World Regional Geography
Course Syllabus 2018-2019

Instructor: Kari A. Muente, Ph.D.
Email: muenteka@mlc-wels.edu
Title: World Regional Geography
Grade Level: 11 - 12
Course Length: 2 semesters
Credit (H.S.): 1 credit (.5 per semester)
Credit (college): 3 credits available through MLC (SSC3210) only if entire year completed
Prerequisites: GPA of 3.5 or higher, or consent of instructor for GPA of 3.0-3.49

Description:
World Regional Geography is a duel credit course designed to provide three (3) college credits, for students planning on attending Martin Luther College. It is the academic equivalent of MLC’s World Regional Geography course. World Regional Geography is an in-depth study of the world's major regions from a spatial and global pattern perspective. The physiographic and cultural landscapes of regions are explored using systematic geographic concepts. Extensive reading and writing are part of the course.

Course Overview:
This course examines the rich diversity of human life across the world and humanize geographic issues by examining the daily lives of the people living within the various regions of the globe. The course’s information will be presented through nine thematic concepts – Population, Gender, Development, Food, Urbanization, Globalization, Power and Politics, Water, and Climate Change – and five geographic themes – Place, Location, Region, Movement, and Human-Environmental Interaction.

Course Outcomes:
This World Regional Geography course is designed to accomplish the following:

1. To provide students with the factual knowledge and analytical skills necessary to deal critically with global topics and issues found in World Regional Geography using maps, graphs and photos and then being able to articulate that understanding clearly and persuasively.
2. To help students sharpen their writing skills to allow them to persuasively present their findings and conclusions using geographic concepts and data.
3. To train students to effectively use analytical skills of evaluation, compare and contrast, and determine cause and effect – especially in differentiating between a variety of geographic schools of thought.
4. To motivate maturing young Americans both to appreciate the blessing and challenges of using and preserving our Earthly resources, building relations with other cultures from other regions, and appreciating all lived experiences from a geographic aspect.
5. To prepare students for more rigorous college work by making demands on them equivalent to those made in full-year, introductory college courses.
6. To give students opportunities to perform successfully on course assignments and thereby earn college credit.

Course Outline:

For a detailed breakdown of the course’s outline please check on our Moodle site:

Outline Overview:

Unit 1: Why Geography Matters and introduction to geographic concepts
Unit 2: North America
Unit 3: Latin America
Unit 4: Europe
Unit 5: Russia
{Projected Semester End}
Unit 6: Southwest Asia and Northern Africa
Unit 7: Sub-Saharan Africa
Unit 8: South Asia
Unit 9: East Asia
Unit 10: Oceania: Australia, New Zealand, and the Pacific

Course Materials:

Required textbook:

Required software:
Documents and worksheet will be downloaded to the website in either MSWord.doc (2010 or older version) or in a PDF. Make sure your computer is capable to support both, as well as be able to convert homework assignments to MSWord.doc, or submit work via Google Docs.

Google Docs will be used throughout the semester, please make sure you have access to share and exchange documents using Google.
Other needed course materials will be made available via Moodle (Learning Management System (LMS))
**Evaluation & Grading Scale:**
All work will be assigned a point value, although not all work will receive a letter grade. Grades are based on total points accumulated during each grading period. The course grade will be converting to a letter grade based on how many grades earned in relation to how many appointed assigned. Letter grades will reflect the grading scale below. Points are accumulated through homework, online discussion, DBQ (Document-Based-Questions), essays, quizzes and projects. Since this is an online class, participating in online discussion, reviewing podcasts and writing timely responses will be vital in creating a positive open discussion virtual classroom environment.

**Course work** will be due throughout the week as directed and should be submitted before the online deadline. **LATE WORK WILL LOSE POINTS FOR EACH DAY IT IS LATE. AFTER SEVEN (7) DAYS FROM THE DAY IT WAS ORGINALLY ASSIGNED, IT BECOMES A ZERO AND CANNONT BE SUBMITTED FOR POINTS.**

**Grading Scale**

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<thead>
<tr>
<th></th>
<th>90-92 B+</th>
<th>82-84 C+</th>
<th>75-76 D+</th>
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</thead>
<tbody>
<tr>
<td>95-100 A</td>
<td>87-89 B</td>
<td>79-81 C</td>
<td>72-74 D</td>
</tr>
<tr>
<td>93-94 A-</td>
<td>85-86 B-</td>
<td>77+78 C-</td>
<td>70-71 D-</td>
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**Instructor Policies:**

**Expected of Students:**

1. **Check in on the course on a daily basis,** Monday through Friday. Generally, students have been scheduled by their school to work on this course at a specific time each school day. Be faithful in using this time to work on this course.

2. **Expectations for this course are high but reasonable.** Everyone is very busy with their other courses, activities, and responsibilities, however, this is a College level course. The demands for this class will be higher and you will be expected to read and write at a higher level than an average high school geography course. The assignments and work load are designed to fill a normal 50-minute class period with 1+ hours of homework each night. If you struggle with reading complicated text or need extra time in writing assignments, please make sure you plan your time accordingly to ensure completion of all requirements on time.

3. **Assignment deadlines are concrete.** Since this is an online course, you will have access to course site at any time throughout the day. Therefore, if you will be absent due to extra-curricular activities you will be expected to still have any assigned work completed on time. If you miss class because of illness, be sure to let me know and we can discuss
extensions; otherwise, all assignments will be expected to be completed on time.  This is not a course you want to get behind in.

4. **Communicate is vital!** As an online course, I do not have the privilege of walking your school halls every day to see how things are going or to be updated on what is happening at each of your school’s day in and day out. Therefore, it is extremely important to communicate with me if there are any questions or concerns on a particular assignment or activity, or if there is some sort of activity, like Homecoming week, that may make completing assignments on time a challenge. I can be contacted either through sending a private email (muenteka@mlc-wels.edu) or by making a public posting in the Instructor’s Office Forum so all your classmates can benefit from your question or comment. Good two-way communication is very important to have a successful experience.

5. **Plagiarism will not be tolerated!!** We will be working with a variety of primary and secondary sources, as well as internet sources. As part of the objectives of the course, students will be expected to learn how to analyze historical documents, then synthesize those documents to support their positions in responding to prompt questions in their own words!!! This is key, in your own words. As a result, if you use someone else’s idea, thought or direct words to support your position, you will be expected to cite all documents using APA format.

**ALHS Online Policies:**

Current ALHS Online policies are listed in the *Handbook for ALHS Online Students and Parents*, available on the [ALHSO.org](http://ALHSO.org) website. This includes policies on nondiscrimination, anti-harassment, student expectations, attendance, academic honesty, student discipline, student grades, course add/drop, etc. Students also fall under the policies of their local high school, if applicable, while enrolled in ALHS Online courses.

**As a dual credit course, MLC objectives will also be integrated into this course:**

**Martin Luther College Mission Statement**

The mission of Martin Luther College is to train a corps of Christian witnesses who are qualified to meet the ministry needs of the Wisconsin Evangelical Lutheran Synod (WELS) and who are competent to proclaim the Word of God faithfully and in accord with the Lutheran Confessions in the Book of Concord.

**College Goals:**

Of the college’s four goals, this course primarily endeavors

- to educate the student for faithful, capable, intelligent citizenship in today's world
- to assist the student in acquiring the knowledge, attitudes, and skills needed for service in the church and for lifelong learning

**Student Learning Outcomes:**
Martin Luther College Academic Policies

Academic Integrity
Giving credit for someone else’s words and ideas by citing sources is part of academic integrity. Your instructor is available to help you avoid unintended plagiarism.

Plagiarism is using someone else’s work as your own without citing the source. Direct copying, rephrasing, and summarizing, as well as taking someone else’s idea and putting it in different words, are permissible if the source is cited. In cases of plagiarism, the instructor reserves the right to reduce the grade of a particular assignment, give a failing grade for the assignment, or give a failing grade for the entire course.

Students with Disabilities
The MLC undergraduate catalog and the website state the policy and procedures for students with disabilities. Reasonable accommodations are available to help students be successful in this course. While accommodations can be designed to meet individual needs, they will not change course goals, content, or performance standards.

Applicable Minnesota Licensure Standards Met

<table>
<thead>
<tr>
<th>Topic</th>
<th>Content</th>
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<tbody>
<tr>
<td>1. Globalization and World Regions</td>
<td>The subjects of geography, regions and globalization with specific attention given to introducing the subject of world regional geography. The chapter introduces ‘globalization’ and ‘localization.’</td>
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<tr>
<td>2. Human Development and World Regional Geography</td>
<td>The themes and concepts used by human and physical geographers to study regional geography. Particular attention is paid to the issues related to resources, politics, economics, and the environment. 8710.3330.3.C.2.a and 3.D.2.h.iv and 8710.4800.3.C.2 and 3.H.5 and 3.L.2.h.iv</td>
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<tr>
<td>3. Europe</td>
<td>Europeans laid the foundation for the political, economic, and cultural interconnection that exists today throughout the world. There are four distinct sub-regions within Europe: Western, Northern, Mediterranean, and East Central.</td>
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<td>4. Russia and Neighboring Countries</td>
<td>The Russian and Neighboring Countries region includes twelve of the fifteen former republics of the Union of Soviet Socialist Republics. Now the Commonwealth of Independent States (CIS) is a cooperative organization which primarily deals with economic policies among member states. 8710.3330.3.C.4.a and 8710.4800.3.I.5</td>
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<td>5. East Asia</td>
<td>East Asia is home to nearly one-quarter of the world’s population and produces one-fifth of the world’s economic output. Beginning with Japan in the 1960s, the region has experienced significant economic growth and by the early 2000s, East Asia had become a major force in the global economy. 8710.4800.3.C.1 and 3.1.3</td>
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<td>6. Southeast Asia</td>
<td>Southeast Asia is a contemporary convergence of environments and peoples, the influence of empire and economic globalization, and the delicate balance of competition and cooperation. The cultural diversity of Southeast Asia includes ancient Hindu and Buddhist peoples and the world’s most populous Islamic country. 8710.3330.3.C.2.c and 8710.4800.3.C.6</td>
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<td>7. South Asia</td>
<td>The people of South Asia represent a many ethnicities with marked religious and national differences. A prominent ethnic division is that between the Indo-Aryans of northern India and the Dravidian people of southern India. Hinduism, Buddhism, Jainism, and Sikhism. 8710.4800 3.I.7</td>
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<td>8. Northern Africa and Southwestern Asia</td>
<td>Home to early civilizations and the birthplace of three major religions, the recent history of the region is one marked by high population growth, oil wealth, and political conflict. 8710.3330.3.C.2.e and 8710.4800.3.C.1 and 3.I.1</td>
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<td>9. Africa South of the Sahara</td>
<td>Despite having a wealth of natural resources, political instability, ethnic divisions, environmental problems, and health crises have combined to make the people of region among the poorest in the world. 8710.3330.3.C.2.b; 3.D.2.h.v and 8710.4800.3.C.3; 3.C.4; 3.C.8; 3.C.9; 3.I.4; 3.I.6; 3.I.8; and 3.L.2.h.v</td>
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<td>10. Australia, Oceania and Antarctica</td>
<td>Population placement on scattered islands, livelihood when tourist economy dominates. Australian population patterns reflect climates.</td>
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<td>11. Latin America</td>
<td>Prior to the arrival of Europeans, the cultural landscape was influenced by the Maya, Aztec and Inca. However, the contemporary cultural geography of the region has been profoundly influenced by Iberian colonists. 8710.3330.3.D.2.h.v and 8710.4800.3.L.2.h.v</td>
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<td>13. A World of Geography</td>
<td>The regional geographies of the world are the result of the complex and dynamic interactions of human activities with the natural environment. Political and economic forces.</td>
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