



ACADEMIC EXCELLENCE REDEFINED
American University of Ras Al Khaimah

Syllabus for GEOG 100: World Regional Geography

I. Instructor Information:

Name: Dr. Robert Arthur
Office: C-Building, Room 34
Office Hours: Sundays and Tuesday: 11:00am - 1:00pm.
Please observe these office hours or make an appointment for a different time.
Email: robert.arthur@aurak.ae
Office Phone: +971 7 2210500 (Ext 1136)

II. Course: Geography 100; World Regional Geography
Course Credit Hours: 3

III. Course Description:

This course examines a broad range of geographical perspectives covering all of the major regions of the world. Each region is reviewed in a similar structure so learners clearly determine the similarities and differences between each region. Specifically, the course explores where each region is located and its physical characteristics, including absolute and relative location, climate, and significant geographical features. The students continue exploration of each region from a cultural, economic, and political perspective to understand the peculiarities and commonalities between regions. Connections between regions and global concerns will be woven throughout the course. The course will study the human impact on each region from these perspectives and how and why human activities impact the environments of the region.

IV. Course Materials and Basic Resources:

Textbook: World Regional Geography: Global Patterns, Local Lives (5th. Ed.)
Author: Lydia Mihelic Pulsipher & Alex Pulsipher
Publisher: A W.H. Freeman Interactive e-Book

Website for purchase: <http://www.whfreeman.com/Catalog/product/worldregionalgeography-fifthedition-pulsipher/studentpurchaseoptions>

(Note: e-book was decided to be offered in order to lower the cost for students)

Other materials and supplies:

- A college-level English dictionary.
- An AURAK email account. (The professor will communicate by email *only* through this address).
- A notebook that holds the student's class notes and professor-given handouts.
- Access to Blackboard.
- Handouts will be made available on Blackboard.

V. Course Aims, Goals and Objectives/Student Learning Outcomes (SLO's); General Education Program Student Learning Outcomes (PSLO's):

Aims:

- 1** The main goal of this course is to expand students' general knowledge of the world by introducing them the physical and human geography of each world region.
- 2** Students will appreciate other cultures and recognize the need to understand other cultures.
- 3** Students will be made aware of the forces of globalization and assess its impacts to their own lives.
- 4** Students will be introduced to global environmental problems and be made aware of regional contributions to global pollution and climate change.
- 5** Students will gain an understanding of the importance of cities.

Goals:

- 1.1** The student will learn the various major physical features of the worlds' regions.
- 1.2** The student will be made aware of the impact and distribution of human settlement in the world.
- 1.3** Students will gain knowledge of the various natural resources available in individual world regions.
- 2.1** Students will appreciate and understand foreign cultures.
- 2.2** Students will gain knowledge of traditional and popular cultures.
- 3.1** The student will develop and understanding of the impact of globalization on their lives and the countries in which they live.
- 3.2** The student will gain knowledge of the various forces enabling globalization.
- 4.1** The student will learn the various major forms of environmental pollution and their sources.
- 4.2** Students will be introduced to recent environmental disasters, their causes and impacts.
- 4.3** Students will understand the link between global warming and climate change.
- 4.4** Students will improve their knowledge of the future challenges and consequences of global change.
- 5.1** Students will be introduced to the concept of urbanization.
- 5.2** Students will be made aware of the important roles that cities play within countries.
- 5.3** Students shall understand the role of cities in linking nations in a globalized world.

Objectives (Student Learning Outcomes):

- 1.1.1** The student will identify two different biomes and explain their characteristics.
- 1.1.2** Students will be able to name the major mountain ranges in regions.

- 1.1.3 Students will be able to explain how the natural resources available in a region benefit the people living in those regions.
- 1.2.1 Students will be able to explain the general distribution of global human population.
- 1.2.2 The student will be able to predict the impact of human population growth.
- 1.2.3 The student will be able to discuss the connection between population distribution and resource availability.
- 1.3.1 The student will be able to identify the major mineral and energy resources and where they are located.
- 1.3.2 The student will be able to identify the the main fossil fuels and discuss their effects on the environment.
- 2.1.1 The student will be able to summarize and describe a foreign culture.
- 2.1.2 The student will be able to explain the importance of understanding foreign cultures in a globalized world.
- 2.2.1 The student will be able to compare and contrast traditional and popular culture.
- 2.2.2 The student will be able to explain how economics plays a role in defining traditional and popular culture.
- 3.1.1 The student will develop their own interpretation of how globalization affects their life.
- 3.1.2 Students will be able to debate the pros and cons of the effects of globalization on the UAE.
- 3.2.1 The student will explain how transportation technology contributes to globalization.
- 3.2.2 Students will summarize the various benefits and detriments of tourism on countries cultures and economies.
- 3.3.3 Students will explain the role of global trade in promoting globalization.
- 4.1.1 Students will identify the various forms of automobile pollution and their impacts on the environment and human health.
- 4.1.2 The student will be able to distinguish between point source and non-point source pollution.
- 4.2.1 The student will explain to identify and explain how 2 different recent environmental disasters occurred and list the impacts they had on the environment.
- 4.2.2 The student will provide a synopsis of the Aral Sea disaster.
- 4.3.1 The student will discuss how greenhouse gasses are contributing to global warming.
- 4.4.1 The student will explain the future concerns for coastal communities arising from changes brought about by global warming.
- 4.4.2 The student will summarize the future challenges to humankind that climate change poses.
- 5.1.1 The student will define the concept of urbanization.
- 5.1.2 Students will explain the historical forces behind the growth of cities.
- 5.2.1 The student will define the economic role played by cities within countries.
- 5.2.2 The student will summarize the cultural significance of cities to modern countries.
- 5.3.1 Students will explain the importance of major world cities in the global economy.
- 5.3.2 Students will evaluate the importance of port cities in a global economy.

General Education Program Learning Outcomes (PLO's)

- 1). Demonstrate effective written and oral communication skills and use current technology to create a final written or oral product.
- 2). Recognize, analyze, and evaluate ethical issues and defend their positions through reasoned argument.
- 3). Use logical and mathematical reasoning to analyze quantitative data and solve problems for personal and professional purposes
- 4). Use appropriate tools to access information, evaluate sources, and conduct independent research.
- 5). Respect the contributions of multicultural contexts that enhance human experience, and to appreciate the interdependence of the global community to facilitate coexistence in multicultural environments.

- 6). Understand the historical contexts and variety of artistic forms, the nature and norms of creative processes that shape creative works, and the ability to engage in creative production of original artifacts.
- 7). Employ the basic concepts of ethics or one of the social sciences to analyze a contemporary issue.
- 8). Recognize, analyze and resolve scientific problems through the application of scientific methods.
- 9). Use computers for academic purposes, to incorporate technology into academic content, and to access information efficiently.

		Program Learning Outcomes								
		PLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
Course Aims	1	1.1				1.1			1.1	
		1.2	1.2	1.2	1.2	1.2		1.2	1.2	1.2
		1.3	1.3		1.3	1.2		1.3	1.3	
	2	2.1				2.1			2.1	
		2.2	2.1	2.1	2.1	2.2			2.2	
	3	3.1								
		3.2	3.2			3.1			3.1	
	4	4.1		4.1	4.1				4.1	
		4.2			4.2					4.2
		4.3		4.3				4.2	4.3	
	5	5.1							5.1	
		5.2							5.2	
		5.3		5.2		5.2			5.3	

VI. Weekly Topics and Assignments

(This is a tentative schedule which may be revised to accommodate contingent events and circumstances. It is your responsibility to keep track of any changes that may occur.)

Date	Chapter No./ Title	Topics/In-Class Activities	Assignment Due Dates
Jan. 25	Introduction to the course	Overview of the course	
Jan. 27	Syllabus	Review the syllabus in detail	
Jan. 29		The Honor Code and Plagiarism	
Feb. 1	Chapter 1	Geography	
Feb.3	Chapter 1		
Feb. 5			
Feb. 8	Chapter 1	Geography & Maps	
Feb.10		Quiz #1	
Feb. 12			
Feb. 15	Chapter 2	North America	
Feb. 17	Chapter 2	North America	
Feb. 19			
Feb. 22	Chapter 2	North America	
Feb. 24	Chapter 3	Middle & South America	
Feb. 26			
Mar. 1	Chapter 3	Middle & South America	
Mar. 3	Chapter 3	Middle & South America	
Mar. 5			
Mar. 8	Chapter 4	Europe	
Mar. 10	Chapter 4	Europe	
Mar. 12			
Mar. 15	Chapter 4	Europe	
Mar. 17	Chapter 4	Europe	
Mar. 19			

Mar. 22	Review for Midterm		
Mar. 24			
Mar. 26		Midterm Exam	
Apr. 12	Chapter 5	Russia	
Apr. 14	Chapter 5	Russia	
Apr. 16			
Apr. 19	Chapter 5	Russia	
Apr. 21	Chapter 5	Russia	
Apr. 23			
Apr. 26	Chapter 9	Quiz #2	
Apr. 28	Chapter 9	East Asia	
Apr. 30			
May 3	Chapter 9	East Asia	Group Project Written Component Due
May 5	Chapter 9	East Asia	
May 7			
May 10	Chapter 10	South East Asia	Group Presentations
May 12	Chapter 10	South East Asia	
May 14			
May 17		Conclusion	
May 19		Review for Final	
May 21			

VII. Evaluation of Learning

The grade weighting remains as follows:

Methods	Dates	Weights
Class Participation	ongoing	5%
Quiz #1	3/25	10%
Mid Term Exam	3/16	20%
Quiz #2	4/24	10%
Group Project;		
Written component	5/12	15%
Oral Presentation	5/19	10%

Final Exam	6/3	30%
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VIII. Grading System and Scale

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of independent or laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university system for undergraduate grading is as follows:

Grade	Percentage Scores	Grade Points
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
D+	65-69	1.5
D	60-64	1.0
F	0-59	0

IX. Methodologies for Teaching and Learning:

This interactive course requires the learner's participation in class through responses to assigned readings, discussions, and collaborative work. The professor assesses the learner's written work and on their responses in class. It is necessary that learners submit all the assignments and fulfill all the other requirements in order to pass the course.

Participation points are for regular attendance, active participation in class discussions, and other in-class activities.

When the student has material to read and respond to, he or she must ensure that they come prepared and ready to share their ideas with the rest of the class. If one comes to class without having completed the reading they cannot comprehend what is being discussed, and they are unable to contribute to the discussions. Such lack of preparation before class affects student performance in the written assignments and also lowers the number of participation points the professor assigns.

The professor creates for the students a learning environment that includes lectures; however, class discussions and other in-class learning activities remain the integral part of a learning process. These learning activities are where students exchange ideas and

share diverse perspectives. The professor also uses other teaching and learning methods, such as single and group presentations, responses to video content, and other active learning strategies.

- **Reading Schedule**

The professor bases his assessment on written work and on responses in class. Students must submit all the assignments and fulfill all the other requirements in order to pass the course. When the student has material to read and respond to before the class, he or she must ensure that they come prepared. The better prepared the student is for each class, and the greater the participation in class discussions, the more the student learns and achieves in this course. If the student comes to class without having completed the reading assignments, he or she is handicapped by not comprehending what is discussed in class, is also be unable to contribute to the discussions, and their performance is thus compromised in the assignments.

If the student misses class because of an emergency, they must contact a classmate to catch up on anything they may have missed, and they must come prepared for the next class. If a student misses any of the in-class activities or quizzes, they cannot make them up. It is the student's responsibility to acquire from other students in the class any information they have missed because of an absence.

The reading assigned for each class must be completed and the response made according to the instructions that have been given. Responses allow the student to record their personal analysis, and they also serve the purpose of providing ideas to initiate class discussions, and have to be submitted before the specific class session.

X. Relevant Policies

A. Academic Misconduct

1. The Honor Code and Honor System

The Honor Code is an integral part of university life. Learners remain responsible, therefore, for understanding the code's provisions. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. To maintain an academic

community according to these standards, students and faculty must report all alleged violations to the Honor Committee.

AURAK expects its learners to uphold high standards of academic integrity and conduct. In particular, learners must

- Attend classes regularly and punctually.
- Be actively involved in class discussions and other course related classroom activities.
- Complete assignments on time.
- Meet the requirements for course and program completion.
- Abide by high standards of academic integrity, ethics, and honesty.
- Refrain from cheating on homework and examinations, plagiarizing other people's work by submitting it as their own, or any other forms of academic dishonesty.
- Adhere to the published test or examination rules and regulations.
- Make every effort to maintain good academic standing.

Given the Internet and easy access to information and knowledge sources, the University commits itself to students learning in an ethical manner. For all academic assignments, project work, and presentations, learners must ensure that due acknowledgement is given to the source of any information which they incorporate in their work. The following are some examples of academic misconduct:

- Cheating/using unfair means in examinations
- Significant paraphrasing in written academic work that is unacknowledged
- Unacknowledged use of information or ideas unless such ideas are
- commonplace
- Citing sources which student has not read or referred to
- Plagiarism

2. Plagiarism.

Plagiarism is a serious academic offense. Plagiarism is the use of someone else's ideas, words, projects, artwork, phrasing, sentence structure or other work without properly acknowledging the ownership (source) of the property (item). Plagiarism is dishonest because it misrepresents the work of someone else as one's own. It is intellectual theft, because it robs others of credit for their work. Plagiarism takes many forms including:

- Using someone else's words without putting those words in quotation marks and providing full information about their source, sufficient information so that another person could easily locate the words that are being quoted, whether it is in an article, a book, or on the web.
- Using unique, original ideas, phrases, sentences, paragraphs, or other materials, etc. from a single source or a variety of sources, such as a text, journal, web page,

electronic source, design, artwork, etc. in one's work without citing all sources. For a student found plagiarizing, the punishment requires assignment of a failing grade without the right to redo the assignment up to a failing grade in the course.

Examples of Plagiarism. Acts of plagiarism include, but are not limited to, the following, when a student

1. Hands in as "original" work prepared by someone else or preparing/completing someone else's work.
2. Copies from a book or other publication without citing sources.
3. Uses the same work to satisfy the requirements of two or more courses (during the same or different semesters).
4. Has someone else rewrite a rough draft or rewriting a rough draft that is not their own work.

Violations of plagiarism are subject to evaluation according to the criterion of "reasonable doubt." The student's right to appeal and the procedures to be followed in carrying out the appeal of the University's decision is clearly stated in the *Student Handbook*.

Any violations of the University's academic rules, regulations or directives are reported to the Vice President of Academic Affairs and may result in one of the following disciplinary measures.

- Verbal or written warning
- Repeating the term
- Dismissal from the university

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University honor code and honor system in order to avoid infringement of the policy and attendant penalization.

- 3. Attendance.** Because students benefit from the lectures and activities prepared by the professor and must engage in discussions with their fellow students, class attendance is required. Students are expected to attend all the classes, laboratories, or other scheduled sessions for the courses in which they are registered, including make-up classes.

The University guidelines for attendance follow:

- Students are responsible for attending all their classes, arriving on time, and remaining in the class until it is over.
- Instructors need not give substitute assignments or tutoring to students who miss classes.
- Occasional instances of being late may be inevitable, but habitual tardiness implies a disregard for the others to whom one creates the

disturbance, the other students and the professor. Students arrive at class on time. They should be seated in the class that commences at 2 p.m. by at least by 1:55 p.m. A student who arrives in class at 2:05 p.m. is marked absent.

- Students missing tests because of unexcused absence will receive a zero grade and are not be allowed to make up the test. This includes unannounced tests, quizzes, and or other in-class assignments that are a part of a course assessment.
- Faculty members may automatically assign students a final grade of F for excessive absence or no show.

AURAK observes all Muslim holidays as noted in the academic calendar. AURAK also makes every reasonable effort to allow members of AURAK community to observe their religious holidays without academic penalty. Absence from classes or exams for religious reasons does not, however, relieve students from responsibility for any part of the course work required during the absence. Students who expect to miss classes, exams, or other assignments as a consequence of their religious observance must provide faculty with reasonable notice of the dates of major religious holidays on which they will be absent, and they will be given a reasonable alternative opportunity to complete their academic responsibilities before the holiday commences. If a student misses class, they go through the assigned readings first, and then they contact a classmate for information about what they missed: discussions, activities, handouts, notes, rescheduled dates, and assignments for the next class.

E. Mobile Phones: Mobile phones, pagers, and/or other communication devices must be turned off in the classroom. If a student makes or answers a call, makes or sends a text, they may leave the class to do so, but they remain outside the classroom itself for rest of the session and are marked absent for the session.

F. Diversity and the Use of English. English is the common language of the AURAK campus, and all use it. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity for one to share different experiences with others and to enlarge their understanding of the world. Classroom discussions and other activities must be conducted with courtesy and civility that show respect for each person and for their differences.