WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department  GEOGRAPHY  Date  MARCH 18, 2013

110  WORLD REGIONAL GEOGRAPHY  3
Course No.  Course Name  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  X5423  JGERLACH@WINONA.EDU
Name (please print)  Phone  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

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tbody>
<tr>
<td>Department Chair</td>
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<tr>
<td>Date</td>
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<td>e-mail address</td>
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<tr>
<th>Dean’s Recommendation</th>
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<tr>
<td>Yes</td>
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<td>Dean of College</td>
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<td>Date</td>
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*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

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<th>GEPS Recommendation</th>
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<tr>
<th>Chair, General Education Program Subcommittee</th>
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<th>A2C2 Recommendation</th>
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<th>Chair of A2C2</th>
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<th>Faculty Senate Recommendation</th>
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<th>President of Faculty Senate</th>
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<th>Academic Vice President Recommendation</th>
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<th>Academic Vice President</th>
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<th>Decision of President</th>
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<th>President</th>
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Please forward to Registrar.

Registrar | Date entered |
|-----------|--------------|

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]
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 Foresting
         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. Experts
   iii. Foresting, 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
<table>
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<tr>
<th>Student Competencies- Goal 8: Global Perspective</th>
<th>Learning Activities</th>
<th>Assessment Plan</th>
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<tr>
<td>Students will describe and analyze political economic and cultural elements that influence the relations of states and societies in their historical and cultural dimensions.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay and map examinations.</td>
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<td>Students will demonstrate knowledge of the culture, social, religious, linguistic and differences found in the various regions of the globe.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay, and map examinations.</td>
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<td>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.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay, and map examinations.</td>
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<td>Students will learn of the roles world citizens have along with the responsibilities they share for the common futures of all for the globe.</td>
<td>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.</td>
<td>Students will be assessed through the use of objective, essay, and map examinations.</td>
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