Department: Geosciences **Course Prefix and Number**: Geog 151

Course Title: Human Geography

Instructor(s): Douglas Munski

This form was completed by: B. Saini-Eidukat (and D. Schwert)

Date: 02/27/2007

Campus phone #: 8785 (and 7496) **E-mail:** bernhardt.saini-eidukat@ndsu.edu (and donald.schwert@ndsu.edu)

A. Is this course intended to be continued to be offered as a General Education course?
Yes: _X_ No: _____
(If no, please delete the next three questions and progress to identifying how the General Education outcomes selected for this course were met during the previous five-year period.)

B. Will any of the General Education outcomes previously identified for this course be deleted? Yes: _X__ No: _____

If so, please identify the learning outcome(s) to be deleted: 1, 2

C. Which General Education learning outcomes will be continued? 3, 6

D. Will any General Education learning outcomes be added for this course?
Yes: _____ No: __X__

If General Education learning outcomes are to be added, this form must be accompanied by a "General Education New Course Template".

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<u>Outcome #3</u>: (Students will learn to)
Comprehend the concepts and perspectives needed to function in national and international societies.

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

In Geography 151, map reading and interpretation exercises are one method of evaluation. These emphasize cartography as a form of communication to enhance critical thinking and creative thinking, which are important attributes of general education. Gaining an understanding of the analytical tools used to investigate and solve spatial problems is also assessed. Map reading and interpretation are the initial approach to using cartography and related geo-spatial techniques such as geographic information systems to problem-solving relative to topics of human-environment interaction. Critical thinking and creative thinking are highlighted to benefit the student and to promote the student's abilities to recognize and evaluate choices and their consequences when dealing with regional issues.

Students are also assessed on their ability to develop appreciation of the fundamental themes and processes of physical and human geography, as articulated by the National Geography Standards and endorsed by the Association of American Geographers. Students are asked to recognize relationships among ideas and events, as well as to recognize and evaluate choices and their consequences when dealing with regions at different spatial scales from a human-environment perspective.

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric for Student Learning Outcome 3) have addressed this outcome?

1. SHORT DESCRIPTION OF MAP READING AND INTERPRETATION EXERCISES (PROVIDE FULL EXAMPLES IN SECTION BELOW)
Map reading and interpretation exercises are embedded into the PowerPoint presentations for each topic and also placed into practice quizzes and tests which the students take using Blackboard as the learning management system. Selected maps (referred to as "Figures" in the textbook) that are drawn at various scales and emphasizing key topics from each chapter are highlighted for study. A sample of this is given with the PowerPoint presentation on population geography which is attached and will be emphasized in "Part 2" immediately below (Attachment #1).Then, students are asked pertinent questions to determine if they can identify the correct answers when using the map legends and related conventions of map reading and interpretation by having practice quizzes and tests. Such basic skills are the basis for the students being able to respond successfully to the short answer essay question(s) regarding the topic for a particular map. An example of one such practice quiz regarding the geography of religion is attached which also is pertinent to the item below dealing with recognizing spatial and geopolitical relationships (Attachment #2).

2. SHORT DESCRIPTION OF EXERCISES WHERE STUDENTS RECOGNIZE RELATIONSHIPS AMONG IDEAS AND EVENTS, AS WELL AS RECOGNIZE AND EVALUATE CHOICES AND THEIR CONSEQUENCES WHEN DEALING WITH REGIONS AT DIFFERENT SPATIAL SCALES (PROVIDE FULL EXAMPLES IN SECTION BELOW)
The PowerPoint presentation (Attachment #1) on population is the fundamental material presented on a key human-environment interaction issue: the impact of changing population

distributions upon the Earth. As can be seen throughout the 42 slides, there is extensive use of maps at various scales starting with the global and moving downward to continental. Specific maps are used to promote in-class discussion as the C.A.T. (classroom assessment technique) exercise for the day. First, the students are asked to think about the general spatial patterns that then can be explained as the result of the interplay of ideas and events. In this particular case the improvement of health care is the featured idea with colonialization and de-colonialization being emphasized as the key events when it comes to considering the dramatic differences of Africa's demographics to other parts of the world in the past 150 years. Then, the maps are used as springboards to discuss which choices have what consequences when it comes to spatial variations in the changing spatial distribution of birth rates (slide 7), death rates (slide 8), total fertility rate (slide 9), maternal mortality (slide 12 which is a pie-chart that is compared to the various maps), rate of natural increase (slide 13), and age-sex cohorts (slide 18) as found in parts of Africa. Rhetorical questions are used, too, to stimulate critical thinking, particularly as it relates to current events. One set of rhetorical questions is centered around how the HIV-AIDs epidemic in certain parts of Africa, specifically southern Africa and Botswana in particular, has totally altered the age-sex population pyramid (slide 16) and population projections for this region compared to what was forecast just 20 years ago. Pertinent human-environment interaction issues such as carrying capacity potential (slide 37) are emphasized, too. Finally, there is a formal assessment of the students in terms of a test which includes questions requiring basic map reading and interpretation skills and drawing conclusions from applying those techniques in conjunction with critical thinking and creative thinking.

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<u>Outcome #6</u>: (Students will learn to)
Integrate knowledge and ideas in a coherent and meaningful manner.

What methods of evaluation have been used to determine if, and how effectively, this outcome has been met?

Students' ability to integrate knowledge of basic cartography with historical and geopolitical concepts are assessed through their completion of four writing assignments over the course of the semester.

What assignments, test questions, and/or projects included in the attachments (and referenced in the rubric for Student Learning Outcome #6) have addressed this outcome?

SHORT DESCRIPTIONS OF AT LEAST TWO EXAMPLES OF WRITING ASSIGNMENTS, CHOSEN FROM

- **Personal Migration Story**
- **Popular Culture Study**
- **Urban Geography Field Exercise**
- **Political Geography Exercise**

The two examples of writing assignments for this revalidation are the Personal Migration Story and the Popular Culture Study. The first exercise emphasizes the student using a simple geographical model, the push-pull model of migration, and applying it to that person's own experience coming from their home community to NDSU. It is meant to be a brief essay that

allows the instructor to assess how well a student can make the connections between the model and a pertinent real-world example plus demonstrate basic competencies in writing with attention given to how the undergraduate is engaging in both critical thinking and creative thinking. A copy of the rubric is provided for the Personal Migration Story (Attachment #3, Parts a and b). The second writing assignment example is the Popular Culture Exercise. Geographers who emphasize human geography are expected to collect field data and write about those field experiences. This particular activity is intended to assess the student's power of observation and how well that individual can make the connections between popular culture as a geographical phenomenon that is expressed differently at the regional level as well as illustrated as being generic at the national level. The field notes require both critical thinking and creative thinking to be used. A copy of the rubric is provided for this writing assignment (Attachment #4).

(PROVIDE FULL EXAMPLES IN SECTION BELOW)

See graded examples of student writing assignments, Attachments 5a, 5b, 5c, 5d, 5e and 6a, 6b, 6c, 6d.

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If this course was previously approved for the Cultural Diversity or Global Perspectives category please provide a short description and examples of how this course has fulfilled, and will continue to fulfill, the following definitions:

Global Perspectives: The focus of the Global Perspectives category is on analysis and interpretation of issues that illustrate global interdependence.

Geography is by nature a global study. In Geography 151, students learn to become better citizens over the course of their lives by developing a global, regional, and local perspective on human and environmental issues. Students participate in exercises that further their understanding of other cultures, and learn that there are many cultures across this planet needing to be understood if global human and environmental issues are going to be resolved for mutual benefit. Efforts to achieve this goal in GEOG 151 are based upon using case studies and examples from various parts of the world at different spatial scales to assist undergraduates become more cognizant of how geography is relevant to their everyday lives. These include, for example, discussion on Global Implications of Religious Diversity and Religious Conflict, and Geopolitics and Multinationalism.

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Rev. 11/18/2004

OUTCOME 3 EXAMPLE EXERCISES – **Comprehend the concepts and perspectives needed to function in national and international societies.**

1. PLEASE PROVIDE FULL EXAMPLES OF MAP READING AND INTERPRETATION EXERCISES HERE

As noted above already regarding Outcome 3, embedded into the PowerPoint presentations are C.A.T.s or in-class map reading and interpretation exercises with additional work in map reading and interpretation done through having practice quizzes and formal testing. One highly pertinent example of using such C.A.T.s are those questions found sprinkled among the 27 slides on the PowerPoint (Attachment #7, social geography and ethnicity). In particular, consider slide 12 and slide 13 which are the basis for comparing the importance of scale when interpreting ethnic distributions, in this case, that of African-Americans.

2. PLEASE PROVIDE FULL EXAMPLE EXERCISES HERE, WHERE STUDENTS RECOGNIZE RELATIONSHIPS AMON G IDEAS AND EVENTS, AS WELL AS RECOGNIZE AND EVALUATE CHOICES AND THEIR CONSEQUENCES WHEN DEALING WITH REGIONS AT DIFFERENT SPATIAL SCALES

The aforementioned embedded map reading and interpretation exercises within the 27 slides (Attachment #7) on the topic of social geography and ethnicity are cited as a typical example of how students are assisted in recognizing relationships among ideas and events. This can be seen immediately with the third slide that compares the former Yugoslavia with Afghanistan with the idea being featured as the pros/cons of ethnic diversity and the events being devolution and civil war for these two parts of the world. The notion of the importance of recognizing and evaluating choices and their consequences is at the root of discussions about such topics as ethnic provinces of the USA (slide 10), American ethnic homelands (slide 11), and particularly the transformation of ethnic colonies into ethnic enclaves or ethnic ghettoes (slide 25). It is important to note that slide 19 is a “wild card” slide that is used to have the students in the class create a PowerPoint slide as a group that is related to a current events item of that particular day that deals with ethnicity in some part of the world. This is a unique C.A.T. that constitutes a “pop quiz” style assessment, too!

OUTCOME 6 EXAMPLE EXERCUSES - **Integrate knowledge and ideas in a coherent and meaningful manner.**

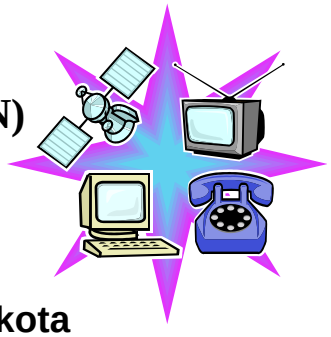
PLEASE PROVIDE AT LEAST TWO FULL EXAMPLES OF WRITING ASSIGNMENTS, CHOSEN FROM

- **Personal Migration Story**
- **Popular Culture Study**
- **Urban Geography Field Exercise**
- **Political Geography Exercise**

Attachment #8 is the rubric for the Urban Geography Field Exercise, and Attachment # 9 is the rubric for the Political Geography Exercise. The former is another out-of-class activity that emphasizes the student being able to take field data and to transform it into a meaningful essay that illustrates that the undergraduate understands how a city can have different examples of the historical and contemporary urban geography concepts of political landscapes, economic landscapes, and social welfare landscapes. Students are encouraged to consider how an urban

community is a palimpsest, i.e., a montage of overlapping past streetscapes which reflect past and current political places (e.g., the pre-WWI Traill County Courthouse with it post-WWII addition), economic nodes (e.g., retail shops along Broadway in Fargo compared to West Acres), and social welfare places (e.g., the WPA era recreational facilities of the Island Park area of Fargo compared to the Fargodome on the campus of NDSU). The latter assignment maintains the notion of integrating knowledge and ideas gained from map reading and interpretation and producing an essay which demonstrates the students ability to use critical thinking and creative thinking for considering the topic of reapportionment as a facet of electoral geography. The five simple answer questions lay the basis for the student to be able to write a coherent and well-presented essay summarizing and explaining the changes in the electoral geography of the USA as it pertains to national elections. This is a particularly germane topic to be including because of the following conditions: 1) the presidential campaign for 2008 literally started in Fa06 with the off-year elections with candidates jockeying for position; and 2) there is an effort being made to change the Electoral College and the manner in which the American president is chosen. The crucial part of this exercise is that it requires the student to leave the electronic world of computer cartography and have to wrestle with a real-world issue that has relevancy to that individual whether or not the person is politically active.

GEOG 151.01 (Call Number 79464)(IVN VERSION)
Human Geography



Administrative Information

Semester of Offering: Spring of 2005

Provider Institution: University of North Dakota

Number of Credits: 3
Lecture Meeting: 11:00-11:50 AM MWF
Location: Gamble Hall 130, UND; EML 183, NDSU; --- MaSU
Course Instructor: Dr. Douglas C. Munski, Professor of Geography
Office: Clifford Hall 336, UND
Office Hours: see www.online.und.nodak.edu GEOG 151 Web site and by appointment
Telephone: 701-777-4591 (voice mail); Fax: 701-777-6195
Postal Box: GEOG DEPT, UND, Box 9020, Grand Forks, ND 58202
E-Mail: douglas_munski@und.nodak.edu

General Course Information

Course Description: This introductory course in human geography meets the current NDUS general education requirements for social sciences, and it qualifies for these institution's world cultures course status. It focuses upon concepts, models, and applications of contemporary human geography to the study of the cultural landscape at scales ranging from the local through the global. The spatial approach is used to discover geographical perspectives on population, migration, language, religion, folk and popular culture, economic systems, political systems, rural and urban settlement, land use planning, tourism, and environmental issues.

Prerequisite Courses: None
Prerequisite Skills: University entry-level competency in English grammar, spelling, and punctuation. Minimal abilities using any computers; the cd-rom be used occasionally is less user-friendly than most such software but do not panic; owning a computer is not necessary because there will be access to such hardware in various computer labs. Minimal abilities with map reading and interpretation. Attentiveness to lectures and classroom discussions using interactive video network as the medium of instruction. An ability to groan appropriately at instructor's poor jokes and puns merely recommended and not required.

If you need accommodations in this course because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location is 154 Ireland Hall and my office hours are posted at the GEOG 151.01 www.online.und.nodak.edu website.

Relationship of the Course to the Assessment Statement of the UND Geography Department and to the NDUS General Education Requirements

This course is grounded soundly in the four goals of the UND Geography Department's Assessment Statement and integrates the attributes of the NDUS General Education Requirements as stated in the current UND catalog. The first of the departmental goals is to help students gain an understanding of the world in spatial terms, particularly using the basic language and essential concepts of geography to better understand the human-environment theme of the discipline. This is to be accomplished by using map reading and interpretation exercises which emphasize cartography as a form of communication to enhance critical thinking and creative thinking which are important attributes of general education.

The second goal in the assessment state of the UND Geography Department is to assist students to develop an appreciation of the fundamental themes and processes of physical and human geography. Your instructor has incorporated the appropriate physical and human geography standards from the National Geography Standards as endorsed by the Association of American Geographers to reflect this and to promote the importance of recognizing relationships among ideas and events as well as recognizing and evaluating choices and their consequences as essential attributes of general education when dealing with regions at different spatial scales from a human-environment perspective.

Gaining an understanding of the analytical tools used to investigate and solve spatial problems is the third assessment goal of the UND Geography Department. This goal is approached in GEOG 151 by applying map reading and interpretation as the initial approach to using cartography and related geo-spatial techniques such as geographic information systems to problem-solving relative to topics of human-environment interaction. Once again, the general education attributes of critical thinking and creative thinking are highlighted to benefit the student and to promote the student's abilities to recognize and evaluate choices and their consequences when dealing with regional issues.

The fourth focus of the department's assessment goals is to help students become better citizens over the course of their lives by developing a global, regional, and local perspective on human and environmental issues. This goal is associated closely with the general education attribute of understanding other cultures, and there are many cultures across this planet needing to be understood if global human and environmental issues are going to be resolved for mutual benefit. Efforts to achieve this goal in GEOG 151 are based upon using case studies and examples from various parts of the world at different spatial scales to assist undergraduates become more cognizant of how geography is relevant to their everyday lives.

Specific Course Goals

Upon the completion of this course, the student should be able to…

- Appreciate that geography is a discipline which bridges the social sciences with the physical sciences and has ties to the humanities when it comes to the study of places at any scale of inquiry.
- Identify, comprehend, apply, analyze, and evaluate selected key terms, concepts, principles, and models of human geography at a variety of scales of geographic inquiry.
- Understand the importance and value of the geographer's use of spatial analysis for decision-making when handling environmental issues associated with the cultural landscape.

- Recognize that geographers who specialize in human geography have a wide range of career opportunities in both the public and private spheres and are engaged in such employment locally, regionally, nationally, and internationally.
- Discover whether or not human geography is a sub-field of geography to be pursued for additional coursework that may or may not lead to a geography minor or major.

Class Policies

- Attendance: Recommended because there is a positive correlation between attendance and grades, particularly with the participation points being a pivotal part of your daily grade. The instructor will be alternating among the three campuses to encourage attendance. Note: If a pop quiz is pulled and you are not there, you lose the points.
- Excused Absences and Tardiness on Assignments: Reasonable, but you need to have official documentation of any medical, job-related, or other personal reasons for late assignments if seeking an extension for a missed deadline. Funeral leaves should have a copy of the funeral service bulletin so that the instructor can respond appropriately with a card of sympathy or a contribution to a memorial fund.
- Interruptions During the Class: You always are encouraged to ask questions and to engage in civil discourse. Medical emergencies will be handled appropriately. Violent outbursts will be dealt with according to the code of student life for the campus at which the disturbance takes place.
- Taking of an Incomplete: Possible, but suggested only if absolutely necessary. Please refer to the college catalog for the correct procedures to follow.
- Conflict Resolution: Handled according to the appropriate NDUS codes of student life.

Course Assignments

Grading Procedures: Evaluation and grading are different but related processes.

Additional information on this topic will be posted on the GEOG 151 website; arrangements will be made for NDSU and MaSU access to that Blackboard.

- General Exams
  - Four at 50 pts. each but we will drop your lowest score.
  - **Open-book, on-line approach for exams BUT under limited time conditions**
- Final Exam
  - A 50 pt. closed-book, in-class test that must be taken per NDUS policy.
- One-page Writing Assignments
  - Four at 25 pts.
    - **Personal Migration Story**
    - **Popular Culture Study**
    - **Urban Geography Field Exercise**
    - **Political Geography Exercise**
- Participation in Respective Campus International Events
  - Three at 20 pts.
- National Assessment
  - Worth 50 pts.(sliding scale used for conversions from the national data)
- Pop Quizzes and Daily Participation Input
  - Details on Blackboard
- Maintenance of E-Mail Account
  - Worth 10 pts.

Grading Scale:

- A: 94.00% and above
- B: 75.00%-89.99%

- C: 60.00%-74.99%
- D: 33.33%-59.99%
- F: Below 33.33%

Required Textbook

Fellmann, Jerome, Getis, Arthur, and Getis, Judy, 2005. ***Human Geography: Landscapes of Human Activity***, 8th Edition. Boston: McGraw-Hill. (Referred to as TEXT)

Recommended Electronic Atlas

There are numerous websites for electronic atlases. If you do not have a favorite source, then please try http://www.refdesk.com/factmaps.html. (Called ATLAS.)

Computer Access Requirements

Access to the Internet is recommended and available across the various campuses; use of the computer lab in 164 O'Kelly Hall is available at UND. Specific computer lab access at NDSU and MaSU will be determined after 11 January 2005.

Class Topics, Assignments, and Schedule

(Subject to change, so check your GEOG 151 online.und.nodak.edu announcements.

12 January
Overview to the Course
Assignment: Start reading the textbook so that the readings for each day in the future will be finished before that particular day.

14 January
Common Concepts of Geography
Assignment: Reading: TEXT, pp. 3-31; ATLAS, topics as announced.
(Starting today, readings are due for the day's topic listed for each of the dates below.)

17 January
Martin Luther King, Jr. Holiday (No Classes at UND, NDSU, or MaSU)
Send personal migration story in e-mail attachment to Douglas_Munski@und.nodak.edu

19 January
Review of Common Concepts of Geography in Context of Using Blackboard Web Site
Reading: Review TEXT, pp. 3-31.

21 January
Basics of Human Geography: General Overview
Reading: TEXT, pp.32-62; ATLAS, topics as announced.

24 January and 26 January
Spatial Interaction and Spatial Behavior
Reading: TEXT, pp. 65-98; ATLAS, topics as announced.

28 January and 31 January
Basics of Population Geography: Key Terms and Concepts
Reading: TEXT, pp. 101-139; ATLAS, topics as announced.

02 February
Catch-up Day and Bringing Questions to Class
Reading: Review TEXT, pp. 1-139.

04 February

First On-line Exam (Details are on course website.)
No formal class because of annual UMAC meeting.

07 February
Overview to the Geography of Language, Part 1: Underlying Concepts
Reading: TEXT, pp. 141-166; ATLAS, topics as announced.

09 February
Overview to the Geography of Language, Part 2: Global Applications
Reading: Websites as announced; ATLAS, topics as announced.

11 February
Introducing the Geography of Religion, Part 1: Basic Concepts
Reading: TEXT, pp.166-187; ATLAS, topics as announced.

14 February
Introducing the Geography of Religion, Part 2: Global Implications of Religious Diversity and Religious Conflict
Reading: Web sites as announced; ATLAS, topics as announced.
Beware of a Sweetheart Pop Quiz!

16 and 18 February
Ethnic Geography
Reading: TEXT, pp. 189-226; ATLAS, topics as announced.

21 February
Presidents' Day Holiday (No class at UND, NDSU, or MaSU)

23 February
Folk Culture
Reading: TEXT, pp. 229-251; ATLAS, topics as announced.

25 February and 28 February
Popular Culture
Reading: TEXT, pp. 251-265; ATLAS, topics as announced.
Out-of-class Activity: Popular Culture Study [DUE 28 March]
NOTE: 28 February will involve using your findings from the Popular Culture Study in the classroom discussion that day. For all you know, this might be a "pop" quiz day, too.

02 March
Catch-up Day and Review for Second Online Exam

Second On-line Exam (Details are on course website.)
To be started and completed after class today.

04 March and 07 March
Economic Facets of Human Geography: Primary Sector Overview
Reading: TEXT, pp. 267-312; ATLAS, topics as announced.

09 March and 11 March
Economic Facets of Human Geography: Secondary Sector Overview
Reading: TEXT, pp. 315-343; ATLAS, topics as announced.

14 March, 16 March, and 18 March
Spring Break Holiday (No classes at UND, NDSU, or MaSU)

21 March
Economic Facets of Human Geography: Tertiary, Quaternary, and Quinary Overview
Reading: TEXT, pp. 343-351; ATLAS, topics as announced.

23 March
Catch-up Day and Review for Third On-line Exam

Third On-line Exam (Details are on course website.)
To be started and completed after class today.

25 March and 28 March
Good Friday and Easter Monday Holiday (No classes at UND, NDSU, or MaSU)

30 March
Economic Development from a Quality of Life Perspective
Reading: TEXT, pp. 353-386; ATLAS, topics as announced.

04 April
Urban Geography: Historical Geography and Contemporary Background
Reading: TEXT, pp. 391-405; ATLAS, topics as announced.

06 April
Urban Geography: Central Place Hierarchy
Reading: TEXT, pp. 405-410; ATLAS, topics as announced.

08 April
Urban Geography Field Exercise
Dr. Munski should be at AAG-Denver, so this is today's replacement activity
Out-of-Class Activity: Urban Model Study [DUE 11 April]

11 April

Urban Geography: North American Urban Spatial Morphology
Reading: Review TEXT, pp. 411-427; ATLAS, topics as announced.
NOTE: 11 April will involve using your findings from the Urban Geography Field Exercise in the classroom discussion that day.

13 April
Urban Geography: Non-North American Urban Spatial Morphology
Reading: TEXT, pp. 427-439; ATLAS, topics as announced.

15 April
Political Geography Exercise
Dr. Munski is supposed to be at SDSU GTU Geographical Conference, so this is an activity to replace today's cancelled class
Out-of-Class Activity: Political Geography Exercise [DUE 18 April]

18 April
Political Geography, Part 1: Basic Concepts and Models
Reading: TEXT, pp. 441-463; ATLAS, topics as announced
NOTE: 18 April will involve using your findings from the Political Geography Exercise in the classroom discussion that day. For all you know, this might be a "pop" quiz day!

20 April
Political Geography, Part 2: Traditional Geopolitics and Multinationalism
Reading: TEXT, pp. 463-471; ATLAS, topics as announced.

22 April
Political Geography, Part 3: Electoral Geography
Reading: TEXT, pp. 475-484; ATLAS, topics as announced.

25 April
Catch-up Day and Review for Fourth On-line Exam

Fourth On-line Exam (Details are on course website.)
Note: You will have access to this exam starting 26 April at 12:00 p.m. and be finished with it by 12:00 p.m. on 27 April.

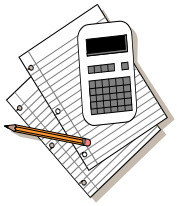
27 April and 29 April
Human Alteration of the Physical Environment and Confronting Human-Induced Environmental Change
Reading: Text, pp. 487-528; ATLAS, topics as announced.

2 May
NATIONAL ASSESSMENT TESTING

4 May
Conclusion to the Course and Explanation about Fifth Exam Replacing Final Exam

UND Final Exam: Thursday, 12 May 2005; 6:00 p.m.-8:00 p.m., Room TBA
NDSU Final Exam: TBA
MaSU Final Exam: TBA

Return of Materials and Announcement of Overall Grade



Any previously graded materials not picked up by 4 May 2005 will be recycled, so please pick them up. Also, the gradesheet for this class is due on different dates at the different campuses. Please be patient about this aspect of the course. Your instructor will be available for consultation on this item during the period of 9-13 May 2005.

How to Survive in GEOG 151

Read the syllabus for the course and always recognize that the GEOG 151 UND Blackboard.com Web site is where announcements and supplemental information will be posted about assignments, grading practices, and any other matters of the course. YOU are responsible and accountable for being aware of any changes in GEOG 151 and taking the appropriate action.

If you are having any problems with understanding any assigned reading or working on any task, let the instructor know so that he can assist you personally or arrange for you to be tutored by a GTA for additional assistance. The instructor even keeps evening office hours, most likely to be on Tuesdays from 7:00 p.m.-9:00 p.m. this semester.

Always write your name clearly with your last name first, first name last on any papers or tests or other items to be submitted to the instructor and keep the pages neat.

Turn in your assignments on time and be patient about the grading. It will take about two weeks for any written materials to be graded and recorded. Please recognize that as much as individualized attention for you is attempted in this course, your instructor can only do so much unless you take the initiative to let him know that you need help. Grading takes time, especially with that many students and so many assignments, and be aware of which rubrics are applied to what items; the rubrics are provided at the course's Web site.

Recognize that the grading scale in this course for this semester is 90%-100% is an "A", 75%-89% is a "B", 60%-74% is a "C", 33%-59% is a "D", and an "F" is anything under 33%. There may be occasional extra credit opportunities. Therefore, strive to make sure you have done the best job on your graded assignments first. **THERE ARE NO "EASY 'A' GRADES" IN GEOG 151, SO YOU SIMPLY HAVE TO WORK HARD IF YOU WANT THAT GRADE!**

Finally, always be courteous and kind to each other, the GTA, and the instructor. There is a great deal of stress when dealing with a university-level course for both the students and the teachers. Let us try to work together to have as successful a semester as possible.

NDSU Academic Responsibility Statement

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (http://www.ndsu.nodak.edu/policy/335.htm).

NDSU General Education Categories

Geography 151 has been approved for the "Social and Behavioral Sciences" category in General Education because it "uses scientific methods to analyze the behaviors, structures, and processes of individuals and groups." It has also been approved for the "Global Perspectives" category, because it discusses "environmental implications of a technical change on society, application of science/technology to a problem, and use of methods of inquiry to address a problem."

Outcome 3

Outcome 3: Comprehend the concepts and perspectives needed to function in national and international societies.

The student has demonstrated the ability to

1. Identify and explain multiple concepts and perspectives (such as individualism, social stratification, monotheism, or racism) used to analyze aspects of national societies and international societies.	N/A No Somewhat Yes Evidence:
2. Analyze aspects of national societies and international societies with multiple concepts and perspectives (such as social privilege, modernization, civic culture, or division of labor).	N/A No Somewhat Yes Evidence:
3. Apply multiple concepts and perspectives (such as globalization, cost-benefit analysis, fundamentalism, or xenophobia) to understand a contemporary issue in national societies and international societies.	N/A No Somewhat Yes Evidence: Recognize relationships between ideas and events in international societies (GIVE EXAMPLE HERE)
4. Evaluate the strengths and weaknesses of multiple concepts and perspectives (such as nationalism, cognitive dissonance, gender roles, or acculturation) employed to understand national societies and international societies.	N/A No Somewhat Yes Evidence:
5. Describe the basic assumptions (such as economic individualism or social roles) and evidence (such as quantitative versus qualitative, or primary versus secondary) used by the discipline studied to understand national societies and international societies.	N/A No Somewhat Yes Evidence: Students recognize and evaluate choices and their consequences when dealing with regions at different spatial scales from a human-environment perspective. (GIVE EXAMPLE HERE)
6. Understand how new knowledge is created (such as by surveys or archival research) and evaluated (such as multiple causation) by the discipline studied to understand national societies and international societies.	N/A No Somewhat Yes Evidence:
7. Other. Please specify. Map reading and interpretation, and understanding of related geo-spatial techniques such as geographic information systems, used for problem-solving of topics related to human-environment interaction.	N/A No Somewhat Yes Evidence: Exercise Examples

Evidence= evidence from student activities in course

Outcome 6

Outcome 6: Integrate knowledge and ideas in a coherent and meaningful manner.

Integrate knowledge and ideas in a coherent manner.

The student has demonstrated the ability to

1. Identify and organize information relevant to a question or issue.	N/A No Somewhat Yes Evidence: Four writing assignments per semester.
2. Synthesize information to address a question or issue from a variety of sources (such as personal observation, scholarly journals, monographs, electronic media).	N/A No Somewhat Yes Evidence: One of the writing assignments asks students to create a personal migration history.
3. Integrate a variety of perspectives and points of view to address a question or issue.	N/A No Somewhat Yes Evidence:
4. Other. Please specify.	N/A No Somewhat Yes Evidence:

The student has demonstrated the ability to

1. Identify significant patterns from information relevant to a question or issue.	N/A No Somewhat Yes Evidence:
2. Identify significant patterns from the variety of points of view and perspectives relevant to a question or issue.	N/A No Somewhat Yes Evidence:
3. Evaluate the significance of various points of view and perspectives relevant to a question or issue.	N/A No Somewhat Yes Evidence: Course content on geopolitics and world religions.
4. Integrate information to gain new insights relevant to a question or issue.	N/A No Somewhat Yes Evidence:
5. Integrate perspectives and points of view to gain new insights relevant to a question or issue.	N/A No Somewhat Yes Evidence:
6. Other. Please specify.	N/A No Somewhat Yes Evidence

Evidence= evidence from student activities in course; Revised 10/21/04; Expires 10/21/09;