WORLD REGIONAL GEOGRAPHY - GEO 131.500 (online) - Maymester 2018

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Office hours: access typically daily online (I am traveling May 14-June 1 so may be unavailable on some days)

Course description (from catalog): Broad investigation of the world's culture regions. Basic cultural, demographic, economic, political, and physical patterns, with current events highlighted.

Class meeting place and time, attendance: many students are off-campus; some are enrolled in an online 4th-8th grade teacher certification program; there are no required face-to-face meetings. Daily participation is highly recommended.

Objectives: 1) Understand how geographers discover, describe, and explain relationships between the natural environment and human society; 2) Develop a deeper knowledge of world regions and the global context of current events.

Required Texts: Pulsipher, L.M., A.A. Pulsipher. 2008. World Regional Geography: Global Patterns, Local Lives, 4th edition. New York: W.H. Freeman and Company. Less expensive used copies can be purchased online. No order was placed at the university bookstore as they claim the used book, available online, is “out of print.” Please ensure you order the correct edition and that the delivery method will have the book arrive in time for the Africa quiz due May 21st.

Grading: 90-100% = A; 80-90% = B; 70-80% = C; 50-70% = D.

90% daily quizzes – Approximately 12 daily quizzes related to textbook chapters and/or modules; modules and quizzes will be made available on the calendar dates below; they are due anytime, including late night, on the next date indicated on the calendar – for example, Introduction to Geography, based on a module available May 14th, is due anytime Tuesday, May 15th. No late submissions are accepted but the two lowest quiz scores will be dropped.

10% discussions – students respond to material posted in five discussion topic areas, worth 2% each. Discussions correspond to the region covered at the time. Score is based on at least two postings for each discussion, one on the information provided and one responding to a fellow student.

Calendar

May 14th – Introduction to Geography
May 15th – K-12 Geography (module)
May 16th – Geographic Info Systems (module)
May 17th – Physical/Human Geography (module) Discussion 1 (K-12, GIS) closes midnight
May 18th – Sub-Saharan Africa (Chapter 7)
May 21st – North Africa/Southwest Asia (Middle East) (Ch. 6) Discussion 2 (Africa) closes midnight
May 22nd – South Asia (Chapter 8)
May 23rd – East Asia (Chapter 9)
May 24th – Southeast Asia and Oceana (Chapters 10, 11) Discussion 3 closes (Asia) closes midnight
May 25th – Russia and Central/Eastern Europe (Chapters 4, 5)
May 28th – Memorial Day
May 29th – Western, Northern, Southern Europe (Ch. 4) Discussion 4 closes (Europe) closes midnight
May 30th – South America and Middle America (Ch. 3) Discussion 5 (Americas) closes midnight
Withheld Grades Semester Grades Policy (A-54) 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 later semesters the WH will automatically become an F and will be counted as a repeated course for computing grade point average. For official policy please see: http://www.sfasu.edu/policies/course-grades.pdf

Make-up quizzes/exams/Drop Policy: Students will not be given a make-up exam without written documentation of unavoidable issues submitted prior to the exam. Students should note drop deadlines in the schedule of classes. See the official university policy at: http://www.sfasu.edu/policies/course-add-drop_6.10.pdf

Academic Integrity (A-9.1) 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. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Students with Disabilities 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. For additional info, go to http://www.sfasu.edu/disabilityservices/

Student (Course) Learning Outcomes (SLOs) (most of these will be covered in each world region)

After successfully completing this course, a student will be able to:

(1) Identify on a map the world's major culture regions, such as religion, language, dominant economic sector, continents and subcontinents.
(2) Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.
(3) Describe and/or graphically illustrate the population pyramid, and how it differs among various developed and developing nations.
(4) Identify areas of the world's major political trends such as democracy, oligarchy, devolution, balkanization, supra-nationalism, high and low social services, changing gender roles, and human rights issues.
(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.
(6) Identify on a map the location of the major global hotspots for biological and cultural diversity.
(7) Describe globalization, including positive and negative examples from each world region or continent.
(8) Identify locations and underlying geographic and historical issues behind major current events.

Program Learning Outcomes (PLOs) The geography program has these objectives for its students:

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. (Corresponding SLOs – 1-8)

PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships. (Corresponding SLOs – 1-8)

PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings. (SLOs – 1-8)

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. (Corresponding SLOs – 1-8)

PLO 5. The student will be able to read geographic research and identify its major methodological strengths and weaknesses. (Corresponding SLOs – 1-8)
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.

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<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Throughout the course</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Quizzes, Discussion</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Discussion</td>
<td>Throughout the course</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Quizzes, Discussion</td>
<td>Throughout the course</td>
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<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>
<td>Discussion</td>
<td>Throughout the course</td>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Quizzes, Discussion</td>
<td>Throughout the course</td>
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<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Quizzes, Discussion</td>
<td>Throughout the course</td>
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