

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Cindy Nance Date: 10/10/2019

Department	Subject	Course Number	Title
Geography	Geography GEOG	108	World Regional Geography

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units

3.00

Total Units

3.00

Lecture Contact Hours

48.00 - 54.00

Total Contact Hours

48.00 - 54.00

Lecture Homework Hours

96.00 - 108.00

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES
F DIVERSITY

General Education Justification:

This course meets the Social and Behavioral Sciences Ed Plan Area B2 for human behavior in relation to human social, political and economic institutions. This course also meets GE Area F multi-cultural gender studies. Students use the scientific method to examine ethnic, class and gender issues to make connections and correlations to regional geographic theory, and draw conclusions about regional diversity (GELO1 Area B2, GELO2 Area B2 and GELO1 Area F). Students develop respect for diverse peoples and cultures through analysis of their geographic context (GELO4 Area B2). Students appraise international efforts to make sound judgments and decisions when intervening on global warming, addressing food security, preventing genocide and enforcing human rights (GELO5 Area B2). Students evaluate class differences between “have” and “have nots” based on regional variation in gender distinctions, ethnicity and age, using online tools, automated map indices or census data from nonprofit global organizations (GELO3 Area B2 and GELO1 Area F). This course instills respect and understanding for varying world views through the lens of gender, class or ethnicity in the examination of regional cultural diversity (GELO2 and GELO3 Area F).

Maximum Enrollment:	40
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	2206.00

Can be Taken	1	time(s) for credit (max 4)
		- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
		- Intercollegiate athletics course
		- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course is a global survey of world cultural regions. It presents students with basic geographic concepts for studying and comparing cultural traditions, resources, economies, landscapes, and origins. The interaction of countries and regions, their global roles, issues of globalization and the conflicting pressures of cultural diversity are discussed. Contrasts between developed and underdeveloped countries are explored.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course is a global survey of world cultural regions and basic geographic concepts for studying and comparing cultural traditions, resources, economies, landscapes, and origins.

Need for the course:

This course is both a core course and elective for the ADT in Geography (CID 125), an elective for History, and is part of the AA in Liberal Arts: Social and Behavioral Sciences. This course transfers to both UC and CSU systems. A world regional geography course provides students with a better understanding of cultural diversity, globalization and the world around them. It provides students with a basis for understanding current events, political and environmental issues, and prepares them for travel.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Apply the five themes of cultural geography to identify distinct geographic regions by culture, resources, economy, political, historical and cultural association with other regions.
2. Assess cultural, ethnic and regional diversity of human adaptation to different environments.
3. Evaluate mechanisms for adaptation of ideas through various types of diffusion.
4. Consider how trade, religion and ethnicity contribute to the formation of distinct regional differences.
5. Interpret formation of political, cultural and ethnic regions based on changing historic situations, and distinguish between natural, conceptual and arbitrary boundaries.
6. Apply the concept of friction of distance and least cost path to regional economics for a better understanding of the global economies, dependence relationships and formation of distinct political, ethnic and cultural regions.
7. Debate the pros and cons of international trade agreements in the context of regional resource exploitation, environmental degradation and unsafe working conditions.
8. Appraise international efforts to make sound judgments and decisions when intervening on global warming, addressing food security, preventing genocide and enforcing human rights.
9. Discuss the global implications of deforestation, desertification, resource extraction, and tourism in relation to the roles of gender, class and local ethnic group efforts to improve their livelihoods in a capital-generating economy.
10. Interpret from maps regional provenience, ecosystems, weather, climate, seasons, topography, place names, relative and absolute location, time zones, potential infrastructural problems and travel time between places.
11. Develop individual responsibility and respect for diverse peoples and cultures.
12. Examine ethnic, class and gender issues to make connections and correlations to regional geographic theory, and draw conclusions about regional diversity.

Course Content:

(please number the outline of main topics and subtopics)

1. Economic and Social Development
 1. Global Communicaiton systems
 2. Transportation systems
 3. Transnational businesses
 4. International financial institutions
 5. Global agreements
 6. Market economies
 7. Goods and services
 8. Supply and Demand
 9. Friction of Distance
 10. Economic disparities
 11. International workers
 12. International migration
 13. Women Owned Cooperatives
2. Globalization and Geopolitics
 1. Environment and Politics
 2. Dam Removal in the United States
 3. Political Ecology of Extracdtion
 4. Naval Testing Ground to Upscale Resort and Superfund Site
 5. Africa's Conflict Diamonds
 6. Water and the Palestinians
 7. The Iron Curtain Green Zone

- 8. Russia's Struggle for a Green Winter Olympics
- 9. Tajikistan and Uzbekistan's Environmental Cold War
- 10. China Embraces Green Energy
- 11. Insurgency and National Parks in Northeastern India
- 12. Dam Building on the Mekong River
- 13. Land, Native Rights, and Sovereignty in Hawaii
- 3. Cultural Coherence and Diversity
 - 1. Cultural Landscapes
 - 2. World Religions
 - 1. Universalizing
 - 2. Ethnic
 - 3. Traditions
 - 3. Languages and Dialects
 - 4. Class Distinctions
 - 5. Ethnicity and Race
 - 6. Gender Issues
 - 7. Local Cultures
 - 8. Nomads and Tribal Warfare
- 4. Formal and Functional Regions
 - 1. North America
 - 2. Latin America
 - 3. The Caribbean
 - 4. Sub-Saharan Africa
 - 5. Southwest Asia and North Africa
 - 6. Europe
 - 7. The Russian Domain
 - 8. Central Asia
 - 9. East Asia
 - 10. Southeast Asia
 - 11. Australia and Oceania
- 5. Global to Local Scales
 - 1. Bushmeat and Animal Poaching
 - 2. Alaska's Climate Refugees
 - 3. Fair Trade Coffee
 - 4. Caribbean Carnival Everywhere
 - 5. Roses from Kenya
 - 6. Moroccan Hollywood
 - 7. Korean Wave
 - 8. Sialkot Industrial Complex
 - 9. Sin Cities
- 6. National Disparities
 - 1. Gross Domestic Product
 - 2. Gross National Income
 - 3. Purchasing parity
 - 4. Human Development Indicators
 - 5. Gender Equity
 - 6. Literacy
 - 7. Life Expectancy
- 7. Population and Settlement
 - 1. Family Planning Policies
 - 2. Fertility Rate
 - 3. Population Pyramid
 - 4. Net Migration
 - 5. Migration patterns

- 6. Demographic Transition
- 7. Colonization and Decolonization
- 8. Urban and Rural
- 9. Global Migration
 - 1. Skilled Immigrants and City Growth
 - 2. National Identity of Japanese Brazilians
 - 3. Diaspora Returns
 - 4. Jordanian Bedouins
 - 5. Smuggling illegal immigrants into Europe
 - 6. Chinese immigrants in Russia's Far East
 - 7. Migration in and out of Kazakhstan
 - 8. Rural Migrants Flock to China's Cities
 - 9. Punjabis Leaving Agricultural and Leaving India
 - 10. The Rohingyas Seek Sanctuary
 - 11. Australian Population Problem
- 8. Changing Global Environment
 - 1. Geology and Human Impact
 - 2. Plate tectonics
 - 3. Earthquakes and Volcanoes
 - 4. Global Climates
 - 5. Global Warming
 - 6. Global Resources - water, minerals, oil
 - 7. Human impacts on plant and animals
 - 8. Forests and deforestation
 - 9. Desertification
 - 10. Food Security
 - 11. Green Revolution in India
- 9. Geographic Tools
 - 1. Reconstructing Climates of the Past
 - 2. Counting North Americans: Censuses of 2010 and 2011
 - 3. Participatory Mapping in the Slums of Rio de Janeiro
 - 4. Tracking Hurricanes
 - 5. Monitoring Land Cover and Conservation Changes in Niger
 - 6. Measuring the Urban Impact of Islamic Banking
 - 7. Landscape Restoration in England
 - 8. Mapping Russian Forests
 - 9. Remote Sensing, GIS, and the Tragedy of the Aral Sea
 - 10. The East Asian Gazetteer and the Reconstruction of Historical Geography
 - 11. Survey Work on Contraceptive Use in West Bengal
 - 12. Statistical Comparisons and the Assessment of Philippine Deforestation
 - 13. Fire Ecology and Management in Australia

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture and audio-visual presentations emphasize regional characteristics that illustrate the significance of bio-geography, economic geography, political geography and other geographic theories of interaction and dependence.
- **Method:** Discussion
Integration: Class discussions present an opportunity for students to demonstrate their understanding of world regional geography by applying terminology and concepts to a variety of regional scenarios.
- **Method:** Field Trips
Integration: A field trip to a museum, exhibit or event that emphasizes regional geographic characteristics

provides real-world experience.

- **Method:** Projects
Integration: Students individually present a topic relevant to the assigned weekly readings and tests that expands upon and adds value to everyone’s understanding of regional processes, dynamics, events and other geographic phenomena.

Methods of Evaluation:

A student’s grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: Quizzes and exams use a variety of question formats to assess student understanding of cultural diversity at the scale of global, regional and local geography.
- **Method:** Projects
Integration: A research report that is presented to the class is graded for relevance to the week’s assigned readings on a specific region of geography or characteristic of that region and for professional presentation following a rubric in the syllabus, which includes minimum number of references cited.
- **Method:** Class Participation
Integration: Student participation on in-class demonstrations, lectures and discussions are graded for ability to integrate topics from the assigned readings and lectures, and demonstrated understanding of terms and concepts relevant to world regional geography.
- **Method:** Field Report
Integration: The field trip report is graded for student interpretation of local regional geography, ability to compare and contrast landscape features, and recognize the impact to all five senses.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Select a research topic of interest to you that is related to a cultural or regional theme presented during one week of your assigned readings - refer to the Assignment Schedule and the textbook. You are expected to critically explore a theoretical idea or geographic concept, not an entire region. Your research will be presented orally to class as a research report which may include dynamic display of brief video links, images, and web links. You must cite your sources of information and reference them at the end of your report, a minimum of 5 references for a "satisfactory" grade. You will have 20 minutes for your presentation and will be graded on comprehensive coverage of your topic, organization, clarity in presentation, and more - refer to the syllabus. Your grade will be based on originality, interpretation of facts, presentation of personal experience or opinion in a manner that is not offensive to an audience of diverse origins and backgrounds.
2. Use one of the online Atlases from the provided list to create your own interpretation of an index of “well-being” for the world – you should focus on characteristics that are of interest to you as a sense of well-being. Your index should be displayed as a choropleth map with 4 or 5 class breaks that represent world-wide stages of, for instance, economic development, literacy rate, or infrastructure. Be prepared to share your index with the class, and discuss it at our next class meeting. You will be graded for thoroughness of your understanding as to why some regions have more than others, how that relates to their level of “development” (economic and otherwise) and your perceptions of “well-being.”

Textbooks:

- Rowntree, L (2018). *Diversity Amid Globalization: World Regions* Pearson. ISBN: 0134610032

Other Resources:

- Access code for MasteringGeography exercises and test, and purchase etext option.

Minimum Qualification

- Geography (Masters Required)