ALL CELL PHONES AND PAGERS MUST BE TURNED OFF DURING CLASS! Disciplinary action may be taken if this rule is not followed.

Course:

**GEOG 1303. World Geography.** (3-3-0)

A study of physical, economic, historical and political characteristics and trends in the major regions of the world. Three hours credit. Prerequisite: Must be eligible to enroll in **READ 0308** or be concurrently enrolled in **READ 0306**. F, Sp, Su (4507015325).

Instructor: Terri York  
Office number: 204 SS building  
Phone (903) 983-8624  
tyork@kilgore.edu; Notes at http://kcfac.kilgore.cc.tx.us/history_geog  
Office hours: vary by semester

**Course Rationale:** This course provides a geographic account of the world for the 21st century using the five themes of geography: location, place, human impact on the environment, movement, and regions.

**Educational Materials:**

*Text:* Annual Editions

Use of videos, computer material and maps.

**Evaluation:** Grades will be based on five major exams. Each exam will be worth 18.75% of your grade with the exception of the final which will be comprehensive and 25% of your grade. Exams will be a combination of multiple choice, w/map and 2 current events with summaries. A Scantron Mini Essay book is required for each exam except the textbook and the final, which will require Scantron form 882-E. The grading process for exams will be one week.

Each exam will have a map included. Students will be responsible for identifying various points on the map. Map questions will be taken from information on maps in the textbook and classroom.

**Classroom Policies:**

Make-ups will only be given during the week before finals. Unless a qualified excuse is produced for having missed an exam **10 POINTS WILL BE DEDUCTED FROM ALL MAKE-UPS** so that the maximum grade attainable on a make-up is 90. If
a student misses more than one exam, he/she may be dropped from the course.

**NO RETAKES ALLOWED!!**

At the end of the semester, students will be given an opportunity to evaluate the instructor and the course. The evaluations will be collected by a student and sent to the Kilgore College Institutional Research Office for compiling the results for course improvement.

Attendance will be taken. The student will NOT automatically be dropped for excessive absences, but will most likely be dropped if they miss 2 of the first 3 tests. **It is the student’s responsibility to drop** if he/she no longer wants to remain in the class. If a student quits attending class but does not drop, they will receive an F at the end of the semester.

Students are expected to refrain from plagiarism and are requested to read the section on Matters of Academic Dishonesty in the Student Handbook.

All course drops, whether instructor or student initiated, shall result in a “W” during the first 12 weeks of a long term or 21 days of a summer term. During the thirteenth and fourteenth weeks of a long term, or the twenty-second through the twenty-fourth days of a summer term, such drops will result in a “W” if the student is passing or “F” if the student is failing. A student may not drop or withdraw during the last two weeks of a long semester or following the twenty-fourth class day of a summer term. However, instructors should continue to drop students for absences until final examinations begin the last day to withdraw with a “W” during a 3-week Mini-Semester is day 13; during a 4 Week Term is day 20, and during an 8-Week term is day 34.

**Disclaimer:** Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

**Common Course Outcomes:**
Exemplary Educational Objectives

The student must be able to:
1. employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition
2. examine institutions and processes across a range of structures and cultures within the area of study
3. analyze the effects of social, economic, psychological and cultural forces on the area of study
4. develop explanations or creative solutions for contemporary social, economic, psychological and cultural problems for the area of study.

Assessment Method

1) Unit examinations with maps, Current Events and country profiles.
2) Comprehensive Exam

Student Learning Outcomes:

Learning Objectives: Africa
After reading and studying this chapter students should be able to:
- Know that this is the most peripheral region, and therefore, the poorest and least connected to the world economy.
- Explain ways that the Sahara Desert is a boundary.
- Understand tribal loyalties and their consequences.
- Outline the various impacts and their consequences.
- List the tropical climates and their relation to vegetation.
- Understand the past, present, and future role of mining and mineral products.
- Know that tropical diseases are a significant problem.
- Describe agriculture in Western Africa.
- Discuss the concern over the lack of effective political leadership.
Learning Objectives:  Australia /New Zealand
After reading and studying this chapter your students should be able to:

- Identify the important groups of people that are native to this region.
- Describe colonization of Australia, New Zealand, and the South Pacific Islands.
- Examine the range of climates and their impacts on human activities.
- Understand the role of plate tectonics and volcanic activity in determining the distribution of land.
- Know the ways that environmental damage is greater than expected in portions of this region.
- Differentiate the important characteristics of the states and territories of Australia.
- Compare and contrast the economic development of Australia with the economic development of New Zealand.
- List New Zealand's old and new exports and markets.
- Explain the numerous difficulties faced by the islands of the South Pacific.
- Document the distinctiveness of Antarctic as compared to other regions.

Learning Objectives:  East/SE Asia
After reading and studying this chapter your students should be able to:

- Understand that levels of development vary from poor Cambodia to wealthy Japan.
- Know that in Eastern Asia one-third of the world's population lives on about one-tenth of the world's land.
- Outline the various ways that the European powers impacted the countries of Eastern Asia.
- List the important climatic environments of Eastern Asia.
- Discuss the management issues associated with the Mekong River.
- Discuss the changing roles of China within Eastern Asia.
- Compare and contrast the "Great Leap Forward" and the "Cultural Revolution" of China.
- Describe the population control efforts and results in China.
- Differentiate economic development in China with economic development in Japan.

Learning objectives:  Europe/Russia
After reading and studying this chapter your students should be able to:

- Understand the global significance of the breakup of the Soviet Union and the liberation of Eastern Europe.
• Understand that all countries of this region face a very uncertain transition from state capitalism within the Soviet bloc to free-market capitalism within the world economic system.
• Examine the roles of nuclear power, oil, and natural gas.
• Describe the complex ethnic patterns and tensions that are found throughout the region.
• Trace the evolution of the Russian Empire to the Union of Soviet Socialist Republics.
• Document the numerous environmental problems plaguing this region.
• Explain how centralization and the "extensive" economic system led to economic development in the Soviet Union.
• Know that the population of Central Asia, unlike the rest of this region, is growing despite out-migration of Russians.
• Understand that Western Europe was the original core region and continues to be very important.
• Describe how European culture was spread throughout the world.
• Chronicle the evolution of the European Union, including its significance.
• List the early peoples of Europe and their influence on Europe's development.
• Describe the evolution of the Industrial Revolution including its economic impacts and environment consequences.
• Know that all of Western Europe is relatively close to seas and the Atlantic Ocean and that the region has a long coastline.
• List Venice's problems related to its low-lying location.
• Outline Western Europe's many mountain ranges, navigable rivers, and peninsulas.
• Understand the reasons why the Industrial Heartland is so important.
• Identify the consequences of zero population growth for Germany, France, and the other countries.

Learning Objectives: Middle East
After reading and studying this chapter your students should be able to:
• Identify global choke points.
• Explain why this region has a strategic location.
• List the major religions and languages of this region.
• Differentiate Shia Muslims from Sunni Muslims.
• Understand movements and organizations that try to bring Arab countries and peoples together.
• Describe the climate and its consequences.
• Evaluate the impact of oil wealth on the economies and societies of the region.
• Examine the effects of rapid population growth and urbanization, plus efforts to reduce fertility.
• Examine efforts to be part of the world economy and to achieve greater economic diversification.
• Know the early civilizations centered on river systems.
• Understand the uneven distribution of oil and water and how these distributions affect economic development.
• List examples of conflicts related to religion, water, oil, or territory.
• Distinguish Israel from its neighbors.

Learning objectives: Southern Asia
After reading and studying this chapter your students should be able to:
• Know that Southern Asia has a massive population.
• Define the mountain wall and its effects and consequences.
• Enumerate the precolonial cultures that successively influenced the evolution of Southern Asia's cultural traits.
• Identify the dominant religion in each of the different areas of Southern Asia.
• Outline impacts and consequences of British colonial rule.
• Describe Sri Lanka.
• Understand the monsoon climatic environment and its significance.

Learning Objective: Americas
• Latin America: Its different regions to include Mexico and Central America, the Caribbean, and South America.
• The non-Latin cultures of the realm.
• The Tropical Rainforest.
• The land and the people
• Anglo-America: The United States of America and Canada.
• The French in Canada as an exception to the Anglo culture.
• Problems of advanced, industrial nations.
• The megalopolis.
• Resource base.

TENTATIVE TEST SCHEDULE:

EXAM 1............Note Chapters 3-4..............
EXAM 2............Note Chapters 5, 6, & 11.....
EXAM 3 ............Note Chapters 7-8.............
EXAM 4 ............Note Chapters 9-10..........  
FINAL...............Note Chapters 3-11..........  

show up on time for tests!

MAKE-UPS.................................
GRADES

EXAM 1___________ X .1875 = ____________
EXAM 2___________ X .1875 = ____________
EXAM 3___________ X .1875 = ____________
EXAM 4___________ X .1875 = ____________
FINAL ___________ X .25 = ____________
TOTAL __________________________

PLEASE DO NOT TELL ME AT THE END OF THE SEMESTER WHAT GRADE YOU NEED TO MAKE IN ORDER TO KEEP YOUR GRANT, SCHOLARSHIP, OR STAY IN EXTRACURRICULAR ACTIVITIES. THE GRADE YOU GET IS THE GRADE YOU Earned!!