

BOWIE STATE UNIVERSITY
DEPARTMENT OF HISTORY AND GOVERNMENT
COURSE SYLLABUS

GEOGRAPHY 496: INDEPENDENT STUDY (3 Credit Hours)

1. COURSE PREREQUISITES: 9 Credit Hours of Geography or Permission of Instructor

11. COURSE DESCRIPTION

This course is an individualized course of independent study designed to allow the advanced student of geography to pursue a specialized topic or research project under supervision. An adequately documented report of publication quality will terminate the study.

111. REQUIRED READINGS

A. Text: The text will be selected by the Instructor for the specialized Geography course under consideration.

B. Newspapers: Newspapers: The Washington Post, The Baltimore Sun, The Washington Times, The New York Times and USA. This suggested list of Newspapers can be changed by the Instructor for the course.

IV. AUDIO-VISUAL SERVICES

Maps, Charts, graphs, slides, video and other audio-visual materials will be used in presenting geographic information to the students.

V. EMERGING ISSUES:

Global warming is a contemporary climatic issue that is attracting the attention of people everywhere.

Pollution has become an environmental hazard that has a negative impact on earth's ecosystems.

Boundary disputes among and between nations have continued to create conflicts of global proportions.

The economic disparity between wealthy and poor nations has profound impact on the quality of life of a large segment of the world's population.

Environmental conditions and human activities have made a negative impact on animals and vegetation.

Boundary disputes between and among nations are continuing to intensify.

VI. GENERAL EDUCATION COMPETENCIES:

A. Written and Oral Communications:

1. Students will be competent to analyze and discuss critical issues and recurring themes in geography;
2. Make interpretations and present those ideas in clear writing;
3. Use suitable current technologies to demonstrate knowledge of geographic concepts.

B. Scientific and Quantitative Reasoning:

1. Students will learn to analyze and understand the physical world and the biological world.

C. Critical Analysis and Reasoning:

1. Apply skill in analysis and problem solving;
2. Apply logical reasoning in the examination and resolution of geographical tasks.

D. Technological Competency:

1. Write a term paper using the internet using Word processing software;
2. Produce a quantitative visual representation Of data using geographical computation software; and
3. Construct a geographical presentation using presentation software.

E. Information Literacy:

1. Identification of key concepts and terms that describe the information needed.
2. Select the most appropriate investigative methods for assessing needed information.

VII. COURSE OBJECTIVES:

A. To introduce students to the key concepts of, up-date transformation about, and the significant economical geographical changes that have transformed economic systems globally. Emphasis will be given to Technological World and the Developing World, with attention to Primary activities, Secondary activities, Tertiary activities and Quaternary activities.

B. To lead students in regional discussions of interactions of environments, population, ways of life, and locations, which are intended to enable students to appreciate the differences in the global spheres.

C. To enable students to understand the economic diversity that exists among the various world regions, while comprehending the commonalities of life in these regions.

V111. STUDENT OUTCOMES

A. Students will:

1. Develop critical thinking skills
2. Complete a Term Paper project on a concern which is geographically related to any country of choice, and
3. Competence in these areas will be demonstrated by earning a grade of "B" or above according to the grading scale for this course.

1X. KNOWLEDGE BASES

The study of Geography will enhance Cultural Pluralism Perspective. Geography admirably serves the objectives of a Liberal Arts Education. The discipline of Geography will assist in solving issues facing our communities, our country, and our world and better prepare to contribute solutions in a diverse work place.

Acquiring and developing basic geographic skills will enhance Critical Thinking Perspective, with the determination to create a geographically literate society in accordance with the Goals 2000 Educate America Act (Public Law 103-227). This Act includes the 1994 National Geography Standards.

In this course, the National Geography Standards will be discussed.

X. SPECIFIC LEARNING OBJECTIVES

- A. To work with students in acquiring proficiency with the basic tools of geography and composition writing.
- B. To introduce students to the key concepts of, up-date information about, and the significance of Economic Geography as a science as it relates to the study of contemporary, global issues.
- C. To train the student to analyze, compare and classify information so as to awaken in the student a sense of relationships and connections that would lead the student to formulate questions and, with a knowledge of the facts involved, to look for the 'why' of things.
- D. To lead the student on to identify and recognize correlations and, where possible, causes.

E. To plan, that in teaching the search for the "why", the student does not overlook the existence of various orders of causes and does not stop short at any one of them.

F. Teach the student to account, as scientific Geography does, of physical and natural forces, as well as the will and irrational behavior of men and, of the needs of existence. The teaching that the student is given will accustom her/him to think-as well as to observe-geographically.

X1. CURRICULUM THEMES

PRAXIS OBJECTIVES

A. Academic Scholar

Objectives: A, B, C, D, and E.

B. Multicultural and Global Perspectives Objectives:

B, F.

C. Personal and Interpersonal Perspectives Objectives:

B, C, E, and F.

X11. TEACHING MODES

Teaching modes include student participation in group discussion, lectures, the use of audio-visual materials, composition writing, the use of the computer and the Internet. Printed materials to supplement the text will be given to students as needed. A Term Paper of geographic significance to the study of the Geography of any country is required for this course

X111. NATIONAL GEOGRAPHY STANDARDS

Geography is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. Geographers describe the changing patterns of places in words, maps, and geo-graphics, explain how these patterns come to be, and unravel their meanings. Geography's continuing question is to understand the physical and cultural features of places and their natural settings on the surface of the Earth.

The six essentials and eighteen Geography standards will be addressed in this course. These are:

1. THE WORLD IN SPATIAL TERMS

1. Maps and other geographic tools for information in a spatial perspective
2. Mental maps and spatial contest
3. Spatial organization of Earth

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11. PLACES AND REGIONS

4. Physical and human characteristics of places
5. Regions interpret Earth's complexity
6. Culture and experience influence perception of places and regions

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111. PHYSICAL SYSTEMS

7. Physical processes shape patterns of Earth's surface

8. Characteristics and distribution of Earth's ecosystems

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1V. HUMAN SYSTEMS

9. Human populations
10. The nature and complexity of Earth's cultural mosaics
11. Patterns and networks of economic interdependence
12. Human settlement
13. Forces of cooperation and conflict that shape earth's surface

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V. ENVIRONMENT AND SOCIETY

14. Human actions modify physical environment
15. Physical systems affect human systems
16. Meaning, distribution, and importance of resources

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VI. THE ISSUES OF GEOGRAPHY

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future.

XIV. CLASS ATTENDANCE

A special effort should be made to meet with The Instructor. There may be time, however, when uncontrollable circumstances may arise and keep the student from an appointment with the Instructor. Please notify the Instructor before the session, either by phone or by leaving a message with the Secretary of the Department of History and Government.

Note: Reference to Class Attendance is found in the current Bowie State University Undergraduate Catalog.

XV. ENGLISH PROFICIENCY EXAMINATION

1. Native and Transfer Students: "The English Proficiency examination is a graduation requirement which must be satisfied by all students receiving a bachelor's degree from the University. Native and transfer students should take the examination upon completion of English 101 and English 102. However, transfer students who completed their English composition requirement at another university should take the examination during their first semester of enrollment at the University." BSU Undergraduate Catalog 1998-2001. p.103.

2. Second-Degree Students: "In their first semester at the University, second-degree students must also pass the Bowie State University English Proficiency Examination..." BSU Undergraduate Catalog: 1998-2001. p. 232.

XVI. CONFERENCES

The student is expected to arrange for periodic conferences with the Instructor of this course.

XV11. COURSE REQUIREMENTS

A. Examinations

Four examinations will be administered in this course. Examinations will consist of multiple choice questions, definition of terms, short answer questions, and essays. Examinations will account for 80 percent of the final grade.

The Final Examination is comprehensive. This examination will be given on the date, and at the time scheduled by the Instructor. Examination dates are published in the BSU Class Schedule.

B. Term Paper

1. An adequately documented report of publication quality is expected of the student in this course.
2. The suggested topics for the term paper will be arranged between the Instructor and student.

Typical Characteristics of a C Paper:

Report fulfills basic requirements of a University-level essay

While the subject is acceptable, it may not be sufficiently focused, significant, or interesting.

While the organization is acceptable, some parts are slightly awkward. Still the report does not have a clear thesis.

Each topical paragraph has a controlling idea and some support, though the support is sometimes vague or weak.

There are few errors in sentence structure.

Sentence may not be varied sufficiently in length or structure.

While word choice is generally correct, the range of words is limited, so the diction is sometimes imprecise and monotonous.

If sources are used, they are documented, though there may be some errors in documentation.

Though the paper contains few major errors, there are mistakes in spelling, grammar and punctuation.

Characteristics of a D Paper:

Report has significant weakness in writing and organization

While the paper can be said to have a thesis, the thesis lacks focus, is too broad, and does not create inter

Because the thesis is generally too broad, the report does not supply sufficient support for the assertions that it contains.

While the presence of a thesis has allowed a recognizable organizational pattern, the pattern is not always followed. Transitions are weak or non-existent.

Topical paragraphs frequently lack clearly topic sentences. Paragraphs are not sufficiently developed.

Errors in sentences structure are frequent and serious enough to distract or mislead the reader.

The writer has made little effort to adapt the essay to a specific audience. The level of language may vary greatly.

If sources were used, they are documented, though there may be some errors in documentation. Dictation may be inappropriate. The author may have used some words with incorrect denotations and connotative errors may be common.

The essay may contain frequent grammatical or spelling errors.

Characteristics of an F Report:

Paper fails to fulfill one or more of the basic requirements and is unacceptable as University-level work

The paper does not fulfill the assignments.

The subject of the paper lacks focus, significance, interest and manageability.

The paper lacks a clear statement of thesis.

The paper lacks organization.

Assertions are not supported.

The Frequency of spelling errors and/or mechanical errors makes the essay difficult to understand.

The paper is plagiarized. It is someone else's work or sources are not given appropriate credit.

The paper contains major sentence errors.

The author has not recognized that her/his writing is intended for an audience. The paper remains personal as to be inapplicable to a reader who is unacquainted with the author.

NOTE: All home work assignments are to be done on the computer.

XV111. CLASS PARTICIPATION

A. The student is required to prepare all assignments that are given in this course.

B. The student is required to participate in the activities for this class.

C. The student is required to turn in all assignments on time.

XIX. INSTRUCTION SCHEDULE

The Assignments and session schedule will be determined by the Instructor of this course.

XX. GRADING

A. Final grades are computed as follows:

A = 90% - 100% C = 70% - 79%
B = 80% - 89% D = 60% - 69%
F = 59% -

B. Evaluation

1. Examinations = 80% of final grade
2. Term Paper = 20% of final grade
Total = 100%

XX1. TITLE PAGE

Title of Term Paper

(Study Blames Air Pollution for Thousands of Deaths)

By

(Name of Student)

Marty Jones

This Term Paper is submitted in partial Fulfillment of Geography 496. 001.

Instructor's Name

(Dr. John King: Instructor)

(Due date for assignment)

January 10, 1980

Bowie State University

Use this format as a title page with all assignments that are to be submitted in this course.

XX11. REFERENCES

Bibliographies

READING LIST

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Akin, Wallace E. 1991. *Global Patterns: Climate, Vegetation, and Soil*. Norman, Ok: University of Oklahoma.

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Thomas A. Hutton. 2010. *The New Economy of the Inner City: Restructuring and Dislocation*
Recent and Classical Texts

Miller, G. Tyler, Jr. 1990. *Living in the Environment*. 6th ed. Belmont, California: Wadsworth.

Muller, Peter O. 1981. *Contemporary Suburban America*. Englewood Cliffs, NJ.: Prentice Hall.

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Knox, Pamela N. "El Nino- A Current Catastrophe," *Earth*. (September, 1992), pp. 30-37.

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Leobeck, Elmire. "Haiti: A Brief Survey of its Past and Present Agricultural Problems," *The Journal of Geography*. Vol. L111. No. 7. (October, 1954), pp. 278-290.

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RECENT TEXTS ON INTRODUCTION TO GEOGRAPHY

Berry, Bryan., et. Al. 1997. *The Global Economy in Transition* N.J.: Prentice-Hal, Inc.

Engla___jnd. Kim. 1998. *Who Will Mind the Baby*. New York: Rutledge.

Knox, Paul L., and Marston Sallie A. 1998. *Human Geography*. Englewood Cliffs, NJ.: Prentice-Hall, Inc.

CURRENT GEOGRAPHY JOURNALS

Annals of the Association of American Geographers:

Focus

Geographical Review

The Geographical Journal

Journal of Geography, and

The Professional Geographer.

ON LINE

The Internet is a vast network of computers electronically joining together millions of people and many thousands of organizations and institutions from all over the world. There are numerous Internet sources for geography. Following are sites for students to use:

<http://www.mhhe.com/sciencemath/geography/ghetis/>

Home Page of the Association of American Geographers:

<http://ww.aag.org/>

Geography Education Worldwide offered by The Ryerson University geography Department:

<http://www.geo.ryerson.ca/ga/html/geogrph.html>

Similar list maintained by the University of Texas:

<http://www.utexas.edu/depts/rgg/>

virtdept/resources/depts/depts.html

General guide for Geography Resources on the Internet, try the State University of New York at Buffalo page.

Journals

Suggested journals to be consulted:

American Journal of Political Science
American Political Science Review
Annals of the Association of American Geographers
Foreign Affairs
Foreign Policy
International Affairs
International Journal, and
Political Geography.

On Line

Maps: International Map Trade Association members are companies that create and sell maps.
<http://www.maptrade.org/>

Global Time Series: <http://sideshow.jpl.nasa.gov/mbh/series.html>

Tropical Weather: Tropical Prediction Center is located in Miami, Florida, USA. It monitors weather in the Atlantic and Pacific Oceans. <http://www.nhc.noaa.gov/>

Conservation. <http://www.tnc.org/>

Greenpeace International. <http://www.greenpeace.org/>

Population: The Australian National University: <http://combs.anu.edu.au/resfacilitiesDemographyPage.html>

Language: <http://polyglot.Lss.wisc.edu/lss/lang/langlink.html>

Religion: <http://www.tradenet.it:80/links/arsocu/religion.html>

Ethnicity: <http://www.ruu.nl/ercomer/wwwvl/index.html>

1. Gender: http://www.feminist.org/gateway/gl_exec.html
<http://www.ibd.nrc.ca/~mansfield/feminism/>

World Resources: <http://www.wri.org>

World bank: <http://www.worldbank.org>

Politics: UN headquarters: <http://www.un.org>

IMPORTANT INFORMATION (University closing, policies, etc.):

1. Inclement Weather:
 - a) During inclement weather, tune in to a local radio station or television station for University announcements. Local Media will announce whether the university will open late or if it will be closed, depending on the degree of weather severity. Many of these sources will begin announcing late openings and closings by 6:00 a.m.; and
 - b) Consult university publications for additional information.

2. Students who have a disability and think that they may need special accommodations should report to the Office of Disability Support Services, Room 316 Center for Learning and Technology Building (CLT), or call 301-860 (extension 3292).