**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: GC 164 Human Geography**

**Home Department: Earth, Environmental and Geographical Sciences**

**Department Chair Name and Contact Information** (phone, email):

**Susy Ziegler**

**3001A New Science Facility**

**906-227-1104**

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**Expected frequency of Offering of the course** (e.g. every semester, every fall): **Fall, Winter, Summer**

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

**GC 164 provides an introduction to Human Geography - the study of locations and patterns of human activities and of people’s relationships with their environments. This 100-level course examines the culturally induced differences in the world patterns of population growth, resource utilization, language, religion, agriculture, industry, political systems and environmental impacts of societies. Students study human activities in locations around the world as well as their own environments. They learn to understand what globalization is, how people affect places, how places affect people, and how geography affects every aspect of their daily lives.**

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

**The Human Geography course (GC 164) satisfies the Social Responsibility in a Diverse World component by focusing on two important realities of the 21 century world: globalization and cultural diversity. By discussing globalization, this course presents the students with the uniformity of the world’s economic, cultural, political, and environmental activity but at the same time it also familiarizes students with the ways specific cultural/religious /ethnic groups are retaining their distinctive cultural identities. The intended outcomes include: the knowledge of elements important to another culture (for example: religious or linguistic diversity) and awareness of multiple cultural perspectives (for example: perception of the importance of gender equality).**

**This course also contains the critical thinking component with two important outcomes: the ability to understand and reflect on a different culture in reference to the student’s own culture, and the ability to assess critically the global connections that students maintain with other parts of the world. Students learn diverse perspectives on population composition, often by analyzing ethical issues (e.g. preference for sons over daughters) related to specific cultures, and compare practices across cultures. By reflecting on a variety of socio-cultural phenomena students become more comfortable with cultures other than their own. To facilitate global connections, students learn to reflect on their linkages to other parts of the world by looking at the items (e.g. food, clothing) that they purchase and use daily.**

**The familiarity with other cultures is presented by a combination of in class/take home assignments. Students learn the location of important features of the world map and are presented with assigned readings, in-class movies, and in-class/take home short assignments. Their knowledge is tested by assigning exams, map quizzes, a variety of assignments, and/or a semester project.**

C. Describe the target audience (level, student groups, etc.)

**GC 164 is aimed at introducing freshmen and students early in their academic programs to the concepts and important themes of Human Geography. This course is taught as a lecture with the maximum number of students capped at 80 to facilitate some in-class interaction.**

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

**The Human Geography course (GC 164) currently applies towards the division IV liberal studies requirement and the world cultures requirement. GC 164 is required for three of four EEGS programs: Environmental Studies and Sustainability, Geomatics, and Secondary Education Geography; more than 150 students are currently pursuing the first two of these programs.**

E. Provide any other information that may be relevant to the review of the course by GEC

**In general, regular exams/tests are recommended for assessing the students’ learning outcomes: Four to six exams/tests are recommended in this course. The exams may include a variety of testing methods: multiple choice, open-ended questions, short answer questions, etc.**

**Familiarity with the world map is recommended as an objective of this course. Competency in knowing where important places, regions, and features are can be achieved by assigning map quizzes or incorporating questions into an exam. Generally two to four map quizzes are recommended in this course.**

**A semester project is recommended in this course. The project can include a written essay, oral presentation, visual presentation such as a poster or a different form of artistic or electronic presentation.**

**To fully grasp the complexity of cultural diversity, a broad variety of in-class/take-home assignments are recommended in this course. These may include short in-class reflection on a film shown in class, in-class debates, and map exercises.**

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **In this course students learn about key geographic concepts and patterns related to population growth, resource utilization, language, religion, agriculture, industry, political systems and environmental impacts of societies, and how these concepts apply to different locations around the world. Thus, students are required to become familiar with these geographic concepts, but also with geographic locations. Proficiency in learning about locations and geographic concepts is measured by 3 map quizzes, short in-class assignments, a semester project, and 4-6 exams. Map quizzes are a direct test of the students’ familiarity with geographic locations. Exams analyze their understanding of geographic facts, concepts, and definitions. Certain questions require students to apply data and facts to identify and eliminate answers which include exaggerated generalizations or false information about regions of the world/geographic concepts. All exams are multiple choice only, and the last, final, exam includes multiple-choice questions and an open-ended question. It is expected for students to achieve 75% proficiency in course material after completing the course. The target is based on past experience with teaching this course.**  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Though exams, inclusive of multiple-choice questions and open-ended questions, and through a semester project, students are challenged to identify patterns in geographic data, and reflect on trends in data, make predictions about the evolution of geographic concepts in different regions of the world, and apply geographic concepts to discover ways in which they themselves are connected to other global locations.** **The class features exams with questions which gauge the students’ ability to reach informed conclusions about geographic data and concepts. The semester project (1 per class) requires students to further demonstrate a comprehensive understanding of geographic concepts. All exams are multiple choice only, and the last, final exam includes multiple-choice questions and an open-ended question. It is expected for students to achieve 75% proficiency in course material after completing the course. The target is based on past experience with teaching this course.** |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Students complete one semester project/presentation examining the items they purchase and use every day to understand how the students are connected to other parts of the world and the global economy. This project is designed to require students to summarize their knowledge of geographic concepts, and via applying their knowledge, critically assess how their daily consumer choices can be analyzed from a geographic perspective. Students reflect on these connections in a written report. It is expected for students to achieve 75% proficiency after completing the course. The target is based on past experience with teaching this course.** |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Students complete an assignment/exam question explaining the spatial distribution of populations around the world, and they explain how a specific location determines unique elements of a cultural group.**  **Assessment may include descriptive or multiple-choice questions**. It is expected for students to achieve 75% proficiency after completing the course. The target is based on past experience with teaching this course. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Students complete an assignment/exam question explaining how people earn a living in different parts of the world, reflecting on the importance of globalization contributing to changing perspectives on women’s careers.**  **Assessment may include descriptive or multiple-choice questions.**It is expected for students to achieve 75% proficiency after completing the course. The target is based on past experience with teaching this course. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Students work on a semester project explaining how they are connected to other parts of the world through the items they use every day (e.g. food, clothing, electronics). Students are asked to map out their findings and discuss the global connections they maintain through items of daily use.** This exercise allows the students to engage other cultures in several ways. First, it allows students to become aware of the fact that they are already connected (at least via a supply chain) to other cultures thanks to the items they buy. They become aware of the fact that simple daily purchases impact the lives of people who live in other countries. Second, the exercise is performed in the context of information presented in class, where students learn about the purchases, daily lives, and diets of people who live in other countries and represent other cultures. Thus, when reflecting about their own purchasing habits, they can compare them to those of other cultures discussed in the classroom. It is expected for students to achieve 75% proficiency after completing the course. The target is based on past experience with teaching this course. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Students complete an exam/assignment question related to population composition and distribution. For example: Students are presented with population pyramids and need to explain why certain countries around the world have the composition of the population skewed towards males as opposed to females. In seeking an explanation to the differences and in proposing solutions to population growth challenges, students need to understand population management programs (example: China’s One-child-policy), and explore the ethics of legal pressures or popular incentives to steer population composition. Awareness of ethical issues as they relate to cultures will be tested via an in-class presentation or open-ended exam question asking to highlight ethical issues and complexity of ethical choices.** It is expected for students to achieve 75% proficiency after completing the course. The target is based on past experience with teaching this course. |