

Master Syllabus
Department of Geography

GEOG 150: Global Geography

Course Description

Global Geography is a survey course anchored in a social scientific analysis of development in the world's major human-geographic regions. The process of development includes economic, cultural, political, and environmental themes in the geographical context of single regions, as well how the process of globalization has impacted development in these regions.

Course Objective

This course uses a mix of modified lectures, writing assignments and primary source and textbook readings in order to meet the UCC-21 Tier 1 Social Science Domain Course requirements as described in the following course specific learning objectives. The UCC-21 cognitive skills listed above will be accomplished via the course objectives. By the end of the course, students will be able to:

1. Identify and compare important themes and theories in the geographies of development
2. Identify geographical patterns of development and recognize the great diversity of developmental processes
3. Apply theories of development to major global regions to explain their development status
4. Recognize how theories of development impact the lives of people/class/gender in major global regions
5. Recognize development processes that produce economic, cultural, political and environmental change; recognize and explain the implications of these changes
6. Recognize various ways of defining development
7. Identify measurements that geographers employ to examine the development process at various geographical scales
8. Recognize the role of globalization in the development process at various geographical scales

Course Rationale

Global Geography is ideally situated for inclusion in the Social Science domain on UCC-21 for two primary reasons:

1. Geography is an inherently integrative discipline because economic, cultural, political and environmental information at the local, regional, national and global scales are examined and compared across scales
2. An individual's experience at the local scale are directly impacted by development processes at successively larger scales

As a Tier 1 domain course, this course assists students to better understand individual experiences within larger scale development contexts allowing for the Experience → Information (E → I) transformation, as well as to recognize that socioeconomic contexts at larger scales influence individual experiences allowing for the Information → Knowledge (I → K) transformation.

This course provides a learning environment for students to achieve the (E → I) transformation through active learning pedagogies, appropriate theme, concept and theory based lectures, and primary source and textbook reading materials. These pedagogies assist students to:

1. Cultivate a geographical perspective anchored in the recognition that individual experiences are connected to development at multiple scales
2. To anchor development experiences in themes, concepts and theories
3. Identify factual information that allow students to build a geographical perspective
4. Recognize that different development perspectives yield different solutions to problems and these too vary by geographical scales

Based on these pedagogies, students are able to learn the cognitive skills associated with the E→I transformation:

1. Explain how to use specific measurements to derive relevant information concerning development in major global regions
2. Describe or explain the plurality of ways of understanding development in major global regions (observation, comparison and experimentation)

This course also provides a learning environment for students to achieve the (I→K) transformation through active learning based pedagogies. These pedagogies assist students to:

1. Harness their geographical perspective
2. Dissect development issues from a variety of theoretical perspectives

3. Compare various information sources on a single development issue

Based on these pedagogies, students are able to learn the three cognitive skills associated with the I→K transformation:

1. Analyze a variety of data to discover geographical patterns
2. Synthesize information from a variety of sources to construct new knowledge
3. Communicate when appropriate, knowledge in either written, oral, or graphic form

Course Content and Format

The course is divided into two, but interdependent sections. The first section introduces students to the geographical perspective, various development theories/models, and the basic geographical contours of environment and society. Once the section one knowledge base is established, the second section then applies the more conceptual/theoretical material of section one to the development process of various major global regions.

SECTION ONE:

1. Introduction to Global Geography
 - a. The Geographical Perspective – A Matter of Scale
2. Development Theories
 - a. Rostow's Stages of Economic Growth Model
 - b. Core-Periphery Model
 - c. Neo-Colonialism and Dependency Model
 - d. Neo-Liberal Versus Civil Society Models
3. Environment and Society
 - a. Landforms, Climate and Vegetation
 - b. Population Growth
 - c. Rural-Urban Development and Globalization

SECTION TWO:

1. North America
2. Europe
3. Russia and Central Eurasia
4. East and Southeast Asia
5. South Asia
6. The Middle East
7. Sub-Saharan Africa
8. Latin America

The course format consists of modified lectures, class discussions, and in-class activities. Students will engage with each other and with the instructor on a regular basis.

Assessment of Student Learning Outcomes

Student learning outcomes will be assessed based on multiple choice exams, short in-class writing assignments, and lengthier out of class, project-based assignments designed to measure both UCC-21 content/knowledge and cognitive transformations. Multiple choice exams and short in-class assignments are based on modified lectures as well as videos. The longer out of class writing assignments require a deeper recognition of concepts and theories as to real situation in major global regions based on modified class lectures and readings. Several different instructors teach this course and the department will attempt to standardize both course content and methods of assessment as much as possible. Below are some possible assessment methods for each learning outcome:

UCC-21 Cognitive Skills Addressed in GEOG 150	Example of Assessment Methods
<i>Experience → Information</i>	
1. explain how to use observation and (or) measurement to obtain accurate information about the geographies of development	<ul style="list-style-type: none"> • students will access numerical data and generate new information in the form of maps and graphs that explain the geographies of development
2. describe or explain diverse ways of experiencing the geographies of development	<ul style="list-style-type: none"> • Using spatial data in the form of maps, graphs and numerical data students will describe and explain spatial variations in development by using a power point presentations that require students to compare the development experiences of world regions
<i>Information → Knowledge</i>	
1. analyze data in its many forms to reveal existing patterns of information	<ul style="list-style-type: none"> • in-class activities that require students to use graphical data (maps) in order to draw conclusions about development phenomena at various geographical scales • written assignments that involve the analysis and comparison of various data sources for development phenomena • application-based multiple choice exam questions that require students to analyze graphical (maps) in order to arrive at the correct answer
2. integrate information from multiple sources to develop new knowledge and insights	<ul style="list-style-type: none"> • in-class activities that require students to use lecture, reading and observation data (videos) in tandem to arrive at conclusions about development phenomena • written assignments that require students to use geographic themes to analyze current development issues
3. communicate knowledge in written form and where appropriate, graphically and numerically	<ul style="list-style-type: none"> • written assignments requiring students to use geographical/development perspectives to analyze current social issues(as described in web sites and news articles)

Wiser+ Designation

This course will not carry a Wiser+ designation

Course Assessment

The instructors for this course will use student performance on specific classroom tasks as the primary source of UCC-21 assessment data. Individual instructors will identify exam questions, in-class and out of class writing assignments that measure the five learning outcomes outlined in section B5. The demonstration of these outcomes will be reported by every instructor as percentages of students who have mastered each cognitive skill in their classes. Each instructor will then compile summary data to demonstrate the degree, expressed as a percentage, to which students have demonstrated the Experience → Information and Information → Knowledge transformations. This summary data will be submitted to the UCC subcommittee along with samples of the assignments used to generate the data. The first year's data will be used to establish a baseline to help the department determine if course changes are needed to better facilitate core curriculum objectives.