

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
 - Course is listed in the current catalog, but is **NOT** a “General Education” course
 - New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
 - B. Department: **HPSS**
 - C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
 - D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Bonnekessen
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
 - E. Course prefix: **GEOG**
 - F. Course number: **106**
 - G. Credit hours: **3**
 - H. Title of course: **World Regional Geography**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
 - I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Click or tap here to enter text.
 - J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
 - K. Will this course be available on-line: **Yes**
If “Yes”, please provide a detailed explanation: **Once every semester**
 - L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
 - M. Prerequisite(s): **none**
 - N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
 - **Wellness Strategies**
 - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Benchmark
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department ChairpersonApproved Not Approved


Department Chairperson Signature

18. Dec., 2018
Date

Faculty Senate General Education CommitteeApproved Not Approved

Faculty Senate General Education Chairperson Signature

Date

Faculty SenateApproved Not Approved

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

GEOG 106
WORLD REGIONAL GEOGRAPHY
Pittsburg State University

Instructor: _____ E-mail: _____
Office: _____ Phone: _____
Course Delivery Method: _____ Office Hours: _____

COURSE DESCRIPTION

As members of our “Global Village,” everyone on Earth has become increasingly connected. We have always shared the same environment, but today we are interconnected in many more ways: through mass communication technology we can see and talk to one another instantaneously, anywhere in Earth; through a global economy our local, regional and national economies have become interdependent. This means that an event that occurs on another continent can have a major impact on us here!

While people and places differ in many ways, as a result of this emerging “Global Village” we have come to share many characteristics as well. Today, a basic understanding of global regional geography is fundamental to understanding the causes and consequences of human activities and environmental change. As we study different regions of the world, we will see that each possesses a special combination of *cultural, environmental, historical, economic, and organizational* qualities. In this course we will examine the similarities and differences in these qualities between regions and examine the nature and consequences of their interconnections.

Objectives

It is the goal of this class to help you develop an understanding of:

- how places are similar, how they are different and WHY!
- how places and regions came to be the way they are
- how and why places are connected

Finally, I hope you will gain a better understanding of what Geography actually is!

“So ...” you ask, “why is this course relevant to me?”

Commerce is global, mass media is global, marketing is global ... while places may seem remote to us and we may think that what happens across the ocean has no effect here on us here, think again! When there is a strike at a factory in Asia, it can affect the prices of goods in the U.S. When there is a crop failure in Russia, it affects wheat prices worldwide. The need to understand the nature of people and places in other parts of the world is now crucial to business, economics and politics. If we are to even start to address global humanitarian or environmental problems, we need to understand the nature of places and the interrelationships between them. Now, more than ever, a global perspective is essential!

(FREE!) REQUIRED E TEXTBOOK/ Open Education Resource

Caitlin Finlayson 2016 *World Regional Geography*

Open Textbook Library, Center for Open Education, University of Minnesota.

Available as a .pdf file on our course CANVAS page.

You can also read it outline at <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=335>

COURSE EVALUATION

Exams: 4 exams @ 25% (all will be held IN CLASS)

*** NOTE: There will be NO OPPORTUNITY to earn additional points ***
Your final grade is based on the QUALITY of the work you complete, not the quantity.

DETAILED INFORMATION

COURSE REQUIREMENTS

(1) Classes

You are required to all attend classes. There WILL be material covered in the lectures which is NOT in the textbook. We will see movies and short film clips on the various regions as they are discussed, and you will be responsible for the material from these films on the exams. In the event of excessive undocumented absences, a student will be dropped from the class.

(2) Required Readings

These are from the course textbook which is on our Canvas page as a doc file and available *free* from Creative Commons through the *Open Textbook* website (see above). Not only will you be tested on the material, this info is very helpful, as it complements the lecture material!

(3) Exams (each worth 25% of your grade)

There will be a total of four exams: **all will be held IN CLASS**. These exams are NOT CUMULATIVE; that is, you will not be tested on the entire course material on the last exam, for example. You will, however, be expected to know and be able to apply terms learned in the first and second sections of the course in subsequent exams (although you will not be asked to address them specifically in an exam question). The exams will be multiple choice.

MISSED EXAMS

The only excuse for a missed exam is a medical reason or a fully documented and verifiable problem. *No make-up exams will be given without official documentation* (emergency, bereavement, illness, official university business, university sponsored event etc.). *All permitted make-up exams will be essay format.*

GRADING SCALE

--Grading Scale--	
Percentage of Total Points	Grade
90% or Higher	A
80%-89.9%	B
70%-79.9%	C
60%-60.9%	D
< 60%	F

ADDITIONAL COURSE INFORMATION

CANVAS

I will make use of CANVAS in this course. I will post a semester-long study guide that contains an outline of course material (**not** full notes!) to help you organize your notes and study for exams, as well as the list of countries you'll need to know for map tests as well as blank maps. I will also maintain the course gradebook in CANVAS so that you may access your grades at any time.

CLASS POLICIES

I do **NOT** advocate the use of computers for notetaking in class. Research has shown that taking notes by hand is a **much** more effective way to learn material than taking notes on a computer. I have posted two articles on the subject on our Canvas page to give you an understanding of why note taking by hand is so much more beneficial to learning. In addition, research has shown that, statistically, it results in better grades!!

Cell phone use for talking or texting will not be tolerated

Class attendance is required. Multiple, undocumented absences will result in you being withdrawn from the class.

TENTATIVE COURSE OUTLINE

Introduction to Geography: definitions, terms and concepts; framework of course; globalization

Geography by region:

- Topics for each region will include: physical, historical, economic, population, urban, social, cultural, political, and environmental systems
- Focus is on how places are unique, how they are similar, and why; how people organize themselves in different ways in different places and why that matters; how places are connected and the implications of that connectedness
- Understanding globalization as an ongoing process: Who benefits? Who does not? Why?

Regions to be covered:

- Europe
- Russia and the Former Soviet States
- North America
- Middle and S. America
- Sub Saharan Africa
- North Africa and Southwest Asia
- South Asia
- East Asia

COURSE OUTCOMES

PSU PITT STATE PATHWAY OUTCOME

GEOG 106: World Regional Geography is part of the Pitt State Pathway. It fulfills the requirement for the element **Human Systems within a Global Context** (within *Essential Studies*).

Humans organize themselves in very complex ways: socially, culturally, economically, politically etc. In this course, the nature of these systems will be explored in a spatial context: how and why they vary between places, how they are interconnected, and why that matters.

Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

Upon completion of this course, students will accomplish the following:

- Describe human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Benchmark 1)

KANSAS BOARD OF REGENTS CORE OUTCOMES

- Define basic geographic concepts.
- Interpret geographic phenomena with maps and spatial data.
- Understand the process of regionalization.
- Analyze human-environment interaction.
- Evaluate global interconnectedness.

OTHER COURSE OUTCOMES

- Understand the geographic approach to studying spatial distribution of Earth's phenomena.
- Utilize methods to study and understand geographic concepts.
- Understand the interaction between people and their environment.
- Understand the consequences of human actions on the environment.
- Understand the relationship and importance of people and places.

ASSESSMENT

Multiple Choice exams will be the main form of assessment in this class.

COMPANION ELEMENT: *Diverse Perspectives*

This course fulfills the *Diverse Perspectives within a Global Context* companion element requirement of the Pitt State Pathway. An understanding and appreciation of diversity with regard to why it exists, what role it plays in different societies, and how it affects cultural, social, economic and political systems is a key component of World Regional Geography. As globalization increases, understanding changing interconnections between people and places is a fundamental concern.

SAMPLE OF QUESTIONS RELATING TO DIVERSITY IN GEOG 106

Examples of exam questions included here deal with gender, religion, ethnicity, and LGBT rights. Regions include Russia, India, Australia, SE Asia, China/Tibet, Afghanistan, S. America, and N. America.

The gender-related impact of the recent economic changes in Russia and the post-Soviet states can be described by all of the following, EXCEPT:

- Women's life expectancy has dropped since marketization, while men's has remained the same.
- Prior to the economic changes of the 1990s, the Soviet Union had the highest rate of female employment in the world.
- After the market reforms, women were encouraged to return to the home and many lost their jobs involuntarily.
- Women tend to be more educated than their male counterparts.

Identify the components of the practice of *pardah* in South Asia.

- walled compounds
- veils or head coverings
- jalee or lattice screens
- arranged marriages
- shame in being widowed

Select the factors that are indicative of women's increasing political and economic power in Australia, New Zealand, and Hawaii.

- Women have been elected to the office of prime minister.
- Proportion of female legislatures is above global average.
- Women are pursuing higher education and professional careers.
- Women own a large proportion of home-based businesses.
- Women create economic value by caring for children at home.

Identify the ways in which the traditional Southeast Asian family structure empowers women.

- The oldest daughter's husband inherits the family wealth when her father dies.
- The woman manages communication between her father and her husband.
- The woman manages her husband's pay and determines how to cover expenses.
- The woman is able to get an education and work for wages outside of the home.
- The woman's husband does not have to defer to her father once they are married.

Which is true of gender roles in traditional Tibetan society?

- In Chinese culture, Tibetan women are often regarded as barbaric.
- Tibetan women are considered inferior to Tibetan men and not encouraged to work outside the home.
- It is acceptable for Tibetan men to have more than one wife, while it is socially unacceptable for Tibetan women to have more than one husband.
- Tibetan women have historically been expected to join their husband's family after marriage.

Although women are gaining political power in Russia and the post-Soviet states, they still face barriers to progress. Select the traditional attitudes that slow the political progress of women in Russia and the post-Soviet states.

- Male politicians promote women who are least likely to work for change.
- Women do not support each other out of stigma against feminist attitudes.
- Post-Soviet culture discourages women from taking professional positions.
- Professional women in post-Soviet states are less educated than men.
- Women in post-Soviet states have a shorter life expectancy than men.

Which country in South Asia has adopted a constitution that protects the rights of lesbian, gay, bisexual, and transgender (LGBT) people?

- India
- Nepal
- Afghanistan
- Bangladesh

Which of the following is NOT true of women's rights in Afghanistan?

- The Taliban have been strong supporters of women's rights.
- Women's rights were slowly but steadily improving until the mid-1990s.
- Afghanistan has never had a woman as head of state.
- Women must wear a burqa (burka) whenever they leave the house.

According to the book, which of the following is an indicator of equality between the genders?

- high levels of education throughout society
- a high literacy gender gap
- low use of contraception
- high population growth

The Catholic movement called liberation theology (S. America) can be described by all of the following *except* which statement?

- It focuses on *marianismo*'s emphasis on the woman's role in charity, motherhood, and service.
- It was begun by a group of priests and activists to reform the Church to combat extreme inequalities
- It had more than 3 million adherents in Brazil alone.
- The Vatican objected to this version of Catholicism.

Which of the following is not an example of infusing cultural practices of immigrants into daily life in the United States and Canada:

- Requiring that immigrants to San Francisco learn English
- Wearing a headscarf while walking around Toronto
- A food festival in Vancouver, British Columbia, showcasing cuisines from India
- A concert performance of Tahitian and Samoan dancers in Salt Lake City

How does a culture of poverty present itself in the United States?

- Children in low-income families give up on plans to get a higher education.
- Single parents in need stay single to maximize government assistance.
- Low-income college students drop out of school to work full time.
- Women seek their own careers outside of the household.
- More people live in nuclear families than extended families

Which statement does NOT accurately describe the impact of immigrants in North American society?

- The NIH reports that one negative impact of immigrants is their drain on the country's health-care system.
- Repeated studies have shown that immigrants contribute more to the U.S. economy than they cost.
- Most new immigrants start to work and pay taxes within weeks of their arrival in the country.
- Most new immigrants actually consume fewer public services than they pay for through taxes.