

I. COURSE DESCRIPTION:

The general aim of this course is to acquaint students with reasons for human activities and where and why they occur as they do on the earth's surface. Students will begin to see the relevance of geographic concepts as they apply to human problems.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Explain the basic concepts that geographers use to describe the reasons for the distribution of people and activities across the earth
2. Define the problems of world population distribution and growth
3. Indicate the reasons for migration of people
4. Explore the distribution of language across the landscape
5. Identify the origin, diffusion and distribution of different world religions
6. Define the impacts of folk and popular customs on the landscape
7. Identify contemporary political problems from geographic perspectives
8. Define the concept of development and its varying degrees throughout the world
9. Identify the division of the world's two agricultural regions
10. Describe the different reasons for industrial location decisions
11. Identify the origin, distribution and growth of settlements
12. Describe the location of different people and activities within urban areas
13. Explain the arrangement of people and activities across the earth to various contemporary issues

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Explain the basic concepts that geographers use to describe the reasons for the distribution of people and activities across the earth.

Potential elements of the performance:

- review the historical development of geography as a social science
- describe the different ways of indicating location
- define the difference between regional and spatial analysis
- identify the significance of geographic patterns

2. Define the problems of world population distribution and growth.

Potential elements of the performance:

- describe the clustering of people in several population concentrations
- explain the components of population change
- explain the concept of the demographic transition
- outline the problems of world overpopulation

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Indicate the reasons for migration of people.

Potential elements of the performance:

- describe the factors that cause people to migrate
- identify the reasons for voluntary migration
- explain the causes of migration flows within a country
- discuss the types of events that lead to forced international migration

4. Explore the distribution of language across the landscape.

Potential elements of the performance:

- explain the origins of the English language
- outline the branches of the Indo-European language family
- describe the spatial distribution of other language families
- relate the reasons for the development of dialects within the English language

5. Identify the origin, diffusion and distribution of different world religions.

Potential elements of the performance:

- explain the difference between universalizing and ethnic religions
- describe how religions organize space
- determine the impact of religion on the landscape
- discuss the territorial conflicts that arise because of religion

6. Define the impacts of folk and popular customs on the landscape.

Potential elements of the performance:

- described the origins and diffusion of folk and popular customs
- explain the factors relating to unique folk regions
- describe the factors that influence the distribution of popular customs
- outline the problems of worldwide convergence of popular customs

7. Identify contemporary political problems from geographic perspectives.

Potential elements of the performance:

- explain the differences between a state and a nation
- describe how boundaries are drawn between states
- describe what problems result when nations and states do not have the same boundaries
- discuss the military and economic reasons for states cooperating with each other

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

8. Define the concept of development and its varying degrees throughout the world.

Potential elements of the performance:

- explain how development is measured
- describe the level of development among nations
- outline how countries can promote development

9. Identify the division of the world's two agricultural regions.

Potential elements of the performance:

- explain how agriculture originated and diffused
- describe the system of agriculture in less developed countries
- describe the system of agriculture in more developed countries
- explain the location of the most important agricultural regions in more developed countries

10. Describe the different reasons for industrial location decisions.

Potential elements of the performance:

- describe the origins and later diffusion of industrialization
- discuss the distribution of industry worldwide
- relate the factors that influence the location of industry
- cite the industrial problems facing developed and less developed countries

11. Identify the origin, distribution and growth of settlements.

Potential elements of the performance:

- explain how settlements are established
- describe the evolution of rural and urban settlements
- state why settlements grow
- explain why services are concentrated in settlements

12. Describe the location of different people and activities within urban areas.

Potential elements of the performance:

- describe what activities occur in the central city
- state the problems of inner-city residents
- explain the causes and consequences of suburbanization
- express how different social groups are distributed within an urban area

13. Explain the arrangement of people and activities across the earth to various contemporary issues.

Potential elements of the performance:

- discuss the alternatives to fossil fuels
- indicate selected solutions to pollution problems
- indicate the alternatives for increasing the world's supply of food

III. TOPICS:

1. Basic geographic concepts
2. Population
3. Migration
4. Language
5. Religion
6. Social customs on the landscape
7. Political geography
8. Development
9. Agriculture
10. Industry
11. Settlements and services
12. Urban patterns
13. Resource problems

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. An Introduction to Human Geography, Fifth Edition, by Rubenstein, James M., New Jersey, Prentice-Hall, 1996
2. Additional resource materials:
- handouts, videos, etc. will be provided by the instructor

Special Note: Students will be expected to participate in all classroom activities.

**V. EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING**

Includes assignments, attendance requirements, etc.

1. Tests (3)	30%
2. Assignments (3)	15%
3. Written presentation	20%
4. Attendance and participation	10%
5. Final Exam	25%
TOTAL	100%

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

TIME FRAME

Human Geography GEO 101-3 involves three hours per week for the semester.

METHOD OF ASSESSMENT (GRADING METHOD)

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an “R” grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of “academic dishonesty” in the “Statement of Student Rights and Responsibilities.”

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.

