

**CORE CURRICULUM COMPONENT APPLICATION**  
**Sam Houston State University**

Revised October, 2012

**PART I – Course Information**

**Course Type**

☒ Existing/Restructured

☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

**Course Prefix & Number:** GEOG 2355

**Texas Common Course Number** ([TCCN Matrix](#)): GEOG 1303

**Course Title:** World Regional Geography: Europe, Asia, and Australia

**Course Catalog Description** (Copy and paste from [online catalog](#) for existing courses):  
GEOG 2355 World Regional Geography: Europe, Asia, And Australia.[GEOG 1303] An introductory level course giving a general overview of the land and people. Topics discussed will include the physical environment, cultural characteristics and the various ways people live and make their living. Attention will be focused upon the relationships which exist between location, the physical environment and human activity. Examples of countries covered are Russia, Germany, France, China, Japan, and United Kingdom. Credit 3.

**Course Prerequisites:** None

**Available Online?**

☒ Yes, currently developed in online delivery mode

☐ Anticipated development in online delivery mode (Semester, Year: )

☐ No

**Number of Sections to be Offered per Academic Year:** 4-6

**Estimated Enrollment per Section:** 30-40

**Course Level** (freshman, sophomore): freshman, sophomore

**Designated Contact Person** (for follow-up communication purposes): Donald Albert

**E-Mail Address:** geo\_dpa@shsu.edu

**Phone:** 936-294-1453

**Approvals**

Department Chair:

Signature

Date

Academic Dean:

Signature

Date

**PART II – THECB Foundational Component Areas**

See [Appendix](#) for full description of each component area.

**Select Component Area: IV. Language, Philosophy Culture**

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

GEOG 2355 fulfills the core by exploring how different ideas (political), values (economic), beliefs (religious), and other aspects of culture affect the human experience. For example, mental maps point out differences in worldviews of disparate populations (SLO1). Food taboos associated with certain belief systems (i.e. Muslims avoid pork and Hindus beef) and geographic factors (soil, climate, proximity to rivers and seas, etc.) combine to create aesthetic ethnic dishes and distinctive regional cuisines (SLO2). Students learn that ideas, values, and beliefs often spread within and between regions to influence socio-demographics and visually leave an imprint on the cultural landscape (i.e., mosques and minarets) (SLO3 and 4). Students discuss the pros or cons of controversial topics and appreciate that different ideas, values, and belief shape worldview (SLO 5).

**PART III – Course Objectives & Student Learning Outcomes (SLO)**

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

**Objective/SLO 1:** Students completing this course will be able to demonstrate the application of spatial thinking skills to understand how location affects the human experience across cultures.

How will the objective be addressed (including strategies and techniques)?

The instructor will address geographic (spatial) literacy using a mapping activity that targets cultural perception. For example, on the first class meeting students diagram and label their mental map of the world from memory. Students then form groups of five and integrate individual maps to synthesize a single composite mental map. The instructor will illustrate that mental maps are subjective and often reflect cultural differences in worldview, for example, U.S. vs. Chinese and U.S. vs. Palestinian (see Fournier, *The Journal of General Education*, 5(4), 2002 pp. 293-305). The mental map activity will be repeated on or near the last class meeting so pre and post data are available.

Describe how the objective will be assessed: In one scenario, this objective will be assessed by counting the number of geographic features (continents, oceans, countries, and other significant place names) labeled on the pre and post attempts. The difference between the average pre and post scores indicate: 0-5 Unacceptable, 6-10 Marginal, 11-20 Acceptable, > 20 Exceptional.

**Objective/SLO 2:** Students completing this course will be able to apply geographic concepts to analyze how the uniqueness and interconnections between cultures and regions affect human experience.

How will the objective be addressed (including strategies and techniques)?

The instructor will address interaction across cultures using a project that requires the collect, analysis, and synthesis information on a cross-cultural phenomenon. For example, recipes from around the world express the uniqueness of the human experience. Regional cuisines begin with ingredients tied to local physical geographic characteristics (climate, soil, maritime versus continental) and evolve over time through interaction (trade, migration, invasions) with other cultures. This project is based on Barbara Fredrich's "Food and Culture: Using Ethnic Recipes to Demonstrate the Post-Columbia Exchange of Plants and Animals" from the Journal of Geography, 90(1): 11-15. Students select three recipes that reflect the creation of traditional and modern cuisines of Europe (including Russia), East and Southeast Asia, and Oceania. The project attempts to answer the following questions: 1: To what extent does the ethnic recipe include "native" ingredients, that is, plants or animals domesticated within that region? 2. What human (i.e., migration, colonization, religion) and physical geographic influences (i.e., weather and climate, soils, ocean currents) were involved in the evolution of the recipes? Students receive the project handout (see attached) indicating format requirements and access to support readings.

Describe how the objective will be assessed: Projects include a brief presentation with multimedia (oral and/or visual) and report (written). Students are graded using the project instructions as grading rubric, for example: Unacceptable 0-20 points, Marginal 20-25 points, Acceptable 30-35 points, or Exception 36-40 points (see attached project handout).

**Objective/SLO 3:** Students completing this course will be able see that ideas, values, and beliefs often diffuse from one region to another and can affect socio-demographics.

How will the objective be addressed (including strategies and techniques)?

Short films support this objective with titles such as "Faith and Belief: Five Major World Religions" and "On Location with H.J. deBlij" or other appropriate titles. Students are given a blank matrix to complete while viewing the film (see attachment). The matrix prompts students to extract information, for example, for the "Faith and Belief" film students record information on the founder, origin, diffusion, distribution, belief, and cultural landscape on each religion. A discussion follows using the matrix as a guide.

Describe how the objective will be assessed: This objective is assessed via examination and graded using a scoring rubric such as: 35-31 Exceeds, 25-30 Meet, < 25 Below Expectations (see attached rubric).

**Objective/SLO 4:** Students completing this course will be able visualize different places and regions by interpreting the influence of culture on landscapes.

How will the objective be addressed (including strategies and techniques)?

Students will watch one short film per region from The Power of Place video series or similar film series designed for world regional geography courses. Each film illustrates key geographic themes while fostering an aesthetic appreciation of different peoples and their cultural landscapes. Watching films allows student to see people and landscapes and gives students a way other than reading or listening to capture information.

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Describe how the objective will be assessed: Students will take a multiple-choice and true/false quiz while viewing the film. The instructor then provides the correct answers so students can score their quiz. The quiz is used as a springboard to more fully discuss the contents of the film. See a sample quiz that supports The Power of Place Video series - each quiz contains question on two short films (10 minute each).

**Objective/SLO 5:** Students completing this course will be able to debate how differences in ideas, values, and beliefs can influence how cultures interact with each other.

How will the objective be addressed (including strategies and techniques)?

Each debate includes one group that expresses ideas for and another against a particular issue (ethnic cleansing, immigration policy, internal and external conflicts). The instructor acts as the moderator. Students must end all statements, pro or con, with a supporting reference (newspaper, magazine, book, website, etc.). Each student must also turn in a paper, including citations, which integrates oral arguments from the debate. Detailed debate procedures will be adapted from Lawrence Estaville's "Debate: A Teaching Strategy for Geography" which appeared in the Journal of Geography 87(1), 1-4. If class size, time constraints, or other contingencies occur the instructor can form online discussion groups or embed discussions within scheduled examinations.

Describe how the objective will be assessed: This debate will be graded using a score card designed after Estaville. It includes five criteria and points awarded: position paper and sources 0-15, command of significant information 0-10, logic of arguments 0-10, coherence of rebuttal 0-10, and participation and enthusiasm 0-5.

#### **PART IV – THECB Skill Objectives**

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

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

How will the skill be addressed (including specific strategies, activities, and techniques)?

Objective 1 involves students diagraming, comparing, and synthesizing their individual mental maps to create a composite mental. Their individual and composite mental maps provide basis to illustrate geographic illiteracy (i.e. comparing their individual and composite mental maps against an atlas) and worldview of others (i.e., U.S. versus Chinese or U.S. versus Palestinian).

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

How will the skill be addressed (including specific strategies, activities, and techniques)?

There are at least four course objectives that provide students the opportunity to develop, interpret, and express ideas through written (Objective 2, Objective 5), oral (Objective 2, Objective 5) and visual (Objective 2, see also Objective 1 in Critical Thinking Skills) communications.

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

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How will the skill be addressed (including specific strategies, activities, and techniques)?

N/A

**4. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

N/A

**5. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?  
Personal responsibility is addressed by Objective 5. Objective 5 is a debate that requires a source for all oral and written statements. Students are placed into groups (regardless of personal opinions) for or against controversial issues some with significant ethical dimensions (i.e., one-child policy) to argue and rebut. In doing so the students glean the various perspectives are held by different camps. If class size, time contracts, or other contingencies occur the instructor can form online discussion groups or embed discussions within scheduled examinations.

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

How will the skill be addressed (including specific strategies, activities, and techniques)?  
Much of the criteria are embedded in Objective 3 (short films on world religions) which explores the basic concepts and spatial distribution of topics traditionally covered in world regional geography (just one is mentioned here - see Objective 3). For example, the course provides a review of five major world religions plus eastern philosophies and animism. This does much to address cultural ignorance pertaining to non-Christian religions and therefore helps address intercultural incompetence.

<b>PART V – SHSU Core Curriculum Committee Requirements</b>
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**1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

Week 1	Geography: Definition, Illiteracy, and National Geography Standards
Week 2	Geographic Concepts 1 latitude, longitude, parallels, meridians, great circle route, International Date Line, distance, direction, location, scale, projections, map types, GIS
Week 3	Geographic Concepts 2 culture (hearth and diffusion); demographics (population density vs. total population boundaries); political (boundaries, state shapes, state vs. nation, requirements for state recognition, reunification of partitioned nation-states, capitals choke points), urban (global cities, primate vs. rank size rule distributions; economic (core-periphery, developed vs. developing).
Week 4	Geographic Models:  Physical: plate tectonics and continental drift, global wind patterns, orographic effect, precipitation processes (fronts, convectional, cyclonic), ocean current (warm vs. cold), distribution of world climates, greenhouse effect, global warming, and rising sea level  Human: total population, birth and death rate, natural increase rate, population growth trends, population pyramids, Malthusian, Marxist and Neo-Malthusian Theories, demographic transition

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	model (developed and developing versions), epidemiological transition, migrations terminology and theories, and transportation and development.
Week 5	Europe  Physical: glaciation, irregular shape, northerly location, temperate climate, physiographic regions, climatic regions (special focus on Mediterranean climate and significance of the olive); Human: population distribution, urban clusters, declining fertility rates, aging population, and Muslim immigration, international organizations (EU, NATO, and defunct Warsaw Pact)
Week 6	Russia and the Near Abroad Collapse of the Soviet Union and demographic, economic, and political consequences
Week 7	Monsoon Asia monsoons, rice ecosystems, colonialism, and world religions (Christian, Judaism, Hindu, Buddhism, and Islam)
Week 8	Southeast Asia - Mainland Mekong River and Tonle Sap, Khmer Empire, Communists, Cambodia Genocide (Pol Pot and Khmer Rouge), economic patterns, The Golden Triangle (opium cultivation, refinement, and distribution)
Week 9	Southeast Asia - Islands Indonesia (transmigration), Philippines (remittances), Singapore (population density), Bali (rice terraces and tourism)
Week 10	China The Silk Road, physical geography (significance of major rivers), comparative analysis of US and China's climatic regions, Three Gorges Dam
Week 11	China total population, population distribution, Great Leap Forward, declining growth rate, ethnic composition and distribution (i.e., Hui a Muslim ethnic minority), one-child policy including unintended consequences (sex ratio imbalance, army of bachelors, and declining pool of potential wives)
Week 12	Japan and the Koreans Seismic threats (earthquake, volcanic eruptions, tsunamis) juxtaposed with high urban population densities, declining fertility, ageing population, projected population decline, immigration scenarios
Week 13	Oceania Micronesia, Melanesia, Polynesia ,high(volcanoes) vs. low islands (atolls), origin and phases of migration pattern across Oceania (planned and accidental), Kava Kava
Week 14	Oceania Case Studies Guam (economic), Bikini Atoll (population relocation and nuclear testing), Nauru (environmental degradation), Fiji (political unrest and ethnic distribution), Easter Island (population collapse), Pitcairn (Mutiny on the Bounty)
Week 15	Australia and New Zealand physiographic regions, typhoons, climatic regions, natural resources original inhabitants and immigrant streams from 1500 to present (aboriginals, penal colony, gold rush, European, Asians), changing demographics and multiculturalism

**2. Attachments (Syllabus Required)**

Syllabus Attached? ☒ Yes ☐ No



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Other Attached?  
and grading rubrics

☒ Yes

☐ No

If yes, specify: articles referenced in application

### Appendix: THECB Component Area Descriptions and Skill Requirements

**I. Communication** (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

**II. Mathematics** (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

**III. Life and Physical Sciences** (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

**IV. Language, Philosophy, and Culture** (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

**V. Creative Arts** (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

**VI. American History** (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

**VII. Government/ Political Science** (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

**VIII. Social and Behavioral Sciences** (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

#### Required Skill Objectives

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	

## **1a. COURSE SYLLABUS (SAMPLE FOR REVISED CORE) 1-7-2014**

1b. GEOG 2355-

1c. World Regional Geography-Europe, Asia, Australia

1d. 3 Credit Hours

1e. Semester \_\_\_\_\_. \_\_\_\_\_

**2. Class Meeting Room:** LDB 220

**3. Class Time:** Monday, Wednesday, Friday 10:00 PM to 10:50 PM

**4. Instructor Name:** Donald Albert

**5. Office Location** 326 LDB

**6. Instructor Contact Information**

Phone: 936-294-1453

E-mail: geo\_dpa@shsu.edu

**7. Office Hours**

M,W,F 8-9 and 11-12, and other times by appointment

### **8. Course Description**

This is an introductory level course giving a general overview of the land and people. Topics discussed will include the physical environment, cultural characteristics and the various ways people live and make their living. Attention will be focused upon the relationships which exist between location, the physical environment and human activity. Examples of countries covered are the former Soviet Union, Germany, France, China, Japan, and United Kingdom. No prerequisites; lecture method of instruction supplemented with videos, current events, short activities, four exams; and textbook readings.

### **9. Course Objectives**

Students completing this course will be able to demonstrate the application of spatial thinking skills to understand how location affects the human experience across cultures.

Students completing this course will be able to apply geographic concepts to analyze how the uniqueness and interconnections between cultures and regions affect human experience.

Students completing this course will be able see that ideas, values, and beliefs often diffuse from one region to another and can affect socio-demographics.

Students completing this course will be able visualize different places and regions by interpreting the influence of culture on landscapes.

Students completing this course will be able to debate how differences in ideas, values, and beliefs can influence how cultures interact with each other.

### **10. Required Textbook(s) and/or References:**

Joseph Hobbs. 2009. World Regional Geography, 6<sup>th</sup> ed. Thomson: Brooks/Cole; CENGAGE Learning.

**11. Optional texts, References or Supplies:** Test scores and other materials may be posted on Blackboard <http://blackboard.shsu.edu/>

**12. Attendance Policy – This course abides by University Policy and Regulations (APS 800401). Accordingly, “regular and punctual attendance is expected of each student at Sam Houston State University.” For each absence in excess of SIX, for whatever reason, 10 points will be deducted from the course grade. Attendance is necessary to do well in the course and is REQUIRED. Each tardy in excess of THREE will result in 10 points being deducted from your total grade. Coming into class more than 10 minutes late will be counted as an absence. If you leave early or classroom, without having cleared this with the instructor, you will be counted absent. Also students that sleep, read the newspaper or other nonrelated material, and that are otherwise inattentive, disruptive (i.e., talking**

during lectures) in class will be counted as absent or may be asked to leave class. Only under extreme circumstances and with appropriate documentation will the instructor consider excusing an absence.

**13. Exams** – Four *examinations* will be given with each counting 25% towards the final course grade. Make-up exams are strongly discouraged. Make every attempt to take exams on the scheduled dates. All make-up exams will be given sometime towards the end of the semester at a time set by the instructor. Be prepared to provide documentation supporting your absence if asked for by the instructors. Appropriate documentation **WILL** be required before a student is allowed to take a make-up.

**14. Grading Plan** – The grading scale is as follows:

<59.9%=F; 60-69.9%=D; 70-79.9%=C; 80-89.9%=B; 90-100%=A.

Test scores will be posted on Blackboard. No extra credit is available.

**15. Academic Dishonesty:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of academic dishonesty including, but not limited to, cheating on examinations or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

**16. Classroom Rules of Conduct:** Students are expected assist in maintaining a classroom environment that is conducive to learning. Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Turn off cell phones, I-Pods, pagers, etc. and put away earphones before class. Inform me of emergency exceptions. If there is a special reason to use a laptop, please let me know in advance so that we can discuss this. Otherwise, leave them at home or place them closed under your desk when you come in. Students are prohibited from eating or drinking in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Students who are consistently late or absent, performing poorly, or disruptive also may be reported to SHSU's First Alert [http://www.shsu.edu/~sam\\_firstalert.html](http://www.shsu.edu/~sam_firstalert.html) and or to the Dean of Students [http://www.shsu.edu/~slo\\_staff.html](http://www.shsu.edu/~slo_staff.html) for disciplinary action in accordance with university policy. Inappropriate behavior in the classroom shall result in a directive to leave class. For information on the Code of Student Conduct go to this site [http://www.shsu.edu/students/StudentGuidelines2007\\_2008.pdf](http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf)

- 1) Come to class on time—there is no reason to be late to class on a frequent basis. Habitual tardiness **is unacceptable.**
- 2) Remain in class until it finished. **Leaving early will count as an absence unless you have cleared it with me or unless it is an emergency.**
- 3) Again, do not bring food or drink into the class
- 4) **You cannot leave the class during an exam** unless there is a medical emergency. If you think you will need a Kleenex during the test then bring some to class.
- 5) Hats must be removed and put away during exams.
- 6) During tests, cell phones and any other equipment capable of receiving, recording and/or transmitting information, must be put away in a book bag or purse.

**17. Visitors in the Classroom:** Unannounced visitors to the classroom must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

**18. Americans with Disabilities Act:** It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request assistance with academically related problems stemming from individual disabilities by contacting the Director of the Counseling Center in the Lee Drain Annex or by calling (936) 294-1720. Any student seeking accommodations should go to the *Counseling Center and Services for Students with Disabilities* in a timely manner and complete a form that will grant permission to receive special accommodations.

**19. Religious Holidays:** Students that are absent from class for the observance of a religious holy day are allowed to take an examination or complete an assignment scheduled for that day within reasonable time after the absence. The period of time during which assignments and exams will be excused includes travel time associated with the observance of the religious holy day. A student who wishes to be excused for a religious holy day must present the instructor of each scheduled class that he/she will be absent from class for religious reasons with a written statement concerning the holy day(s) and the travel involved. The instructor should provide the student with a written description of the deadline for the completion of missed exams or assignments. In such cases, the student will be required to take the test or submit the assignment early—unless there are good reasons for not being able to do so and the instructor has agreed to those reasons.

## **20. USE OF TELEPHONES AND TEXT MESSAGERS IN ACADEMIC CLASSROOMS AND FACILITIES**

Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messenger.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messengers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations.

2.0 The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

3.0 Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).

## **21. Study Tips**

21a. **Always come to class.** You will probably not do well in the course if you skip class.

21b. **Take good notes:** This gives you a basis for doing well in the course.

21c. For those students who want to do well in college, **reading their textbooks is a necessity.** So, **read the chapters** in the book at the time they are being covered in lecture and highlight the key concepts. Highlighting as you read helps you to stay focused on the material and helps you to actively process the information. In addition, it requires you to read the key points twice, and it also enables you to easily review for tests because you can simply reread the highlighted material rather than an entire chapter.

21d. **Review the notes** from the previous lecture at least once a week. This should greatly enhance your understanding of the material because it enables you to see the continuity and structure of the material. You also learn the material in small amounts, which is much easier to do than trying to learn it all at once just before the exam.

21e. When it comes time to **review for an exam**, first read the highlighted portions of the text, and then concentrate on your notes. You might also want to follow the procedures below:

1. The first time you review your notes, concentrate on absorbing the key ideas and understanding the organization of the material - why certain ideas followed others in the class and how they are related.
2. **Pretend that you are teaching the material to someone else.** If you can present an imaginary lecture in an organized, comprehensive manner, then you understand it. If you cannot, then you need to review some more.

**21. Course Outline.** (Other readings may also be assigned.)

## Week 1

Geography: Definition, Illiteracy, and National Geography Standards. **Use Jules Verne's *Around the World in Eight Days* to illustrate the five themes of geography (see attached article by Albert, 2010).**

## Week 2

### Geographic Concepts 1

latitude, longitude, parallels, meridians, great circle route, International Date Line, distance, direction, location, scale, projections, map types, GIS. **Many of these terms come into play when cartographically determining "qibla" or the direction Muslims must face to pray to Mecca five times each day.**

## Week 3

### Geographic Concepts 2

culture (hearths and diffusion); demographics (population density vs. total population boundaries); political (boundaries, state shapes, state vs. nation, requirements for state recognition, reunification of partitioned nation- states, capitals choke points), urban (global cities, primate vs. rank size rule distributions; economic (core-periphery, developed vs. developing).

## Week 4

### Geographic Models:

Physical: plate tectonics and continental drift, global wind patterns, orographic effect, precipitation processes (fronts, convectional, cyclonic), ocean current (warm vs. cold), distribution of world climates, greenhouse effect, global warming, and rising sea level

Human: total population, birth and death rate, natural increase rate, population growth trends, population pyramids, Malthusian, Marxist and Neo-Malthusian Theories, demographic transition model (developed and developing versions), epidemiological transition, migrations terminology and theories, and transportation and development.  
**Using geographic concepts and themes from Weeks 1 to 5 students analyze the geographic origin of ingredients from regional or ethnic recipes. (see handout)**

#### Week 5

##### Europe

Physical: glaciation, irregular shape, northerly location, temperate climate, physiographic regions, climatic regions (special focus on Mediterranean climate and significance of the olive; **see attached PowerPoint where Van Gogh's painting of an olive grove illustrates the harsh environmental condition under which the olive thrives**);  
Human: population distribution, urban clusters, declining fertility rates, aging population, and Muslim immigration, international organizations (EU, NATO, and defunct Warsaw Pact)

#### Week 6

##### Russia and the Near Abroad

Collapse of the Soviet Union and demographic, economic, and political consequences

#### Week 7

##### Monsoon Asia

monsoons, rice ecosystems, colonialism, and world religions (Christian, Judaism, Hindu, Buddhism, and Islam)

#### Week 8

##### Southeast Asia - Mainland

Mekong River and Tonle Sap, Khmer Empire, Communists, Cambodia Genocide (Pol Pot and Khmer Rouge), economic patterns, The Golden Triangle (opium cultivation, refinement, and distribution)

#### Week 9

##### Southeast Asia - Islands

Indonesia (transmigration), Philippines (remittances), Singapore (population density), Bali (rice terraces and tourism)

#### Week 10

## China

The Silk Road, physical geography (significance of major rivers), comparative analysis of US and China's climatic regions, Three Gorges Dam

## Week 11

## China

total population, population distribution, Great Leap Forward, declining growth rate, ethnic composition and distribution (i.e., Hui a Muslim ethnic minority), one-child policy including unintended consequences (sex ratio imbalance, army of bachelors, and declining pool of potential wives)

## Week 12

## Japan and the Koreas

Seismic threats (earthquake, volcanic eruptions, and tsunamis) juxtaposed with high urban population densities, declining fertility, ageing population, projected population decline, immigration scenarios

## Week 13

## Oceania

Micronesia, Melanesia, Polynesia, high (volcanoes) vs. low islands (atolls), origin and phases of migration pattern across Oceania (planned and accidental), Kava Kava. **The impact of early European contact on Polynesian culture is discussed using art and diary accounts from Paul Gauguin.**

## Week 14

## Oceania Case Studies

Guam (economic), Bikini Atoll (population relocation and nuclear testing), Nauru (environmental degradation), Fiji (political unrest and ethnic distribution), Easter Island (population collapse), Pitcairn (Mutiny on the Bounty)

## Week 15

## Australia and New Zealand

physiographic regions, typhoons, climatic regions, natural resources  
original inhabitants and immigrant streams from 1500 to present (aboriginals, penal colony, gold rush, European, Asians), changing demographics and multiculturalism