

MASTER COURSE OUTLINE

A. GEOG 1000 People and the Land: Introduction to Geography

B. COURSE DESCRIPTION:

An overview of geographic concepts is provided including methods used to identify and study places. This course entails the study of both physical and human geography. Spatial aspects of land forms, weather and climate are explored. Spatial aspects of culture (including population, language, politics and urbanization) and economic activity (including agriculture, manufacturing and services) are studied. The geography of natural resources are examined.

MnTC (Goals 5/SS and 10/PE); (3 Cr – 3 lect, 0 lab)

C. *MnTC Discipline: History and the Social and Behavioral Sciences **Core Theme: People and the Environment

D. MAJOR CONTENT AREAS:

- **Overview of geographic concepts:**
 - Identifying place (mathematical and relative location)
 - Cartography (projection and scale) and related technologies (geographic information systems, remote sensing, geographic positioning systems)
 - Other basic ideas (regions, for example)
- **Landforms:**
 - Type of rocks and the rock cycle
 - Plate tectonics, diastrophism
 - Earthquakes and tsunamis
 - Volcanism
 - Gradational processes
- **Climatology and meteorology:**
 - Air temperature, inclination and other movement of the Earth that impact climate and weather
 - Air pressure and wind including global atmospheric circulation and ocean currents, atmospheric moisture and precipitation, climate regions, global warming, climate change
- **Natural resources:**
 - Energy that is renewable (wind, solar, hydro, biomass, geothermal)
 - Non-renewable (nuclear energy as well as fossil fuels)
 - Non-energy resources
- **Demography:**
 - Population rates (birth, death, natural increase and total fertility)

- Dependency ratios
- Demographic transition theory
- Malthusian and neo-Malthusian warnings
- Doubling time
- Over population
- Life expectancy
- **Culture:**
 - Language, ethnicity, religion, migration and politics
- **Economic sectors:**
 - Agriculture and other primary activities, manufacturing, services
- **Urbanization:**
 - Central place theory and hierarchy of cities
 - Rank-size rule for urban landscapes, primate and world cities,
 - Models of urban landscapes (concentric zone, sector, multi nuclei, peripheral)
 - Non-US city landscapes
- **Human impact on the environment:**
 - Biosphere, hydrologic cycle, pollution (water, air, land)
 - Acid precipitation
 - Waste disposal

E. GOAL TYPE, OBJECTIVES, AND OUTCOMES:

<u>GOAL</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>MnTC Goal</u> <u>5a</u>	employ the methods and data that social and behavioral scientists use to investigate the human condition.	<ol style="list-style-type: none"> 1. recognize basic principles in spatial analysis including cartography and related technologies (geographic information systems, remote sensing, geographic positioning systems). 2. recognize the limitations of cartographic and related techniques. 3. identify correct mathematical location.
<u>MnTC Goal</u> <u>5c</u>	use and critique alternative explanatory systems or theories.	<ol style="list-style-type: none"> 1. interpret the demographic transition theory. 2. compare countries that do and do not conform to the rank-size rule for urban landscapes.
<u>MnTC Goal</u> <u>5d</u>	develop and communicate alternative explanations or solutions for contemporary social issues.	<ol style="list-style-type: none"> 1. recognize the world distribution of languages, religions and ethnicities as a function of human migration. 2. describe causes and solutions regarding migration problems. 3. recognize that language, ethnic and religion are excuses for genocide and ethnic cleansing.
<u>MnTC Goal</u> <u>10a</u>	explain the basic structure and function of various natural ecosystems and of	<ol style="list-style-type: none"> 1. identify the various forces driving the rock cycle.

	human adaptive strategies within those systems.	<ol style="list-style-type: none"> 2. recognize how diastrophism occurs. 3. recognize how atmospheric pressure impacts wind and ocean currents. 4. explain how plate tectonics is related to seismic activity including earthquakes and tsunamis. 5. recognize why volcanoes spew and seismic activity occur. 6. recognize gradational processes. 7. interpret air temperature as it relates to atmospheric moisture leading to precipitation. 8. recognize other factors leading to precipitation or the lack thereof. 9. compare climatic regions in relation to the inclination and other movement of the Earth as this impacts climate and weather. 10. compare models of urban landscapes (concentric zone, sector, multi nuclei and peripheral) within the US.
<u>MnTC Goal 10b</u>	discern patterns and interrelationships of bio-physical and socio-cultural systems.	<ol style="list-style-type: none"> 1. recognize special aspects of primary, secondary and tertiary economic activities. 2. identify commercial and non-commercial forms of agriculture (hunting and gathering, shifting cultivation, nomadic herding ...). 3. identify innovations in agriculture: Green Revolution, agribusiness ... 4. identify other primary activities (fish farming for example).
<u>MnTC Goal 10c</u>	describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.	<ol style="list-style-type: none"> 1. identify international agreements to mitigate climate and atmospheric damage including the Paris Agreement, the Kyoto Protocol and the Montreal Protocol. 2. identify aspects of industrial location theory (such as agglomeration and least cost theory), and related innovations as well as the international division of labor in the global economy as it impacts environmental and natural resource challenges.
<u>MnTC Goal 10d</u>	evaluate critically environmental and natural resource issues in light of	<ol style="list-style-type: none"> 1. evaluate resource issues in relation to climate change as it relates to human suffering including migration and

	understanding about interrelationships, ecosystems, and institutions.	emerging violent conflicts due to resources. 2. identify economic and technological barriers to the development and use of renewable resources.
<u>CS</u>	summarize the impact of human population growth on the earth.	1. recognize population rates (birth, death, natural increase, and total fertility) and dependence ratios.
<u>CS</u>	define spatial interaction and how this applies to diffusion, migration, and globalization.	1. interpret central place theory and the hierarchy of cities. 2. explore development theories as they impacted the global entry of emerging economies (such as India and the Peoples Republic of China).
<u>CS</u>	explain the human impact on the environment.	1. interpret explanations for climate change. 2. list natural causes of climate change and explain how human activity influences these changes.

F. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact the instructor or the Student Success Center at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

No additional fees, exposure to hazardous materials, or need for additional equipment and materials.

G. COURSE CODING INFORMATION: Course Code A/Class Maximum 48; Letter Grade

Revision date: 10/12/18

AASC Approval date: 10/23/18

*Riverland Community College Disciplines	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6

**Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

Riverland