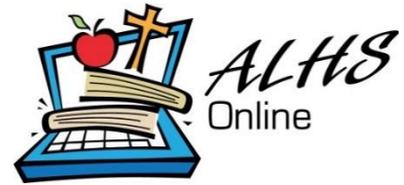


# World Regional Geography

Course Syllabus 2020 - 2021



**Instructor:** Kari A. Munte, Ph.D.  
**Email:** [muenteka@mlc-wels.edu](mailto:muenteka@mlc-wels.edu)  
**Title:** World Regional Geography  
**Grade Level:** 11 - 12  
**Course Length:** 1 semesters (Fall & Spring)  
**Credit (H.S.):** .5 credit  
**Credit (college):** 3 credits available through MLC (SSC3210) only if semester's GPA is 3.5 or higher, or instructor consent for GPA of 3.0-3.49  
(See Moodle for more information)

*Please note: This course will mirror MLC's Fall Semester World Regional Geography course. Make careful note of the College requirements and objectives found on page 5 of this syllabus*

**Description:** World Regional Geography (WRG) is a dual credit course designed to provide three (3) college credits, for students planning on attending Martin Luther College (SSC3210)

World Regional Geography (WRG) is an in-depth study of the world's major geographic regions from a spatial and global pattern perspective. Each geographic region's physiographic and cultural landscapes 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 WRG 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.

### Required Materials:

- *World Regional Geography: Global patterns, Local lives.* (Sixth Edition with Subregions). Pulsipher, L. M., & Pulsipher, A. (2014). New York: W.H. Freeman and Company. ISBN-10: 1464110700
- *Why geography matters: more than ever.* de Blij, H. (2012). Oxford University Press; ISBN-13: 978-0199913749 or 10 digits: 0199913749

### 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

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 the online Learning Manage System (LMS).

### Instructor Policies:

#### *Expected of Students:*

#### 1. **Check in on the course on a daily basis:**

- a. Read thoroughly all weekly announcements.
- b. Read thoroughly all Unit's directions and assignments.
- c. Review and Read though all assignment postings and responses including those from your peers. You never know what you may learn from reading your peers' work. This is where connections are made and questions are answered.
- d. Be faithful in using your school's scheduled World Regional Geography (WRG) class period to work on the course. *This is not a course to fall behind in.*

#### 2. **Expectations for this course are high but reasonable.**

- a. *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 history course.
- b. **Online learning requires high levels of SELF – MOTIVATION and SELF-DETERMINATION.** Online learning is not for everyone. If you are not an

organized, self-motivated, self-determined student, you will need to become one, or you will struggle in this course.

c. Collage Credit Hour Policy

A college class hour is defined as 50 minutes long meeting for approximately fifteen weeks per semester or an equivalent amount of time for terms of shorter duration. A traditional on-campus class credit hour is defined as 1 class hour (50 minutes) of direct faculty instruction and 2 class hours (100 minutes) of out-of-class student work per week. A distance learning or hybrid class credit requires an equivalent amount of instruction and student work leading to equivalent learning outcomes as the traditional on-campus class. For complete definitions, refer to the MLC Undergraduate Catalog.

To earn the 3-credit college course requires approximately 3 class hours of online faculty instruction and 6 class hours of out-of-class student work (a total of 7.5 hours per week) or the equivalent as defined in the MLC Undergraduate Catalog.

3. **Content knowledge acquisition is your responsibility**

- a. **Reading all assigned chapters and articles are a key requirement for this course:** As on online course, we will not have the luxury to review content through lectures, quizzes, or worksheet. Thus, you will be expected to complete all reading assignments.

4. **Assignment deadlines are concrete:** *This is not a course you want to get behind in.*

- a. As an online course, access to the course site is 24/7: *All assignments will be expected to be completed on time.*
- b. If you will be absent from school due to an extra-curricular activities or snow days you will still be expected to complete assigned work on time.
- c. If you miss class because of illness, be sure to let the instructor know and we can discuss extensions. Otherwise, assignment is expected to be turned in when due.

5. **Late Work Policy.**

- a. *Any work submitted late will receive a one-point deduction per day late.* If work is not completed within seven (7) school days after the assigned due date, work will receive a zero.
- b. No assignments can be made up after seven (7) school days from the assignments due date.
- c. **Communicate** reasons for why work is late accordingly. Excepts may be allowed if reason is valid and if Instructor is informed in a timely manner.

## 6. Communicate is vital!

- a. As an online course, the instructor does 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.
- b. Therefore, it is extremely important to communicate with the instructor 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.
- c. The instructor can be contacted either through sending a private email ([muenteka@mlc-wels.edu](mailto: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.
- d. Email Expectations and Contacting the Professor:  
The instructor will do the best to respond to a student's email within 24 hours. **Before emailing**, please see if your question can be answered by reviewing your syllabus our Moodle site, or by checking the assignment page on Moodle

Please send emails from your school accounts. Please be professional in all electronic communications. If it is urgent, please indicate this in the subject line.

## 7. Plagiarism will not be tolerated!!

- a. Internet Policy: Be smart and Think Critical. Do not assume the first website listed when searching is the most reliable. Please review information on sourcing in Moodle.
- b. Course assignments will require 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 information, then synthesize assigned readings to support their positions in responding to prompt questions in their own words!!!
- c. Responses need to be 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 non-discrimination, anti-harassment, student expectations, attendance, academic honesty, student discipline, student grades, course add/drop, etc.

Please note the policy on **class attendance** which states in part:

*“Even if a student’s local school does not have school on a particular day (snow day, teacher’s conference, quarter break, choral fest, class trip, etc.) ALHS Online courses will continue to meet and students are expected to complete required work on time.”*

Students also fall under the policies of the school were they attend as a full-time student. When applicable, these same local school policies will be applied to enrollment in this ALHSO course.

**As a dual credit course, ALHSO WRG will mirror the MLC’s Fall Semester WRG course. Thus, the following requirements and objectives are integrated into the ALHSO course.**

### 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:

Students will:

- Understand geographic terms, concepts, sources, and research skills by
  - Applying the five fundamental geographic themes of location, place, - environment interaction, movement, and region.
  - Applying basic geographic terms and concepts (e.g., habitat, ecology, interdependence, assimilation, complementarity, cultural convergence.
  - Recognizing characteristics of spatial distribution as seen through maps and globes, and demonstrate knowledge of how to create and use various representations of geographic patterns (e.g., charts, tables, population pyramids.
- Understand physical features, physical systems and the interaction between the environment and human societies by
  - Identifying various types of physical features and national boundaries, and analyzing the historical and geopolitical factors that have influenced them.
  - Recognizing the location, distribution, and uses of natural resources in Minnesota, the U.S. and globally and analyze the influences of these resources on the human population.
  - Analyzing how human activity alters the environment and how environmental factors influences human society.

- Examining the cause, social consequences, and economic effects of environmental change and crisis (e.g., global warming, deforestation, desertification, water scarcity, and waste disposal).
- Demonstrating knowledge of how geographic factors have influenced historical events and developments
- Understand human systems by
  - Demonstrating knowledge of characteristics of major cultural groups associated with particular world regions (e.g., language, belief systems, traditions, art and literature) and analyzing how people create place that reflect human needs, historical experiences, cultural attitudes, government policies and current values and ideas.
  - Demonstrating knowledge of the regional distribution of human populations and analyzing the causes and results of human migrations.
  - Comparing the ways in which human societies and cultures address human needs and concerns, and recognizing how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of references
  - Examining how governmental and economic systems shape human societies and analyzing patterns of political and economic interaction among world regions.
  - Demonstrating knowledge of influencing cooperation and conflict between human groups, and how science, technology and intercultural relationship and behavioral patterns may contribute to resolving or inflicting conflict

### **Martin Luther College Academic Policies**

Martin Luther College policies are published in the *Undergraduate Catalog* and in the *Student Handbook* which are on the MLC website. It is the student's responsibility to review these policies.

### **Requirements & Assignments:**

Each course assignment with evaluation criteria will be discussed in detail as they are assigned.

#### Class Participation & Professionalism

Your **professional dispositions** will impact individual grades. Your professionalism, especially your positive dispositions toward learning will be evaluated by your active online presence and participation.

The course is design expecting all members of the learning environment to treat their colleagues and the instructor in a God-pleasing manor centered around respect, consideration, and in the direction of contributing to the learning community.

Your **active participation** is also expected. It includes asking thoughtful questions and constructive comments, providing ideas, interrupting status quo or injustice, promoting imagination, making efforts to understand others who are contributing to class discussion and taking part in online activities.

The goal of this course is not to find one correct answer but developing dispositions of inquiry for better and various answers to reach all learners. Hence, this course will be grounded in a dialogical and inquiry approach to learning.

Guidelines to follow in oral and written situations include but are not limited to:

- Show respect for conflicting/differing opinions than your own.
- Actively read to understand others discussion posts. Do not be afraid to ask clarification questions.
- Avoid offensive comments or language
- Presenting your view of a situation is appropriate when done with respect.

Daily Formative Assessment: (Major measurement of participation)

A formative assessment will take place upon completing reading assignments or activities. Points will be included in your participation grade.

**Please keep in mind you are responsible for all the content presented in the textbook.** In class discussion will focus on key themes found in each chapter, but may not cover all the information presented in each chapter. YOU ARE STILL RESPONSIBLE FOR THAT CONTENT AND WILL BE ASSESSED ON THAT MATERIAL.

Content and Map Assessments (+/- 50 points each):

Content and Map Assessments are required elements of this course. Failure to take a test or exam will disqualify the student from receiving credit for the course.

Global Issue Discussion: Immigration (25) points

Students will actively participate in a Global Issue Discussion on Immigration. After discussion a 1-page summary of the discussion and position analyzes will be due. More information on Moodle.

Global Issue Papers: Climate Change and Terrorism (25 points each):

Students will write two (2) Global Issue Papers centered around two key global issues, climate change and terrorism. These papers will focus on your analytical and critical analyzes of the readings from De Blij's *Why Geography Matters* and other outside sources. Each paper will address your understanding of the issue, the various sides of the issue, and the global impact of the issue across various world regions.

The guidelines are found on Moodle and will be distributed prior to the first paper being assigned.

Moodle Discussion Forums (10 points each):

With every chapter discussed an issue will be posted in a Moodle Forum. Students will be divided into manageable discussion groups to respond to the proposed questions for the chapter. Each student will be expected to demonstrate their understanding of issues by posting and responding to a post of another student in each chapter. Grades would be determined by the depth of understanding shown and in the significance of the response (rubrics available on Moodle).

Final Course Assessment Group Projects (125):

A group project will be assigned within varies regions of study. More information about this project will be presented when projects are assigned.

Assignment	Points
Participation & Professionalism	100
Moodle Activities	50*
Moodle Discussion Forums (MDF)	80*
Global Issue Discussion & Papers (3 x 25 pts)	75
Map Assessments	200*
Content Assessments	200*
Final Course Assessment	125*
<b>Total Points</b>	<b>830*</b>

\*Points value is subject to change due to semester outcomes

Course grades will be based on an accumulation of points off individual assignment's Rubric Scoring. The following percentages will be issued based on total points earned over total course points.

A: 95.5 % -100%	A-: 92.5% - 95.49%	
B+: 90.5% - 92.49%	B: 87.5% - 90.49%	B-: 84.5% – 87.49%
C+: 81.5% - 84.49%	C: 79.5% - 81.49%	C-: 76.5% - 79.49%
D: 69.5% -- 75.49%	F: below 69.49%	

**Applicable Minnesota Licensure Standards Met (online course)**

<b>Topic</b>	<b>Content</b>	<b>Activity/Assessment</b>
Unit 1: Why Geography Matters Globalization, World Regions, and Concepts in World Regional Geography	Defining Geographic concepts and terms: <ul style="list-style-type: none"> <li>• Physical and Human Geography</li> <li>• Spatial interaction and distribution</li> <li>• Map features and characteristics</li> <li>• Geographic Information Science (GISc)</li> <li>• Regional Concepts</li> </ul> Geographic information and research <ul style="list-style-type: none"> <li>• Five themes of Geography</li> <li>• Interpreting, synthesizing and articulating geographic concepts and tools (e.g., charts, maps, population pyramids)</li> </ul>	Daily reading assessments (Exit and Entrance slips/quizzes)  Moodle Discussion Forums (Q&A – Rubrics)  Group discussion (Advance Organizers – Rubrics)  Unit Summative Assessment (Multiple Choice/Short Answer/Essay)  Map Assessment (Matching/Fill-in-the-blank)  Final accumulative group project (Rubrics)  8710.3330.3.C.2.a, b, c, d 8700.3330.3.D.2.h.v, iv 8710.4800.3.C.1, 2, 3, 4, 8710.4800.3.L.2.h.iv
Unit 2: North American Region Subregions – focus on Minnesota	Geographic concepts centered around the North American Region: <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race, ethnic and aging issues; Migration</li> <li>• Cultural Development and Influences</li> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	Daily reading assessments (Exit and Entrance slips/quizzes)  Moodle Discussion Forums (Q&A – Rubrics)  Group discussion (Advance Organizers – Rubrics)  Unit Summative Assessment (Multiple Choice/Short Answer/Essay)  Map Assessment (Matching/Fill-in-the-blank)  Final accumulative group project (Rubrics)  8710.3200.3.I.3 8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv 8700.4800.3.C.1, 2, 5, 8, 9,

		8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv
Unit 3: Latin America and Subregions	<p>Geographic concepts centered around the Latin America Region:</p> <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race, ethnic and aging issues; Migration</li> <li>• Cultural Development and Influences</li> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	<p>Daily reading assessments (Exit and Entrance slips/quizzes)</p> <p>Moodle Discussion Forums (Q&amp;A – Rubrics)</p> <p>Group discussion (Advance Organizers – Rubrics)</p> <p>Unit Summative Assessment (Multiple Choice/Short Answer/Essay)</p> <p>Map Assessment (Matching/Fill-in-the-blank)</p> <p>Final accumulative group project (Rubrics)</p> <p>8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv 8700.4800.3.C.1, 2, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>
Unit 4: European Region and Subregions	<p>Geographic concepts centered around the European Region:</p> <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race, ethnic and aging issues; Migration</li> <li>• Cultural Development and Influences</li> </ul>	<p>Daily reading assessments (Exit and Entrance slips/quizzes)</p> <p>Moodle Discussion Forums (Q&amp;A – Rubrics)</p> <p>Group discussion (Advance Organizers – Rubrics)</p> <p>Unit Summative Assessment (Multiple Choice/Short Answer/Essay)</p> <p>Map Assessment (Matching/Fill-in-the-blank)</p> <p>Final accumulative group project (Rubrics)</p> <p>8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv</p>

	<ul style="list-style-type: none"> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	<p>8700.4800.3.C.1, 2, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>
Unit 5: Russia and the Post-Soviet States	<p>Geographic concepts centered around the Russia and the Post-Soviet States Region:</p> <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race, ethnic and aging issues; Migration</li> <li>• Cultural Development and Influences</li> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	<p>Daily reading assessments (Exit and Entrance slips/quizzes)</p> <p>Moodle Discussion Forums (Q&amp;A – Rubrics)</p> <p>Group discussion (Advance Organizers – Rubrics)</p> <p>Unit Summative Assessment (Multiple Choice/Short Answer/Essay)</p> <p>Map Assessment (Matching/Fill-in-the-blank)</p> <p>Final accumulative group project (Rubrics)</p> <p>8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv 8700.4800.3.C.1, 2, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>
Unit 6: Southwest Asia and Africa including African Subregions.	<p>Geographic concepts centered around the Southwest Asia and Africa Regions:</p> <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race, ethnic and aging issues; Migration</li> </ul>	<p>Daily reading assessments (Exit and Entrance slips/quizzes)</p> <p>Moodle Discussion Forums (Q&amp;A – Rubrics)</p> <p>Group discussion (Advance Organizers – Rubrics)</p> <p>Unit Summative Assessment (Multiple Choice/Short Answer/Essay)</p> <p>Map Assessment (Matching/Fill-in-the-blank)</p> <p>Final accumulative group project (Rubrics)</p>

	<ul style="list-style-type: none"> <li>• Cultural Development and Influences</li> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	<p>8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv 8700.4800.3.C.1, 2, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>
Unit 7: South and East Asia	<p>Geographic concepts centered around the South, East and Southwest Asia and Oceania Regions:</p> <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race, ethnic and aging issues; Migration</li> <li>• Cultural Development and Influences</li> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	<p>Daily reading assessments (Exit and Entrance slips/quizzes)</p> <p>Moodle Discussion Forums (Q&amp;A – Rubrics)</p> <p>Group discussion (Advance Organizers – Rubrics)</p> <p>Unit Summative Assessment (Multiple Choice/Short Answer/Essay)</p> <p>Map Assessment (Matching/Fill-in-the-blank)</p> <p>Final accumulative group project (Rubrics)</p> <p>8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv 8700.4800.3.C.1, 2, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>
Unit 8: Southeast Asia and Oceania/Pacific Island regions including individual subregions	<p>Geographic concepts centered around the South, East and Southwest Asia and Oceania Regions:</p> <ul style="list-style-type: none"> <li>• Physical Patterns – landforms and climate</li> <li>• Economic Issues – making use of natural resources and accommodating basic human needs; Globalization vs. Localization</li> <li>• Human Patterns over time – geographic factors influencing historical events and development</li> <li>• Population patterns – urbanization and gender, race,</li> </ul>	<p>Daily reading assessments (Exit and Entrance slips/quizzes)</p> <p>Moodle Discussion Forums (Q&amp;A – Rubrics)</p> <p>Group discussion (Advance Organizers – Rubrics)</p> <p>Unit Summative Assessment (Multiple Choice/Short Answer/Essay)</p> <p>Map Assessment (Matching/Fill-in-the-blank)</p>

	<p>ethnic and aging issues; Migration</p> <ul style="list-style-type: none"> <li>• Cultural Development and Influences</li> <li>• Government and political influences and issues; Globalization</li> <li>• Environmental issues – human-environmental relationships</li> </ul>	<p>Final accumulative group project (Rubrics)</p> <p>8710.3330.3.C.2.b, d, e, 8710.3330.3.C.4.a 8700.3330.3.D.2.h.v, iv 8700.4800.3.C.1, 2, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>
Global Issue Paper	<p>Students will write three (3) Global Issue Papers centered around three key global issues - climate change, immigration and terrorism. These papers will focus on your analytical and critical analyzes of the readings from De Blij's <i>Why Geography Matters</i> and other outside sources. Each paper will address your understanding of the issue, the various sides of the issue, and the global impact of the issue across various world regions.</p>	<p>5-7 page paper (Rubrics)</p> <p>8700.3330.3.D.2.h.v, iv, 8700.4800.3.C.1, 5, 8, 9, 8700.4800.3.H.5 8700.4800.3.I.1, 2, 3, 4, 5, 6, 7, 8 8710.4800.3.L.2.h.iv</p>