Modesto Junior College
Course Outline of Record
GEOG 110

OVERVIEW
The following information will appear in the 2009 - 2010 catalog

GEOG 110 World Regional Geography 3 Units

Recommended for Success: Before enrolling in this course, students are strongly advised to complete English 101

Survey of the world’s major geographical regions and their physical, economic, political, and cultural characteristics. Emphasis is placed upon historical influences which explain current problems and conditions.

Field trips are not required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU, UC) General Education: (B) (CSU-GE: D5) (IGETC: 4E)

LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Geographical Approach
   1. Cultural hearths and diffusion
   2. Colonialism and independence
   3. Sequent occupancy, cultural layering and ethnic mix
   4. Industrialization and economic development
   5. Urban patterns
B. Europe
   1. Western Europe
   2. British Isles
   3. Northern Europe
   4. Eastern Europe
C. Russia
   1. Republics
   2. The Russian core
   3. Eastern Europe
D. North America
   1. The United States
   2. Canada
E. Middle America
   1. Caribbean
   2. Mexico
   3. Central American republics
F. South America
   1. Brazil
   2. The North: Caribbean South America
   3. The West: Andean South America
   4. The South: Mid-latitude South America
G. North Africa/Southwest Asia
   1. Egypt and the lower Nile basin
   2. The Maghreb and Libya
   3. The African transition zone
   4. The Middle East
   5. Arabian peninsula
   6. The Empire states – Turkey, Iran, Afghanistan

Division: Business, Behavioral & Social Sciences
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7. Turkestan
H. Subsaharan Africa
   1. West Africa
   2. Equatorial Africa
   3. East Africa
   4. South Africa
I. South Asia
   1. Pakistan
   2. India
   3. Bangladesh
   4. The Southern Islands – Sri Lanka, Maldives
   5. Nepal, Bhutan
J. East Asia
   1. China
   2. Japan
   3. Korea
   4. Taiwan
K. Southeast Asia
L. Australia and New Zealand
M. The Pacific Rim
   1. Melanesia
   2. Micronesia
   3. Polynesia

B. ENROLLMENT RESTRICTIONS

1. Advisories

   Before enrolling in this course, students are strongly advised to complete English 101

C. HOURS AND UNITS

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<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, group activities, reading, writing, mapping, and observation projects.

2. Maps, slides, videos, films, and handouts to supplement lecture, discussion, and reading.

3. Observational and writing assignments emphasizing descriptive, analytical, and evaluate skills demonstrating use of geographical forms of presentation.

4. Role-situation simulations including teaching and personal experience extension to incorporate objectivity and culturally diverse perceptions.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

- weekly reading assignments
- weekly mapping and research assignments
weekly internet assignments
preparation of student presentations and term papers

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking
1. Regions within Europe and Asia reflect great variation in levels of economic and social development. What is the cause of these disparities; the physical environment, culture, political development, history, or purely economic differences? Be sure to utilize maps to show these patterns. Will trade patterns, such as globalization or entry into the European Union, reduce or exacerbate these disparities?

2. The Middle East is an area of constant tension. Describe and demonstrate the historical patterns which have led to the political crises surrounding the Israeli nation. Which political system has had the most influence upon the stability of this region; imperialism, nationalism or supranationalism? What do you think can be done to reduce violence in this region?

3. India and China have both reached one billion in population over the last twenty years. Describe and demonstrate the role played by population growth, cultural diversity and political policies in stimulating this growth. Compare the success of population policies and Green Revolution strategies in both societies. How will globalization affect these nations?

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

identify geographical regions of the world, describing the historical, cultural, political, economic and physical features which make them unique. Additionally, students will be able to describe and assess current world problems from a geographical perspective.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Define regional spatial organization and assess the value of the regional paradigm for geographical study and analysis of global issues.

b. Distinguish spatial features and identify their relationship to political, economic and cultural variations.

c. Appraise unique features of each geographical region, illustrating regional traits with maps.

d. Compare and contrast geographical regions, identifying their similarities and differences.

e. Describe significant historical migrations and evaluate their effect upon regional uniqueness and stability.

f. Evaluate the historical, cultural, economic, political and physical basis of current global conflict.

g. Propose solutions to current global and regional crises appropriate to the location’s regional history and characteristics.

h. Predict future challenges and possibilities on a global scale.
i. Analyze the interrelatedness between global regions – physically, culturally, politically and economically.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. essays, multiple choice and matching questions
   2. map assignments
   3. landscape and photo analysis
   4. student presentations, term papers

B. SUMMATIVE ASSESSMENT
   1. essays, multiple choice and matching questions
   2. map assignments
   3. landscape and photo analysis
   4. student presentations, term papers