Geography 106

Location theory and its application to the study of the distribution of various economic activities, international and interregional changes in the spatial structure of economic activities and the roles of these changes in international and regional development.

The following standards students will know and the assessments and tasks on which they will demonstrate their knowledge in order to earn credit.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessment</th>
<th>Measurement</th>
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<tr>
<td>1</td>
<td>Describe and analyze how economies are located and organized in space and place.</td>
<td>Student Work Portfolio: &lt;br&gt;Students demonstrate sufficiency/proficient through the creation of a portfolio that includes the following: &lt;br&gt;1) Field Study Project: Exploration of Place &lt;br&gt;2) A statement of intent and reflection paper accompanying the Project.</td>
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<td>2</td>
<td>Analyze and interpret geographic (e.g., neighborhoods, regions, etc.) differences in socio-economic wellbeing and how such differences affect people in particular places.</td>
<td>3)A Current Events Analysis/Application of Geographic Skills Paper</td>
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<td>3</td>
<td>Demonstrate the conceptual, analytical, and critical thinking skills that are useful in geography and other branches of social science.</td>
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<td>4</td>
<td>Apply these skills to current events of economic and geographic interest.</td>
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1. Field Study

This assignment can be completed in one of two ways - to be selected by the course instructor.

**Option One – “Field” defined as a local Place**

Students will engage in traditional Geographic fieldwork and conduct a first-hand study (investigation) of an approved local Place (e.g. the student’s home neighborhood, or any kind of “location” in the local area such as region, a building, a park, or a vacant lot. Students will complete and present a comprehensive project related to improving the social and economic wellbeing in the “place” under investigation. The project will demonstrate appropriate Geographic analysis and interpretation in both the identification of the need and the creation of an appropriate and realistic solution.

**Option Two – “Field” defined by the body of texts.**

Students will engage in document-based fieldwork, using primary source materials when possible (e.g. archival and historical research, Library of Congress [http://www.loc.gov/](http://www.loc.gov/) or World Digital Library [http://wdl.org/en/]) to complete a project related to how social and economic changes have affected the well-being in a particular place in the area under study. The project will demonstrate appropriate Geographic analysis and interpretation and present its results from both a historical and geographic perspective.

**Deliverable**

Upon approval of the instructor, students may choose to present their research and findings in any number of formats, including;

- Traditional research paper
- Video
- Marketing Materials (e.g. brochures, posters, etc.)
- Newspaper reports
- Oral presentation
- Movie Script
- Other?

*Media and format choice must be addressed/supported in the accompanying Statement of intent and Reflection*

2. **Statement of Intent and Reflection**

Students will compose a brief personal reflection outlining their intent, design(s), and process of “geographic thought” in the creation of their project, as well as their rationale for their format and media choice(s).

**Deliverable**

2-3 pp. document, with appropriate citations (as necessary).

3. **Current Events Analysis**

Student will describe and analyze a “current event” (event that occurs within the timeframe of the course) that is connected/relevant to their research project topic. The student should use primary source material (if possible) to clearly describe the event, and apply principles of “geographic thought” to establish connections or correlations between the current event and the research context.

**Deliverable**

2-3 pp. document, with appropriate citations.