

LSC Use Only Proposal No:
LSC Action-Date: AP-2/21/13

UWUCC Use Only Proposal No: 12-82c.
UWUCC Action-Date: App-4/2/13 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Gail S. Sechrist	Email Address gailsech@iup.edu
Proposing Department/Unit Geography and Regional Planning	Phone 724-357-2250

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: **GEOG 104 World Geography: Global Context**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail S. Sechrist</i>	1/28/13
Department Chairperson(s)	<i>John Benford</i>	1/28/13
College Curriculum Committee Chair	<i>John McDaniel</i>	2/6/13
College Dean	<i>John</i>	4/6/13
Director of Liberal Studies (as needed)	<i>J. H. P.</i>	3/14/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	4/2/13

Received
Received
 FEB 8 2013
 MAR 14 2013
Liberal Studies
Liberal Studies

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

I. Catalog Description:

GEOG 104 World Geography: Global Context

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: None

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:

Objective 1:

Define basic geographic concepts and methods of inquiry.

Expected Student Learning Outcomes 1& 2: Informed Learners & Empowered Learners

Rationale: To model the natural and social worlds geographers use both natural and cultural regions to organize information about places. Map quizzes and exam questions assess student's understanding of the interaction of both human and physical traits.

Objective 2:

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

Expected Student Learning Outcomes 1& 2: Informed & Empowered Learners

Rationale: To model the natural world geographers use natural regions (such as climate types) to organize information about places. Students reflect an ability to work with these complex systems such as the physical processes that trigger monsoons to transform knowledge into judgment about the impacts of the wet and dry monsoons on the countries of Asia. Pop and review quizzes and exam questions assess student's understanding of the interactions of the physical world and its implications for humans.

Objective 3:

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

Expected Student Learning Outcomes 1-3: Informed, Empowered & Responsible Learners

Rationale: By the end of the semester students demonstrate an understanding and respect for the identities, histories and cultures of others as well as knowledge about the interrelationships within and across cultures and global communities. Quizzes, exam questions, and the book assignment assess student's understanding of the identities, histories, and cultures of others.

Objective 4:

Assess knowledge of places of the world and the qualities of those places.

Expected Student Learning Outcomes 1& 2: Informed & Empowered Learners

Rationale: By the end of the semester students demonstrate an ability to transform information about regions into knowledge and knowledge about places and peoples into judgment about the world around them. This is assessed through quizzes, exam questions, and the book assignment.

Objective 5:

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

Expected Student Learning Outcomes 1-3: Informed, Empowered & Responsible Learners

Rationale: By the end of the semester students demonstrate an understanding of the ethical and behavioral consequences of decisions and actions by peoples around the world on others and the physical world. A variety of concepts discussed in the course occur in multiple regions of the world so that students can see how desert climates impact various regions, how forward capitals have been used in a variety of countries, or how population distribution is based on physical and cultural factors. Quizzes, exam questions, and the book assignment assess student's understanding how different regions are similar and different.

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%

VI. Attendance Policy

Although attendance is not taken, students are strongly urged to attend class because student learning is enhanced by regular attendance and participation in class discussions. [Individual faculty members will develop their own policy in compliance with the university attendance policy].

VII. Required Textbook and Supplemental books

There are a number of excellent textbooks available for this class, below are examples of current available textbooks from which faculty will select one:

DeBlij, Harm, Peter O. Muller, Jan Nijman, and Antoinette M.G.A. WinklerPrins. 2013. *The World Today: Concepts and Regions in Geography*. 6th ed. Hoboken, N.J.: Wiley.

Marston, Sallie, Paul L. Knox, Diana Liverman, Vincent Del Casino, Jr, and Paul Robbins. 2011. *World Regions in Global Context: Peoples, Places, and Environments*. 4th ed. Columbus: Prentice Hall.

Rowntree, Lester, Martin Lewis, Marie Price, and William Wyckoff. 2012. *Diversity Amid Globalization: World Regions, Environment, Development*. 5th ed. Columbus: Prentice Hall.

White, George W., Joseph P. Dymond, Elizabeth Chacko, and Michael Bradshaw. 2011. *Essentials of World Regional Geography*. 2nd ed. New York: McGraw Hill.

Supplemental Books and Readings :

The following books are examples of possible choices that could be used as the supplemental book:

Calderisi, Robert. 2006. *The Trouble with Africa: Why Foreign Aid Isn't Working*. New York: Palgrave.

DeBlij, Harm. 2009. *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape*. New York: Oxford.

Coverdale, Linda. 2003. *Machete Season: The Killers in Rwanda Speak*. New York: Picador.

Diamond, Jared. 1999. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton.

VIII. Special Resource Requirements

There are no special resource requirements expected of the students who enroll in this course.

IX. Bibliography:

- Aryeetey-Attoh, Samuel, ed. 2009. *Geography of Sub-Saharan Africa*. 3rd ed. Upper Saddle River, NJ: Prentice Hall.
- Bose, Sugata and Ayesga Jalal. 2002. *Modern South Asia: History, Culture, and Political Economy*. Delhi: Oxford University Press.
- Crews, Robert D. 2006. *For Prophet and Tsar: Islam and Empire in Russia and Central Asia*. Cambridge: Harvard University Press.
- Drompp, Michael. 1989. Centrifugal Forces in the Inner Asian 'Heartland': History Versus Geography. *Journal of Asian History* 23:135-55.
- Jackiewicz, Edward L., and Fernando J. Bosco. 2008. *Placing Latin America: Contemporary Themes in Human Geography*. Landham, MD: Rowman and Littlefield.
- Kohli, Atul. 2012. *Poverty Amid Plenty in the New India*. Cambridge, U.K.: University Press.
- Lowell, Dittmer, George T. Yu., eds. 2012. *China, the Developing World and the New Global Dynamic*. N.Y.: Random House.
- McFalls, Joseph, Jr. 2007. *Population: A Lively Introduction*. 5th ed. Washington, DC: Population Reference Bureau.
- McNeill, J.R. 2010. *Mosquito Empire: Ecology and War in the Greater Caribbean, 1620-1914*. Cambridge: Cambridge University Press.
- Ninsin, Kwame, ed. 2012. *Globalized Africa: Political, Social and Economic Impact*. Boston: Advent Press.
- Paarlberg, Robert. 2010. *Food Politics: What Everyone Needs to Know*. New York: Oxford Press.
- Rumney, Thomas A. 2010. *The Geography of Southeast Asia: A Scholarly Bibliography and Guide*. Lanham, MD: University Press of America.
- Schaeffer, Robert K. 2009. *Understanding Globalization: The Social Consequences of Political, Economic, and Environmental Change*. 4th ed. Lanham, MD: Rowman and Littlefield.
- Smil, Vaclav. 2004. *China's Past, China's Future: Energy, Food, Environment*. London: Curzon Press.
- Smith, Dan. 2006. *The State of the Middle East: An Atlas of Conflict and Resolution*. Berkeley: University of California Press.
- Stiglitz, Joseph E. 2006. *Making Globalization Work*. New York: W.W. Norton.

X. Sample Assignment - BOOK REPORT on *The Trouble with Africa: Why Foreign Aid Isn't Working*

A minimum of 5 typewritten pages, a maximum of 7 (double spaced)

This book report is to be done in sections. Each section is to be numbered and labeled as below.

Begin with a cover page. Make sure that your name is on the cover page.

SECTIONS

I. Introduction (1 page)

Research the author. Include professional background and other books written. What subjects does he write about? Try Amazon.com and read some of the reviews of his other books.

II. Synopsis (1-2 pages)

This is an overview or summary of the story line and events. The instructor knows the story and this section is to give him confirmation that you know it too.

III. Critical Analysis (2-3 pages)

The second part of the review should be a *critical analysis* of the book. Do not merely say that it was interesting or uninteresting. Discuss its merits and flaws. Aspects of critical analysis should include answers to the following questions.

What *specifically* did you like or dislike about it?

Do you agree or disagree with the author's main points and conclusions?

Does the evidence support the conclusions?

How well organized was the book?

How would you evaluate the author's writing style?

Does the author exaggerate or romanticize his subject?

Does the narrative contain examples of serious bias? [Having a POINT OF VIEW or opinion is *not* being biased.]

What do we learn about development from the book?

What is your final judgment on the book?

Would you recommend it to someone?

IV. Personal or Practical Involvement (1-2 pages).

What did you find most personally meaningful in the book?

Each book has a message and several sub messages. Are you in agreement with these messages?

How has this book made you rethink your charitable contributions?

How do the government spending patterns make you feel?

What would you have done if you were alive at the time of the story?

2. Summary of the Proposed Revisions:

1) Revision of course objectives to illustrate how they map to EUSLOs for Global Awareness category

3. Rationale:

1) The course was revised in Fall 2011 to meet the requirements for a knowledge area course, since this was one of the first courses approved in this category it did not have the objectives mapped to the EUSLOs and how these would be assessed. This is the main revision in this proposal—although the original proposal coversheet had Global and Multicultural Awareness checked that category was not dealt with in the 2011-2012 academic year.

A one word synonym for geography is place. Geography exists because of variations between places on the earth's surface. The word geography is Greek in origin and literally means "description of the earth." This course deals with the description of geographic differences around the globe between regions. Characteristics examined include such items as climates, landforms, resources, languages, religions, economic activities, and ways of living. Some of these patterns are repeated such as the repetition of Mediterranean climate in Europe, Central Chile and South America while other conditions are unique to a single location such as the distinctive site and situational traits of Rio de Janeiro. The rich geographic or spatial variations between the major regions of the world provide an abundant array of problems and issues that students can compare and contrast.

GEOG 104 World Geography: Global Context

Old Syllabus of Record

I. Catalog Description:

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3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: None

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.

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200 points

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- Smith, Dan. 2006. *The State of the Middle East: An Atlas of Conflict and Resolution*. Berkeley: University of California Press.
- Stiglitz, Joseph E. 2006. *Making Globalization Work*. New York: W.W. Norton.

GEOG 104 Liberal Studies Approval Questions

- 1) **The instructors who regularly teach World Geography: Global Context will meet at least once a year to discuss the course and exchange syllabi and information about new resources and activities used in teaching the class.**
- 2) **Information about minorities and ethnic groups is covered throughout the course. There are persecuted ethnic or religious minorities in every region of the world. Examples range from the Muslim minorities in Europe, the Kurds in the Southwest Asia, Native Americans throughout Latin America, or the Muslims, Sikhs, and Christians in Hindu India. Additionally frequently the second book is about a minority group such as *Machete Season* about the Rwandan killings. In *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape* the author includes a chapter titled "Same Place, Divergent Destinies" that focuses on the different lives men and women have.**
- 3) **The course includes a required second book. Recent examples include *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape*; *Machete Season: The Killers in Rwanda Speak* or *Guns, Germs, and Steel: The Fates of Human Societies*. Papers or quizzes on the book are traditionally used to evaluate the student's comprehension of the book. It will be the chair's responsibility when reviewing textbook orders to ensure that this requirement is maintained.**
- 4) **This course introduces geography to students without expectation that they know much about geography or more specifically World Geography. The majority of the students cannot even locate Iraq or Afghanistan at the beginning of the term. Majors infrequently take this class. The content is geared towards broadening the student's geographic knowledge about the world at a beginner's college level. Our introductory Human Geography course for majors, GEOG 230 Cultural Geography, also begins with basic introductory material.**

Format for Course Revisions

Part I Curriculum Proposal Cover Sheet

Contact Person(s) Gail S. Sechrist	Email Address gailsech@iup.edu
Proposing Department/Unit Geography and Regional Planning	Phone 724-357-2250

Summary:

* Everything looks good.

- 1. Course Proposals**
- 2. Liberal Studies Course Designations, as appropriate**
- 3. Other Designations, as appropriate**
- 4. Program Proposals**
- 5. Approvals**

Part II Description of the Curriculum Change

- I. Catalog Description.**
- II. Course Outcomes.**
- III. Detailed Course Outline.**
- IV. Evaluation Methods.**
- V. Example Grading Scale.**
- VI. Undergraduate Course Attendance Policy.**
- VII. Required Textbook(s), Supplemental Books and Reading.**
- VIII. Special Resource Requirements.**
- IX. Bibliography.**

2. A summary of the proposed revisions.
3. Justification/rationale for the revision.
4. The old syllabus of record.
5. Liberal Studies course approval form and checklist (if appropriate).