

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**  
(ONE COURSE PER FORM)

1.) DATE: <b>10/16/13</b>	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) COURSE PROPOSED: Prefix: <b>GCU</b> Number: <b>121</b> Title: <b>World Geography I: Eastern Hemisphere</b> Credits: <b>3</b>	
CROSS LISTED WITH: Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ;	
Prefix:            Number:            ; Prefix:            Number:            ; Prefix:            Number:            ;	
4.) COMMUNITY COLLEGE INITIATOR: <b>JOHN SHAFFER</b> PHONE: <b>480-423-6032</b> FAX: <b>480-423-6298</b>	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> <b>Select core area...</b> <u>Awareness Areas:</u> <b>Global Awareness (G)</b>	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> <b>DECGCU</b> prefix <input type="checkbox"/> Elective  Current General Studies designation(s): <b>N/a</b>  Effective date: <b>2014 Spring</b> Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: <b>JOHN SHAFFER</b> Chair/Director Signature: <b>Emailed to J. Holston</b>	

AGSC Action:            Date action taken:     Approved             Disapproved  
  
Effective Date:

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### **Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Course Competencies, Course Outline, Syllabus, Class Schedule, Textbook Outline, See pages 3-6 for more detail.
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> <b>The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Course Competencies, Course Outline, Syllabus, Class Schedule, Textbook, Examples of Class Assignments. See pages 3-6 for more detail.

Course Prefix	Number	Title	Designation
GCU	121	World Geography I Eastern Hemisphere	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	As stated in the Official Course Description, this course focuses on a “description and analysis of spatial variations in social, economic, and political phenomena in major world regions. Emphasis on Europe, Russia, North Africa, and the Asian world.”	<p>1. <b>Course Competencies &amp; Course Outline:</b> All of the course competencies and outline topics focus on subject matter meeting Criterion 1.</p> <p>2. <b>Course Syllabus.</b> All of the areas listed on the syllabus in <b>green / orange</b> emphasize the course’s focus on subject matter meeting Criterion 1.</p> <p>3. <b>Class Schedule.</b> All of the areas listed in the syllabus in <b>green / orange</b> (see Class Schedule) emphasize the course’s focus on subject matter meeting Criterion 1.</p> <p>4. <b>Textbook Table of Contents.</b> The chapters covered in the course (1,2, 7, 8, 9, 10, 11, 12) focus on subject matter meeting Criterion 1.</p> <p>5. <b>Map / Culture Quizzes.</b> These are designed to help students understand the geography of location for each realm covered in the class, as well as their cultures. For example, in Quiz #1 students learn about the geographical location of countries; important mountains, rivers, and bodies of water; and most important for Global Awareness, the culture of the realm (e.g., cultural aspects involving agriculture, religion, and</p>

		transportation routes).
<p>2d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</p>	<p>This course will examine: (1) The realms of the world in the eastern hemisphere. Each study for the region covers the major cultural / geographic settings for the realm. (2) major global cultural issues (global climate change, terrorism) and its significance for each realm covered for this course (Eastern Hemisphere). (3) Cultural elements of each region in the eastern hemisphere. While covering each country/region there is an in-depth study of the cultural phenomena unique to that country and the surrounding regions.</p>	<p>1. <b>Course Competencies &amp; Course Outline:</b> The following course competencies emphasize cultural significance issues meeting Criterion 2d (Competencies 1, 2, 3, 5, 8, 10, 11, 12, 13, 14, 15, 16, 19, 21, 22, and 23).</p> <p>2. <b>Course Syllabus.</b> All of the areas listed on the syllabus in <b>blue / orange</b> emphasize the course’s focus on subject matter meeting Criterion 2d.</p> <p>3. <b>Class Schedule.</b> All of the areas listed in the syllabus in <b>blue / orange</b> (see Class Schedule) emphasize the course’s focus on subject matter meeting Criterion 2d. See the attached sheet for a detailed description of the significant cultural topics covered in lecture.</p> <p>4. <b>Textbook Table of Contents.</b> The chapters covered in the course (1,2, 7, 8, 9, 10, 11, 12) focus on subject matter meeting Criterion 2d.</p> <p>5. <b>Exams.</b> Exams are designed to help students understand the significance of the various cultures and issues around the world. See attached sheet for examples of exam questions for this course.</p>

This page will examine several of the competencies highlighted as cultural significant issues through use of the course outline, lectures, and exams. These are examples of how cultural significant issues are presented in the course.

**Competency 2: Describe world population distribution and identify and explain population growth with regard to regional and global patterns and evaluate the international implications on the culture of the region.**

Course Outline I C

Lecture 5a

Exam 2

A section of this lecture covers the cultural impact of the population distribution through out the different realms of the earth. For example the realm Austral has less than 30 million people while the realm East Asia has over 1.5 billion. The number of inhabitants will impact the culture of the given region. The Austral region has to adapt to the sparse population with improved communication / transportation services within and outside the realm. While the rapid rise in population for the East Asia realm has caused a shift in the culture from a rural farming population to more urban culture.

Sample essay exam questions:

1. How has the change in population over the last 100 years impacted the culture of East Asia?
2. What role do urban centers effect sparsely populated realms in Australia?

**Competency 11: Describe the illegal trafficking in wildlife found in Eurasia and North Africa as it relates to the economic patterns of particular cultures in the region and its impact upon illicit global trade.**

Course Outline III G

Lecture 4b

Exam 2

The lecture on illegal trafficking of wildlife in the realm of North Africa covers the cultural impact on the sub-Saharan life. Hunting for sport and/or profit was brought into the region from European colonizers. Later they created game preserves / conservation areas to protect the herds from poaching. However, they did not make the preserves large enough and to cover the areas the wildlife used for their annual migration. When larger preserves were created it allowed more space for poachers to infiltrate. Sub-Saharan Africa is the weakest link in the world's economy. Families have one of the lowest annual incomes. Therein rises the need to supplement their income and in some cases leading to illegal trafficking. With globalization in the past decade there has been a shift in the culture of illegal trafficking. Illegal trafficking is now more common for the groups having power in the region (e.g., tribal leaders, militant leaders). As this type of illegal trafficking has gained notoriety through media outlets other regions of the world are reacting. For example, there are now regulations in place on the sale and transportation of ivory into and out of Africa.

Sample Essay Exam Question:

1. How has the culture of hunting animals in North Africa changed since Europeans originally introduced it?

**Competency 13: Evaluate the impact of racial, religious and linguistic groups to the overall culture and related socio-economic interaction of the nations of the Eastern Hemisphere..**

Course Outline IV A/B/C/D

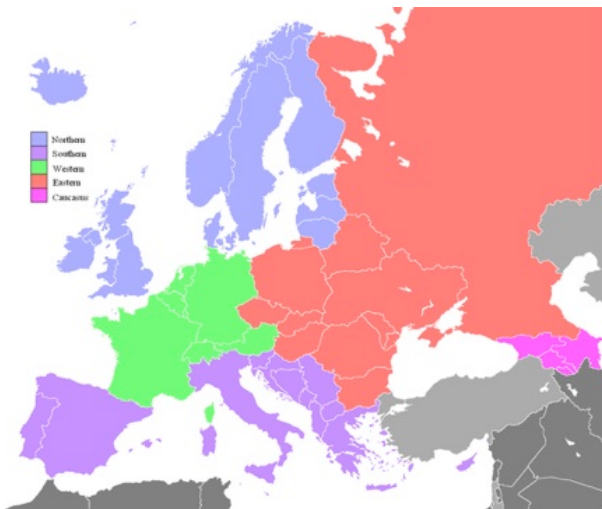
Lecture 2a

Exam 1

This example only covers Europe. A section of this lecture examines different maps representing culture (Fig 1), language (Fig 2) and religion (Fig 3), in Europe. This first map covers the cultural regions of Europe. The significance of the pattern of cultures is discussed. For example, the cultural linkage between the United Kingdom and the Baltic States and the connection of Central Europe with Russia are discussed. The next step is a comparison of the language map to the culture map. A cultural significance that is examined is the different languages of central Europe from Russia that is in contrast to the cultural map. Then the religion map is compared to the cultural map of Europe. There is a very similar pattern between the two maps. One difference is the evidence of Protestant Christianity into the Netherlands, Denmark, and Germany. This is a contrast to most of mainland Europe as Catholic Christianity. The cultural differences in Christianity can be traced back to Henry VIII reign over the British Empire and the allegiances he made into northern mainland Europe (i.e., Germany) that accounted for the spread of Protestant Christianity.

Sample Exam Essay Questions:

1. Explain the difference between the culture map with the language map of Europe.
2. Why did Protestant Christianity spread into the Northern Europe?



(Figure 1: European Cultures)



(Figure 2: European Languages)



(Figure 3. European Religions)

**Competency 21: Evaluate the different political systems among the nations of Eurasia and North Africa and the foreign relationships that have developed in today's culture of global interdependence.**

Course Outline IV K

Lecture 7A

Exam #3

The Political geography of Southeast Asia reflects the heavy influence, both past and present, of this mosaic of smaller countries being on the periphery of two of the world's largest countries, India and China. It also represents a 'shatter belt' in which stresses and pressures from external (i.e. colonial) and internal forces have produced a fractured political situation throughout the realm. In this realm political geographers identify four (Compact, Protruded, Elongated, and Fragmented states) of the five state territorial configurations that are found throughout the world. While these do not alone determine their cohesion or unity, they play a key role in the continuing evolution of Southeast Asia's political geography. For example, the 242 million people of Indonesia are spread across over 17,000 islands. While the country is making steady economic progress in recent decades, there are centrifugal forces that are intensifying and leading to continuing decentralization and devolution throughout the archipelago that will continue to challenge the government. In particular, growing Islamic militancy in Jawa is a growing concern for the republic, as well as other countries in the realm.

Sample Essay Exam Question:

1) Compare and contrast the major components of the political geography found in Southeast Asian countries that exhibit the four types of territorial morphology observed in this realm.



## **Official Course Description: MCCC D Approval ?**

**GCU 121 2013 Fall – 9999**

LED 3.0 Credit(s) 3.0 Period(s) 3.0 Load Acad

### **World Geography I: Eastern Hemisphere**

Description and analysis of spatial variations in culture, social, economic, and political phenomena in major world regions. The course will place an emphasis on the major cultural realms of Europe, North Africa, and Asia.

**Prerequisites:** None

### **Course Attribute(s):**

General Education Designation: Social and Behavioral Sciences (SB)

Arizona Shared Unique Number: GEO 1121

## **MCCD Official Course Competencies:**

**GCU 121 2013 Fall – 9999**

### **World Geography I: Eastern Hemisphere**

1. Describe the distribution of land and water, and explain its importance to successful habitability of various cultures in the Eastern Hemisphere. (I)
2. Describe world population distribution. Identify and explain population growth with regard to regional and global patterns and evaluate the international implications on the culture of the region. (I)
3. Discuss the regional mineral, energy, agricultural and manufacturing resources and the implications to local cultures participation in the global marketplace. (I)
4. Identify the countries of the Eastern Hemisphere and their political interrelationships. (II)
5. Identify and describe the major waterways and landform regions of Eurasia and North Africa and their impact upon human cultures and settlement patterns. (III)
6. Describe plate tectonics as it applies to the geology of Eurasia and North Africa. (III)
7. Identify and discuss the impact upon national infrastructures of geological hazards found in this part of the world. (III)
8. Identify, locate and describe the climatic regions of Eurasia and North Africa and their impact upon settlement and cultural development and patterns. (III)
9. Identify and discuss the impact upon national infrastructures of weather related hazards found in this part of the world. (III)
10. Describe the natural vegetation and soil conditions of Eurasia and North Africa with regard to the development of the region's agriculture and its impact on the cultures of Eurasia and North Africa (III).
11. Describe the impact of the illegal trafficking in native wildlife found in Eurasia and North Africa, as it relates to the economic patterns of particular cultures in the region and its impact upon illicit global trade. (III)
12. Identify the nature of the distribution of vital mineral deposits in Eurasia and North Africa and the impact upon cultures and their political, cultural, and regional / global economic setting. (IV)

13. Discuss the changes in population growth rates and density for Eurasia and North Africa over the last 100 years. Evaluate the role of urbanism and identify the major cities, discussing their impact upon local cultures and relationships between urban and rural sectors. (IV)
14. Evaluate the impact of racial, religious and linguistic groups to the overall culture and related socio-economic interaction of the nations of the Eastern Hemisphere. (IV)
15. Examine the educational standards, occupational structure and levels of technological development with regard to the various cultures and standards of living found in Eurasia and North Africa. (IV)
16. Evaluate the importance of the growth of technology and the problems associated with the development of industries as it relates to the various cultures within Eurasia and North Africa. (IV)
17. Compare the varied agricultural sectors of Eurasia and North Africa, investigating the types of crops raised, the impact of localized / global environmental changes, the potential for overproduction or shortages. (IV)
18. Locate and evaluate the importance of fishing resources and their impact upon cultures (e.g. dietary patterns, indigenous traditions) in the context of economic and trade patterns of Eurasia and North Africa. (IV)
19. Identify and examine the importance of transportation systems within Eurasia and North Africa and their impact upon the movement of people, goods, and cultural ideas, between the nations of the region as well as to other parts of the world. (IV)
20. Study the importance of internal and international trade between the nations of Eurasia and North Africa, and the impact of trade balances with regard to today's global markets. (IV)
21. Evaluate the different political systems among the nations of Eurasia and North Africa and the foreign relationships that have developed in today's culture of global interdependence. (IV)
22. Compare the variations in the health standards and the availability of social services among the various cultures of Eurasia and North Africa. (IV)
23. Recognize current events as they unfold within Eurasia and North Africa during the time frame of the course, focusing on the cultural and historical contexts of those events. (IV)

## MCCD Official Course Outline:

GCU 121 2013 Fall –9999

### World Geography I: Eastern Hemisphere

- I. Introduction to the World and World Geography
  - A. Geography Principles
    1. Location
    2. Culture, Place and Setting
    3. Patterns in the World
    4. Cause and Effect of Patterns
  - B. The Geography of Land and Water on the Earth
    1. Area Covered by Water
    2. Land Regions
  - C. Population Distribution and Growth
    1. Past, Present, and Future
    2. Cultural Impact
    3. Social Impact
    4. Economic Impact
  - D. Distribution of World's Resources and Industry
    1. Agricultural Resources
      - a. Locations
      - b. Cultural Impact
      - c. Social Impact
      - d. Economic Impact
    2. Mineral and Energy Resources
      - a. Locations
      - b. Cultural Impact
      - c. Social Impact
      - d. Economic Impact
    3. Manufacturing and Trade
      - a. Locations
      - b. Cultural Impact
      - c. Social Impact
      - d. Economic Impact
- II. Importance of Europe, Russia, North Africa, South and Southwestern Asia, East Asia and Southeast Asia
- III. Physical Geography
  - A. Location
  - B. Water Bodies
  - C. Landforms
    1. Plate Tectonics
    2. Geologic Hazards
  - D. Weather and Climate
    1. Temperature Patterns
    2. Precipitation Patterns
    3. Climate Regions

- E. Types and Locations of Vegetation
- F. Soils and Agricultural Regions
- G. Wildlife
  - 1. Illegal Trafficking
  - 2. Economic Impact
- H. Minerals
  - 1. Locations
  - 2. Abundance
- IV. Cultural Geography
  - A. Population
    - 1. Density
    - 2. Growth Rates
    - 3. Major Cities
  - B. Racial Groups
  - C. Language Groups
  - D. Religious Groups
  - E. Living Conditions
    - 1. Standards of Living
    - 2. Educational Standards and Methods
    - 3. Occupational Structure
  - F. Industries
    - 1. Type
    - 2. Location
    - 3. Technology
    - 4. Problems
  - G. Agriculture
    - 1. Types of Crops
    - 2. Location of Crops
    - 3. Shortages
    - 4. Surpluses
  - H. Fishing Zones
  - I. Transportation
    - 1. Rail
    - 2. Highway
    - 3. Water
    - 4. Air
    - 5. Pipeline
  - J. Trade
  - K. Government Systems
  - L. Health Standards and Social Services
  - M. Current Events
  - N. Models
    - 1. Demographic Transition
    - 2. Core-Periphery
    - 3. Spatial Interaction

# ***GCU 121: World Geography: Eastern Hemisphere***

**Instructor:** Dr. John A. Shaffer

**Office:** SB 119 / SB 187

**Office Hours:** MW 9:30 – 10:30 AM: TR 10:30 – 11:30 AM

**Phone:** 480-423-6032 (Office)

**Email:** john.shaffer@scottsdalecc.edu

## **INTRODUCTION**

What is “globalization”? What is the purpose of the European Union? What happened to the Soviet Union? How do West Bank settlement patterns influence opportunities for Mideast peace? Where exactly is Afghanistan? How is the Chinese economy being reformed? How is Japan coping with an aging population? What brings the monsoon to Southeast Asia? As we enter the 21<sup>st</sup> century, it is increasingly important that we be culturally literate so we can answer those questions. To better understand the world in which we live in we must understand different cultures and how those cultures interact with each other. These cultural interactions are the basis of the study of Geography. Welcome to World Geography!

## **COURSE DESCRIPTION**

This course covers approximately half of the major world realms. We will focus on the physical and cultural characteristics of the European, Asian, and North African landmasses. Specifically we will describe and analyze the spatial variations in cultural phenomena (e.g., economy, demographics, finance, politics, religion, education) in the eastern hemisphere major world regions. Because Geography is a discipline encompassing both natural and social science, World Geography pays particular attention to the interface between cultural and natural systems and their spatial variations across the world. GCU 121 satisfies Social and Behavioral Science (SB) and Global Awareness (G) general education graduation requirements.

## **COURSE OBJECTIVES**

The specific course objectives are as follows: (1) To develop an understanding of the physical environments of the regions of Oceania, Eastern and Southern Asia, The Middle East, North Africa, Russia and Europe. (2) To become familiar with the different cultural regions that comprises the Eastern Hemisphere. (3) To gain an understanding of the historic evolution of the nations that comprises the Eastern Hemisphere and its impact on the culture of the country and the surrounding regions. (4) To develop an understanding of politics and the function of the various systems of government in this vast part of the world and its impact on the cultural identity of the country and the surrounding regions. (5) To develop an understanding of the contemporary cultural problems facing the Eastern Hemisphere with regard to such aspects as: (a) Political interaction between the nations of the region and the rest of the world. (b) Economic development and trade within this vast sector of the world. (c) The future of flash points

where conflict can lead to global involvement. (6) To develop map interpretation skills with regard to the physical and cultural characteristics of the Eastern Hemisphere.

### **COURSE STRUCTURE**

The course consists of lectures supplemented by textbook readings. I will lecture for the duration of every class meeting during which you should take notes. You should develop a habit of taking notes over reading assignments and during lecture. The better your notes are the better you will do in the class. You will be expected to have read the chapter assigned in the course outline before each class meeting. Assignments average approximately 40 pages per week. I do value your input to the class. Do not be afraid to raise your hand and ask questions relevant to the discussion or to contribute your knowledge to the discussion.

### **TEXTBOOK**

de Blij, H E. and Muller, Peter O., 2012. *Geography: Realms, Regions, and Concepts*, 15th edition.

ISBN-13: 978-1-118-09360-3 (Hardcover)

ISBN-13: 978-1-118-21521-0 (E-Text)

*Student companion web site:*

<http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0470462426&bcsId=5287>

### **USE OF THE ATLAS**

If you choose to purchase a world atlas, it would be beneficial to bring it to class as it will be helpful in having maps of the various regions that we will be discussing in front of you to further develop your understanding of this world region. There will also be large wall maps used in class to help you further understand the various countries and regions under discussion.

### **ATTENDANCE POLICY**

Your attendance is a factor of your final grade in this class. If you are absent or tardy *more than twice* the following penalties will occur. An absence (in excess of two) will result in losing 4 points for each instance. Tardiness or leaving class early (in excess of two) will be docked 2 points for each instance. Official absences (as described in the Student Handbook) will not be docked any points. A student may be withdrawn after five consecutive absences. When circumstances compel a student to be either absent or late, it is expected the student will contact the instructor (via email or phone) for any assignments that were missed.

### **WITHDRAWAL POLICY**

Please refer to the current catalog for withdrawal policies and procedures. If you do not follow the correct procedure for withdrawing, you will receive an "F", which can only be removed by retaking the course. Never walk away from a class without initiating the proper withdrawal procedures.

*Weeks 1 – 7:* Student withdrawal *without* instructor signature (grade option - W)

*Weeks 8 – 14:* Student withdrawal *with* instructor signature (grade option – W or Y)

*Weeks 15 – 16:* Student can not withdrawal from class

**CELL PHONE / TEXTING POLICY**

All cell phones should be on silent mode and put away for class. There will be a penalty for those students who are caught texting during class. You will be given one warning. If you are caught texting (in excess of one) you will lose three (3) points for each instance.

**HOW TO ANNOY YOUR INSTRUCTOR (OR WHAT NOT TO DO)**

1. Have your cell phone and/or pager go off in class!
2. Text message your friends during class. (*Cell phones should be put away during class*)
3. Be late to class. And if you are late walk in front of the class and ask me for handouts.
4. Disrupt the class by talking to others around you. However, feel free to contribute to the class by asking questions or with comments about Geography.
5. Read newspapers/magazines or do other class work during lecture.
6. Don't read the textbook/tutorial to help you with notes in class.
7. Do not follow the course outline so that you have no idea when quizzes and exams are scheduled.
8. Try to cheat or plagiarize exams and quizzes. If caught cheating, the act will be treated as academic misconduct and will be dealt with as described in the SCC Student Handbook.

**GRADES**

Exam 1 (Europe / Russia)	150 points
Exam 2 (N Africa / SW Asia / S Asia)	150 points
Exam 3 (E Asia / SE Asia/ Australia / Pacific)	150 points
Comprehensive Exam	150 points
Map Quiz 1 (Europe)	25 points
Map Quiz 2 (Russia)	25 points
Map Quiz 3 (N Africa / SW Asia)	25 points
Map Quiz 4 (S Asia)	25 points
Map Quiz 5 (E Asia / SE Asia)	25 points
Map Quiz 6 (Australia / Pacific)	25 points
Culture Quiz 1 (Europe)	25 points
Culture Quiz 2 (Russia)	25 points
Culture Quiz 3 (N Africa / SW Asia)	25 points
Culture Quiz 4 (S Asia)	25 points
Culture Quiz 5 (E Asia / SE Asia)	25 points
Culture Quiz 6 (Australia / Pacific)	25 points

Exams will feature the following types of questions; true / false, multiple choice, multiple answer, matching, and essay questions. The questions will cover the material covered in the lectures and textbook. Map quizzes will cover the spatial geography of the region (e.g., countries, mountains, rivers, culture, etc). **Culture quizzes will cover the relationship between the different cultures and their realms. The culture quizzes will consist of short answer and fill in the blank questions.**

**GRADING SCALE (%)**

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = below 60

**SOCIAL AND BEHAVIORAL LEARNING CENTER**

The Social and Behavioral Learning Center (SBLC) is located in SB 158. Tutors for this class are available for help with topics covered in lecture and lab. This is also the location where makeup exams will be given. Please check with the SBLC for their semester hours.

**MAKE-UP POLICY**

Make-ups will only be given to those people who have officially excused absences (as described in the SCC Student Handbook). Remember, you can always take exams and quizzes ahead of schedule if you know you are going to be absent. Procedure for making up exams/quizzes: If you miss the class on the date of the exam/quiz, I will place a copy of the exam/quiz in the SBLC (SB 158). If you take the exam/quiz before the next class period, there is no penalty. After that date, five points will be deducted from your exam/quiz score for every class period you do not take the exam/quiz. You are allowed to take one late exam/quiz.

**GENERAL CONDUCT**

The expectation is that you will conduct yourself in a responsible, mature, and academically honest manner. Students who exhibit improper conduct are subject to disciplinary action as explained in the Scottsdale Community College General Catalog and Student Handbook. A student who is caught cheating on a test, quiz, or lab exercise will receive a grade of zero for that test and disciplinary action will be taken in accordance with SCC policies.

**SCC WOVeN STATEMENT**

General Education enhances students' abilities I critically analyzing and effectively communicating in Written, Oral, Visual, and Numerical form. General Education is WOVeN through the curriculum and co-curricular experiences at Scottsdale Community College.

**DISABLED STUDENT RESOURCES**

Every reasonable effort will be made to accommodate students with limitations due to disability, including learning disabilities. Students who require special assistance and /or accommodations should consult the instructor. The Disability Resources and Services (480-423-6517), located in SC 144 can be of assistance.



**CLASS SCHEDULE**

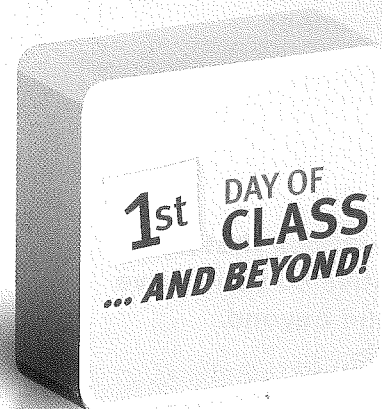
<b>Date</b>	<b>Lecture</b>	<b>Subject</b>	<b>Readings (Textbook)</b>	<b>Quizzes</b>
Week 1 Mon/Tue		Syllabus / Intro to Class		
Week 1 Wed/Thu	1	What is Geography – Geography as a Social & Spatial Science Geographic Realms and Regions	Introduction	
Week 2	2a	Europe: Geography, History, Demographics, Revolution of Modern Europe, Contemporary and Modern Europe	Chapter 1A	Map Quiz #1 (M/T)
Week 3	2b	Europe: States of the Mainland Core, States of the Offshore Core, European Union	Chapter 1B	Culture Quiz #1(W/R)
Week 4	3a	Russia: Geography, History, the Russian State, Colonial and Soviet legacy, Modern Russian	Chapter 2A	Map Quiz #2 (M/T)
Week 5	3b	Russia: The Russian Core, Eastern Frontier, Siberia, Russian Far East	Chapter 2B	
Week 6 Mon/Tue		Special Topics: Europe / Russian and the Global Culture		Culture Quiz #2
Week 6 Wed/Thu		<b>Exam #1 (Lectures 1-3)</b>		
Week 7	4a	North Africa / Southwest Asia: Geography, History, Demographics, Defining the Realm, Hearths of Culture, Religion, The Power of Oil	Chapter 7A	Map Quiz #3 (M/T)
Week 8	4b	North Africa / Southwest Asia: Egypt and the Nile River, Magherb, Middle East, Arabian Peninsula, Empire States, Turkestan	Chapter 7B	Culture Quiz #3 (W/R)
Week 9	5a	South Asia: Geography, History, Demographics, Locals and Invaders	Chapter 8A	Map Quiz #4 (M/T)

Week 10	5b	South Asia: Pakistan, India, Bangladesh, Mountainous North, The Southern Islands	Chapter 8B	
Week 11 Mon/Tue		Special Topics: North Africa / Southwest Asia, South Asia, and the Global Culture		Culture Quiz #4
Week 11 Wed/Thu		<b>Exam #2 (Lectures 4-5)</b>		
Week 12	6a	East Asia: Geography, History, Demographics, States and Dynasties	Chapter 9A	Map Quiz #5 (M/T)
Week 13	6b	East Asia: China, Tiber, Mongolia, Taiwan, Japan, Korea	Chapter 9B	
Week 14	7a	Southeast Asia: Geography, History, Demographics, Political Geography	Chapter 10A	
Week 14	7b	Southeast Asia; Vietnam, Cambodia, Laos, Thailand, Myanmar, Malaysia, Singapore, Philippines	Chapter 10B	Culture Quiz #5 (W/R)
Week 15	8a	Austral Realm, Pacific Realm: Geography, History, Demographics, Political Geography	Chapter 11 (564-570) Chapter 12 (586-592)	Map Quiz #6 (M/T)
Week 15	8b	Austral Realm, Pacific Realm: Australia, New Zealand, Melanesia, Micronesia, Polynesia	Chapter 11 (570-585) Chapter 12 (593-604)	
Week 15		Special Topics: East Asia, Southeast Asia, Austral and Pacific Realm, and the Global Culture		Culture Quiz #6 (W/R)
Week 16		<b>Exam #3 (Lectures 6-8) Comprehensive Exam</b>		

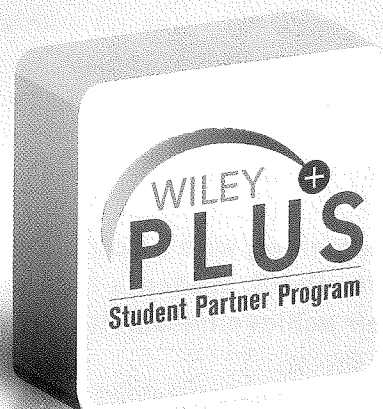
**Note:** I reserve the right to deviate from the course outline if it becomes necessary. You will be notified ahead of time if there are any changes.

**ALL THE HELP, RESOURCES, AND PERSONAL SUPPORT YOU AND YOUR STUDENTS NEED!**

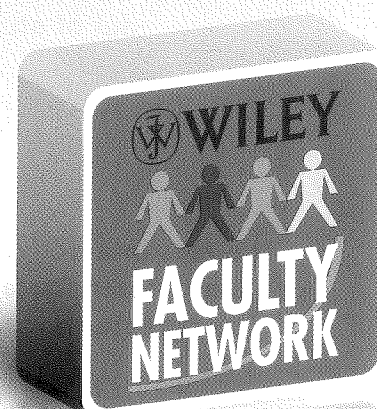
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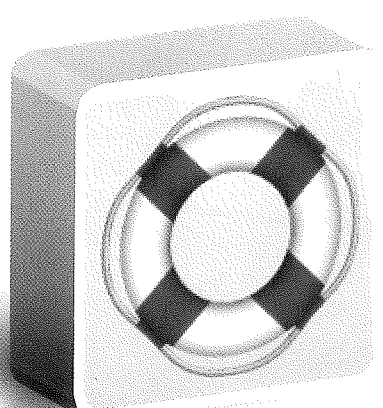
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# GEOGRAPHY

REALMS, REGIONS, AND CONCEPTS

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