

# GEOG 6: World Regional Geography- Fall 2021, Reedley College

## Course Information:

Course Title and Number:

World Regional Geography (GEOG 6) – 55055

Term:

Fall 2021

Class Meeting:

9 August 2021 – 10 December 2021. Virtual setting with synchronous and asynchronous instruction.

Credit Hours:

3 (all lecture)

## Faculty Information:

Instructor:

Lucas Reyes, M.A.G.

E-mail Address:

[lucas.reyes@cloviscollege.edu](mailto:lucas.reyes@cloviscollege.edu)

Office Hours:

Tuesday at 3 PM and by appointment via Zoom.

## Course Description:

This course covers all regions of the world: a study of physical settings, population patterns, natural resources, and economic and political status of the world's regions.

Basic Skills Advisories: **Eligibility for English 125, 126, and Mathematics 101.**

### Required Text

Rowntree, Lewis, Price and Wyckoff. (2017). Diversity Amid Globalization: World Regions, Environment, Development (7th Edition). San Francisco, CA: Pearson

ISBN-13: 978-0134539423, ISBN-10: 0134539427

### Course Policies

#### Academic Dishonesty

If a student is found cheating or plagiarizing at any time during the course, he/she will receive 0 points for the assignment and may receive a grade of "F" for the course or be dropped from the class.

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from one another's work, supplying one's work to another, giving or receiving copies of examinations without instructor's permission, using, or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

## Academic Support

The college provides various [support services](#) that are available to the student. If a student has a verified need for an [academic accommodation](#) or materials in alternate media (ex: Braille, large print, electronic text, etc.) per the American With Disabilities Act or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible. Feel free to come to me with any problems, thoughts, or concerns. Come early, please do not wait until a problem is a crisis.

## Diversity Statement

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit, striving towards [inclusive excellence](#). It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## Course Outcomes:

In the process of completing this course, students will:

- **Interpret** a map of the major countries, cities, and physical features of the world's regions
- **Recognize and apply** simple geographic terms and **differentiate** geographic principles
- **Identify** factors that determine the cultural, economic, and political development of countries and regions

## Course Objectives:

Upon completion of this course, students will be able to:

- A. **Generalize** information about spatial features and relationships revealed through maps
- B. **Explain** origins, spread, and development of major nations and regions applying major geographic concepts
- C. **Compare and contrast** the major regions of the world with respect to their relative locations, natural environments, peoples, resources, economies, and contemporary problems
- D. **Describe and analyze** the relationships between cultures and the environment in creating landscapes and changing our environment.

## Course Schedule:

Read each of the chapters listed during each corresponding week.

<b>Week 1:</b> 9Aug-13Aug	<b>Unit 1: Introductions:</b> Ch1/Ch2, <b>DISCUSSION 1</b>
<b>Week 2:</b> 16Aug-20Aug	Unit 1: Ch2/Ch14 (Groups assigned)
<b>Week 3:</b> 23Aug-27Aug	Unit 1: Ch14/EXAM 1 Review
<b>Week 4:</b> 30Aug-3Sept	EXAM 1/ <b>Unit 2: Eastern Eurasia/Ch13</b>
<b>Week 5:</b> 6Sept-10Sept	<b>Labor Day</b> , Unit 2: Ch13/Ch12,
<b>Week 6:</b> 13Sept-17Sept	Unit 2: Ch12/Ch11
<b>Week 7:</b> 20Sept-24Sept	Unit 2: Ch11/EXAM 2 Review/Migration Assignment
<b>Week 8:</b> 27Sept-1Oct	EXAM 2/ <b>Unit 3: Western Eurasia:</b> Ch10
<b>Week 9:</b> 4Oct-8Oct	Unit 3: Ch10/Ch9/ <b>DISCUSSION 2</b>
<b>Week 10:</b> 11Oct-15Oct	Unit 3: Ch9/Ch8
<b>Week 11:</b> 18Oct-22Oct	Ch8/EXAM 3 Review
<b>Week 12:</b> 25Oct-29Oct	EXAM 3/ <b>Unit 4: Africa:</b> Ch7/Mapping Laboratory
<b>Week 13:</b> 1Nov-5Nov	Unit 4: Ch7/ <b>DISCUSSION 3</b> /Ch6/Mapping Laboratory

<b>Week 14:</b> 8Nov-12Nov	Ch6/ <b>Veteran's Day</b> /Unit 4 Review
<b>Week 15:</b> 15Nov-19Nov	<b>UNIT 5: Latin Realm:</b> Ch 5/Ch4
<b>Week 16:</b> 22Nov-26Nov	<b>Mapping Laboratory due: 26 Nov</b> /Unit 5: Ch 5/Ch4( <b>Thanksgiving Recess</b> ), Review
<b>Week 17:</b> 29Nov-3Dec	<b>Unit 6: North America and the regionalized American landscape</b> (Final) Ch3, Review/ <b>Migration Assignment Due: 3 Dec</b>
<b>Week 18:</b> 6Dec-10Dec	Unit 6: North America (Final)

**Final due Saturday, 11 December at 11:59 PM**

## Grading Procedures

### Introductory discussion (20):

To introduce yourself,

#### *Discussion 1a:* (10)

Introduce yourself to your class in this "Introductions" discussion on Canvas. To complete this discussion requirements, you must, in complete sentences:

State your First and Last name, as well as what you like to be called.

State the year and institution you completed high school and its town of location.

If you could travel anywhere in the world and see any physical or cultural feature, where would you go AND what will you see?

Upload Photo 1 with caption: You in nature

- State your First and Last name, as well as what you liked to be called.
- State the year and institution you completed high school.
- If you could travel anywhere in the world and see any physical or cultural feature, where would you go AND what will you see? You are not required to respond to any posting in this Discussion
- Upload **Photo 1 with caption** of you with your location identified.
- Complete by **Thursday of the first week of class, 12 August, 5:00 PM**. Completion after will result in a loss of 1 point of your total score, per day submitted after deadline.

#### *Discussion 1b:* (10)

Introduce yourself to your groupmates on your Group's **Introduction Discussion** on Canvas. To complete this discussion requirements, you must:

- State your First and Last name, as well as what you liked to be called (camp name).
- State why you are taking this course (are you a major, for GE, interested?)
- Have you ever had assignments with a group? What worked, what did not?**
- Idea for a group name.
- Your group must be named by the following **Monday, 6 September, 5 PM** and this interaction should happen in the Group Introductions thread on Canvas.

## Grading Rubric

**Each** introductory discussion and its components are worth 10 points.

## Exams

There will be three exams given during this course, and a final exam. Each exam is worth 75 points, and the final is worth 100 points. These will consist of a series of multiple-choice and true/false questions as well as 5 short answer or matching problems. See [Course Policies](#) for grading breakdown.

## Migration Assignment:

Everyone comes from somewhere; it is a truism that Americans, aside from those of indigenous heritage, are all immigrants. This assignment investigates how you and your family made it to this region of our country and state and your contributions to the cultural and economic life of California. We trace the geographic routes behind our cultural roots. International students may substitute their own country for "California;" final products of this assignment for one side of your family.

- Family tree or table
- Migration maps
- Analytical essay explaining migration, size, economic activities, residences, and ethnic cultural activities of your chosen side of family

### Mapping Laboratory:

This exercise is designed to familiarize you with some basic demographic characteristics of Africa and to promote insight into what is revealed and what is hidden when data are aggregated at the scale of the state. For this exercise, you will need to consult a data source such as the CIA World Factbook and gather data about each country of Africa to determine the population per square kilometer, the percentage of the country's population that is under fifteen (15) years old, and the gross domestic product (GDP) per capita. Then classify all countries according to whether they have high, medium, or low figures in each of the aforementioned categories (it is up to you to classify data and determining where to draw the lines between high, medium, and low groupings) to create a map to identify and analyze patterns you find and one-page paper describing how you believe it affects development.

### Discussion/Group Participation:

There is a second **required** Discussion you must have with your groupmates, after your introduction, relates to progress on your family migration project, worth ten (10) points.

The third **required** Discussion will occur before Thanksgiving Recess, worth five (5) points.

### Application Activities:

At the end of each chapter, before you proceed, you will complete a summative Application Activity, a 5-point assortment of vocabulary questions, varying from True/False, Multiple Choice and Matching or identification of features on a map. Developing a necessary vocabulary will aid your success in this course. Each final chapter Application Activity is worth five (5) points and you *should* define your vocabulary word or key terms as mentioned above before you complete this activity.

### Grade Determination

All grades during this course are determined using a point system. The final letter grade for the student shall be based on the following point distribution:

<b>Graded Participation</b>	<b>Points</b>	<b>Total</b>
Introductory Discussion	Two (2) parts, each worth ten (10)	20
Discussion/Group Participation	Fifteen (15)	15
Fourteen (14) Application Activities	Five (5)	70
Migration project	One hundred (100)	100
Mapping project	One hundred (100)	100
THREE (3) Exams	Seventy-five (75)	225
Final Exam	One hundred (100)	100

Total Points: **630**

DIVIDE POINTS EARNED BY 6.30

GRADING SCALE: 90-100 = A, 80-89.9= B, 70-79.9 = C, 60-69.9 = D, <60 = F

### School holidays

Labor Day- Monday, 6 September

Veterans Day- Thursday, 11 November

Thanksgiving Recess- Thursday, 25 November – Friday, 26 November