MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title: **Conservation of Natural Resources** | **Submitted By:** **Aaron Kelson**
Semester Course Prefix and Number: **GEOG 1557** | **Approval Date:** **Dec. 2002**
Old Quarter Course Prefix and Number: **GEOG 111** | **Revision Date:** **April 2010**

Number of Credits: **3** **Number of Lecture Credits:** **3**
Semester(s) Offered: **Number of Lab Credits:** **Number of Lab Hours:**
Negotiated Class Size: **Number of Studio/Demonstration/Internship Credits:**

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__X__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This course is a study of the interaction between man and nature with emphasis upon usage and planning of natural resources, including soils, forests, grasslands, water, wildlife, mineral resources and human population issues.

Prerequisites and/or recommended entry skills/knowledge:
Course Prerequisite(s): None
Reading Prerequisite: CPT score in reading of 78 or higher
Composition Prerequisite: None
Mathematics Prerequisite: None

Career Programs and Transfer Majors Accessing this Course:
Natural Resources Programs

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. _____ None
1. _____ Communications
2. _____ Critical Thinking
3. _____ Natural Sciences
4. _____ Mathematical/Logical Reasoning
5. __X__ History and the Social and Behavioral Sciences
6. _____ The Humanities and Fine Arts
7. _____ Human Diversity
8. _____ Global Perspectives
9. _____ Ethical and Civic Responsibility
10. __X__ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:
Students will be able to examine social institutions and processes across a range of historical periods and cultures by comparing how attitudes toward land use, natural resources, and population have evolved in the United States from the late 1700's to the present.

Students will be able to use and critique alternative explanatory systems or theories by becoming familiar with a wide range of causal factors contributing to resource degradation, including human population growth, civil strife, global climate change, poor distribution systems, economic dependence, urbanization, social reorganization, inadequate understanding of natural systems, and political interference.

Students will develop and communicate alternative explanations or solutions for contemporary social issues by writing an in-depth analysis paper about a contemporary natural resources issue driven primarily by human intervention.

Students will discern patterns and interrelationships of bio-physical and socio-cultural systems by learning how economies influence land use patterns and management techniques, including the evolution of industrial agriculture.

Students will critically evaluate environmental and natural resources in light of understandings about interrelationships, ecosystems, and institutions by learning about the dynamic, often cyclical, nature of external and internal influences.

Students will articulate and defend the actions they would take on various environmental issues by writing an in-depth analysis paper.

Student assessment methods:
Four subject-specific tests and a comprehensive final are administered.

Twelve in-class assignments are given. The assignments are designed to involve students in the subject matter both individually and as a group.

An in-depth issue paper is required.

Use of instructional technology (includes software, interactive video and other instructional technologies):
PowerPoint presentations are utilized. PowerPoint presentations and accompanying notes are put on the Internet and made available through the D2L program. Videos are used when appropriate.

Outline of the major course content:
I. Introduction to the History of Conservation
II. Organization and Operation of Ecosystems
III. Human Population Issues
IV. Soil and Agriculture
V. Water Resources
VI. Rangeland and Forest Management
VII. Wildlife
VIII. Energy Resources

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair