

BOWIE STATE UNIVERSITY  
DEPARTMENT OF HISTORY AND GOVERNMENT  
FALL 2011/SYLLABUS (3 credits)  
ECONOMIC GEOGRAPHY 211.001

Phone: Department's: (301) 860-3601.  
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Note on classroom etiquette: Students must not disrupt class sessions with the use of cellular phones, Ipods, etc., taking messages and walking out of class sessions using cell phones. Students are not permitted to tape lectures without permission from the Instructor. Students are advised to take notes during class presentations. Students are required to dress appropriately for class attendance.

1. COURSE PREREQUISITES: There are no prerequisites for this course.

## II. COURSE DESCRIPTION

This is a general regional survey course, which focuses on world regions with emphasis on political, economic, cultural and sociological issues. Contemporary and developmental prospects within a broader geographic framework are also presented, with a consideration of people's systems of livelihood, the distribution of these activities, and explanation for the distributions and the utilization of natural resources for economic gain.

## III. REQUIRED READINGS

A. Text: Paul Knox, John Agnew & Linda McCarthy. 2011. The Geography of the World Economy. 5<sup>th</sup>. Ed. . NY: Arnold Press.

B. Newspapers: Students are required to read The Washington Post, The New York Times and The Baltimore Sun.

## 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 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.

## V11. 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 land and life in each region of Africa.

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.

#### X. 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

#### X11. 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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V1. 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.

X111. CLASS ATTENDANCE

A special effort should be made to attend every class session. There may be time, however, when uncontrollable circumstances may arise and keep a student from class. Please notify the Instructor before class, 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.

X1V. 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

## XV. CONFERENCES

Students are expected to arrange for periodic conferences with the Instructor of this course.

## XVI. 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, in the same classroom, and at the time scheduled by the Registrar of the University. Examination dates are published in the BSU Class Schedule, Fall 2011, and are also included with this syllabus.

### B. Term Paper

1. A research Term Paper on a problem solving a project of no less than ten pages is required as part of this course fulfillment. Footnote style must be consistent. The paper is to be single spaced, in twelve-point *NEW TIMES ROMAN* font.

2. Select a country on which to write the Term Paper. Write on current issues that are germane to the economy country of your choice.

3. Suggested topics are:

- a. Domestic or Foreign Policy issues;
- b. Economic Development;
- c. Government—one aspect;
- d. Social Changes;
- e. Education;
- f. Rural or Urban Development;
- g. Internal Migration;
- h. Agricultural development;
- i. Public Health, and
- j. Gender as it relates to the economy.

4. Topics are to be selected by the end of the second week of instruction. The Instructor of the course must approve a topic that is selected apart from one on the suggested list at the same time as those topics selected from the suggested list. Materials for the Term Paper can to

be collected from the WWW, journals, newspapers, oral interviews, embassies' bulletins, etc. The information from these sources that is to be used in the term paper is to be kept in a folder. The folder is to be turned in with the term paper.

The Term Paper is due on the date specified by the Instructor. Late papers are not accepted.

#### 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.

#### XV11. CLASS PARTICIPATION

- A. Students are required to prepare all assignments that are given in this course.
- B. Students are required to participate in class discussions and other class activities.
- C. Students are required to turn in all assignments on time.

#### XV111. INSTRUCTION SCHEDULE

##### A. Assignment:

- 1. Date:
  - a. Study chapters 1-3.
  - b. Examination #1.

##### B. Assignment:

- a. Study Chapters 4-6.
- b. Examination #2.

##### C. Assignment:

- a. Study Chapters 7-9.
- b. Examination #3. .

##### D. Assignment:

- a. Study chapters 10-12.
- b. Final Examination.
- c.

## XIX. 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%

**Note: Midterm evaluation will be computed on the higher grade of the first two examinations.**

XX. 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 110. 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.

## XX1. REFERENCES

### Bibliographies

### READING LIST

#### Recent and Classical Texts

Abrahamson, Dean E., ed. 1989. *The Challenge of Global Warming*. Covelo, California: Island Press.

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

Berry, B.L.J., E. Conkling, and D.M. Ray. 1993. *The Global Economy*, Englewood Cliffs, NJ: Prentice Hall.

Brown, Lawrence A. 1981. *Innovation Diffusion: A New Perspective*. New York: Methuen.

Brown, Lloyd A. 1977. *The Story of Maps*. Boston: Little, Brown, 1949; reprint ed., New York: Dover.

Enteikin, J.N., and S.D. Brunn (eds.). 1989. *Reflections on Richard Hartshorne's: The Nature of Geography*. Washington, DC: Association of American Geographers.

Findlay, Allan, and Anne Findlay. 1987. *Population and Development in the Third World*. London and New York: Methuen.

Glassner, Martin I., ed. 1983. *Global Resources: challenges of Interdependence*. New York: Praeger Publishers, for the Foreign Policy Association.

Gold, John R. 1980. *An Introduction to Behavioral Geography*. New York: Oxford University Press.

Gould, Peter R. and Rodney White. 1986. *Mental Maps*. 2nd ed. Boston: Allen and Unwin.

Griffiths, John F., and Dennis M. Driscoll. 1982. *Survey of Climatology*. Columbus, Ohio: Charles E. Merrill.

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.  
Murphey, Elaine M. 1989. *World Population: Toward the Next Century*. 3rd ed. Washington, DC: Population Reference Bureau.

Murphey, Rhoads. 1982. *The Scope of Geography*. 3rd ed. New York: Methuen.

Pattison, William D. 1964. "The Four Traditions of Geography." *Journal of Geography*. Vol. 63, pp. 211-216.

Robinson, Arthur H., et al. 1993. *Elements of Cartography*. 6th ed. New York; John Wiley.

Sabins, Floyd F., Jr. 1987. *Remote Sensing: Principles and Interpretation*. 2nd ed. New York: Freeman and Co.

Shea, Cynthia Pollock. 1988. *Protecting Life on the Earth: Steps to Save the Ozone*. Worldwatch Paper 87. Washington, DC: Worldwatch Institute.

Stewart, George R. 1941. *Storm*. New York: Random House.

Ullman, E. 1956. "The Role of Transportation and the Bases for Interaction," in W. Thomas, Jr. (ed.) *Man's Role in changing the Face of the Earth*. Chicago: University of Chicago Press. pp. 862-880.

#### ARTICLES IN JOURNALS OF GEOGRAPHY

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

Leighly, John. "Carl Ortwin Sauer, 1889-1975," *Annals*, Vol. 66, No. 3. (September, 1965), pp. 337-384.

Lebeck, 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.

Meinig, D. W. "The Mormon Culture Region: Strategies and Patterns in the Geography of American West, 1847-1964," *Annals*, Vol. 55, No. 2. (June, 1965), pp. 191-220.

Gelfand, Lawrence. "Ellen Churchill Semple: Her Geographical Approach to American History," *The Journal of Geography*, Vol, 53, (January, 1954), pp.30-41.

Merrens, H. Roy. "The Physical Environment of Early America: Images and Image Makers in Colonial South Carolina," *The Geographical Review*. Vol. 59, No. 4. (April, 1970), pp. 530-556.

Mikesell, Marvin N. "Tradition and Innovation in Cultural Geography," *Annals*. Vol. 68, No. 1. (March, 1978), 1-16.

Morrell, Richard I. "The Nature, Unity and Value of Geography," *Professional Geographer*. Vol. 35. No.1. (February, 1983, pp. 1-9.

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Strietemeter, John. "An Attempt of Making Geographers out of Students," *Journal of Geography*. Vol. L111, No. 5. (May, 1954), pp. 211-214.

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Ursula, Sis. Mary. "Geography and International Understanding," *Journal of Geography*. Vol. L1V, (April, 1955,) pp. 167-175.

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Ward, David. "The Emergence of Immigrant Ghettos in American Cities: 1840-1920," *Annals*. Vol. 58, NO. 2. (June, 1968), pp. 345-359.

Zaburunov, S. A. "Monitoring our Global Environment," *Earth*. Vol. 1. (July, 1992), pp. 46-53.

Zilinsky, Wilbur. "An Approach to the Religious Geography in the United States: Patterns of the Church Membership in 1952," *Annals*. Vol. 51, No. 2. (June, 1961), pp. 139-193.

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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  
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://www.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/grg/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  
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.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>;