I. ASCRC General Education Form (revised 3/19/14)

Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses. Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>Group Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Mathematics</td>
<td>VII: Social Sciences</td>
</tr>
<tr>
<td>III: Language</td>
<td>VIII: Ethics &amp; Human Values</td>
</tr>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
</tr>
<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>XI: Natural Sciences</td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>w/ lab □ w/out lab □</td>
</tr>
</tbody>
</table>

* Require a Symbolic Systems Request Form.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course #</th>
<th>GPHY 141S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
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</tbody>
</table>

Course Title: Geography of World Regions

Prerequisite: n/a

Credits: 3

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Sarah J. Halvorson</td>
<td>9/12/2014</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>2793, <a href="mailto:sarah.halvorson@umontana.edu">sarah.halvorson@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Christiane von Reichter</td>
<td>9-12-14</td>
</tr>
<tr>
<td>Dean</td>
<td>Jenny McCutty</td>
<td>9-30-14</td>
</tr>
</tbody>
</table>

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>X</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
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</table>

Reason for Gen Ed inclusion, change or deletion

This course has an “S” designation which we would like to renew/retain. In addition to the “S” designation, we request to add the Indigenous and Global (“X”) designation.

Description of change

Add Indigenous and Global (“X”) designation.

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives. See Preamble:

http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
The purpose of Geography of World Regions is to provide students with a foundation of geographic literacy needed to navigate a diverse global society. “Geographic literacy” in the context of this course does not simply mean memorized facts about regions, countries, and capitals. Rather, it means building an understanding of the processes that influence how regions came to be, how they relate to other regions, and how various regions matter in the world today. To appreciate these issues, we will examine specific regions that show how historical, political, social, economic, and environmental factors and forces shape the geography of the world around us. This is not merely to gain basic competence in a specific body of knowledge, but rather to understand the regional geographies that those before us have created as well as those we will help to create in the future. The hope is that this type of knowledge, understanding and geographic perspective will help students be more informed and civically engaged global citizens.

### V. Criteria:

<table>
<thead>
<tr>
<th>Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.</th>
<th>Through discussion and critical thinking students will gain a stronger perspective of different societies by examining historical, cultural, political and economic patterns, trends, and development trajectories up to the present. A fundamental underpinning of Geography of World Regions is a comparative approach and the course is designed to encourage students to ask questions about regions and our relationships to them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous.</td>
<td>Geography of World Regions is dedicated to helping students gain a strong understanding of socio-cultural mosaics, ethno-territorial relationships, and interactions between and within world regions. Upon completion of Geography of World Regions students will have acquired a deeper understanding of the complexity and diversity of social, cultural, historical, economic, geopolitical, religious and environmental conditions and processes that have produced various regional geographies.</td>
</tr>
<tr>
<td>Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multicultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.</td>
<td>Upon completing Geography of World Regions students will have a strong understanding of fundamental geographical concepts of location, place, region, and globalization. These geographical concepts are critically analyzed and illustrated through a geographic lens and multi-scalar (spatial and temporal) approach to the human-environment relationship.</td>
</tr>
</tbody>
</table>

**See:** [http://umn.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umn.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)
VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GF_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GF_Criteria5-1-08.aspx)

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<tbody>
<tr>
<td><strong>1.</strong> Upon completion of this perspective, students will be able to place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.</td>
<td>Through critical thinking and class discussion students will examine the social, economic, and environmental underpinnings that define world regions. Additionally, students will begin to understand how influential the physical environment has been in shaping historical and modern societies.</td>
</tr>
<tr>
<td><strong>2.</strong> Upon completion of this perspective, students will be able to demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.</td>
<td>Involving international experts as guest lecturers, class discussion, and documentary film coupled with a comparative approach, students will gain a strong understanding of unique livelihood systems and cultural diversity as well as patterns of social, political and cultural change associated with globalization.</td>
</tr>
<tr>
<td><strong>3.</strong> Upon completion of this perspective, students will be able to analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.</td>
<td>Geography of World Regions brings important global issues, institutions, and frameworks to the attention of students. Additionally, throughout the semester we exercise a comparative approach to critically analyze and compare world regions. Using these approaches students gain an appreciation of what it means to live in a global society and to be a global citizen.</td>
</tr>
</tbody>
</table>

VII. Assessment: How are the learning goals above measured? Please list at least one assignment, activity or test question for each goal.

1. Weekly map assignments. Students are asked to map regional geographic features, including dominant regional features pertaining to human and physical geography (e.g., capital cities, river basins, etc.) and political, religious, economic, and environmental features unique to a specific world regions.

2. Documentary Film. The following is a question that would be asked during a film. At the end of the film the questions are addressed and discussed as a class.

Agafia and her family fled to the Sayan Mountains to avoid persecution due to their religious beliefs. The narrator ends the account by asking the question if there are others like Agafia throughout the Taiga region. What are geographic limitations and opportunities of the Taiga that facilitate such remote and secluded communities and shape cultural traditions in this region?
3. Exam question. As evident from lecture and course reading, Mount Kilimanjaro and Upper Flathead Basin-Rocky Mountain Front in Montana are places that have significant cultural meaning and ecological features of scientific interest. What protective policy framework or frameworks do they have in common?
   a. Tanzania and the U.S., respectively, established national parks at these sites;
   b. Both places are protected as World Heritage Sites;
   c. Mount Kilimanjaro is not protected by Tanzania, but it is protected internationally.
   d. Both are protected areas with strict laws about who can access and use the resources.
   e. Both a and b.

VIII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

IX. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe learning outcomes related to the above criteria and learning goals.

GEOGRAPHY OF WORLD REGIONS (GPHY 141S)
Meeting Times: Tuesdays and Thursdays
Instructor: Dr. Sarah J. Halvorson
Office: Stone Hall 211, Phone Number: 243-2793
E-mail: sarah.halvorson@umontana.edu

COURSE DESCRIPTION

We are living in a fast changing world that is shrinking. We're going to become closer neighbors still. We are going to have to understand each other better. And we'll have to recognize that regardless of where we come from, no matter what our color or background, we all initially sprang from the same source.

We'll have to learn to get along with one another. So we should listen to the other person. It will be a matter of accommodation and compromise, knowledge and understanding.

Future generations haven't been given much of a legacy, but have been given a great challenge and what they do will determine what their successors will be.
- Former U.S. Senator and Ambassador Mike Mansfield during his message to American Youth and to The University of Montana Administration, November 1989

How prescient the words of Montanan Mike Mansfield were over two decades ago. One starting point for meeting what Mansfield describes above as the “great challenge” presented by life in a global society is to build a basic level of geographical literacy. The purpose of this course – Geography of World Regions – is to do just that. “Geographical literacy” in the context of this course does not simply mean memorized facts about regions, countries and capitals. Rather, it means building an understanding of the processes that influence how regions came to be, how they relate to other regions, and how various regions matter in the world.
today. To appreciate these issues, we will examine specific regions that show how historical, political, social, economic, and environmental factors and forces shape the geography of the world around us. This is not merely to gain basic competence in a specific body of knowledge, but rather to understand the geographies that those before us have created as well as those we will help to create in the future. The hope is that this type of understanding and geographic perspective will help you be a more informed and civically engaged global citizen.

While the course is ostensibly about world regions, there are also several underlying themes that will be highlighted throughout the semester. These themes include a critical appraisal of: (1) the processes and politics of development; (2) globalization and the increasing interconnectedness of the world; (3) society-environment interactions with special attention to the most pressing water problems that people in the world are confronting; and (4) critical thinking about data and information sources.

In addition to addressing these themes, this course is designed to encourage you to ask questions about regions and our relationship to them. Thus, we will strive to learn a new way of thinking critically about the world that will be meaningful to you beyond the scope of this course.

The course adopts both a historical and current-events perspective on the various geographies of contemporary regions. As such, we will cover a variety of topics and a daunting amount of geographical territory in a short period of time. In order to succeed in this course, it is imperative that you remain on schedule with course readings and assignments.

**COURSE OBJECTIVES AND OUTCOMES**

Upon completion of this course, it is my hope that students will have acquired:

1. Skills in the use and interpretation of maps and other geographical tools and technologies (for example, charts, graphs, tables, datasets, photographs, etc.) for geographical investigation;

2. Knowledge and understanding of fundamental geographical concepts of location, place, region, and globalization;

3. A grounding in the study and analysis of human-environment interaction with an emphasis on world water issues and problems;

4. A deeper understanding of the complexity and diversity of social, cultural, historical, economic, political, religious and environmental conditions and processes that have produced various regional geographies; and

5. An appreciation of what it means to live in a global society and to be a global citizen.

**TEXTBOOK & MATERIALS**

REQUIREMENTS, POLICIES, AND ASSESSMENT

Lectures and Attendance:
• In order for us to achieve the goal of acquiring geographical knowledge about the regions of the world, your attendance and active participation in the lectures are absolutely critical. It should be stressed that lectures will go beyond the material presented in the textbook; reading the textbook and showing up for exams will simply not be enough to pass this course.
• If you miss lecture, it is your responsibility to get the notes from one of your colleagues in the class.

Map Projects:
• Map projects are due on the dates posted in the schedule (see below for details). To complete the map projects, you will be using the textbook, mapping workbook, and also consulting your atlas.
• Eleven map projects will be assigned throughout the semester. Ten projects will count toward your final grade. Your lowest grade will be dropped which implies that you can miss one project during the semester without impacting your overall grade. Map projects will be collected at the beginning of class. Late assignments will be marked 5 points off for each class period missed. Late maps will not be accepted two weeks after the deadline. If lateness is due to an unforeseen medical difficulty or a personal or family emergency, then appropriate documentation must be provided stating such in order for late work to be considered for acceptance. The last day to turn in assignments is December 6.
• If you have questions or run into problems in preparing the map projects, please consult the TA.

Exams:
• There will be three exams this semester. The exams will test your knowledge and understanding of material presented in class, videos, and textbook.
• For each exam you will need a red scantron standard form which you can purchase from the UM Bookstore.
• I encourage you to note all exam dates indicated on the course outline. The final exam time will not be rescheduled to accommodate students' travel plans at the end of the semester.
• Make up exams will not be given. If a missed exam is due to an unforeseen medical difficulty or emergency, appropriate documentation must be provided stating such in order to be considered for a make-up exam. Please consult the TA to schedule make-up exams.

Grading:
The map projects have a combined value of 200 points (remember that your lowest grade out of eleven projects will be dropped). There will be three exams, each worth 100 points. The grading summary is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Projects</td>
<td>200 points</td>
</tr>
<tr>
<td>Exams</td>
<td>300 points</td>
</tr>
<tr>
<td>Final Grade</td>
<td>500 possible points</td>
</tr>
</tbody>
</table>

All courses taken at The University of Montana to satisfy General Education Requirements, both Competency Requirements and Distributional Requirements, must be taken for traditional...
letter grade.

**Disability-Related Accommodations:**
Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult: [http://www.umt.edu/disability](http://www.umt.edu/disability).

**Academic Honesty:**
All course activities are governed by the Student Conduct Code, which embodies the ideals of academic honesty, integrity, human rights, and responsible citizenship. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a discipline sanction by the University. Please familiarize yourself with the UM Student Conduct Code. The Code is available online at: [www.umt.edu/SA/VPSA/index.cfm/page1321](http://www.umt.edu/SA/VPSA/index.cfm/page1321).

**Course Correspondence:**
University policy now requires that all correspondence between faculty and students be conducted using official UM email addresses only. Please feel free to come to my office hours or to catch me after class with questions. I am also available by appointment if the regular office hours do not fit your schedule.

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**COURSE SCHEDULE**

**WEEK/DATE TOPIC & ASSIGNMENTS READINGS**

**Week 1**
- T Introduction Ch. 1
- Th Globalization and Development: Current Debates Ch. 1

**Week 2**
- T The Changing Global Environment Ch. 2
- Th Geographic Perspective on World Water Problems Ch. 2

**Week 3**
- T Latin America, **Map Project 1 Due** Ch. 4
- Th Water Issue 1: Groundwater Depletion in Mexico Ch. 4

**Week 4**
- T The Caribbean, **Map Project 2 Due** Ch. 5
- Th Water Issue 2: Marine Resources and Coastal Conservation Ch. 5

**Week 5**
- T Sub-Saharan Africa, **Map Project 3 Due** Ch. 6
- Th Water Issue 3: Drought Hazard in Sub-Saharan Africa Ch. 6

**Week 6**
- T EXAM I
- Th Southwest Asia and North Africa, **Map Project 4 Due** Ch. 7

**Week 7**
- T Water Issue 4: Water and Conflict in the Middle East Ch. 7
- Th Europe, **Map Project 5 Due** Ch. 8
**Week 8**

T Water Issue 5: Acid Rain and Its Impact in Europe Ch. 8
Th The Russian Domain, **Map Project 6 Due** Ch. 9

**Week 9**

T Water Issue 6: Industrial Pollution and Lake Baikal Ch. 9
Th Central Asia, **Map Project 7 Due** Ch. 10

**Week 10**

T Water Issue 7: The Aral Sea Crisis Ch. 10
Th EXAM II

**Week 11**

T *Election Day – No Class Meeting* Ch. 11
Th East Asia, **Map Project 8 Due**
Water Issue 8: Urban Water Challenges in China Ch. 11

**Week 12**

T South Asia, **Map Project 9 Due** Ch. 12
Th Water Issue 9: Dams and Development in India Ch. 12

**Week 13**

T Southeast Asia, **Map Project 10 Due** Ch. 13
Th *Thanksgiving Holiday – No Class Meeting*

**Week 14**

T Water Issue 10: Flood Hazards in Southeast Asia Ch. 13
Th Australia and Oceania, **Map Project 11 Due** Ch. 14

**Week 15**

T Water Issue 11: Sea Level Rise and the Future of Islanders Ch. 14
Th Final Meeting: World Regions, Environment, Development

*Final Exam Week – Final Exam*

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**Please note:** Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.