**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **Geography of America & Korea** | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | Lecture | | | | | | | | **Credits**  **(hours)** | | | 3 (45 hours) | | | | | | | |
| **Department** | | | Geography | | | | | | | | **Professor** | | | Dr. Arthur Lembo | | | | | | | |
| **Classification**  **(year in school)** | | | Undergraduate | | | | | | | | **Course Code** | | | GGR4015 | | | | | | | |
| **Class room** | | | Social Science 428 | | | | | | | | **E-mail** | | | [ajlembo@salisbury.edu](mailto:ajlembo@salisbury.edu) | | | | | | | |
| **Prerequisite(s)** | | | None. This will be a general education course. We intend to offer this at our University as a general education course so that Salisbury University students will meet numerous general education requirements in hopes to attract more students. | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | This course introduces students to a *systematic* and *regional* study of the Geography South Korea and the United States. This is a unique opportunity allowing American and South Korean students to interact with one another and learn about the human and physical geography of each country. | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | This course examines the geographies of the United States and South Korea from a *systematic* and *regional* perspective. A *systematic* study is given to the broad topics of the physical and cultural environment, resource use, economic activities, demographic characteristics, and regional challenges. While a *regional* study is conducted for South Korean Provinces and United States Census Divisions. As a study abroad experience in South Korea, this course will give special consideration to the geographic similarities and historical relationship between the United States and South Korea. The course will include opportunities for cultural exchange among students from South Korea and the United States through group projects, field trips, and other activities. | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | |
| X | X | | | |  | | | |  | X | | |  | | | | Field trips if allowed | |
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| **Grading** | | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | | **Total** |
| **20** | **20** | | **X** | | | **20** | | | **10** | | | **10** | | **Map quizzes**  **20** | | | | **100** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | | Publisher | | | | | | | Year of publication | | |
| Main textbook | **[Geography of Korea](https://www.aks.ac.kr/ikorea/upload/intl/korean/UserFiles/UKS7_Geography_of_Korea_eng.pdf)**  **[(GOK)](https://www.aks.ac.kr/ikorea/upload/intl/korean/UserFiles/UKS7_Geography_of_Korea_eng.pdf)** | | | | Kwon, et. al. | | | | | | | Academy of Korean Study | | | | | | | 2016 | | |
| Others | [The National Atlas of Korea (AoK)](http://nationalatlas.ngii.go.kr/pages/page_2906.php?) | | | | Cho, Woosug | | | | | | | National Geographic Information Institute | | | | | | | 2022 | | |
|  | Regional Geography of the United States and Canada (USG) | | | | Montello, et. al. | | | | | | | Waveland Press | | | | | | | 2021 | | |
| Reference | Geography of Korea and The National Atlas of Korea are *freely available* .pdf files that students may download. The Regional Geography of the United States and Canada is relatively expensive textbook – however, we will make an online version of the book *available for free* from the Salisbury University library system. Therefore, students will not incur any cost for textbooks. Other resources will include freely available materials from the Korean and US governments. | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | |
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**Tentative Syllabus**

All lectures are traditional classroom lectures covering the designated 3-hour time slot, and will include ample discussion among students regarding the geographic principles presented. Students are given a 15-minute break at the middle of the lecture. Some class times will include a flipped classroom where students will provide an overview of a selected geographic topic as part of a group project.

| **Day (3hrs)** | **Lecture Topic** | **Notes (materials and assignments)** |
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| **SYSTEMATIC GEOGRAPHY**  To start the class, students will learn about specific broad-based geographic elements such as climate, landforms, population/culture, and human development. These systematic elements will offer a broad overview as a foundation for the second part of the course covering the role geography plays for different regions in each country. | | |
| Tuesday, July 1 | **Course Introduction**  The 5 Themes of Geography.  An overview of Systematic and Regional Geography.  The Geographic Setting of the US and Korea – Bays, Oceans, Coasts, and landforms. | Non-graded map quiz to understand how well students know the geography of Korea and the United States. |
| Thursday, July 3 | **The Natural Environment of Korea and the United States**  Topography and Physiography  Major Climate zones and the role of landforms on climate  Major rivers, soils, forests, deserts, and tundra |  |
| Friday, July 4 | **Special July 4 celebration - A brief history of our nations**  A brief overview of the American Revolution and Civil War and modern US government structure  A brief overview of the Joseon Dynasty, Korean Conflict, and government structure.  Group Activities:           A traditional American Independence Day (July 4) barbeque.           A lesson in making kimchi | \*see note 1  Map Quiz |
| Monday, July 7 | **The Natural Environment, continued**  Land use, natural resources and the role of energy  The National Park systems of Korea and the US  Natural Disasters (earthquakes, snowstorms, hurricanes/typhoons, tornadoes, wildfires, and floods), the impact on people, and the lessons learned. |  |
| Tuesday, July 8 | **Population and Culture of Korea and the US**  Population growth/decline, demographics.  Ethnicity, language, dialects, and religion.  US Immigration over the years and lessons for Korea.  Urban and Rural communities in Korea and the US. |  |
| Thursday, July 10 | **Population and Culture of Korea and the US**  Democracy movement(s) | Civil Rights and war protests.  Our neighbors to the north and south | \*see note 2 |
| Friday, July 11 | **The Built Environment of Korea and the US**  Transportation and the Economy  Modernization and aging infrastructure. | Map quiz |
| Monday, July 14 | **Regional comparison of Korea and the US**  Korea: Regions, Provinces (do), Cities (si), and Dongs.  US: Regions, Divisions, and Tracts.  States, Counties, Towns.  Politics and Governing Korea and the US | Mid-term exam on systematic concepts in geography for Korea and the United States. |
| **REGIONAL GEOGRAPHY**  Having explored the systematic aspects of geography, we now turn our attention to a comparative regional analysis. There are far too many states in the US to explore. Therefore, we will attempt to provide comparisons between Korean Regions (as defined by Kwon, et. al.) and US Census Divisions. Although regions and census divisions do not have an exact correlation, an attempt will be made to provide a close association of the similarities. | | |
| Tuesday, July 15 | **Analysis of Korean Regions and the US Census Divisions:**  Jeju | Pacific Division  Jeolla-do | West South Central and East South Central |  |
| Thursday, July 17 | **Analysis of Korean Regions and the US Census Divisions:**  Gyeongsang-do | South Atlantic Division |  |
| Friday, July 18 | **Analysis of Korean Regions and the US Census Divisions:**  Chungcheong-do | Midwest Division  Gangwon-do | Mountain Division | Map quiz |
| Monday, July 21, 2025 | **Analysis of Korean Regions and the US Census Divisions:**  The Capital Region (Seoul) | Northeast Division |  |
| Tuesday, July 22, 2025 | **A look at the challenges and opportunities:**  Crime and rehabilitation  Health and wefare  Sports and Entertainment | \*see note 3 |
| Thursday, July 24, 2025 | Group presentations on regions/culture | \*see note 4 |
| Friday, July 25, 2025 | Final Exam, course evaluation | Final exam on regional concepts in geography for Korea and the United States. |

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| **References** |
| Please describe the daily course contents, teaching methods, assignments, and student evaluation methods.   * Daily course content will include Powerpoint lectures and group discussions among the Korean and American students. Given the comparative nature of the content, there will be many opportunities for students to express and appreciate the different Korean and United States perspective of the subject matter. As a geography course, a significant amount of time will be spent exploring thematic maps, satellite imagery, and illustrations of life in Korea and the United States. * Students are required to read the relevant chapters for each book, work on a group assignment, and are assessed weekly map quizzes, a midterm, and final exam. Exams will include questions related to major themes in systematic and regional geography in the form of multiple choice, matching, and fill in the blank (with a corresponding word bank). Map quizzes will require students identify major landforms, cities, water bodies, and regions. |

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| **Notes** |
| 1. **July 4 cultural exchange**: With permission of CNU, I would like to celebrate the July 4 holiday by allowing Korean students to experience a traditional US barbeque with their American student counterparts. Also, I would like a personal friend in Gwangju to demonstrate to the American (and Korean) students how to make Kimchi, and discuss the importance of kimchi to the region. I will request funding from my university to cover the cost of the food. This will require a location to prepare and grill food. 2. **Comparative analysis of the 5/18 Democracy movement and the US Civil Right and Anti-war protests:** I know that the students in previous years visited the May 18 memorial on a separate field trip. I hope that CNU will continue that tradition as I intend to introduce the similarities in the US with the role students played in the civil rights movement and the Vietnam War protests.   **Our neighbors to the North and South**: I will discuss the relationship (challenges and opportunities) that the US has with Mexico and Canada regarding our shared border. To help students understand South Korea's relationship with North Korea, I intend to show parts of the 2018 PBS documentary *Michael Palin visits North Korea.*   1. **Professional baseball game:** Similar to the field trip to the 5/18 memorial, I understand that students were taken on a field trip to see a Kia Tigers game. I hope to use that experience to compare and contrast the growth and geographic spread of the sports entertainment industry in Korea and the United States. 2. **Group project:** Students will present a group project with 3 or 4 students in the form of a 10-minute Powerpoint presentation on a shared cultural geography phenomenon. The number of groups will depend upon the size and makeup of the class, with potential topics including: the roots and spread of hip-hip and k-pop culture; response to climate change and environmental hazards; the geopolitical relationship between South Korea and the United States under different political administrations and its perspective on North Korea; challenges due to the decline of the native-born population. |