

BOWIE STATE UNIVERSITY
DEPARTMENT OF HISTORY AND GOVERNMENT
COURSE SYLLABUS
Fall, 2008

Course Name: GEOG. 110/International Geography: 3 Credits

Instructor: Dr. Ralph Parris

Office Hours: MWF: 10:00 am.-11:00; am. 12:00 pm.-1:00 pm.; MW: 3:00 pm.-4:00 pm.

Office Location: MLK 0216

Telephone Numbers: Department's: 301-860-3600;

Instructor's: 301-860-3606; Fax: 301-860-3441

E-mail: rparris@bowiestate.edu

1. COURSE PREREQUISITES:

There are no prerequisites for this course.

11. COURSE DESCRIPTION

This course focuses on an analysis of the world's major human-geographic regions, including Africa, Anglo-America, Asia, Europe, and Latin America, for an understanding of the creation and persistence of geographic diversity and difference. The environmental, cultural, political, and economic systems through globalization are considered. This course is designed especially for teachers.

111. REQUIRED TEXT/REQUIRED MATERIALS:

Les Rowntree, Martin Lewis, Marie Price, and William Wyckoff. 2007. *Diversity Amid Globalization: World Regions, Environment, Development*, Upper Saddle River, NJ: Prentice Hall.

Students are required to read *The Baltimore Sun*, *The New York Times*, *USA*, and *The Washington Post*.

AUDIO-VISUAL SERVICES

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

1V. 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.

V. 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 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:

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

V. NCATE CURRICULUM THEMES/PRAxis OBJECTIVES:

Academic Scholar: Objectives 1, 2, 3.

Multicultural and Global Perspectives:

Objectives: 1, 2, And 5.

Personal and Interpersonal Perspectives:

Objectives: 1, 2, And 3.

Effective Practitioner: Objectives: 1, 2, 3, and 4.

VI. STUDENT OUTCOMES OR COURSE OBJECTIVES:

A. COURSE OBJECTIVES:

1. To work with students in acquiring proficiency with the basic tools of geography, e.g., map reading, climatic graph interpretation, and composition writing skills.

2. To introduce students to the key concepts of, up-date information about, and the significance of Geography as a science, that relates to our multicultural and global perspectives.

3. 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.

4. To train students to apply Geographic inquiry to the four traditions of Geography, within which geographers work. These traditions are expressed in the National Geographic Standards.

5. To instruct students that Critical thinking Perspective will be enhanced by acquiring and developing basic geographic skills, with the determination to create a geographically literate society in accordance with the goals: 2000 Educate America Act (Public Law 103-227) and includes the 1994 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 geographics, explain how these patterns come to be, and unravel meanings of these patterns. 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

.....
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.

.....
111. PHYSICAL SYSTEMS

7. Physical processes shape patterns of Earth's surface
8. Characteristics and distribution of Earth's ecosystems

.....
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

.....
V. ENVIRONMENT AND SOCIETY

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

.....
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 future.

B. STUDENT OUTCOMES:

Students will:

- Develop critical reading and writing skills
- Develop critical thinking skills
- Acquire knowledge of basic geographic concepts
- Complete a four page book report; and
- Acquire competence in these areas that will be demonstrated by attaining a grade of 'C' or above, according to the grading scale for work done in this course.

V1. INSTRUCTIONAL MODES:

Teaching modes include student participation in group discussions, lectures, audio-visual materials, technical report

writing, and the use of the computer and the Internet. Printed materials to supplement the text will be given to students as needed. A book report of five, single space pages is required for this course. This book report will also enhance students' composition writing skills. The cover page to the report will not constitute a page of the five-page report.

VIII. STUDENT REQUIREMENTS:

IV. CURRICULUM THEMES/PRAxis OBJECTIVES

- | | |
|--|-------------------------|
| A. Academic Scholar | Objectives: 1, 2, 3. |
| B. Multicultural and Global Perspectives | Objectives: 1, 2, 5. |
| C. Personal and Interpersonal Perspectives | Objectives: 1, 2, 3. |
| D. Effective Practitioner | Objectives: 1, 2, 3, 4. |

V. STUDENT OUTCOMES OR COURSE OBJECTIVES:

A. COURSE OBJECTIVES:

1. To work with students in acquiring proficiency with the basic tools of geography, e.g., map reading, climatic graph interpretation, and composition writing skills.

2. To introduce students to the key concepts of, up-date information about, and the significance of Geography as a science, that relates to our multicultural and global perspectives.

3. 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.

4. To train students to apply Geographic inquiry to the four traditions of Geography, within which geographers work. These traditions are expressed in the National Geographic Standards.

5. To instruct students that Critical thinking Perspective will be enhanced by acquiring and developing basic geographic skills, with the determination to create a geographically literate society in accordance with the goals: 2000 Educate America Act (Public Law 103-227) and includes the 1994 National Geography Standards.

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.

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- 1. Maps and other geographic tools for information in a spatial perspective
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- 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

.....
1V. ENVIRONMENT AND SOCIETY

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

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

B. STUDENT OUTCOMES;

Students will:

Develop critical reading and writing skills
Develop critical thinking skills
Acquire knowledge of basic geographic concepts
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Acquire competence in these areas that will be demonstrated by attaining a grade of 'C' or above, according to the grading scale for work done in this course.

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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 *Bowie State University Undergraduate Catalog* under which you were matriculated.

NATIONAL TEACHERS' EXAMINATION

All students preparing for a teaching career must take and pass PRAXIS 1 and PRAXIS 11.

CONFERENCES

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

V11. STUDENT REQUIREMENT:

A. Examinations

Four examinations will be administered in this course. Examinations will consist of definition of terms, short answer questions, and essays. Knowledge of place-names of maps is essential. Examinations will account for 80 percent of the grade. Make up examinations are not administered unless there is a valid reason for the make up examination. For example: The student is hospitalized, or there is death in the student's family. Examination dates are provided in this syllabus.

The Final Examination will be given on the date, in the same classroom, and at the time scheduled by the Registrar of the University.

B. Term Paper: (20% of final grade)

Each student will select a country on which to write the Term Paper. The Term Paper must be geographically significant. This paper should be no more than ten pages, including footnotes. Footnote style must be consistent. The topic for the paper is to be selected by Friday, September 12, 2008, and approved by the Instructor of the course. Materials that are selected for the paper are to be kept in a folder. This folder is to be turned in with the term paper on Monday, November 13, 2008. **Late folders and papers are not accepted.** No citations are to be used from Wikipedia encyclopedia in this paper.

Suggested Topics:

Housing
Forestry
Domestic Policy
Rural or Urban Development
Agricultural Development
Public Health
Education
Internal Migration
Social Changes, and
Women's Movements.

Note: If a student selects a topic different from one of the above, that topic has to be approved by the Instructor on Friday, September 12, 2008.

CLASS PARTICIPATION:

A. Students are required to prepare all assignments that are given in this class.

- B. Students are required to participate in class discussions and other class activities.
- C. Students are required to turn in all assignments on time.
- D. Students are required to participate in class discussions and other class activities.
- E. Students are required to turn in all assignments on time.
- F. Students are expected to use the Internet addresses that are provided in the text with each unit of work.

Note: A student may be advised by the Instructor to withdraw from a course for excessive absences. Five or more hours of unexcused absences before the final date before withdrawal may result in the student receiving a grade of "F" for the course.

V111. GRADING/EVALUATION PROCEDURES:

- A. Examinations will account for **80 percent** of the final grade. Examination dates are provided in this syllabus; hence, make-up examinations are not administered in this course.
- B. The book report has a value of 20 percentage points.
- C. Bonus points are earned for written, one-page reports on the videos that are used to complement the text.
- D. Grading Procedures:

Final grades are computed as follows:

1. Examinations	= 80% of final grade
2. Book Report	= 20% of final grade
Total	= 100% of final grade.

E. Grade Distribution:

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

COVER PAGE:

This format is required as a cover page for submitting homework assignments for this course.

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

1X. OUTLINE OF COURSE CONTENT:

A. Assignment: August 29-September 19, 2008.

1. Text: Rowntree, et.al. Chapters 1-5.
2. Students are required to use the '*On-line Study Guide*', and study the exercises that correspond with these chapters.
3. Examination: #1: Friday, September 19, 2008.

Students must be able to demonstrate in writing, knowledge of map interpretation, and knowledge of the concepts of geography that were studied in the assignments for this examination. Students must be able to recognize geographic regions of the Americas, and the water bodies surrounding them.

The concepts will include: Culture hearth, environments, hinterland, diffusion, domestication, crop rotation, technological change, urbanization, colonization, GNP, demographic transition, hierarchy, space, cumulative causation.

Students must be able to identify such terms as: pre-industrial agricultural society, technology, dual economics, industry, zero population growth, development, World Bank, UNO, OAS, plantation, latitude, longitude, Prime Meridian, International Date Line, equator, solstice, earth's rotation, Industrial Revolution, crop rotation, mortality, arable land, slash-and-burn agriculture.

Students are expected to demonstrate in writing and on an examination, knowledge of the geography of North America, Central America, the Caribbean and South America. With the use of a blank map of North America, Central America, the Caribbean and South America, South America and Central America, students are expected to demonstrate knowledge of the location of the countries of that region, by identifying the countries on the blank maps. Students will also be expected to discuss the relationship between the physical landscape and the development of the region, taking into account the location of resources, transportation, political systems and the cultural milieu of the region, and globalization.

Students are expected to identify the following terms: Latifundia, mestizo, selva, chinapa, ecomiendo, repartimiendo, pope's line, vaqueros, compos, llanos, Capitancias, creoles, mulattos, gachupins, fazendas, caudillos, estancias, absenteeism.

B. Assignment: September 19- October 17, 2008.

1. Text: Rowntree, et.al. Chapters: 6 and 7.
2. Students are required to use the '*On-line Study Guide*', and study the exercises that correspond with these chapters.
3. Examination: #2: Friday, October 17, 2008.
(Midterm Evaluation)

Note: Students are expected to demonstrate in writing, knowledge of the geographic features that have been discussed in the text, and from sources that were presented to the class.

C. Assignment: October 17 - November 14, 2008.

1. Text: Rowntree, et.al. Chapters: 8-10.
2. Students are required to use the '*On-line Study Guide*', and study the exercises that correspond with these chapters.
3. Examination #3: Friday, November 14, 2008.

Students are expected to demonstrate knowledge of the location of the countries in Western Europe, by identifying, on a blank map of Western Europe or on an essay examination, the nations that make up that region. Similarly, with the use of a blank map of Western Europe or on an essay test, students are expected to identify the physical features of the region.

Students are expected to demonstrate on a written test, knowledge of the geography of Western Europe, by discussing reasons for the economic, political and cultural development of that region. Students must also demonstrate, in writing, knowledge of the human/environmental problems that face the countries of Western Europe and the attempts that have been made to deal with these issues.

Students are expected to be able to discuss reasons that set Western Europe apart as an industrial region.

Students are expected to be able to define the following terms: topography, Nationalism, migrant, culture region, fjord, glacier, tundra, greenbelt, heartland, acid rain, estuary, erosion, deforestation, transhumance, peasant, isthmus, watershed, and lagoon.

D. Assignment: November 14 - December 15, 2008.

1. Text: Rowntree, et. al. Chapters 11-14.
2. Students are required to use the '*On-line Study Guide*', and study the exercises that correspond with these chapters.

Students, with a blank map of South Asia, are expected to demonstrate knowledge of that region by identifying the countries of that region on the blank map. Students must also be able to discuss the how people in that region make a living.

Students are expected to identify the following terms: monsoon, ghats, monotheism, caste, Brahman, democracy, Kstiryas, Vaisyas, Sudras, Ganges, irrigation, jet stream, green revolution, and nationalization.

Students are expected to demonstrate in writing and on objective examination, knowledge of the geography of South America and Central America. With the use of a blank map of South America and Central

America, students are expected to demonstrate knowledge of the location of the countries of that region, by identifying the countries on the blank maps. Students will also be expected to discuss the relationship between the physical landscape and the development of the region, taking into account the location of resources, transportation, political systems and the cultural milieu of the region.

Key terms that students are expected to identify are: Latifundia, mestizo, selva, chinapa, ecomiendo, repartimiento, pope's line, vaqueros, campos, llanos, capitancias, Creoles, mulattos, gachupins, fazendas, caudillos, estancias, absenteeism.

Note: The final for this course examination will be administered on the day and at the time that the Registrar of the University has published. Examinations for December Graduating Seniors will be administered, December 5-11, 2008.

X. BIBLIOGRAPHY:

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.

Behrendt, Larissa. 2003. *Achieving Social Justice: Indigenous Rights and Australia's Future*. Sydney, Australia: Federation Press.

Bell, Derrick. 1992. *Facts at the Bottom of the Well: The Performance of Racism*. New York: Basic Books.

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- 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.
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- Pattison, William D. 1964. "The Four Traditions of Geography." *Journal of Geography*, Vol. 63. Pp. 211-216.
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- Rabenhorst, Thomas D., and Paul D. McDermott. 1989. *Applied Cartography: Introduction to Remote Sensing*. Columbus, OH: Macmillian Publishing Company.
- 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.
- Sellers, William D. 1965. *Physical Climatology*. Chicago: University of Chicago Press.

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Snipp, C. Matthew. 1989. *American Indians: The First of These Lands*: New York: Russell Sage Foundation.

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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.

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.

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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. Students are advised to consult the following sites:

Web Sites associated with the text:

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

Home Page of the Association of American Geographers:

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

The University of Texas maintains this list:

<http://www.utexas.edu/depts/grg/virtdept/resources/depts/depts.html>

Maps: The 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/resfacilities DemographyPage.html](http://combs.anu.edu.au/resfacilities/DemographyPage.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>

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>

Web Sites associated with the text:

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

Home Page of the Association of American Geographers:

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

The Ryerson University Geography Department offers Geography Education Worldwide at:

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

Similar the University of Texas maintains has:

<http://www.utexas.edu/depts/grg/virtdept/resources/depts/depts.html>

Classroom Etiquette: Students should have cell phones on vibrate or turned off so as not to disturb class session. Students should not

8:00 a.m.	Tuesday (T)	December 16, 2008	10:00 a.m. - 11:50 a.m.
9:30 a.m.	Thursday (R)	December 18, 2008	10:00 a.m. - 11:50 a.m.
11:00 a.m.	Tuesday (T)	December 16, 2008	1:00 p.m. - 2:50 p.m.
12:30 p.m.	Thursday (R)	December 18, 2008	1:00 p.m. - 2:50 p.m.
2:00 p.m.	Tuesday (T)	December 16, 2008	3:00 p.m. - 4:50 p.m.
3:30 p.m.	Thursday (R)	December 18, 2008	3:00 p.m. - 4:50 p.m.

SPECIAL EXAMINATIONS

EXAMINATION DATE

TIME

BIOL	Thursday (R)	December 18, 2008	8:00 a.m. - 9:50 a.m.
COSC	Friday (M)	December 19, 2008	8:00 a.m. - 9:50 a.m.
ENGL	Tuesday (T)	December 16, 2008	8:00 a.m. - 9:50 a.m.
MATH	Wednesday (W)	December 17, 2008	8:00 a.m. - 9:50 a.m.