South Carolina State University  
School of Education  
Department of Teacher Education  
Spring 2009

Course Syllabus - GEO 305: Socio-economic Geography  
Instructor: Dr. Moore-Green  
Location: Turner Hall D, 235  
Hours: Posted  
Telephone: 536-8819  
E-Mail: bmgreen@scsu.edu

Textbook:  

THEME: The Professional Educator as an Effective Performer, Reflective Decision Maker and Humanistic Practitioner

I. COURSE DESCRIPTION  
This course is designed to develop an understanding of the geography of various regions of the world and to examine environmental, historical, and cultural forces that have shaped our world. The course considers such vital questions as world distribution of population; maps, landforms, soils and mineral resources; current problems in conservation of natural resources.

II. RATIONALE  
The purpose of this course is to introduce pre-service educators to geography through a framework of interdisciplinary approaches and regional analysis. The design and content this course embodies the notion of the educator as an effective performer, reflective decision maker and humanistic practitioner. Students will study the natural resources, population distribution, social welfare indicators, culture, politics, communications and transportation infrastructure, and economic patterns of identified regions of the world. Implicit in the study of geography is the concept that relationships and interactions between humans and their environments influence the evolution of specific places, regions, and landscapes. Students will recognize that each region of the world has a distinctive character, but in the world today, global processes bind all regions together into an interdependent web. Therefore, the theme of global interconnectivity is the frame of reference by which population, natural resources, cultural and political change, and economic development are seen.

III. COURSE COMPETENCIES  
This course begins with a definition of the scope, methods, and perspectives of geography; the relationship between geography and other disciplines is explained. The
course also focuses on economic development. Other topics include:

- The World in Spatial Terms - Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
- Places and Regions - The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
- Physical Systems - Physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify ecosystems.
- Human Systems - People are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part of Earth’s surface, and humans compete for control of Earth’s surface.
- Environment and Society - The physical environment is modified by human activities largely as a consequence of the ways in which human societies value and use Earth’s natural resources, and human activities are also influenced by Earth’s physical features and processes.

IV. EXPECTED MEASURABLE OUTCOME

This course fully embraces the theme of the School of Education, “The Professional Educator as an Effective Performer, Reflective Decision Maker and Humanistic Practitioner.” Further, content and methods utilized in this course are designed to assist, encourage, and facilitate pre-service teachers in strengthen the knowledge base which will assist them in becoming reflective decision-makers, effective performers, and humanistic practitioners. Outlined below are knowledge, skills and dispositions which students are expected to demonstrate upon completion of this course.

A. Institutional Outcomes

- This course, socioeconomic geography, develops effective performers who will be able to demonstrate the ability to meet the eleven (11) performance expectations as specified in Theme III, People, Places, and Environments, of the National Council for the Social Studies. Reflective decision making requires knowledge of the world in spatial terms, including the ability to: read, develop, and utilize maps, globes, and charts; demonstrate understanding physical systems; and employ knowledge of geographic concepts and structures.
- The candidates will be “reflective decision makers.” After study of topics, students will analyze and evaluate social and economic effects of environmental changes. They will reflect on content as they apply knowledge of geography in completing projects.
- Candidates will demonstrate attributes of the “humanistic educator.” She/he will demonstrate respect for differences among people, the belief that all people, are valued, despite SES and that all people are worthy of respect.
B. Learning Objectives

Upon completion of this course, learners will be able to demonstrate the following knowledge, skills, and dispositions:

Knowledge

1. Define the scope, methods, and structure of geography.
2. Describe and explain the variations in economic achievement among countries and regions of the world.
3. Discuss how people, environment, culture, and history contribute to economic development.
5. Discuss the relationship between world population and resources.
6. Tell about impact of technological development on population growth and selected other variables.
7. Compare and contrast theories related to population such as the Malthusian, Neo Malthusian, and Technocratic theories.
8. Describe world patterns of landforms, climates, natural resources such as water, soil, vegetation, and minerals.
9. Discuss how people build the cultural environment by modifying the physical environment.
10. Discuss per capital GNP, per capita consumption of inanimate energy, and percentage of labor force in primary activity as measures most frequently used to distinguish more-developed from less-developed countries.
11. Discuss the Human Development Index and Gender Development Index as measures that take into account both economic and cultural attributes of areas.
12. Demonstrate knowledge of the location of the major political units, mountains, great rivers, lakes, and strategic waterways of the world.
Skills:
(NCSS - Performance Expectations)

1. refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;

2. create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs;

3. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;

4. calculate distance, scale, area, and density, and distinguish spatial distribution patterns;

5. describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population;

6. use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena;

7. describe and compare how people create places that reflect culture, human needs, eminent policy and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and die like;

8. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;

9. describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;

10. analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

11. propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world.

Related Themes

IX
I, II
VIII, IX
IX
I, II, V, VI, VIII
IX
I, II, VIII, IX
IX
V, VII, VIII
IX
V, VII, VIII, IX
X
Dispositions
Students will:

1. Commit to seeking understanding of the importance of geographic awareness.
2. Develop a fuller understanding that each person and society contributes in a meaningful way to cultural diversity and richness of the earth.
3. Recognize that technological development has led our increasingly becoming and independent world community.

V. OUTLINE OF COURSE CONTENT

PART ONE – Basic Concepts and Ideas
1. What is Geography
2. Geography and Development in an Era of Globalization
3. Nature, Society, and Development

PART TWO – United States and Canada
1. The United States and Canada: The Physical and Human Context
2. The United States and Canada: The Geography of Economic Development
3. The United States and Canada: Challenges in a Developed Realm

PART THREE – Latin America and the Caribbean
1. Latin America and the Caribbean: Physical Diversity & Culture
2. Mexico, Central America, and the Caribbean: Lands of Contrast
3. South America: Regions of Uneven Development

PART FOUR - Europe
1. The European Habitat
2. Europe: Culture, Society, Economics
3. Europe: Political Geography

PART FIVE – Russia and Central Eurasia
The In-Between Countries of Eurasia: Physical Geography and Historical Context
1. The In-Between Countries of Eurasia: The Geography of Their Political Economies
2. Central Asia and Afghanistan: Historical and Geographical Context of Economy and Environment

PART SIX – Australia, New Zealand, and the Pacific Islands
1. Australia, New Zealand, and the Pacific Islands: Isolation and Space

PART SEVEN – Asia
1. Asia: A Physical and Human Overview
2. Japan
3. China and Its Pacific Rim Neighbors
4. Southeast Asia: Development Diversity
5. South Asia: India and Its Neighbors

PART EIGHT – The Middle East and North Africa
1. The Middle East and North Africa: Physical and Cultural Environment
2. The Mediterranean Crest: Maximizing Limited Resources
3. The Gulf States: Living on Oil

PART NINE – Africa South of the Sahara
1. Africa South of the Sahara: Legacy of Continuity and Change
2. West, Central, and East Africa: Physical and Cultural Environment
3. Southern Africa: Development in Transition

VI. LIBRARY ASSIGNMENT

The Electronic Library resource Center (ELRC) at South Carolina State University (SCSU) provides candidates with access to online research resources. Links to academic references tools, APA style guidelines, databases, research guides, library catalogs, and search engines assure that all candidates have access to the most up-to-date information.

VII. SPECIAL COURSE REQUIREMENTS

A. Class Attendance

The following general structural considerations are important for good course management and practice of professional behaviors and dispositions:

1. Class attendance is very important and is therefore required. You are expected to be on time and prepared for each class session. Bring text materials and writing tools each class period. Completion of reading assignments will be essential for active, meaningful, class participation
2. This class requires hands-on participation. Class participation will be considered in computing your final grade.
3. All written assignments are to be word-processed, printed on 81/2 x 11 paper in font size 12 and doubled spaced with 1 inch margins.
4. Students must be responsible for keeping abreast of world events. Read.

B. Learning Activities

The following learning activities have been designed to assist students in acquiring and demonstrate, through their performance, the major concepts, skills, and values which this course is designed to teach.

1. Travel Brochure - Online Learning Activities
Visit the World Regional Geography Website (/CLAWSON) This website provides online study guides. Virtual field trips and country by country data. You are expected to make regular use of this resource. Select a country to visit. Discuss travel your travel plans to **visit a country in Europe, Asia, or Africa.** Develop a **travel brochure** which describes the physical geography, climate, culture, and historic places to visit. **Make a power point** to present your information to the class. Include information which you learned by global connections.

**Due Date:**

2. **Maps, Charts, and Vocabulary Notebook**

Develop colorful, attractive **maps** and/or **charts** using content from each chapter as we study the people, places, and environments of planet earth. This activity should help you remember where and how people, places, and different environments are distributed and/or located over the earth’s surface. **Define the terms** at the end of each chapter and place in notebook along with your maps and charts for each chapter.

**Due Date: Daily – at the end of each chapter.**

3. **Written Reports** – Develop a five page research paper which discusses way that any two of the following might lead to global understanding or misunderstanding: “language, art, music, belief systems, and other cultural elements …” Use APA Style. **Due Date:** March 24, 2009.

**Due Date:**

VIII. **UTILIZING TECHNOLOGY**

A. Video on related topics.

B. Word processors to complete the written reports.

C. The internet to research particular topics

D. Overhead transparencies and PowerPoint for class presentations

E. Use of laptop computer and LCD panel to show info directly from internet

VIII. **METHOD OF EVALUATION AND GRADING SCALE**

A. **Method of Evaluation**

Activities will be converted to the following points for grading purposes:
1. **Travel Brochure/Global Connections** 10%
2. **Development of Maps Charts** 10%
3. **Vocabulary** 10%
4. **Written Report/ Power Point** 10%
5. **Tests** 50%
6. **Class Participation** 10%

**Grading Scale.** The following is the scale for SCSU.

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>90-100</td>
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<td>80-89</td>
<td>B</td>
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<td>0-59</td>
<td>F</td>
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**IX. BIBLIOGRAPHY**


James, G. M. (1954). *Stolen legacy.* New York: Philosophical Library. NAEP 1994, Geography report card findings from the national assessment of educational progress. US. Department of Education Office of Research and Improvement


**Periodicals**
- Focus
- American Geographical Society
- Geographical Review
- American geographical Society Journal of Geography
- National Council for Geographic Education

**Web sites**
Map and Globes Site
Geography Standards
Geography of Africa Quiz
Ancient and Middle America
ISU/GIS Cartography Laboratory
Peters Projection Map
J.5. Geological Society: Working With Maps
University of Texas Maps On-Line
Brazil On-Line
Resources for Social and Economic Development

**CD’s**
Saudi Aramco World 1950 – 2007 PDF Archives
Engaging Students Through Global Issues Activity-Based Lesson and Projects