

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

Department GEOGRAPHY

Date MARCH 18, 2013

233  
Course No.

GEOGRAPHY OF THE MIDDLE EAST  
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 233

<b>Department Approval</b>		
<u>M. Norman</u>	<u>MARCH 18, 2013</u>	<u>MNORMAN@WINONA.EDU</u>
Department Chair	Date	e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. Norman</u>	<u>4-4-13</u>	
Dean of College	Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Chair, General Education Program Subcommittee		Date
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Chair of A2C2		Date
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
President of Faculty Senate		Date
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
Academic Vice President		Date
<b>Decision of President</b> <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 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

Student Competencies – <i>Goal 8: Global Perspective</i>	Learning Activities	Assessment Plan
<p>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.</p>	<p>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.</p>	<p>Students will be assessed by a combination of objective, essay and map exams.</p>
<p>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.</p>	<p>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.</p>	<p>Students will be assessed by a combination of objective, essay and map exams.</p>
<p>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.</p>	<p>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</p>	<p>Students will be assessed by a combination of objective, essay and map exams.</p>

	problems. This will come through lectures, group discussions, readings and maps.	
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.	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.	Students will be assessed through a combination of objective, essay and map exams.