

GEOG M03H: HONORS: WORLD REGIONAL GEOGRAPHY

Originator

rputnam

College

Moorpark College

Discipline (CB01A)

GEOG - Geography

Course Number (CB01B)

M03H

Course Title (CB02)

Honors: World Regional Geography

Banner/Short Title

Honors: World Regional Geog.

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Introduces the world's major regions. Emphasizes physical and cultural characteristics that distinguish the major areas of the world including population, resources, language, ethnicity and religion, economic development, climate and topography. Addresses key issues, current events and global problems. Facilitates students' understanding of world events, living styles and conditions, environments, and conflicts. Honors work challenges students to be more analytical and creative through expanded assignments, real-world applications, and enrichment opportunities.

Course Credit Limitations: Credit will not be awarded for both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Moorpark College Honors Program requires a letter grade.

Taxonomy of Programs (TOP) Code (CB03)

2206.00 - Geography

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Field trips may be required to local spots of cultural significance such as the Chumash Center (Thousand Oaks), California Japanese American Museum (Los Angeles), or others.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | recognize and explain demographic patterns and associations between demographics such as birth rates, death rates and migrations rates in different regions. |
|---|--|

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | recognize and explain the spatial distribution of cultural characteristics such as development levels, population growth rates, ethnic breakdown, religion and language; analyze how certain cultural characteristics can link or divide regions (e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems). |
| 2 | explain the causes of past and present human migration and consequences of migration for particular regions. |
| 3 | explain the complexity of the relationship between population, birth rate, gross national product, and natural resources. |
| 4 | recognize and explain the spatial distribution of physical features and processes such as seismic activity, landscapes, climate zones, soil erosion, and ecosystems. |
| 5 | explain how humans influence and are influenced by the environment. |

6	appraise the geographical aspects of agriculture and industry (i.e., the relationship between food production, climate, soils and technology; the relationship between resources, technology and industry).
7	locate and identify major regions, individual countries, and major physical features of the world on a map.
8	explain why particular countries are included in a region (i.e., identify the common characteristics of countries in Latin America) for each region of the world, identify the most significant features, describe the climate, resources, means of food production, languages, ethnicity, economic activities, etc).
9	identify major issues being confronted in particular regions and relate current events to the physical and human characteristics of places and regions; explain the causes of present day conflicts.
10	utilize maps, charts, and other data to analyze the world in spatial terms (identify trends and correlations) and draw conclusions.
11	analyze the interrelatedness of economic, social, and political systems (globalization); consider the relevance of international issues to the United States, California, local community, to students' own lives, and vice versa (how other countries are impacted by the actions of USA) at all scales.
12	HONORS: analyze how the opposing forces of globalization and diversity interact and relate to any given country or region.

Course Content

Lecture/Course Content

10% - General concepts and tools of World Regional Geography

- Map reading and interpretation
- Geographic terminology
- Geographic realms of the world
- World population patterns
- World development
- Concepts of cultural geography: Ethnicity, religion, and language
- Geopolitics and globalization

5% - North America

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - Australia and Oceania

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - Southeast Asia

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - South Asia

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - Russian Realm and Central Asia

- Physical geography
- Population and population patterns
- Economics and politics

- Culture: Ethnicity, religion, and language
- Significant issues

10% - Europe

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - Latin America and the Caribbean

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

5% - Sub-Saharan Africa

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - Southwest Asia and North Africa

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

10% - East Asia

- Physical geography
- Population and population patterns
- Economics and politics
- Culture: Ethnicity, religion, and language
- Significant issues

Laboratory or Activity Content

NA

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Group projects

Individual projects

Journals

Objective exams

Oral presentations

Quizzes

Skills demonstrations

Classroom Discussion

Projects

Participation

Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Case studies
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Lecture

Describe specific examples of the methods the instructor will use:

- Groups of students conduct background reading to prepare for in-class debate the costs and benefits of projects/laws of regional importance, e.g., the Three Gorges Dam in China, or multilateral climate change agreements.
- Student analyze maps to discover patterns and associations (e.g., maps of world climate regions and world ecosystems to determine most likely vegetation and most likely crops).
- Schedule an international potluck: students research, prepare and bring in a dish typical of a particular world region and write a short description of the dish explaining its relevance to geography (ingredients, traditional cuisine, meal customs, farming)

Representative Course Assignments

Writing Assignments

- Write an essay that compare and contrast the role of women in politics, society, and religion in the United States, the Sudan, and China. Use examples from the class and readings. Be sure to thoroughly analyze the cultural variations, the role of the environment, and each country's economic standing.
- Write a position paper that analyzes the costs and benefits of globalization, specifically focusing upon multinational monetary institutions such as the World Bank and International Monetary Fund (IMF).
- Write a report that compares the demographics of a well-developed country with those of a poorly-developed country in the same region and analyzes the causes of the differences in development levels.
- HONORS: Read and evaluate the accuracy/authenticity of the geographic content of a particular novel written by a foreign author and will discuss the physical and cultural geography of the story's setting.

Critical Thinking Assignments

- Examine and discuss the population pyramid for Botswana showing a population projection both with AIDS (at current rates) and without.
- Plot the data for birth rates and income for a number of countries in different continents to analyze the general relationship. Explain the causes of any differences observed.
- HONORS: Analyze how environmental factors and geographic principles play a role in the characteristics of nations and its development. Give a presentation on the results of this an analysis.

Reading Assignments

- Research a geopolitical 'hot button' issue in the Middle East and write a persuasive essay on the topic—adopting the viewpoint of a well-informed person in the region.
- Read narrative case studies of migrants, both in America or elsewhere.
- HONORS: Read journal articles on the latest science on policy proposals to resolve critical issues related to human crisis across the globe.

Skills Demonstrations

- Analyze time-series map collections to discover trends in population and cultural migration/change.
- Conduct a cost/benefit analysis of a specific development issue to a particular region; for instance, the Three Gorges Dam to China, deforestation in the Amazon Basin, or Turkey's application to the European Union.

Outside Assignments

Representative Outside Assignments

- Interview a migrant from another country to assess the reason for leaving, obstacles to leaving, barriers to immigrating, asylum conditions, assimilation issues, etc.

- Visit an ethnic neighborhood or participate in a cross-cultural performance/activity which takes the student outside of 'usual' life (e.g., watch a South Asian cricket match at Balboa Park in the San Fernando Valley, have lunch in Little Ethiopia, visit a mosque); and write a report analyzing observations, impressions, and research.
- HONORS: Conduct a review of United Nations recommendations for under-developed countries. Choose an under-developed country and explain how those recommendations would be applied and their likely effectiveness. Present the results of this analysis in a poster presentation, in the style of a participant in a world development forum.

Articulation

C-ID Descriptor Number

GEOG 125

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	GEOG 150	World Geography	3
UC San Barbara	GEOG 2	World Regions	4
San Diego State Univ.,	GEOG 106	World Regional Geography	3
CSU Fresno	GEOG 4	World Geography	3

Comparable Courses within the VCCCD

GEOG M03 - World Regional Geography
 GEOG R102 - World Regional Geography
 GEOG V08 - World Regional Geography

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B1. American History/Institutions

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Approved

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2001

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Rowntree, Lester, et al. *Globalization and Diversity: Geography of a Changing World*. 6th ed., Pearson, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Pulsipher, Lydia, Alex Pulsipher, and Ola Johansson. *World Regional Geography: Global Patterns, Local Lives*. 8th ed, Freeman, 2020.

Library Resources

Assignments requiring library resources

Research on regions of the world using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Read journal articles on the latest science on policy proposals to resolve critical issues related to human crisis across the globe.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
 Hybrid (51%–99% online)
 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes. E.g. - Students will use the discussion board in Canvas to discuss how climate change affects globalization.
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.

Other DE (e.g., recorded lectures)	<p>Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as:</p> <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o MC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (Mastering Geography) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Google Earth, Earth.nullschool, etc.)
Synchronous Dialog (e.g., online chat)	<p>Scheduled synchronous sessions may be organized at the instructor's discretion to review topics from the reading, asynchronous lectures, and other assigned material. This time may also be used have class or group discussions. Video conferencing software (such as Zoom) my be used for this purpose.</p>
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.</p> <p>E.g. - Students will use the discussion board in Canvas to discuss how climate change affects globalization.</p>
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Synchronous Dialog (e.g., online chat)	<p>Scheduled synchronous sessions may be organized at the instructor's discretion to review topics from the reading, asynchronous lectures, and other assigned material. This time may also be used have class or group discussions. Video conferencing software (such as Zoom) my be used for this purpose.</p>
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<p>Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.</p> <p>E.g. - Students will use the discussion board in Canvas to discuss how climate change affects globalization.</p>

E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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Synchronous Dialog (e.g., online chat)	Scheduled synchronous sessions may be organized at the instructor’s discretion to review topics from the reading, asynchronous lectures, and other assigned material. This time may also be used have class or group discussions. Video conferencing software (such as Zoom) may be used for this purpose.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

GEOGRAPHY

Review and Approval Dates

Department Chair

11/23/2021

Dean

11/23/2021

Technical Review

12/02/2021

Curriculum Committee

12/07/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000426878

DOE/accreditation approval date

MM/DD/YYYY