**UNIVERSITY OF MICHIGAN-FLINT**  
**COURSE CHANGE REQUEST for GenEd Distribution**

**NOTE:** This change is not effective for registration or publication until this request has been reviewed by the Provost.

<table>
<thead>
<tr>
<th>Change Effective for Term:</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/College:</td>
<td>College of Arts and Sciences (CAS)</td>
</tr>
<tr>
<td>Department:</td>
<td>Earth and Resource Science (ERS)</td>
</tr>
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<table>
<thead>
<tr>
<th>Subject:</th>
<th>GEO</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>116</td>
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- **INACTIVATE Course**: 
- **INACTIVATE Crosslisting(s)**

**INSTRUCTIONS:** Only where a change is requested, please complete the Requested Change column below; leave other blank for your response. Add separate page(s) if space provided is not sufficient for your response.

### AS CURRENTLY OFFERED

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Title:</td>
<td>Human Geography</td>
</tr>
<tr>
<td>2. Credit Hours:</td>
<td>(3)</td>
</tr>
<tr>
<td>3. Repeat Status:</td>
<td>(see CURRENT Course Description below)</td>
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<tr>
<td>4. Crosslisting(s):</td>
<td></td>
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<tr>
<td>5. GE Distribution:</td>
<td>S</td>
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### REQUESTED CHANGE

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<tr>
<td>to:</td>
<td>Total _____ -or- Variable _____ to _____</td>
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<tr>
<td>to:</td>
<td>Max of _____ credits -or- _____</td>
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- **to:**  
  - FYE: First Year Experience  
  - H: Humanities  
  - S: Social Science  
  - GB: Global Studies  
  - F: Fine Arts  
  - HW: Health & Well Being  
  - FQ: Finance & Qnt Lit  
  - N: Nat Science and/or  
  - NL: Nat Sci Lab  
  - T: Technology

### CURRENT Course Description:

Themes and concepts of human geography. Interplay of culture, population, land use and environment. Geographic patterns of language, religion, agriculture, settlements and related landscape features.

### NEW Course Description (as it should appear in the Catalog):

**REQUESTED BY:**

- Department Chair: [Signature]  
  - Date: [11-10-01]

- Department Chair of Crosslisting(s) or Prerequisite(s): [Signature]  
  - Date: [12-30-01]

- Dean: [Signature]  
  - Date: [12-30-01]

- Dean of Crosslisting(s) or Prerequisite(s): [Signature]  
  - Date: [12-30-01]

**REVIEWED BY:**

- Catalog Editor: [Signature]  
  - Date: [12-30-01]

- Provost: [Signature]  
  - Date: [12-30-01]

- Catalog Coordinator (Registrar's Office): [Signature]  
  - Date: [12-30-01]

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I:\Catalog\Course Change Request Form for GenEd Dist.doc  Revised 7/22/09
REQUEST FOR GENERAL EDUCATION DISTRIBUTION DESIGNATION

Directions: Please indicate which learning outcomes will be addressed in this course (place the corresponding number and outcome where indicated). A minimum of five learning outcomes must be addressed for a course to be eligible for general education distribution designation. Please provide a brief narrative as to how the course objectives/key concepts address each learning outcome selected, and indicate what tools for assessment will be used.

Course Title: Human Geography
Department: ERS  Course Prefix: GEO  Course Number: 116

No. 8  Learning Outcome: Demonstrate knowledge of culture and the arts, social structure and process, and the physical and natural world

Narrative:
Human Geography examines how concepts developed to answer the geographic questions of “where” things are “why” they are there, have been applied to a range of areas in social science; for example - human population, human migration, religion, language and urban development.

Assessment tools:
Reading of current news reports and viewing video media which illustrate how events are related to underlying geographic realities – understanding is evaluated through question responses; standard lesson tests that include objective and written components; graded discussion board responses and discussion encouraging students to reflect on the complexity of problems and how many are common human problems.

No. 9  Learning Outcome: Demonstrate knowledge of economics, finance, and quantitative literacy; heath and well being; and science and technology

Narrative:
Human Geography examines how concepts developed to answer the geographic questions of “where” things are “why” they are there, have been applied to a range of areas in social science; for example - industrial development, location of settlement and service activity, agriculture, resource use and urban development.

Assessment tools:
Reading of current news reports and viewing video media which illustrate how events are related to underlying geographic realities – understanding is evaluated through question responses; standard lesson tests that include objective and written components; graded discussion board responses and discussion encouraging students to reflect on the complexity of problems and how many are common human problems.

No. 3  Learning Outcome: Demonstrate the ability to think critically

Narrative:
Cultural, economic and environmental problems in the United States (U.S.) and around the world have human geographic implications. Solutions are often not clear cut and students are challenged to understand the complex interaction between various perspectives. For example the human migration which is examined in the course impacts population growth, employment, technological development and school funding in the U.S. Sorting out the various strands of thinking in this sort of issue demands a critical approach to examining facts, values and opinions.

Assessment tools:
Reading of current news reports and viewing video media which illustrate how events are related to underlying geographic realities – understanding is evaluated through question responses; standard lesson tests that include objective and written components; graded discussion board responses and discussion encouraging students to reflect on the complexity of problems and how many are common human problems.

No. 6  Learning Outcome: Participate in dialogue that involves respectful and careful listening

Narrative:
Our students have different backgrounds which result in different perspectives on social issues that are the subjects of Human Geography. Many of these issues are used in the class to promote a dialog among students. For example the use of Spanish in the United States (U.S.) has created both a movement for designation of English as the official language of the U.S. and one that promotes acceptance of both English and Spanish and tolerance of a mixture of both languages. The distribution of these movements within the U.S. is not uniform and is related to immigration. This complexity is
covered in the Language lesson of Human Geography and is an example of the opportunities the material presents for students to explore dialogue and careful listening. Foreign students and those located in different parts of the U.S., who are regular members of this online class, make important contributions to this dialogue.

Assessment tools:
Reading of current news reports and viewing video media which illustrate how events are related to underlying geographic realities – understanding is evaluated through question responses; standard lesson tests that include objective and written components; graded discussion board responses and discussion encouraging students to reflect on the complexity of problems and how many are common human problems.

<table>
<thead>
<tr>
<th>No. 2</th>
<th>Learning Outcome: Demonstrate a facility with research methods</th>
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<tr>
<td></td>
<td><strong>Narrative:</strong> Understanding in human geography requires the ability to interpret maps and draw information from a variety of statistical data. A valuable way to learn some of the subtleties of this process is to undertake research projects where both of these skills are required. Two projects in GEO 116 require students to learn these skills. A thematic mapping project at the beginning of the course involves experimentation with thematic mapping techniques, the design of class intervals and color sequences to map a large data set for the U.S. at the county level. A second project toward the end of class requires selection and mapping of census data to complete a community profile.</td>
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<tr>
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<td><strong>Assessment tools:</strong> Completion of course projects.</td>
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