Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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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 I. Course Information

Course Number and Title: GEOG 102: Cultural Geography

Type of Foundational Studies Course – (Choose One):
[ ] 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)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. GEOG 102 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

GEOG 102: Cultural Geography is designed to study 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 by focusing on the following course 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 event 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 presentation 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

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
Course Design Table
<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
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</thead>
<tbody>
<tr>
<td>ULO 11.1: Understanding of individuals as members of particular culture and/or community</td>
<td>Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently.</td>
<td>Recognize and explain patterns and processes which define current trends in demographics, migration, political geography, agriculture, services, urban patterns and resource issues.</td>
<td>Chapter quizzes and exams to assess reading comprehension.</td>
<td>Lecture/PowerPoint presentations</td>
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<td>Articulates his/her own place within own culture and examines cultural assumptions about people and the world.</td>
<td>Recognize and explain how locations differ as well as detail their similarities by apply the geographic concepts of place, religion, scale, space, and connections.</td>
<td>Think/pair/share activities</td>
<td>Varied source of videos (including selections from Power of Place series) to provide descriptive overviews.</td>
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<td>Compare/contrast the diversity between races, cultures, nationalities, religions and ethnicities that inhabit each of the major world regions.</td>
<td>Composing in class paragraphs and online (Blackboard) discussion boards as well as brief (3- page) research papers/overviews to assess student’s understanding and ability to synthesize and apply information form reading/lecture/video to current geographic issues.</td>
<td>Case studies and additional explanations of geographic concepts.</td>
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<td>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>Assignments incorporate the interpretation/use of simple graphs/diagrams and maps to determine if the students can apply the geographic concepts using simple analysis methods.</td>
<td>Brief YouTube segments demonstrate concepts and share current cultural phenomenon.</td>
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<td>Online lectures (TED talks) expose students to different theories and interpretations by additional global geography experts and professors.</td>
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<td>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.</td>
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<td>Role plays are used to encourage students to identify with diverse viewpoints and view the relevance of geographic concepts from varying perspectives.</td>
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<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</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</td>
<td>Individual research papers that demonstrate a student’s understanding of concepts</td>
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<td>Analyzes the world views and/or philosophical assumptions of a given source</td>
<td>Explain issues connected to the retention of distinct cultural identity which may lead to rich diversity as well as divisive conflict (Subject included, but not limited to: food, customs, shelters, media, religious territorial conflicts, genocide, ethnic cleansing, etc.)</td>
<td>Group exam that includes questions derived from the learning activities (Wiki, papers, and text) and the group members discuss and collaborate on exam questions. Questions are structured to incorporate student research and elements of the Wiki</td>
<td>Group collaboration (Jigsaw) research project</td>
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<td>Draws connections between diverse perspectives</td>
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<td>Alternate methods could include: multiple choice exams, quizzes, and research reports</td>
<td>A collaborative Wiki is built by student groups. The process of building the Wiki reinforces geographic concepts and the final product is a student-derived document (complete with geographic visuals, data, and graphs) that is available online to study/learn from in addition to their textbook.</td>
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<td>Students 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</td>
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<td>Alternate teaching/learning activities could include: Lecture/Presentation, videos, and online lectures</td>
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<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Demonstrates an understanding of the theoretical framework that is behind various approaches to education</td>
<td>Explain and interpret human phenomena in relationship to global regions using maps, graphs, and statistical data</td>
<td>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 model are applicable to current issues and geographic questions</td>
<td>Student compilation of data and research (from literature resources) and interpretation of the information to derive conclusions about development of global regions</td>
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<td>Analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
<td>Recognize their individual role in global trade and their relationship to emerging economies and lesser developed counties</td>
<td>Alternate methods include: multiple choice exams, quizzes, and research reports</td>
<td>Assignments include: reflective questions, group discussion as well as specific calculations on GDP and mapping of trade routes, factory locations of specific goods/services. <em>Power of Place</em> videos provide case studies that overview what is discussed in class.</td>
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<td>Uses information and analysis to capture the critical elements of the discussion</td>
<td>Compare and contrast the economic, social and health indicators of development</td>
<td></td>
<td>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 in incorporated: Country based case studies, statistical information and video provided to instigate group discussions</td>
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<td>Additional teaching/learning activities could include: Lecture/PowerPoint presentations and a varied source of videos/online lectures</td>
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<td>ULO 11.4: Responsibility, personal reflection</td>
<td>Consistently demonstrates, through personal reflection, a complex understanding of the importance of active, meaningful participation in a community</td>
<td>Verify the intimate relationship of current events to geographic concepts and evaluate the significance to global settlements/communities</td>
<td>Final assessment includes an end of the 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 local and global basis</td>
<td>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 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</td>
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5-16-2013

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Foundational Studies Program Director Signature

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Date