Course Description/Objectives: World Regional Geography is the broad investigation of the world’s culture regions. The course covers basic cultural, economic, political and physical patterns and highlights current events.

Texts and Class Material:
--There is no textbook for this class. You will be required to print and read selections from the Library of Congress “Country Profiles” found at the url: http://lcweb2.loc.gov/frd/cs/profiles.html
--You are required to read the NY Times online edition or an acceptable alternative daily
--You will be required to find and use several websites

Course Structure and Grading Policy:

EVALUATION and GRADING:
Test #1: 100 points
Test #2: 100 points
Final Exam: 100 points
Written Assignment
Total Possible: 300 points

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

Do not ask me to calculate your grade. You should keep good personal records. MAKEUP EXAMS WILL OCCUR ON ONE DAY ONLY: (5/3/18 in F 479 at 5pm) There will be no make-up exam for missing the only scheduled make-up exam.

-IF YOU ARE VISIBLY ILL IN CLASS YOU WILL BE ASKED TO LEAVE
-NO EATING OR DRINKING IN THE CLASS ROOM
-MAKEUP EXAMS WILL OCCUR ON ONE DAY ONLY: THURSDAY, MAY, 2018 at 5pm in F 479
-NO CELL PHONES OR DEVICES--YOU WILL BE ASKED TO LEAVE
World Regional Class Timeline  
Geography 131 Schedule Subject to Change

This course is a part of your core curriculum because in each of the subjects listed below we focus on developing critical thinking skills (CR), communication skills (C), empirical and quantitative (EQ) and social responsibility (SR)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1. Introduction to geography</td>
<td>Written Assignment Emphasizing Communication Introduced with due dates and instructions Labor Day</td>
</tr>
<tr>
<td>Week 2. Antarctica</td>
<td>“Shackelton’s Voyage of Endurance” (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 3 North America</td>
<td>LOC--Mexico, Cuba (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 4-5 Central and South America</td>
<td>LOC--Colombia LOC--Venezuela (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 6 Europe and Russia</td>
<td>LOC--Georgia, Turkey, Russia (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 7 North Africa, Southwest Asia</td>
<td>LOC--Libya, Saudi Arabia, Iran (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 8 Sub-Saharan Africa</td>
<td>LOC--Nigeria (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 9 South Asia</td>
<td>LOC--Afghanistan, India, and Pakistan (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 10 East Asia</td>
<td>LOC China, North Korea, Taiwan (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 11 Southeast Asia</td>
<td>LOC--Vietnam, Thailand (CR) (C) (EQ) (SR)</td>
</tr>
<tr>
<td>Week 12 Australia, New Zealand and S. Pacific Islands</td>
<td>(CR) (C) (EQ) (SR)</td>
</tr>
</tbody>
</table>

Because this class highlights current events by design, extended discussions will occur within the standard course outline. As a result, the day to day schedule may change within the standard course content that remains the same.

See your 2017-18 General Bulletin and www.sfasu.edu for more information and details about all additional SFA policies in effect. All SFA rules and policies apply.

Attendance and Excused absences
You are expected to keep up with the modules and participate in the blogs. If you do not, your grade will be adversely affected.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Inappropriate comments by email or in blogs will not be accepted. Profanity will not be tolerated.

Students with Disabilities: http://www2.sfasu.edu/disabilityservices/
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Academic Integrity: http://www.sfasu.edu/policies/student_academic_dishonesty.pdf
Cheating and plagiarism on exams and projects will not be tolerated.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Withheld Grades: http://www.sfasu.edu/policies/course-grades.pdf
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
PLO 1. The student will be able to prepare written and verbal presentations presenting geographical research using the analyses and synthesis of appropriate documents and primary data.

PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships.

PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings.

PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses.

STUDENT LEARNING OUTCOMES (SLO)--After successfully completing this course, a student will be able to:

SLO (1) Identify on a map the world’s major culture regions, such as religion, language, dominant economic sector, continents and subcontinents..

SLO (2) Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.

SLO (3) Describe and/or graphically illustrate the population pyramid, and how it differs among various developed and developing nations.

SLO (4) Identify on a map the location of the world’s major political trends such as democracy, oligarchy, leftist governments, devolution, balkanization, supra-nationalism, high and low social services, human rights issues.

SLO (5) Identify on a map the world’s major physical patterns, including climate and landform processes such as glaciers, plate tectonics, and river systems for each region.

SLO (6) Identify on a map the location of the major global hotspots for biological and cultural diversity.

SLO (7) Describe the process of globalization, including positive and negative examples from each world region or continent.

SLO (8) Identify locations and underlying geographic and historical issues behind major current events.

THIS COURSE ADDRESSES PROGRAM LEARNING OBJECTIVES AS FOLLOWS:

<table>
<thead>
<tr>
<th>PLO 1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 2</td>
<td>SLO 1,2,3,4,5,6,7,8</td>
</tr>
<tr>
<td>PLO 3</td>
<td>SLO 1,2,3,4,5,6,7,8</td>
</tr>
<tr>
<td>PLO 4</td>
<td>SLO 7,8</td>
</tr>
<tr>
<td>PLO 5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Learning Outcomes Address Exemplary Education Outcomes as Follows:

<table>
<thead>
<tr>
<th>EEO 1</th>
<th>SLO 1,2,3,4,6,7,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEO 2</td>
<td>SLO 1,2,3,4,5,6,8</td>
</tr>
<tr>
<td>EEO 3</td>
<td>SLO 2,3</td>
</tr>
<tr>
<td>EEO 4</td>
<td>SLO 1,2,3,4,6,7,8</td>
</tr>
</tbody>
</table>
Core Curriculum Objectives

Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through D2L, the assessment management system selected by SFA to collect student work for core assessment. D2L accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your D2L account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning D2L registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about D2L call Ext. 1267 or e-mail jstringfield@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to D2L this semester, and the date the assignment(s) should be uploaded to D2L. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in D2L this semester.

Core Curriculum Assignment

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

World Regional Geography is a general education core curriculum course and fulfills a general education core curriculum requirement. Another, “shell” course has been created to collect student artifacts to meet this state requirement. You will see this course on your D2L list.
During this semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.

When you complete this one assignment, you need to upload the assignment to both the World Regional Geography dropbox and the Communication dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the University Assessment Specialist at (936) 468-1267 or jstringfield@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L communication dropbox this semester, and the date the assignment(s) should be uploaded to the D2L communication dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L communication dropbox.

**GEO 131 World Regional Geography**

**Core Course Assessment Format**

**Written and Visual Communication**

**Understanding World Regional Geography Concepts:**

**Southwest Asia and the Middle East**

**Introduction**

World Regional Geography is a broadly taught course to introduce college students to basic geography concepts of physical and cultural geography. Important ideas presented in the course are understanding spatial relationships between countries (maps) and cultural patterns and the impacts of cultural interactions. In our courses 20% – 25% of the student’s evaluation is based upon map identifications.

**Assessment Project**

The assessment project for GEO 131, a core course in the social sciences, will have two components that will be evaluated for student comprehension of written and visual communication related to the above listed concepts. The first component will be a visual communication exercise where students will locate and identify countries that are geographically considered part of Southwest Asia (part of the Middle East), a common regional geography study unit. The second component will be written communication, requiring the student to answer the following question: What cultural differences might explain the major conflicts that currently exist the Middle East region?

**Assessment Protocol**

At the beginning of the course, instructors will introduce the concepts of regions and provide examples of major cultural characteristics used by geographers to explain diversity within and between regions (language, majority/minority, religion, socioeconomic class, etc.). Instructors also will introduce students to regional maps to understand the ideas of national boundaries and borders. Further, instructors will show students how to load documents into their D2L accounts. Faculty also will provide information as to whom to
contact if problems arise with D2L. The assessment will occur later in the semester after the unit on Southwest Asia/Middle East has been covered.

Initial Assessment Phase (pre-test)
The initial phase of the assessment will be administered to students early in the semester. It will consist of providing each student with a blank outline map of Southwest Asia. The map will have a place for the student to affix his/her name and a list of countries to identify on the map. The second part of the pre-test will be to have each student respond in writing (in the same document) to the question: What cultural differences might explain the major conflicts that currently exist in the Middle East region?

Students will then be instructed to turn in their responses. Faculty will evaluate and provide feedback to students on the two portions of this initial assessment phase. The feedback will focus on correct identification of countries on the numbered map and written comments on the quality of the student’s argument as to cultural causes of the current conflicts in the region.

Next faculty will continue with their course activities. After the Southwest Asia region has been discussed in class, the Formative Assessment phase of the assessment will take place.

Assessment Phase (Post Test) – Assignment to be uploaded into Live Text

The Post-Test assessment phase will be administered to students. It will consist of providing each student with instructions and a labeled map to respond in writing to the question: What cultural differences might explain the major conflicts that currently exist in the Middle East region? In addition, students will be instructed to refer to the specific countries labeled on the map to support talking points presented in the essay.

Faculty will explain that students must upload their written response including the map provided by the instructor into D2L to complete the assignment. Faculty will evaluate the uploaded assignment and provide feedback to the students. The feedback will focus on correct correlations of countries on the embedded map to points made in the written comments and the quality of the student’s argument as to cultural causes of the current conflicts in the region.

Instructions for Students

Understanding World Regional Geography Concepts:
Southwest Asia and the Middle East

The assignment is designed to assess your understanding of the locations of the major countries associated with the Southwest Asia/Middle East Region and to be able to discuss the major cultural factors that you consider to be the central reasons for conflict between countries in the region.

Completion of the assignment involves the following steps:

1. Activate and test your D2L account. If there are problems, contact the Student Learning and Institutional Assessment Office and explain your issues with D2L.
2. Review the locations of countries and themes introduced to you during the unit on Southwest Asia/Middle East.
3. Develop an essay that addresses the following question: What cultural differences might explain the major conflicts that currently exist in the Middle East region? Make sure you reference the map and specific countries in your essay when developing arguments (Faculty will provide the student the map to be consulted when writing the essay). The essay should be 12 pt. Times Roman font and double-spaced.
4. Upon completion of the essay, upload the essay and map into the designated file for GEO 131 assessment. This action will completion your assignment.
5. Faculty will provide feedback on your assignment.

Pre-Test Map Assignment Date 2/18

Post-Test Map Due Date 5/18
All materials for the assignment will be given in class. You must register for and submit your assignments on D2L.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills (CR)</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills (C)</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Understanding World Regional Geography Concepts: Southwest Asia and the Middle East</td>
<td>2018</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills (EQ)</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility (SR)</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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</tr>
</tbody>
</table>

Attendance and Excused absences

Acceptable Student Behavior
http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

Students with Disabilities
http://www2.sfasu.edu/disabilityservices/

Academic Integrity: http://www.sfasu.edu/policies/student_academic_dishonesty.pdf


Withheld Grades: http://www.sfasu.edu/policies/course-grades.pdf
The Declaration of Independence: A Transcription

IN CONGRESS, July 4, 1776.
The unanimous Declaration of the thirteen united States of America,
When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. ...

Bill of Rights

Amendment I
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment II
A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III
No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.
Amendment VI
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII
In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X
The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.