geography

- A. Middle America/Historical Geography (3 hours)
 - 1. Collision of cultures
 - 2. Mainland and Rimland
 - 3. Political differentiation
 - 4. The Caribbean
 - 5. The Human Dimension – Haiti: The Problems of Life

- B. South America/Economic Geography (4 hours)**
1. Discovery and conquest: European expansion into South America
 2. Amazon basin deforestation and development
 3. Cultural and institutional settings
 4. South American economies: dual society
 5. The republics
 6. The Human Dimension –The Children’s voices

Exam 1 (1 hour)

- C. Europe and Russia/Multiculturalism (3 hours)**
1. The environmental base—rich variation
 2. The Industrial Revolution and nation-state development
 3. Cultural diversity
 4. Muslim population
 5. European unification and Russia’s changing political geography
 6. The Human Dimension –The Chechen Resistance

- D. Southwest Asia and North Africa/ Global Economy (5 hours)**
1. The environmental base--desertification
 2. Cultural diversity
 3. Islam divided
 4. The power and peril of oil
 5. The Human Dimension –Life in the West Bank

- E. Sub-Saharan Africa/Location, Transportation, Migration (4 hours)**
1. The environmental base and continental drift
 2. Agricultural predominance
 3. The colonial legacy
 4. Environmental hazards and diseases
 5. The Human Dimension –Africa’s Challenge for Tomorrow

Exam 2 (1 hour)

- F. South Asia/ Population and Poverty (5 hours)**
1. The demographic dilemma
 2. The physical basis of the Indian subcontinent
 3. The cultural geography, religion, caste and class
 4. Development: rural and urban
 5. The Human Dimension – An Indian Woman

- G. East Asia/ Agriculture and Industry (5 hours)**
1. The physical geography of East Asia
 2. The Chinese experience in retrospect
 3. The East Asian peoples—the ultimate resource
 4. China in today’s global economy
 5. The Human Dimension ---Chinese Population Control

- H. Southeast Asia/ Urbanization (3 hours)**
1. Population patterns
 2. Ethnic mosaic
 3. Colonial frameworks
 4. Territorial morphology
 5. The Human Dimension –The Indonesian Farmer

Final Exam (2 hours)

IV. Evaluation Methods:

The final grade will be determined as follows:

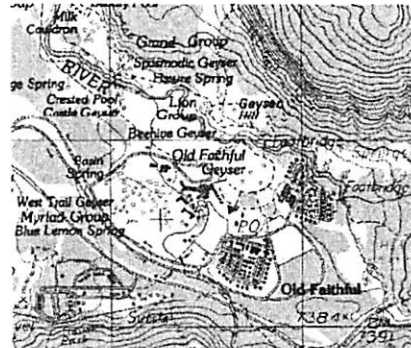
Two exams during the semester at 100 points each	200 points
Map Quizzes	100 points
Book Essay or Quiz on Supplemental Book	50 points
Exercises and pop quizzes	50 points
Final Exam	<u>100 points</u>
	500 points

V. Grading Scale

A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: less than 60%

Introduction to Cartography

- ☞ Maps vs. Globes
- ☞ General Types of Maps
- ☞ Standard Map Features
- ☞ Map Projections
- ☞ GIS
- ☞ GPS
- ☞ Remote Sensing
- ☞ Representation in Maps or "How to Lie with Maps"



Maps versus Globes

- ☞ Map: a representation of the world or part of it, in two dimensions
- ☞ Globe: a 3-D representation of the entire earth surface.

What are some advantages and disadvantages of each?



Thematic Maps

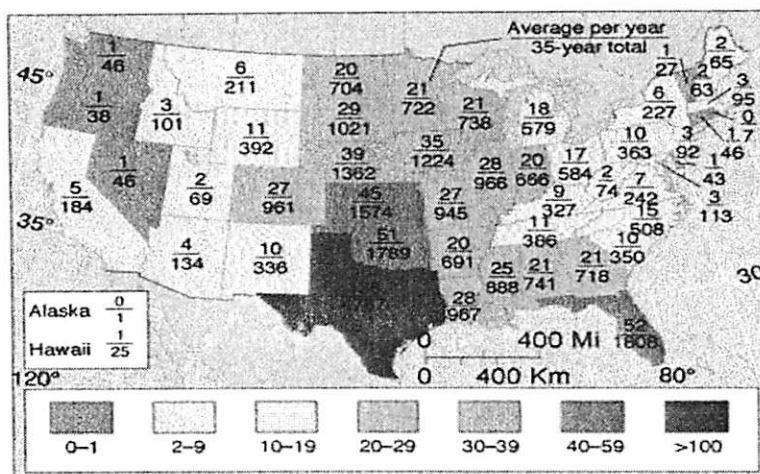
These maps represent the spatial dimensions of a particular phenomenon (theme).

Types:

- ◆ Isopleth maps - isolines connect points of equal magnitude.
- ◆ Choropleth map - tonal shadings are graduated to represent areal variations in number or density within a region, usually a formal region.



Choropleth Maps



(a) Average number of tornadoes per year and 35-year totals (1959-1993)

Map Projections

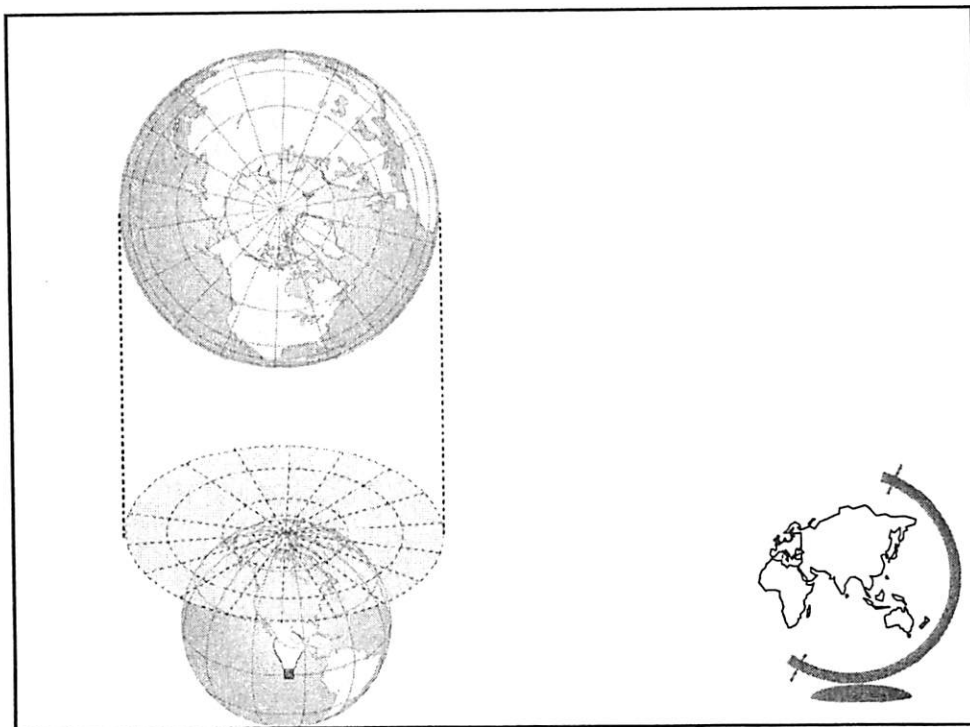
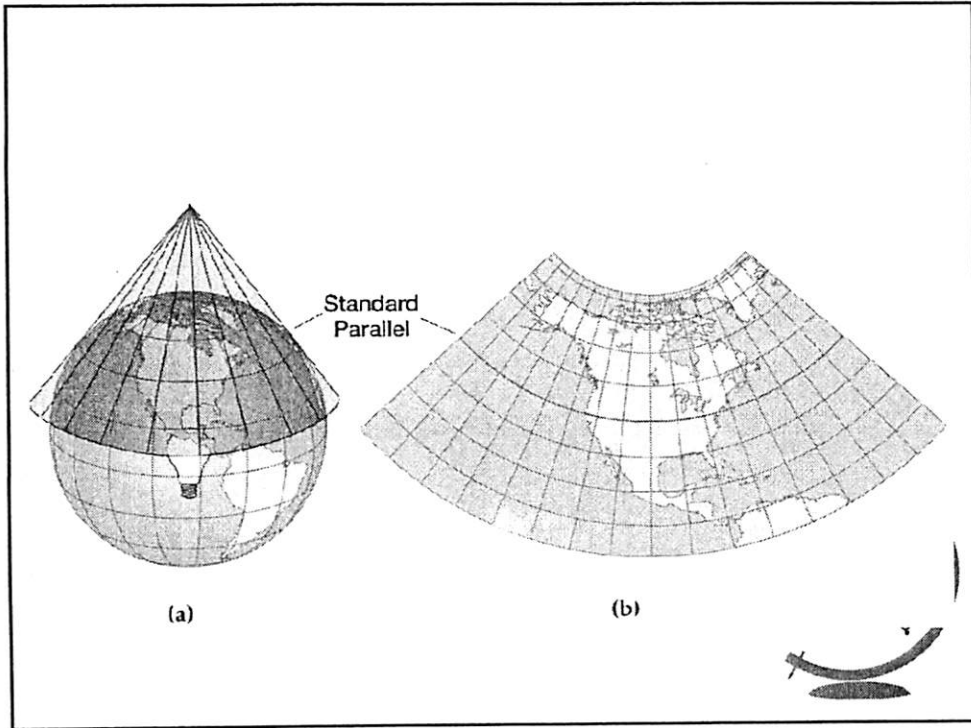
- ☞ Mathematical method for systematically transforming a 3-D earth into a 2-D map.
- ☞ Three traditional types:
 - cylindrical
 - conical
 - planar (azimuthal-zenithal)
- ☞ Newer Mathematical Projections
 - Robinson



Cartographer's Dilemma

- ☞ All maps introduce distortion:
 - shape (conformance)
 - size (equivalence)
 - direction
 - distance
- ☞ Maps can be either equivalent or conformal, but cannot emphasize both characteristics.





Introduction to Cartography

- ☞ Maps vs. Globes
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Map Scale

relates distance on map to distance on earth,
thus smaller scale represents larger area.

☞ Small Scale

- shows large area
- 1:10,000,000 would represent about 1/2 of U.S. on single page of paper.

☞ Large Scale

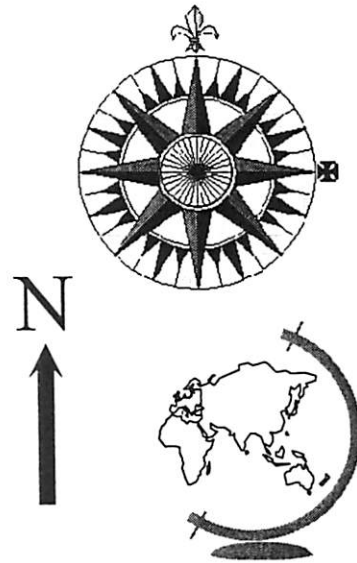
- shows small area
- 1:63,360 would represent a small town on a single page of paper.

What is the largest scale map possible?



Orientation or Direction

- North arrow or Compass Rose
- European maps of the dark ages, prior to European acceptance (1500's) of the magnetic compass, were 'oriented to the east.' After compass it made more sense to place north at the top during use.



**True North = Geographic North
or North Pole**

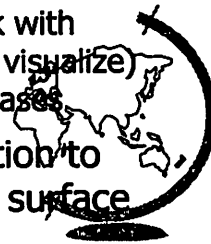


**Magnetic North = where
the compass points to**

76N 102 W

What is GIS?

- ☞ Stands for "*geographic information systems*"
- ☞ Definition: a system for the input, storage, manipulation, and output of geographic data
 - a specialized "information system"
 - ◆ information systems are used to work with (manipulate, summarize, query, edit, visualize) information stored in computer databases
 - utilizes spatial indexing of information to track *what is where* on the Earth's surface

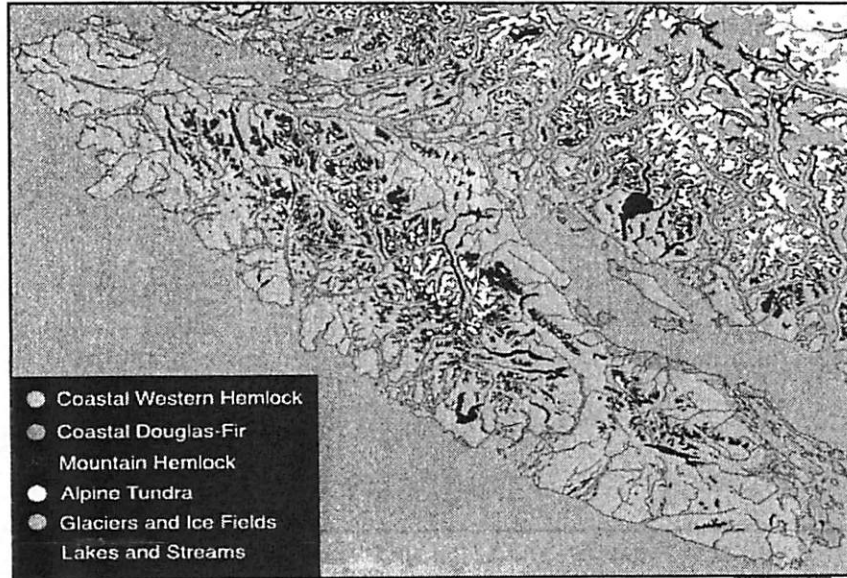


Elements of a Geographic Information System (GIS)

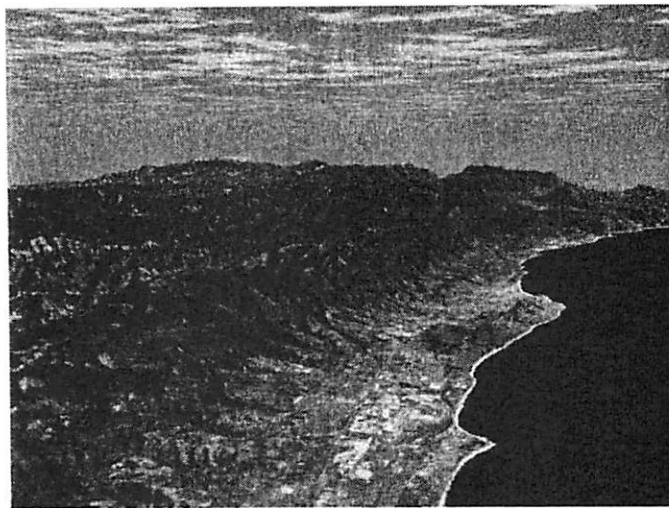
- ☞ Database with spatially-coded data (latitude/longitude)
- ☞ Computer
- ☞ GIS Application Software (ArcView, ArcInfo, MapInfo)
- ☞ Video Map Display
- ☞ Scanners
- ☞ Digitizer
- ☞ Plotter/Printer

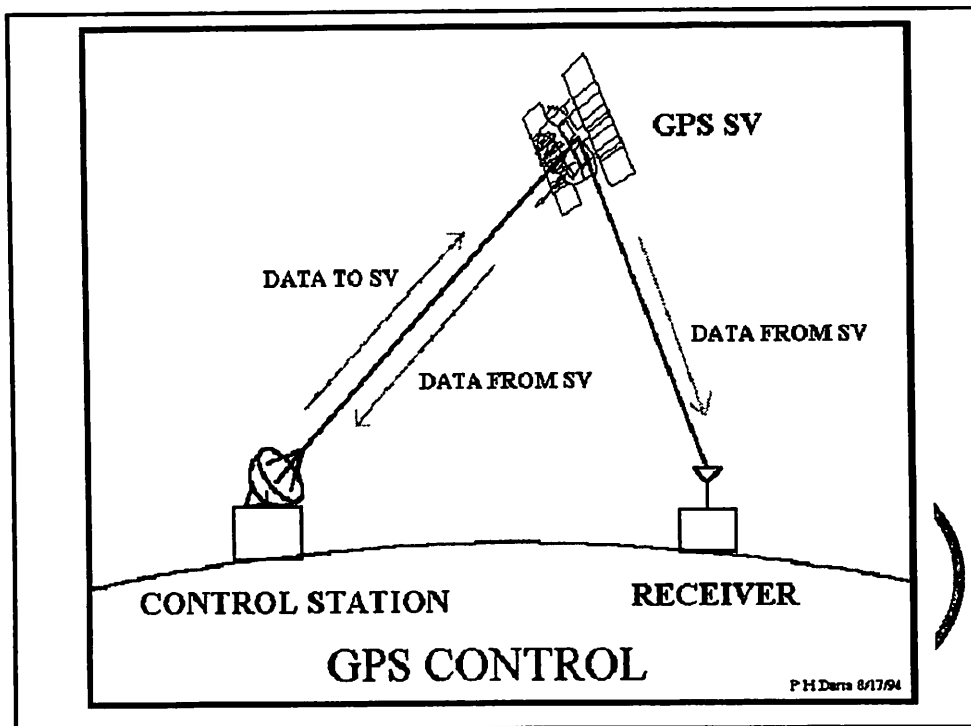
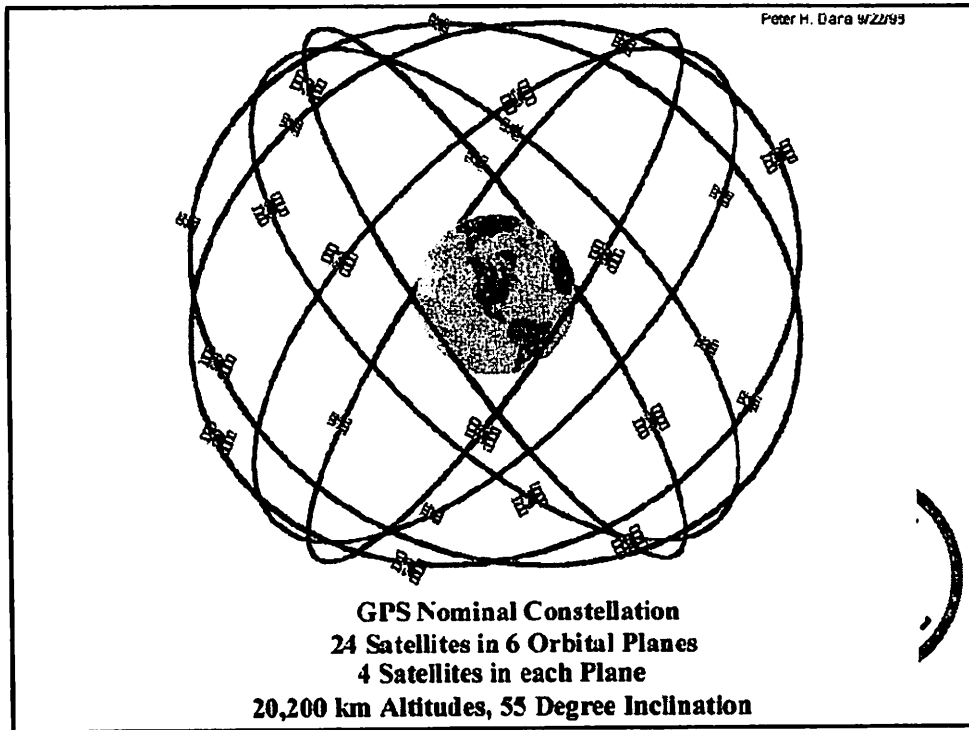


Natural Resource GIS



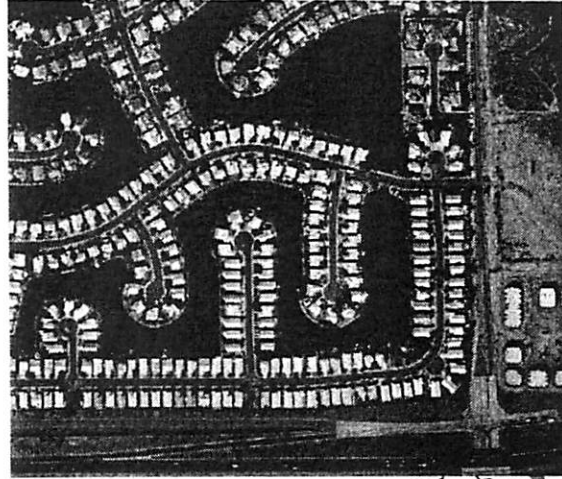
High Quality Map Display





Remote Sensing

- ☛ Digital Remote Sensing
 - Multispectral Sensors
 - ◆ visible, radar, infrared, ultraviolet
 - Digital Image Manipulation
 - Direct download into GIS systems



Interpreting Aerial Photos and Remotely-Sensed Images

- ☛ Image Tone/Color/Reflectivity – colors and reflected UV and Infrared give clues to landscape elements. For example, infrared film (or sensors) return shades of pink and red for healthy vegetation.
- ☛ Texture – the coarseness or smoothness of a surface can help in identification
- ☛ Pattern – human systems and some physical systems have clear patterns
- ☛ Shadows – provides clues to the height and size of objects



