

Course Syllabus
Term: Fall 2002

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Topics in Geography: Geography for Teachers SOCS 5260.01

Course Description: This course is designed for students who need to complete requirements for teacher certification. The course will be geared towards the instruction of “How to teach geography in the primary, middle and secondary school systems.. the course will be comprehensive in scope and provide students the opportunity to analyze, synthesis, classify and predict outcomes based on the gathering of research and the interpretation of data. The class is designed to give the student both knowledge and specific skill sets.

Course Objectives and Rationales

1. **To** incorporate knowledge of various geographic systems including mapping and geographic vocabulary, and understanding the **18 National Standards** (as a sub set of the National Education Programs Goal 2000).
2. The **5 fundamental themes of geography** (recognized by the National Council for Geographic Education).
3. **Geography’s 4 unifying traditions.**
4. **The relationship between regional and systematic geography.** (12 areas of geographic study).
5. **Hearths of diffusion** (cultural, religious, political).
6. **The physical science of geography** (maps, landforms, and environment).
7. **The cultural aspects of geography** (human movement and interactions (infusion and diffusion, populations and urban density problems, the human impacts on civilization and migration)
8. **Geomorphology**, environmental impacts on the earth’s resources
9. **Local, regional and global interactions**, the development of sovereignty and nation states.
10. **Economic** independencies vs. the interdependencies of world regional systems

* Students will be expected to:

1. **read** extensively from the texts:
 - 1) **Introduction to Geography**, 8th Ed. By Getis, Getis, and Fellmann © 2000, McGraw Hill publishers.
 - 2) **Annual Editions Geography** 99/00 14th Ed. Dushkin/McGraw Hill.
 - 3) Classroom Handouts.
2. **develop** a deeper understanding of the 10 course objectives, to formulate a teaching methodology for their specific level of geography.
3. **develop** an appreciation for geography through data gathering and analysis in various formats including library research, internet, and classroom discussions.
4. **move** from a regional to a **global perspective** of geography.
5. **become** more cognizant of the geographic world around us through various news, documentaries and educational broadcasts, such as **A&E, The Learning**

Channel, CNN-World Report, Public Broadcast stations, The Discovery Channel, The History Channel, BBC

Course Outline

The class will consist of 16 weeks, utilizing the following format.

Week #1: Course Introduction, Methodology and Timelines: geographic concepts, NGS standards, the 5 themes of geography, the 4 traditions of geography, geographic jargon, regional and systematic geography. How should geography be taught in schools today?

Week #2: Mapping, Physical and Mental Maps.

Scale. Diversity of depictions (cartography), GPS systems and spatial distributions

Homework: Read Chapter 3

Week #3: Hearths of Diffusions: the human movement (population, religion, culture) from Pangea to the present – geomorphic evolution

Video Presentation

Homework: Read Chapter 5

Week #4: Regional Developments: the human impact on the environment

Homework: Read Chapter 6

Week #5: Population and Demographic Distributions: density and its effects on urbanization, overpopulation and regional outlooks, controls and preventions of overpopulation. Interpreting graphic data, mortality vs. morbidity.

Video Presentation

Homework: Read Chapter 7

Week #6: Principals of Culture: regional identities, acculturation and assimilation patterns, language customs, ethnicity and historical practices. Religion and geopolitical complexities. Realms. Online resources.

Video Presentation

Homework: Review class notes, textbook readings and class discussions. Preparation for Midterm exam.

Week #7: Classroom Examination 1 __ hours

The Development of the Nation State

Video Presentation

Homework: Read Chapter 9

Week #8: Continuation of Nation States: regional and international alliances. Military, economic and political organizations, NATO, WHO, ASEA, OPEC, NAFTA, OAS, EEC, UN, UAR, CAF, Commonwealth of Nations, WTO, UNESCO, EFTA, Former Warsaw Pact, etc. Homework: Read Chapter 10

Week #9: **The Introduction of Economic Geography:** quaternary, tertiary, secondary and primary activities, economic systems: subsistence, commercial and planned economics, supply and demand, marginalization. Trade, industrial vs. agricultural economics, world markets.

Week #10: **Continuation – Economics:** transnational corporations. Humans as resources, renewable and non-renewable resources and their affects on national economies. Video Presentation

Week #11: Introduction of Team Research Projects

Students are divided into teams of 3 or 4 to research an area of geography from the **annual edition**. *Project will result in both a classroom presentation and discussion as well as a written project.

Weeks #12-#15: Student Classroom Presentations

Week #16: **Class summation and outlook.** Students will engage in a summative review of the course. Discussion of the structure and methodology of the class. Course evaluation. Student Projects – returned, graded

Grade Assessments:

The course assessment will consist of:

- 5% **Student attendance** – attendance is mandatory for all students. **1 point may be earned for attendance to each class for a maximum of 15.**
 - Should a student be absent from a class, the student is responsible for prior notification to the instructor either by phone call or e-mail.
 - If more than 2 absences occur, the student may be dropped from the course.
- 20% **Student field based visit/report.**
- 25% **In class examination**, the exam will consist of both objective assessment (from class notes and from textbook readings) and written essays given within a 90 minute span of class time.
- 50% **Student Group Project.** Each student will participate in a team project consisting of a topic to be researched by the team, then to be presented to the class in the form of a demonstration, panel discussion or through the use of technology as an interactive classroom presentation. The team must also submit their project in a formal paper to the professor.

A = 100-92	B+ = 89-85	C+ = 79-75	D+ = 69-65	F = 59-0
A- = 91-90	B = 84-82	C = 74-72	D = 64-62	
	B- = 81-80	C- = 71-70	D- = 61-60	