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

I. COURSE INFORMATION

Department: Geography (GPHY)  
Course Number: GPHY 141

Course Title: Geography of World Regions

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

Rationale:

There is a long tradition of offering Geography of World Regions as a Social Science course. This course is offered on an annual basis. I am the designated instructor for the course, and it has not changed since the last review.

*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).

This is a large introductory level course that typically has an enrollment of 80-100 students. It carries no pre-requisites.

II. ENDORSEMENT / APPROVALS

* Instructor: Sarah J. Halvorson  
Signature  
Date 2-9-16

Phone / Email: 2793, sarah.halvorson@umontana.edu

Program Chair: Christiane von Reichert  
Signature  
Date 2-9-16

Dean: Jenny McNulty, Acting Dean, CHS  
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
IV. CRITERIA
BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

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.

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;

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

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

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

Map projects: Each student is required to undertake Weekly Map Projects. Students are asked to map regional geographic data, including dominant features pertaining to human and physical geography (e.g., nation-states, major river basins, mountain ranges, disputed borders, population trends, etc.). For each Map Project a different theme – historical, political, religious, demographic, socio-economic, or environmental theme- is highlighted and mapped using data sets available in the course textbook. The mapping component addresses spatial distributions and spatial relationships of social phenomenon and extends lecture content through engagement with data pertaining to human geography at the regional scale.

2. Learning Goal 2. Use theory in explaining these individual, group or social phenomena.

Documentary Films Paired with Active Discussion: Various issues and concerns as well as the regional responses to these issues and concerns are examined through documentary films. The following is a question that would be asked at the outset of viewing a documentary film in 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 the geographic limitations and opportunities of the Taiga that facilitate such remote and secluded communities and shape cultural traditions in this region?

At the end of the film the question would be addressed and student responses shared and discussed. This approach encourages students to engage theoretically and empirically in explaining geographical phenomenon and human experience. This approach provides additional exposure to the nature, structure and/or historical development of geographical relationships that are being addressed in lecture.

3. Learning Goal 3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data.

Mid-term Examinations: The course adopts a comparative approach to critically analyze and compare world regions. The regional case studies provide analyses on how social, cultural, economic, demographic, and/or environmental issues and challenges shape and influence unique regional geographies. Mid-term examinations are adopted to assess students’ geographic competency, their theoretical understandings, and their ability to evaluate social phenomenon based on data presented during lectures and readings. Some examples of exam questions are as follows:

**What is geography?**
- a. an academic discipline that describes Earth and explains the patterns on its surface
- b. an academic discipline focused only on the study of locations of places on maps
- c. a science focused narrowly on the physical processes that shaped Earth
- d. an academic discipline that studies human systems
- e. a science that studies geographic information systems

**What fraction of the world’s population now lives in urban areas?**
- a. one-fourth
- b. one-half
- c. two-thirds
- d. three-quarters
- e. one-eighth

**The term “neotropics” is used to describe:**
- a. the newest species of tropical plants on Earth
- b. the tropical ecosystems of the Western Hemisphere
- c. the regions that were colonized by Europeans
- d. the result of plate tectonics in South America
- e. the exchange of ideas, goods, products between the “new” and “old” worlds

**What country is the world’s most populous Muslim country and also has the largest population in Southeast Asia?**
- a. Burma
- b. Indonesia
- c. Philippines
- d. Malaysia
- e. Saudi Arabia

**What is an anthropogenic landscape?**
- a. a pristine, natural landscape, in its original state
- b. a landscape that anthropologists have studied extensively
- c. a landscape that has been heavily transformed by human activities
- d. a steppe-like landscape
- e. a landscape the bears an uncanny resemblance to the human physical form
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:

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.)

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.

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.
Geography of World Regions (GPHY 141)
Spring 2016
MWF 11:10 -12:00
Stone Hall 304

**Instructor:** Dr. Rory Cowie
Office: Stone Hall 211
E-mail: rory.cowie@umontana.edu
Office Hours: Monday 2-4, Thursday 2-3 or by appointment

**Teaching Assistant:** Corbin Brooks
E-mail: corbin.brooks@umconnect.umt.edu
Office hours: W 9-11

**TEXTBOOK & MATERIALS:**

**COURSE DESCRIPTION AND GOALS:**

The purpose of this course is to create "Geographical literacy" by building an understanding of the processes that influence how regions came to be, how they relate to other regions, and the relative importance of different regions in today's world. This course provides an overview of world geography organized by major regions. The course will cover the key characteristics of each region, such as landforms, history, culture, economics, and population. The course will also emphasize interdependence between regions, systems that link and shape regions, and important changes over time. The hope is that this type of understanding and geographic perspective will help you be a more informed and civically engaged global citizen.

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. I believe critical thinking, is one of the most important skills you will learn in college, regardless of your major – the ability to absorb and engage with new material or ideas. This means identifying what is the main point, how is the argument supported, who and what does the author agree or disagree with, are the ideas logical and consistent, what are the implications and applications of the idea or argument?
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

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>Weekly Assignments</th>
<th>Exams</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>10 @ 20 points each 200 points</td>
<td>3 @ 100 points 300 points</td>
<td>500 possible points</td>
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The +/- grading system will apply as follows:

<table>
<thead>
<tr>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
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<tbody>
<tr>
<td>93.3</td>
<td>90-</td>
<td>86.7</td>
<td>33.3</td>
<td>80-</td>
<td>76.7</td>
<td>73.3</td>
<td>70-</td>
<td>66.7</td>
<td>63.3</td>
<td>60-</td>
<td>&lt;60</td>
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<tr>
<td>100</td>
<td>93.3</td>
<td>90</td>
<td>86.7</td>
<td>83.3</td>
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<td>70</td>
<td>66.7</td>
<td>63.3</td>
<td>60</td>
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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

Academic Honesty:
All course activities are governed by the Student Conduct Code, with 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 Council Code. The Code is available online at: www.umt.edu/SA/VPSA/index.cfm/page1321.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Notes</th>
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<tbody>
<tr>
<td>27-Apr</td>
<td>33 – Southeast Asia</td>
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<tr>
<td>29-Apr</td>
<td>34 – Australia and Oceania</td>
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<td>WEEK 15</td>
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<td>02-May</td>
<td>35 – Australia and Oceania, Water Issue 11</td>
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<td>Chapter 14</td>
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<tr>
<td>04-May</td>
<td>36 – Australia and Oceania</td>
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<td>Chapter 14</td>
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<td>06-May</td>
<td>37 – Final Class: Review</td>
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<td>WEEK 16</td>
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<td>09-May</td>
<td>Exam 3, See final exam schedule</td>
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