



Core Curriculum Assessment Report 2011_12

Department Geology and Geography

Representative Toni Alexander

Course Name / number GEOG1010/1017

1. AGSC Content Area of Alignment: Area IV: History, Social and Behavior Sciences

2. SLO(s) being assessed: Student will..

SLO 9: Students will understand and appreciate diversity of an within societies of the U.S. and the world.

3. Assessment Method(s):

[Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

See attached report

4. Findings: What assessment data did each assessment method produce?

See attached report

5. How did you (or will you) use the findings for improvement?

[What questions / issues / concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?]

See attached report

6. Additional Comments:

[What else would you like the Committee to know about your assessment of this course or plans for the future?]

See attached report

7. Committee Comments

Mean rubric score= 3.45 (out of 4) No pre-test is given to evaluate student learning competency prior to completing the course. Additionally, one test does not fully evaluate student attainment of SLO 9. The creation of a critical analysis workbook could potentially be a great way for faculty to consistently promote critical analysis. Faculty understand the importance and plan on continuing discussions about how to ensure that assessment methods are reflecting all three measures of SLO 9.

CCGE Assessment Report for GEOG 1010 Global Geography 2011-2012

Prepared by Toni Alexander
Department of Geology and Geography
November 1, 2012

Introduction

The GEOG 1010 Global Geography course was approved to participate in the Core Curriculum under the following areas:

- **GOAL:** Intercultural Knowledge and Diversity Awareness
- **Student Learning Outcome (SLO) 9:** Students will understand and appreciate the diversity of and within societies of the United States and the world.

Assessment Method (SLO 9)

Oversight Committee: Toni Alexander [chair]; Yingru Li; William Bailey; James Norwood

We considered various options for conducting the assessment and settled on using an exam at the end of the semester. Our first step in developing the exam was to construct a guide for identifying how the course aligned with the three measures of the SLO (Appendix 1). Our next step was to develop test questions based on the alignment guide. The final product was a single set of 30 questions, with 10 questions for each of the three measures of SLO 9 (Appendix 2).

Based upon recommendations of the Core Curriculum General Education Committee in response to our first year of assessment, explicit efforts were made to integrate more substantial “critical analysis” into SLO 9, Measure 1 questions of our assessment tool. Beginning in Spring 2011, 7 additional questions with a critical analysis component were included for evaluation (Appendix 2). Due to some confusion over communication to instructors, only 9 out of 13 course sections were assessed.

Assessment Findings: 2011-12

A total of 558 students were assessed successfully, which was 62.6% of the 892 students enrolled in the course in 2011-2012 (Table 1).

Over the duration of the 12-month assessment period, mean scores by course section for each measure of SLO 9 evaluated using questions 1 to 30 alone, ranged from 71.8% to 94.7% (Table 2). This compares favorably with the previous 2010-2011 assessment period

during which the measure averages ranged from 42.9% to 54.5%. The explanation for this improvement suggests that the continuing dialogue among instructors of the course is improving alignment of teaching with student learning outcomes.

Mean scores for the three measures of SLO 9 (Questions 1-30) at the end of the year were consistent in that they remained within the same range (88.2%; 80.5%; and 81.7%). (Table 3 and Figure 1). Scores for Measures 2 and 3 were slightly lower than for Measure 1; however, this pattern changes substantially when the newly tested questions (31-37) which were intended to ultimately replace those for Measure 1 in the original question set are considered. The minimum, maximum, and mean scores for these questions were dramatically lower (45.9%; 46.2%; and 46.1%, respectively). In response to these disparities, the Oversight Committee is currently re-evaluating those questions and further investigating whether the root cause is due to question construction or conveyance of information to students.

Of the original 30 questions used, the minimum score in a course section for Question 15 stands out with respect to other questions. (Table 3, Figure 2). The low score for this question (5.9%) does not appear to be related to grading error nor wording as all other course sections reported question means of 80.5%-95.9%. The problem perhaps lies in simple communication of this topic to the class in a singular section and is more an anomaly than general trend. The instructor responsible for this course carried out the Core Assessment instrument in a total of four course sections during the year and but for the Spring 2012, Section 1; all of his other sections scored comparably to sections taught by all other instructors on this particular question (Table 2).

Table 1. GEOG 1010 Global Geography sections offered and assessed during AY 2011-2012.

Semester	Section	Enrollment	Instructor	Assessed
Fall 2011	1	47	Bailey	Yes
	2	78	Norwood	Yes
	3	84	Bailey	Yes
	4	146	Coan	Yes
	5	77	Norwood	No
	6	78	Norwood	Yes
Spring 2012	1	78	Bailey	Yes*
	2	80	Norwood	No
	3	77	Norwood	No
	4	74	Bailey	Yes*
	1017 Honors	20	Bailey	Yes*
Summer 2012	1	34	Chaney	Yes*
	2	19	Bailey	No
Total	13	892		

*Assessment conducted with additional 7 questions under evaluation

Table 2: Exam results for each section assessed in 2011-2012. Mean scores for each measure of SLO 9 and the overall exam are provided.

Instructor	Bailey	Bailey	Norwood	Norwood	Coan	Bailey	Bailey	Chaney
Term	Fa 2011	Fa 2011	Fa 2011	Fa 2011	Fa 2011	Sp 2012	Sp 2012	Sum 2012
Section	1	3	2	6	4	1	4	1
Exam Attend.	41	71	66	68	116	94	68	34

Question	Correct (%)	Correct (%)	Correct (%)	Correct (%)	Correct (%)	Correct (%)	Correct (%)	Correct (%)
1	87.8	91.5	97	98.5	93.1	98.5	94.7	94.1
2	87.8	87.3	93.9	95.6	95.7	98.5	88.3	97.1
3	90.2	88.7	98.5	94.1	95.7	91.2	94.7	82.4
4	53.7	35.2	77.3	85.3	50	98.5	89.4	73.5
5	68.3	67.6	92.4	91.2	94.8	89.7	78.7	91.2
6	87.8	93	100	97.1	95.7	94.1	95.7	94.1
7	82.9	88.7	93.9	94.1	83.6	92.6	93.6	82.4
8	97.6	98.6	100	97.1	96.6	72.1	53.2	94.1
9	80.5	95.8	98.5	95.6	91.4	94.1	88.3	97.1
10	85.4	91.5	95.9	94.1	92.2	75	68.1	58.8
11	90.2	97.2	92.4	92.6	84.5	89.7	91.5	94.1
12	80.5	81.7	93.9	92.6	88.8	86.8	74.5	79.4
13	85.4	63.4	95.9	92.6	83.6	75	50	73.5
14	75.6	77.5	97	88.2	87.9	80.9	75.5	70.6
15	80.5	85.9	95.9	94.1	92.2	5.9	78.7	94.1
16	73.2	74.6	93.9	85.3	86.2	80.9	87.2	50
17	75.6	70.4	89.4	86.8	86.2	61.8	63.8	61.8
18	85.4	83.1	97	98.5	87.1	94.1	95.7	82.4
19	73.2	76.1	75.8	83.8	79.3	83.8	79.8	67.6
20	65.9	66.2	78.8	83.8	81	79.4	62.8	44.1
21	73.2	81.7	93.9	94.1	71.6	91.2	92.6	85.3
22	31.7	59.2	42.4	44.1	70.7	98.5	96.8	67.6
23	73.2	71.8	93.9	83.8	83.6	89.7	86.2	73.5
24	80.5	77.5	92.4	92.6	81.9	97.1	96.8	97.1
25	80.5	77.5	90.9	83.8	88.8	36.8	71.3	79.4
26	97.6	98.6	98.5	95.6	93.1	88.2	93.6	97.1
27	85.4	90.1	98.5	88.2	90.5	88.2	98.9	88.2
28	95.1	84.5	100	94.1	67.2	66.2	70.2	94.1
29	65.9	42.3	86.4	76.5	89.7	47.1	54.3	64.7
30	87.8	85.9	98.5	95.6	30.2	91.2	87.2	94.1
31						79.4	72.3	70.6
32						17.6	22.3	17.6
33						33.8	26.6	32.4
34						58.8	51.1	38.2
35						45.6	46.8	52.9
36						35.3	40.4	38.2
37						52.9	61.7	73.5

Measure 1 (1-10)	82.2	83.8	94.7	94.3	88.9	90.4	84.5	86.5
Measure 2 (11-20)	78.6	77.6	91.0	89.8	85.7	73.8	76.0	71.8
Measure 3 (21-30)	77.1	76.9	89.5	84.8	76.7	79.4	84.8	84.1
Measure 1 (31-37)						46.2	45.9	46.2
Overall	79.33	79.33	91.67	89.67	83.67	74.86	74.59	74.32

Table 3. Minimum, maximum, and mean score for each of the original 30 questions included on the assessment exam, the 7 test questions for Measure 1, and for each of the measures of SLO 9.

Question	Min	Max	Mean
1	87.8	98.5	94.4
2	87.3	98.5	93.0
3	82.4	98.5	91.9
4	35.2	98.5	70.4
5	67.6	94.8	84.2
6	87.8	100.0	94.7
7	82.4	94.1	89.0
8	53.2	100.0	88.7
9	80.5	98.5	92.7
10	58.8	95.9	82.6
11	84.5	97.2	91.5
12	74.5	93.9	84.8
13	50.0	95.9	77.4
14	70.6	97.0	81.7
15	5.9	95.9	78.4
16	50.0	93.9	78.9
17	61.8	89.4	74.5
18	82.4	98.5	90.4
19	67.6	83.8	77.4
20	44.1	83.8	70.3
21	71.6	94.1	85.5
22	31.7	98.5	63.9
23	71.8	93.9	82.0
24	77.5	97.1	89.5
25	36.8	90.9	76.1
26	88.2	98.6	95.3
27	85.4	98.9	91.0
28	66.2	100.0	83.9
29	42.3	89.7	65.9
30	30.2	98.5	83.8
31	70.6	79.4	74.1
32	17.6	22.3	19.2
33	26.6	33.8	30.9
34	38.2	58.8	49.4
35	45.6	52.9	48.4
36	35.3	40.4	38.0
37	52.9	73.5	62.7
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Meas. 1 (1-10)	82.2	94.7	88.2
Meas. 2 (11-20)	71.8	91.0	80.5
Meas. 3 (21-30)	76.7	89.5	81.7
Meas. 1 (31-37)	45.9	46.2	46.1
Overall	5.9	100.0	76.4

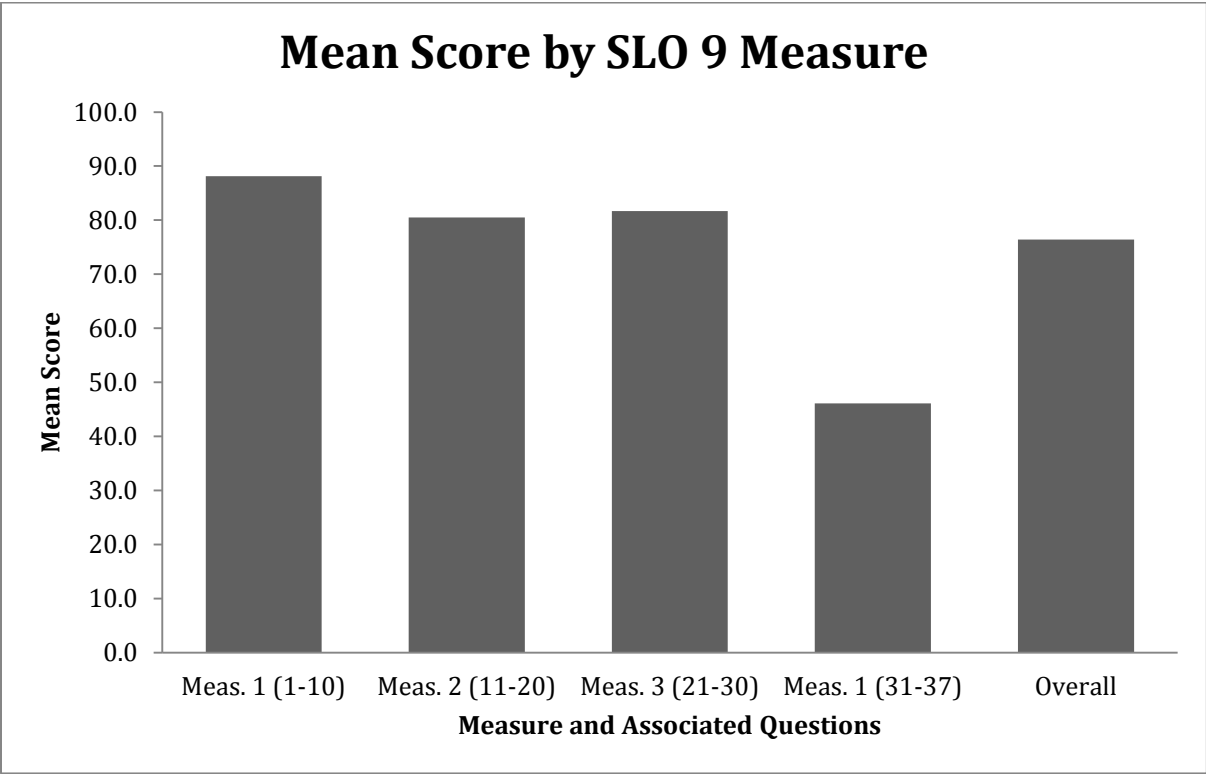


Figure 1. Mean score for each measure of SLO 9, and the overall mean score.

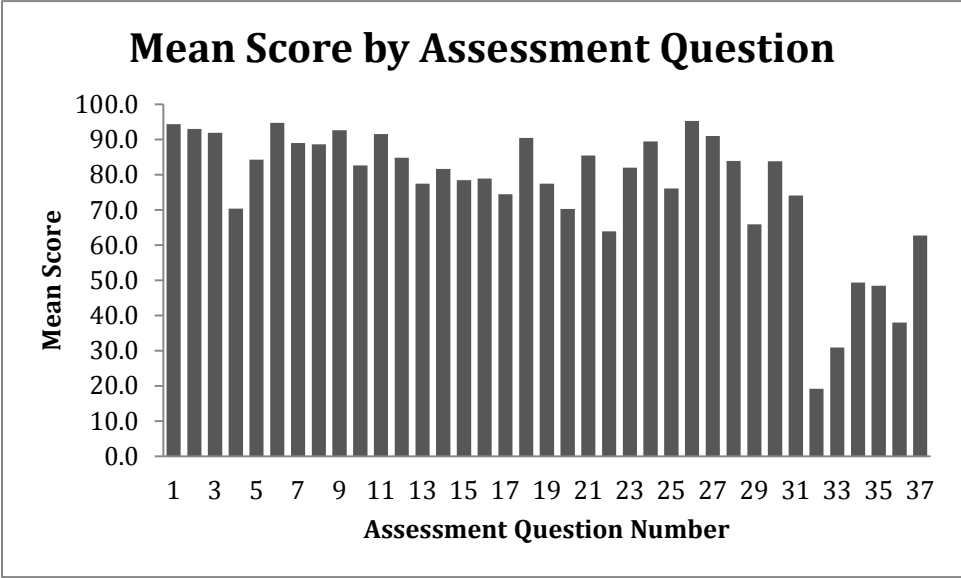


Figure 2. Mean score for each of the 37 questions included in the assessment exam.

Plans for Improving Student Learning: 2012-2013

The Oversight Committee has recently been restructured to reflect the changes in faculty (including new faculty) who will be regularly teaching GEOG 1010. Our first primary task will be to evaluate the newly incorporated “critical analysis” questions that were tested in the previous year’s assessment (Measure 1). The additional questions were added on rather short notice and greater discussion among instructors is necessary to ensure that our questions are well-constructed and that we are presenting consistent SLO 9 themes and case studies across all course sections.

One of the ideas currently in discussion is the creation of a course-wide critical analysis exercise workbook. Such a resource would provide a consistent tool that faculty across sections could use to promote critical analysis outside of the classroom setting by requiring students to apply concepts used in class to real-world data and contemporary cultural issues on their own. For example, students may be directed to the Population Reference Bureau, US Census Bureau, or other websites to acquire demographic data that might then be used to better understand push and pull factors associated with international migration and the potential resulting cultural impacts of it or the changing political geographies in the U.S. Other ideas workbook tasks might include critical analysis of cultural disputes as presented in popular news media sources and governmental outlets.

Faculty will continue to revise projects, assignments, and in-class assessments to reflect all three measures of SLO 9. Such efforts have included class participation in the Internationalizing AU program initiated by Bob McGinnis and President Gogue which allows students to take part in campus presentations by various Consul Generals from around the world. In addition, faculty will also work together to evaluate each other’s course projects so as to better structure their assignment objectives with respect to all three SLO 9 measures. Such efforts will also foster a sense of collaboration and communication among all Geography faculty engaged in the Core Curriculum.

Appendix 1

GEOG 1010 Global Geography
Core Curriculum Assessment Program
Alignment Guide for Question Design and Selection
Fall 2010

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GOAL: Intercultural Knowledge and Diversity Awareness

SLO9: Students will understand and appreciate the diversity of and within societies of the United States and the world.

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Measure 1. Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one's own culture, history, or society; and to critically analyze other cultures within and outside the United States.

Geography Approach:

Spatial diffusion of humans and cultural traits over time (example: through such processes as European exploration and colonialism, Slave Trade)...Contemporary diffusion issues also acceptable...

Spatial diffusion of...

- Religion
- Language
- Race/ethnic heritage
- Other cultural traits and characteristics...

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Measure 2. Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations.

Geography Approach:

Contemporary cultural characteristics of major world regions, countries, and places...

Contemporary spatial patterns of...

- Religion
- Language
- Race/ethnic heritage
- Other cultural traits and characteristics...

Measure 3. Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.

Geography Approach:

Contemporary conflicts within, and between, major regions where cultural differences play a critical role...

Conflicts associated with spatial aspects of...

- Religion
- Language
- Race/ethnic heritage
- Other cultural traits and characteristics...
- Additional Terms of Conflict:
 - Secession and Devolution
 - National identity
 - Irredentism
 - Discrimination
 - Ethnic cleansing
 - Etc...

Appendix 2

GEOG 1010 Global Geography Core Curriculum Assessment Academic Year 2011-2012

Student Learning Objective (SLO) #9: Students will understand and appreciate the diversity of and within societies of the United States and the world.

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SLO 9, Measure 1: Spatial diffusion of humans and cultural traits over time (example: through such processes as European exploration and colonialism, Slave Trade)...*Contemporary diffusion issues also acceptable...

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1. The famous statue Christ the Redeemer is a modern-day symbol of the spatial diffusion of Christianity associated with European colonialism during the 1500's. In what region is the statue located?
 - a. Africa
 - b. Southwest Asia (Middle East)
 - c. South America
 - d. Southeast Asia

2. What country in South East Asia is predominantly Christian today as a result of spatial diffusion associated with European colonization in the region during the 1500s?
 - a. Indonesia
 - b. Philippines
 - c. Malaysia
 - d. Thailand

3. The famous religious shrine in Jerusalem known as the Dome of the Rock, constructed in the late-600s, is a symbol of the spatial diffusion of what religion?
 - a. Buddhism
 - b. Hindu
 - c. Islam
 - d. Sikhism

4. The Taj Mahal, constructed in the 1600s by the leader of the Mughal Empire during its reign over India, is a symbol of the spatial diffusion of what religion?
 - a. Buddhism
 - b. Hindu
 - c. Islam
 - d. Sikhism

5. The famous temple known as Angkor Wat, constructed in Cambodia during the 1100s, is a symbol of the spatial diffusion of what religion?
 - a. Christianity
 - b. Hinduism
 - c. Islam
 - d. Judaism

6. Portuguese is the official language in what South American country as a result of spatial diffusion associated with European colonization in the region during the 1500s?
 - a. Argentina
 - b. Brazil
 - c. Columbia
 - d. Ecuador

7. English is the official language in what Central American country as a result of spatial diffusion associated with European settlement and colonization in the region from 1600s to 1800s?
 - a. Belize
 - b. Costa Rica
 - c. Honduras
 - d. Panama

8. What European colonial power was defeated by the British during the Seven Years War in the mid-1700s, which resulted in many of the defeated European settlers moving from their homes in the Acadian region of northeastern Canada to south Louisiana where their descendants are presently known as Cajuns?
 - a. Dutch
 - b. France
 - c. Spain
 - d. Portugal

9. Voodoo religion in the Caribbean region is a classic example of the spatial diffusion of people and their culture associated with European colonialism and the African Slave Trade. What Caribbean country is most closely associated with Voodoo today?
 - a. Cuba
 - b. Haiti
 - c. Jamaica
 - d. Puerto Rico

10. The diffusion of religions across the world has brought with it many holidays and celebrations. In New Orleans, one of the most popular celebrations is Mardi Gras, which was introduced by the French and is based on the calendar of which religion?

- a. French Catholic
- b. French Protestant
- c. French Voodoo
- d. French Jewish

SLO 9, Measure 2: Contemporary cultural characteristics of major world regions, countries, and places...

11. The general population of Europe revolted against the Catholic Church's involvement in politics in the 1500s-1600s, which led to a major split in the Christian religion. What is the predominant religion of northern Europe today as a result of that breakup?
- a. Catholicism
 - b. Islam
 - c. Protestantism
 - d. Judaism
12. The majority of Muslims belong to the Sunni branch of the religion (80-85%) while most of the remaining members belong to the branch known as Shia, which claims direct descent from the founder Mohammed. What 2 countries are unusual in the Muslim world in that the majority of their citizens are Shia?
- a. Egypt and Israel
 - b. Iran and Iraq
 - c. Saudi Arabia and Kuwait
 - d. Turkey and Iran
13. Arabic is the most common language in the Middle East and thus serves as a strong unifying force. A political organization known as the Arab League was formed in 1945 to promote unification of Arabic-speaking countries in the region. What powerful Middle Eastern country is not a member of the Arab League because its most common language is Farsi, not Arabic?
- a. Egypt
 - b. Iran
 - c. Iraq
 - d. Saudi Arabia
14. Iran is different from many Middle Eastern countries in that the ethnic heritage of most citizens is not Arabic. What is the ethnic heritage of most people in Iran?
- a. Kurdish

- b. Palestinian
- c. Persian
- d. Jewish

15. When India was granted independence from Britain after World War II, the treaty divided the region into the countries of India and Pakistan based on the most common religion in each place. The predominant religion of India was Hindu. What was the predominant religion of Pakistan?

- a. Buddhism
- b. Christianity
- c. Islam
- d. Judaism

16. What country is not considered a part of the region known as Scandinavia by some people because its native language is not a member of the Northern Germanic language group?

- a. Denmark
- b. Finland
- c. Norway
- d. Sweden

17. The area commonly known as Indochina is considered to be a group of countries with a similar colonial background. Which country colonized this area in the 1600s and shaped it for the subsequent 350 years?

- a. Germany
- b. Russia
- c. France
- d. Belgium

18. In 1949 Mao Zedong and his Communist Party defeated Chiang Kai-shek and his National Party for control over China. While Mao controlled China until his death in 1976, Kai-shek and his followers fled where and established a new government?

- a. Mongolia
- b. Pakistan
- c. Japan
- d. Taiwan

19. The influence and diffusion of the Islamic religion extends beyond the Middle East. Which region of the world is also predominantly Muslim?

- a. North America
- b. South America

- c. Southeast Asia
- d. North Africa

20. Following the breakup of the Soviet Union in 1991, several newly independent former USSR republics began to create allegiances with the European Union. Which of these former USSR republics is a current member of the European Union?

- a. Kazakhstan
- b. Ukraine
- c. Estonia
- d. Belarus

SLO 9, Measure 3: Contemporary conflicts within, and between, major regions where cultural differences play a critical role...

21. What group in the Quebec province of Canada is supporting the movement to secede from the rest of Canada in an effort to preserve its language and culture?

- a. Cree Tribe of Native Americans
- b. English speaking residents
- c. East European Immigrants
- d. French speaking residents

22. The country of Ukraine has internal political problems with an ethnic minority group living on the Crimean Peninsula by the Black Sea. What is the ethnic heritage of that minority group?

- a. Arabic
- b. French
- c. Polish
- d. Russian

23. The Uyghur people of northwest China are often harassed by the government and accused of promoting a separatist movement and acts of terrorism. The religion of the Uyghur people is thought to be the basis for this persecution. What is the religion of the Uyghurs?

- a. Buddhism
- b. Christianity
- c. Islam
- d. Judaism

24. Switzerland recently (2009) passed a law banning the construction of a specific type of architectural feature of religious buildings over concerns about the growth and influence of a particular religion. What religion was this law designed to restrict?

- a. Buddhism

- b. Christianity
- c. Islam
- d. Judaism

25. At the end of World War II, the British and U.S. governments created the country of Israel to provide a homeland for the Jewish people in an effort to help them recover from the persecution they suffered during the war. Unfortunately, many local residents of the area were displaced as Jewish people moved into the new country. What group of people was displaced by this process?

- a. Kurds
- b. Palestinians
- c. Persians
- d. Turks

26. Many people in the U.S. favor passing laws that make it illegal to use any language other than English in official government documents over concerns about the growth and influence of a particular ethnic group. What group of people are these laws designed to restrict?

- a. Asians
- b. African-Americans
- c. Eastern Europeans
- d. Hispanics

27. France, concerned about the rise of terrorism and in an effort to create a stronger, more equitable nation, passed a law in 2004 banning certain things from being worn in public schools. What was banned?

- a. Any religious attire
- b. Neo-Nazi symbols
- c. Attire with profanity
- d. Attire with gang symbolism

28. Differences in ethnicity and religion have played a role in preventing this country from joining the European Union (EU) since its application for membership was submitted in 1987. One factor complicating the situation is that this country has been a member of the North Atlantic Treaty Organization (NATO) since 1952. What country is being blocked from joining the EU for ethnic and religious reasons?

- a. United States
- b. Russia
- c. Switzerland
- d. Turkey

29. In July 2011, the southern region of the country of Sudan officially seceded from the northern region to form the new, independent country of South Sudan. Differences in ethnicity and religion played a role in the conflict between the north and the south that led to the split. What is the main ethnicity and religion of the south?

- a. African and Islam
- b. African and Christianity

- c. African and Voodoo
- d. Arabic and Islam

30. What country is known for a tribal conflict between the Tutsi and Hutu peoples that led to ethnic cleansing and over 500,000 deaths in the 1994 genocide?

- a. Liberia
- b. Kenya
- c. Mali
- d. Rwanda

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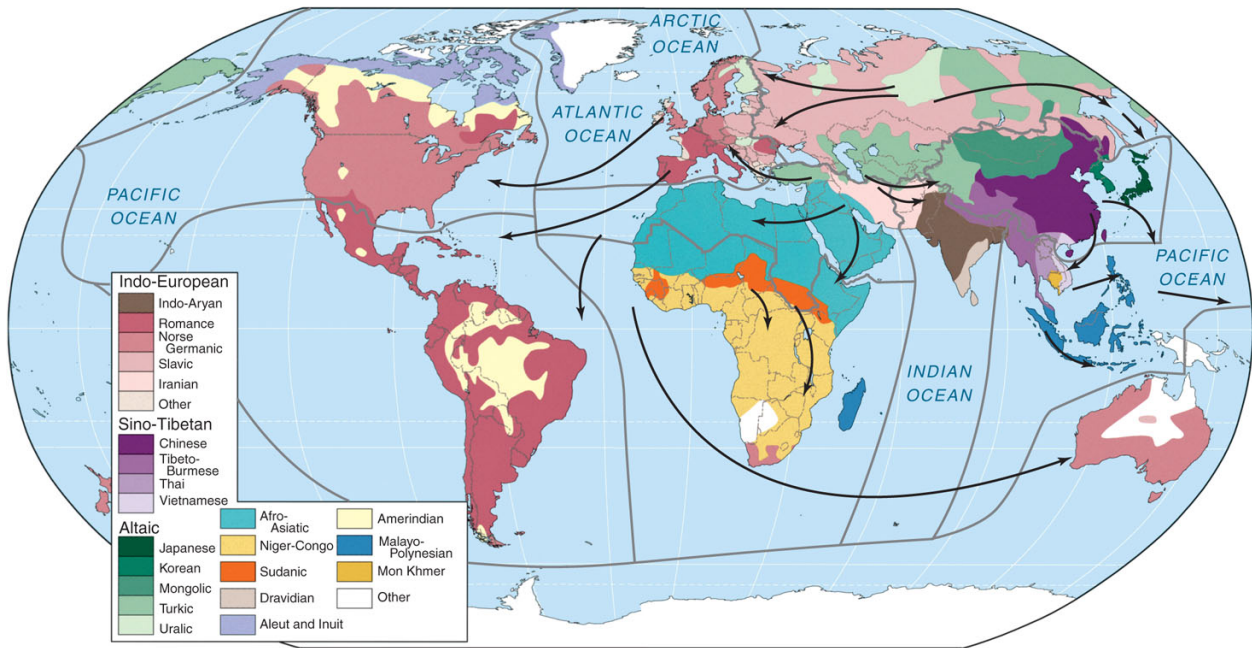
SLO 9, Measure 1: Spatial diffusion of humans and cultural traits over time (example: through such processes as European exploration and colonialism, Slave Trade)...*Contemporary diffusion issues also acceptable...

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31. The arrows on this map show cultural diffusion routes from the European hearth. Which of the following is a consequence of the spatial patterns of cultural diffusion indicated on the map?

- A. a visit to communist Cuba by the Pope in 2012
- B. Christian churches in the cultural landscape of cities in the United States
- C. the predominance of Catholicism in the Philippines
- D. all of the above

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32. Religions play a significant role in transferring cultural values and practices from one generation to the next. Regional emphases, such as social and legal practices, and visual features, such as building designs, often reflect religious allegiance. Christianity, Islam, Hinduism, and Buddhism claim the largest numbers of adherents; each claims around one-fifth of the world's population. Judaism has a smaller number of adherents but widespread influence. Universalizing, or global, religions actively seek to expand their membership through conversion; whereas, ethnic religions do not actively seek converts because they see their religions as appropriate only for their own ethnic groups.

Hinduism is to Judaism as:

- A. Islam is to Christianity
- B. Buddhism is to Islam
- C. Christianity is to Buddhism
- D. All of the above.
- E. None of the above.

33. An Alabama state legislature member who advocated for the state's controversial immigration law of 2011 issued the following public statement in support of his view on the matter: *My vote was strongly influenced by one of my constituents who complained that her job as a hotel maid was taken away from her because her employer hired an "undocumented/illegal" immigrant who is willing to work for less than the minimum wage mandated by the federal government and to whom the employer will not have to pay for benefits such as health insurance.*

Which of the following best supports the legislator's view:

- A. International migration depletes less-developed countries of their economically active workforce. Sometimes children and old people in families are left behind.
- B. Less-skilled natives in developed countries will have fewer job opportunities as they compete with immigrants for jobs.
- C. If immigrants receive lower pay and few benefits from their employers, over time this practice will lead to discrimination and a widening gap between immigrants and natural-born citizens.
- D. Poorer immigrants in developed countries consume government resources such as health care, education, and welfare, without paying corresponding high taxes.

34. Aging of the population is an increasing problem in developed countries that have reached the post-industrial phase of the demographic transition. Which of the following points about immigration best supports this circumstance?

- A. Immigration brings about greater exposure to and inclusion of new cultures, languages, and religions, adding to the cultural vibrancy of a country.
- B. Many immigrants bring with them valuable skills and training, benefiting the country in which they settle.
- C. New ideas and new perspectives that accompany immigration lead to more openness and tolerance.
- D. Low-skilled and undocumented migrants to developed countries are often willing to work in difficult jobs in agriculture and industry that natives don't want.

E. The money remitted by immigrants is lost to the local economy and therefore does not benefit the economic growth of the host country.

35. Which of the following represents the hardline view of a person whose culture has been marginalized by immigrants?

- A. New ideas and new perspectives that accompany immigration lead to more openness and tolerance.
- B. The ethnic majority in control of our government is well fed and materially wealthy. If we want to study for the qualifications that would earn us better jobs, we cannot do so in our country and, therefore, have to go elsewhere.
- C. We can do nothing that is legal to improve our situation, so it is not surprising that some of us take to the gun and bomb.
- D. All of the above.
- E. B and C above.

36. Spatial diffusion is that process by which a concept, practice or substance spreads from its point of origin to new territories. There are two types; expansion, and relocation. The most common form of relocation diffusion involves the spreading of innovations by a migrating population. Which of the following is an example of relocation diffusion?

- a. The increase in beef production in Argentina after World War II as a result of the influence of many Nazi war criminals who escaped Germany.
- b. The Portuguese language became the official language in Brazil due to European colonization in the region during the 1500's.
- c. Bananas in Colombia are much sweeter and the peelings are easier to remove as the result of a hybrid brought down from the Andes Mountains by an Inca tribe and given to the conquistadores.
- d. The Galapagos Islands sprouted out of the Pacific from a suboceanic lava vent on the ocean floor. This same process created the Hawaiian Islands, and it continues today in both island groups. In the Galapagos, the vent is gradually creeping east with the Nazca plate, carrying the entire population of strange creatures back to the mainland of Ecuador.

37. Migrating populations from Europe diffused their native languages into the cultures of the Caribbean Islands and Central and South America. Which of the following is a true statement concerning results of European settlement and colonization in this region from 1600's to the 1800's?

- a. Kriol is spoken as the first language of 33 percent of Belizeans. It is an English-based Creole language with words and syntax from various African languages. However, English is the official language in Belize because it was once a British Colony.
- b. In Costa Rica the official language is French but originally Chibchan because The Chibchan languages make up a language family indigenous to the Isthmo-Colombian area, which extends from eastern Honduras to northern Colombia.

- c. The predominant ethnic group in Honduras is the "mestizo" - people of mixed native and European ascent. The largest indigenous population are the "Miskitos". Honduras was colonized by the Dutch in 1614 and since then the official language has been a mix of Dutch and Miskit known as Dutskit.
- d. Since the Panama Canal, completed in 1914, has made the State of Panama such an international location, Panama has no official language.