Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Geography
Course Title: Introduction to Human Geography
Course Number: GPHY 121

Type of Request: New One-time Only Renew Change Remove

Rationale:

This is a traditional undergraduate college course offered at a majority of colleges and universities. It surveys the scope, content, and methods of a major division of the discipline of Geography. Human Geography is especially concerned with the ways in which groups and individuals organize and interact spatially, in terms of their economies, cultures, and politics.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

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 at the 300 level or above), provide rationale for exception(s).

As a survey course, Introduction to Human Geography is foundational and almost always offered at the 100 or freshman level. It carries three (3) credits and does not have any prerequisites.

II. ENDORSEMENT / APPROVALS

* Instructor: Dave Shively
  Phone / Email: x6478/ david.shively@umontana.edu

Program Chair: Christiane von Reichert
Dean: Jenny McNulty, Acting Dean of CHS

Signature Date 2/11/16

Signature Date 8/11/16

Signature Date 2/11/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

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

See attached prior Gen Ed Group VII recertification documentation (from AY 2011-2012).
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;
   See attached prior Gen Ed Group VII recertification documentation (from AY 2011-2012).

2. analyze individuals, groups, or social problems and structures; and/or
   See attached prior Gen Ed Group VII recertification documentation (from AY 2011-2012).

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.
   See attached prior Gen Ed Group VII recertification documentation (from AY 2011-2012).

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

   Student develop knowledge of place, regions, cultural landscapes, languages, states, populations, - all of which are spatial structures that relate to human behavior, organization, social phenomena, and/or relationships.

2. use theory in explaining these individual, group, or social phenomena; and/or

   Student acquire an understanding and knowledge of geographic theory, both current and from the past, that seeks to explain human organization in the context of space, relations to the environment.

3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

   Students develop the ability to understand and evaluate data to draw conclusions and generalize.

Please see sample questions (attached) for further assessment detail.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Specific test questions will be utilized. See attached for examples of test questions addressing Learning Goal #1.

2. Specific test questions will be utilized. See attached for examples of test questions addressing Learning Goal #2.

3. Specific test questions will be utilized. See attached for examples of test questions addressing Learning Goal #3.
A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS
[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

It is desirable that students be able to correctly answer 70 percent of the embedded questions corresponding to each Learning Goal, and that 70 percent of students would correctly answer all embedded questions. This seems to be a reasonable achievement target for this new implementation of Learning Goal Assessment.

C. ASSESSMENT FINDINGS
[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

Assessment findings are not yet available for student competency with respect to these Learning Goals.

D. ASSESSMENT FEEDBACK
[This section is optional. Assessment feedback can be reported if it is available.]

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

Assessment findings are not yet available for student competency with respect to these Learning Goals.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
Examples of Embedded Exam Questions Measuring GPHY 121 Student Competency of GenEd Group VII Learning Goals*

*Questions shown below are examples of embedded questions that will be included in Midterm and Final Exams in their current form, or in somewhat modified form. At a minimum, three (3) questions would be selected from each group, corresponding to the three Learning Goals, for inclusion in each exam.

Learning Goal 1 - Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships.

These sample questions query student knowledge of place, regions, cultural landscapes, languages, states, populations, - all of which are spatial structures that relate to human behavior, organization, social phenomena, and/or relationships.

1. After space and the organization of human activities within it, the next most fundamental concern of Human Geography:
   a. Culture.
   b. Society.
   c. Place.
   d. Economy.

2. The cultural landscape is composed of:
   a. agricultural lands
   b. houses and buildings
   c. freeways
   d. signs
   e. all of the above

3. The term geographers use to refer to modifications to the environment by humans that display aspects of their culture is:
   a. Culture region.
   b. Cultural landscape.
   c. Natural landscape.
   d. Ethnic region.

4. A concept that is used to identify and organize areas across Earth:
   a. Cultural hearth.
   b. Expansion diffusion.
   c. Region.
   d. Culture.

5. Due to the incredible nature of globalization, languages on the globe are becoming more numerous and diverse.
   a. True
   b. False

6. A generally large group of languages having similar structure or syntax, vocabulary, and thought to have a common ancestor:
   a. Protolanguage.
   b. Language family.
   c. Genetic language classification.
   d. Dialect.

7. A localized or regional variant of a language that is common to a larger area:
8. Geographers, linguists, and anthropologists are interested in the **linkages and relationships among languages** because these help us to understand:
   a. Why English is so dominant.
   b. Where different languages are likely to be spoken.
   c. How cultures develop, evolve, and move spatially.
   d. How to buy pizza in Italy.

9. Those forces, internal to a given state, that tend to **help bind** together its social and political fabric (such as patriotism):
   a. Supranational organization.
   b. Geopolitics.
   c. Centripetal forces.
   d. Centrifugal forces.

10. The important **event** that created many new nation-states in Eastern Europe from the remnants of pre World War I empires.
   a. Berlin Conference of 1885.
   b. The Demographic Transition.
   d. The Russian Revolution of 1917.

11. The **demographic transition model** predicts that a country’s population will do this as it goes progresses through mature-industrial to post-industrial economic restructuring:
   a. Continue to grow but begin to stabilize
   b. Continue to decline
   c. Is stable
   d. Be quite unpredictable

12. That populations are very **clustered** around the world is related to each of the following except:
   a. Climatic constraints.
   b. Fertility of soils.
   c. Global imperialism.
   d. Equal conditions and opportunities everywhere.

13. The non-random **spatial spreading** of a phenomenon:
   a. Agglomeration.
   b. Disaggregation.
   c. Clustering.
   d. Diffusion.

14. An **official language** is one that
   a. is only spoken by citizens in the United States
   b. is spoken all over the world
   c. a country formally designates for use in its political, legal, and administrative affairs
   d. can never be changed or altered
   e. is not recognized by the international community

15. People who share a **collective identity** that may derive from common ancestry, history, language or religion are identified as an
a. ethnic group  
b. racial group  
c. social group  
d. socioeconomic class  
e. none of the above

16. A **functional region** is  
   a. derived from people’s sense of identity and attachment to different areas  
   b. non-existent in developing nations  
   c. an area that possesses one or more unifying cultural or physical traits  
   d. an area unified by one or more economic activities  
   e. an area dominated by only one specific culture

17. The tapering off of a process, pattern, or event **over distance** is known as  
   a. intervening opportunity  
   b. transferability  
   c. distance decay  
   d. mobility  
   e. time-space convergence

**Learning Goal 2 - use theory in explaining these individual, group, or social phenomena.**

These sample questions query student knowledge of geographic theory, both current and from the past, that seeks to explain human organization in the context of space, relations to the environment,

18. The theory **Possibilism** holds that culture groups, their economic systems, and their cultural landscapes in particular types of natural regions (i.e., mountainous environments, deserts), regardless of where they are located in the world, **are always** going to be pretty much the same.  
   a. True  
   b. False

19. The **theory** that natural environmental conditions determine the cultural richness and potential of human population groups.  
   a. Environmental Determinism.  
   b. Possibilism.  
   c. Diffusionism.  
   d. Culture System.

20. The **complex relations** that exist between a homeowner and her yard and sidewalks, affected by natural phenomena such as weather and human phenomena such as municipal codes and neighborhood covenants, is best explained through:  
   a. Cultural landscape.  
   b. Cultural ecology.  
   c. Political ecology.  
   d. Actor network theory.

21. How do the approaches of a) **cultural ecology**, b) **political ecology**, and c) **actor-network theory** demonstrate **theoretical advancement** in the area of nature-culture dualism?  
   a. The advancement from a to c comes from better understanding of the impact of global climate change.  
   b. The advancement is from c to a.  
   c. The advancement from a to c comes from increasing awareness of the power of external forces that govern human-environment interactions.
d. There is no advancement from a to c.

22. The “theory” that holds that states are like organic entities and need space in which to grow and develop was posited by:
   a. Ratzel
   b. MacKinder
   c. Huntington
   d. Shively

23. The global spread of communism, state by state by state by state:
   a. Organic state theory
   b. Heartland theory
   c. Multipolar theory
   d. Domino theory

24. The development theory or school of thought which posits that the development status of states is very much related to historic patterns of colonialism and present imperialistic relations between states:
   a. Dependency theory.
   b. Modernization school.
   c. Neoliberal approach.
   d. Poverty reduction approach.

25. Structural Adjustment is/was a mandatory set of actions that a development aid (loan) recipient country had to employ, and comes from which Development School of Thought?
   a. Rostow’s “Modernization” approach
   b. Wallerstein’s World System approach
   c. Poverty Reduction approach of the World Bank
   d. Neoliberal approach

26. Environmental determinism is a theory that prevailed among American geographers during the early 20th century and then fell quickly into disfavor.
   a. True B. False

27. Consumers generally purchase the goods and services they need from the place which is closest to them and that provides them.
   a. Formal region
   b. Functional region
   c. Central place theory
   d. Distance decay theory
   e. Intervening opportunity

28. “Nearer things are more alike.”
   a. Ratzel’s theory on the state.
   b. Theory of environmental determinism.
   c. Tobler’s first law of geography.
   d. Neocolonial dependence theory.
Learning Goal 3 - understand, assess, and evaluate how conclusions and generalizations are justified based on data.

The sample questions below illustrate how an understanding and evaluation of data are used in drawing conclusions and generalizing.

29. “Nearer things are more alike.”
   a. Ratzel’s theory on the state.
   b. Theory of environmental determinism.
   c. Tobler’s first law of geography.
   d. Neocolonial dependence theory.

30. A state’s “development status” is based on:
   a. Indicators of economic, social, and even environmental conditions/phenomena.
   b. The perceptions and conceptions of international development specialists.
   c. A petition process overseen by the United Nations.
   d. Its ability to secure internationally financed loans for development projects and programs.

31. Our ability to predict or make informed conjecture of future population growth for specific regions and for the world as a whole is based on:
   a. General knowledge concerning population dynamics in such spaces.
   b. Specific knowledge of resource limitations and epidemiology likely to be present in the future.
   c. Understanding of the efficacy of family planning initiatives and programs.
   d. Data concerning past and current population dynamics, understanding of the social processes, and trend analysis.

32. Maps that depict human phenomena, the land masses, and even physical processes are based on:
   a. Theory.
   b. Measurement/observation.
   c. Speculation.
   d. Rumor.

33. Formal regions are drawn or delineated based on the predominance of one or more specified phenomena in a given area of Earth's surface.
   a. True   b. False
GPHY 121 Course Syllabus – Introduction to Human Geography

CHEM 123
MWF 12:10 – 1:00 PM

Instructor information
Instructor: David Shively, Professor, Department of Geography, UM
Office: Stone 212
Email: david.shively@umontana.edu
Phone: 406-243-6478 (message only)
Office hours: M 11-12; W 2-3; F 11-12, 1-2; and by appointment

TA information
Instructor: Chelsea Karthauser
Office: Stone
Email: Chelsea.Karthauser@umconnect.umt.edu
Phone: 406-243-4302
Office hours: M & W 1-3 pm.

Course description:

Geography is the World; the World is Geography! This course is intended to provide you with exposure to the human dimension or aspect of geography – how cultures are born and change, how populations behave, how people and groups organize themselves and their activities spatially and politically, how these activities and patterns change across time and space, and how technology affects these things. You are going to learn how to think like a geographer, to expand your geographic imagination, and to appreciate this discipline which is a critical component of the well rounded liberal arts education. Furthermore, you will gain skill in using maps, data, argument and persuasion that will certainly prove to be important skills in your future career – whether it be as a geographer (yes, there are professional geographers!) or something else.

Learning Goals:

1. “use maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
2. use mental maps to organize information about people, places, and environments;
3. analyze the spatial organization of people, places, and environments on Earth’s surface;”
4. describe the “human characteristics of places;”
5. describe how “people create regions” to interpret Earth’s complexity;
6. describe how culture and experience influence people’s perception of places and regions;
7. describe the characteristics, distribution, and migration of human populations on Earth’s surface;
8. describe the characteristics, distributions, and complexity of Earth’s cultural mosaics;
9. describe the patterns and networks of economic interdependence on Earth’s surface;
10. describe the process, patterns, and functions of human settlement;
11. describe how forces of cooperation and conflict among people influence the division and control of Earth’s surface;
12. describe how human actions modify the physical environment;
13. describe how physical systems affect human systems;
14. describe the changes that occur in the meaning, use, distribution, and importance of resources;
15. describe how to apply geography to interpret the past;
16. describe how to apply geography to the interpretation of the present and plan for the future.”
17. Systematically study individuals, groups, or social institutions;
18. Analyze individuals, groups, or social problems and structures; and/or
19. Give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

Learning Goals 1-16 are consistent with The National Geography Standards. The standards were established by the Geographic Education National Implementation Project, a consortium of the Association of American Geographers, the American Geographical Society, the National Council for Geographic Education, and the National Geographic Society. Learning Goals 17-19 are the University of Montana General Education Curriculum Group VII (Social Sciences) Learning Goals.

Required textbook and supplementary materials:


You can purchase a regular version of the text from a source other than the bookstore. I recommend the 2d edition, but the first can work though it is not quite up to date.

Four copies of the textbook (one of 2d edition and 3 of 1st) are available via 2 hour reserve at Mansfield library.

Check out half.com (http://www.half.ebay.com/textbooks) for affordable used copies of the textbook.

Selected required readings, including the first few chapters from Greiner, will be made available to you to download and read from the UM Moodle site that supports this course (see below).

A UM Moodle course supplement has been established for this course. Access is from the University’s webpage (http://umonline.umt.edu/). Especially see the Study Materials section for supplemental study materials. A supplementary website offered by the publishers of our text that provides additional materials is available at: http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471724912&bcsId=6072

Course Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10 percent</td>
</tr>
<tr>
<td>Activities/Quizzes</td>
<td>40 percent</td>
</tr>
<tr>
<td>Exams</td>
<td>50 percent</td>
</tr>
<tr>
<td>Total</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

A total of 3 exams will be offered through the semester – 2 midterms and one final that will have a comprehensive element. Exam format is multiple choice/true-false, however, you may elect to complete short answer/essay style exams if you prefer. Let me know your preferences prior to exam days. Exam study guides are provided on the course Moodle site.
On exam days bring only two scantron forms (a backup is always usefull) and/or a bluebook, pencils, & erasers. Leave the following at home or in your backpack/bag to be left at the front of the class: cell phone, ball caps and other hats, books, notebooks, etc.

**Attendance**
The sources differ somewhat on this, but Woody Allen (who was once considered to be quite funny until...) once said “90% of life is just showing up.” Attendance will be taken daily. Of the approximate 40 regular class meetings, 36 will be counted for credit.

**Activities/Quizzes**
You will complete a number of quizzes and/or activities (assignments) during the semester. These will contribute directly to your understanding of the course material. Any work produced must be original.

**Grading**
Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements. This class carries traditional grading and cannot be taken CR/NC (this is moot for GenEd and Geography Majors!).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>&lt;93.0%</td>
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<tr>
<td>A-</td>
<td>90.0-92.9%</td>
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<tr>
<td>B+</td>
<td>87.0-89.9%</td>
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<tr>
<td>B</td>
<td>83.0-86.9%</td>
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<tr>
<td>B-</td>
<td>80.0-82.9%</td>
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<tr>
<td>C+</td>
<td>77.0-79.9%</td>
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<tr>
<td>C</td>
<td>73.0-76.9%</td>
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<tr>
<td>C-</td>
<td>70.0-72.9%</td>
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<tr>
<td>D+</td>
<td>67.0-69.9%</td>
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<tr>
<td>D</td>
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</tr>
<tr>
<td>D-</td>
<td>60.0-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.9%</td>
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</table>

**Additional Policies**
Attendance and in-class quizzes will require your presence in class. I will discount a certain number of attendance points and a certain number of in-class quiz points to allow for unforeseen absences owing to the vagaries of life (numbers to be determined, but likely 10 percent of each total available). You should inform me of necessary or planned absences in advance of those. Absences related to occasional or protracted illnesses can be excused, and work made up, with proper notification and documentation (also see below for exam make-up policy).

I will not allow make-up exams unless notified beforehand of the problem at hand. Be prepared to provide documentation for events causing absences if you wish extensions/makeups.

All students at the University of Montana must practice academic honesty at all times. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/vpsa/policies/student_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

It is extremely disruptive to have students arrive late and/or leave early. I know that you have nothing else on your schedule during the class period, therefore your presence throughout the
entire class period is expected. Not only will this keep me happy, it will help you to understand the material better.

Cell Phones: OFF, or on vibrate mode if you subscribed to the University’s Emergency Notification System.

Newspapers: You can bring news items to class if relevant to the topic at hand, but don’t be readin’ the paper while we’re in class!

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

**Provisional Course Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 1 (1/25, 1/27, 1/29) | M: Intro, Course Req’s, etc.  
W: What is Geography? What do Geographers do?  
Reading landscapes.  
  F: Place Matters - Site & Situation, Culture, History, Settlement Continuum | M: Syllabus on Moodle  
W: (1) [http://geography.about.com/library/we ekly/aa111399.htm](http://geography.about.com/library/we ekly/aa111399.htm)  
(Review both pages and surf definitions, 4 traditions, etc.); (2) [http://www.aag.org/cs/what_geograph ers_do](http://www.aag.org/cs/what_geographers_do)  
(3) [http://www.aag.org/cs/jobs_and_career s/geography_can_take_you_there](http://www.aag.org/cs/jobs_and_careers/geography_can_take_you_there)  
F: (1) Text Ch. 1, pp. 1-14, (2) Moodle: Tuan (tuan_S&P_ch11_homeland). |  |
| 2 (2/1, 2/3, 2/5) | M: Things that are Closer Together – Space & Spatial Interaction  
W: Visualization, Analysis - Mapping, GIS, Etc.  
W: (1) Text Ch. 1, pp. 23-end; (2) Moodle: history_of_modern_maps_Smithsonian  
F: Text Ch. 11 pp 328-334 | F: Quiz 1 |
| 3 (2/8, 2/10, 2/12) | M: Agricultural Systems  
W: Human Genome & Dispersals  
| 4 (2/15, 2/17, 2/19) | M: Presidents’ Day  
W: Migration (& Mobility?)  
F: Exam Review | M: None  
W: Text Ch. 3, p. 80 to end.  
F: Study Guide | W: Quiz 2 |
| 5 (2/22, 2/24, 2/26) | M: Midterm Exam  
W: Culture & Language  
F: Dialects, Toponyms, Signs & Symbols | M: None  
W: (1) Text Ch. 4, pp. 98-119; (2) Moodle: Counting the Languages of the World  
F: (1) Ch.4, pp. 119 to end; (2) [http://education.nationalgeographic.org/maps/new-york-toponyms/](http://education.nationalgeographic.org/maps/new-york-toponyms/). |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 6 (2/29, 3/2, 3/4) | M: Culture & Religion  
W: Geographies of Identity – Race, Ethnicity, National Identity  
F: What am I? Subcultures, Fast & Slow Culture | M: Text Ch. 5  
W: Text Ch. 6, pp. 162-184  
(2) http://www.peik.com/2009/12/grant-mccracken-on-understanding-fast-and-slow-culture.html; | |
| 7 (3/7, 3/9, 3/11) | M: Cultural Landscapes  
W: Culture & Globalization  
F: Political Geographies 1 – Organizing Space | M: (1) Text Ch. 1, pp. 2-12; (2) http://tclf.org/landscapes/what-are-cultural-landscapes .  
W: Text Ch. 2  
W: Activ 2 – Culture & Landscape |
| 8 (3/14, 3/16, 3/18) | M: Political Geographies 2 – Organizing Local Spaces  
W: Global Governance? Supranational Organizations, Mutual Defense, Global Hegemonies?  
F: Geopolitics, Empire, and Ethno-territorial Conflicts | M: TBA  
W: Text Ch. 7, pp. 211-end |
W: What is ISxx (and What Does it Want)?  
W: Moodle: "What ISIS Really Wants"  
F: TBA | Quiz 4  
W: Moodle: Myths of Postindustrial America |
| 10 (3/28, 3/30, 4/1) | M: Midterm Exam  
W: Economic Activity  
F: Economic Activity (Cont’d) | M: N/A  
W: Text Ch. 10  
F: Moodle: Myths of Postindustrial America |
| SPRING BREAK | | | |
| 11 (4/11, 4/13, 4/15) | M: Geographies of Development  
W: World Systems and Other Theory  
F: Video: Life & Debt | M: Text Ch. 9, pp. 262-282  
W: Text Ch. 9, pp. 282-end  
F: |
| 12 (4/18, 4/20, 4/22) | M: Urban Geographies  
W: Urban Dynamics  
F: Video: Subdivide & Conquer | M: Text Ch. 8, pp. 230-249  
W: Text Ch. 6, pp. 250-end  
| 13 (4/25, 4/27, 4/29) | M: Why is this city like this?  
W: Agriculture Today, Rural Geographies, What is Nature  
F: Rural Geographies | M: None  
W: (1) Ch. 11, pp. 346-end; (2) http://www.thematrix.com/ (See “Learn About the Issues”); (3) Google and browse results: “industrial farming”; (4) Moodle: budiansky_natures_keepers http://www.missoulafac.org/;  
F: TBA | M: Activ 3 – Urban & Rural |
| 14 (5/2, 5/4, 5/6) | M: Ecologies and Communities – Cultural, Political, Resilience  
W: Sustainability – the World with 11 Billion People!  
F: Final Exam Review | M: TBA  
W: Moodle: kates_et_al_what_is_sustainable_development  
F: None | |
| FINAL | | Monday, May 9, 10:10 am – 12:10 am | |
*Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.
<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III Exception: Symbolic Systems</td>
<td>IV: Expressive Arts</td>
<td>VIII: Ethics &amp; Human Values</td>
</tr>
<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
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<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab</td>
<td>w/out lab</td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Geography</th>
<th>Course #</th>
<th>GPHY 121 S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Introduction to Human Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
<td>Credits</td>
<td>03</td>
</tr>
</tbody>
</table>

Please type / print name: David Shively
Phone / Email: 243-6478 david.shively@msd.umt.edu
Program Chair: Sarah Halvorson
Dean: Chris Comer

New One-time Only Renew X Change Remove
Reason for Gen Ed inclusion, change or deletion: N/A
Description of change: N/A
GPHY 121 (Introduction to Human Geog.) surveys the scope, content, and methods of a major division of the discipline of Geography. Human Geography is especially concerned with the ways in which groups and individuals organize and interact spatially, in terms of their economies, cultures, and politics. As such this course is of critical importance to students because they need to learn how the world works in terms of the groups, organizations, and individuals that occupy and interact within it. In this regard, the course incorporates a number of learning objectives articulated in the six themes delineated in the National Geography Standards, as well as those that pertain to this General Education Group VII. The relevant themes coming from the National Geography Standards include understanding: the world in spatial terms, places and regions, human systems, environment and society, and the uses of Geography.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. systematically study individuals, groups, or social institutions;</td>
<td>Students employ geographic concepts and theories (i.e., space &amp; place, regions, spatial perception and cognition, spatial interaction, cultural and political ordering of space, ethno-territorial conflict, geopolitical theories) to investigate the spatial behavior and interactions of groups and institutions (i.e., governments, supranational organizations).</td>
</tr>
<tr>
<td>2. analyze individuals, groups, or social problems and structures; and/or</td>
<td>Students apply geographic concepts and theories to the analysis of specific case studies involving group, places, and spaces defined on the basis of ethnicity, culture, age, gender, etc. These categories are not mutually exclusive.</td>
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<tr>
<td>3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.</td>
<td>Students examine the circumstances that led to the development and establishment of specific geographic theories, including spatial diffusion, spatial interaction, geopolitical theories, and others. They examine the data, analytical methods, and findings that pertain to these studies, and apply these methods to other selected examples or case studies.</td>
</tr>
<tr>
<td>Students taking courses in the Social Sciences Perspective will be able to: 1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;</td>
<td>Students will engage in discussions and writings that consider and describe how the following develop and evolve: groups defined on the basis of culture and/or ethnicity, cultural/ethnic places and spaces, global culture, political states and their subdivisions, economic regions, supranational organizations, and the spatial perceptions and behaviors of individuals.</td>
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<tr>
<td>2. use theory in explaining these individual, group, or social phenomena; and/or</td>
<td>Through discussion and/or written work, students will be able to distinguish among, and apply to specific case studies, the different theories that are concerned with the evolution and spatial expression of culture, economic activity, and political units.</td>
</tr>
<tr>
<td>3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.</td>
<td>Through discussion and/or written work, students will be able to critically examine geographic studies, concepts, and theories with respect to the data upon which they are based.</td>
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