

Bergen Community College  
School of Arts, Humanities, & Wellness  
Department of History & Geography

**Course Syllabus**

**GEO101-WORLD GEOGRAPHY**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

This course provides a framework for recognizing and analyzing the major distinctive regions of the world in comparative 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.

3 credits

*Fulfills General Education (Social Sciences) & Diversity Course requirements.*

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

- 1) Explain the main concepts and theories of geography.
- 2) Describe how contemporary relationships between places were affected by the history of various regions of the earth.
- 3) Differentiate within a regional context, the main sub-fields of geography: physical, demographic, urban, political, economic, cultural, etc.
- 4) Describe the contrasts in societies and cultures in human landscapes in different world regions.
- 5) Employ critical reading, logical analysis, and effective essay writing skills.
- 6) Identify, locate and properly use credible sources in research projects or papers related to course content.

**Course Texts**

The **required text** for this course is

H. J. DeBlij, Muller, Peter O. Muller, Jan Nijman, *Geography: Realms, Regions, Concepts, 15<sup>th</sup> edition (Wiley).*

**Assessment and Grading**

In pursuit of the foregoing goals, the course is based on the reading and discussion of writings for both primary and secondary sources; the techniques of historical research and writing are reviewed, and students are expected to use subject specific resources in their preparation for active participation in class and for writing assignments. Students are required to do a substantial amount of expository and critical writing in response to the material presented in the course and by conducting outside research.

Because GEO-101 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

### Course Content

This course introduces students to the serious study of geography. It covers the world's major geographic realms providing historical background, political frameworks, demographic data, economic context, and environmental issues. Relevant geographic concepts are also treated in their regional settings. Students will also be expected to gain knowledge to read and interpreting maps and other forms of geographic visualization tools.

### Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade. Examinations can consist of objective questions such as multiple choice and short answers, but an essay of some form should also be evaluated as part of the test. A sample grade distribution is as follows:

1 <sup>st</sup> Mid-Term Exam	20%
2 <sup>nd</sup> Mid-Term Exam	20%
Final-Exam (non-comprehensive)	20%
Writing/Research Assignments	30%
Participation/Collegiality	10%
Total	100%

### BCC Attendance Policy:

All students are expected to attend punctually 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.

### History and Geography Departmental Attendance Policy:

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide. Collegiality is expected at all times during the course.

**Academic Dishonesty (From BCC Handbook):**

Bergen Community College is committed to academic integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud and deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. The college recognizes the following general categories of violations of academic integrity whenever a student does one of more of the following: uses unauthorized assistance in any academic work, copies from another student’s exam, gives unauthorized assistance to other students, fabricates data in support of an academic assignment, inappropriately or unethically uses technical means to gain academic advantage, and commits plagiarism.

**Student and Faculty Support Services**

The Henry and Edith Cerullo Learning Assistance Center	Room L-125 of Pitkin Building	Includes the Tutoring Center, English Language Resource Center, and Writing Center. 201-447-7489
The Distance Learning Office – for any problems you may have accessing your online courses		201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
The Tutorial Center	Room S-118 of Pitkin Building	201-447-7908
The English Language Resource Center	Room 126 in Ender Hall	For students whose native language is not English.
The Writing Center	Room L-125 of Pitkin Building	201-447-7136
The Online Writing Lab (OWL)		<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a> This website will help students with all aspects of the writing process in every discipline.
The Office of Specialized Services (for Students with Disabilities)	L-115 of Pitkin Building	Students with documented disabilities who require accommodations by the Americans with Disabilities Act (ADA) can request support services from the Office of Specialized Services. <a href="http://www.bergen.edu/pages/5175">www.bergen.edu/pages/5175</a>
The Sidney Silverman Library	2 <sup>nd</sup> Level of Pitkin Building	

**Sample Format for Course Outline and Calendar**

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

<b>Week(s)</b>	<b>Date(s)</b>	<b>Topic/Activity</b>	<b>Learning Objectives</b>	<b>Assignments/Events</b>
1		<b>Introduction: Basic Geographic Concepts</b>		
2		<b>Europe</b>		
3		<b>Russia</b>		
4		<b>North America</b>		
5		*1 <sup>st</sup> Mid-Term Exam		
6		<b>Middle America</b>		
7		<b>South America</b>		
8		<b>Sub-Saharan Africa</b>		
9		<b>Southwest Asia/North Africa</b>		
10		*2 <sup>nd</sup> Mid-Term Exam		
11		<b>South Asia</b>		

12		<b>East Asia</b>		
13		<b>Southeast Asia</b>		
14		<b>Austral Realm</b>		
15		*Final-Exam		

**National Standards in Geography:** Think about these points as you take your journey through geography this semester. Use it as a tool whenever you write about geography.

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
3. How to analyze the spatial organization of people, places, and environments on the earth's surface.
4. The physical and human characteristics of places.
5. That people create Regions to interpret Earth's Complexity
6. How culture and experience influence people's perception of places and regions.
7. The physical processes that shape the patterns of earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.
9. The characteristics, distribution, migration of human population on earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The processes, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and important of resources.
17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.