



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

GEO1010 Human Geography
3 Semester Credit Hours

Student Learning Outcomes and Enabling Objectives

1. Examine cultural variation across the earth's surface using mapping skills.
 - a. Use longitude and latitude to identify locations on the Earth.
 - b. Compare and contrast various types of maps and map projections.
 - c. Discuss the impact of geographic technology on humans, including Global Positioning System (GPS) and Global Information Systems (GIS).
2. Discuss elements of culture, such as language and religion, including the origins, diffusion, and impacts they have on the places where they occur.
 - a. Describe the general distribution of the world's major language families, and their origin and diffusion.
 - b. Describe the general distribution of the world's major religions, and their origin and diffusion.
 - c. Describe the impact that languages have in terms of ethnicity, nationality, and the establishment of countries (i.e., states).
 - d. Describe the impact that religions have in terms of ethnicity, nationality, and the establishment of countries (i.e., states).
3. Examine the characteristics, distribution, and migration of human populations in terms of physical, cultural, and economic factors.
 - a. Describe the general distribution of the world's population, and factors impacting the distribution.
 - b. Describe the general distribution of the world's population growth rates, and factors impacting the distribution.
 - c. Describe the world's general migration patterns, and factors impacting the patterns.
 - d. Compare and contrast migration terminology, such as emigration vs. immigration, push vs. pull factors, and refugees vs. asylum.
4. Examine the characteristics of the world's political geography, and how political geography can influence the world's economic geography.
 - a. Describe the general distribution of the world's states (i.e., countries), and factors impacting the distribution.
 - b. Explain the determining criteria per the formal establishment of a state (i.e., country, i.e., explain what makes for a legitimate state per a global perspective)

- c. Describe the similarities and differences of exclaves and enclaves as well as the cultural and economic ramifications of each.
 - d. Assess the shapes of states (i.e., compact, fragmented, prorupt, etc.), and the cultural and economic ramifications of these factors.
 - e. Compare and contrast the world's major supranational organizations (i.e., UN, EU, NATO, etc.).
 - f. Describe the similarities and differences of the terms ethnicity and nationality, and their relevance to the world's political geography.
5. Examine elements of the world's economy, such as resource distribution, agricultural and industrial patterns, and urban systems, and how such are tied to levels of economic development.
- a. Explain the concept of economic development, its characteristics, and how it is measured.
 - b. Describe the general distribution of the world's agricultural systems and its relationship to levels of development.
 - c. Describe the general distribution of the world's industrial systems and its relationship to levels of development.
 - d. Describe the general distribution of the world's urban systems and its general relationship to levels of development.
 - e. Describe the general distribution of the world's natural resources and its general relationship to levels of development.
 - f. Explain the role that the physical environment plays on economic development and how, in turn, humans alter and/or adapt various environments to satisfy their needs.

School of Education candidates are advised that they must be guided by the content of the relevant MTTC test objectives for Field 084 Social Studies (Secondary), Field 105 Social Studies (Elementary), and Field 103 Elementary Education.

These SLOs are not approved for experiential credit.