

**Department:**

Geography

**Course Description:**

This course provides a general survey of the distinguishing geographic characteristics of the major regions of the world. Emphasis is placed on the physical, cultural, historic, and economic aspects of each region. The course is designed to meet the needs of students majoring in education, social science, or geography, as well as students interested in attaining a global perspective.

**Course Competencies:**

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. (Kansas Regents Shared Number Course and Title: KRSN Course GEO 1010 World Regional Geography.)

Upon completion of the course, the student should be able to:

1. Define the basic geographic concepts.
2. Interpret geographic phenomena with maps and spatial data.
3. Understand the process of regionalization.
4. Analyze human-environment interaction.
5. Evaluate global interconnectedness.

**Course Content:**

- A. World and Regional Geography: A Global Perspective
  1. The concept of realms and regions
  2. Maps and their evolution
  3. The physical setting
  4. Populations, cultures, nations
  5. Patterns of development
- B. European Realm
  1. Historical background
  2. Physical geography
  3. Regions: Western Europe, British Isles, Nordic Europe, Southern Europe, Eastern Europe
- C. Russian Realm
  1. Historical background
  2. Physical geography
  3. Regions: Russian Core, the Eastern Frontier, Siberia, the Russian Far East
- D. North American Realm
  1. Historical background

2. Physical geography
3. Regions: United States, Canada
- E. Middle American Realm
  1. Historical background
  2. Physical geography
  3. Regions: Mexico, Central American Republics, the Caribbean Basin
- F. South American Realm
  1. Historical background
  2. Physical geography
  3. Regions: Northern South America, Western South America, Southern South America, Brazil
- G. Sub-Saharan Africa Realm
  1. Historical background
  2. Physical geography
  3. Regions: Southern Africa, Eastern Africa, Western Africa, Equatorial Africa
- H. North Africa and Southwest Asian Realm
  1. Historical background
  2. Physical geography
  3. Regions: Egypt and the Lower Nile Basin, The Maghreb and Its Neighbors, the Middle East, Arabian Peninsula, Empire States, Turkestan
- I. South Asian Realm
  1. Historical background
  2. Physical geography
  3. Regions: Pakistan, Bangladesh, the Mountainous North, the Southern Islands, India)
- J. East Asian Realm
  1. Historical background
  2. Physical geography
  3. Regions: China, Japan, Mongolia, Korea, Taiwan
- K. Southeast Asian Realm
  1. Historical background
  2. Physical geography
  3. Regions: Mainland Southeast Asia, Insular Southeast Asia
- L. Australian/New Zealand Realm
  1. Historical background
  2. Physical geography
  3. Regions: Australia and New Zealand
- M. The Pacific Realm
  1. Historical background
  2. Physical geography
  3. Regions: Melanesia, Micronesia, Polynesia

### **Learning Assessments:**

Competencies may be evaluated by multiple measures, including regular written examinations and a 6-10 page research paper focused on the economic, demographic, political, historic, and physical aspects of one country. Other assessment material may be used as the instructor deems appropriate..

### **Instructional Materials:**

Textbook: Geography: Realms, Regions, and Concepts, deBlij, Muller, 16th Ed., Wiley & Sons, 2014; ISBN: 978-1-118-67395-9

Atlas: The Nystrom World Atlas, Nystrom, 2006.  
Instructor's notes and videos, library, Internet

### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

### **A Note on Harassment, Discrimination and Sexual Misconduct**

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).