

# NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

## **COURSE SYLLABUS**

**Course Title:** World Regional Geography      **Course #:** GEO\* 111

**Course Description:** 3 credits

World Regional Geography is the study of relationships among natural and cultural environments of the world's major culture regions with specific reference to the non-western world. Students will ask questions, investigate topics, and communicate their findings about various world regions using a geographic perspective. This perspective calls on students to apply spatial analysis as they investigate compelling questions in the field. The course will take students on a journey across multiple world regions calling on them to investigate the people and places of the world through human and physical geography, history, culture, government, economics, as well as relevant current events.

**Pre-requisite/Co-requisite:** None

**Goals:**

1. To develop and discuss compelling questions about people and places across the globe.
2. To recognize the interconnections between people and places across the earth's surface.
2. To apply the geographic perspective when investigating the physical and human geography of the world's regions, countries, and cities.
4. To explain the reasoning for and importance of historical and current events by apply geographic concepts.

**Outcomes:** At the end of the course, students should be able to:

- 1. Geographic Perspective:**
  - Define and evaluate the spatial perspective.
  - Differentiate between physical and cultural geography as it relates to geographic regions.
  - Identify and analyze multiple sub disciplines of geography;
    - Demographics, economic geography, political geography, and land use studies.
  - Assess the impact of globalization on people and places across multiple world regions.
  - Identify the extent of each of the world regions.
  - Distinguish between multiple sub-regions within each larger world region.
- 2. Europe:**
  - Appraise how Europe is impacted by its history, physical geography, and global location.
  - Conclude how Europe has been transformed by agricultural and industrial revolutions.
  - Evaluate the demographic composition of Europe's population.
  - Assess the changing nature of Europe's cultural geography.
  - Evaluate the European Union.
- 3. Russia:**
  - Appraise how Russia has been impacted by its physical geography.
  - Describe the transitional history and geography of the realm under the Soviet Union.
  - Analyze cultural conflicts that exist in former Soviet republics within the Russian Realm.
  - Assess Russia's influence in geopolitics today.
  - Evaluate Russia's relationship with the EU.
  - Describe Russia's population composition and how it has changed over time.
- 4. North America:**
  - Define American culture and the concept of the American dream.
  - Map linguistic dialects and culture regions across North America.
  - Compare and contrast rural, urban, and suburban life in North America.
  - Map the diffusion of people across the continent through history and today.
  - Apply different economic sectors within the American economy.
  - Examine the physical geography of a region with two continental-sized countries.

## 5. Middle America:

- Describe the relationship between Middle America and the US.
- Analyze how Middle America has been shaped by its colonial past.
- Identify the varied physical geography of Middle America.
- Differentiate between the mainland and rimland of Middle America.
- Explain the impact geography has on the economics of Middle America.
- Evaluate the role of tourism in Middle America.

## 6. South America:

- Evaluate how South America's physical geography impacts its cultural geography.
- Plot the spatial extent of the Inca Empire and the Spanish conquest of the Andes.
- Assess the spatial distribution of South America's population on the periphery of the continent.
- Differentiate between subsistence and commercial economic activities across South America.
- Distinguish between multiple culture spheres across the region.
- Analyze the role Brazil plays as a major economic force in the region.

## 7. Sub-Saharan Africa:

- Plot the zone of transition between North Africa and Sub-Saharan Africa.
- Examine how Africa began as the cradle of civilization.
- Analyze how colonialism impacted the political geography of Africa.
- Assess the potential for economic growth across the realm.
- Appraise the impact of the diffusion of disease across Sub-Saharan Africa.
- Describe the demographic composition of the population of the Africa.

## 8. North Africa/Southwest Asia:

- Categorize the like characteristics that define the region of the Middle East.
- Appraise the impact of oil on the region.
- Compare the extent to which the Arabic and Islam have diffused across the region.
- Delineate the geography of world religions in the Middle East.
- Describe the spatial range of US involvement across the region.
- Plot the geography of the changing geopolitics of the Middle East.

## 9. South Asia:

- Apply the demographic transition model to population growth in South Asia.
- Assess population growth rates across the region.
- Analyze the impact of monsoons on the physical geography of South Asia.
- Measure the economic growth potential of India.
- Describe the historical, cultural, and physical geography differences between India and Pakistan.
- Debate the region of Kashmir.

## 10. East Asia:

- Evaluate the influence of China in the region both historically and through current events.
- Analyze population pyramids to assess China's one-child policy.
- Assess the growth of China's economy on the global stage.
- Describe the relationship between the US and China as it relates to Tibet, Taiwan, and economics.
- Appraise the historic, current, and future relationship between North and South Korea.
- Identify the varied physical geography across East Asia.

## 11. Southeast Asia:

- Demarcate multiple boundary classifications across the region.
- Differentiate between the mainland and insular region of Southeast Asia.
- Analyze the Southeast Asian realm as a buffer zone between China and India.
- Evaluate the importance of trade routes throughout Southeast Asia.
- Plot the diffusion of world religions across the region.
- Describe the immense bio-diversity of Southeast Asia.

## 12. Austral, Pacific, and Polar regions:

- Determine the impact of the location of the Austral realm and its limited growth over time.
- Differentiate between Aboriginal/Maori and European cultural imprints on region.
- Assess the spatial extent of the Pacific.

- Analyze future geopolitical and economic growth scenarios in the Polar regions.

\*\*\*Please note that there is a potential for changes to the outcomes to occur periodically throughout the semester. Students will be made aware of changes and will be responsible for the material presented.

**College Policies:**

**Plagiarism:** Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

**Americans with Disabilities Act (ADA):** The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is [cwoodcock@nwcc.edu](mailto:cwoodcock@nwcc.edu).

**School Cancellations:** If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at [www.nwcc.edu](http://www.nwcc.edu). Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

**Use of Electronic Devices:** *Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.*

**Sexual Assault and Intimate Partner Violence Resource Team:**

NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Annex Room 308
Seth Kershner	860-738-6481	Library
Robin Orlomoski	860-738-6416	Business Office Room 201
Jane O’Grady	860-738-6393	Founders Hall Annex Room 212
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative
Jacob Wujcik		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.