This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>Goal Area 5</td>
<td></td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>GEOG 2300</td>
<td>GEOG 3400</td>
</tr>
<tr>
<td>Title</td>
<td>Economic Geography</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Spatial structure of world economic activities; agriculture, forestry, fishing, mining, industry and trade. Liberal Education Goal Area 5.</td>
<td>This course helps students understand the world's increasingly complex economic interdependence by examining issues confronting the Global Economy today. This course looks at countries' economic and social well-being, their relationships to other countries and internal and global economic patterns of productivity, wealth and development. Liberal Education Goal Area 5.</td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Spring Semester</td>
<td></td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.

Change the course description and course number.

_This change to an upper division classification will bring this course more in line with national standards. The way this course has been taught in the past semesters is more in line with the expectations of an upper division course._
III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Jill Stackhouse</th>
<th>Jill Stackhouse________________</th>
<th>12.08.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Jeff Ueland</th>
<th>Jeff Ueland________________</th>
<th>10.11.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean:</th>
<th>Dean Greer</th>
<th>Colleen Greer________________</th>
<th>11.30.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

Person to be contacted for further information:

Name: Jill Stackhouse  Phone: 755-3350  E-mail: jstackhouse@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>none</td>
<td>5 &amp; 7</td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>GEOG 3410</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Geography of North America</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>A regional analysis of the physical, demographic, economic and cultural characteristics of the nations in North America.</td>
<td>A regional analysis of the physical, demographic, economic and cultural characteristics of the nations in North America. Liberal Education Goal Areas 5 &amp; 7.</td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Fall semester, even-numbered years.</td>
<td></td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.

As per the course syllabus of many years, “the evolving regional geography of America can be thought of as a set of conversations, held between different populations, generations, and parts of the world and the continent. In this course, issues involving authenticity, the place of nature, and the possibilities of multiple identities in a variety of American (and some Canadian, Mexican, hemispheric, and overseas) regional landscapes are assessed from several historical/aesthetic standpoints.” The course is an explicitly historical geography of North America moving chronologically from pre-Columbian land use patterns to colonial, antebellum, pre-WWI, and post WWII development and change of regional geographies.

All of this emphasizes LibEd Goal Area 5’s Critical Thinking mandate “to increase students’ knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.” Likewise, Goal Area 5’s Student Competencies mandate is met by the semester-long project of demonstrating in a detailed research essay the “practice of critical thinking skills used in history and the social and behavioral sciences, including gathering and applying factual information appropriately, analyzing logical connections, recognizing and articulating value assumptions made by ourselves and others.”

Likewise, all of this emphasizes LibEd Goal Area 7’s Critical Thinking mandate “to increase students’ understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States’ historical and contemporary responses to group differences.” Likewise, Goal Area 7’s Student Competencies mandate is met by the semester-long project of demonstrating in a detailed research essay the “practice of critical thinking skills required for clear understanding of human diversity, including the ability to gather and apply factual information, analysis of logical connections between facts and assumptions, skill at recognizing and articulating the value assumptions made by ourselves and others..”
III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: Mark Lawrence
Name Typed
Signature
Date 10.10.16

Department Chair: Jeff Ueland
Name Typed
Signature
Date 10.10.16

Dean: Colleen Greer
Name Typed
Signature
Date 11.30.16

Person to be contacted for further information:
Name: Mark Lawrence
Phone: 2921
E-mail: mlawrence@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Geography of North America
Course prefix and number: GEOG 3410
Credits: 3
Course description:

A regional analysis of the physical, demographic, economic and cultural characteristics of the nations in North America. Liberal Education Goal Areas 5 & 7.

Are there any prerequisites? No
Reasons for creating this course: This is an already existing course.
How often will this course be offered? Fall semester every even-numbered year
What is the projected maximum class size (cap)? 35

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to Increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.

___X___ A. Students will be able to

- Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
- Employ the data that historians and social and behavioral scientists use to investigate the human condition.
Students will be able to

- Examine social institutions across a range of historical periods and cultures.
- Examine social processes across a range of historical periods and cultures.

Students will be able to

- Use alternative explanatory systems or theories.
- Critique alternative explanatory systems or theories.
- Develop alternative explanations or solutions for contemporary social issues.
- Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Geography of North America
Course prefix and number: GEOG 3410
Credits: 3
Course description: A regional analysis of the physical, demographic, economic and cultural characteristics of the nations in North America. Liberal Education Goal Areas 5 & 7.
Are there any prerequisites? No
How often will this course be offered? 35
What is the projected maximum class size (cap)?

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 7: Human Diversity

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.

___X___ A. Students will be able to
  - Understand the development of group identities in the United States, history and culture.
  - Understand the changing meanings of group identities in the United States, history and culture

___X___ B. Students will be able to
  - Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
  - Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

_______ C. Students will be able to
• Analyze their own attitudes regarding diversity, racism, and bigotry.
• Analyze their own behaviors regarding diversity, racism, and bigotry.
• Analyze their own concepts regarding diversity, racism, and bigotry.
• Analyze their own beliefs regarding diversity, racism, and bigotry.

D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU's Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

X A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

X C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

X D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.
The gods of the hills are not the same as the gods of the valleys.

- Ethan Allen

Description and Rationale:

The essence of Geography is the study of how we make place out of space. In other words, where we are (or where we might be going, or might be leaving behind) is really defined by reference to at least four dimensions: {a} what we imagine it to be, {b} what we actually encounter, {c} how we adapt to and modify what we find, over time institutionalizing a set of practices that give the place a distinctive character, and always (d) the connections and importance of that place economically and politically relative to others. Arguably, no other part of the world has presented more opportunities for experimentation with the idea of making place out of space than North America. From this, it might be helpful to suggest that the evolving regional geography of America can be thought of as a set of conversations or “geographic imaginaries”, held between different populations, generations, and parts of the world and the continent. In this course, issues involving authenticity, the place of nature, and the possibilities of multiple identities in a variety of American (and some Canadian, Mexican, hemispheric, and overseas) regional landscapes are assessed from several historical/aesthetic standpoints.

Per the requirements of Goal Area 2 of the BSU Liberal Education Program, students will be able to {a} gather factual information and apply it to a given problem in a manner that is relevant, clear,
comprehensive, and conscious of possible bias in the information selected; {b} analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim, [and subsequently] generate and evaluate implications that follow from them; and {c} recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. Per the requirements of Goal Area 5 of the BSU Liberal Education Program, students will be able to {a} employ the methods and data of [Geography as a social science] to investigate the human condition; {b} examine social institutions and processes across a range of historical periods and cultures; and {c} use and critique alternative explanatory systems or theories. Per the requirements of Goal Area 7 of the BSU Liberal Education Program, students will be able to {a} understand the development and changing meanings of group identities in... United States... history and culture; {b} demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society; and {c} discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. These several and overlapping competencies all will be demonstrated by completion of the required Application Essay described below.

**TEXT**

Requirements: 1000 points total

1200 with extra credit

§ 4 Exams (600 points total)
§ Application Essay (400 points)

Absolutely NO late work will be accepted.

Note: Social Studies Content Indicators appear on a hard-copy version of this syllabus available upon request.

Exams (60% of the final grade): As per the schedule below, there will be four exams. Covering lectures, readings, and videos, the format for these exams will be map identification, term matching, multiple-choice, and short answer. Some preparatory materials will be posted online before each exam date. Because the exams cover different amounts of lecture and reading, their values are different:

Exam #1 = 12%
Exam #2 = 19%
Exam #3 = 14%
Exam #4 = 15%

Any exam that has to be taken late {a} requires the instructor's permission in advance, {b} will not be offered more than three days (NOT class periods) after the scheduled period, and {c} automatically involves a 20% reduction in score if one or two days late, but a 50% reduction if taken three days late.

Application Essay (40% of the final grade): You will be expected to write a geographic research essay of at least 10 full pages length to present a critical analysis of regarding the articulation and deployment of geographic imaginaries in the sociocultural and political-economic development of one of the regions of the United States that we explore during the course (as defined by the Hudson text). All topics need instructor approval and all essays are to meet critical standards (i.e., a complete bibliography of scholarly sources, original work, etc.). It must be understood that this essay is expected to frame and discuss your issue of interest from a geographic perspective. Therefore, deadlines have been established for submission of {a} a required précis (50 points), {b} an annotated initial bibliography (75 points), {c} an abstracted outline (100 points), and {d} the final
draft (175 points). Handouts will be supplied framing each of these component assignments. A gentle warning: since this is a 3000-level course (and requirement for Geography and Social Studies majors) the Application Essay needs to be considered a substantial piece of scholarly writing, and it will be certainly be graded as such.

_Citation formats:_


MLA, available at [http://faculty.bemidjistate.edu/mlawrence/44MLA.pdf](http://faculty.bemidjistate.edu/mlawrence/44MLA.pdf)

**Extra Credit (+15%):** With instructor approval, you can write an additional geographic research essay of at least 7 full pages length regarding the articulation and deployment of geographic imaginaries in the sociocultural and political-economic development of one of Canada's or Mexico’s regional geographies. As with the Application Essay, a précis will be required (15 points), as will an annotated initial bibliography (35 points) and a final draft (100 points). Only completed assignments will be accepted for extra credit.
COURSE OUTLINE
(SUBJECT TO CHANGE)

Part 1: Speaking from America (26 August – 4 September)

“But here I cannot but stay and make a pause, and stand half amazed at this poor people’s present condition; and so I think will the reader, too, when he considers the same. Being thus passed the vast ocean, and a sea of troubles before in their preparation...what could they see but a hideous and desolate wilderness, full of wild beasts and wild men...If they looked behind them there was a mighty ocean which they had passed and was now as a main bar and gulf to separate them from all the civilized parts of the world.”
-- William Bradford

ASSIGNMENTS & ACTIVITIES:

Hudson chapters 11, 15, 1, 2, 3, and 12

Thursday, 4th September: Application Essay précis due.

Thursday, 4th September: 1st Exam (Part 1 and Hudson chapters 1, 2, 3, 11, 12, and 15)

Part 2: The Colonial Experience (1620-1815) - Speaking as America (Rationalism) (9 – 18 September)

“The American is a new man, who acts upon new principles; he must therefore entertain new ideas, and form new opinions.”
- Hector St. John de Crevecoeur

“[N]ot only does democracy make every man forget his ancestors, but it hides his descendants and separates his contemporaries from him; it throws him back forever upon himself alone and threatens in the end to confine him entirely within the solitude of his own heart.”
- Alexis de Tocqueville

“That which we obtain too easily, we esteem too lightly. It is dearness only which gives everything its value. Heaven knows how to put a proper price on its goods.”
-- Thomas Paine
ASSIGNMENTS & ACTIVITIES:

Hudson chapters 4, 6, 7, and 10

Part 3: Romanticism (1815-1865)- Speaking in America (23 September – 2 October)

“I wanted to live deep and suck out all the marrow of life, to live so sturdily and spartanlike as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner and reduce it to its lowest terms....It is not worth the while to go round the world to count the cats in Zanzibar. Yet do this even till you can do better...[Because] what does Africa- what does the West stand for? Is not our own interior white on the chart?”

-- Thoreau

ASSIGNMENTS & ACTIVITIES:

Hudson chapters 13, 8, and 9

2nd October: Extra Credit Essay précis due.

2nd October: Application Essay annotated bibliography due.

2nd October: 2nd Exam (Parts 2 & 3, and Hudson chapters 4, 6 through 10, and 13)

Part 4: Naturalism (1865-1929)- Speaking despite America (7 – 21 October)

“I still keep in my mind a certain wonderful sunset which I had witnessed when steamboating was new to me. A broad expanse of river was turned to blood; in the middle distance the red line brightened into gold, through which a solitary log came floating...in one place a long, slanting mark lay sparkling upon the water; in another the surface was broken by boiling, tumbling rings, that were as many-tinted as an opal;...the shore on our left was densely wooded, and the somber shadow that fell from this forest was broken in one place by a long, ruffled trail that shone like silver; and high above the forest wall a clean-stemmed dead tree waved a single leafy bough that glowed like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances; and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it, every passing moment, with new marvels of color.
I stood like one bewitched. I drank it in, in a speechless rapture. The world was new to me, and I had never seen anything like this at home. But...a day came when I began to cease noting the glories and the charms which the moon and the sun and the twilight wrought upon the river’s face; another day came when I ceased altogether to note them. Then, if that sunset scene had been repeated, I would have looked upon it without rapture, and would have commented upon it, inwardly, after this fashion: This sun means that the river is rising, small thanks to it;...that silver streak in the shadow of the forest is the ‘break’ from a new snag, and he has located himself in the very best place he could have found to fish for steamboats; that tall, dead tree, with a single living branch, is not going to last long, and then how is a body ever going to get through this blind place at night without the friendly old landmark? No, the romance and the beauty were all gone from the river.”

-- Mark Twain

ASSIGNMENTS & ACTIVITIES:

Hudson chapters 5, 14, 16, 17, 18, 19, 22, and 25

21st October: 3rd Exam (Part 4 and Hudson chapters 5, 14, 16, 17, 18, 19, 22, and 23).

Thursday, 23rd October through Tuesday, 4th November: No classes

Part 5: Realism (1910-1950)- Speaking for America? (6 November – 9 December)

“[The Americans are] a wandering people whom rivers and lakes cannot hold back, before whom forests fall and prairies are covered in shade; and who, when they have reached the Pacific Ocean, will come back on its tracks to trouble and destroy the societies which it will have formed behind it.”

- Alexis de Tocqueville

"[T]he conquest of the physical world is not Man’s only duty. He is also enjoined to conquer the great wilderness of himself....in order to conquer this continent, the particular aloneness of which I speak, the aloneness in which one discovers that life is tragic, and therefore unutterably beautiful, could not be permitted.... And, in the same way that to become a social human being one modifies and suppresses and, ultimately, without great courage, lies to oneself about all one’s interior, uncharted chaos, so have we, as a nation, modified and lied about all the darker forces of our history. We know, in the case of the person, that whoever cannot tell himself the truth about his past is trapped in it, is immobilized in the prison of his undiscovered self. This is also true of nations.”

-- James Baldwin
“A place belongs forever to whoever claims it hardest, remembers it most obsessively, wrenches it from itself, shapes it, renders it, loves it so radically that he remakes it in his own image.”

-- Joan Didion

ASSIGNMENTS & ACTIVITIES:

Hudson chapters 20, 21, 26, 23, 24, and 27.

Tuesday, 11th November: No BSU classes (Armistice Day)

Tuesday, 25th & Thursday, 27th November: No BSU classes (Thanksgiving Break)

13th November: Extra Credit Essay annotated bibliography due.

13th & 18th November: Film- “Cadillac Desert: Mullholland's Dream” (85 min.)

18th November: Application Essay abstracted outline due.

9th December: Application Essay final draft due

9th December: Extra-credit essay (Canada or Mexico) final draft due

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current-- Complete all cells</th>
<th>Proposed-- Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s) (Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td>5</td>
<td>5 &amp; 8</td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>GEOG 3810</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Geography of Europe</td>
<td></td>
</tr>
<tr>
<td>Description (Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</td>
<td>A regional analysis of the cultural, economic, physical, and landscape patterns of the European cultural region. NOTE: Recommended for students in Euro-Spring, International Studies, foreign languages, and prospective teachers. Liberal Education Goal Area 5.</td>
<td>A regional analysis of the cultural, economic, physical and landscape patterns of the European cultural region. NOTE: Recommended for students in Euro-Spring, International Studies, foreign languages, and prospective teachers. Liberal Education Goal Areas 5 &amp; 8.</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Spring semester, even-numbered years.</td>
<td></td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.

This course substantially investigates the interrelationships of member states within the 28-country European Union (EU), as well as the EU’s increasingly important relationships with non-EU European countries and other world regions. All of this emphasizes LibEd Goal Area 8’s Critical Thinking mandate “To increase students’ understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.” Likewise, Goal Area 8’s Student Competencies mandate is met by the semester-long project of demonstrating in a detailed research essay an “ability to gather and apply factual information, skill at identifying alternative perceptions, recognition and articulation of value assumptions, analysis of connections between facts and assumptions, etc.”
III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: Mark Lawrence
Name Typed
Signature
Date

Department Chair: Jeff Ueland
Name Typed
Signature
Date

Dean: Colleen Greer
Name Typed
Signature
Date

Person to be contacted for further information:
Name: Mark Lawrence Phone: 2921 E-mail: mlawrence@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 8: GLOBAL PERSPECTIVE*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Geography of Europe
Course prefix and number: GEOG 3810
Credits: 3
Course description:

A regional analysis of the cultural, economic, physical and landscape patterns of the European cultural region. NOTE: Recommended for students in Euro-Spring, International Studies, foreign languages, and prospective teachers. Liberal Education Goal Areas 5 & 8.

Are there any prerequisites? No
Reasons for creating this course: This is an already existing course.
How often will this course be offered? Fall semester every even-numbered year
What is the projected maximum class size (cap)? 35

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

_____________________________________________________________________________________

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 8: Global Perspective

- Students need to take one course and earn three or more credits

The overall goal of this goal area is to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competency categories, A-D. To submit a course for approval in this goal area you must select competency categories A and B plus either C or D.

X A. Students will be able to

- Describe political, economic, and cultural aspects of societies in their historical and/or contemporary settings.
• Analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings.

**B.** Students will be able to
• Analyze specific international problems, illustrating the cultural differences that affect their solution.
• Analyze specific international problems, illustrating the economic differences that affect their solution.
• Analyze specific international problems, illustrating the political differences that affect their solution.

**C.** Students will be able to understand the role of a world citizen and the responsibility world citizens share for their common global future.

**D.** Students will be able to demonstrate knowledge of a culture through non-English language study at the intermediate (second year) level.

**Goal Area 2: Critical Thinking**

All courses in BSU's Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

**A.** Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

**B.** Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

**C.** Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

**D.** Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please *detail* how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 8 and 2) will be assessed in this course.
GEOG 3810: Geography of Europe
Spring 2016
Course ID #165993

The Research Paper

By Friday, 22 April you are expected to produce a research essay at least 10 full pages of text in length, double-spaced, in a 12-point font with 1-inch margins, including use of at least 7 contemporary scholarly sources (i.e., no more than a decade old and of a higher order intellectually than such low-quality, often precariously unreliable general-reference sources as Wikipedia or other equally biased online user-defined encyclopedia). Therefore, you will certainly need to explore the BSU library’s Ready Reference pages and otherwise conduct significant research from early on this semester in order to retrieve and review resources that might need to be borrowed via Interlibrary Loan. In any case, a complete bibliography is expected to accompany your essay (i.e., one which cites, in alphabetical order, each work consulted and used, listed by author’s last name and first initial, date of publication, title(s) of publication, and source of publication by city and press).

Because this essay amounts to so much of the final course grade (25%), it is composed of several elements due at different times:

<table>
<thead>
<tr>
<th>Précis (2%)</th>
<th>Monday, 25th January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated initial bibliography (4%)</td>
<td>Friday, 11th March</td>
</tr>
<tr>
<td>Abstracted outline (7%)</td>
<td>Monday, 28th March</td>
</tr>
<tr>
<td>Final draft (12%)</td>
<td>Friday, 22nd April</td>
</tr>
</tbody>
</table>
The Précis assignment: DUE MONDAY, 25TH JANUARY

Keep in mind always that this is a regional Geography course; your Research Paper is therefore expected to take a regional perspective, not narrowly focus on one country or one part of a country. So, while I have no problem with you wanting to examine a particular issue as it affects a particular country or part of a country, you will need to do so by comparing and contrasting that country to the broader region of focus.

To prepare your essay, choose one (and only one) of the following topical areas to focus your attention upon. Your Final Draft will need to include a title page which clearly identifies by number to which topic you’re responding (as well as a title more informative than just “Research Paper, Geography of Europe”):

1. Physical Geography: A continuing struggle in the EU involves tension between {a} the concerns of environmentalists and {b} the push for economic growth. In this essay, choose one of the regions specified in Parts IV, V, VI, or VII of your syllabus and investigate at least two clearly defined examples of this tension. Make sure to supply sufficient evidence explaining why you think each of these examples is relevant. Then, by contrast, provide at least two clearly defined examples of how this tension can be resolved by means of “sustainable development” in the region, again supplying sufficient evidence of the relevance of each of your examples.

2. Economic Geography: At least since the Industrial Revolution, Europe has dominated- even shaped- the global economy, and expansion of the EU now makes this increasingly important. In this essay, investigate at least two clearly defined examples of how EU expansion improves or is likely to improve economic conditions in one of the regions specified in Parts IV, V, VI, or VII of your syllabus. Make sure to supply sufficient evidence explaining why you think each of these examples is relevant. Then, provide at least two clearly defined examples of how EU expansion is or is likely to complicate or even worsen economic conditions in the region, again supplying sufficient evidence of the relevance of each example.

3. Cultural Geography: “United in Diversity” may be the EU motto, but serious questions exist about how much diversity is acceptable, let alone manageable. In this essay, choose one of the regions specified in Parts IV, V, VI, or VII of your syllabus and investigate at least two clearly defined examples of the degree to which Europe gains advantage from ethnic diversity. Make sure to supply sufficient evidence explaining why you think each of these examples is relevant. Then, provide at least two clearly defined examples of how devolution in the region emphasizes the limits of a political and economic agenda based on multiculturalism, again supplying sufficient evidence of the relevance of each example.

4. Political Geography: The establishment of the EU is a remarkable achievement considering Europe’s divisive and violent history. Yet at the same time, such “euro-optimism” is increasingly challenged by significant “euroskepticism” about efforts to increase membership, to draft common economic policies, to modify the sovereignty of national borders, etc. In this essay, investigate at least two clearly defined examples of opportunities for further institutional “Europeanization” in one of the regions specified in Parts IV, V, VI, or VII of your syllabus. Make sure to supply sufficient evidence explaining why you think each of these examples is relevant. Then, provide at least two clearly defined examples of resistance to further European institutional integration in the same region, again supplying sufficient evidence of the relevance of each example.

5. Human Geography: On the one hand, Europe’s population is undergoing demographic changes that dramatically challenge its ability to secure its future. Yet on the other hand, there is considerable discomfort with the migration and immigration situations in Europe today. In this
essay, choose one of the regions specified in Parts IV, V, VI, or VII of your syllabus and investigate at least two clearly defined examples of the degree to which demographic changes there challenge the successful integration of Europe as a new, united continent. Make sure to supply sufficient evidence explaining why you think each of these examples is relevant. Then, provide at least two clearly defined examples of how demographic change in the region may enhance rather than weaken the possibilities of further integration across cultures, borders, et cetera, again supplying sufficient evidence of the relevance of each example.

By the deadline specified above, you must complete a précis which presents (A) a first statement of thesis regarding the topic, the region, and the examples on which you will be focusing, as well as (B) a preliminary bibliography of at least 3 items (including at least two (2) non-general reference, non-Internet, and contemporary scholarly sources). Not including the bibliography, the finished document should be no more than 2 (typed) pages long. I will try to return the précis to you within two weeks with comments suggesting helpful revision, though you should of course continue to make progress on research even before you hear back from me.

Keep in mind the difference between description and explanation. The central reason for my asking you to produce a précis identifying around which themes you intend to organize the essays is to start getting a sense of what point(s) you're going to be making about your research frame. While an encyclopedia entry merely describes a place, for example, an explanatory essay launches itself from an initial set of descriptions to risk establishing a perspective about that place. Obviously, the more self-consciously you choose your perspective, the more discriminating you will be in the selection of themes to present and the data through which to present them. Indeed, the strongest essays assume a position so self-consciously as to anticipate critique, therefore refining the process of theme development and data selection. This is not, however, to say that such essays choose data obscurely or ignore/suppress awareness of other information. The strength of such essays lies in their ability to acknowledge but deflect the use of such conflicting accounts (that is, to show that they are either not really conflicting, or at least that any damage they do to the currently presented argument is minimal). With all of this in mind, the basic observation is simply this: you must make a clear statement of perspective at the start of your essay- what is/are the point(s) you are trying to make about the region you’ve chosen to investigate in the ways that you do?

Citations:
It’s absolutely, hopelessly, entirely pointless to simply “cut-and-paste” an Internet address, and such citations will not be counted toward the requirements of your final draft. Instead, pick a standard citation format and follow through with it logically, listing sources alphabetically by first author, etc. Keep in mind that “citations” refers to two things: (a) your bibliography, and (b) your notes. Notes can be “in-line” (citations at the end of a sentence in parentheses before a period; e.g. (Lawrence 2007, p.14)), in “footnote” form (at the bottom of the page on which the citation occurs), or in “endnote” form (as with footnotes, listed numerically, but on one or more separate pages after the end of your essay and before the bibliography. Use one of the following formats, please:


MLA, available at http://faculty.bemidjistate.edu/mlawrence/44MLA.pdf