

Approval Chart for Curriculum Changes

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

Course Number GEOG 354 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)	
 Signature	09/14/2022 Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

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 354 Cultural Geography
Terms offered:	Fall, Spring
Catalog description:	Emphasis will be placed on such topics as basic concepts in geography, human population, migration, folk and popular culture, language, religion, ethnicity, political geography, globalization, and resources.
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:	Arts & Humanities
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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 is entirely focused on cultural literacy. In it, students spend the semester first learning to identify the specific components of culture—from the tiniest culture trait to the grandest culture realm—then move into identifying, understanding, and building respect for the varied manifestations of each of these components in vastly diverse cultures around the globe.

This course culminates with students completing individual cultural research projects on chosen cultures outside of North America, then sharing their research with their classmates in formal presentations.

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).

This course does not have any prerequisites. This content is universally important to students seeking to better understand the world around them. ACU does not offer a major or a minor in the field of Geography, so this course must be and is taught for a wide variety of students entering a vast array of fields.

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.

- o 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.
- o 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.
 - o Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - o Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - o Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - o 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.
 - o 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.
 - o 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.).
 - o 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.
 - o 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.
 - o 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	○ Demonstrate how social and historical contexts shape a community's worldview or cultural commitments. In three exams, students will demonstrate how social and historical contexts shape a community's worldview and cultural commitments ○ 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.

	In their major research project, students each select one country and culture from around the world to study closely in order to develop a deeper understanding and appreciation for that culture. Each student then presents that research to the class, sharing their personal reflections on how this experience has shaped or altered their worldview and better prepared them to work respectfully in a multicultural world.
Outcome B2	- o Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture. - o Engage in and reflect upon a special event or celebration that highlights a different cultural background. - o 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.). In their major project, each student must also closely research a cultural practice of their selected country (foodways, music, dance, etc.) and respectfully share that practice with the class. During in-class presentations, each student in the audience then experiences and reflects upon that cultural practice as shared by their classmates. This presentation further requires students to recognize and demonstrate their respect for major cultural differences.
Outcome B3	- o Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture. Cultural Identity of the Lost Boys Activity: Students watch excerpts from the film <i>God Grew Tired of Us</i>, answer guided worksheet questions, then discuss the challenges the Lost Boys faced while adapting to life in the United States and trying to maintain their cultural identities. - o 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. 80% of this course focuses on examining and understanding structures, institutions, and social changes within them in community, state, nation, global region, and global system contexts.

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	• 3 Exams • Major Project In-Class Cultural Presentation
Outcome B2	• Major Project In-Class Cultural Presentation
Outcome B3	• Cultural Identity of the Lost Boys Activity: Students watch excerpts from the film <i>God Grew Tired of Us</i>, answer guided worksheet questions, then discuss the challenges the Lost Boys faced while adapting to life in the United States and trying to maintain their cultural identities.

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.



Cultural Geography

Spring 2022

GEOG 354.01

TT 9:30am-10:50am

Hardin Administration Building 321

Professor: Dr. Amanda B. Biles, Assistant Professor, Department of History and Geography

E-mail: amanda.biles@acu.edu

Office: Admin 324E

Office Hours: Tues/Thurs 3-4pm, Wed 11-4pm, Other times by appointment.

Required Texts:

Human Geography: Landscapes of Human Activity, 13th Edition, By Mark Bjelland and Daniel Montello and Arthur Getis, ISBN10: 1260220648, ISBN13: 9781260220643, Copyright: 2020

Course Overview:

Emphasis will be placed on such topics as basic concepts in geography, human population, migration, folk and popular culture, language, religion, ethnicity, political geography, globalization, and resources.

Course Requirements: Your grade is entirely up to you. Active learning, asking questions, and your observations are encouraged. There will be three 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.

Student Learning Outcomes: Upon completion of this course, the student will be able to

- Explain the basic concepts in human geography;
- Discuss the distribution, growth, and movement of the world's population;
- Describe the differences between folk and popular culture;
- Explain the main elements of cultural identity: language, religion, and ethnicity;
- Discuss the basic world political systems;
- Describe the issues related to the use of earth's natural resources

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 geography and culture from a Christian perspective. It encourages students to examine their own faith experiences by evaluating the origins of those experiences and their context within systems of American culture and Christianity. It respectfully examines other systems of belief as important contributors to culture globally.

Course Outline:

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

Week	Start Date	Content Units/Exams
Week 1	Jan 10	Introduction
Week 2	Jan 17	Techniques of Geographic Analysis
Week 3	Jan 24	Physical Geography: Landforms, Weather, & Climate
Week 4	Jan 31	Roots and Meaning of Culture
Week 5	Feb 7	Spatial Interaction and Spatial Behavior – EXAM 1
Week 6	Feb 14	Population
Week 7	Feb 21	Language and Religion
Week 8	Feb 28	Ethnic Geography
Week 9	Mar 7	Cultural Identities and Cultural Landscapes
Week 10	Mar 21	Econ: Agriculture and Primary Activities – EXAM 2
Week 11	Mar 28	Econ: Manufacturing and Services
Week 12	Apr 4	Economic Development and Change
Week 13	Apr 11	Urban Systems and Structures
Week 14	Apr 18	The Political Ordering of Space
Week 15	Apr 25	Human Impacts on Natural Systems
Week 16	May 6	Final Exam – 10am Friday May 6

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 total 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. Ignore all percentage scores. Percentage scores are irrelevant.

GRADE BREAKDOWN:

Exam 1 – 200pts

Exam 2 – 200pts	Grade	Points
Exam 3 – 200pts	A	900-1000
Project/Assignments/Attendance – 400pts	B	800-899
Total Possible Points – 1000	C	700-799
	D	600-699
GRADE CATEGORIES:	F	<600

ATTENDANCE AND CLASSROOM POLICIES:

Students are expected to attend class regularly. Attendance will be taken at each meeting. Students should be respectful of the instructor and their fellow classmates and refrain from any cell phone usage in class.

ASSIGNMENTS AND LATE WORK:

Assignments will be given throughout the course, if a student must miss a class period, they should notify the instructor in advance to ensure compliance with assignment deadlines. Pay close attention to the due dates listed in Canvas each week. **Late work will not be accepted unless the student has arranged this with the instructor in advance of the original submission deadline.** Do not wait until the deadline to request an emergency extension. Requests for late submission will not be considered valid unless granted by the instructor **before** the deadline and will only be provided for documented emergencies. Do not e-mail assignments to instructor without express, written permission.

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 and documented emergencies. Students must notify 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 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.

PROFESSOR'S POLICY ON ACADEMIC MISCONDUCT:

A violation of the University's Academic Dishonesty Policy or the instructor's Academic Integrity Statement detailed above will result in a grade of "0" for the assignment and possible "F" for the course for the offending student at the instructor's discretion.

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>)