

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised August, 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 2356

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

Course Title: World Regional Geography: Latin America, Africa, and South Asia

Course Catalog Description (Copy and paste from [online catalog](#) for existing courses):

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 Mexico, Brazil, Argentina, Egypt, Republic of South Africa, Israel, Iran, and India. Writing Enhanced. 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: 5

Estimated Enrollment per Section: 30

Course Level (freshman, sophomore): freshman/sophomore

Designated Contact Person (for follow-up communication purposes): Velvet Nelson

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Phone: 4-4065

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: This course will focus on the exploration and study of the human condition in the emerging regions of the world (including Middle and South America, North and Sub-Saharan Africa, and South and Southwest Asia). Students will consider the various ideas, values, beliefs, and other aspects of culture that shape these regions. They will critically evaluate current issues and events taking place in these regions, reflect on their understanding of and relationship to these issues, explore the geographical evolution of specific regional cultural expressions, and develop ideas about how they (as individuals) and the world (as a whole) can work to improve the human condition across cultures.

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 understand and apply geographic concepts to explain the ways in which the ideas, values, beliefs, and condition of people across cultures shape – and are shaped by – their environment.

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

Basic concepts in geography, such as space, place, and human-environment interactions, are fundamental in allowing students to view and understand the world from a geographic perspective. These concepts will form the framework of the course. The course will begin with lecture as a means of direct instruction introducing students to basic geographic concepts and terminology. From this foundation, students will practice applying these concepts as we explore the interrelationships between people and their environment, as well as the various cultural and societal factors that shape the interactions between the two. This will be done throughout the course in the form of indirect instruction with independent case study assignments of real world scenarios, such as the tension between the use of the Ganges River as a sacred place and a site of economic development, and reflective discussions of these case studies in class. This will also be completed through interactive instruction in problem solving exercises and debates.

Describe how the objective will be assessed: This objective will be assessed during the units through the use of application cards. Upon the initial introduction of a concept, students will be asked to write down one real-world application of the concept. This is an assessment method

that is used to determine how well students can transfer their learning. It provides the instructor with timely feedback and allows him/her the opportunity to re-visit a concept if necessary. Students will also be assessed on their understanding of geographic concepts on the first test and their ability to apply these concepts in place-based contexts through targeted questions on each of the subsequent tests covering specific regions.

Objective/SLO 2: Students completing this course will be able to demonstrate an increase in geographic literacy (i.e. knowledge of geographic factors that affect the human condition across cultures) for the emerging regions of the world, including Middle and South America, North and Sub-Saharan Africa, South and Southwest Asia.

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

All aspects of instruction will work towards achieving this objective. The course will begin with lecture as a means of direct instruction on the geographic factors that affect the human condition across cultures. This will be supported by indirect instruction with independent case study assignments of real world scenarios and reflective discussions of these case studies in class, and through interactive instruction in problem solving exercises and debates.

Describe how the objective will be assessed: Students will be assessed on their level of geographic literacy through an objective pre- and post-test, taken at the beginning and the end of the course respectively, as a direct measure (students' demonstration of learning) and a corresponding prior knowledge- and post instruction-inventory as an indirect measure (students' perceptions of their learning).

Objective/SLO 3: Students completing this course will be able to critically evaluate the human condition across cultures based on current issues and events in these regions.

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

This will be addressed throughout the course. Direct instruction will introduce students to the current issues and events taking place in each region; however, this objective will primarily be addressed through independent study, namely research on a topic of the students' choosing currently affecting a place in the region of study, and interactive instruction, in which students present their research to the class and lead a discussion on the topic.

Describe how the objective will be assessed: This will be assessed through in-class one-sentence summaries. Following the discussion of a current event/issue, one-sentence summaries will be used to assess students' ability to quickly identify the essential points of an issue by constructing a single sentence that answers the questions of who, when, where, how, and why? In addition, the students' written analysis of their research on a current issue/event will be assessed, using an adapted form of the VALUE rubric for critical thinking to determine their ability to conduct an in-depth evaluation of a real world issue.

Objective/SLO 4: Students completing this course will be able to explore ideas, weigh alternatives, and create intellectual solutions to the problems currently faced by people in these regions.

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

Direct instruction will provide the foundation for this objective, in which students are introduced to the problems currently faced by people in these regions. Interactive instruction will then be used to create an environment in which students can brainstorm ideas, debate an issue, and ultimately decide upon, recommend, and present a solution to a real world problem.

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised August, 2012

Describe how the objective will be assessed: This will be assessed periodically through the use of pro/con grids. In this assessment, students must consider an issue from multiple perspectives, even if they already hold one position or the other. Students will also participate in a classroom debate in which they will be assigned to argue a particular perspective on a specific issue (e.g. the War on Drugs or development of the Amazon River basin) with their classmates. In this assessment, they must collaborate with a partner or team to research, prepare a visual presentation (e.g. poster or handout) detailing their recommended course of action pertaining to the issue from their assigned perspective, and effectively support their solution verbally in the debate. Both of these assessments provide information on students' ability to objectively analyze an issue in-depth.

Objective/SLO 5: Students completing this course will explore the geographical evolution of cultural expressions in order to understand the spatial dynamics of the human condition and will express their ideas about the human experience in other parts of the world through writing as a form of aesthetic creation.

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

Direct instruction will provide the foundation for this objective by introducing students to other parts of the world; however, this objective will primarily be addressed through individual writing exercises as a form of independent study. This will allow students to express their own thoughts and ideas about the world rather than reflecting other students' ideas or taking a more "popular" viewpoint out of a fear that their ideas will not be accepted by their peers.

Describe how the objective will be assessed: This will be assessed through written essays. Students will be assigned to read about life in the regions covered in class. They will then be asked to reflect on the circumstances discussed in these case studies and compose a written essay response based on their own feelings. These assignments will be assessed for the student's ability to reflect on conditions of life in other parts of the world and express their ideas in narrative form. This will also be assessed through test essay questions. Students will also be assessed on their ability to compose a coherent narrative response to a prompt in the form of an essay during a test setting.

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), and how each skill will be assessed. *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 strategies and techniques)?

Objectives 1, 3, and 4 above specifically address the improvement of critical thinking skills (e.g. synthesizing geographic concepts and applying them in the inquiry into, and analysis of, the human condition; critically evaluating current issues; exploring ideas and weighing alternatives about real world problems). The direct instruction portion of this course will provide the conceptual and contextual foundation, while the indirect instruction discussed in the previous sections (e.g. case studies, reflective discussions), interactive instruction (e.g. problem solving, debates, student presentations), and independent study (e.g. research, individual writing exercises) portions of the course will give students the opportunity to develop and improve these skills. Objective 4 also address the improvement of creative thinking skills as students seek innovative solutions to problems currently faced by people in other parts of the world.

Describe how the skill will be assessed: The methods of assessment discussed above that pertain to this skill include one-sentence summaries, written analyses of independent research, pro/con grids, and debates. The VALUE rubrics for Critical Thinking and for Creative Thinking

will be adapted to evaluate student work. Specifically, with regard to critical thinking, students will be assessed on their ability to explain issues, provide evidence to support a viewpoint, reflect critically on their own perspectives, and reach logical conclusions. With regard to creative thinking, students will be assessed on their willingness to consider different ideas instead of accepting “popular” viewpoints, propose innovative ideas, and develop logical solutions to problems.

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 strategies and techniques)?

Objectives 1, 3, 4, and 5 above involve activities designed to improve written, oral, and visual communication skills. In particular, this is a “writing enhanced” designated course, so many of the assessments for this class involve writing exercises. The independent study portion of the course for these objectives, including the written response to case study readings, analysis of a current event/issue based on research, and reflection essays, each support the development of this skill. In addition, the indirect portion of the course, including reflective discussions of case studies and current events presentations, and the interactive portion, such as the debate activity, foster the development of oral communication skills. Visual communication skills will be used in students’ presentation of their research on a current event/issue.

Describe how the skill will be assessed: These skills will be assessed through written essays, written analyses of independent research on current issues and events, and exam essay questions. Students will be assessed on their ability to express these ideas, and intellectual solutions to problems, through oral discussions and debates. The VALUE rubrics for Written Communication and for Oral Communication will be adapted to evaluate student work. Specifically, with regard to written communication, students will be assessed on their ability to prepare written work that is suitable for purpose and audience of the assignment, uses appropriate and relevant content, and uses high-quality, credible and relevant sources. With regard to oral communication, students will be assessed on their ability to organize a coherent presentation, create a compelling central message, and effectively deliver that message.

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

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

Describe how the skill will be assessed:

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 strategies and techniques)?

Describe how the skill will be assessed:

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

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

Objectives 2 and 5 above will address this skill. In the direct instruction portion of the course, students will learn about the ways in which their lives are connected to the people and issues in other parts of the world. In the indirect instruction (e.g. reflective discussions) and independent study portions of the course (e.g. research, individual writing exercises), students will continue to learn about these issues and reflect on how their own decision-making process can have a positive or negative impact on the world.

Describe how the skill will be assessed: This skill will be addressed through the one-sentence summaries and an individual writing exercise in which they analyze and reflect on the real world economic and social development efforts undertaken by nongovernmental organizations. The VALUE rubric for Ethical Reasoning will be adapted to evaluate student work. Specifically, students will be assessed on their ability to analyze their own beliefs, recognize complicated ethical issues, and consider the implications of their decisions.

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 strategies and techniques)?

Objectives 2, 3, 4, and 5 will address this skill. All aspects of instruction in this course will be geared towards increasing students' geographic literacy for the emerging regions of the world, which, according to the National Geographic Education Foundation, is an essential part of preparing students for life in a diverse global society. In addition, these objectives focus on making students more aware of what is going on in the world, the issues that are faced by people in other parts of the world, and encourages students to think about what actions might be taken to improve life around the world. The course will begin with direct instruction on the geographic factors that affect the human condition across cultures. This will be supported by indirect (e.g. case studies, reflective discussions) and interactive (e.g. problem solving, debates) instruction.

Describe how the skill will be assessed: This skill will be assessed through questions on an objective pre- and post-test, taken at the beginning and the end of the course respectively, as a direct measure of student learning and a corresponding prior knowledge- and post instruction-inventory as an indirect measure of students' perceptions of their learning. This will also be assessed through the individual reflective essays. The VALUE rubric for Intercultural Knowledge and Competence will be adapted to evaluate student work. Specifically, students will be assessed on their ability to reflect on their own cultural biases, their curiosity and openness to learn about other cultures, and their knowledge of cultural worldview frameworks.

PART V – SHSU Core Curriculum Committee Requirements

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised August, 2012

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	<ul style="list-style-type: none"> -Discuss course objectives and new core skill objectives -Give geographic literacy pre-test and prior knowledge inventory -Introduce the concept of geographic literacy, review the National Geographic Education Foundation geographic literacy survey results, discuss potential cultural/social factors that might affect these results, examine students' attitudes towards learning about other parts of the world
Week 2	<ul style="list-style-type: none"> -Introduce the subject of geography and the basic geographic concepts and terminology that will be applied in the context of the emerging regions of the world; topics include changing patterns of livelihood, cultural hearths, spatial diffusion of cultural patterns (e.g. language and religion), the social factors in population change, population distribution patterns, human migrations, geopolitics, and economic and social development as a means of examining the human condition across cultures -Application card in-class exercise (e.g. give a real world example of the Malthusian scenario in which people are facing water shortages, famines, or conflict over resources because population growth has exceeded the carrying capacity of that society's resource base) -Begin students' current events presentations (each student will present once, but presentations will be distributed over the course of the semester and pertain to the region under discussion at that time)
Week 3	<ul style="list-style-type: none"> -Continue introduction to geography -Case study exercise (e.g. globalization, cultural homogenization, and the reassertion of cultural values) Weekly current events presentations -Test 1
Week 4	<ul style="list-style-type: none"> -Introduce Middle and South America as a geographic region; topics introduced in general terms in the first unit will be applied to the context of this region -Case study exercise (e.g. the lives of street children in Middle and South American countries) -Weekly current events presentations
Week 5	<ul style="list-style-type: none"> -Continue discussion of Middle and South America -One sentence summary in-class exercise (based on a current issue, will vary by semester) -First group debate (e.g. economic development of the Amazon basin vs. preservation of the rainforest and indigenous cultures) -Weekly current events presentations
Week 6	<ul style="list-style-type: none"> -Continue discussion of Middle and South America -Case study exercise (e.g. the War on Drugs in Middle and South America) -Weekly current events presentations -Test 2
Week 7	<ul style="list-style-type: none"> -Introduce Sub-Saharan Africa as a geographic region; topics introduced in general terms in the first unit will be applied to the context of this region -Written exercise (e.g. research, analyze, and reflect on an economic and/or social development project currently being undertaken in Sub-Saharan Africa) -Weekly current events presentations
Week 8	<ul style="list-style-type: none"> -Continue discussion of Sub-Saharan Africa -Pro/con grid in-class exercise (e.g. Chinese investment in Africa) -Second group debate (e.g. land reform in southern Africa from the perspective of white landowners and landless blacks)

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised August, 2012

	-Weekly current events presentations
Week 9	-Continue discussion of Sub-Saharan Africa -Case study exercise (e.g. AIDS in Africa) -Weekly current events presentations -Test 3
Week 10	-Introduce North Africa and Southwest Asia as a geographic region; topics introduced in general terms in the first unit will be applied to the context of this region -Case study exercise (e.g. cross-cultural comparison of the students' sense of space and place with that of the nomadic Bedouin in North Africa) -Weekly current events presentations
Week 11	-Continue discussion of North Africa and Southwest Asia -Written exercise (e.g. reflection on life in other parts of the world) -Third group debate (e.g. the creation of a Palestinian state) -Weekly current events presentations
Week 12	-Continue discussion of North Africa and Southwest Asia -Case study exercise (e.g. the social and economic factors in the Arab Spring movements) -Weekly current events presentations -Test 4
Week 13	-Introduce South Asia as a geographic region; topics introduced in general terms in the first unit will be applied to the context of this region -Case study exercise (e.g. the tension between the Ganges River as a sacred landscape and a site for economic development) -Weekly current events presentations
Week 14	-Continue discussion of South Asia -Fourth group debate (e.g. the use of the caste system in modern South Asia) -Give geographic literacy post-test and post instruction inventory -Weekly current events presentations
Week 15	-Continue discussion of South Asia -Case study exercise (e.g. attitudes towards and treatment of female children in South Asia) -Weekly current events presentations -Test 5

2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☐ Yes ☒ No If yes, specify:

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	✓	✓	✓		✓	

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised August, 2012

Course Syllabus
GEOG 2356
World Regional Geography: Latin America, Africa & South Asia
3 credit hours

Course Description: This is an introductory course giving a general overview of the land and people. The topics discussed will include the physical environment, cultural characteristics, and the various ways people live and make their living. Attention will be focused on the relationships that exist between the location, the physical environment, and human activity. Examples of countries covered include Mexico, Brazil, Argentina, Egypt, Republic of South Africa, Israel, Iran and India. This is a *writing enhanced* course.

Core Curriculum Component 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.

Course Objectives and Student Learning Outcomes: Students completing this course will be able to 1) understand and apply geographic concepts to explain the ways in which the ideas, values, beliefs, and condition of people across cultures shape – and are shaped by – their environment, 2) demonstrate an increase in geographic literacy (i.e. knowledge of geographic factors that affect the human condition across cultures) for the emerging regions of the world, including Middle and South America, North and Sub-Saharan Africa, South and Southwest Asia, 3) critically evaluate the human condition across cultures based on current issues and events in these regions, 4) explore ideas, weigh alternatives, and create intellectual solutions to the problems currently faced by people in these region, and 5) explore the geographical evolution of cultural expressions in order to understand the spatial dynamics of the human condition and express their ideas about the human experience in other parts of the world through writing as a form of aesthetic creation.

Emphasis will be placed on exploring the geographical evolution of cultural expressions in order to understand the spatial dynamics of the human condition

Texas Higher Education Coordinating Board Skill Objectives: Courses in Component IV will address 1) critical thinking skills, 2) communication skills, 3) personal responsibility, and 4) social responsibility.

Methods of Instruction: This course is structured as a combination of direct instruction (e.g. lectures) and indirect instruction (e.g. case studies, reflective discussions), interactive instruction (e.g. student presentations, debates), and independent study (e.g. research, written essays) to achieve the objectives stated above.

Textbook: World Regional Geography, 6th Edition, by Joseph J. Hobbs (Cengage, 2009)

Attendance: The University requires each instructor to keep a record of student attendance. Attendance will be taken by role and in the form of participation in in-class activities. Students are responsible for all lecture notes, assignments, schedule changes, and any other information covered in class.

Grading: Final grades will be based on a total of 480 points. 375 points will come from 5 tests (75 points each) over the course of the semester made up of multiple choice, true/false, matching, map, and essay questions. 75 points will come from 13 assignments (5 points each including in-class activities, case studies, and written reflections). 25 points will come from participation in 1 debate, and 15 points will come from 1 current events paper and presentation.

Letter grades will be assigned on the following scale: A = 90%, B = 80%, C = 70%, D = 60%, F = less than 60%.

University Required Policies: Please refer to www.shsu.edu/syllabus to view the University's policies on academic dishonesty, Americans with Disabilities Act, absences for religious holy days, and visitors in the classroom.

Course Outline:

Weeks 1, 2, and 3: Geographic literacy pre-test; Unit 1 (Introduction) corresponding with Chapter 1 (Objectives and Tools of World Regional Geography), Chapter 2 (Physical Processes that Shape the World), and Chapter 3 (Expressions of Cultural Processes that Shape World Regions); case study 1; current events; test 1

Weeks 4, 5, and 6: Unit 2 (Middle and South America) corresponding with Chapter 10 (A Geographic Profile of Latin America, Module 10.1 (Middle America: Land of the Shaking Earth), and Module 10.2 (South America: Stirring Giant); case studies 2 and 3; current events; regional cultural expressions; group 1 debate; test 2

Weeks 7, 8, and 9: Unit 3 (Sub-Saharan Africa) corresponding with Chapter 9 (A Geographic Profile of Sub-Saharan Africa) and Module 9.1 (The Assets and Afflictions of Countries South of the Sahara); written exercise 1; case study 4; current events; regional cultural expressions; group 2 debate; test 3

Weeks 10, 11, and 12: Unit 4 (North Africa and Southwest Asia) corresponding with Chapter 6 (A Geographic Profile of the Middle East and North Africa) and Module 6.1 (The Middle East and North Africa: Modern Struggles in an Ancient Land); written exercise 2; case studies 5 and 6; current events; regional cultural expressions; group 3 debate; test 4

Weeks 13, 14, and 15: Unit 5 (South Asia) corresponding with Module 7.1 (Complex and Populous South Asia) and Chapter 7 (A Geographic Profile of Monsoon Asia); case

studies 7 and 8; current events; regional cultural expressions; group 4 debate;
geographic literacy post-test; test 5