

Colonnade Program Course Proposal: Connections Category

Connections: Understanding Individual and Social Responsibility

Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Although they may be used with a major or minor program,

Connections courses are classes at the 200-level or above designed for the general student population, and may be taken *only after* students have earned at least 21 hours in **WKU**

Colonnade Program coursework or have achieved junior status. *Connections* courses may not have graduate components or prerequisites other than approved courses within the **WKU Colonnade Program**.

Proposed courses must be designed to address specifically the goals and outcomes of one (1) of the subcategories listed below. Students will take one course from each of the three following areas, selecting three different disciplines (usually defined by course prefixes).

- **Social and Cultural** (3 hours)

Students will investigate ways in which individuals shape, and are shaped by, the societies and cultures within which they live. Courses will consider the ethical questions and shared cultural values that shape societal norms and behaviors, the independent and collective or collaborative artistic expression of those values, and/or the role of social and cultural institutions in developing and sustaining norms, values, and beliefs.

1. Analyze the development of self in relation to others and society.
2. Examine diverse values that form civically engaged and informed members of society.
3. Evaluate solutions to real-world social and cultural problems.

- **Local to Global** (3 hours)

Students will examine local and global issues within the context of an increasingly interconnected world. Courses will consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and/or material, cultural, and ethical challenges in today's world.

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

- **Systems** (3 hours)

Students will examine systems, whether natural or human, by breaking them down into their component parts or processes and seeing how these parts interact. Courses will consider the evolution and dynamics of a particular system or systems and the application of system-level thinking.

1. Analyze how systems evolve.
2. Compare the study of individual components to the analysis of entire systems.
3. Evaluate how system-level thinking informs decision-making, public policy, and/or the sustainability of the system itself.

***NOTE: The **Colonnade Program** is designed to incrementally build student skills in argumentation and the use of evidence beginning with discipline-specific coursework in the *Foundations* and *Explorations* categories. By extension, *Connections* courses are intended to be summative learning experiences in which students apply basic knowledge to larger and more complex social, global and systemic issues of concern. Proposals should address this summative purpose in the design of the course and the assessment of student learning.

Please complete the following and return electronically to colonnadeplan@wku.edu.

1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

GEOG 330: Cultural Geography
Connections Category: Social and Cultural

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

Students who take GEOG 330 are expected to engage in exploring cultural and societal contexts and experiences that shape their own lives, critically evaluate their cultural perceptions, and, through evidence and argument, make a personal connection to society as a whole. This course offers connections experiences for a cross-section of WKU students. The majority of student who have taken this course in the past have not been Geography majors. In a typical class, enrollment represents nearly every college at WKU. In this course, students will:

1. Analyze their own cultural identity, explore cultural interrelationships with others, and identify those geographic linkages that connect them to global society. For example, students will discuss how language serves as a cultural marker and can influence our perceptions of others. We will look for evidence as to how accents and dialects, be they local or regional, shape identities and perceptions of others. These ideas will be reinforced by examinations of the diffusion of language, global communication, and how language is expressed geographically on the landscape via toponyms (place names).
2. Students in GEOG 330 will examine the complexities of social and cultural diversity through a variety of topics that will provide them with the critical thinking skills that are essential for effective civic engagement as an informed member of society. For example, part of the course is devoted to discussions of race and ethnicity. We will examine the complex geographies of racial and ethnic identities and how our perceptions and prejudices have evolved across time and space. The outcomes of these discussions will provide students with the background they need to encourage informed, cogent, and nuanced understandings of the diverse world in which they live.
3. Students enrolled in GEOG 330 will discuss the complexities and nuances of real-world social and cultural problems in a geographic context. For example, students will engage in a semester-long research project on the changing cultural landscape of Bowling Green, Kentucky. Students will collect data, conduct fieldwork, and participate in group and class discussions, all of which result in a deeper understanding of the spatial and temporal changes in neighborhood demographics.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

GEOG 330 is an excellent candidate for a Connections course because the very nature of the course is, at its core, centered on the cultural connections between people and places. Students from a variety of disciplines would benefit from the experience of completing GEOG 330 because the course provides students with an opportunity to explore the complexities of culture through a geographic lens. For example, a student with a major in business would benefit from a broader understanding of local and global cultural diversity as it impacts marketing, in the same way a student from nursing would benefit from a greater understanding of cultural identity as it impacts the care of their potential patients and their families. There are endless opportunities for students to make connections between their personal lives and professional goals through Cultural Geography.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.
The prerequisite for GEOG 330 is GEOG 110 (World Regional Geography) which is an approved Colonnade course in the Explorations category.

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

The learning outcomes for GEOG 330 are framed by the "Five Themes of Cultural Geography," which include region, mobility, globalization, nature-culture, and cultural landscape. By the conclusion of the semester, students enrolled in this course will:

- Have a deeper understanding of cultural interrelationships and the geographic linkages that connect them to global society,
 - Have the intellectual tools to examine the complexities of social and cultural diversity and the critical thinking skills that are essential for effective civic engagement as an informed member of society,
 - Be able to engage in meaningful discussions, based in evidence and argument, about complex and nuanced real-world social and cultural problems in a geographic context.
6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

The three core learning outcomes for GEOG 330 will be assessed at the conclusion of the semester through an essay question on the final exam. The assessment of the learning outcomes will be separate from the exam grade. Students must demonstrate that they have the ability to provide solid evidence for their arguments in addressing each of the three learning outcomes within the framework of the "Five Themes of Cultural Geography," including a working knowledge of cultural interrelationships, cultural complexity and diversity, and real-world cultural issues in a geographic context. A sample of 25% of the essays will be reviewed by a committee of faculty members

responsible for teaching GEOG 330 and a plan of action for a review of the course will be taken if less than 50% of the essays are at or above the “Good” rating. The following rubric will be used to evaluate the students’ work:

Evaluation	Performance Expectations
Excellent	Five Themes of Cultural Geography are appropriately applied and the students provide strong evidence for their arguments. Demonstrates clear understanding of cultural interrelationships, complexity, and diversity, at local and global scales. Clearly illustrates narrative with specific geographic examples of cultural complexity and diversity. Student had a deep appreciation for real-world problems as they reflect the themes within Cultural Geography.
Good	Five Themes of Cultural Geography are mentioned and discussed and students provide adequate evidence for their arguments. The narrative includes some geographic examples of cultural interrelationships, complexity and diversity at local and global scales. Students have a basic understanding of real-world problems as they reflect the themes within Cultural Geography.
Fair	Five Themes of Cultural Geography are mentioned but not clearly integrated as evidence for their arguments. A basic understanding of cultural interrelationships is demonstrated but the connections are not clearly illustrated with geographic examples at local and global scales. Student has a working understanding of real-world problems but does not fully integrate that evidence within the themes of Cultural Geography.
Poor	Student is unable to identify the Five Themes in Cultural Geography or integrate them as evidence for their arguments. Cultural interrelationships are not clearly connected to geographic examples at local and global scales. The narrative fails to reflect a clear understanding of real-world problems as they relate to Cultural Geography.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Students who enroll in GEOG 330 will be engaged in a semester-long experience that emphasizes the critical thinking skills needed for effective evidence and argument. Since the majority of students who take this class are not geography majors, for many, this is their first and possibly only exposure to geography and geographic research. To be a fully engaged and productive member of society, it is essential to understand not only who you are and your place in the world, but to be able to place yourself in a global context. It would be nearly impossible to read or hear about a current news story that does not have

a geographic component. Be it a religious conflicts, poverty, gender or racial inequities, material culture, or even music—no matter the cultural category, understanding the places in which these conditions exist are essential to being an informed citizen. Geography matters at all scales. Students who complete this course should emerge with broader understanding and appreciation of local and global cultures, of themselves and of others.

8. How many sections of this course will your department offer each semester?
One section of GEOG 330 will be offered each academic year. The enrollment is usually 35 students.
9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.

**SAMPLE SYLLABUS
CULTURAL GEOGRAPHY
GEOG 330
3 Credit Hours**

INSTRUCTOR: Dr. Margaret. M. Gripshover, Associate Professor

OFFICE: EST 309 **PHONE:** 270-745-3032 **E-MAIL:** margaret.gripshover@wku.edu (email is the best option!)

OFFICE HOURS: Tuesdays & Thursdays, 8:30am-9:30am; Wednesdays, 2:00pm-4:00pm. Note: You are *strongly* encouraged to meet the instructor if you have any questions or problems and *appointments are available at times other than listed here*. Every attempt will be made to meet your needs.

REQUIRED TEXTBOOK: Jordan-Bychkov, Terry G., Mona Domash, Roderick P. Neumann, and Patricia L. Price, *Fundamentals of the Human Mosaic: A Thematic Introduction to Cultural Geography*. (New York: W. H. Freeman) 2012.

ADDITIONAL REQUIREMENT: All students must regularly access to their personal e-mail/computer accounts. We will be using Internet resources throughout the semester. Blackboard will be used extensively as a course resource. All supplemental course materials such as additional readings, assignments, and study guides will be accessed through the course website. I will also post important announcements, updates and other information on the course website. You should check your e-mail and Blackboard on a regular basis for information pertaining to this course.

COURSE LEARNING OBJECTIVES:

The learning outcomes for GEOG 330 are framed by the “Five Themes of Cultural Geography,” which include region, mobility, globalization, nature-culture, and cultural landscape. By the conclusion of the semester, students enrolled in this course will:

- Have a deeper understanding of cultural interrelationships and the geographic linkages that connect them to global society,
- Have the intellectual tools to examine the complexities of social and cultural diversity and the critical thinking skills that are essential for effective civic engagement as an informed member of society,
- Be able to engage in meaningful discussions, based in evidence and argument, about complex and nuanced real-world social and cultural problems in a geographic context.

Among the topics that will be explored are; demographics, cultural diffusion, race and ethnicity, folk and popular culture, language, religion, material and non-material culture, cultural landscapes, and place-situated identity. **Field trips and field research are required.** The text and associated lectures are intended to help you develop an appreciation of the complexity and variety of local and global cultures and reassess your place within society. You will be challenged to view the world in new and innovative ways, use evidence and argument to think critically

about current local, regional, national, and global cultural issues. *This course fulfills a requirement for the major in Cultural Geography.*

HOW YOU WILL BE EVALUATED: Your final grade will reflect your performance on three exams and three assignments. Exams consist of questions drawn from the lectures, maps, readings, class discussions, assignments--essentially anything that happens from the time the class begins until the end of class is fair game for the test. There are 400 possible points that can be earned in the course. There are three exams worth 100 points each for a total of 300 points. There are three assignments, and, when added together, are worth 100 points, equal to one exam. The assignments are individual and/or group projects and may require field work. The following is the point scale used to calculate your final grade in the class.

400-360 = A

359-320 = B

319-280 = C

279-240 = D

239- 0 = F

FYI: An "A" requires extra effort and to earn one is a great honor. Doing the bare minimum will not result in an "A"---not even a "B"! Students who earn "A's" are attentive, never (or very rarely) miss class, are prepared for the lecture, score the highest on exams, are leaders in discussions, and put extra effort into their assignments. Do not underestimate the amount of time you will need to devote to studying and preparing for this class. You will need to do much more than just read the textbook and take exams. Also, since this class only meets one day per week and for nearly three-hours at a time, be honest with yourself—if you know you will miss classes due to outside obligations or do not thrive in such a learning environment, this may not be the class for you.

NOTE: Just because you are on the borderline between two letter grades does not mean you will be automatically moved up to the next grade level. The points you earn will determine your grade. ***Do not expect to receive a grade higher than what you have earned.*** Do not ask for a grade higher than the grade you have earned.

CLASSROOM DECORUM:

- As a courtesy to the professor and your fellow students, all cellular phones, headphones, etc., must be turned off during lectures and exams.
- **No texting during class.** This is distracting and annoying to those around you and your professor. Be courteous and aware that you are sharing a learning environment. It is not all about you.
- Students may use laptops in class for note-taking only as long as they do not disturb other students around them. Other computer use is not permitted. **Anyone using a computer for non-class activities will lose their computer use privileges for the semester. One strike and you are out. No exceptions.**
- **Any electronic gadgetry, such as cell phones, that "go off" during an exam will result in an automatic five point deduction to the offender's exam score.**
- Any student failing to demonstrate mature and respectful behavior will be removed from the class.
- Please keep aisles clear of backpacks and personal materials.
- No reading newspapers, web surfing, e-mailing, text messaging, cell phone calls, or use of any non-class materials during class. Again, this is very distracting to others in the classroom.
- **No eating, drinking, or tobacco use is permitted in my WKU classrooms.**
- In deference to others, please be on time for class. Arrive early as to minimize the chaos. It is very distracting to have students wandering into the classroom during the lecture.
- If you must leave before class has ended, please notify the professor before class.
- If you know you are going to be absent for a class, notify the professor in advance and, if you are working on a group project, inform your fellow team members.
- If you are absent from class, it is your responsibility to find a fellow student who is willing to share the notes. Dr. G. does not share her notes or PowerPoint slides.
- It is understood that all students have read the WKU student "Code of Conduct" and will abide by these rules: <http://www.wku.edu/judicialaffairs/student-code-of-conduct.php>.
- Plagiarism and cheating are serious violations and students should familiarize themselves with these issues. <http://www.wku.edu/csa/policies/plagiarism.php>. For further information, take a look at this explanation of plagiarism from the Department of English: <http://people.wku.edu/jan.garrett/dptengpl.htm>

DEPARTMENT OF GEOGRAPHY AND GEOLOGY POLICY:

The Department of Geography and Geology strictly adheres to University policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will the deadline be waived. The Student Schedule Exceptional Appeal Form shall be used to initiate all waivers. This form requires a written description of the extenuating circumstances involved and the attachment of appropriate documentation. Poor academic performance, general malaise, and undocumented general stress factors are not considered as legitimate circumstances.

EXTRA CREDIT: There are **NO extra credit options** available for individual students to improve their grades. No exceptions.

LATE WORK: Late work will be penalized according to its degree of lateness but it is better to hand something in late than not at all. Late work must be submitted in person and the work must be in hard copy form. Under no circumstances may work be submitted electronically—i.e. **no assignments will be accepted via e-mail.**

DISABILITY STATEMENT: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

ATTENDANCE POLICY: Attendance will be taken at the beginning of each class. If you are late, you will be counted absent so please, be on time so you won't be left off the day's roll. **Attendance is not used as a direct grading variable but it does have a direct impact on your grade.** The penalty for failure to attend class will be borne by the student, as he or she will be unable to perform satisfactorily on exams or participate in class discussion.

ATTENDANCE IS MANDATORY FOR ALL EXAMINATIONS. Make-up exams will only be administered if the professor is notified at least 48 hours prior to the absence with an approved excuse and it will be up to the professor's discretion to determine the justification of a make-up exam. **NOTE: MAKE-UP EXAMS MAY BE IN ESSAY FORM** versus the regular multiple-choice based exams. Assignments that are not handed in on time will be subject to point deductions.

FIELD TRIPS: It is possible that we may go off campus if an opportunity arises that relates to our course objectives. You will be notified in advance if a field trip is scheduled during our class time.

FINAL EXAM: There is **no make-up for the final exam.** If you are not on time, you will not take the exam.

HOW TO SUCCEED IN GEOG 330: If you strive for an above average grade in this course there are several things you can do to enhance your chances of achieving your goal. First, attend class. Missing a class meeting will be detrimental to your grade. Since some of the lecture material is supplemental to your text, it would be difficult to do well if you are not present to participate and take notes. In addition, if a non-classroom event is scheduled, such field experiences cannot be replicated. Missing class is not something that can be "made up." Do not come to me after an absence and ask, "I was absent last week, did I miss anything?" The answer will be, "Yes." Second, read the text and other reading assignments and take notes. Good note taking skills are essential for both lectures and assignments. If you need help with these skills, please see the professor for guidance. Third, listen or read the news on a daily basis. Cultural issues often dominate world events. I strongly suggest you listen to NPR's (WKYU, 88.9FM), "Morning Edition," (4-9am), "All Things Considered," (3:00pm-5:00pm) or the BBC world news on the web (BBC.com). Other media sources such as network or cable news, newspapers and journals are also good alternative to stay informed. If all else fails, watch "The Daily Show with Jon Stewart," at 10:00pm, Mondays through Thursdays, on Comedy Central. You should also check out Dr. G's "W-o-W" on Web Links on the Blackboard page for helpful advice about your college career.

NOTE: This syllabus functions rather much like a contract. By remaining enrolled in this class it is understood that it is your responsibility to read, understand, and adhere to the policies herein. The professor will inform you as to any policy or scheduling changes and it is your responsibility to make these adjustments.

CALENDAR OF EVENTS*

*Refer to this schedule of upcoming class meetings, assignments, events, and examinations. Activities are subject to change at the professor's discretion. It is your responsibility to make these schedule changes.

JANUARY

28	TUESDAY	LECTURE: Discuss Syllabus, Introduction to Cultural Geography READ: Chapter 1, pp. 1-25
30	THURSDAY	LECTURE: The Five Themes: No, Not a Boy Band
FEBRUARY 3	MONDAY	*** Last Day to Add a Course or Drop Full Semester Course without a Grade, Last Day to Change from Audit to Credit, Last Day to Receive a 100% Refund for Full Semester Course, Last Day to Register for Full-Time Load ***
4	TUESDAY	LECTURE: No Confusion About Diffusion
6	THURSDAY	LECTURE: Reading the Cultural Landscape READ: Chapter 3, Population Geography, pp. 53-89
11	TUESDAY	LECTURE: Pop Goes the Population
13	THURSDAY	LECTURE: Created Gendered Spaces
18	TUESDAY	LECTURE: Population and the Environment READ: Chapter 5, Race and Ethnicity, pp. 117-147
20	THURSDAY	LECTURE: Getting Settled: Patterns of Settlement
25	TUESDAY	LECTURE: Ethnic Homelands: Welcome to the Neighborhood
27	THURSDAY	LECTURE: Migration and Ethnicity: A Moving Experience DISCUSS: Assignment 1/Presentations: Bowling Green Cultural Landscape
MARCH		
4	TUESDAY	LECTURE: Ethnicity and Landscapes HAND IN: Assignment I REVIEW: Study Guide for Exam I
6	THURSDAY	***** EXAM I (Chapters 1, 3, 5) READ: Chapter 2, Folk and Popular Cultures, pp. 27-52
(Spring Break)		
18	TUESDAY	LECTURE: Pop Goes the Culture
20	THURSDAY	LECTURE: We're Just Regular Folk (Culture)
21	FRIDAY	***** Last Day to Drop a Full Semester Course with a "W" and last day to change a class from "credit" to "audit." *****
25	TUESDAY	LECTURE: From Rodeo to Elvis: Diffusion of Pop Culture READ: Chapter 7, Geography of Religion, pp. 177-210
27	THURSDAY	LECTURE: Religion and Regions
APRIL 1	TUESDAY	LECTURE: Belief it or Not: Diffusion of Religions READ: Chapter 4, Language, pp. 91-115
3	THURSDAY	LECTURE: Religion and Language: Pack Your Cultural Baggage
8	TUESDAY	LECTURE: Geography of Language
10	THURSDAY	LECTURE: You are What You Speak: Language and Identity
15	TUESDAY	LECTURE: Accents and Dialects, Y'All DISCUSS: Assignment II

17	THURSDAY	LECTURE: Say What? We Are What We Speak HAND IN: Assignment II REVIEW: Study Guide for Exam I
22	TUESDAY	***** EXAM II (Chapters 2, 4, 7) ***** READ: Chapter 10, Urbanization, pp. 273-296
24	THURSDAY	LECTURE: Cities are Greek to Me!
29	TUESDAY	LECTURE: Site and Situation: Location, Location, Location
MAY		
1	THURSDAY	LECTURE: Creative Classes and the City READ: Chapter 11, Inside the City, pp. 297-324
5	MONDAY	***** <i>Roster Freeze Day—no late adds or withdrawals after this date</i> *****
6	TUESDAY	LECTURE: There Goes the Neighborhood (Some Gripshovers just moved in!) DISCUSS: Assignment III
8	THURSDAY	LECTURE: The Burbs: New Cultural Frontiers HAND IN: Assignment III: State Street Project REVIEW: Study Guide for Exam III
15	THURSDAY	***** EXAM III (Chapters 10, 11) 10:30am-12:30pm *****