Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part 1. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>Geography 102 Cultural Geography</th>
</tr>
</thead>
</table>

Type of Foundational Studies Course - (choose one):

- [x] DLS (Disciplinary Lens – Social Science)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] DLM (Disciplinary Lens – Mathematics)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Sciences)
- [ ] CID (Communication in the Discipline)
  Includes Lab
  [ ] Y
  [ ] N
**Part II. Syllabus Statement**

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. *Geography 102: Cultural Geography* satisfies 3 credits of the Foundation Program's Disciplinary Lens-Social Science (DL-S) requirement. It supports the Foundations Program: University Learning Outcomes and those criteria specific to ULO11 (Social Sciences), along with a variety of other course-specific goals.

The Foundations Program ULO's supported by *Geography 102: Cultural Geography* include:

1. Write effectively in multiple contexts. (Writing)
2. Communicate effectively in speech, both as a speaker and listener. (Oral Communication)
3. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team. (Teamwork)
4. Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues. (Diversity & Internationalization)

Those criteria established by ULO 11 (Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.) which *Geography 102: Cultural Geography* incorporates are as follows:

1. Understanding of individuals as members of a particular culture and/or community
2. Understanding of historical and/or cultural forces.
3. Reasoning, inquiry, and problem-solving
4. Responsibility, personal reflection

*Geog 102: Cultural Geography* is designed to study of the distribution and character of cultural activities throughout the world with emphasis on human landscapes. This course helps to achieve the goals of the Foundations program as well as the criteria established by ULO 11 by focusing on the following course-specific learning outcomes. After successful completion of this course, you will be able to:

- Recognize and explain patterns and processes which define current trends in demographics, migration, political geography, agriculture, services, urban patterns and resource issues.
- Explain and interpret human phenomena in relationship to global regions using maps, graphs and statistical data.
- Recognize and explain how locations differ as well as detail their similarities by applying the geographic concepts of: place, region, scale, space and connections.
- Compare/contrast the diversity between races, cultures, nationalities, religions and ethnicities that inhabit each of the major world regions.
- Explain issues connected to the retention of distinct cultural identity which may lead to rich diversity as well as divisive conflict. (Subjects included, but not limited to: food customs, shelters, media, religious territorial conflicts, genocide, ethnic cleansing, etc)
- Outline and generalize the geographic details of folk/popular culture, language, religion, ethnicity, as well as understand the relevance of globalization on these concepts.
- Recognize our individual role in global trade and their relationship to emerging economies and lesser developed countries.
- Compare and contrast the economic, social and health indicators of development.
- Understand the interconnectedness of people and places on a regional and global scale and their individual role and accountability as a member of our globalized society.
- Verify the intimate relationship of current events to geographic concepts and evaluate the significance to global settlements/communities.
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

| Geog 102: Cultural Geography: All posted assignments will be in pdf format and readable via a screen reader. Videos and online lectures chosen for the course are close-captioned by the content producer and/or include a transcript. PowerPoint presentations that include photos, graphs or other visual representations of content will be verbally described to students on an as-needed basis. Extra time on tests or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. |

Part IV. Evidence of Quality Course Design

See attached

Part V. Additional Justification (optional)

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

Electronic signature included on course application evaluation form below
<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria and Notions of Exemplary Work</th>
<th>Course Learning Outcomes</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities/Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of individuals as members of a particular culture and/or community</strong></td>
<td>“By the end of this course, each student should be able to…”</td>
<td>Assessment methods include: chapter quizzes and exams to assess reading comprehension. “Think-Pair-Share” activities, composing in-class paragraphs and online (Blackboard) discussion boards as well as brief (3-5 page) research papers/overviews to assess a student’s understanding and ability to synthesize and apply information from readings/lecture/videos to current global geographic issues. Assignments incorporate the interpretation/use of simple graphs/diagrams and maps to determine if students can apply the geographic concepts using simple analysis methods.</td>
<td>Teaching/Learning activities include: Lecture/PowerPoint presentations, a varied source of videos, (including selections from <em>Power of Place</em> series) to provide descriptive overviews, case studies and additional explanations of geographic concepts. Brief <em>YouTube</em> segments demonstrate concepts and share current cultural phenomenon. Online lectures (including the <em>TED Lecture Series</em>) expose students to different theories and interpretations by additional global geography experts and professors. Video Question Sheets are provided to guide student focus to relevant portions/segments and are used to motivate/direct oral class discussion following visual presentations. Role plays are used to encourage students to identify with diverse viewpoints and view the relevance of geographic concepts from varying perspectives.</td>
</tr>
<tr>
<td>❖ demonstrate an understanding that members of different cultures and/or communities see, interpret, and experience the world differently articulates his/her own place within his/her own culture(s) and examines its assumptions</td>
<td>Recognize and explain patterns and processes which define current trends in demographics, migration, political geography, agriculture, services, urban patterns and resource issues. Recognize and explain how locations differ as well as detail their similarities by applying the geographic concepts of: place, region, scale, space and connections. Compare/contrast the diversity between races, cultures, nationalities, religions and ethnicities that inhabit each of the major world regions. Understand the interconnectedness of people and places on a regional and global scale and their individual role and accountability as a member of our globalized society.</td>
<td></td>
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</tr>
<tr>
<td><strong>Understanding of historical and/or cultural forces</strong></td>
<td>Outline and generalize the geographic details of folk/popular culture, language, religion, ethnicity, as well as understand the relevance of globalization on these concepts. Explain issues connected to the retention of distinct cultural identity which may lead to rich diversity as well as divisive conflict. (Subjects included, but not limited to: food customs, shelters, media,</td>
<td>Assessment methods include: individual research papers that demonstrate a student’s understanding of concepts and a Group Exam. The Group Exam includes questions derived from the Learning Activities (Wiki, student papers and text) The group members discuss and collaborate on exam questions. Questions are structured to incorporate student research and elements</td>
<td></td>
</tr>
<tr>
<td>❖ demonstrates an understanding of the historical and/or social forces that shape individuals and institutions ❖ analyzes the world views and/or philosophical assumptions of a given source ❖ draws</td>
<td></td>
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</table>

*Course Learning Outcomes*:

- By the end of this course, each student should be able to...

*Assessment Method: Evidence of Student Learning*:

- Assessment methods include: chapter quizzes and exams to assess reading comprehension. “Think-Pair-Share” activities, composing in-class paragraphs and online (Blackboard) discussion boards as well as brief (3-5 page) research papers/overviews to assess a student’s understanding and ability to synthesize and apply information from readings/lecture/videos to current global geographic issues. Assignments incorporate the interpretation/use of simple graphs/diagrams and maps to determine if students can apply the geographic concepts using simple analysis methods.

*Planned Teaching & Learning Activities/Pedagogy*:

- Teaching/Learning activities include: Lecture/PowerPoint presentations, a varied source of videos, (including selections from *Power of Place* series) to provide descriptive overviews, case studies and additional explanations of geographic concepts. Brief *YouTube* segments demonstrate concepts and share current cultural phenomenon. Online lectures (including the *TED Lecture Series*) expose students to different theories and interpretations by additional global geography experts and professors. Video Question Sheets are provided to guide student focus to relevant portions/segments and are used to motivate/direct oral class discussion following visual presentations. Role plays are used to encourage students to identify with diverse viewpoints and view the relevance of geographic concepts from varying perspectives.
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<th>Reasoning, inquiry, and problem-solving</th>
<th>Explain and interpret human phenomena in relationship to global regions using maps, graphs and statistical data. Recognize their individual role in global trade and their relationship to emerging economies and lesser developed countries. Compare and contrast the economic, social and health indicators of development.</th>
<th>Assessments include assignments that incorporate analysis of basic graphs such as population pyramids, demographic transition models and interpretations via short written paragraphs and via online and in class discussions of how these models are applicable to current issues and geographic questions. Alternate methods could include: multiple choice exams, quizzes and research reports.</th>
<th>Teaching/Learning Activities include; student compilation of data and research (from literature resources) and interpretation of information to derive conclusions about development of global regions. Assignments include: reflective questions, group discussion as well as specific calculations on GDP and mapping of trade routes, factory locations of specific goods/services. Power of Place videos provide case studies that overview what is discussed in class. Brief introduction of topics are followed by assignments that require the use of maps, graphs and statistical data to assess development. In addition the following is incorporated: Country based case studies, statistical information and video provided to instigate group discussions. Additional teaching/learning activities could include: Lecture/PowerPoint presentations and a varied source of videos/online lectures.</th>
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<td><strong>connections between diverse perspectives</strong></td>
<td>religious territorial conflicts, genocide, ethnic cleansing, etc)</td>
<td>prepare brief research papers that illustrate individual understanding of their specific area of research. The papers highlight how their contribution enhanced connections between a diverse array of classmates. Alternate teaching/learning activities could include: Lecture/PowerPoint presentations, videos and online lectures.</td>
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| Responsibility, personal reflection | Verify the intimate relationship of current events to geographic concepts and evaluate the significance to global settlements/communities. | A final assessment includes an end of semester group research paper and/or an oral presentation.  
To earn full points on this project, students must work cohesively with their group (class community) to incorporate the current event within their assigned region, relate it to relevant geographic concepts at a local and global basis. | Final group research project links a current event to a specific geographic region. From the cultural geographic topics reviewed throughout the semester, students select one and relate how their selected topic has influenced or been influenced by the current event. (Example topics may include, but not be limited to: population patterns, ethnicity, environmental impacts, cultural attitudes/differences, influences of territorial boundaries, gender roles, supranationalism, effects of colonialism, food, refugee issues, settlement patterns, trade patterns etc)  
The research and preparation of a student’s topic allows a student to pursue an area of interest, but they must lace that topic to other group member topics and incorporate the relevance to a current event within a specific geographic region. |
## Course Information

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<tr>
<th>Course Number and Title: GEOG 102 Cultural Geography</th>
<th>Number of Credits: 3</th>
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### Type of Foundational Studies Course (choose one)

- [x] DLS (Disciplinary Lens – Social Science)
- [ ] DLM (Disciplinary Lens – Math)
- [ ] FF (Finishing Foundations)
- [ ] DLL (Disciplinary Lens – Literature and Humanities)
- [ ] DLN (Disciplinary Lens – Natural, Physical and Applied Science)
- [ ] DLV (Disciplinary Lens – Visual and Performing Arts)
- [ ] CID (Communication in the Discipline)

## Review Committee Checklist

- [x] Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.
- [x] An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.
- [x] Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.
- [x] The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.
- [x] Course learning activities are likely to promote the achievement of the stated outcomes.
- [x] Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content).

### Feedback from Review Committee:

disability statement may need to be double-checked for sufficiency – see examples below. Course meets all required criteria.

Please note the “Foundations Program” became Foundational Studies Program (7-2011) Please correct syllabus statement

CERTIFIED FOR APPROVAL 9-8-2011.

Electronically signed by Vicki Stieha,
Director, Foundational Studies Program
Boise State University