

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number GEOG 235 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

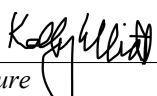
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 _____ <i>Signature</i>	09/14/2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	GEOG 235 World Geography
Terms offered:	J-Term every year
Catalog description:	Cultural, demographic, political, economic, and environmental themes are developed through an analysis of the world regions and the countries in each.
Course prerequisites:	n/a
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	n/a
Other general education menus on which the course appears or you are applying for:	Social Science

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course studies human populations, cultures, and their interactions. It develops student understanding of regional life and culture across the globe and, in its final unit, invites students to examine their own regional culture in light of everything they have learned from around the world. This course is almost entirely (over 90%) dedicated to the learning outcomes of this menu.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites associated with this course. ACU does not offer a major or a minor in Geography and as a result this course is taught in such a way as to be beneficial to all students across all disciplines.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
 - Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.

- Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
- Engage in and reflect upon a special event or celebration that highlights a different cultural background.
- Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
- Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
- Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
- Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
- Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
- **Reflect upon the cultural dimensions of complex challenges of human interconnections** (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	In this course, students account for and explain divergent perspectives on cultural phenomena and demonstrate how social and historical contexts shape a community's worldview or cultural commitments by watching and analyzing the film Rabbit Proof Fence about boarding schools for Aboriginal children in Australia. Students write an essay about its lessons in cultural conflict and control on the final exam. Students also complete a "Creative Project" researching and creating a travel advertisement for a UNESCO World Heritage site, exploring the use and significance of the site to the people of its culture.
Outcome B2	Students spend extended time reflecting upon the cultural dimensions of complex challenges of human interconnections through their presentation of current events. Students are assigned a world region and then must provide the class with news from that place, utilizing both locally produced news coverage originating from within that region, and news coverage of the event originating from somewhere outside the region. In this way they build an appreciation for diverse perspectives and interconnectedness across world regions.
Outcome B3	In the Where am I Wearing project, students examine systems of privilege and oppression that shape their perspectives, values, and behavior, with a focus on class and race by tracking the origins of all their clothing and accessories worn in a 48 hour period. Students then write research papers on the garment manufacturing industries of two of the countries they wore, and

	grapple with the systems of forced labor, extreme poverty, and international market forces that create the clothes they put on their bodies each day.
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Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Final exam essay question.
Outcome B2	Current Events Presentation (prompt in syllabus)
Outcome B3	Where am I Wearing Project

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.



World Geography J-Term 2022

GEOG 235
MTWTF 8:00am-5:00pm
January 3-7, 2022
Hardin Admin 310

Professor: Dr. Amanda B. Biles

E-mail: amanda.biles@acu.edu

Office: Hardin Admin 324E

Office Hours: J-Term: After class, during breaks, and by appointment; **Regular Semester:** T/T 3:00-4:00pm, Wed 11am-4:00pm.

Required Texts:

Hobbs, Joseph. *World Regional Geography* 7th edition ISBN-10: 0357034074

Course Overview:

Catalog Description: Cultural, demographic, political, economic, and environmental themes are developed through an analysis of the world regions and the countries in each.

Detail Description: A survey of the world's geographic regions. Focus is placed on the location of Earth's major physical features, human populations, cultures, and their interactions. This course should develop student understanding of regional life and culture across the globe and the ways in which that life is influenced by geography.

Course Outcomes:

1. Define and explain the geographic concept of "region."
2. Locate significant geographic features of regions of the world and describe their cultural, economic, political, and physical characteristics.
3. Demonstrate knowledge of each region's role in a globalizing world.
4. Apply geographic concepts to understanding current events, conflicts, and issues in a regional context.

General Education Outcomes:

B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	In this course, students account for and explain divergent perspectives on cultural phenomena and demonstrate how social and historical contexts shape a community's worldview or cultural commitments by watching and analyzing the film Rabbit Proof Fence about boarding schools for Aboriginal children in Australia. Students write an essay about its lessons in cultural conflict and control on the final exam. Students will also complete a "Creative Project" researching and creating a travel advertisement for a UNESCO World Heritage site, exploring the use and significance of the site to the people of its culture.
B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.	Students will reflect upon the cultural dimensions of complex challenges of human interconnections through their presentation of current events. Students are assigned a world region(s) and then must provide the class with news from that place, utilizing both locally produced news coverage originating from within that region, and news coverage of the event originating from somewhere outside the region. In this way they build an appreciation for diverse perspectives and interconnectedness across world regions.
B3: Interrogate one's internal and external views and values for greater self-awareness.	In the Where am I Wearing project, students examine systems of privilege and oppression that shape their perspectives, values, and behavior, with a focus on class and race by tracking the origins of all their clothing and accessories worn in a 48 hour period. Students then write research papers on the garment manufacturing industries of two of the countries they wore, and grapple with the systems of forced labor, extreme poverty, and international market forces that create the clothes they put on their bodies each day.

Course Requirements: Your grade is entirely up to you. Active learning, asking questions, and your observations are encouraged. There will be two exams. Students may be tested on material from lectures and textbooks through map tests, multiple choice questions, short-answer identifications, fill in the blank, and short essays.

Note: January Intensive Courses are by nature, intensive. By enrolling in this course, students are choosing to study an entire semester of material in a single week. **This is a LOT of work.** Students should expect to do nothing but this course—as a more than full-time job—for the entire week. Assignments will be given throughout the course. Students **SHOULD NOT** miss any sessions of a January Intensive Course. If a student misses a class period they should check with the professor to verify whether compliance with assignment deadlines is still possible, get detailed notes from a peer, complete any in-class activities, and follow up with the professor with any questions about the material. Do not e-mail assignments to professor without express, written permission.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The ACU College of Arts and Sciences endeavors to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The Department of History and Global Studies strives to provide an understanding of the experiences of humankind; to stimulate thought concerning various institutions, ideas and cultures; and to promote ethical standards in keeping with the Christian faith.

Christian Perspective:

This course provides students the opportunity to engage with world regions from a Christian perspective. It encourages students to examine their own faith experiences by evaluating the historical and geographic origins of these experiences and their context within systems of American Christianity. It also respectfully examines other systems of belief across the globe.

Course Outline:

(This outline is for reference only and always subject to change)

Day	Date	Overview Schedule
Mon	Jan 3	1. Objectives and Tools of World Regional Geography 2. Physical Processes and World Regions 3. Human Processes and World Regions
Tue	Jan 4	4. Europe 5. Russia and the Near Abroad
Wed	Jan 5	Midterm Exam 6. The Middle East And North Africa 7. South and East Asia
Thurs	Jan 6	8. Oceania– Rabbit Proof Fence Film Screening 9. Sub-Saharan Africa

Fri	Jan 7	10. Latin America 11. The United States and Canada Final Exam
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Detail Schedule:

(This schedule is for reference only and always subject to change)

Monday:

Read Chapters 1-3 and Malthus Articles, prepare for Europe Map Quiz and Malthus Discussion

8:00-10:00am	Introduction, Syllabus Review, Chapter 1 Lecture
10:00-10:15am	Break
10:15-12pm	Project Overview, Chapter 2 Lecture
12:00-1:00pm	Lunch
1:00-3:00pm	Chapter 3 Lecture, Malthus Readings Discussion
3:00-3:15pm	Break
3:15-5:00pm	Lecture Wrap-Up, Europe Map Quiz

Tuesday:

Read Chapters 4-5, prepare for Russia and the Near Abroad Map Quiz, Review for Midterm

8:00-10:00am	Chapter 4 Lecture, Europe Current Events Presentations
10:00-10:15am	Break
10:15-12pm	Lecture Wrap-Up, Europe Discussion Activity
12:00-1:00pm	Lunch
1:00-3:00pm	Russia & Near Abroad Map Quiz, Chapter 5 Lecture
3:00-3:15pm	Break
3:15-5:00pm	Lecture Wrap-Up, Russia Current Events Presentations, Midterm Exam Review

Wednesday:

PREPARE FOR MIDTERM EXAM, Read Chapters 6-7, prepare for MENA & S/E Asia Map Quiz

8:00-9:15am	Midterm Exam
9:15-9:30am	Break
9:30-12:00pm	MENA Map Quiz, MENA Current Events, Chapter 6 Lecture, Middle East Discussion
12:00-1:00pm	Lunch
1:00-3:00pm	South & East Asia Map Quiz, Chapter 7 Lecture, SE Asia Current Events Presentations
3:00-3:15pm	Break
3:15-5:00pm	Lecture Wrap-Up, South and East Asia Discussion Activity

Thursday:

Read Chapters 8-9, prepare for Oceania and Sub-Saharan Africa Map Quiz, finish clothing tracking

8:00-9:50am	Oceania Map Quiz, Chapter 8 Lecture, Oceania Current Events Presentations
9:50-10:00am	Break
10:00-12pm	Rabbit-Proof Fence Film Screening & Discussion
12:00-1:00pm	Lunch
1:00-3:00pm	Sub-Saharan Africa Map Quiz, Chapter 9 Lecture
3:00-3:15pm	Break
3:15-5:00pm	Lecture Wrap-Up, Sub-Saharan Africa Current Events Presentations, Final Exam Review

Friday:

Read Chapters 10-11, prepare for Latin America and US & Canada Map Quiz, PREPARE FOR FINAL EXAM

8:00-10:00am	Latin America Map Quiz, Chapter 10 Lecture, LA Current Events Presentations
10:00-10:15am	Break
10:15-12pm	Lecture Wrap-Up, Latin America Discussion Activity, US & Canada Map Quiz
12:00-1:00pm	Lunch
1:00-2:30pm	Chapter 11 Lecture
2:30-3:45pm	Study Break
3:45-5:00pm	Final Exam

Grading Methodology

This course is graded on raw (unweighted) points earned throughout the semester. Each point you earn will be added to your total point score. Please see below for the point ranges of each letter grade. Your final grade is based exclusively upon your points, not on any percentage or weighted score. Earn a total of 801 points and you have earned a B. Earn a total of 699 points and you have earned a D. Percentage scores are irrelevant.

GRADE BREAKDOWN:

Exam 1 – 200pts
Exam 2 – 200pts
Projects – 400pts
<u>Quizzes/Assignments/Participation – 200pts</u>
Total Possible Points – 1000

GRADE CATEGORIES:

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	<600

MAJOR ASSIGNMENTS:

Map Quizzes (80pts):

Students will complete a map quiz for each of the 8 regions studied in this course. Students will not be penalized for missing particular countries, but will need to successfully identify 10 countries *per region* (or states/provinces in the US and Canada) in order to receive full credit. Each correct country name will be worth 1 point on the map quiz, for a maximum total of 10 points per quiz and 80 points overall.

Current Events Reports (100pts):

For two of the eight world regions (not including the US & Canada), you will identify a current event from that region and submit a 300- 400 word summary about it using the appropriate dropbox in Canvas. Then, you will prepare one slide about your current event and present this current event to the class during the chosen region's unit. Plan to speak for about 5 minutes. The current event must have happened within the past year and should address issues of human or physical geography in the region in which it occurs. It **SHOULD NOT** be about Covid-19. Every report should 1) identify the location where the event occurred using <http://maps.google.com> and provide a link to that location, 2) consult two online resources, one of which must be published by a person or organization **in the region where the event occurred**, and 3) offer an analysis/reflection by answering these questions using information from the textbook/slides/sources consulted: 1) What happened? 2) Why did it happen here? and 3) Who was impacted by (and/or possibly, who caused) the event? Finally, each report should conclude with a works cited section specifying the Google maps location and the two online sources consulted. Each current event report is worth 50 points. You may sign up for your two current event regions via Canvas now. Only 4 students may present on each region.

Where am I Wearing? Project (200pts):

During our intensive week, you will spend 48 hours tracking every single article of clothing/accessory you put on, noting the item and its country of origin. After our intensive week has concluded, you will then select two of the countries you "wore" and research the garment industries in those places. In class, you will receive instructions for both the clothing tracker and the research requirements to follow. This research paper will be due January 28th via Canvas.

Creative Project (100pts):

During the regular semester, you will complete a creative project in which you research and “advertise” a UNESCO world heritage site in the focus region you selected at the beginning of our intensive week. Details to complete this project are available in Canvas. This project will be due February 18th via Canvas.

Contemporary Issues Project (100pts):

During the regular semester, you will research a contemporary geographic issue in your focus region and complete a three-page paper about this issue. Details to complete this project are available in Canvas. This project will be due March 11th via Canvas and is the last component of this course.

ATTENDANCE AND CLASSROOM POLICIES: Students are expected to attend class regularly. Attendance will be taken at each meeting. Students should be attentive and engaged throughout each class session. Texting and other distracted behaviors are disrespectful toward both the professor and fellow classmates and will not be tolerated.

EXAM POLICY: No student will be admitted to an exam session after the first student has finished and left the room. DO NOT BE LATE. Make-up exams will only be provided to students for excused absences. Students must contact the instructor **prior to** the beginning of the exam period if they must miss an exam.

ACADEMIC INTEGRITY STATEMENT: Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student’s confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Any student found responsible for academic dishonesty will be subject to disciplinary action.

INSTRUCTOR POLICY ON ACADEMIC MISCONDUCT: A violation of the University’s Academic Dishonesty Policy will result in a grade of “0” for the assignment and possible “F” for the course for the offending student at the professor’s discretion. Academic integrity violations may also be placed on a student’s permanent record.

ADA COMPLIANCE STATEMENT

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-2667 or email the compliance coordinator, Scott Self, at jss00c@acu.edu.

TITLE IX STATEMENT

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center (<https://www.acu.edu/community/offices/health-safety/maccc/counseling/overview.html>).

