

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D: Social Science**

*See GE Handbook for information on each section of this form*

**ABSTRACT**




<b>Course Abbreviation and Number: GEOG 201</b>		<b>Course Title: World Regional Geography</b>	
<b>Number of Units: 3</b> _____			
<b>College or Program:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____		<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: 2014	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input checked="" type="checkbox"/> fully on-line
<b>Course Proposer (please print): Jocelyn Ahlers (recertification of existing course)</b>		<b>Email: jahlers@csusm.edu</b>	<b>Submission Date: 4 February 2014</b>

**1. Course Catalog Description: Survey of major world regions and their major countries. Study of specific geographical circumstances and geographical concepts, including an emphasis on physical geography. Focuses on processes and issues such as development and under-development; population and migration; race, class, and gender; technology and economic growth; natural resources and the environment, and conflict and cooperation within a world regional framework.**

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions NONE
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

 _____ Course Proposer	 _____ Date	 _____ Department Chair	 _____ date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
_____	Support    Do not support*	_____	Support    Do not support*
Library Faculty    Date	<input type="checkbox"/> <input type="checkbox"/>	Impacted    Date	<input type="checkbox"/> <input type="checkbox"/>
		Discipline Chair	
_____	Support    Do not Support*	_____	Approve    Do not Approve
Impacted Discipline    Date	<input type="checkbox"/> <input type="checkbox"/>	GEC Chair    Date	<input type="checkbox"/> <input type="checkbox"/>
Chair			

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

From: Jocelyn Ahlers  
Sent: Wednesday, February 19, 2014 11:52 AM  
To: Marshall Whittlesey  
Subject: FW: UDGE D and D7 recertification  
Attachments: LBST 100 UDGE D and D7 recertification.pdf; GEOG 201 UDGE D recertification.pdf; GEOG 202 UDGE D recertification.pdf

Dear Marshall -

Attached, please find the UDGE recertification forms for three classes: GEOG 201 (UDGE D), GEOG 202 (UDGE D), and LBST 100 (UDGE D and D7). Below is an email conversation with Yvonne Meulemans, in which I clarify two questions she had on the forms, and then she "signs off" on them. I hope that that will serve as her signature on the forms.

Best,  
Jocelyn

--

Jocelyn C. Ahlers  
Chair, Liberal Studies Department

Professor of Linguistics  
Liberal Studies Department  
California State University, San Marcos  
760-750-8014; jahlers@csusm.edu

From: Yvonne Meulemans <ymeulema@csusm.edu>  
Date: Wednesday, February 19, 2014 11:08 AM  
To: Jocelyn Ahlers <jahlers@csusm.edu>  
Subject: Re: UDGE D and D7 recertification

Hi Jocelyn:

Those additional details are perfect, thank you!

Yes, this email can serve as my signature for GEOG 102, GEOG 201, and LBST 100.

Please let me know if you need any additional info.  
-Yvonne

From: Jocelyn Ahlers <jahlers@csusm.edu>  
Date: Wednesday, February 19, 2014 at 10:45 AM  
To: Yvonne Meulemans <ymeulema@csusm.edu>  
Subject: Re: UDGE D and D7 recertification

Hi, Yvonne -

Thank you for the questions. I checked in with Laura Makey, who teaches these classes for us, and she said that the map analysis and current events projects are incorporated into nearly every assignment in the class, and into the class periods themselves. Does that provide the answer that you need?

Also, do you think that an email saying that you are willing to sign off on the classes would serve the purpose?  
Thanks!

Jocelyn

From: Yvonne Meulemans <ymeulema@csusm.edu>  
Date: Tuesday, February 18, 2014 3:23 PM  
To: Jocelyn Ahlers <jahlers@csusm.edu>  
Subject: Re: UDGE D and D7 recertification

Hi Jocelyn:

I'm happy to be the signature and review from the Library's perspective.

For GEO 201, I see that the requirement for information literacy (Part D, "All social sciences core course proposals...") refers to a 'map analysis; current events projects' but I don't see that on the syllabus? Can you clarify which assignment that is?

For GEO 202, the same question, but I see there is Presentation that requires students to 'make a short presentation about a current event based on an article from a reliable news source that includes a GIS component.' It appears that is the current events project?

I have no questions about LBST 100.

What is easiest for you in regards to returning materials with a signature?

-Yvonne

Yvonne Nalani Meulemans  
Information Literacy Program Coordinator  
Associate Librarian  
Kellogg Library 3422/760-750-4375

From: Jocelyn Ahlers <jahlers@csusm.edu>  
Date: Tuesday, February 18, 2014 at 2:13 PM  
To: Yvonne Meulemans <ymeulema@csusm.edu>  
Subject: FW: UDGE D and D7 recertification

Dear Yvonne -

As you can see from the email chain below, I am seeking Library approval for these three UDGE D and D7 recertification forms. Nothing has changed in these classes, and they are already being offered as they are, so there are no new resource implications for the library. Marshall's latest email mentioned you as the correct person in the Library to get in touch with about this, so I am sending them to you to see whether you are willing to sign off on them. Please let me know if you have any questions or if there is any additional information that I can provide.

Thanks!

Jocelyn

From: Judith Downie <jdownie@csusm.edu>  
Date: Wednesday, February 12, 2014 6:51 PM  
To: Jocelyn Ahlers <jahlers@csusm.edu>, Melanie Chu <mchu@csusm.edu>  
Subject: FW: UDGE D and D7 recertification

Hi Jocelyn,

I think Melanie Chu would be the better signature for these as she has been working more with Liberal Studies than I have in the past few years. (They do look good to me.)

She has been added to this, so you should be hearing from her soon.

Judith

Judith A. Downie  
Humanities & Government Documents Librarian  
Kellogg Library  
California State University San Marcos  
San Marcos CA 92096-0001  
jdownie@csusm.edu

From: Jocelyn Ahlers  
Sent: Wednesday, February 12, 2014 2:59 PM  
To: Judith Downie  
Subject: UDGE D and D7 recertification

Dear Judith -

I am writing to you as our contact librarian (I hope I have the right person). I am working my way through the recertification forms for three of our lower-division GE courses: GEOG 201, GEOG 202, and LBST 100 (previously GESS 101). The form has a place for your signature, so I am writing to see whether you have any concerns about these classes (the forms are attached). They are not changing in any way, and require no additional library resources – this is just a recertification. If you approve these forms, could you please write an email to that effect that I could include with this packet? And if you have any concerns, please do let me know.

Best wishes, and thank you,  
Jocelyn

--

Jocelyn C. Ahlers  
Chair, Liberal Studies Department

Professor of Linguistics  
Liberal Studies Department  
California State University, San Marcos  
760-750-8014; jahlers@csusm.edu

**California State University, San Marcos General Education Program  
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**• AREA D: Social Science**

*See GE Handbook for information on each section of this form*

Course Coordinator:      Phone:      Email:

**Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Social Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	Map analysis, data analysis. Throughout the course, for each world region, students apply social scientific theories, with a specific focus on a spatial understanding.	Exams, written assignments designed to assess students' application of social scientific theories to geographic problems.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Covered weekly, in exploring each part of the world (e.g., Europe, Asia, Africa, Americas, Oceania, etc) through a comparative lens.	Exams, written assignments, reflections.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Technological and economic growth addressed in context of world regions examined in the course. The focus here is a spatial perspective.	Exams, written assignments.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Focus on the use of spatial analysis for understanding broader social problems.	Final exam.

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Writing assignments focused on geographic concepts.	Writing assignments focused on geographic concepts.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students consider world regions through a comparative lens, and apply spatial reasoning to understanding regional issues.	Reflections
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Map analysis.	Map analysis.

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**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Comparative approach addressing issues of diversity across world regions.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Explicit consideration of scale across global topics.</i>

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	See syllabus
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Grading of written assignments, including detailed commentary from professor.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Assignments: map finding, exploration, and analysis. Current events projects.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Map analysis; current events projects.

**California State University, San Marcos**  
**Geography 201: SPRING 2014**  
**WORLD REGIONAL GEOGRAPHY ONLINE**

<b>SECTION</b>	<b>CRN</b>
<b>GEOG201.01</b>	<b>27921</b>
<b>GEOG201.02</b>	<b>27922</b>

<b>INSTRUCTOR:</b>	Prof. Laura Makey	<b>MAILBOX:</b>	SBSB 4220
<b>TELEPHONE:</b>	(760)750-8174	<b>WEBSITE:</b>	cc.csusm.edu
<b>OFFICE:</b>	SBSB 4235	<b>EMAIL:</b>	lmakey@csusm.edu
<b>OFFICE HOURS:</b>	M 8-9:15am; W 8-11:15am; M 3:45-4:45pm; Available in person or online & also by appointment		

**REQUIRED TEXT**

Rowntree, et al. 2012. Diversity Amid Globalization 5<sup>th</sup> edition (w/MasteringGeography Access) ISBN: 978-0-321-76757-8

**COURSE DESCRIPTION/OBJECTIVES**

Geography is the study of how spatial processes create the physical, cultural and symbolic landscapes of the world. This course includes a survey of major world regions and their major countries as well as the study of specific geographical circumstances and geographical concepts, including an emphasis on physical geography. Using a world regional framework the course will focus on processes and issues such as development and under-development; population and migration; race, class, and gender; technology and economic growth; natural resources and the environment, and conflict and cooperation. The overall objective of the course is to increase the ability of the student to understand, converse on, and write about these (and other) geographic concepts.

By the end of the course students are expected to

- be familiar with geographic place names and physical features of the world
- create and interpret maps to answer questions
- use appropriate vocabulary to discuss events in the context of the places in which they occur
- identify critical local, regional and global issues facing the world today

**COURSE REQUIREMENTS**

**CougarCourses & MasteringGeography**

Since this is a fully on line course, you will need to have regular access to a computer with very reliable Internet service (preferably broadband or DSL) in order to succeed in this class. It is very important that you remember that if you have computer problems at any time during the semester, you are always responsible for getting access to other computers (either at CSUSM, at a relative's house, at your workplace, at a public library, etc.) to finish your work before the deadlines. It's also important that you realize that CougarCourses may not function correctly if you are planning on using a tablet or smartphone for access. For example, students may not be able to complete certain activities or watch assigned videos on mobile devices. You should plan to check CougarCourses for new announcements

and information several times per week. Students must also secure access to the MasteringGeography website, which is part of your textbook package. Students will use both CougarCourses and MasteringGeography every week.

### **Reading**

Students are required to read all instructions, chapters in the textbooks and any additional materials that are assigned throughout the semester. Supplementary material will be provided as weblinks or in .doc or .pdf format on Cougar Courses. Read all assigned materials carefully, as your understanding and knowledge of the material will be assessed.

### **Writing**

All courses at CSUSM require students to write a minimum of 2500 words. For this course the writing requirement will be fulfilled through a series of discussion board postings. Many students really like discussion forum assignments and find them to be a very interesting part of taking online courses. Students usually enjoy giving their opinions about different topics, hearing what others think, and having debates and discussions with their classmates.

Quality of work will definitely be taken into account when I grade posts to the discussion forums. Think of these assignments as short formal essays you are writing that your classmates will read and respond to. Your writing must have substance, should be well organized and logical, and should *not* be stream of consciousness. Remember to check your work for errors in spelling, punctuation, grammar, sentence clarity, etc., so you don't lose points for these problems. You must post during specific time periods. Check CougarCourses to see when exactly you are to post to each forum. There is an FAQ document on CougarCourses for you to read that contains detailed information about the Discussion Forums.

NOTE: All discussion forum postings must carefully avoid plagiarism. STUDENTS MAY NOT QUOTE FROM ANY TEXT OR ANY OTHER SOURCE. Information should be paraphrased, as needed, in order to demonstrate full understanding of the material and cited appropriately.

### **Activities**

Students will utilize the MasteringGeography website to demonstrate place name familiarity and reading comprehension, as well as a variety of spatial analysis activities. The MasteringGeography component of the course replaces learning activities that may be done in the classroom in a traditional format course.

### **ASSESSMENT**

Fulfillment of the course objectives and requirements will be assessed by several different methods, with final grades being based on the total number of points earned by each student.

#### **Tests**

425 points

There will be 6 tests consisting of multiple choice, true-false and matching questions based on place name geography, map interpretation, and vocabulary. The place name geography and map interpretation portions will correspond to the relevant chapters, but vocabulary will be used and tested cumulatively. Tests are available for 3 day period Friday-Sunday, time-limited and presented one question at a time. It is highly recommended that you use a stable, broadband connection to take the tests. See Course Outline for specific test dates.



**MasteringGeography Activities** 350 points

For each chapter, students will complete a structured series of activities on the MasteringGeography site, such as reviewing place name geography, demonstrating spatial thinking, interpreting maps and watching a video and answering questions. There are also extra credit points available each week on MasteringGeography.

**Discussion Forums** 225 total points

Each of the five Discussion Board assignments requires you to write your opinion about forum topics I choose (what I call your original post) and then later respond/reply to *at least* three classmates' posts (what I call your reply or response). Your original post must be at least 300 words in length and is worth 25 points, and each of your three responses must be at least 75 words in length and are worth 5 points each, for a total of 40 points for each of the assignments. There is an additional Introduction Discussion Forum posting worth 25 points.

**Extra Credit** 65 points

There are regular "extra credit" activities offered each week. There are extra credit reading comprehension questions in the MasteringGeography assignment each week and for every chapter you can also earn points by submitting self-tests of place name geography. Full instructions for all extra credit opportunities can be found on CougarCourses.

**ASSESSMENT RECAP**

Tests	425 points
MasteringGeography	350 points
Discussion Forums	225 points
Extra Credit	<u>65 points</u>
Total	1065 POINTS

Final Grades will be based on the following scale:

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	>= 940	C	730-769
A-	900-939	C-	700-729
B+	870-899	D+	670-699
B	840-869	D	640-669
B-	800-839	D-	600-639
C+	770-799	F	<600

These grading standards correspond with the guidelines from the CSUSM General Catalog:

A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives.

C (Satisfactory): Performance at an adequate level, meeting the basic objectives of the course.

D (Passing): Performance less than adequate, meeting only the minimum course objectives.

F (Failing): Performance such that minimum course requirements have not been met.

### **IMPORTANT INFORMATION:**

**1. Student Workload:** On line courses require students to be self-motivated and able to work independently. They are best suited to students who express themselves well in writing and plan to devote (at a minimum) as much time to the on line course as they would to a traditional one. A 3-unit class, like this one, requires 3 hours each week of classroom time and 6-9 hours of work outside of class time (reading the text, preparing assignments, studying, etc.). You should anticipate averaging AT LEAST 9 hours per week on this course in order to be successful. Please think carefully about whether you can handle this workload during this semester.

**2. Student Achievement:** The grade a student gets on an assignment or for the course is rarely based solely on aptitude or ability. Most students have many obligations outside of school and a low grade can mean many things: that you have to spend more time on the material, learn better study habits or study differently, get tutoring, see a college counselor, etc. The first thing you should do if you are getting poor grades in any class is talk to your instructor. It's my job to help you succeed and I want to help you.

**3. Textbook:** Because this is an online class and there is no face-to-face lecturing like in traditional class, it is absolutely essential that you have the correct edition of the textbook AND the access code for MasteringGeography. MasteringGeography usually comes with a full electronic version of the textbook, so you can purchase MasteringGeography only, if you wish. However, many students find e-texts unsatisfactory and it may not be fully accessible/functional from all devices, so consider your habits and preferences carefully before forgoing the printed textbook.

**4. Late Work:** In order to succeed in online courses, students must keep current with all work. On MasteringGeography, late work is penalized ~1% for each hour it is late. No MasteringGeography work is accepted more than 4 days late. Discussion Forum postings cannot be submitted late or "made up". Tests are not accessible after their respective due dates.

**5. Statement on Plagiarism:** Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. Any evidence of cheating or plagiarism will result in a failing grade for that assignment or exam. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Please read the section on "Academic Honesty" in the CSUSM catalog and/or visit <http://library.csusm.edu/plagiarism> if you have any questions about what constitutes plagiarism or cheating.

**6. ADA Statement:** Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive accommodations should meet with the instructor soon as possible, preferably during office hours in order to ensure confidentiality.

**7. Decorum:** Your questions, ideas and insights on the course topics under discussion are welcomed and

encouraged. However, students are expected to respect the values, beliefs and rights of their peers and instructor in all interactions. Disruptive behavior, personal attacks or inappropriate language may lead to your access to the discussion boards being restricted, which may affect your course grade.

**8. Faculty Commitment:** I am available to help each of you improve your learning experience. Please feel free to ask questions via the appropriate Discussion Board forums or via email. We can arrange also meet in person or remotely to discuss any course-related problems.

**9. Student Responsibilities:** It is your responsibility to have read and understood this syllabus, including the course objectives, policies and schedule, to log onto the course website and MasteringGeography regularly, complete assignments and assessments and to participate in discussions. It is also the responsibility of each student to contact me about any problem you may be having in a timely manner. Finally, it is your responsibility to drop or withdraw from the class if you must do so. Please note the last day to drop is **MONDAY FEBRUARY 2, 2014**. Any student who does not log on to CougarCourses before Friday January 24, 2014 at 12pm (NOON) will be administratively dropped for “non-attendance”.

### **GENERAL GUIDELINES FOR ONLINE COURSES**

With online courses, it is very easy to fall behind in your work because you do not have the reminders and deadlines of face-to-face instructor contact. In order to be successful you must set your own schedule and commit a reasonable amount of time to the course. Generally, for a passing grade for any college level course, you are expected to study, at minimum, 2-3 hours a week per credit hour, in addition to the scheduled contact hours. Since this class is worth 3 credits, you should plan to spend on average 3 hours per week on “class activities” (watching videos, class discussions, taking tests, etc) and an additional 6-9 hours per week on “study activities” (reading the text, preparing assignments, studying for tests, etc).

Below are some general guidelines to help keep you on track:

--**READ** the assigned chapter in ROWNTREE. Actively review all maps, spending as much time on them as you would spend reading a similar amount of text.

--**COMPLETE** the activities in MasteringGeography. Each week/chapter usually will include activities related to place name geography, a graphing activity, map interpretation, a video and some extra credit questions based on the textbook.

--**COMPLETE** any extra credit assignments. They are offered throughout the semester but cannot be submitted late.

--**PARTICIPATE** in the Discussion forum *OR TAKE* the test. Most weeks you will do one of these tasks (writing or test). A few weeks you won't have either task.

**COURSE OUTLINE** (subject to revision) *Rowntree: numbers refer to chapters*

NOTE: There are 15 weeks in the semester and 14 chapters in your book, so generally we will cover a chapter each week. However, because you need to complete readings and activities prior to the Tests, some chapter assignments are due on Sundays and others on Fridays. This is a broad overview of the course pacing and assignments. Specific assignments and due dates are detailed on CougarCourses. You are encouraged to work ahead at your own pace towards the next Test date. All work is due by 11:55PM on the scheduled due dates.

**WEEK 1 (JAN 21) : GETTING STARTED**

*INTRODUCTION DISCUSSION FORUM*

**WEEK 2 (JAN 27): INTRODUCTION**

*Read Rowntree: 1 Diversity Amid Globalization  
Chapter 1 MasteringGeography Assignment*

**WEEK 3 (FEB 3): INTRODUCTION (Feb 3 Last Day to DROP)**

*Read Rowntree: 2 The Changing Global Environment  
Chapter 2 MasteringGeography Assignment  
INTRODUCTION TEST*

**WEEK 4 (FEB 10): NORTH AMERICA**

*Read Rowntree: 3  
Chapter 3 MasteringGeography Assignment*

**WEEK 5 (FEB 17): LATIN AMERICA (Feb 18 Last Day to WITHDRAWAL)**

*Read Rowntree: 4  
Chapter 4 MasteringGeography Assignment  
DISCUSSION FORUM 1*

**WEEK 6 (FEB 24): THE CARIBBEAN**

*Read Rowntree: 5  
Chapter 5 MasteringGeography Assignment  
TEST 1*

**WEEK 7 (MAR 3): SUB-SAHARAN AFRICA**

*Read Rowntree: 6  
Chapter 6 MasteringGeography Assignment  
DISCUSSION FORUM 2*

**WEEK 8 (MAR 10): SOUTHWEST ASIA AND NORTH AFRICA**

*Read Rowntree: 7  
Chapter 7 MasteringGeography Assignment  
TEST 2*

**WEEK 9 (MAR 17): EUROPE**

*Read Rowntree: 8*

*Chapter 8 MasteringGeography Assignment*

**WEEK 10 (MAR 24): THE RUSSIAN DOMAIN**

*Read Rowntree: 9*

*Chapter 8 MasteringGeography Assignment*

*DISCUSSION FORUM 3*

**WEEK OF MAR 31: SPRING BREAK**

**WEEK 11 (APR 7): CENTRAL ASIA**

*Read Rowntree: 10*

*Chapter 10 MasteringGeography Assignment*

*TEST 3*

**WEEK 12 (APR 14): EAST ASIA**

*Read Rowntree: 11*

*Chapter 11 MasteringGeography Assignment*

*DISCUSSION FORUM 4*

**WEEK 13 (APR 21): SOUTH ASIA**

*Read Rowntree: 12*

*Chapter 12 MasteringGeography Assignment*

*TEST 4*

**WEEK 14 (APR 28): SOUTHEAST ASIA**

*Read Rowntree: 13*

*Chapter 13 MasteringGeography Assignment*

**WEEK 15 (MAY 5): AUSTRALIA AND OCEANIA (NOTE: Last Day of Classes is May 9)**

*Read Rowntree: 14*

*Chapter 14 MasteringGeography Assignment*

*DISCUSSION FORUM 5*

**WEEK 16 (MAY 12): FINALS WEEK**

*TEST 5*