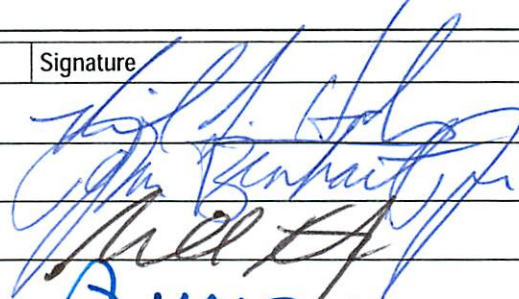
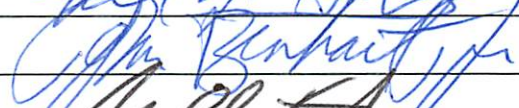
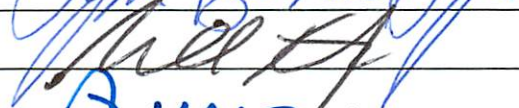
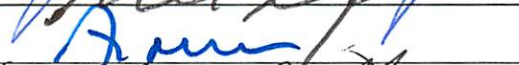
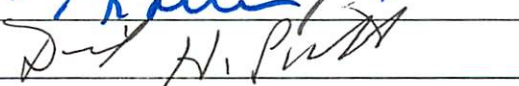
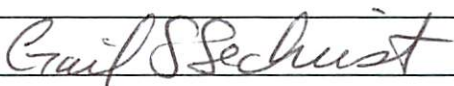


Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Gail Sechrist	Email Address gailsech@iup.edu
Proposing Department/Unit Geography & Regional Planning	Phone 724-357-2250

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)		
☐ New Course ☒ Course Revision	☐ Course Prefix Change ☒ Course Number and/or Title Change	☐ Course Deletion ☐ Catalog Description Change
<u>Current</u> course prefix, number and full title: GEOG 104 - Geography of The Non Western World		
<u>Proposed</u> course prefix, number and full title, if changing: GEOG 104 - World Geography: Global Context		
2. Liberal Studies Course Designations, as appropriate		
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)		
☐ Learning Skills ☒ Knowledge Area ☒ Global and Multicultural Awareness ☐ Writing Across the Curriculum (W Course)		
☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)		
☐ Global Citizenship ☐ Quantitative Reasoning	☐ Information Literacy ☐ Scientific Literacy	☐ Oral Communication
3. Other Designations, as appropriate		
☐ Honors College Course ☐ Other: (e.g. Women's Studies, Pan African)		
4. Program Proposals		
☐ New Degree Program ☐ Catalog Description Change ☐ New Track ☐ Other		
☐ New Minor Program ☐ Program Title Change ☐ Liberal Studies Requirement Changes in Program		
<u>Current</u> program name: _____		
<u>Proposed</u> program name, if changing: _____		
5. Approvals		
Department Curriculum Committee Chair(s)	Signature 	Date <u>9/16/11</u>
Department Chairperson(s)	Signature 	Date <u>9/16/11</u>
College Curriculum Committee Chair	Signature 	Date <u>9/30/11</u>
College Dean	Signature 	Date <u>9/30/11</u>
Director of Liberal Studies (as needed)	Signature 	Date <u>10/10/11</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	Signature 	Date <u>10/10/11</u>

Please Number All Pages

Received

OCT 10 2011

Liberal Studies

Received

SEP 30 2011

Liberal Studies

GEOG 104 World Geography: Global Context

Syllabus of Record

I. Catalog Description:

GEOG 104 World Geography: Global Context

3 class hours

0 lab hours

Prerequisites: None

3 credits

(3c-0l-3cr)

Relates theories of the discipline of geography to current world issues and global patterns. Emphasizes local versus global strategies of resource management, spatial legacies of colonialism, contemporary multi-scale issues with work force migration, urban structure, disease, and globalization. Focuses on global patterns of development through comparative approaches and understanding of human and physical geographic characteristics of world regions.

II. Course Outcomes:

By the end of the semester the students will be able to:

1. Define basic geographic concepts and methods of inquiry.
2. Analyze the global spatial patterns of such items as climate, landforms, population, & natural resources.
3. Identify problems and issues particularly relevant in developing areas of the world through comparative approaches.
4. Assess knowledge of places of the world and the qualities of those places.
5. Compare and contrast regions of the world and their human and physical characteristics.

III. Course Outline:

I. Introduction

- A. Regional Concepts and Classifications (1 hour)
 - 1. Area, boundaries, location, homogeneity
 - 2. Regions as systems
- B. The Physical Setting (4 hours)
 - 1. Natural landscapes and natural hazards
 - 2. Climatic regions and factors
- C. Realms of Population (1/2 hour)
- D. Realms of Culture (1/2 hour)
 - 1. Language families
 - 2. Religious distribution
- E. Patterns of Economic Development and Globalization (1 hour)
- F. Map Reading and Interpretation (1 hour)

II. Location/Thematic Interface in World Geography

- A. Middle America/Historical Geography (3 hours)
 - 1. Collision of cultures
 - 2. Mainland and Rimland
 - 3. Political differentiation
 - 4. The Caribbean
 - 5. The Human Dimension – Haiti: The Problems of Life

- B. South America/Economic Geography (4 hours)
1. Discovery and conquest: European expansion into South America
 2. Amazon basin deforestation and development
 3. Cultural and institutional settings
 4. South American economies: dual society
 5. The republics
 6. The Human Dimension –The Children’s voices

Exam 1 (1 hour)

- C. Europe and Russia/Multiculturalism (3 hours)
1. The environmental base—rich variation
 2. The Industrial Revolution and nation-state development
 3. Cultural diversity
 4. Muslim population
 5. European unification and Russia’s changing political geography
 6. The Human Dimension –The Chechen Resistance

- D. Southwest Asia and North Africa/ Global Economy (5 hours)
1. The environmental base--desertification
 2. Cultural diversity
 3. Islam divided
 4. The power and peril of oil
 5. The Human Dimension –Life in the West Bank

- E. Sub-Saharan Africa/Location, Transportation, Migration (4 hours)
1. The environmental base and continental drift
 2. Agricultural predominance
 3. The colonial legacy
 4. Environmental hazards and diseases
 5. The Human Dimension –Africa’s Challenge for Tomorrow

Exam 2 (1 hour)

- F. South Asia/ Population and Poverty (5 hours)
1. The demographic dilemma
 2. The physical basis of the Indian subcontinent
 3. The cultural geography, religion, caste and class
 4. Development: rural and urban
 5. The Human Dimension – An Indian Woman

- G. East Asia/ Agriculture and Industry (5 hours)
1. The physical geography of East Asia
 2. The Chinese experience in retrospect
 3. The East Asian peoples—the ultimate resource
 4. China in today’s global economy
 5. The Human Dimension ---Chinese Population Control

- H. Southeast Asia/ Urbanization (3 hours)
1. Population patterns
 2. Ethnic mosaic
 3. Colonial frameworks
 4. Territorial morphology
 5. The Human Dimension –The Indonesian Farmer

Final Exam (2 hours)

IV. Evaluation Methods:

The final grade will be determined as follows:

Two exams during the semester at 100 points each	200 points
Map Quizzes	100 points
Book Essay or Quiz on Supplemental Book	50 points
Exercises and pop quizzes	50 points
Final Exam	<u>100 points</u>
	500 points

V. Grading Scale

A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: less than 60%

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions. The course attendance policy will be in compliance with the university attendance policy.

VII. Required Textbook and Supplemental books

There are a number of excellent textbooks available for this class, below are examples of current available textbooks from which faculty will select one:

DeBlij, Harm, Peter O. Muller, Jan Nijman, and Antoinette M.G.A. WinklerPrins. 2011. *The World Today: Concepts and Regions in Geography*. 5th ed. Hoboken, N.J.: Wiley.

Marston, Sallie, Paul L. Knox, Diana Liverman, Vincent Del Casino, Jr, and Paul Robbins. 2011. *World Regions in Global Context: Peoples, Places, and Environments*. 4th ed. Columbus: Prentice Hall.

Rowntree, Lester, Martin Lewis, Marie Price, and William Wyckoff. 2012. *Diversity Amid Globalization: World Regions, Environment, Development*. 5th ed. Columbus: Prentice Hall.

White, George W., Joseph P. Dymond, Elizabeth Chacko, and Michael Bradshaw. 2011. *Essentials of World Regional Geography*. 2nd ed. New York: McGraw Hill.

Supplemental book:

The following books are examples of possible choices that could be used as the supplemental book:

Calderisi, Robert. 2006. *The Trouble with Africa: Why Foreign Aid Isn't Working*. New York: Palgrave.

DeBlij, Harm. 2009. *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape*. New York: Oxford.

Coverdale, Linda. 2003. *Machete Season: The Killers in Rwanda Speak*. New York: Picador.

Diamond, Jared. 1999. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton.

2. Summary of the Proposed Revisions:

- 1) Title change
- 2) Catalog description change
- 3) Revision of course objectives
- 4) Addition of other items to course syllabus such as attendance policy, grade scale, and a bibliography.
- 5) Updating course outline

3. Rationale:

- 1) The title of the course is being changed to better reflect the new name of the category in Liberal Studies. World Geography is the common name used across the discipline for this type of course and increasingly the textbook titles are incorporating the words global or globalization.
- 2) The catalog description is being revised to reflect updating of terminology and the changes in the focus of the course to meet the current needs.
- 3) The expectations for course objectives have changed dramatically since this course was introduced in the late 1980s. Today the emphasis is on establishing student centered, measurable objectives thus a new list of course objectives has been developed for the course.
- 4) The addition of other items to the syllabus of record again reflects changes in expectations for a syllabus of record at IUP since the course was originally created.
- 5) The course outline has been updated. The order the regions are covered is primarily determined by the textbook selected.

BOOK REPORT on *The Trouble with Africa: Why Foreign Aid Isn't Working*

A minimum of 5 typewritten pages, a maximum of 7 (double spaced)

This book report is to be done in sections. Each section is to be numbered and labeled as below.

Begin with a cover page. Make sure that your name is on the cover page.

SECTIONS

I. Introduction (1 page)

Research the author. Include professional background and other books written. What subjects does he write about? Try Amazon.com and read some of the reviews of his other books.

II. Synopsis (1-2 pages)

This is an overview or summary of the story line and events. The instructor knows the story and this section is to give him confirmation that you know it too.

III. Critical Analysis (2-3 pages)

The second part of the review should be a *critical analysis* of the book. Do not merely say that it was interesting or uninteresting. Discuss its merits and flaws. Aspects of critical analysis should include answers to the following questions.

What *specifically* did you like or dislike about it?

Do you agree or disagree with the author's main points and conclusions?

Does the evidence support the conclusions?

How well organized was the book?

How would you evaluate the author's writing style?

Does the author exaggerate or romanticize his subject?

Does the narrative contain examples of serious bias? [Having a POINT OF VIEW or opinion is *not* being biased.]

What do we learn about development from the book?

What is your final judgment on the book?

Would you recommend it to someone?

IV. Personal or Practical Involvement (1-2 pages).

What did you find most personally meaningful in the book?

Each book has a message and several sub messages. Are you in agreement with these messages?

How has this book made you rethink your charitable contributions?

How do the government spending patterns make you feel?

What would you have done if you were alive at the time of the story?

GEOG 104 Liberal Studies Approval Questions

- 1) The instructors who regularly teach World Geography: Global Context will meet at least once a year to discuss the course and exchange syllabi and information about new resources and activities used in teaching the class.**
- 2) Information about minorities and ethnic groups is covered throughout the course. There are persecuted ethnic or religious minorities in every region of the world. Examples range from the Muslim minorities in Europe, the Kurds in the Southwest Asia, Native Americans throughout Latin America, or the Muslims, Sikhs, and Christians in Hindu India. Additionally frequently the second book is about a minority group such as *Machete Season* about the Rwandan killings. In *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape* the author includes a chapter titled "Same Place, Divergent Destinies" that focuses on the different lives men and women have.**
- 3) The course includes a required second book. Recent examples include *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape*; *Machete Season: The Killers in Rwanda Speak* or *Guns, Germs, and Steel: The Fates of Human Societies*. Papers on the book are traditionally used to evaluate the student's comprehension of the book. It will be the chair's responsibility when reviewing textbook orders to ensure that this requirement is maintained.**
- 4) The content is geared towards broadening the student's geographic knowledge about the world at a beginner's college level. Our introductory Human Geography course for majors, GEOG 230 Cultural Geography, also begins with basic introductory material.**

OLD SYLLABUS OF RECORD

COURSE OUTLINE:

- I. Introduction
 - A. Regional Concepts and Classifications, Culture and Landscape, World Population and Urbanization Patterns, Geographic Realms of the World, Regional Studies in Contemporary Geography, Map Reading and Interpretation
 - B. Wealth and Poverty on a World Scale; the North-South Debate; Characteristics of Underdevelopment
- II. Issues in Geography of Development
 - A. Geographic Factors Affecting Development
 - B. Resources and Development
 - C. The Human Equation
 - D. Variation in Economic Decisions
 - E. Culture: Setting the Parameters of Life
- III. Location/Thematic Interface in the Geography of Developing Regions
 - A. Sahel/Drought
 - 1. The environmental base-desertification
 - 2. The Human Dimension - Cultural Geography/Nomads in the Sahel
 - 3. Boundaries and Barriers; The Status of Women and Development of the Arab World
 - 5. Regions and States
 - B. Amazon Basin/Deforestation, Human-Environment linkage
 - C. India/Population-poverty
 - 1. The demographic crisis
 - 2. The physical basis of the Indian subcontinent
 - 3. The cultural geography, religion, caste and class
 - 4. Development: Rural and Urban
 - 5. The Human Dimension - An Indian woman
 - 6. Population and India's Future
 - 7. The Human Dimension - Water for Life
 - D. China/Agriculture-development
 - 1. The Physical Geography of China
 - 2. China in Today's World
 - 3. The Chinese Experience in Retrospect
 - 4. Chinese Peoples - The Ultimate Resource
 - 5. The Human Dimension - Chinese Population Control

5. One Hundred Years of Solitude, Gabriel Garcia Marquez,
NY, Harper and Row, 1970.

- E. Africa/Location, transportation, migration
 - 1. The Environmental Base
 - 2. Continental Drift
 - 3. Agricultural Predominance
 - 4. The Colonial Legacy
 - 5. Environmental Hazards and Diseases
 - 6. The Human Dimension: Africa's Challenges for Tomorrow
 - 7. South Africa: Apartheid
- F. Latin America/Economic geography
 - 1. Discovery and Conquest: European Expansion into Latin America
 - 2. Variation in Development
 - 3. Cultural and Institutional Settings
 - 4. Latin American Economies: Dual Society
 - 5. The Winds of Change
 - 6. The Republics
 - 7. The Human Dimension - The Children's Voices
- G. Middle America/Historical geography
 - 1. Collision of Cultures
 - 2. Mainland and Rimland
 - 3. Political Differentiation
 - 4. The Caribbean
 - 5. Besieged Republics
 - 6. The Human Dimension - Haiti: The Problems of Life
- H. SE Asia/Urbanization
 - 1. Population Patterns
 - 2. Ethnic Mosaic
 - 3. Colonial Frameworks
 - 4. Territorial Morphology
 - 5. The Human Dimension - Cheaper than Machines
 - 6. The Human Dimension - The Indonesian Farmer
- I. Middle East/Global economy
 - 1. Cultural Diversity
 - 2. Challenge or Opportunity
 - 3. The Human Dimension - From Suqs to Supermarkets

For each region, lectures must be approached based on the synthesis of various dimensions of the culture - giving special attention to critical building blocks of the culture - religion, ethnicity, language, literature, systems of thought, economics, administrative framework, and institutional framework.