COURSE DESCRIPTION: Survey of the geography of human settlement patterns and activity throughout the world. Emphasis on relationships between physical environments and different facets of human culture, including population, resources, regional development, urban growth, and political, linguistic, and religious patterns.

COURSE GOALS and STUDENT LEARNING OUTCOMES:

GGY 140 has been designed to satisfy the University Studies Component: Living in a Global Society. Accordingly, the course addresses the following broad student learning outcomes.

GS 1. Demonstrate knowledge of global issues, processes, trends, and systems.

GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

GS 3. Accept cultural differences and tolerate cultural ambiguity.

Further, the course has been designed to address the following course specific student learning outcomes.

1. Students will demonstrate an understanding of the fundamental principles of human geography. As a result, students that complete this class will understand the current global mosaic, the position of the United States within this global mosaic, the role of geography in current events, and the role of geography in creation of their own ‘landscape’ and personal narrative. The student is not expected to be an expert on all aspects of human geography [GS 1, 3].

2. Students will be able to apply geographic principles in order to better understand the world, different cultures, and different perspectives. Accordingly, tests will NOT focus solely upon memorization of facts but also include questions/problems in which students must apply concepts learned in lecture in order to reach a correct solution (GS 2, 3).

3. Students will be able to use require map, graphical analysis skills, a comparative analysis to think critically and solve geographic problems (GS 2).

4. Students will become aware of and demonstrate an understanding of different cultural perspectives and the inherent ambiguity and complexity inherent in cultural regions and processes [GS 3].
MATERIALS:

Jan. 7   Introductions; Questions; What is Geography?    Chapter 1
Jan. 12, 14  Geographic Themes; Maps & Tools    Chapter 1
Jan. 19, 21  Cultures    Chapter 2
Jan. 26, 28  Population    Chapter 3
Feb. 2, 4  TEST 1
Feb. 9, 11  Language    Chapter 4
Feb. 16, 18  Race and Ethnicity    Chapter 5
Feb. 23, 25  Political Geography    Chapter 6
Mar. 2, 4  Religion, TEST 2    Chapter 7
Mar. 9, 11  SPRING BREAK
Mar. 16, 18  Agriculture    Chapter 8
Mar. 23, 25  Industries and Service    Chapter 9
Mar. 30, 1  Development, EASTER BREAK    Chapter 9
Apr. 6, 7  Urbanization    Chapter 10
April 13, 15  NO CLASS
April 20, 22  Inside the City: One World or Many?    Chapter 11, 12
May 4  FINAL EXAM 11:30-2:30

CLASS FORMAT AND ASSESSMENT
This class will meet twice a week for 1 hour and 15 minutes. Typically, class will be lecture and discussion format. Lectures are designed to guide the student through the class and textbook material. Outlines of the lecture material will be posted on the course Blackboard page. Students are encouraged to print out these outlines and bring them to class. Lectures will be broken up by occasional videos and multi-media presentations.

Assessment will consist of map exercises and multiple choice tests. A total of 10 map exercises must be completed by each student by the end of the semester. The exercises will be 10% of your class grade. You will receive a 1 or 0 for completion or non-completion of the exercise. The map exercises will be available through Blackboard.

A total of three multiple choice tests will be given throughout the semester, usually consisting of 50 to 60 multiple choice questions that cover the material associated with 3-5 textbook chapters. Each exam is worth 30% of your final class grade. Each student is responsible for bringing a No. 2 pencil and an 8.5 x 11 Scantron on the day of the exam.

Comment [JA6]: The course is primarily lecture-based but also includes viewing and discussion of videos, attendance at UNCW lectures outside of class concerning global issues, and completion of online mapping exercises. Examples of video content used in class are the impact of globalization upon Bhutanese culture and Muslim and Christian riots in Nigeria over the Miss World pageant. An example of a outside class lecture is the film presentation of "The Linguist" and a Peace Corps career roundtable. Map exercises include important countries and cities from the US and world. These supplemental activities reflect sample learning outcome 2.3: Students will participate in activities and experiences that can enhance their cultural competence.
EXAM DATES
Test 1: Feb. 2, 2010
Test 2: March 4, 2010
Exam 3: May 4, 2010

Final Grade Weight/Proportions: Map Exercises 10%, Exams 90% (30% each)


HOW TO DO WELL IN CLASS

1) Attend class. The instructor will not take daily attendance. It is your decision as to whether or not to attend class. However, I have found in my ten plus years of teaching that poor attendance = poor grades. In addition, if you ask me for help, I have less sympathy and I am less likely to extend assistance if chronic absence is obvious.

2) Bring your textbook to class and highlight or write notes in the margins. You spent good money on your textbook and it is yours, it is not on loan. You may do anything you wish to it, including write in it. Students that bring the text to class are better able to understand diagrams presented in class and do not waste time writing down definitions in their notes.

3) Listen before you take notes. All too often students spend an entire lecture mindlessly copying everything the professor states. The objective of taking notes is to jot down important information that will help you study at a later date, not create an additional textbook. Listen to what the professor has to say, decide what is important then write abbreviated notes and use the textbook or other materials to fill in details at a later date. If lecture is moving at too quick of a pace, raise your hand and ask the lecturer to slow down. Outlines of Power Point presentations will be posted on the Web.

4) Determine what the professor wants you to learn. More often than not, the professor does not expect you to know everything on the subject or in a textbook. Talk to the professor to decide what your study strategy should be and focus on important topics to increase your studying efficiency.

5) Decide on the level of knowledge expected by the professor. The type of knowledge that professors want you to acquire in their classes is not all the same. In general, the higher the level of the class, the higher or more involved the level of knowledge the professor requires.

6) Study through active learning. Different types of learning exist and students must decide what is the most appropriate type of learning for themselves. One type of learning that has received much positive praise recently is active learning. Active learning is when the student becomes actively involved in the course. Examples of active learning are field activities, laboratory activities, videos, discussions, and group work. However, given the rise in enrollment in universities and growth of classroom size, it can be difficult for the professor to manage such activities. The result is a lecture-based course where the only activity for students is to listen and take notes. If you are having difficulty with class material, seek active learning opportunities. Ask professors for exercises, form a study group, or complete study questions in the textbook. I design lectures to end so that you have 7-10 minutes left in class time to ask me questions one on one. Take advantage of this time.

Student Responsibilities:
1) Frequently monitor Blackboard for announcements regarding activities and changes or modifications of class schedule or grading policies.
2) Respect other classmates and the instructor by remaining quiet during lecture and muting all electronic devices.
3) Reserve seats at the end of row or in the back of the auditorium for late arrivals.
4) Provide Scantron and pencil for exams.

IMPORTANT REMINDERS
1) There will be no class February 4, March 9-11, and April 1, 13-15.
2) Academic dishonesty will not be tolerated and when discovered dealt with in accordance to University Policy as outlined in the Student Handbook. “Cheating, however, is not a legitimate shortcut. It may save even greater amounts of time and, if successfully executed, may gain the cheater a passing mark on the exam and the coveted degree. But the essential knowledge has not been obtained. Therefore the degree is a lie, a misrepresentation. Insofar as the degree becomes a basis for life, the cheater’s life becomes a lie and misrepresentation and is often devoted to protecting and preserving the lie.” - M. Scott Peck, The Road Less Traveled, p.56

4) Unexcused absences for exams will result in a grade of zero.
5) Chronic absences will have a negative effect upon your grade.
6) Disruptive behavior, in particular talking during the lecture or when other students ask questions, will not be tolerated. If disruptive behavior occurs the instructor will ask the students involved to stop. After such a request, continued and excessive disruptive behavior will be reported to the Office of the Dean of Students.
7) UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273, Campus Police at 962-3184, or Wilmington Police at 911. For University or community resources visit http://uncw.edu/wrc/crisis.htm.
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