

14-22

LSC Use Only Proposal No:
LSC Action-Date: AP-9/11/14

UWUCC Use Only Proposal No: 13-110
UWUCC Action-Date: App-9/30/14 Senate Action Date: App 11/4/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> New Course | <input type="checkbox"/> Course Prefix Change | <input type="checkbox"/> Course Deletion |
| <input checked="" type="checkbox"/> Course Revision | <input type="checkbox"/> Course Number and/or Title Change | <input checked="" type="checkbox"/> Catalog Description Change |

Current course prefix, number and full title: GEOG 231 Economic Geography

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Learning Skills | <input type="checkbox"/> Knowledge Area | <input checked="" type="checkbox"/> Global and Multicultural Awareness | <input type="checkbox"/> Writing Across the Curriculum (W Course) |
| <input checked="" type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies - must meet at least one) | | | |
| <input checked="" type="checkbox"/> Global Citizenship | <input type="checkbox"/> Information Literacy | <input type="checkbox"/> Oral Communication | |
| <input type="checkbox"/> Quantitative Reasoning | <input type="checkbox"/> Scientific Literacy | <input type="checkbox"/> Technological Literacy | |

3. Other Designations, as appropriate

- | | |
|--|---|
| <input type="checkbox"/> Honors College Course | <input type="checkbox"/> Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|--|--|------------------------------------|
| <input type="checkbox"/> Catalog Description Change | <input type="checkbox"/> Program Revision | <input type="checkbox"/> Program Title Change | <input type="checkbox"/> New Track |
| <input type="checkbox"/> New Degree Program | <input type="checkbox"/> New Minor Program | <input type="checkbox"/> Liberal Studies Requirement Changes | <input type="checkbox"/> Other |

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail Sedquist</i>	2/4/13
Department Chairperson(s)	<i>John Baker</i>	2/4/13
College Curriculum Committee Chair	<i>Phaedra</i>	2/27/13
College Dean	<i>Tom</i>	2/27/13
Director of Liberal Studies (as needed)	<i>Dr. H. B...</i>	9/25/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	9/30/14

Received

SEP 25 2014

Liberal Studies

Received

AUG 18 2014

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NOV 18 2013

Liberal Studies

GEOG 231 ECONOMIC GEOGRAPHY
New Syllabus of Record

I. Catalog Description:

GEOG 231 Economic Geography	3 class hours 0 lab hours 3 credits (3c-01-3cr)
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Prerequisites: none

Introduction to geographic concepts, methods, and skills related to spatial patterns of production, consumption, and exchange over the earth's surface. Emphasizes a global perspective using a combination of theoretical and empirical concepts.

II. Course Outcomes:

Upon completing the course students will be able to:

Objective 1.

Understand economic development at local, regional, and international scales.

Expected Liberal Studies Learning Outcomes 1-3: Informed, Empowered, and Responsible Learners

Rationale: Systems of production, distribution, and consumption have undergone radical changes in recent decades. IUP students, as citizens of the world, need information about the changes and theoretical concepts that will assist their comprehension of future changes. The course examines issues at local (what sectors are growing in the Pittsburgh area), regional (what spatial factors contribute to the national economy), and international (how does globalization work) scales of analysis. For example, one section of the course is devoted to transnational institutions, another deals with the region as an economic place, and a third covers location theory specifically as it applies to decisions at the local (firm) level. The students' command of course themes will be assessed by hour exams designed to test empirical and theoretical knowledge in the context of varying scales.

Objective 2.

Evaluate the spatial aspects of business and professional issues.

Expected Liberal Studies Learning Outcomes 1-3: Informed, Empowered, and Responsible Learners

Rationale: The new economic geography is not only full of challenges, it is full of opportunities. Economic geography considers the ways in which technology and commerce affect the development of cities and regions, and it analyzes why certain regions and activity sectors are leaders in expansion and growth. Students will be informed about processes of investment and disinvestment and potential effects of the processes on labor markets. With such knowledge they will be more empowered to identify places and situations where they can contribute. Map interpretation skills are introduced to help students learn to evaluate thematic topics and appreciate the significance of location, arrangement, and place. These skills are assessed on the Atlas Quiz and the Location Quiz.

Objective 3.

Distinguish between different ideological models and analyze their relevance to a range of issues.

Expected Liberal Studies Learning Outcomes 1-3: Informed, Empowered, and Responsible Learners

Rationale: Disparities in wealth and well-being abound and are conspicuous at the three scales considered by the course. This objective reflects the range of explanations that have been offered for the geographical disparities, and the course examines the intellectual underpinnings of ideas such as logical positivism, structuralism, and humanism. Questions on the hour exams assess student understanding of the –isms.

Objective 4.

Examine the importance of time and place in the study of economic geography.

Expected Liberal Studies Learning Outcomes 1-3: Informed, Empowered, and Responsible Learners

Rationale: Students become informed about processes of diffusion, contrasts between nodal and uniform regions, the sequent occupance of production systems, the importance of absolute and comparative advantage, and the contemporary significance of historical events such as the industrial revolution or the implementation of the Soviet centrally planned economy. Questions on the hour exams assess student understanding of the concepts of historical economic geography.

Objective 5.

Illustrate the interaction between cultural characteristics, such as language or gender roles, and the functions of economic systems.

Expected Liberal Studies Learning Outcomes 1-3: Informed, Empowered, and Responsible Learners

Rationale: Economic geography is sometimes "explained" with facile arguments about cultural superiority. The purpose here is to make students aware of the complexity of cultural/economic interactions and wary of simplistic narratives. There will be at least one exam or quiz question on essay format to assess student ability to articulate subjective concepts.

III. Detailed Course Outline:

TOPIC	READING ASSIGNMENT
A. Introduction and Plan of the Course (1 academic hour)	
B. Framework of Economic Geography (3 academic hours)	Wood Ch. 1
1. Sectors of production	Goode's p. 107
2. Philosophical approaches	
3. Location and place	

Detailed Course Outline (continued):

TOPIC	READING ASSIGNMENT
C. World Population (3 academic hours) <ul style="list-style-type: none">1. Distribution & numbers<ul style="list-style-type: none">a. uneven global patternb. methods of measurement2. Historical trends3. Contrasting theories<ul style="list-style-type: none">a. Malthus and neo-Malthusiansb. demographic transition	Goode's pp. 8-10,
D. Development & Disparities (3 academic hours) <ul style="list-style-type: none">1. Comparisons of wealth2. Development stages (Rostow)<ul style="list-style-type: none">a. useful descriptive categoriesb. uninformative about causes3. Development theories<ul style="list-style-type: none">a. core-periphery modelsb. ideological implications	Wood Ch. 6 Goode's pp. 11-16, 52-57
E. Global Economy (3 academic hours) <ul style="list-style-type: none">1. Regional specialization<ul style="list-style-type: none">a. economies of scaleb. complementarity2. Trade and currency<ul style="list-style-type: none">a. U.S./global patternsb. currency exchange ratesc. trade restrictions	Wood Ch. 5 Goode's p. 77
EXAM 1 (1 academic hour)	
F. Transnational Institutions (2 academic hours) <ul style="list-style-type: none">1. Multinational firms2. Regional trade organizations3. Global institutions	Wood Ch. 4 Goode's p. 80
G. Transportation (2.5 academic hours) <ul style="list-style-type: none">1. Geographical concepts2. Modes and rates3. Eras	Wood Ch. 8 Goode's pp. 98-100
ATLAS QUIZ (.5 academic hours)	AQ Study Guide

Detailed Course Outline (continued):

TOPIC	READING ASSIGNMENT
H. The Region as an Economic Place (3 academic hours) <ul style="list-style-type: none">1. Agglomeration2. Economic base3. Historical urban functions4. Models of spatial structure	Wood Ch. 7 Goode's pp. 154-157, 204-205
I. Location Theory (3 academic hours) <ul style="list-style-type: none">1. Definition and issues2. Neo-classical analysis3. Behavioral & structural analysis	Wood Ch. 2 Goode's pp. 71-73
J. Systems of Urban Places (2 academic hours) <ul style="list-style-type: none">1. Central place theory<ul style="list-style-type: none">a. conceptsb. geometryc. conclusions2. Psychographics and demographics in space	Wood Ch. 3
EXAM 2 (1 academic hour)	
K. Empirical modifications (3 academic hours) <ul style="list-style-type: none">1. urban regions2. North American industrial regions3. global industrial regions	LQ Study Guide Goode's pp. 106-107, 181
L. Geography of Primary Production (3 academic hours) <ul style="list-style-type: none">1. Regional impacts<ul style="list-style-type: none">a. long supply linesb. economic characteristics of producing areas2. Ferro-alloys and base minerals<ul style="list-style-type: none">a. iron oreb. ferro-alloysc. copperd. aluminum	LQ Study Guide Goode's pp. 68-70, 72-75, 101, 214-215
M. Commercial energy (3 academic hours) <ul style="list-style-type: none">1. Shifting consumption2. Coalfields3. Oil and gas fields	LQ Study Guide Goode's pp. 72-75, 101, 214-215
LOCATION QUIZ (.5 academic hours)	

Detailed Course Outline (continued):

TOPIC

N. Agricultural Regions (4.5 academic hours)
58-67

1. Land and climate
 - a. product types
 - b. land suitability
2. Defining characteristics
3. Developing world systems
 - a. subsistence systems
 - b. commercial systems
4. U.S.commercial agriculture
 - a. factory farms
 - b. regions

**READING
ASSIGNMENT**

Goode's pp. 44,

EXAM 3 (2 academic hours) during the final exam period

IV. Evaluation Methods: GEOG 231: Economic Geography

Students will be evaluated on three examinations, a location quiz, and an atlas quiz with opportunities for bonus points through participation. The distribution of points for the course required activities is as follows:

First Examination	100 points	A = 360-400
Second Examination	100 points	B = 320-359
Third Examination	100 points	C = 280-319
Atlas Quiz	50 points	D = 240-279
Location Quiz	<u>50 points</u>	F = 0-239
Total	400 points	

V. Attendance Policy

Students are expected and encouraged to attend all classes. Students are informed that good attendance is crucial and means no more than three academic hours absent per semester. An attendance policy will be developed that is consistent with the undergraduate catalog.

VI. Required Textbooks, Supplemental Books, and Readings:

Wood, Andrew; and Roberts, Susan. 2010. *Economic Geography: Places, Networks, and Flows*. New York: Taylor and Francis.

Veregin, Howard, ed. 2005. *Goode's World Atlas*, 22nd ed. Chicago: Rand-McNally. Please bring this book to class every day.

VII: Bibliography:

- Agarwal, A.; Giuliano, G.; and Redfern, C. 2012. Strangers in Our Midst: The Usefulness of Exploring Polycentricity. *Annals of Regional Science* 48/2: 433-450.
- Antipova, Angela; and Ozdenerol, E. 2013. Using Longitudinal Employer Dynamics (LED) Data for the Analysis of Memphis Aerotropolis, Tennessee. *Applied Geography* 42: 48-62.
- Bridge, Gavin; and Le Billion, Philippe. 2013. *Oil*. Cambridge, U.K.: Polity Press.
- Boarnet, M.G.; and Crane, R. 2001. *Travel by Design: The Influence of Urban Form on Travel*, 33-60. New York: Oxford University Press.
- Chasco, C.; Lopez, A.; and Guillain, R. 2012. The influence of geography on the spatial arrangement of production in the European Union. *Spatial Economic Analysis* 7/2: p. 247.
- Fujita, M.; Krugman, P.; and Venables, A. 2001. *The Spatial Economy: Cities, Regions, and International Trade*. Cambridge, Massachusetts: MIT Press.
- Jovanovic, Miroslav. 2009. *Evolutionary Economic Geography: Location of Production and the European Union*. London: Routledge.
- Moon, H. 1994. *The Interstate Highway System*. Washington, D.C.: Association of American Geographers.
- Muller, E. K. 2001. Industrial suburbs and the growth of metropolitan Pittsburgh, 1870-1920. *Journal of Historical Geography* 27 (1), 58-73.
- Muller, Peter O. 1976. *The Outer City: Geographical Consequences of the Urbanization of the Suburbs*, resource paper no. 75-2. Washington, D.C.: Association of American Geographers.
- Rodrigue, Jean-Paul; Comtois, C.; and Slack, B. 2006. *The Geography of Transport Systems*. London: Routledge.
- Santoni, M. 2010. Mon-Fayette expressway might never run to Pittsburgh. *Pittsburgh Tribune Review*, 23 April.
- Schmitz, J. 2011. Mon-Fayette road project slowed by lack of funds; Monroeville link'top priority' official says. *Pittsburgh Post-Gazette*, 17 July, Local, B-1.
- Southwestern Pennsylvania Commission. 2005. *Forecasted Workplace Employment, Year 2000 (map), Cycle 7 forecast by Traffic Analysis Zone (Map)*. Pittsburgh: Southwestern Pennsylvania Commission. Accessed www.spcregion.org Data Services, Data Library map 11, 25 July 2012.
- U.S. Bureau of the Census, 2012, *Metropolitan and Micropolitan Statistical Areas Main* www.census.gov/population/metro/. Definitions and Standards various dates, accessed 10 July 2012.

SUMMARY OF COURSE REVISIONS:

The syllabus of record is modified to keep abreast of changes in the field and reflect updated readings. Copies of the old and new syllabi are attached.

- 1) Updating the course objectives.
- 2) Updating the course outline, syllabus, and bibliography to map to the new Liberal Studies outcomes.

1) Rationale for updating the course objectives:

The original course objectives were not originally written to begin each sentence with a verb.

2) Rationale for updating the course outline, syllabus, and bibliography to map the new Liberal Studies outcome.

The syllabus has been updated to reflect the current topics included in the course. The bibliography has also been updated.

JUSTIFICATION FOR THE CHANGES:

The purpose of this revision is to maintain the academic themes of previous offerings with updated content to reflect changes in the world, and with updated materials. Neither the textbook nor the liberal studies reading nor the population data sheet listed on the old (1989) syllabus remain in print so a new textbook and a world atlas have been selected. Also a sentence has been added to the catalog description to better explain the course.

“Global Citizenship” is studied explicitly. Sections of the course deal with the global economy in terms of multinational corporations, regional and global trade organizations, and international trade. It covers specific global interactions such as currency exchanges. The course also examines comparative agricultural system in both their economic and cultural aspects. The role of the United States in the World Economy introduces students to concepts of “Global Citizenship.” The course presents “Information Literacy” as a secondary theme through the use of maps and relevant statistical concepts. Many of the thematic maps in Goode’s Atlas are technical in presentation and statistical in derivation. Map reading skills are emphasized throughout the course, and proficiency is established by an atlas quiz.

1. This is not a multiple-instructor course.
2. Topic C World Population covers temporal trends including demographic shifts due to migration or varying natural increase rates. Ethnicity is implicit in these studies because places such as Africa, Asia, and parts of Latin America typically have high natural increase rates and are the source areas of mass migration while places such as Europe, North America, and other parts of Latin America have low rates of natural increase and are migration destinations. The source areas and the destination areas typically have very different ethnic and linguistic compositions. Topic D focuses on the regional disparities in wealth that often coincide the demographic patterns. Topic H The Region as Economic Place incorporates themes of urban social structure. Topics I and J both address gender issues; the Behavioral school of location theory explicitly analyzes gender as a factor in systems of both production and consumption while Psychographics and Demographics in Space is about how gender, age, ethnicity, and other social markers are used by location analysts to predict (and exploit) consumer behavior. Topic K 3 global industrial regions and topic N 3 Developing world (agricultural) systems both address the roles of women in the labor force, particularly in less developed countries.
3. The non-textbook work of non-fiction is *Goode's World Atlas*, and it is used intensively throughout the course. Students are required to bring it to class every day because almost every topic and sub-topic is illustrated by one or more maps in the atlas. Students grasp the classroom activities better with the atlas at their finger tips. The atlas is the basic tool used to prepare for the Location Quiz, and it is the instrument for the Atlas Quiz. When the semester is over, students will know how to read general reference maps, a variety of thematic maps, and statistical tables and chart, and these are information literacy skills. The map reading skills have broad applicability in both professional and personal enrichment setting, and thus are highly appropriate for a liberal studies course.
4. This is an introductory course that serves non-majors, and many topics are presented in interdisciplinary context. For example the population topic points out how Malthus' theoretical ideas about population geography were influenced by his work as an economist and his training as a theologian. The interdisciplinary emphasis applies also empirical sections such as agricultural regions where concepts from anthropology and business management are integral parts of the regional classification scheme developed by the geographer Derwent Whittlesey.