

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: GEOG 120
Course Title: World Regional Geography

Year: 2022-2023
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course analyzes human settlement and modification of the Earth's major regions. It uses a social science perspective to review key aspects of our on-going economic, historical and cultural development in a comparative context. GEOG 120 fulfills the SUNY General Education requirement in Social Sciences. Prerequisites: ENGL 099 or prior completion or concurrent enrollment in ESL 120, 121, and 122 (or prior completion of ESL 103) if required by placement testing; prior completion or concurrent enrollment in MATH 090 and RDNG 116 if required by placement testing; or instructor's permission. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course is required in the International Studies AS and International Business AS programs. It is recommended for students in Social Science, General Studies and Teacher Education AS programs. It is a SUNY General Education Area #3 Social Sciences course, and functions as a liberal arts or unrestricted elective.

Basic Skills/Entry Level Expectations

Writing:	W2	ENGL 099 or prior completion or concurrent enrollment in ESL 103 if required by placement testing.
Math:	M1	Prior completion or concurrent enrollment in MATH 090 if required by placement testing.
Reading:	R3	Prior completion or concurrent enrollment in RDNG 116 if required by placement testing.

Course Goals

Upon successful completion of this course, students will be able to:

1. Understand the physical diversity of the world's regions and climates and how they have shaped human settlement patterns.
2. Realize basic aspects of the impact of human action has had on altering the environment through factors such as deforestation, mining, agriculture, urbanization, introduction of plant and animal species, and industrial development.

3. Appreciate the dynamic influences of resource access, trade networks, population growth, education, religious and philosophical belief, language, race, and governance have had on human use of the Earth.
4. Understand from a social science perspective, the complex nature of human interactions within and between different regions.
5. Have basic knowledge of the world's continents, oceans, major river systems, nations, major geographic features, and the importance of weather, topography, water access, and altitude that influence human settlement patterns.

Course Objectives/Topics

Objective/Topic	% Course
Review the major land regions, river systems and oceans	90-100%
Review basic physical geography, oceanography and climate	10-15%
Analyze human use and alteration of their environments	90-100%
Understand the economic development patterns within the regions and compare them to other regions	20-30%
Appreciate the impact of religion, philosophy, race, and language on settlement and development patterns	30-35%
Review how the quest for resources, markets, and security impact exploration, expansion, migration, immigration and settlement	20-30%

General Education Goals - Critical Thinking & Social/Global Awareness

<p>CRITICAL THINKING OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Much human conflict arises in competition for resources. Why, when, where and how these conflicts have arisen, or been avoided, are key social science questions. Readings and class discussions will focus on key elements in human competition and consumption of things like, petroleum, in order to get at conceptions of inequality, violence, consumerism and other topics. Students will analyze cooperation and conflict on select topics.</p> <p>Students will be reading on topics, discussing their impact, and researching aspects of human use of the Earth. Data gathering and interpretation will be key elements of the course in our review of each region’s economic activity, standard of living, and demographics.</p> <p>Student review and analysis of data, from our text, lecture, outside readings, and group research will lead to classroom presentations where students present their nuanced interpretation and analysis of topics. Both instructor assistance and that of the research librarians will be deployed.</p> <p>Social science literature reviews, even on a basic survey level, will reveal key lines of argument or agreement on key geography topics. Students will need to do rudimentary comparing and contrasting of basic scholarship as guided by the instructor and texts.</p>
<p>SOCIAL/GLOBAL AWARENESS OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students from all areas of the world will be reviewing their own region, as well as that of others. Globalization, linguistic, religious, and economic competitions all are playing out on a daily basis around us. The complexity of the world, and the multiple factors that have gone into the settlement and use of the Earth are key elements of the course.</p> <p>Consumption, consumerism, sustainability, global climate change and other macroscopic factors that influence our lives are key elements of the course. We will review these factors, and more, as we read and discuss issues.</p>

Instructional Methods

This introductory survey course will utilize a lively lecture and discussion format to illuminate class concepts. Small group activities in the classroom will work in support of class presentations and discussion topics. Each student will pursue one

short research project to compare aspects of two different geographical regions with instructor guidance and support of a presentation by a reference librarian. Since we host so many international students, inviting TC3 international students to provide perspective is suggested. Many of faculty and staff at TC3 have expertise in various regions and cultures inviting them in as guest speakers is recommended as well.

Methods of Assessment/Evaluation

Method	% Course Grade
Multiple Choice/Matching/Fill in the Blank/Short Answer Quizzes on Reading Materials	20-30%
Two in Class Essay Examinations	30-50%
Individual Regional Comparison Presentation to Class	10-20%
Classroom Group Presentation on an Assigned Topic	10-20%
Classroom Attendance, Discussion and Participation	10-20%

Text

World Regions in Global Context: Peoples, Places and Environments, Fourth Edition, Sallie A. Marston, Paul L. Knox, et al, Prentice Hall, 2011. (ISBN: 978-0-321-65185-3)

Bibliography

Sub-fields of study within regional geography are numerous and scholarship constantly expanding, especially in electronic formats and publications. The National Council for Geographic Education (www.ncge.org) is a useful site for recent trends and scholarship. Such diverse social science topics as immigration, religious conflicts, global trade, sustainability, pollution, racial conflicts, petroleum production and use, and linguistic frontiers all are having an impact on the broader field of regional geography. Instructors are encouraged to research topics and review the most current literature focusing on the sub-field of choice using the book as a central unifying narrative. Web-based materials may be the most current ones in this field of study. Below is a sample list of standard printed texts suitable for consultation in support of this introductory survey course.

Contemporary World Regional Geography, Michael Bradshaw, et al, McGraw Hill Publishers.

Essentials of Geography, S. Marshak, W.W. Norton and Company, 2004.

Essentials of World Regional Geography, Second Edition, George White, et al, McGraw Hill Publishers.

Fundamentals of Physical Geography, James F. Petersen, Dorothy Sack and Robert E. Gabler, Brooks/Cole Cengage Learning Publishers, 2011.

Fundamentals of World Regional Geography, Second Edition, Joseph J. Hobbs, Brooks/Cole Cengage Learning Publishers, 2010.

Geography: Realms, Regions and Concepts. H. J. de Blij and Peter O. Muller, 14th edition, Wiley and Company, 2010.

Globalization and Diversity: Geography of a Changing World, Second Edition, Lester Rowntree, et al, Prentice Hall Publishers.

Human Geography, People, Place and Culture, Eighth Edition, H. J. de Blij, et al.

Introduction to the World's Oceans, Ninth Edition, Duxbury, et al, McGraw Hill, 2002.

Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of his Time, Dava Sobel. Penguin Group, Ltd, 1995.

The World Today: Concepts and Regions in Geography, H.J. de Blij, Wiley and Company.

World Regional Geography, Ninth Edition, David L. Clawson, et al, Prentice Hall Publishers.

World Regional Geography, Tenth Edition, Douglas L. Johnson, et al, Prentice Hall Publishers.

World Regional Geography Concepts, Second Edition, Lydia Mihelic Pulsipher and Alex Pulsipher, W. H. Freeman and Company, 2012.

World Regional Geography: Global Patterns, Local Lives, Fifth Edition, Lydia Mihelic Pulsipher and Alex Pulsipher, W. H. Freeman and Company, 2011.

Other Learning Resources

Audiovisual

Instructors are encouraged to consult DVDs and other media available for use through purchase, loan, or streaming. Instructors should consult with the library staff in advance to obtain materials.

Electronic

The dynamic and broad scope of a course on world regional geography means the instructor is best served by review of evolving issues in scholarship available in online formats. ANGEL format allows for some content to be made available for courses, see reference librarians for assistance and clarification of copyright issues.

Other