

**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

Course Abbreviation and Number: GEOG 202	Course Title: World Regional Geography: Geographic Information Systems (GIS) Enhanced	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Jocelyn Ahlers (recertification of existing course)	Email: jahlers@csusm.edu	Submission Date: 4 February 2014

1. Course Catalog Description: Enhanced survey of major world regions and their major countries using Geographic Information Systems (GIS) technology. 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>				
			<i>DC Initial</i>	
		Support Do not support*	Support Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support Do not Support*	Approve Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**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

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

Course Coordinator: Phone: Email:

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

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
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.	Assigned Reading and discussion, Map analysis, data analysis. Throughout the course, for each world region, students read about and apply social scientific theories, with a specific focus on spatial understanding (spatial or geographic understanding means understanding how political, economic, cultural, sociological, anthropological, and historical , among other, forces intersect in actual places and change over time.) This is enhanced through the use of GIS to represent the data and patterns students are learning about.	Students will be able to select relevant data to support critical evaluation of current events and trends in specific geographic regions. For example, what causes Basque regionalism? Students will explain this “geographic problem” by considering the Basque language area (which overlays the current western political border between Spain and France, the political and cultural patterns and ambitions of people in this area, and the different levels of commitment to regionalism in different parts of this area.
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. Comparative lens means that students compare the different ways that these categories affect people and places in different parts of the world again using GIS to explore, analyze, and understand the data	Students will be expected to explain the impact of race, class, culture & gender on, e.g. the effective enslavement of low-caste Tamil Hindus from South India on tea plantations in Sri Lanka, and the ethnic basis for regional and separatist movements in South Asia.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Technological, political, and economic growth addressed in context of world regions examined in the course. The focus here is understanding how the world system has unfolded both historically through periods of mercantilism, colonialism, and globalization, and geographically across different world regions and their interrelationships creating uneven geographies of development. Uneven development is the concept in geography that not only are there rich places and poor places, but rather that some places are poor because other places are rich. An example: Los Angeles developed into a highly modern metropolitan area by taking water resources from the Owens Valley, likewise the “Third World” was a resource region for the “First World.”	Students will be able to explain the varied historical and geographic development of the world economy and how the world economy has integrated different regions at different times in different ways. Sugar colonies for example are a phenomenon associated with early planter colonialism in the Carribean <i>and also</i> that colonialist project had a cultural impact in England through the rising consumption of sugar among the British working class, for example.

**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

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 geographic understanding for understanding broader social problems. By exploring poverty in more developed countries and less developed countries students will be able to explain how poverty is experienced differently across the globe.	Students will complete assignments such as personal reflection and/or learning journals which require them to think about how there are different patterns of poverty, wealth and the like in different parts of the world and also even within one part of the world.
---	---	--

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

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Writing assignments focused on geographic concepts.	Writing assignments focused on geographic concepts development and underdevelopment; population and migration; race, class, and gender; technology and economic growth; natural resources and the environment, and conflict and cooperation.
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. Spatial reasoning means that students will reflect on and think about how and why data about race, class, economic growth, and other issues are different in different places.	Students will complete assignments such as personal reflection and/or learning journals which require them to think about issues of development, underdevelopment, uneven development, etc., and how there are patterns of these issues in different parts of the world..
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 means that the students are required to analyze (i.e., look at, read, interpret, and understand) data that is represented on a map.	Map analysis, such as comparing maps of languages and political boundaries, to identify areas of existing and potential cultural and political conflict and cooperation.

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.

GE Programmatic Goals	Course addresses this LEAP Goal:
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

**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

CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
<p>CSUSM 1: Exposure to and critical thinking about issues of diversity. Global North-South Patterns of Economic Development are reflected in indicators that measure economic development in terms of gender equality. Gender refers to the social differences between men and women, not the anatomical differences. Unequal gender relations are part of the broader issue of social inequality based on societal norms and values. But in almost all countries, the majority of women and girls are disadvantaged in terms of their relative power and control over material resources and they often face more severe insecurities.</p>	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Comparative approach addressing issues of diversity across world regions, such as the role of race in the Rwandan genocide or the experiences of Overseas Chinese or the jobs that women do in export processing plants compared to those that men do.</i></p>
<p>CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts. Globalization is an economic process that affects the entire world but the effects are experienced differently in different places. Duong is a peasant farmer who struggles to feed his family all of whom work cultivating rice for six months out the year with little other available work the rest of the year. They live in poverty like 40 percent of the world's labor force. Hoa on the other hand lives in Ho Chi Minh City where she earns \$30 a week in a French garment factory. Workers like Hoa constitute 20 percent of the world labor force and have far different standards of living. Globalization has even more different effects on workers in France. Jean-Paul is a 50-year old French garment worker in Toulouse. He is losing his job next week because the factory is closing. He is encouraging his son to make sure he gets a degree in computers so that he can have a good job. Workers like Jean-Paul – high waged, middle class workers – make up just 4 percent of the global workforce. Each of these people are connected. Hoa makes the shirts that Jean-Paul and his son wear, while Jean-Paul believes that Ho's job is the reason he is losing his own job and Duong works hard so that his children can hopefully find work in the exact same export processing factories where Hoa finds a much better urban quality of life in a major Vietnamese city instead in an impoverished section of Vietnamese countryside.</p>	<p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>The course involves explicit consideration of scale across topics, such as demographic change, immigration, environmental issues, etc. Scale is a unit of analysis. Typical scales are neighborhood, city, local, urban, regional, state, sub-national, national, world regional, and global. Demographic change, economic restructuring, immigration, environmental change, among other topics, can be analyzed or considered at different scales providing different insights and understandings. For example, locally people in Buffalo might feel that with approximately 10 feet of snow, climate change does not exist, but globally the climate is warming nevertheless.</i></p>

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

Course Requirements:	How will this requirement be met by the instructor?
<p>Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.</p>	<p>Writing requirement met through ten different required responses to content specific questions, personal reflections about geographic topics and learning journals.</p>
<p>Instructors will include an evaluation of students'</p>	<p>Grading of written assignments, including detailed</p>

**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

written work which assesses both content and writing proficiency.	commentary from professor concerning students quality of writing, grammar, diction and sentence composition.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students will be required to identify appropriate maps for specific uses, exploration, and analysis. Current events project explicitly draws on this knowledge.
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.	Students will complete a project on a current event in a world region that requires them to conduct library research that makes use of a variety of sources such as newspapers, academic journals, books, maps, etc. , through which they will evaluate the quality of the sources, analyze data within them, and report the results of their research in well-written and clear research reports.

correspond to the relevant chapters, but vocabulary will be used and tested cumulatively. Tests are computer-based and presented one question at a time.

GIS Activities 200 points

We will be learning to use a variety of GIS software, including ESRI/ArcMaps, GoogleEarth and MapMaster.

Presentation 50 points

Each student will make a short presentation about a current event based on an article from a reliable news source that includes a GIS component.. Full instructions will be provided on CougarCourses.

Written Assignments 250 points

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 reflections on your learning experience. Your journal entries will be submitted electronically on CougarCourses. The prompts and requirements for the entries will usually be posted after class on Wednesday and the entries usually due Sunday.

Quality of work will definitely be taken into account. 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. All written work will be submitted electronically on CougarCourses.

NOTE: All written work 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.

Extra Credit ~50 points

Regular "extra credit" activities will be offered over the course of the semester. Each week students can earn points by submitting self-tests of place name geography and answering a set of multiple choice questions about the reading prior to class. Full instructions for all extra credit opportunities can be found on CougarCourses. Additional opportunities may be provided over the semester.

ASSESSMENT RECAP

Tests	500 points
GIS Activities	200 points
Presentation	50 points
Written Assignments	<u>250 points</u>
Total	1000 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
C+ 770-799

D- 600-639
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. Reading: Students are required to read all instructions, chapters in the textbooks and any additional materials that are assigned throughout the semester prior to attending class. Supplementary material may 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.

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/MasteringGeography: Because we are utilizing web-based materials, 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 that, 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 MasteringGeography, late work is penalized ~1% for each hour it is late. No MasteringGeography work is accepted more than 4 days late. Any other work will be penalized in a similar fashion.

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. Our classroom should be a SafeZone where all students feel welcomed and valued. Disruptive behavior, personal attacks or inappropriate language 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 at appropriate times during class or see me during my office hours.

9. Student Responsibilities: It is your responsibility to have read and understood this syllabus, including the course objectives, policies and schedule, attend all classes, 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 3, 2014**.

GENERAL GUIDELINES

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

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

--**COMPLETE** any extra credit assignments throughout the semester. The Reading Questions and Place Name Identification activities are due prior to class and will not be accepted late.

--**USE** your Lab time wisely. The labs are designed to be completed during class.

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.

WEEK 1 WELCOME

Wednesday, Jan 22:

Video: The Geospatial Revolution

WEEK 2 INTRODUCTION

Monday, Jan 27:

Review of Syllabus

Blank Map Activity

Wednesday, Jan 29:

Read Rowntree: 1 & 2

WEEK 3 NORTH AMERICA

Monday, Feb 3: (Last Day to DROP)

Read Rowntree: 3

Wednesday, Feb 5:

WEEK 4 INTRODUCTION TO GIS

Monday, Feb 10: StoryMaps w/Allen Risley

Bring "Where Do Your Things Come From? Data

Wednesday, Feb 12:

WEEK 5 LATIN AMERICA

Monday, Feb 17: (Last Day to WITHDRAWAL)

Read Rowntree: 4

Wednesday, Feb 19: GIS LAB/Google Earth

WEEK 6 THE CARIBBEAN

Monday, Feb 24:

Read Rowntree: 5

Wednesday, Feb 26: GIS LAB

WEEK 7

Monday, Mar 3: TEST 1

Wednesday, Mar 5: SUB-SAHARAN AFRICA

Read Rowntree: 6

WEEK 8 SOUTHWEST ASIA AND NORTH AFRICA

Monday, Mar 10:

Read Rowntree: 7

Wednesday, Mar 12: Third World Farmer Simulation

WEEK 9 EUROPE

Monday, Mar 17:

Read Rowntree: 8

Wednesday, Mar 19: GIS LAB

WEEK 10 THE RUSSIAN DOMAIN

Monday, Mar 24:

Read Rowntree: 9

Wednesday, Mar 26: Test 2

SPRING BREAK

Monday, Mar 31: NO CLASS

Wednesday, Apr 2: NO CLASS

WEEK 11 CENTRAL ASIA

Monday, Apr 7:

Read Rowntree: 10

Wednesday, Apr 9: GIS LAB

WEEK 12

Monday, Apr 14: EAST ASIA

Read Rowntree: 11

Wednesday, Apr 16: GIS DAY (Meet in Clarke Grand Salon)

WEEK 13

Monday, Apr 21: SOUTH ASIA

Read Rowntree: 12

Wednesday, Apr 23: STUDENT PRESENTATIONS

WEEK 14

Monday, Apr 28: SOUTHEAST ASIA

Read Rowntree: 13

Wednesday, Apr 30: STUDENT PRESENTATIONS

WEEK 15

Monday, May 5: AUSTRALIA AND OCEANIA

Read Rowntree: 14

Wednesday, May 7: STUDENT PRESENTATIONS/WRAP-UP DISCUSSION

Video Assignment Due

Monday, May 12: Final Exam

*******NOTE SPECIAL TIME 4:00-6:00PM*******