Bemidji State University

GEOG 1400: World Regional Geography

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None

MnTC Goals: Goal 10 - People/Environment

A survey of physical, cultural, and economic aspects of world regions. An introduction to how constituent parts of the world differ from one another in their associated resources, cultures and economics. Attention is given to the interrelationships, interdependencies, and associations that bind together the diverse communities of the world. [Core Curriculum Goal Areas 7 & 10]

B. COURSE EFFECTIVE DATES: 08/26/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Europe
2. Russia
3. North America
4. Middle and South America
5. Sub-Saharan Africa
6. North Africa and Southwest Asia
7. South Asia
8. East and Southeast Asia
9. Oceania

D. LEARNING OUTCOMES (General)

1. distinguish between different types of regions and explain the process by which they are defined and evolve.
2. explain the role physical environments, economic issues, cultural traits, religion, and history play in the development of geographic regions.
3. read maps and use geographic data to compare issues of inequity, diversity and change across regions.
4. explain how geographic ideas inform current global issues and how those issues affect North America.
5. identify world regions, countries, places, and key cities on a map.
6. describe how global diversity interconnects with cultural, economic and social diversity in North America.
7. outline the major subfields of geography and their key conceptual frameworks.
8. compare differences in lived experience across different geographic regions.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted