

BCC Syllabus Template (adopted by the Faculty Senate for Gen Ed courses, 2003; adopted for all BCC courses, 2013; updated and approved for all BCC courses by Faculty Senate, May 8, 2024) Final additions: May 20, 2024

## **Bergen Community College**

Division of Humanities  
Department of History

### Course Syllabus

## **GEO101 World Geography**

*An individual classroom syllabus for this course must include as much of the following information as is applicable:*

### **Basic Information About Course and Instructor:**

Semester and year:  
Section Number:  
Meeting Times:  
Locations:

Instructor:  
Office Location:  
Phone:  
Departmental Secretary:  
[optional] Office Hours:  
Email Address:

### **Course Description:**

This course provides a framework for analyzing the major distinctive regions of the world in comparative geographic context. Interrelationships between the environment, economics, ethnicity, history, and national identity will be explored. Emphasis will be placed on historical evolution and the development and spread of cultural adaptations. Students will also learn to apply geographic methods to a variety of academic disciplines.

>General Education Course-- Humanities

Credits: 3 (3 lecture)

Pre-requisites: None  
Co-requisites: None

**Student Learning Outcomes:** As a result of meeting the requirements in this course, students will be able to:

Student Learning Outcome:	Means of Assessment:
1. Demonstrate a basic understanding of what the discipline of geography is—main concepts and theories in both written and oral discussion.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of geographic thinking skills.
2. Read and comprehend a variety of geographic sources, evaluate their perspective, and contextualize them with appropriate detail to understand way of understanding history and how contemporary relationships between places were formed.	Reading and demonstrated comprehension through writing or discussion of geographic research and scholarship
3. Develop a methodological practice of identifying, gathering, evaluating, analyzing, synthesizing, interpreting, and citing geographic evidence to show an understanding of the physical and human characteristics of places	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of geographic thinking skills.
4. Narrate, in written or oral form, (within a regional context) an understanding of the main sub-fields of geography: physical, demographic, urban, political, economic, cultural, etc.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of geographic thinking skills.
5. Recognize the important political, economic, social, and cultural forces that have the geographic landscapes.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of geographic thinking skills.

6. Identify examples of geographic change and continuity over time, show how human activities modify the physical environment, and how physical systems affect human systems, and evaluate their regional and global significance.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of geographic thinking skills.
7. Temper moral judgment in geographic study with an understanding of geographic perspectives by utilizing maps and other geographic representations to acquire, process, and report information from a spatial perspective.	Assignments that include written and oral presentation of ideas including but not limited to: research papers, source analysis essays, essay exams, class presentations, class discussions, discussion forums, and other written or verbal demonstrations of geographic thinking skills.

**For General Education courses:**

<b>SLOs:</b>	<b>EL 1</b>	<b>EL 2</b>	<b>EL 3</b>	<b>EL 4</b>	<b>EL 5</b>	<b>EL 6</b>	<b>EL 7</b>	<b>EL 8</b>	<b>EL 9</b>	<b>EL 10</b>	<b>EL 11</b>
<b>1.</b>	x	x									
<b>2.</b>								x			
<b>3.</b>						x		x			
<b>4.</b>	x	x						x			
<b>5.</b>							x	x	x	x	
<b>6.</b>								x			
<b>7.</b>								x		x	x

EL1-Effective Speaking  
 EL2-Effective Writing  
 EL3-Mathematical Reasoning  
 EL4-Scientific Reasoning  
 EL5-Technological Competency  
 EL6-Information Literacy  
 EL7-Social-Behavioral Analysis  
 EL8-Historical Analysis  
 EL9-Humanistic Analysis  
 EL10-Intercultural Awareness  
 EL11-Moral Literacy

\*In accordance with the *Standards for General Education Courses at Bergen Community College* (2013), all Gen Ed courses are required to address EL1, EL2, EL6, and EL11 (when appropriate), in addition to the ELO that corresponds to its area of study (EL 3-5 and 7-9).

**For General Education courses:** list a *Signature Assignment*

Signature Assignment criteria

1. At *minimum*, students must write at least one historical analysis essay (3-4 pages) *or give one class presentation (5-10 minutes) requiring the same skills* in each GenEd Geography course
2. Students must be asked to incorporate a detailed examination of at least one primary source and at least one secondary (preferably scholarly rather than textbook or website) source in that analysis
3. The student must provide historical context for the sources within the larger narrative of the event or historical debate and recognize the perspective and bias of the sources used.
4. The student must demonstrate the ability to construct a thesis and defend it using analysis of these sources
5. The speaking/writing must be clear and well organized

(Assesses course SLOs 1 and 2, and assesses EL1, 2, and 8)

**Course Content:**

World Geography will allow students to develop a basic understanding of what the discipline of geography is—main concepts and theories. Students will learn the history of various regions of the earth as way of understanding how contemporary relationship between places was formed. Finally, course materials will cover (within a regional context) the main sub-fields of geography: physical, demographic, urban, political, economic, cultural, etc.

**Course Texts and/or Other Study Materials:**

Textbooks change periodically and are assigned as either recommended or required at the discretion of the professor. Whenever possible the most appropriate but cost efficient texts will be used.

**Research, Writing, and/or Examination Requirement(s):**

The ability to write a cogent, well organized, and evidence-based narrative and to construct and defend a thesis based on historical evidence and scholarly interpretation are essential skills of the historian. Therefore, the course will require students to read different kinds of source material and to write historical narratives of the past and analysis of these sources. Written exams and additional assignments including essays and analysis papers will be requirements for the course.

## **Grading Policy:**

All written and oral assignments will be graded according to rubrics or instructions provided in advance to students. Written assignments and exams will represent up to 75% of the final grade and participation in discussions, forums, class presentations, and required class events will represent up to 25% of the final grade.

Both written and oral assignments will be evaluated for use of historical evidence, argument, and clarity of written or verbal expression and organization. Feedback from instructors will be timely and provide substantive comments to support student learning and improvement on subsequent assignments. Late work will be accepted but will lose a percentage of points up to 25% each day as indicated in the specific instructor's course syllabus.

## **Attendance Policy:**

### **BCC Attendance Policy:**

All students are expected to attend every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

## **Other College, Divisional, and/or Departmental Policy Statements:**

Statement on plagiarism and/or academic dishonesty:

[Academic Matters - Bergen Community College - Acalog ACMS™](#)

Statement on the appropriate use of AI (see the following link for guidance):

[AI-Guidance-Resource-Page.pdf \(bergen.edu\)](#)

ADA statement:

[Disability Services \(Office of Specialized Services\) | Bergen Community College](#)

Sexual Harassment statement:

[HR-003-001.2018-Policy-Prohibiting-Sexual-Harassment.pdf \(bergen.edu\)](#)

Statement on acceptable use of BCC technology:

[Acceptable-Use-Policy.pdf \(bergen.edu\)](#)

Recommended Syllabus Statements from the Office of Specialized Services:

[Syllabus Statements | Bergen Community College](#)

Statement on the purpose and value of faculty office hours.

### **Accessibility Statement**

Bergen Community College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Special Services (OSS) as soon as possible at 201-612-5270 or [www.bergen.edu/oss](http://www.bergen.edu/oss). To receive any academic accommodation, you must be appropriately registered with OSS. The OSS works with students confidentially and does not disclose any disability-related information without their permission. The OSS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

### **Student Support Services**

Bergen Community College provides exemplary support to its students and offers a broad variety of opportunities and services. A comprehensive array of student support services including advising, tutoring, academic coaching, and more are available online at <https://bergen.edu/currentstudents/>.



### **Sidney Silverman Library Online Resources:**

[Guides BY SUBJECT - LibGuides at Bergen Community College](#)

General Search and Databases: [Library | Bergen Community College](#)

### **Course Outline**

<b>Wee k:</b>	<b>Topic/ Activity:</b>	<b>Learning Outcomes:</b>	<b>Assignments/Events:</b>
1	Introduction to World Geography	1-7	readings discussion and paper
2	Europe	1-7	readings discussion and paper
3	Russia	1-7	readings discussion and paper
4	North America	1-7	readings discussion and paper
5	North America	1-7	readings discussion and paper
6	Middle America	1-7	readings discussion and paper
7	Midterm	1-7	Written exam
8	South America	1-7	readings discussion and paper
9	Southwest Asia/North Africa	1-7	readings discussion and paper
10	East Asia	1-7	readings discussion and paper
11	South Asia	1-7	readings discussion and paper
12	Subsaharan Africa	5,6	lecture
13	Austral & Pacific Realm	5,6	lecture
14	Final exam	1-7	Written exam

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the instructor.