GEOG 1300-World Geography
Department of Computing Sciences
Spring 2018

A. COURSE INFORMATION
Course number/section: GEOG 1300.001
Class meeting time: TR 02:00-03:15 PM
Class location: OCNR-117
Course Website: http://bb9.tamucc.edu

B. INSTRUCTOR INFORMATION
Instructor: Frank N. McMillan
Office location: Conrad Blucher Institute for Surveying and Science
Office hours: By appointment
Telephone: 361.825.5850
e-mail: frank.mcmillan@tamucc.edu
Appointments: All appointments are to be made by email.

C. COURSE DESCRIPTION
Geography 1300 is a survey course of the major regions of the world. The significant physical and cultural aspects of each region will be covered.

D. PREREQUISITES AND COREQUISITES
Prerequisites
None
Corequisites
None

E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Optional Textbook(s) or Other References
Miscellaneous print materials and URL’s may be provided by the instructor from time to time. Students are expected to regularly check their TAMUCC email. In addition, online resources are available through the university web site: www.tamucc.edu.

Supplies
None required. Note taking material/media are strongly suggested.
F. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the course’s student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

By the end of this course, students should be able to:

1. Locate and describe the world’s major geographic realms as they are presently constituted and analyze how they have evolved over time.
2. Identify and locate the world’s major physical features, cities and countries on maps of varying scales.
3. Describe the current distributions of the world’s major climates, population clusters, language families, religions and economies.
4. Classify the major environmental and cultural characteristics of today’s global village as impacted by technology, energy demands, and politics.
5. Give examples of how different cultures have adapted to and transformed the globe’s natural landscapes over time.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

This is a traditional face to face lecture course. Students are encouraged to participate through enquiry and discussion at any time. Note taking is strongly suggested. Lectures may be recorded by preferred media platforms as long as doing so does not disrupt the class.

H. MAJOR COURSE REQUIREMENTS AND GRADING

In this class, you will have three examinations worth 100 points each and a comprehensive final examination worth 100 points. Your final grade will be calculated by the percentage of the maximum 400 points you attain when all your grades are totaled. For example: 360 points plus are an A, 320-359 points are a B, 280-319 points are a C, 240-279 are a D and less than 240 points is a failing grade. All regularly scheduled exams are multiple choice. A Scantron form 882-E is required for each exam.

I. COURSE CONTENT/SCHEDULE

Week 1: January 16, 18; Introduction to World Geography. The academic field of Geography is introduced to the class. Special topics include terms and concepts used in spatial analysis, maps and mapping, the evolution of the earth’s natural
environment, and a segment on today’s global village and the distribution of its major cultural landscapes.

Week 2: January 23, 25; Chapter One, *Europe*. Europe’s physical and historical geography will be discussed. Passages highlight the agricultural, industrial, philosophical and political revolutions that led to the creation of modern Europe. Europe’s five hundred year history of global colonization and its subsequent imperial decline in the twentieth century are featured.

Week 3: January 30, February 1; Chapter One, *Europe*, continued. An in-depth analysis of contemporary Europe follows. Themes include the creation and expansion of the European Union, Europe’s present-day economic and political geography, and the distribution of the continent’s diverse languages, ethnicities and religions.

Week 4: February 6, 8; Chapter Two, *Russia*. This look at the world’s largest nation state addresses its complex history, climate and physical geography. Subjects include the expansion of Imperial Russia and the birth and death of the USSR.

Week 5: February 13; **Exam #1** (covers Introduction through Chapter Two). February 15; Chapter Three, *North America*. The major geographic qualities of the world’s richest continent and its two highly-advanced societies, Canada and the United States, are introduced. Themes include the two countries’ geographic and social similarities and contrasts, North America’s rich physical geography, immigration history, and a survey of pre-contact America and its many indigenous nations. Key passages address the history of the civil rights movement and the growing Latino presence in today’s USA.

Week 6: February 20, 22; Chapter Three, *North America*, continued. Contemporary North America’s various geographic regions are discussed with emphasis on their diverse landscapes, ethnicities, religions and economies. A primary focus is America’s recent transition from an industrial to a high tech/service economy and how this dramatic social change affects settlement patterns, jobs and lifestyles.

Week 7: February 27, March 1; Chapter Four, *Middle America*. Middle America’s fragmented geography is introduced, describing this far-flung realm of arid plateaus and islands troubled by natural hazards like earthquakes and hurricanes. Passages highlight the efflorescence of the indigenous Mesoamerica empires, the Spanish conquest of the New World and the profound and persistent African influence on Caribbean socio-economic development. Middle America’s four unique physical and cultural regions are discussed.

Week 8: March 6, 8; Chapter Five, *South America*. South America’s physical and
historical geography are introduced, showcasing the massive Andes Mountains and the single greatest repository of life on Earth – the Amazon rainforest and its delicate ecologies. The rapid urbanization of South America’s poor and its ramifications for successful economic development is also a focus. South America’s four geographic regions are presented. Themes include the growing political clout of the Andean West’s indigenous peoples, Colombia’s historical struggle with drug cartels and revolutionary groups, and the growing world power that is today’s Brazil.

Week 9: Spring Break

Week 10: March 20; Exam #2 (covers Chapters Three through Five). March 22; Chapter Six, Subsaharan Africa. Geologically the oldest continent and the evolutionary home to all mankind, Africa is still a mystery to much of the outside world. After an introduction to its physical geography, flora and fauna, this week’s lecture examines the cradle of humanity’s rich and varied cultures, colonial history, continuing conflicts in the Sudan and Congo, and its vast natural resources that are beginning to attract more and more international attention in a challenging era of diminishing fuels and minerals.

Week 11: March 27, 29; Chapter Seven, North Africa/Southwest Asia. The birthplace of three major world religions, the site of ongoing political conflict, instability and strife, and a major storehouse for natural resources, especially oil, this ancient realm is never far from today’s headlines. Themes for this week include the physical and cultural geography of this vast, dry realm, development and historical impact of the ancient culture hearths of Mesopotamia and Egypt, the birth of Islam and its spread by conquest, the creation of the State of Israel, and oil’s critical geographic impact on the global economy.

Week 12: April 3, 5; Chapter Eight, South Asia. Predicted to be the most populous region on Earth in coming decades, India, the world’s largest democracy, and its surrounding neighbors are epicenters of both rapid economic growth and the direst poverty. Themes include the region’s multifaceted hydrography and physical geography, its history of colonial domination, the birth of Hinduism and Buddhism and religion’s powerful presence as a force in the area’s political and economic life, the diverse cultures spanning this far-flung region, and India’s simmering conflict with Pakistan and its slow but steady emergence as a global economic power.

Week 13: April 10, 12; Chapter Nine, East Asia. Encircled by snowcapped mountains, vast deserts, cold climates and Pacific waters, East Asia was one of the world’s earliest culture hearths and China may be the world’s oldest continuous civilization. This week takes a look at the history of the mighty colossus and brings it up to date with a look China’s recent debut on the world stage as an economic and political superpower. The unit also examines Japan, the
historic economic giant of the realm, with its history of colonial expansion and wartime conduct that still affects its international relations. Special attention is paid to East Asia’s flashpoints that can generate conflict at any moment, the Korean peninsula and the island of Taiwan. We’ll also look at the Pacific Rim’s physical and political geography, its burgeoning economic profile, its position as the world’s most populous geographic realm and the implications of that for its future.

Week 14: April 17; East Asia, continued. April 19 Exam #3 (covers Chapters Six through Nine).

Week 15: April 24, 26; Chapter Ten, Southeast Asia. Themes this week include an in-depth consideration of the environmental and cultural aspects of China’s many neighbors found in Southeast Asia, examining such themes as the area’s fragmented physical and political geography, its intricate linguistic mosaic, and its troubled historical relations with the West, including the emergence of an independent, oil-rich Indonesia and the long series of French and American interventions in Indochina (Vietnam, Laos and Cambodia). Chapter Eleven, The Austral Realm. This lecture looks at Australia, New Zealand and Tasmania’s amazing biogeography, arid interior landscapes and the more lush environments of their continental island peripheries. Themes include the realm’s indigenous Aboriginal history, colonial experience and integration into the economic framework of the western Pacific Rim.

Week 16: May 1; Chapter Twelve, The Pacific Realm. Our final discussion centers on the largest of all the geographic realms on Earth, the Pacific islands and archipelagos with their wide expanse of water and numerous islands. The main cultures of this highly fragmented Pacific realm, Micronesia, Melanesia, and Polynesia, are all considered. Review for final exam (make-up exams will be given after the lecture). May 3; Reading Day.

Week 17: Tuesday, May 8; Comprehensive final exam (1:45-4:15 pm).

Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

J. COURSE POLICIES

Attendance/Tardiness
Students are encouraged to attend all scheduled classes. Experience indicates that missing class often results in poor grades, and, as such, absences are strongly discouraged. Students who are late to class should not disrupt others upon entry. That said, students who are tardy are strongly encouraged to attend class for the length of
time they can.

**Late Work and Make-up Exams**
Any make-up exams are given on the last class day. Only one make-up exam per student is allowed. A valid excuse (i.e. medical, familial or other emergency) and instructor approval are required before a make-up for a missed exam is scheduled. At the discretion of the instructor, make-up exams may be short answer, “fill in the blank” and/or essay.

**Extra Credit**
No extra credit is given in this course. Exams may be curved, however.

**Cell Phone Use**
Cell phone use during class is discouraged, but not prohibited. Audible phone conversations in the classroom are not allowed except in case of emergency. Phones are to be put away during exams.

**Laptop Use**
Laptops/tablets may be used at any time except during exams.

**Food in Class**
Permitted, but discretion advised. Other students must not be disturbed and university property must be respected.

**Missed Exam**
See reference above in “Late Work and Make-up Exams” section.

**Participation**
Students are encouraged to attend class regularly and participate through enquiry and discussion at any time.

### K. COLLEGE AND UNIVERSITY POLICIES

- **Academic Integrity (University)**
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

- **Classroom/Professional Behavior**
  Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under
Article III of the Student Code of Conduct, classroom behavior that interferes with either
(a) the instructor’s ability to conduct the class or (b) the ability of other students to profit
from the instructional program may be considered a breach of the peace and is subject to
disciplinary sanction outlined in article VII of the Student Code of Conduct. Students
engaging in unacceptable behavior may be instructed to leave the classroom. This
prohibition applies to all instructional forums, including classrooms, electronic
classrooms, labs, discussion groups, field trips, etc.

• Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents
the population of the state. Our goal is to provide you with a high quality educational
experience that is free from repression. You are responsible for following the rules of the
University, city, state and federal government. We expect that you will behave in a
manner that is dignified, respectful and courteous to all people, regardless of sex,
ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that
infringe on the rights of another individual will not be tolerated.

• Deadline for Dropping a Course with a Grade of W (University)
I hope that you never find it necessary to drop this or any other class. However, events
can sometimes occur that make dropping a course necessary or wise. Please consult with
your academic advisor, the Financial Aid Office, and me, before you decide to drop
this course. Should dropping the course be the best course of action, you must initiate
the process to drop the course by going to the Student Services Center and filling out a
course drop form. Just stopping attendance and participation WILL NOT automatically
result in your being dropping from the class. Please consult the Academic Calendar
(http://www.tamucc.edu/academics/calendar/) for the last day to drop a course.

• Grade Appeals (College of Science and Engineering)
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a
student who believes that he or she has not been held to appropriate academic standards
as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading,
may appeal the final grade given in the course. The burden of proof is upon the student to
demonstrate the appropriateness of the appeal. A student with a complaint about a grade
is encouraged to first discuss the matter with the instructor. For complete details,
including the responsibilities of the parties involved in the process and the number of
days allowed for completing the steps in the process, see University Procedure
13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible
through the University Rules website at
http://www.tamucc.edu/provost/university_rules/index.html, and the College of Science
and Engineering Grade Appeals webpage at
http://sci.tamucc.edu/students/GradeAppeal.html. For assistance and/or guidance in the
grade appeal process, students may contact the chair or director of the appropriate
department or school, the Office of the College of Science and Engineering Dean, or the
Office of the Provost.
Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call (361) 825-5816 or visit Disability Services in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

http://disabilityservices.tamucc.edu/

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

L. OTHER INFORMATION

Academic Advising
The College of Science & Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

GENERAL DISCLAIMER
I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.