

# Bemidji State University

## **GEOG 1400: World Regional Geography**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 07 - Human Diversity, Goal 08 - Global Perspective, Goal 07 - Human Diversity, Goal 08 - Global Perspective

A survey of physical, cultural, and economic aspects of world regions. An introduction to how constituent parts of the world differ from one another in their associated resources, cultures and economics. Attention is given to the interrelationships, interdependencies, and associations that bind together the diverse communities of the world. Liberal Education Goal Areas 7 & 8.

### **B. COURSE EFFECTIVE DATES: 08/26/1997 - Present**

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. A Compass of World Regions
2. Al-Samt:  
The Ummah and the Silk Road
3. "Eastern Delight"
4. The Easts:  
East, South, and Southeast Asia
5. "A Passage to India"
6. The Wests:  
Europe and Latin America
7. "War and Peace"
8. The Souths:  
The Caribbean, Africa, and Oceania
9. "Destination Timbuktu"
10. The Norths:  
Russia and the Arctic

## **D. LEARNING OUTCOMES (General)**

1. be expected to develop and refine skills and understanding in the identification of key locations on maps of specific world regions.
2. be expected to develop and refine skills and understanding of the construction and interpretation of population pyramids based on demographic data supplied for countries under investigation.
3. be expected to develop and refine skills and understanding of the Demographic Transition Model and analysis of the position of different national populations within it.
4. be expected to develop and refine skills and understanding and analysis of Gross National Product and Human Development Index data for various countries.
5. be expected to develop and refine skills and understanding of the political, economic, and human geographic characteristics of three historical periods (the colonial era, the period of the Cold War, and the post-Cold War era).
6. be expected to develop and refine skills and understanding in the definition of the terms supranationalism and devolution and analysis of their application to study of differences between world regions.
7. be expected to develop and refine skills and understanding of the environmental consequences of poverty and of different approaches to development in various world regions.
8. be expected to develop and refine skills and understanding and analysis of information presented in thematic maps.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 07 - Human Diversity

1. No Competencies Indicated

### Goal 08 - Global Perspective

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.

### Goal 07 - Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
4. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

### Goal 08 - Global Perspective

1. Demonstrate knowledge of cultural, social, religious and linguistic differences.
2. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
3. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted