

**Eastern Illinois University
Revised Course Proposal
GEG 1200G, World Regional Geography**

Please check one: New course **XX** Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** GEG 1200G
2. **Title (may not exceed 30 characters, including spaces):** World Regional Geography
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** **XX** Fall **XX** Spring **XX** Summer On demand
6. **Initial term of offering:** Fall **XX** Spring Summer **Year:** 2012
7. **Course description (not to exceed four lines):** A geographic analysis exploring developed and developing regions of the world. Discussion of regions and countries, people and environments, will emphasize international understanding. S4 900N
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
GEG 1290G
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) **MAY** be taken concurrently with the proposed/revised course.
NONE
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which **MUST** be taken concurrently with this one):
 - e. **Repeat status:** **XX** Course may not be repeated.
 Course may be repeated to a maximum of hours or times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]. **Cultural diversity, general education (social and behavioral sciences)**
10. **Grading methods** (check all that apply): XX Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** XX lecture lab lecture/lab combined independent study/research internship performance practicum or clinical study abroad XX other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Analyze broad spatial contrasts in cultures by completing twelve mapping exercises (one for each chapter) which will demonstrate student’s abilities to think critically (critical thinking)

Participate in class discussions of geographic factors which have produced world regional contrasts (speaking and critical thinking)

Complete a three-page adopt-a-country research report which explores the diversity of the geographic forces that prevail in a selected country (writing, critical thinking)

Analyze how world regions are interrelated economically, culturally, socially, and politically (critical thinking)

Analyze the interrelationships between cultural and physical geographic phenomena (critical thinking)

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.** Students will complete a written project related to geographic principles. Students will also complete several written in-class exercises.
- **EIU graduates will think critically.** In order to succeed in this course, students must critically analyze geographic, economic, cultural, social and political interrelationships of world regions.
- **EIU graduates will function as responsible citizens.** Students will learn to recognize global geographic patterns that will enable them to make informed decisions about global matters and events.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objective	Map Exercises	Quizzes/In-Class Exercises	Project	Exams
Analyze broad spatial contrasts in cultures by completing twelve mapping exercises (one for each chapter) which will demonstrate student's abilities to think critically (critical thinking)	X			X
Participate in class discussions of geographic factors which have produced world regional contrasts (speaking and critical thinking)		X		
Complete a three-page adopt-a-country research report which explores the diversity of the geographic forces that prevail in a selected country (writing, critical thinking)			X	
Analyze how world regions are interrelated economically, culturally, socially, and politically (critical thinking)	X	X	X	X

Analyze the interrelationships between cultural and physical geographic phenomena (critical thinking)	X	X	X	X
---	---	---	---	---

3. Explain how the instructor will determine students’ grades for the course:

First Exam	60 points
Second Exam	100 points
Third Exam	100 points
Final Exam	100 points
Quizzes/In-Class Exercises	35 points
Map Exercises	80 points
Project	25 points
Total	500 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:** Student assessment will be based on weekly discussion board assignments, tests, a term project, and the completion of map activities.

b. **Describe how the integrity of student work will be assured:** Quizzes/exams are timed (60 or 90 minutes) and are a combination of multiple choice and short answer. Once started, the quizzes/exams must be finished immediately. Discussion board assignments and the text from the term project will be submitted through Turnitin.com to ensure integrity of the coursework. Academic honesty is discussed in the syllabus and the first Elluminate session so that students are aware of the consequences.

c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

Learning Modules based on one to two chapters will be posted each week. Each learning module will contain a chapter outline, lecture PowerPoint, articles of interest and links to assignments. There will be graded weekly discussion boards which provide instructor-student as well as student-student interaction. Weekly hour long live chat sessions using Elluminate or similar synchronous chat software may be utilized to discuss assignments, material from the chapter and/or current events relating to the weekly learning module. Course management software email as well as Panthermail will be available for communications between students and instructor.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
 - a. **course objectives;**
 - b. **projects that require application and analysis of the course content; and**
 - c. **separate methods of evaluation for undergraduate and graduate students.**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1 Introduction to World Regional Geography

Physical and human foundations – concept of regions, concept of scale, concepts of culture, space and population changing natural environments, political geography, the geography of economic development, geographic realms, and the place of regional studies in contemporary geography

Week 2 Europe

Landscape and opportunities, heritage of order, decline and rebirth, the Revolutions, Geographic dimensions of modernization, contemporary Europe, regions of Europe, and European unification

Week 3 Russia and the Newly Independent States

The Russian dimension, an imperial multinational state, the physical stage, soviet legacy, Russia's changing political geography, republics of the heartland, republics of the Caucasian periphery, republics of the north and southeast, autonomous regions, regions of the Russian realm, and unresolved issues

Week 4 Discussion, Guest Lecture (where applicable), video, examination review, and EXAM 1

Week 5 North America

Physical geography, population in time and space, cultural geography, economic activity, the postindustrial revolution, regions of the North American realm, and the emerging "Nine Nations" of North America

Week 6 Middle America

Historical geography, legacy of Mesoamerica, collision of cultures, mainland and rimland, political differentiation, Caribbean regional patterns, and the mainland mosaic.

Week 7 South America

Economic geography, the human sequence, culture areas, urbanization, and South America's regional geography, and emerging Brazil (regions, population patterns, and development problems)

Week 8 Discussion, Guest Lecture (where applicable), Video, Review for Exam 2, and EXAM 2

Week 9 North Africa/Southwest Asia

Cultural geography, defining the realm, regions of the realm, a hearth of culture, stage for Islam, divisive forces, the power and peril of oil, regions and states.

Week 10 Sub-Saharan Africa

Medical geography, regions and boundaries, environmental bases, the predominance of agriculture, Africa's past, Africa's regions today, and South Africa.

Week 11 South Asia

Population geography, realm and regions, the human sequence, Pakistan and the new challenge, India – from democracy to theocracy, Bangladesh and persistent poverty, Sri Lanka, and the mountainous north.

Week 12 Discussion, Guest Lecture (where applicable), Video, Review for Exam 3, and EXAM 3

Week 13 East Asia

The Pacific Rim economy, the contrasting political and economic systems of the “Jakota Triangle” (Japan, S. Korea and Taiwan), the challenges of aging societies, North Korean isolationism

Week 14 China

Resource conservation, land of contradictions, physiographic regions, evolution of the Chinese state, a century of convulsion, regions of China, the communist transformation, emerging China, and China's population challenge.

Week 15 Southeast Asia

Population patterns, Indochina, the ethnic mosaic, European colonialism, states and nations, and Southeast Asian economies.

EXAM 4 Final Exam Week

The technology-delivered course covers the same chapters that are addressed in the face-to-face version. Material covered in the exams and the project is also equivalent to the traditional version of the course. Each week is equivalent to three 50 minute class periods.

PART IV: PURPOSE AND NEED

- 1. Explain the department's rationale for developing and proposing the course.**
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
 - b. If the course or some sections of the course may be technology delivered, explain why.** The course will be offered for off-campus students only.
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
- 3. If the course is similar to an existing course or courses, justify its development and offering.** This course was developed prior to 2000 when it was revised. It has been taught continuously in its present form for the past 11 years.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course is required for majors in the following programs: Geography B.S., the BA in Social Science Teaching with designation in Geography, Political Science, Psychology, and Sociology-Anthropology, and the History with Teacher Certification Option.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Any qualified member of the geography staff

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** There is a \$3.00 approved course charge.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

Pulsipher, L. & Pulsipher, A. (2008). World Regional Geography: Global Patterns, Local Lives (4th ed.).
New York: WH Freeman and Company.

Veregin, H. ed. (2005). *Goode's World Atlas*, Rand McNally and Co.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: September 23, 2011

Date approved by the college curriculum committee: September 30, 2011

Date approved by CAA: October 13, 2011

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counscr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablt/>

581-6583