

**WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES**

Department GEOGRAPHY

Date MARCH 18, 2013

110
Course No.

WORLD REGIONAL GEOGRAPHY
Course Name

3
Credits

Prerequisites _____

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

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Name (please print)

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Phone

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e-mail address

[Revised 9-6-11]

**WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course GEOG 110

Department Approval		
<u>M. Norman</u> Department Chair	<u>MARCH 18, 2013</u> Date	<u>MNORMAN@WINONA.EDU</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. S. and</u> Dean of College	<u>4-4-13</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair, General Education Program Subcommittee		_____ Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair of A2C2		_____ Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President of Faculty Senate		_____ Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Academic Vice President		_____ Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President		_____ Date
Please forward to Registrar.		
Registrar	_____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

Geography 110 World Regional Geography

Course Outline

- I. Introduction to World Regional Geography
 - a. Definition of Geography
 - b. World Regions
 - i. List Regions
 - ii. Define Regions
 - c. Maps
 - i. Importance of Space
 - d. Physical World
 - i. Land Forms
 - ii. Climate
 - iii. Flora and Fauna
 - iv. Environmental Change
 - e. Human World
 - i. Population
 - ii. Culture
 - iii. Development
 - iv. Globalization
- II. Europe
 - a. Area and Population
 - b. Physical Geography
 - c. Cultural and Historical Geography
 - i. Agricultural Revolution
 - ii. Scientific Revolution
 - iii. Political Revolution
 - d. European Core
 - i. United Kingdom
 - ii. France
 - iii. Germany
 - iv. Benelux
 - v. Switzerland and Austria
 - vi. Northern Europe
 - vii. Mediterranean World
 - viii. Eastern Europe
- III. Russia
 - a. Area and Population
 - b. Physical Geography
 - i. Climate and Extremes
 - ii. Landforms
 - c. Cultural and Historical Geography
 - d. Geopolitical Issues
 - e. Economics
 - i. Resources
- IV. Anglo- America
 - a. Area and Population
 - b. Physical Geography
 - i. Landforms
 - ii. Climate, Flora, Fauna
 - iii. Hazards

- iv. Resources
 - c. Cultural and Historical Geography
 - d. Economic Geography
 - i. Agriculture, Forests, and Mining
 - ii. Manufacturing
 - iii. Services
 - e. Canada
 - i. The Provinces
 - f. The United States
 - i. Regions
- V. Japan, China, Korea, Taiwan
 - a. Physical Geography
 - i. Landforms
 - ii. Climate, Flora, Fauna
 - iii. Hazards
 - b. Historical Geography
 - i. China
 - ii. Japan
 - iii. Korea
 - iv. Taiwan
 - c. Economics
 - i. Agriculture and Fishing
 - ii. Mining and Forestry
 - iii. Manufacturing
 - iv. Services
 - d. The Far-East Future
- VI. The Middle East and North Africa
 - a. Physical Geography
 - i. Climate, Flora, Fauna
 - ii. Landforms
 - iii. Rivers
 - b. Cultural Historical Geography
 - c. Regional Issues
 - i. Judaism
 - ii. Christians
 - iii. Islam
 - d. Conflicts
 - e. Ethnic Patterns
 - i. Arabs
 - ii. Non-Arabs
 - iii. Future
- VII. Monsoon Asia
 - a. Africa and Populations
 - i. India
 - ii. Pakistan
 - iii. Southern Asia
 - b. Physical Growth
 - i. Landforms
 - ii. Climate, Flora, Fauna
 - iii. Monsoon
 - iv. Hazards
 - c. Economic Geography

- i. Agriculture and Population
 - ii. Industry
 - iii. Services
 - iv. Tourism
- VIII. Sub-Saharan Africa
 - a. Area and Population
 - b. Physical Geography
 - i. Landforms
 - ii. Climate, Flora, Fauna
 - iii. Hazards and Diseases
 - c. Colonies and Historical Geography
 - d. Economy
 - i. Agriculture and Plantations
 - ii. Mining
 - iii. Services and Tourism
 - e. Regions
 - i. Sahel
 - ii. West Africa
 - iii. East Africa
 - iv. Horn of Africa
 - v. Southern Africa and Islands
- IX. Latin America
 - a. Area and Population
 - b. Physical Geography
 - i. Landforms
 - ii. Climate, Flora, Fauna
 - iii. Hazards
 - c. Economic Geography
 - i. Agriculture and Plantations
 - ii. Exports
 - iii. Forestry, Fishing, Mining
 - iv. Manufacturing
 - v. Services and Tourism
 - d. Regions
 - i. Mexico
 - ii. Central America
 - iii. Caribbean
 - iv. Andean Countries
 - v. Brazil
 - vi. Southern South America

Student Competencies- Goal 8: <i>Global Perspective</i>	Learning Activities	Assessment Plan
Students will describe and analyze political economic and cultural elements that influence the relations of states and societies in their historical and cultural dimensions.	Students will learn the key components of the various regions of the world. These regions will be structured in their development and their location and the components will be compared to one another as they developed into the places they are in the present. This will be accomplished through lectures, class discussions, and readings. The information will be viewed spatially, and mapped.	Students will be assessed through a combination of objective, essay and map examinations.
Students will demonstrate knowledge of the culture, social, religious, linguistic and differences found in the various regions of the globe.	Students will learn of the differences and commonalities of these components of the world regions. The cultural, religious, social and linguistic differences will be discovered through the use of lectures, class discussions, and readings. They will be compared to those of the U.S. This will be accomplished through lecture, class discussions, and readings and will be mapped.	Students will be assessed through a combination of objective, essay, and map examinations.
Specific international problems, illustrating cultural, economic, and political differences of international problems will be analyzed. Some of the problems examined will include population, food, religion, energy, trade, development, tourism, and environmental alteration.	Students will learn of their problems and will analyze them through the use of lectures, class discussion, and readings. The interrelationships of these problems will be mapped and locational problems will be sited.	Students will be assessed through a combination of objective, essay, and map examinations.
Students will learn of the roles world citizens have along with the responsibilities they share for the common futures of all for the globe.	Students will learn of the roles and responsibilities they have in making the globe a better place for all. The interconnections of all of the world's regions will be stressed. Also it will be noted that citizens of all of the regions must work together for the survival of all areas. This will be accomplished through the use of lectures, class discussions, readings and the mapping the data.	Students will be assessed through the use of objective, essay, and map examinations.