

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department GEOGRAPHY

Date MARCH 18, 2013

224
Course No.

GEOGRAPHY OF AFRICA
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:

JERRY GERLACH
Name (please print)

X5423
Phone

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e-mail address

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

Routing form for General Education Program Course approval.

Course GEOG 224

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. [Signature]</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.

GEOG 224: Geography of Africa

Course Outline

- I. Geography of Africa
 - a. Definitions
 - i. Areal Extant
 - ii. Physical Elements
 - iii. Cultural Elements
- II. Physical Environment
 - a. Land forms
 - i. Mountains
 - ii. Plateaus
 - iii. Plains
 - iv. Islands
 - v. Rivers
 - vi. Hazards
 - b. Climates, Flora, Fauna
 - i. Desert
 - ii. Semiarid
 - iii. Savanna
 - iv. Rainforest
 - v. Mountains
 - vi. Hazards
- III. Historical Geography
 - a. Origin of Humans
 - b. Indigenous Civilizations
 - c. Religion
 - i. Animism
 - ii. Christianity
 - iii. Islam
 - d. Outside influences
 - i. Arab Slavery
 - ii. European Slavery
 - iii. European Colonialism
 - iv. World War I
 - v. World War II and Independence
- IV. Population
 - a. Location
 - i. Slavery's impact
 - b. Density
 - c. National Identities
 - i. Languages
 - ii. Arab Influence
 - iii. European Influence
- V. Economic Structure
 - a. Primary Activities
 - i. Agriculture, Plantations
 - ii. Hunting, Fishing, an Forestry
 - iii. Mining
 - b. Manufacturing
 - i. Minerals, smelting, refining

- ii. Infrastructure
 - c. Services
 - i. Government
 - ii. Wildlife Tourism
- VI. Regions
 - a. The Sahel, Near the Desert
 - i. Mauritania, Mali, Chad, Niger
 - ii. Senegal, Gambia, Burkina Faso
 - b. West Africa
 - i. Guinea Bissau, Guinea, Sierra Leone
 - ii. Liberia, Ivory Coast.
 - iii. Ghana, Togo, Benin
 - iv. Nigeria
 - v. Ethnic, Religious, Mineral Conflicts
 - c. West Central Africa
 - i. Cameroon, Central Africa Republic Rio Muni, Gabon
 - ii. Congo Republic, Democratic Republic of the Congo
 - iii. Ethnic, Mineral conflicts
 - d. East Africa
 - i. Kenya
 - ii. Uganda
 - iii. Rwanda, Burundi
 - iv. Tanzania
 - v. Ethnic, Mineral, and Economic Conflicts
 - e. Horn of Africa
 - i. Ethiopia
 - ii. Eritrea, Djibouti
 - iii. Somalia
 - iv. Ethnic Conflicts
 - f. Southern Africa
 - i. Angola, Namibia Zambia
 - ii. Malawi, Zimbabwe, Mozambique
 - iii. Lesotho, Swaziland, Malagasy
 - iv. Water, Mineral, Problems
 - g. South Africa
 - i. Ethnic Groups
 - ii. Minerals
 - iii. Industrialism
- VII. Prospects
 - a. Religious
 - b. Economic
 - c. Ethnic

GEOG 224: Geography of Africa

Students Competencies- <i>Goal 8: Global Perspectives</i>	Learning Activities	Assessment Plan
Students will describe and analyze the political, economic, and cultural elements that influence the relations of states and societies in their historical and contemporary dissensions.	Students will learn of the development of the states in the various parts of Africa and the influences the physical environments have had on the interactions of the various groups found throughout the area in the past and through to the present. This will be accomplished through the use of lectures, readings and class discussions. This connection of the various parts of the area internally and externally will be mapped.	Students will be assessed through a combination of objective, essay and map exams.
Students will demonstrate a knowledge of the cultural, linguistic, social, and religious cultures of the African countries and regions.	Students will trace the development of the various religious, linguistic, social and cultural differences of the groups by use of lectures, readings, group discussions and by mapping the current distribution of these factors.	Students will be assessed through a combination of objective, essay and map exams.
Students will analyze specific international problems, illustrating the cultural, economic and political differences that affect their solutions.	Students will read to examine topics relevant to the areas, including, income, distribution, ethnic genocide, medical ones such as HIV/AIDS, Malaria, sleeping sickness, etc. Economic topics such as blood diamonds, plantation economies, and states created for European convenience will be noted and examined.	Students will be assessed through the use of objective, essay and map exams.
Students will exam their role as world citizens and the responsibilities they share for their common global future.	Several important points are stressed to enable student to learn the role they can play in the regions development as the home of diverse wildlife, food, and minerals needed for a better understanding of the interrelationship of areas of the world. Saving areas that are special while still allowing economic development will be stressed.	Students will be assessed through the use of objective, essay and map exams.