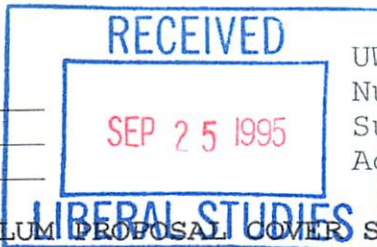


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CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

APP - 12/12/95  
Sen APP - 2/6/96

I. CONTACT

Contact Person Gail S. Sechrist/Ruth Shirey Phone 357-2250

Department Geography and Regional Planning--Geography

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Research Seminar  
Suggested 20 character title

New Course\* \_\_\_\_\_  
Course Number and Full Title

Course Revision GE 312 --> GE/RP 412 Research Seminar  
Course Number and Full Title

Liberal Studies Approval+ \_\_\_\_\_  
for new or existing course Course Number and Full Title

Course Deletion \_\_\_\_\_  
Course Number and Full Title

Number and/or Title Change GE 312 Research in Geography and Planning  
Old Number and/or Full Old Title

GE/RP 412 Research Seminar  
New Number and/or Full New Title

Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

PROGRAM:  Major  Minor  Track

New Program\* \_\_\_\_\_  
Program Name

Program Revision\* \_\_\_\_\_  
Program Name

Program Deletion\* \_\_\_\_\_  
Program Name

Title Change \_\_\_\_\_  
Old Program Name

New Program Name

III. Approvals (signatures and date)

Gail S. Sechrist 9/11/95  
Department Curriculum Committee

Susan Fisher 9-11-95  
Department Chair

[Signature]  
College Curriculum Committee

[Signature] 9/25/95  
College Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)

## Part II Description of the Curriculum Change

- 1) New syllabus of record.

### GE/RP 412 Research Seminar

#### Catalog Descriptions:

#### **GE 412 Research Seminar**

3c-01-3sh

Prerequisite: GE 411

This senior seminar and workshop is a capstone course that focuses on recent research in the major field. Students carry out a research project on a topic of local or regional importance. (Also offered as RP 412; may not be taken for duplicate credit.)

#### **RP 412 Research Seminar**

3c-01-3sh

This senior seminar and workshop is a capstone course that focuses on recent research in the major field. Students carry out a research project on a topic of local or regional importance. (Also offered as GE 412; may not be taken for duplicate credit.)

#### Course Objectives. Students will be able to:

1. Discuss orally and in writing the nature of topics, data gathering processes, analytical techniques, and research presentation reflected in selected recent literature.
2. Design an original research project on a topic of current importance that demonstrates an understanding of the research in the major field.
3. Write a research paper and prepare a poster to report on the research project.

#### Course Outline.

#### **Original Research Project**

Week 1 Research project requirements and examples of acceptable local and regional research topics (lecture and discussion)

#### **How Research is Done**

Weeks 2 & 3 Current research on spatial dynamics and connections affecting economic activities (discussion based on student article reviews)

Weeks 4 & 5 Current research on the environment and environmental impacts of various land uses (discussion based on student article reviews)

#### **Student Research Projects**

Weeks 6 & 7 Students present their research project design: topic, problem, literature review, data collection and analysis plans

Midterm

- 07  
6
- Weeks 8 & 9 Student reports on revised project design based on instructor and student evaluative feedback before midterm and additional reading and work on the research design
- Week 10 Student reports on data gathering and analysis and preliminary results
- Week 11 Peer and instructor reviews of first drafts of research
- Week 12 Peer and instructor reviews of second drafts of research papers
- Weeks 13 & 14 Student seminar presentations on research projects  
Final draft of papers due to instructor
- Final Week Poster Session (students, instructor and a panel of invited jurors (faculty and/or graduate students will evaluate each poster)

**Evaluation Methods.** Rubrics for evaluating article reviews, research projects, and posters will be used. Rubrics identify the elements of each review, project or poster that will be evaluated using a scale of 1 to 5 and indicating the weight of each element. Grades will be assigned on the basis of total points achieved as follows: A - 90 percent; B - 80 percent; C - 70 percent; D - 60 percent; F - less than 60 percent.

**Required Textbook.** Haring, L. L., et al. 1992. **Introduction to Scientific Geographic Research.** Wm. C. Brown Publishers.

**Supplemental Reading.**

Cuff, D., et al. 1989. **The Atlas of Pennsylvania.** Temple University Press.

Leehy, Paul D. **Practical Research: Planning and Design.** New York: Macmillan Publishing Co., Inc.

Leach, John. 1993. Seven steps to better writing. **Planning.** 59(6):26-27.

Miller, E. W. 1994. **A Geography of Pennsylvania.** The Pennsylvania State University Press.

Rogers, Alisdair. 1992. **The Student's Companion to Geography.** Cambridge, MA: Basil Blackwell.

Articles will be selected each year from the most recent issues of journals such as: Annals of the Association of American Geographers (Annals), Economic Geography (EG), Environment and Planning (EP), GIS World (GIS), Journal of Cultural Geography (JCG), Journal of Planning Education and Research (JPER), Journal of the American Planning Association (JAPA), Journal of Rural Studies (JRS), Landscape, Urban Planning (UP), Physical Geography (PHG), Planning, Remote Sensing of the Environment (RSE), and The Professional Geographer (PG).

**Bibliography.**

The following research articles are illustrative of the type of literature that provides transferable/transformable ideas for locally or regionally focused student research projects.

Ahlbrandt, Roger S. 1991. Mill town decline ten years later: The limits of corporate civic leadership. **JAPA**. 57(2): 193- 203.

Baer, William C. 1995. When old buildings ripen for historic preservation. **JAPA**. 61(1):82-94.

Baker, Earl J. 1995. Public Response to Hurricane Probability Forecasts. **PG**. 47(2):137-147.

Heimlich, Ralph E. 1989. Metropolitan agriculture. **JAPA**. 55(4): 457-466.

Ivy, Russell L. 1995. The restructuring of air transport linkages in the new Europe. **PG**. 47(3):280-288.

Knowles, Anne Kelly. 1995. Immigrant trajectories through the rural-industrial transition in Wales and the United States. **Annals**. 85(2):246-266.

Lee, Dong Ok. 1995. Koreatown and Korean small firms in Los Angeles: Locating in the ethnic neighborhood. **PG**. 47(2):184-195.

Levinson, David M. and Ajay Kumar. 1994. The rational locator: Why travel times have remained stable. **JAPA**. 60(3):319-332.

Lindsey, Greg. 1994. Planning and contingent valuation: Some observations from a survey of homeowners and environmentalists. **JPER**. 14(1):19-28.

Loukaitou-Sideris, Anastasia. 1995. Urban form and social context: Differentiation in the uses of urban parks. **JPER**. 14(2):89-102.

Markusen, Ann. 1988. Planning for industrial decline: Lessons from steel communities. **JPER**. 7(3):173-184.

Meyer, William B. 1995. NIMBY then and now: Land-use conflict in Worcester, Massachusetts, 1876-1900. **PG**. 47(3):298-308.

Mitchell, Don. 1995. The end of public space? People's Park, definitions of the public, and democracy. **Annals**. 85(1): 108-133.

Mosher, Anne E. 1995. Something better than the best: Industrial restructuring, George McMurtry and the creation of the model industrial town of Vandergrift, Pennsylvania, 1883-1901. **Annals**. 85 (1): 84-107.

Shoup, Donald C. 1995. An opportunity to reduce minimum parking requirements. **JAPA**. 61(1):14-28.

Wikle, Thomas A. 1995. Geographical patterns of membership in U.S. environmental organizations. **PG**. 47(1):41-48.

2) Summary of the proposed revisions.

- a) This course is to be cross listed in both Geography and Regional Planning.
- b) The course number and title is being changed from **GE 312 Research in Geography and Planning** to **GE/RP 412 Research Seminar**.
- c) Course revision with the addition of **GE 411** as a prerequisite for **GE 412** and with **RP 468** as a prerequisite for **RP 412**.
- d) Content revision.

Instead of being taught as a social science course using the lecture method; the new version of the course will be conducted as a seminar and will require much more student participation in class discussion. Emphasis will be placed on the successful completion of a research project.

3) Justification for the revisions.

- a) Cross listing.

This change will support curricular flexibility by clearly identifying Regional Planning as a separate major, will improve graduation check out, and will move us toward our goal of program accreditation.

- b) Course title and number change.

The course title is being changed to simplify it and so it better identifies its new position in the curriculum. The number is being changed so that is course becomes the capstone course for both majors.

- c) Addition of **GE 411** as the prerequisite for Geography majors taking **GE 412**.  
Addition of **RP 468** as the prerequisite for Regional Planning majors taking **RP 412**.

By requiring **GE 411** History of Geography or **RP 468** Planning Theory as prerequisites this will insure that our Geography and Regional Planning majors are taking this course near the end of their undergraduate careers. Students in **GE/RP 412** Research Seminar will be encouraged to do original research and they will benefit from having taken other courses where they have done library research papers before encountering this class.

- d) Content Revision.

The changes in the course content and focus will allow a greater emphasis on completion of original research by our majors and will be a course where outcomes assessments can be implemented. Previously the course had focused on social science research methods rather than more discipline specific research projects. This change will give us the opportunity to do parallel data gathering activities in the prerequisite courses so that students may carry their projects forward in Research Seminar.

#### 4) The old syllabus of record

### GE 312 Research in Geography and Planning Course Syllabus of Record

**Catalog Description:** Introduction to the basic elements of research in the context of orderly scientific investigation. Emphasizes the application of research methodology to specific geographic and planning problems.

**Course Description:** Students in this course will learn about research in geography and planning. They will design a research project: define a problem, identify and collect appropriate data, analyze it in appropriate ways, represent the results of data collection and analysis in graphic and narrative ways, and make an oral presentation of the research project using a poster. Students will be strongly encouraged to present their papers at the Pennsylvania Geographical Society or another annual professional meeting.

**Course Objectives:**

- 1) To build on the student's previous experience in their major with the expectation that knowledge and skills learned in courses taken previously will be applied and expanded upon in this course.
- 2) To learn and demonstrate an understanding of key concepts of geography and/or planning research within the scientific (possibly humanistic) tradition.
- 3) To design and carry out a research project: select a topic, identify data sources, select appropriate quantitative and/or cartographic analysis, write up the research project and prepare a poster presentation.
- 4) To learn how to use various journals in the fields of geography and planning and to become broadly familiar with research in each field.

**Required Book:** Rogers, Alisdair, et al., editors. 1992. *The Student's Companion to Geography*. Basil Blackwell Ltd.

**Recommended Book:** *Geography for Life*. Available in the National Council for Geographic Education Office, Leonard 16A.

**Required Materials:** Permanent markers, transparencies, poster board (min. 28"x36"), computer disk.

**Course Procedure:** Students will be engaged in a series of activities and discussions during class time that facilitate their identification of research topics, understanding of the components of research and other topics indicated in the course schedule that follows. The instructor will provide overall direction for the course and will consult with students on general issues and specific research topics.

**Class Attendance:** The nature of this course requires that students participate in in-class discussion and make constant progress on their research projects. Therefore, student absences are restricted to documented illness, documented attendance at professional meetings, and no more than one personal day for this course. Failure to adhere to these standards of attendance will result in the student being penalized twenty points per unauthorized absence.

**Required Assignments** (separate instructions for each project will be provided in class).

- 1) **Research paper:** Fifteen total pages including graphics.
- 2) **Analyses of research articles:** At least seven research articles must be identified by students and analyzed using format provided for the course.
- 3) **Poster presentation:** Each student will report on their research project at the end of the semester using a poster to focus the presentation.
- 4) **Log of process and progress** on doing research paper and poster presentation.

**Evaluation:** Students are expected to strive for the highest quality presentation for each of the required assignments. Grades will be based on points assigned to various requirements as follows: draft paper, 50 points; final paper, 100 points; analyses of research articles, 10 points each (70 points total); poster presentation, 50 points; log, 50 points. Total possible points: 320. Grade distribution: A, 90%; B, 80%; C, 70%; D, 60%; F, below 60%.

#### Tentative Class Schedule

#### Reading Assignments in Rogers, et al.

1st Class	Introduction to the course; journals in geography and planning; learning geography	III.1
2nd Class	Designing a research project in geography or planning Analyzing research articles	III.2
3rd Class	Literature Searches and Data Sources Census CD-ROM	IV.2, IV.3, V.3
4th Class	Creating geographic knowledge Stabley 210	I.2, I.5, II.8 II.9, II.10
5th Class	Creating geographic knowledge cont'd.	II.11, II.12
6th Class	Appointments for Conferences on Research Papers	
7th Class	Social Organization of Geography and Planning Draft Paper Due	
8th Class	Midterm Week	
9th Class	Physical and Environmental Geography	I.1, II.2, II.3, II.4

10th Class	Physical and Environmental Geography cont'd	II.5, II.6, II.7
11th Class	Human Geography	III.3, III.4, III.5, III.6
12th Class	Human Geography cont'd. Final Paper Due.	III.7, III.9, III.10 III.11, III.12, III.13
13th Class	Careers, Postgraduate Study, and Job Searching	VI.3, VI.8, VI.9
14th Class	Poster Presentations	
15th Class	Final Exam Period	