

GEOG 102 Geography of the United States and Canada- CrsRvs-2019-08-28

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Introduction to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “EDIT CONTENTS” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the Page Status link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

| | | | |
|-----------------------------------|---------------------------------|------------------------|------------------|
| Proposer* | Gail S. Sechrist | Proposer Email* | gailsech@iup.edu |
| Contact Person* | Gail S. Sechrist | Contact Email* | gailsech@iup.edu |
| Proposing Department/Unit* | Geography and Regional Planning | Contact Phone* | 7-7508 |

| | |
|----------------------|---------------------|
| Course Level* | undergraduate-level |
|----------------------|---------------------|

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

| | |
|--|---|
| Category A: catalog_desc_change_course_title_change | <p>Category B:</p> <p>course_revision liberal-studies</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p><i>Check the APPROVED DE Course List - ON THE I-WIKI DOCUMENTS PAGE before completing the Distance Education (DE) Section. If the course is already approved for Distance Education, you DO NOT need to do another DE proposal.</i></p> |
|--|---|

Rationale for Proposed Changes (All Categories)

| | |
|--|--|
| <p>(A) Why is the course being revised /deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p> | <p>The course is being revised to include the Liberal Studies assessments. Additionally a typo in the catalog description is being corrected: graphic should have been geographic. Lastly it was decided that the title should include the before the name of the countries.</p> |
|--|--|

| | |
|---|--|
| (B) University Senate Summary of Rationale* | <i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> |
| (C) Implications of the change on the program, other programs and the Students:* | |

| Current Course Information* | |
|--|---|
| Category A | |
| (D) Current Prefix* | GEOG |
| Proposed Prefix | |
| (E) Current Number* | 102 |
| Proposed Number | |
| (F) Current Course Title* | Geography of United States and Canada |
| Proposed Course Title | Geography of the United States and Canada |
| (G) Current Prerequisite(s) | None |
| Proposed Prerequisite(s) | None <i>Note: if the current prerequisite is being dropped, you must state that clearly here: "Prerequisite is being changed to none." If it is being kept, you should repeat it here. <u>Please do not leave either prerequisite field blank.</u> If both the current and proposed rerequisites are 'none', please write 'none' in both boxes.</i> |
| (H) Current Catalog Description | A conceptually based introductory-level geography course that focuses on the American landscape. Includes mapping culture regions; tracing settlement patterns; resource use; environmental perceptions; the interplay of urbanization, industrialization, postindustrialization, and spatial mobility; the occurrence of economically disadvantaged landscapes; and the role individuals and society have in the creation of the graphic landscape. |
| Proposed Catalog Description | A conceptually based introductory-level geography course that focuses on the American landscape. Includes mapping culture regions; tracing settlement patterns; resource use; environmental perceptions; the interplay of urbanization, industrialization, postindustrialization, and spatial mobility; the occurrence of economically disadvantaged landscapes; and the role individuals and society have in the creation of the geographic landscape. |
| <i>If changing Category A, no further action required.</i> | |
| Category B (if no change, leave blank) | |
| (I) Repeatable Course This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does <u>not</u> refer to the D /F repeat process. | NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated: |
| Proposed Repeatable Course | If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated: |
| (J) Number of Credits | Class Hours per week:3c Lab Hours:0l Credits:3cr |

| Proposed Number of Credits | Class Hours:Lab Hours:Credits: | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|-------|---------|-------------------------|---|---|--|---|---|-------------------------------------|---|---|----------------------------|---|---|---|---|--|----------------------------|
| (K) Current Course Student Learning Outcomes (SLOs) | <ol style="list-style-type: none"> 1. Define the geographer's perspective by interpret-ing human behavior and impact on the cultural and physical landscapes. 2. Analyze the physical and cultural features, which contribute to the geographic character of the United States and Canada. 3. Apply a conceptual framework to geography at the community, regional and national scales. 4. Assess knowledge about the United States and Canada and the traits of those places. 5. Compare and contrast regions of the United States and Canada and their human and physical characteristics. | | | | | | | | | | | | | | | | | | | | |
| (L) Proposed Course Student Learning Outcomes (SLOs) For each outcome, describe how the outcome will be achieved | <table border="1"> <thead> <tr> <th data-bbox="492 537 594 625">SLO #</th> <th data-bbox="594 537 1183 625">Outcome</th> <th data-bbox="1183 537 1495 625">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 625 594 693">1</td> <td data-bbox="594 625 1183 693">Define the geographer's perspective by interpret-ing human behavior and impact on the cultural and physical landscapes.</td> <td data-bbox="1183 625 1495 693">Exam questions, Erie Canal video outline</td> </tr> <tr> <td data-bbox="492 693 594 781">2</td> <td data-bbox="594 693 1183 781">Analyze the physical and cultural features, which contribute to the geographic character of the United States and Canada.</td> <td data-bbox="1183 693 1495 781">Exam questions, Wanderlust Exercise</td> </tr> <tr> <td data-bbox="492 781 594 848">3</td> <td data-bbox="594 781 1183 848">Apply a conceptual framework to geography at the community, regional and national scales.</td> <td data-bbox="1183 781 1495 848">Exam questions, book essay</td> </tr> <tr> <td data-bbox="492 848 594 936">4</td> <td data-bbox="594 848 1183 936">Assess knowledge about the United States and Canada and the traits of those places.</td> <td data-bbox="1183 848 1495 936">Map quizzes, map exercises, Indian myth identification exercise</td> </tr> <tr> <td data-bbox="492 936 594 1020">5</td> <td data-bbox="594 936 1183 1020">Compare and contrast regions of the United States and Canada and their human and physical characteristics.</td> <td data-bbox="1183 936 1495 1020">Exam questions, book essay</td> </tr> </tbody> </table> | | | SLO # | Outcome | How outcome is assessed | 1 | Define the geographer's perspective by interpret-ing human behavior and impact on the cultural and physical landscapes. | Exam questions, Erie Canal video outline | 2 | Analyze the physical and cultural features, which contribute to the geographic character of the United States and Canada. | Exam questions, Wanderlust Exercise | 3 | Apply a conceptual framework to geography at the community, regional and national scales. | Exam questions, book essay | 4 | Assess knowledge about the United States and Canada and the traits of those places. | Map quizzes, map exercises, Indian myth identification exercise | 5 | Compare and contrast regions of the United States and Canada and their human and physical characteristics. | Exam questions, book essay |
| SLO # | Outcome | How outcome is assessed | | | | | | | | | | | | | | | | | | | |
| 1 | Define the geographer's perspective by interpret-ing human behavior and impact on the cultural and physical landscapes. | Exam questions, Erie Canal video outline | | | | | | | | | | | | | | | | | | | |
| 2 | Analyze the physical and cultural features, which contribute to the geographic character of the United States and Canada. | Exam questions, Wanderlust Exercise | | | | | | | | | | | | | | | | | | | |
| 3 | Apply a conceptual framework to geography at the community, regional and national scales. | Exam questions, book essay | | | | | | | | | | | | | | | | | | | |
| 4 | Assess knowledge about the United States and Canada and the traits of those places. | Map quizzes, map exercises, Indian myth identification exercise | | | | | | | | | | | | | | | | | | | |
| 5 | Compare and contrast regions of the United States and Canada and their human and physical characteristics. | Exam questions, book essay | | | | | | | | | | | | | | | | | | | |
| (M) Previous Brief Course Outline <i>(It is acceptable to copy from old syllabus)</i> | <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>I. INTRODUCTION</p> <p>Topic 1: Nature of Geography and Regionalism</p> <ol style="list-style-type: none"> A. Methodology in Geography B. Organization of Geographical Studies <p>Topic 2: Maps</p> <ol style="list-style-type: none"> A. Map Projections and Scale B. Geographic Grid and Time Zones C. Map Reading and Interpretation <p>Topic 3: Overview of Themes and Issues</p> <ol style="list-style-type: none"> A. Distinctive Characteristics of the U.S. and Canada B. Key Issues in the Future of North America <p>II. THE PHYSICAL LANDSCAPE</p> <p>Topic 4: Physiography of the United States and Canada</p> <ol style="list-style-type: none"> A. Rock Types B. Physiographic Region Formation C. Physiographic Regions of the U.S. and Canada <p>Topic 5: Climates of U.S. and Canada</p> <ol style="list-style-type: none"> A. Factors Influencing Climates | | | | | | | | | | | | | | | | | | | | |

B. Climates of the U.S. and Canada

Topic 6: Vegetation, Soils, & Resources of the U.S. and Canada

A. Vegetative Resources

B. Soils and Natural Resources

III. SETTLEMENT GEOGRAPHY AND PATTERNS OF MIGRATION AND MOBILITY

Topic 7: Geography of North American Indians

A. Origins of American Indians

B. Culture Areas of North American Indians

C. Reservation Period

Topic 8: Early Settlement Patterns

A. Colonial Powers

B. Three Colonial Cultural Hearths

EXAM 1

Topic 9: Population Geography of the U.S. & Canada

A. U.S. Expansion

B. Immigration Waves

C. Population Movements in the U.S.

D. Population Trends

IV. URBANIZATION, TRANSPORTATION, AND INDUSTRIALIZATION

Topic 10: Megalopolis and Cities

A. Functions and Locations of Urban Settlements

B. Relationships between and within Cities

C. Inner Cities and Edge Cities

Topic 11: Manufacturing Core & Post-Industrial America

A. Location of Manufacturing Core

B. Development of Transportation

C. Changes from Heavy Industry to High Tech

Topic 12: Canadian Difference, Canadian Core & Bypassed East

A. Canadian Settlement Patterns

B. Canadian Cultural and Regional Diversity

V. AGRICULTURAL, TIMBERING AND MINING REGIONS

Topic 13: The Upland South and Mining

A. Location of Appalachian Physiographic Provinces

B. Appalachian People and Economic Activities

EXAM 2

Topic 14: The Lowland South & Gulf Coast

A. Traditional Characteristics of the South

B. Characteristics of the Post-bellum Period

C. Environmental and Human Patterns of the Gulf

Topic 15: The Agricultural Core

| | |
|--|---|
| | <p>A. Agricultural Response in the Central Lowlands</p> <p>B. Settlement of the Plains & Prairies</p> <p>Topic 16: Southwest Border Area and Empty Interior</p> <p>A. Southwest Border Ethnic Diversity</p> <p>B. Southwest Border Economic and Social Conditions</p> <p>C. Empty Interior Environments and Human Imprints</p> <p>Topic 17: California and Water in the West</p> <p>A. Farming and Irrigation</p> <p>B. Urban Landscapes of California</p> <p>Topic 18: The Pacific Realm and Northlands</p> <p>A. Pacific Northwest & Northlands Environments & Human Patterns</p> <p>B. Hawaiian Environment and Human Occupation</p> |
| <p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p> | <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Same as above</p> |

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

| | |
|--|---|
| If Completing this Section, Check the Box to the Right: | NOTE: you must check this box if the Course has previously been approved for Distance Education |
| Course Prefix/Number | |
| Course Title | |
| Type of Proposal | <i>See CBA, Art. 42.D.1 for Definition</i> |
| Brief Course Outline | <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> |
| Rationale for Proposal (Required Questions from CBA) | |

| | |
|---|--|
| <p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p> | |
| <p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p> | |
| <p>How will the instructor-student and student-student interaction take place? (if applicable)</p> | |
| <p>How will student achievement be evaluated?</p> | |
| <p>How will academic honesty for tests and assignments be addressed?</p> | |

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

| | |
|--|---|
| <p>If Completing this Section, Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p> |
|--|---|

| Liberal Studies Course Designations (Check all that apply) | | | | | |
|---|---|--------------------------------|--------------|---|-------|
| Learning Skills: | | | | | |
| Knowledge Area: | social_science | | | | |
| | | | | | |
| | | | | | |
| Liberal Studies Elective | <i>Please mark the designation(s) that apply - must meet at least one</i> | | | | |
| Expected Undergraduate Student | <p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> | | | | |
| Learning Outcomes (EUSLOs) | <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td>1 & 2</td> </tr> </tbody> </table> | Informed Learners demonstrate: | Course SLO # | <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | 1 & 2 |
| Informed Learners demonstrate: | Course SLO # | | | | |
| <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds | 1 & 2 | | | | |

Map the Course Outcome to the

EUSLO's

| | |
|---|---------------------|
| <ul style="list-style-type: none"> • The aesthetic facets of human experience | |
| <ul style="list-style-type: none"> • the past and present from historical, philosophical and social perspectives | 3 |
| <ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures | |
| <ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities | |
| <ul style="list-style-type: none"> • the interrelationships within and across disciplines | |
| Empowered Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> • effective oral and written communication abilities | |
| <ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies | |
| <ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools | |
| <ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources | |
| <ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action | |
| <ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups | |
| <ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation | 4 |
| <ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas | |
| Responsible Learners demonstrate: | Course SLO # |
| <ul style="list-style-type: none"> • intellectual honesty | |
| <ul style="list-style-type: none"> • concern for social justice | |
| <ul style="list-style-type: none"> • civic engagement | |
| <ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world | 5 |
| <ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others | |

| | | |
|--|---|---|
| <p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p> | <i>Narrative on how the course will address the Selected Category Content</i> | |
| | Course SLO # | Assessment Tool to be used to measure the outcome |
| | 1 | Exam questions, Erie Canal video outline |
| | 2 | Exam questions, Wanderlust Exercise |
| | 3 | Exam questions, book essay |
| | 4 | Map quizzes, map exercises, Indian myth identification exercise |
| 5 | Exam questions, book essay | |

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

| | |
|--|---|
| <p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p> | <p>Topic 7 covers Geography of North American Indians including their early migration, differentiation and changes after the time of contact including the various government policies towards the American Indians. Students are each given a myth popular with one of the regional groups of Native Americans and they are asked to figure out from which region their myth comes. Topic 8 on Early Settlement Patterns distinguishes three different colonial hearths and the ethnic patterns within them. Topic 9 on Population Geography of the U.S. & Canada includes information on the percentages of ethnic minorities within the U.S. and their distribution patterns. Later regional topics include minority distributions and contributions to the region's character such as urban minority neighborhoods, African Americans in the Deep South and Hispanics and Native Americans in the Southwest.</p> <p>Additionally the current second book that is being used <i>American Nations: A History of the Eleven Rival Regional Cultures of North America</i> includes chapters on El Norte, First Nations in Canada, and the Deep South, which are all regions that ethnic and racial minorities have been crucial in shaping.</p> |
| <p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p> | <p>Currently the second book is <i>American Nations: A History of the Eleven Rival Regional Cultures of North America</i>, which examines the founding of the eleven "nations" that the author has identified and the changes that have occurred within those regions after the country was established. The students are asked to read the book and write a 4-5 page paper that describes the 11 nations and how they have changed through time. This book nicely supplements the textbook by adding additional historical and geographical information about each of the areas that developed its unique cultural traits.</p> |

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

| | |
|---|---|
| <p>If Completing this Section,</p> <p>Check the Box to the Right:</p> | <p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p> |
| <p>Course Designations:</p> | |
| <p>Key Assessments</p> | |
| | <p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  |
| <p>Narrative Description of the Required Content</p> | <p><i>How the proposal relates to the Education Major</i></p> |

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>