WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department GEOGRAPHY

Course No. 233

Course Name GEOGRAPHY OF THE MIDDLE EAST

Credits 3

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.

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tr>
<td>[Signature]</td>
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<td>Department Chair</td>
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<tr>
<th>Dean’s Recommendation</th>
<th>Yes</th>
<th>No*</th>
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<td>[Signature]</td>
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<tr>
<th>Dean of College</th>
<th>Date</th>
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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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<th>Chair, General Education Program Subcommittee</th>
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<th>A2C2 Recommendation</th>
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<th>Faculty Senate Recommendation</th>
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<th>President of Faculty Senate</th>
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Please forward to Registrar.

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

[Revised 10-22-12]
GEOG 233: Geography of the Middle East

Course Outline

I. Geography of the Middle East
   a. Definitions
      i. Areal Extent
      ii. Physical Elements
      iii. Cultural Elements

II. Physical Environment
   a. Landforms
      i. Mountains
      ii. Plateaus
      iii. Plains
      iv. Islands
      v. Rivers
      vi. Hazards
   b. Climate
      i. Mediterranean
      ii. Desert
      iii. Semiarid
      iv. Hazards

III. Historical Geography
   a. Civilization’s home
   b. Irrigation and Agriculture
   c. Religions
      i. Judaism
      ii. Christianity
      iii. Islam
   d. Arab Powers
   e. Crusades
   f. Turkish Control
   g. European Involvement and Colonialism
   h. Israel
   i. Wealth from oil

IV. Population
   a. Location
   b. Distribution
   c. Density
   d. National Identities
      i. Arabs
      ii. Persians
      iii. Turks
      iv. Berbers
      v. Others

V. Economic Structure
a. Primary structure
   i. Agriculture Dry
   ii. Agriculture Irrigated
   iii. Mining, Oil and Gas
   iv. Fishing and Herding
b. Industry
   i. Refining
   ii. Manufacturing
c. Services
   i. Government
   ii. Religious Tourism
   iii. Tourism

VI. Arab Middle East
a. Countries
   i. Asian Arab Countries
   ii. African Arab Countries
b. Oil and Gas
c. Sunni Majority States
d. Shia Majority States

VII. Non-Arab Countries
a. Countries
   i. Afghanistan
   ii. Iran
   iii. Turkey
   iv. Israel
   v. Kurdistan

VIII. Conflicts
a. Arab/Israeli
b. Sunni/Shia
c. Arab/Kurd
d. Arab/Iranian
e. Afghanistan
f. Kurd/Arab/Turk

IX. Prospects
a. Religious
b. Economic
c. Ethnic
d. Terrorism
### GEOG 233: Geography of the Middle East

<table>
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<tr>
<th>Student Competencies – <strong>Goal 8: Global Perspective</strong></th>
<th>Learning Activities</th>
<th>Assessment Plan</th>
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<tbody>
<tr>
<td>Students will describe and analyze the political, economic, and cultural elements influencing the relations of the states and societies in their historical and contemporary dimensions. The development of world civilization from this area to the modern era will be stressed. The importance this region has had from the beginnings to the current day.</td>
<td>Students will learn of the vital role their area has had on current societies everywhere. Points analyzed will stress everything from the beginning of the irrigated agriculture and the foods we eat, to three great world religions from the area. The roles energy from here had played on the current world will also be stressed. Tourism and terrorism will be noted. This will use lectures, group discussions, reading, and mapping.</td>
<td>Students will be assessed by a combination of objective, essay and map exams.</td>
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<td>Students will demonstrate their acquired knowledge of cultural, social, religious and linguistic differences of the countries of the area. They will learn of the nations of the areas as a crossroads for the development of the different characteristics.</td>
<td>The important roles of language, religion, social and cultural differences will be examined and analyzed in many different fashions to note their influences on the modern world in the east and west. Lectures, class discussion, readings and maps will be utilized.</td>
<td>Students will be assessed by a combination of objective, essay and map exams.</td>
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<td>Students will assess several current international problems that have arisen in this area and analyze them. The problems to be examined include rights of men and women, energy, terrorism, and minority groups to nations states.</td>
<td>Students will learn of the role outsiders played in creating and perpetuating problems, and in speeding up or slowing down the solving of these problems. They will note that the migrants from the area had tremendous influence on the ongoing problems in their former homeland. Lastly, analyzing will be made of problems groups share when no progress is made in the solutions to their</td>
<td>Students will be assessed by a combination of objective, essay and map exams.</td>
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<td>Students will be brought to understand the role they have as world citizens and the subsequent responsibilities they have in understanding the importance of this area to the world for the future.</td>
<td>Students will learn the importance of outsiders have in solving problems in this area for stressing the important of compromise between different ethnicity, religious, and linguistic groups to achieve world harmony. The alternatives to failure in achieving this goal will be analyzed. This will be accomplished through lectures, group discussions, readings and maps.</td>
<td>Students will be assessed through a combination of objective, essay and map exams.</td>
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