

GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
CULTURAL AND INTERNATIONAL 5/17

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

COURSE INFORMATION

Department: Geography Course Number: GPHY 121
Course Title: Introduction to Human Geography
Type of Request: *New One-time Only **Renew** Change Remove
Course offered: Fall **X** Spring **X** Intermittent Summer Winter Multiple sections
*If course does not exist in the catalog, an [e-curr](#) form is also required.

JUSTIFICATION FOR COURSE LEVEL



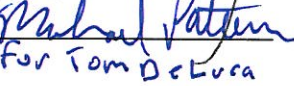
Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

GPHY 121 is a 3-credit introductory course therefore fitting well as a GenEd course. It carries GenEd designation S (Social) and X (Cultural and International Perspectives).

ADDITIONAL INFORMATION (FOR OCHE DATABASE):

Does the course include content regarding cultural heritage of American Indians?

II. ENDORSEMENT / APPROVALS

* Instructor: Christiane von Reichert	Signature 	Date 10-23-2019
Phone / Email: -4784, c.vonreichert@umontana.edu		
Program Chair: David Shively	Signature 	Date 10/25/19
Dean: Tom DeLuca	Signature  For Tom DeLuca	Date 10/25/19

*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](#)

Catalog Description: Introduction to Human Geography focuses upon the linkages between geography and society including analysis of places, regions, ethnic groups, urban landscapes, migration and population change, geopolitics, economics, and cultural differences.

Detailed Course Description: Introduction to Human Geography (GPHY 121S) 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, individuals, and places organize and interact spatially, in terms of their economies, cultures, and politics; the

scope of investigation is global in scale, and groups, individuals, and organizations situated at scales ranging from local, regional, national, and international are considered. As such, this course is of critical importance to students because they will learn how the world works in terms of the groups, organizations, and individuals that occupy these scales and interact within them. 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 X and also General Education Group VII Social Sciences. 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. There is direct relevance of course content to students' lives and the world around them, both current and for their future.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE GROUP DESCRIPTION.

These courses foster an appreciation for diverse cultures, their histories and contemporary forms, and their positions in world spheres of power and change. This includes knowledge of diverse cultures in comparative and thematic frameworks. Knowledge gained through courses in the X perspective prepares students to cultivate ways of thinking that foster an understanding of the complexities of indigenous or international cultures and global issues, past and present.

Cultural components are woven into the entire course. International and comparative-international perspectives are a fundamental part of GPHY 121 Human Geography. Students gain an understanding of the complexities of our world and how geographically and culturally distinct parts of the world are linked in a variety of ways. Throughout the course, attention is focused on human activities situated in their physical environments, regional/national contexts, and in the international/global dimension or scale.

Global issues range from economic and cultural globalization, urban dynamics, population change in a demographically divided world, and population movements through migration, to sectoral and geographic shifts in economic activities including geopolitically important resource, agricultural, manufacturing, and service sectors. Interdependencies arising from historic and current geopolitical and political-economic structures are examined.

Cultural relationships and complexities receive special attention in course segments on language and religion, including their historic and current geopolitical relevance, such as language and religious relationships in shaping collaboration and conflict as well as language dominance and loss.

Attention is paid to local, national and global differences and inequities to highlight challenges of collaborating in the 21st century environment as well as responsible citizenship in a globalizing world.

V. STUDENT LEARNING GOALS

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

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.

Through lecture, in-class discussion and exercises, assignments, and reviews of videos, students explore human settlement types and their changes, diverse and unequal economic and human development dynamics, economic activities shaped by historical-cultural and geopolitical force, and changes in language use and the role of religion around the globe.

Specific course activities which require students to consider places in their cultural landscape context pertain to urban landscape change (case studies: US – Kenya- China), geographies of development (cases from a range of countries on the development scale), agriculture and resource use (case studies: Argentina, Mali), language dominance and loss (case studies: Australia-Central America); these enhance students understanding of social and cultural diversity around the globe.

2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.

Through lecture, guided discussion, in-class exercises, assignments, and video reviews, students gain an understanding and learn to interpret how human activities and ideas are embedded in the cultural context, influenced by historical and geopolitical events, and shaped by the physical environments where people live. Students explore the ways in which culture/ethnic groups define themselves; how colonialism, neocolonialism, and cultural-economic globalization have changed cultural, economic and social institutions; and how physical environments influence attachment to place, the transformation from natural to cultural landscapes, settlement patterns and resource use. Specific examples include (in addition to those mentioned under #1 above, global manufacturing's impact at the community and family level (China-Bangladesh); population dynamics of a demographically divided world (Japan- India, US – Africa); human migration at global and national scales; and environmental challenges.

3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

Nearly all lectures refer in some way to cultural and global complexities as a way of raising students' awareness of the challenges in communication and collaboration while also addressing the great need for enhanced collaborative efforts at national and international scales. This is best captured in course segments on international population movements (refugee crises) and international development. The course segment on environmental challenges is relatively short, although strongly reliant on international collaboration.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the **General Education** learning goals. (See [Example](#)) Please attach or provide a web link to relevant assessment materials.

Multiple types of assessment are used in this class including 4 exams, 4 assignments, 4 video reviews and in-class assignments. I allow student to earn grades in different ways, knowing that people have different learning styles.

I also allow missing 1 of 4 exams, assignments, and video reviews to accommodate and reduce the stress on students who encounter unexpected events.

ELEMENTS OF YOUR GRADE (FROM SYLLABUS)

Assessment Type	Number given	Comments: timeliness, missing	Points per type, approx..	Total min	Total max
Assignments (~ 30%)	4 given	Submit assignments via Moodle. No late assignments. The lowest grade on assignments will be dropped. That means if you miss one assignments (i.e. due to illness, etc.) that score of 0 will be dropped without a negative effect on your grade.	10	30	40
Exams (~ 45%)	4 exams (including one during the final exam period)	You will need a red scantron sheet for each exam. Of 4 exams, the lowest score will be dropped. If you missed an exam (i.e. due to illness etc.) that score of 0 will be dropped without a negative effect on your grade. No make-up exams.	15	45	60

Assessment Type	Number given	Comments: timeliness, missing	Points per type, approx..	Total min	Total max
Video Reviews (~ 15%)	3-4	Submit video reviews via Moodle. No late video reviews. The lowest grade on video reviews will be dropped. That means if you miss a review (ie due to illness, etc.) that score of 0 will be dropped -- without a negative effect on your grade.	5	15	20
Participation, in class exercise (~ 10%)	Constructive participation in class; several in-class exercises			10	10
	Total points			100	130

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

B. ACHIEVEMENT TARGETS

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

The following is based on Spring 2018 overall scores:

Applying an overall achievement benchmark (minimum) of C-, the vast majority of students in class meet or exceed that target (~88%).

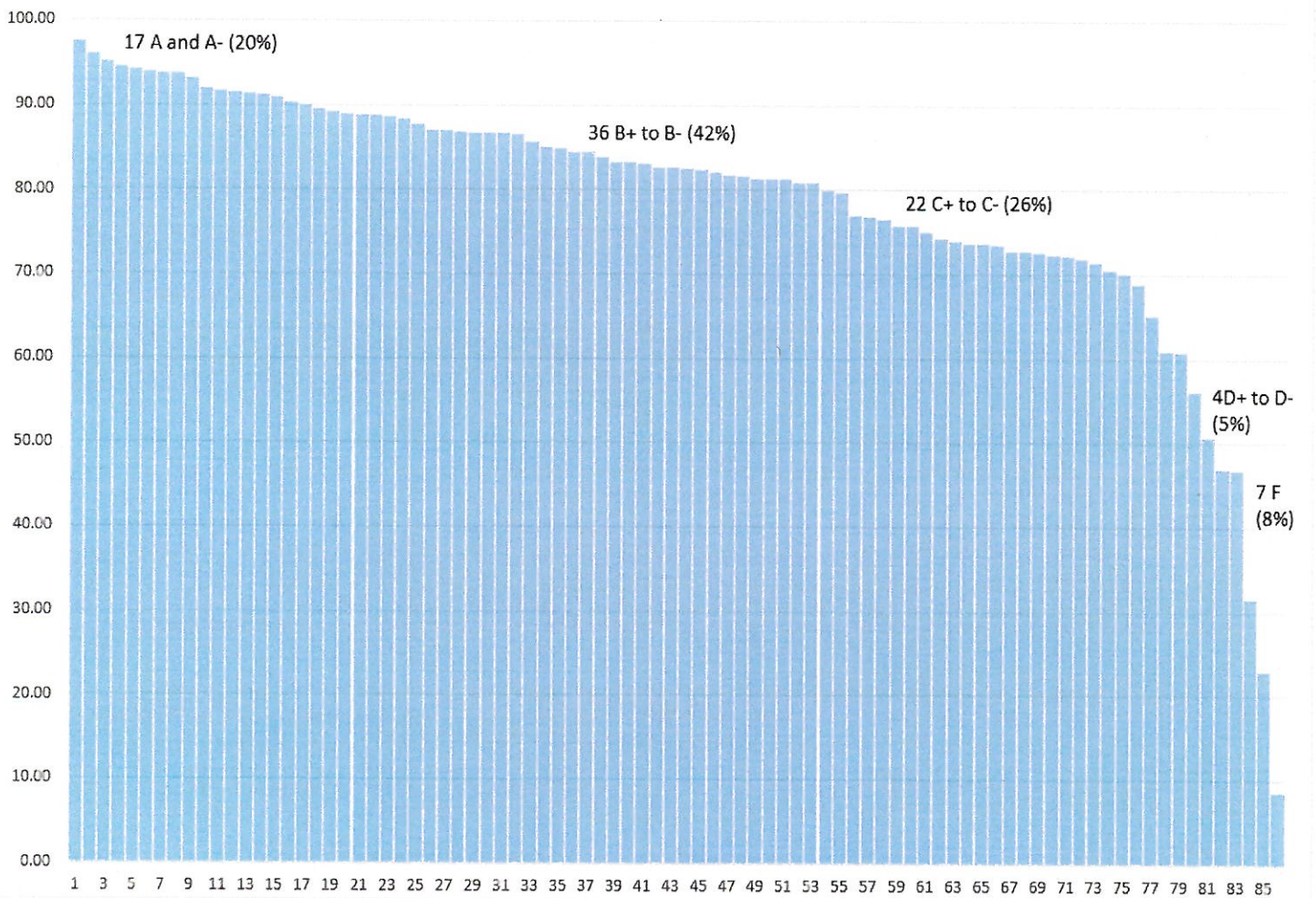
Using a desirable achievement target of B-, the majority (62%, nearly 2 of 3) students meet or exceed that target.

A high achievement target of A to A- is reached by 20% of students (1 in 5).

Students who did not meet the minimal achievement target had attendance scores as low as 10% (average 35%), assignment scores as low as 0 (average 65%), and video review scores as low as 0 (average 36%). Two of 11 students who did not meet the minimum achievement target dropped the course, 4 others only completed 2 exams (4 exams given, 3 required). 4 of students with a grade of F stopped attending as early as February 14 and as late as April 27. They should have dropped the course, and perhaps did not understand the process for that.

The chart below shows the overall score distribution for the course in Spring 2018.

Gphy 121 Human Geography



C. ASSESSMENT FINDINGS

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 may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

Results: The assessment and findings presented here are based on Spring 2018 students. Examples used include exam questions, an assignment and a video review.

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.

The following **exam questions** relate to language diversity, dominance, relationships, and language loss, topics of GPHY 121 Human Geography that align with understanding of diversity of cultural lives. (pct correct in parentheses, Exam 4, S2018)

1. Approximately how many languages are there in the world? (85.2% correct)
 - a. ± 7,000
 - b. ± 1,000
 - c. ± 500
 - d. ± 5,000,000

2. Which of the following statements about languages is correct? **(85.2% correct)**
 - a. There are many different spoken languages but there is only one alphabet
 - b. People with hearing impairments (deaf) communicate with a single sign language that is understood around the globe
 - c. **Nearly half of all current languages are threatened by extinction within this century**
 - d. The most widely spoken language on earth is English

3. Which of the following regions has the greatest linguistic diversity? **(59.3% correct)**
 - a. United States
 - b. Europe
 - c. **Africa**
 - d. India

4. Which of the following regions is the least diverse in regards to language? **(33.3% correct)**
 - a. Asia
 - b. **Europe**
 - c. Africa
 - d. Australia

5. The spread and increased use of Mandarin throughout China is a result of: **(81.5% correct)**
 - a. Mandarin is a subordinate language
 - b. **Mandarin is already dominant**
 - c. Mandarin is simple to learn
 - d. None of the above – the use of Mandarin in China is shrinking.

6. Countries may designate an _____ for use in political, legal, and administrative affairs. **(77.8% correct)**
 - a. Honorary language
 - b. **Official language**
 - c. Common language
 - d. Universal language

7. To help facilitate trade or business between people who speak different (first) languages, a _____ is often used to communicate. **(66.7% correct)**
 - a. **Lingua Franca**
 - b. Universal Language
 - c. Dialect
 - d. Sign Language

8. In order to be considered to be in the same language family, languages must share: **(63.0% correct)**
 - a. Identical grammar
 - b. **Common origin**
 - c. Identical script/alphabet
 - d. Similar cultures

9. Almost half (45%) of the world's people speak languages belonging to the _____ language family. **(85.2% correct)**
 - a. **Indo-European**
 - b. Sino-Tibetan
 - c. Austronesian
 - d. Afro-Asiatic

10. The most widely spoken language on earth is **(88.9% correct)**
 - a. Kiswahili/ Swahili
 - b. **Mandarin**
 - c. Indonesian
 - d. Russian

11. A situation in which one language becomes comparatively more powerful than another language is known as: **(92.6% correct)**
- Linguistic dominance**
 - Official language.
 - Lingua franca.
 - Universalizing language.

The following section is 'three correct, one false (incorrect).' Please mark the single incorrect choice on your scantron (often referred to as EXCEPT).

12. All of the following three languages are Indo-European languages EXCEPT: **(63.0% correct)**
- Hindi, Farsi/Persian, Greek
 - French, English, Norwegian
 - Romanian, Armenian, Swedish
 - Hebrew, Japanese, Hungarian**
13. All of the following are among the most widely spoken languages EXCEPT: **(88.9% correct)**
- Mandarin
 - Hindi
 - Georgian**
 - English
14. All of the following are correct of languages diversity EXCEPT: **(77.8% correct)**
- Many Africans speak multiple languages because of the great linguistic diversity of that continent
 - The colonial legacy of African countries explains the use of English, French or Portuguese as Official Languages
 - Many native languages of linguistically diverse Australia are threatened by extinction
 - Thanks to public policy and the media, distinct native languages have an outstanding chance to survive for generations to come**
15. All of the following are correct of Native American language EXCEPT: **(85.2% correct)**
- There were/are hundreds of Native American languages in North America.
 - All Native American languages of North America are closely related and can be easily understood across different regions of North America**
 - A program to revive Native American languages focus on 'immersing' small children in language instruction so that they can share their language skills with other members of their family and community
 - Navajo is the most widely spoken Native American language in the United States.

2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.

Two examples are included here, an assignment and a video review.

The following provides context for the **assignment Population Simulation Analysis**. Students use a population simulation model (GeoSim) to simulate population change for selected regions and countries (World, Africa, Europe, U.S, Japan, India, China) using status quo and what-if scenarios. Completing these simulations in Part 1 of the assignment, Part 2 (shown below) allows students to realize that substantial differences in population parameters exist around the globe.

Part 2 of the assignment promotes an understanding of relationships between population determinants (fertilities, mortalities/life expectancy, government incentives) and how these relationships greatly shape population change. The underlying differences in behavior (fertility, migration) and societal conditions (mortality, population policies) are embedded in the historical, cultural, political context of places.

(Average score of students who completed the assignment shown in parenthesis. Assignment 1, Spring 2018)

Assignment Part 2 – Population Simulation Analysis (95%)

1. Use Part I - A (World).

How does a decline of the total fertility rate affect population change?

How does an increase in the life expectancy affect population change?

2. Use Part I - B (Africa).

Compare total fertility rates and life expectancies of Africa to those of the world.

3. Use Part I – C, and draw on the discussion in class (Europe).

Describe a realistic incentive system you think a government could use to increase its total fertility rate.

Why would a government want to increase its population's Total Fertility Rate?

4. Use Part I - D (Africa-Europe Comparison).

Summarize in a sentence (or so) how projected population shares of Africa (a LDC region) and Europe (a MDC region) are predicted to change.

5. Use Part I - E (U.S. and Japan).

Comment on the difference in total fertility rate and net migration of the U.S. and Japan.

What are the implications?

6. Use PART I - F (India and China).

Comment on the differences in total fertility rate and life expectancy in India and China.

7. Summary

Write a summary statement (2-3 sentences, short paragraph) of what you have learned from simulating population change using 'status quo' and 'what if' scenarios.

Below is also the example of a **video** review based on a documentary highlighting changes in the global food system. The video refers to cultural/historical food consumptions and how changes in geopolitical conditions and constraints of the physical environment are remaking the global food system. (Average score of students who completed the video review shown in parenthesis. Video Review 3, Spring 2018)

Video Review 3: Seeds of Hunger (98%)

Segments from the documentary 'Seeds of Hunger' are shown in class on **4-11-2018**. The video is available as a DVD in the Mansfield Library (DVD 04347). There is also a link to the video on Moodle.

1. What was the "Tortilla Crisis?"
2. What natural/social/political/health factors influence food availability and scarcity?
3. What are the challenges to food production in China?
4. How is food consumption changing in newly industrializing countries (here shown for China)?
5. Comment on the role that Argentina is taking on in the global food system?
6. Reflect on the documentary: What is something new or interesting that you learned about global food issues? (2+ sentences)

3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

The following questions are drawn from **exam** segments on international population movements and international development.

Vast population movements in the second half of the 20th and the 21st century, often involuntary, makes for one of the complex global challenges of the 21st century that call for international collaboration.

For international development, students learn to recognize the complexities and shifts in an understanding of international development theories and practices, which leads to changes in international collaboration and communication. (pct correct in parentheses, Exam 2 S2018)

1. Which of the following groupings contains the three countries with the highest number of people not born in that country? (64.1%)
 - a. US, Mexico, Canada
 - b. US, Germany, Russia**
 - c. Germany, UK, Morocco
 - d. Turkey, UK, UAE
2. Which country has the highest number of people living outside their country of birth? (64.1%)
 - a. India**
 - b. United States of America
 - c. Ukraine
 - d. England
3. More than half of refugees today come from three countries, namely (79.5%)
 - a. Morocco, Libya, Egypt
 - b. Colombia, Honduras, China
 - c. South Sudan, Afghanistan, Syria**
 - d. South Africa, Nigeria, India
4. The top-hosting countries of refugees are (56.4%)
 - a. Turkey, Jordan, & Pakistan**
 - b. Germany and the United Kingdom
 - c. The United States and Canada
 - d. Paraguay, Argentina, Chile

5. Which of the following is a method that towns in different countries have been using to accommodate refugees as seen in the documentary about Camini, Italy? (89.7%)
- Towns are trying to reverse population decline by bringing in refugees to repopulate and help rebuild their communities**
 - Towns allow refugees to live in vacation homes of residents
 - Towns provide refugees with shelter in seasonal campgrounds
 - Towns are trying to decrease out-migration by making communities more diverse
6. Gross Domestic Happiness, a concept that originated in Bhutan, takes into consideration what factors? (74.3%)
- Physical fitness of population
 - GDP per capita, social support, life expectancy, freedom to make choices, generosity, and more**
 - Education, diet, number of children per family
 - Mental health and well-being within a population
7. The country/ies with the greatest degree of Gross Domestic Happiness is/are (89.7)
- Bhutan
 - Denmark and Switzerland**
 - The United States
 - Syria
8. Across the world, income is distributed _____ across classes, causing a _____ between the affluent and the poor. (89.7%)
- evenly; gap
 - unevenly; continuum
 - unevenly; gap**
 - evenly; continuum
9. The world region with the most extreme poverty is: (97.4%)
- Sub-Saharan Africa**
 - Europe
 - Latin America
 - Asia
10. Over the last 25 to 30 years, where did the number of people in extreme poverty drop most sharply: (35.9%)
- East Asia and Pacific**
 - South Asia
 - Sub-Saharan Africa
 - Latin America

The following section is 'three correct, one false (incorrect).' Please mark the single incorrect choice on your scantron (often referred to as EXCEPT).

11. All of the following are correct about the Grameen Bank EXCEPT: (92.3%)
- The Grameen bank is unusual because it gives loans without a collateral
 - The bank provides loans to well-established and influential men**
 - The bank gives small loans to poor women
 - Loan recipients tend to create small businesses, generate income and improve family well-being
12. The following are all theories of development EXCEPT: (79.5%)
- Dependency Theory
 - World-Systems Theory
 - Inflation Theory**
 - Neoliberal Model

13. The following about development theories are correct EXCEPT: (59.0%)

- a. The Classic Model of Development suggest that development occurs in stages that transform traditional to modern societies
- b. Dependency Theory suggests that more developed, industrialized regions dominate less developed, dependent regions
- c. **World Systems Theory suggests that the relationship between core and peripheral regions leads to equal levels of development around the globe**
- d. The Neoliberal Model of Development suggests that capitalism and free markets can promote development

Interpretation: Students who regularly attended class, submitted assignments and reviews, and took the number of required exams (3 of 4) typically performed well. In evaluations or conversations, students often offered personal comments on how the course helped them in being better informed about the world and see their own environment and global settings in different light. Students with poor attendance in class and those who skipped exams, assignments, etc. typically performed more poorly.

Students performed particularly well with video reviews (completed solo) or assignments (completed solo or in a team). Exam questions tied to lecture materials supplemented by video clips (often quite short clips of 2-4 minutes, with or without review), assignments or in-class exercises showed much stronger scores. Students clearly do better if lectures and readings are supplemented with visuals and if they are engaged with materials through assignments.

Exam questions that met students' prior expectations (i.e. high poverty in sub-Saharan Africa) were answered well, but patterns and trends countering students' prior expectations were answered more poorly (i.e. great linguistic diversity in Africa but linguistic 'poverty' in Europe, sharp decline of poverty in China, etc.)

The questions asked about theoretical concepts (i.e. development theories) were not well answered. While I used examples in the lecture, I did not have additional visuals or assignments to complement the lecture.

To 'favor' students who regularly attend, I insert a few excessively detailed exam questions (i.e. members of language families). Indeed, such detailed questioned turned out to be poorly answered, even by students with good attendance. There is a separated attendance score that incentivizes students to come to class and I will move away from highly detailed questions.

D. ASSESSMENT FEEDBACK

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.

The use of countless, often short video clips in class is clearly a benefit to the current generation of students, who readily profit from visual learning. I will continue that and expand as appropriate. A logistics barrier is the need to have every video clip captioned (with auto-captioning appearing insufficient).

Assignments also improve student performance. Using 4 assignments (in addition to 4 exams, 4 video reviews) in a larger introductory course is reaching the limit of what is doable. It would be great to learn of a streamlined grading process.

To facilitate student learning, I make all lectures available on Moodle, plus links to assignments, videos (if links are available), supplementary material, etc. I am struggling with finding the balance between promoting attendance in class and creating disincentives to attend class, as materials are readily available online. Skipping class may be especially tempting in a freshmen level class. Several students with poor attendance also skipped assignments and video reviews, ultimately leading to poor performance.

I will certainly continue with videos/video clips and assignments to supplement and reinforce the lecture and readings, in particular to reinforce theoretical concepts.

I am contemplating the use of i-clicker to foster student engagement in class.

Expanding the use of Starfish to communicate concerns to students also holds promise to alert students with marginal academic performance.

The timeframe for implementation changes considered: over the next AY when I will teach this course again.

VIII. SYLLABUS

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 Indigenous and Global Perspective must be included on the syllabus. An electronic copy of the original form is acceptable.

Sent as a separate file.

GPHY 121SX Introduction to Human Geography

Spring 2018 (CRN 34359)

Stone Hall 304, MWF 12-12.50pm

Instructor and TA information:

Instructor: Christiane von Reichert

Office: Stone Hall 210

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Voice: 406-243-4784

Office hours: M 10.30-11.30 am, 1-2 pm, W 11-11.30 am, 1-2 pm, F 10.30-11.30 am, and by arrangement

Teaching Assistant: Morgan Anderson

Office: Stone Hall 206

Email: morgan2.anderson@umontana.edu

Office Hours: M 11am -12pm, 2-3pm W 2-3pm F 11am-12pm

Course Objective: Learn to think like a Geographer!

GPHY 121 Introduction to Human Geography sets out to build geographic literacy by exposing you to the richness of Human Geography (GenEd S) and raising global awareness about our diverse and increasingly interconnected world (GenEd X). You will also gain exposure to Geography's broad set of tools and techniques which boost your analytical skills, aiding in decision making and problem solving.

Learning Outcomes:

Learning outcomes 1 through 5 align with **National Geography Standards**, outcome 6 supports **GenEd Social Science S** learning goals and outcome 7 supports **GenEd Global and Indigenous Perspectives X**.

Through this course, you will:

1. Understand **the world in spatial terms** by
 - using maps and other geographical representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
 - using mental maps to organize information about people, places, and environments;
 - analyzing the spatial organization of people, places, and environments on Earth's surface.
2. Understand the significance and meaning of **places and regions** by
 - describing the "human characteristics" of places;
 - describing how "people create regions" to interpret Earth's complexity;
 - describing how culture and experience influence people's perception of places and regions.
3. Understand the patterns, processes and complexities of **human systems** by
 - describing the characteristics, distribution, and migration of human populations on Earth's surface;
 - describing the characteristics, distributions, and complexity of Earth's cultural mosaics;
 - describing the historical and contemporary patterns and processes of development, social and economic, that affect people, places, regions, and states;
 - describing the patterns and networks of economic interdependence on Earth's surface;
 - describing the process, patterns, and functions of human settlement;
 - describing how forces of cooperation and conflict among people influence the division and control of Earth's surface.
4. Understand the interactions and interdependencies between **humans and their environment** by
 - describing how human actions modify the physical environment;
 - describing how physical systems affect human systems;
 - describing the changes that occur in the meaning, use, distribution, and importance of resources.
5. Put to **use the geographic** skill set and knowledge base by
 - applying geography to interpret the past;
 - applying geography to the interpretation of the present and plan for the future.

6. Meet **GenEd Social Science S** learning goals by
 - developing knowledge of places, regions, cultural landscapes, languages, states, populations, - all of which are spatial structures that relate to human behavior, organization, social phenomena, and/or relationships; (GenEd S learning goal 1)
 - acquiring an understanding and knowledge of geographic theory, both current and from the past, that seeking to explain human organization in the context of space, and relations to the environment; (GenEd S learning goal 2)
 - developing the ability to understand, assess and evaluate data to draw conclusions and generalize. (GenEd S learning goal 3)
7. Attain **GenEd Cultural and International Diversity X** learning goals by
 - Exploring the ways in which culture/ethnic groups define themselves, their attachments to place, and how their political and economic organization in relation to other groups has changed in response to colonialism, state building, neocolonialism, supranationalism, neoliberal political-economic globalization, and the emergent sustainability framework; (GenEd X learning goal 1)
 - demonstrating an awareness of diverse human settlement types, at scales from local to global, and on how political and economic forces affect relations of groups to one another and to the larger spatial aggregations; (GenEd X learning goal 2)
 - analyzing and comparing rights and responsibilities of 21st century citizenship, mainly through the topic of "development" with its social, economic, and environmental dimensions at regional, national, and international scales. (GenEd X learning goal 3)

Recommended Textbook:

- Greiner, A. 2014 or 2017. Visualizing Human Geography. 2nd or 3rd ed, Wiley.
- Additional readings posted on Moodle

Additional Materials

- I may explore the use of i-clickers

IT: Moodle online course supplement, computer use and communication:

Moodle: Moodle is an online course learning system (<http://umonline.umt.edu>) giving you access to course materials 24/7. You need to regularly access Moodle using your NetID to keep yourself informed about the class, obtain supplementary course materials, obtain assignments, and submit assignments. I will post abbreviated versions of lecture notes and other class related items, ie this syllabus. To view course materials posted on Moodle you either need the software I use to create the files (Powerpoint, Word, Excel, Adobe Reader, etc) or plugins that allow you to view the files.

You will also submit assignments and video reviews (or some of them) to Moodle, which must be compatible with a PC/Windows system. If you use Apple or other operating systems, please make sure to create and submit PC/Windows compatible files (ie pdfs, Word, EXCEL)

Organization on your part is a plus for you to do well in this course. If you are new to Moodle, I recommend that you access UOnline and work through the Moodle Student Resources (tutorials) within the next few days.

Computer use: To succeed in this course, you need access to and know (or learn) how to use a Windows computer with Internet connection. Computers in the IT (information technology) computer labs (<https://www.umt.edu/it/services/computerlabs/computerlabs.php>) throughout the campus, for instance LA 139 or UC 220, are well-suited to meet the needs of this course. Also check out the Mansfield Library computer facilities <http://www.lib.umt.edu/computer-availability/>

IT and library labs also offer laser printing for a fee. If you are a novice computer user I recommend that you work with a classmate who has some computer skills. IT has a helpdesk, ITCentral <http://www.umt.edu/it/support/>, in SocSc 120 (phone: 243-4357 or 243-help; ITCentral@umontana.edu).

ITCentral should be your first contact with NetID- and password-related questions. The Mansfield Library set up a computer that can assist with your NetID.

Communication: Besides access to course materials and assignments, Moodle offers easy communication between instructor, TA and students. By default, Moodle is set up to send email to your official university email address (firstname.lastname@umontana.edu or firstname.lastname@umconnect.umt.edu). If that email has been in use before, a number may be added to your firstname i.e. firstname2.lastname@umconnect.umt.edu. Make sure to regularly check your UM email.

Grading: grade mode and plus-minus grading; elements of your grade

The Grade Mode for this course is T (Traditional, letter grades). Traditional grading and a letter grade of C- or higher are required for a course to be used toward meeting GenEd and/or program requirements.

Grades are assigned using a plus-minus grading scheme, as shown in the following table.

Grading scheme: plus – minus grading

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93.3-100	90-93.3	86.7-90	83.3-86.7	80-83.3	76.7-80	73.3-76.7	70-73.3	66.7-70	63.3-67.7	60-63.3	<60

You earn your grade in a variety of ways: through assignments, exams, video reviews, participation and in-class exercises. Approximate points are shown in the following table.

Elements of your grade

Assessment Type	Number given	Comments: timeliness, missing	Points per type, approx..	Total min	Total max
Assignments (~ 30%)	4 given	Submit assignments via Moodle. No late assignments. The lowest grade on assignments will be dropped. That means if you miss one assignments (ie due to illness, etc.) that score of 0 will be dropped without a negative effect on your grade.	10	30	40
Exams (~ 45%)	4 exams (including one during the final exam period)	You will need a red scantron sheet for each exam. Of 4 exams, the lowest score will be dropped. If you missed an exam (ie due to illness etc) that score of 0 will be dropped without a negative effect on your grade. No make-up exams.	15	45	60
Video Reviews (~ 15%)	3-4	Submit video reviews via Moodle. No late video reviews. The lowest grade on video reviews will be dropped. That means if you miss a review (ie due to illness, etc.) that score of 0 will be dropped -- without a negative effect on your grade.	5	15	20
Participation, in class exercise (~ 10%)	Constructive participation in class; several in-class exercises			10	10
	Total points			100	130
Bonus points	For volunteering for the bike-ped count on Tuesday May 1 from 3-5 PM or 4-6 PM, depending on location, and Saturday May 5 from 12-2. Transportation-Division http://www.ci.missoula.mt.us/transportation			0	2

Please note: no late assignments, no late video reviews, no make-up exams

Opportunities to miss grade elements (exam, assignment, video review) are for emergencies, not to manage your grade. It is not a wise idea to use these 'allowances' without good cause.

The exams are multiple choice. Please bring a scantron sheet, standard form (red). You can buy scantrons for a quarter or so in the UC Bookstore and also (I was told) at the coffee shop near Stone Hall.

Digital submission directions

You will submit assignments and some of the video reviews digitally via a dropbox on Moodle.

For assignments, you are free to work in a team of two or three students.

For these group assignments, be sure to include all group members' names on the assignment.

The file needs to be in Windows compatible format (docx or pdf, or xls) and should be named LastNameFirstNameInitial_LastNameFirstNameInitial_LastNameFirstNameInitial_A#. * (# stands for the number of the assignment, i.e. 1 for Assignment 1), ie. vonReichertC_AndersonM_A1.pdf.

Each member must separately submit the document, to make sure everyone receives credit – and to not miss out if a team member overlooks submitting the team's work.

(Please note: submitting the same or very similar assignments without showing names of collaborators is in violation of the Student Conduct Code.)

Video reviews are single-author documents. Shorter video reviews may be submitted in class at the end of the documentary/class period.

For on-line submissions via Moodle, you typically have one week to submit assignments or video reviews. You can submit any time during this period and do not have to wait until the deadline.

We will NOT use e-mail to forward information on individual scores or grades. We will employ Moodle to post scores of grade elements. If there should be technical difficulties with that, we will look for other ways of making scores available – but not via email.

The Moodle gradebook seems to not have the sophistication to calculate grades with lowest scores dropped. Therefore, Moodle is not capable of showing your final grade, which could be better than aggregate scores shown on Moodle.

Course guidelines and policies:

Student Conduct Code

All students must practice academic honesty. 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 <http://www.umt.edu/vpesa/documents/Student%20Conduct%20Code%20PDF-%20FINAL%208-27-13.pdf>

Please know that the student conduct code includes segments on Academic Conduct as well as General Conduct. Violation of the General Conduct Code includes disruptions in class.

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (<https://www.umt.edu/dss/default.php>). Students with disabilities are encouraged to register with Disability Services (Lommasson Center 154, 406-243-2243) early on. If you are a student with disabilities, you may request – in advance, not retroactively -- reasonable modifications by contacting me, and I will work with you and Disability Services to provide an appropriate modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Accommodated exams need to be taken on the same day and at or near the same time as in-class exams scheduled on the syllabus.

Attendance and participation (incl. in-class activities)

Attendance is essential to succeeding in this class. Students who regularly attend class find it much easier to learn the materials and gain a much better understanding of the subject. They also do well on exams, complete assignments with ease—and benefit overall much more from the course.

Once you come to class, I expect you to be there for the entire period. (Exceptions should be limited to medical appointments or sudden illness.) It is disruptive to the instructor and to fellow students if students leave during

the class period. It is similarly disruptive if students have conversations during the lecture. I am asking those of you who are more interested in personal conversation than in the subject taught to drop the course for the benefit of others who are serious about taking the course.

Cell phones are similarly disruptive. If you carry a cell phone, please turn it on mute during the class period. There may be class periods during which I will call on smart phone users for information.

In-class activities and constructive participation account for approximately 10% of your grade.

Incompletes:

Please see the Catalog pages for University policies on **Incompletes**. My recommendation: make every effort to avoid an Incomplete! If you have an emergency in the latter part of the semester, please communicate with me to discuss whether an Incomplete is an option for you.

Official dates and deadlines, including course withdrawal

For official Spring 2018 Dates and Deadlines <http://www.umt.edu/registrar/PDF/201830-Official-Dates-and-Deadlines.pdf>, please consult information from the Registrar. Also see the UM Academic Calendar 2017-18 online (<http://www.umt.edu/provost/academiccalendar/>.)

Additional Resources and Services

EOP/TRIO: Some of you may be eligible and may wish to enroll in C&I 160 Learning Strategies for Higher Education. This course teaches time management, note taking, goal setting, text preparation, etc. Contact the Educational Opportunity Program EOP/TRIO (<http://www.umt.edu/triosss/>) (406-243-5032). EOP can also inform you about tutoring and mentoring programs.

AISS: Native American students additionally may wish to contact American Indian Student Services, (<http://www.umt.edu/aiss/default.php>) (406-243-6306), located in the beautiful Payne Family Native American Center, to obtain information on support services for American Indian Students.

The Writing Center: During the semester, the Writing Center www.umt.edu/writingcenter offers tutoring services in writing. Located in LA 144 (406-243-2266), the Writing Centers is open on weekdays.

Career Services (406-243-2022), located in Lommasson Center 154. Career Services <http://www.umt.edu/career/> can help with employment-related inquiries. Please note fall and spring job fairs, workshops on resume writing, job interviewing, etc.

The **Curry Health Center** <http://www.umt.edu/curry-health-center/> on Eddy Street (406-243-2122), provides medical services for students, including counseling

Mountain Line and ASUM Transport: Did you know that Missoula's bus service, the Mountain Line <http://www.mountainline.com/> is free? ASUM buses are also free, including the U-DASH evening bus to downtown http://www.umt.edu/asum/asum_agencies/Transportation/bus/default.php.

Course Calendar:

Please see below. The schedule may be subject to change. Exam dates are firm.

date	day	session	Topic	Readings, from Greiner, 2nd or 3rd edit, unless stated otherwise
22-Jan	Mo	1	Introduction to the course	
24-Jan	We	2	What is Human Geography	Ch 1
26-Jan	Fr	3	Maps and Mapping	Ch 1, PSU, Wldmapper; https://www.education.psu.edu/geog160/c3_p14.html ; http://www.worldmapper.org/

29-Jan	Mo	4	Globalization & Cultural Geog.	Ch 2
31-Jan	We	5	Globalization & Cultural Geog.	Ch 2
2-Feb	Fr	6	Population & Migration	Ch 3
5-Feb	Mo	7	Population & Migration	Ch 3
7-Feb	We	8	Population & Migration	Ch 3
9-Feb	Fr	9	Population & Migration	Ch 3
12-Feb	Mo	10	Population & Migration	Ch 3
14-Feb	We	11	Exam 1	
16-Feb	Fr	12	Careers in Geography	www.aag.org/cs/careers
19-Feb	Mo		Presidents' day, no class	
21-Feb	We	13	Geographies of Development	Ch 11
23-Feb	Fr	14	Geographies of Development	Ch 11
26-Feb	Mo	15	Geographies of Development	Ch 11
28-Feb	We	16	Geographies of Development	Ch 11
2-Mar	Fr	17	Urban Geographies	Ch 8
5-Mar	Mo	18	Urban Geographies	Ch 8
7-Mar	We	19	Urban Geographies	Ch 8
9-Mar	Fr	20	Urban Geographies	Ch 8
12-Mar	Mo	21	Exam 2	
14-Mar	We	22	Industry & Services	Ch 10
16-Mar	Fr	23	Industry & Services	Ch 10
19-Mar	Mo	24	Industry & Services	Ch 10
21-Mar	We	25	Industry & Services	Ch 10
23-Mar	Fr	26	Agriculture & Resources	Ch 9
Mar 26-30			Spring break, no classes	
2-Apr	Mo	27	Agriculture & Resources	Ch 9
4-Apr	We	28	Agriculture & Resources	Ch 9
6-Apr	Fr	29	Agriculture & Resources	Ch 9; USDA Food Atlas https://www.ers.usda.gov/data-products/food-environment-atlas/go-to-the-atlas/
9-Apr	Mo	30	Political Geographies	Ch 7
11-Apr	We	31	Geographies of Identity	Ch 6; US Bureau of the Census www.census.gov
13-Apr	Fr	32	Exam 3	
16-Apr	Mo	33	Language	Ch 4
18-Apr	We	34	Language	Ch 4
20-Apr	Fr	35	Language	Ch 4
23-Apr	Mo	36	Religion	Ch 5
25-Apr	We	37	Religion	Ch 5
27-Apr	Fr	38	Religion	Ch 5
30-Apr	Mo	39	Environmental Challenge	Ch 12
2-May	We	40	Environmental Challenge	Ch 12

4-May	Fr	41	Environmental Challenge	Ch 12
May 7-11	Final	42	Friday May 11, 10.10am-12.10pm, Exam 4	
12-May	Sa		Commencement	