

LSC # 60
Action Approved
9-5-91

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Donald W. Buckwalter Phone 3767
- Writing Workshop? (If not at IUP, where? when? _____)
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Donald W. Buckwalter

Department Chairperson [Signature]

College Dean [Signature]

Director of Liberal Studies Chad [Signature] 9-5-91

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
Please number all pages.

WRITING SUMMARY--GE 333 "Geography of Transportation and Trade"

I propose to teach Geography of Transportation and Trade as a writing-intensive course. Most of the undergraduate students who take the course are geography majors and all are juniors or seniors. At that stage of their academic careers, students need to learn to read scholarly literature and prepare written summaries, reports, and reviews. Such skills are necessary for graduate school and the jobs geography students are likely to get after graduation.

The writing intensive format enables students to cope with a difficult aspect of the geography of transportation and trade--the dichotomy of empirical and theoretical content. Much theoretical work has been done by geographers on transportation and trade, and major concepts will be presented in lectures. There is no adequate textbook for the theoretical material, but periodical literature, collections, and monographs provide many sources. However, even advanced undergraduate students have difficulty making sense of abstract theories without an empirical frame of reference. There is a good textbook for the empirical part of transportation geography written from a historical perspective: Capturing the Horizon by James A. Vance. The written assignments begin with a summary of Capturing the Horizon and lead students into a process of merging empirical and theoretical concepts. The final written assignment is a review of theoretical literature from the perspective of an empirical issue of the students choosing.

There are six written assignments in the course.

1. NOTE TAKING TO RECORD AND ORGANIZE BASIC THEORIES. Students must obtain a basic outline of theoretical concepts from the lectures because there is no textbook for the course. The organization of notes is critical. Students are advised to revise notes after class and incorporate examples from the theoretical literature in appropriate places. The objective is to see the body of theoretical research as a whole and develop a sense of the role of each technique. Notebooks are not collected or graded but may be examined if a student is having unusual difficulty.

2. SUMMARY TO DEVELOP A HISTORICAL EMPIRICAL PERSPECTIVE. The first writing assignment is a 1,000-word book summary of the assigned sections of Capturing the Horizon. Students are asked to identify the major topics and concepts, characterize the writing style, and compare the book to another non-fiction book they have read. The assignment ensures that students read and understand basic empirical course material. It also reveals their ability to prepare a paper in finished form in terms of spelling, grammar, punctuation, and general appearance. The assignment is made early in the semester so action can be taken to remedy deficiencies. The summary is worth one-sixth of the course grade.

3. A BIBLIOGRAPHY TO DEVELOP LIBRARY SKILLS AND LEARN PROPER FORMS OF CITATIONS. Students prepare an annotated bibliography according to stylistic guidelines of Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations. They also check the accuracy of a bibliography prepared by another student. The assignment improves library skills and prepares students for the literature review by making them find appropriate sources. Students check their peer's bibliography by completing a passage from each article. They also comment on the clarity of the annotation. The bibliography is not graded, but points are deducted if either bibliography or checking of a bibliography for a peer are late.

4. A NEWSPAPER ISSUE REPORT TO IDENTIFY A PUBLIC ISSUE CONCERNING THE GEOGRAPHY OF TRANSPORTATION AND TRADE. Students read articles from popular press sources. They may choose the sources, but must have at least one with a local orientation and one with a regional or national orientation. The 1,500 word paper is accepted in draft form and will be graded for content. It is worth one-sixth of the course grade.

5. DRAFT OF THE LITERATURE REVIEW TO DEVELOP A SYNTHESIS OF EMPIRICAL AND THEORETICAL IDEAS. Students write a review of theoretical literature. The sources include items listed in the bibliography assignment and additional references. The review must analyze and evaluate theoretical ideas, address the issue described in the newspaper report, and be in the form of an advanced draft 1,750 to 2,000 words in length. The review is evaluated on the basis of how well it argues for or against the relevance of particular theoretical techniques to the issue discussed in the newspaper report. A temporary grade is given and the review is returned to the author to be re-written. Suggestions for the revision are written on the paper.

6. LITERATURE REVIEW (FINAL VERSION) TO DEVELOP THE ABILITY TO WRITE A POLISHED REVIEW. Students revise and edit the draft based on comments on the paper and consultation with the instructor. They may be asked to do additional reading for the final version. The final version of the literature review is also 1,750 to 2,000 words and must be in finished form in intellectual content, proof reading, and style. The revised grade is worth one-third of the course grade.

**GE 333/533: GEOGRAPHY OF TRANSPORTATION AND TRADE
INDIANA UNIVERSITY OF PENNSYLVANIA**

DESCRIPTION: The course deals with spatial aspects of transportation systems and their use. Circulation, accessibility, time and distance concepts, and trade patterns are discussed and illustrated by historical examples. The first part of the semester emphasizes the conceptual context of economic geography, transportation history, and the development of trade. The second part is devoted to theories of transportation geography and their application to contemporary problems. Theories are used to analyze systems and problems at a variety of scales. This is a writing intensive course designed to meet the writing-across-the-curriculum guidelines of the liberal studies curriculum.

OBJECTIVES: Students will become familiar with the effect transportation systems have on historical patterns of development and trade in urban, regional, and international systems. Also, they will achieve an understanding of the major theories of transportation geography. The theories provide a framework of approaches to the geographic study of transportation. The written assignments are designed to develop the skills of identifying a significant issue and evaluating the relevance of theory to the issue.

DETAILED COURSE OUTLINE:

LECTURE PERIOD	LECTURE TOPIC	READING ASSIGNMENT
1		Introduction
2-3	Basic Concepts of Economic Geography	Handout, Vance ch. 1
4-5	Transportation and U.S. Regional Development	Vance pp. 170-180, 265-336
6-7	Transportation and Urban Morphology	Vance ch. 5
8-11	Transportation and Development Theory -regional specialization -global trade	Vance pp. 485-528, 576-604
12	BOOK SUMMARY DUE	
12-15	Transportation and Spatial Structure	Vance ch. 8 Newspaper Search

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LECTURE PERIOD	LECTURE TOPIC	READING ASSIGNMENT
16	NEWSPAPER ISSUE REPORT DUE	
16-19	Transportation and Spatial Processes	Continue Newspaper Search
20	Review	
21	MIDTERM EXAM	
22-25	Gravity Models	Theoretical Literature Search
26-29	Aggregate Measures of Transportation Networks	Theoretical Literature, continued
27, 30	BIBLIOGRAPHY, BIBLIOGRAPHY CHECK	
31-34	Measures of Nodal Accessibility in Transportation Networks	Theoretical Literature, continued
35-38	Allocation Models	
38	LITERATURE REVIEW DUE	
39-40	Graduate Student Reports or Panel Discussions	
41-42	In-class workshop/conferences	
43	Review LITERATURE REVIEW REVISIONS DUE	
Final Exam Period	FINAL EXAM	

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EVALUATION: You will be evaluated on three written assignments and two examinations. The distribution of points for the course is as follows:

Book Summary	50 points
Newspaper Issue Report	50 points
Literature Review (final version)	100 points
Midterm Exam	50 points
Final Exam	<u>50 points</u>
TOTAL:	300 points

Examination questions are taken from lectures, reading assignments, and handouts. Each examination will cover approximately one-half of the course and consist of a variety of question formats--true/false, multiple choice, short answer, and problem solving.

The final grade of the course is based on the following scale:

A	270 to 300 points
B	240 to 269 points
C	210 to 239 points
D	180 to 209 points
F	0 to 179 points

REQUIRED TEXTBOOKS AND SUPPLEMENTAL READINGS:

Vance, James A. Capturing the Horizon: The Historical Geography of Transportation since the Sixteenth Century. Baltimore: Johns Hopkins University Press, 1990.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 5th ed. Chicago: University of Chicago Press, 1987.

Jumper, Sidney R.; Bell, Thomas L.; and Ralston, Bruce A. Economic Growth and Disparities: A World View. Englewood Cliffs, N.J.: Prentice-Hall, 1980 (handout).

Some sources for theoretical and other literature are listed in a bibliography, "References for Geography of Transportation and Trade," on file in Stapleton Library central reserve. This list is a starting point to give you some ideas about the types of sources you can use, not a complete listing containing all of the references you will need to complete the assignment. You must also use Geoabstracts, the card catalog, the CD ROM indexes, and other library tools to find appropriate literature.

INDIANA UNIVERSITY OF PENNSYLVANIA
GE 333/533: GEOGRAPHY OF TRANSPORTATION AND TRADE
Book Summary Assignment

Write a summary of the reading assignments in Capturing the Horizon: The Historical Geography of Transportation Since the Sixteenth Century by James E. Vance, Jr. The sections of the book that you must read are listed on the syllabus. The summary should outline the major topics and concepts that Vance discusses. Include an introduction that describes the type of writing style Vance uses; you may wish, for example, to compare and contrast Capturing the Horizon to another non-fiction book you have read. Also include a conclusion that identifies Vance's major theme.

The summary should be approximately 1,000 words long (three pages if you double-space, use a type size similar to the one in this instruction sheet, and leave 1" margins). It should be in finished form--that is--cleanly typed (or word processed), carefully proofread, and well organized.

The purpose of reading Capturing the Horizon is to gain a context for the course. Knowing the historical background of transportation geography will enable you to identify the contemporary issues that you will work with in future assignments. The book summary ensures that you read the book and is also a check to make sure you know how to prepare a paper in finished form with correct spelling, punctuation, and grammar. If you need improvement in these skills, you will be referred to appropriate reference sources.

INDIANA UNIVERSITY OF PENNSYLVANIA
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Bibliography Assignment

Prepare a bibliography of the theoretical literature sources that you have identified so far. Provide complete citations for at least five sources, using the style described in Turabian, so another student in the class can locate them in the library. Annotate each citation with a one-sentence description and a sentence quoted from the text as in the following example:

Schein, Richard H. "Urban Origin and Form in Central New York."
Geographical Review 81 (1991): 52-69.

Schein provides a cultural analysis of village types that emerged from the interaction of transportation and other factors during the period between the Revolutionary and Civil wars.

"Within a short drive south of Syracuse are several small villages that seem to have joined the twentieth century only reluctantly." Page 52, paragraph 2.

Each bibliography will be given to a fact checker--a student other than the author. Be sure to keep an original copy of your bibliography just in case the fact checker leaves town, has their dorm room destroyed by a ruptured water main, or loses the document in some other way. The fact checker is responsible for finding five of the citations and providing the sentence that follows the quotation. During classroom time, the fact checker will return the bibliography to the author, inform the author if any citations were inadequate for locating the source, and comment about the clarity of the bibliography and appropriateness of the sources. For example, the fact checker should state whether or not he or she understands the one-sentence description of the article. Neither the bibliography nor the fact checking report will be graded at this time, but I will deduct 3 points from your final grade for each calendar day that your bibliography or fact-checking response to another student are late. The quality of the bibliography included in your literature review will be evaluated as part of the grade, so learn the correct way to do one now.

The purposes of the assignment are to ensure that you know how to find appropriate references in the library and that you can present clear bibliographic citations in proper form. Both skills will be judged when I evaluate the literature review that you do later in the course, so do your best to learn them now.

INDIANA UNIVERSITY OF PENNSYLVANIA
GE 333/533: GEOGRAPHY OF TRANSPORTATION AND TRADE
Newspaper Issue Report

Write a paper reporting on a transportation issue of regional significance that has been discussed in several recent newspaper articles. Identify transportation issues on the basis of mode (air, highway, railroad, dromedary caravan, etc.), type (freight or passenger), and levels of government involvement (local, state, federal). The issue you identify should be of current significance and sufficiently important to capture media attention in several sources.

The report does not need to summarize each article in its entirety. The objective is to focus on a particular issue which may be one of several mentioned by an author. Report on only the ideas in the article that are relevant to the issue you have selected.

Read articles from at least two newspapers. One may be local in its editorial interests such as the Pittsburgh Press, Johnstown Tribune-Democrat, or Altoona Mirror. Another should have a national or regional orientation such as the Christian Science Monitor, Los Angeles Times, New York Times, Washington Post, and (sometimes) the Philadelphia Inquirer or Pittsburgh Press and Post-Gazette. You may also use articles from news magazines such as Newsweek, Time, and U.S. News and World Report. The number of articles that you should read will vary depending on their length and the amount of material available on the issue that you identify, but you must read enough to get both the national and local perspective on the issue.

The written report should be about 1,500 words (six typed pages) long. It may be in draft form, that is, legible with adequate margins but not meticulously proofread for spelling, punctuation, crossed-out words, and so forth. The paper will be graded on your ability to identify an appropriate issue, cite conflicting views or assessments, and state how the issue affects a large number of people. The newspaper issue report is due at the class meeting before the midterm exam.

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GE 333/533: GEOGRAPHY OF TRANSPORTATION AND TRADE
Literature Review Assignment

Write a review of the theoretical or technical literature on a topic in transportation geography. The core of the task is to relate theoretical or conceptual approaches to a practical issue. Developing this skill is the most important purpose of the course. Choose a theoretical topic or concept that is relevant to the contemporary transportation geography issue that you identified in the newspaper issue report.

A review is different than either a summary or a report. A summary includes enough detail to demonstrate that the material has been read and that the major ideas were understood. A report adds the element of focus on a particular issue. A review consists of a brief summary, analysis, and evaluation. Analysis means the reading material must be placed in the context of broad questions, compared to other literature, and classified according to style or method. Evaluation means that the reviewer (you) states her or his ideas about the value of the reading material and constructs a logical argument supporting those ideas. For this assignment, both analysis and evaluation must be fully developed, with each comparable in length and clarity to the summary.

The text of the literature review should be from 1,750 to 2,000 words long (seven to eight pages). The first version you turn in may be in draft form, but keep an original version. Draft form includes a complete but un-annotated bibliography. The paper will be revised, so double space and leave at least 1" margins to allow room for comments and corrections. The first version is due about two weeks before the end of the semester (see syllabus). I will grade it on the basis of the appropriateness of the readings and how well it meets the criteria of a literature review that are outlined in the preceding paragraph. The paper will be returned for revision. We will spend at least one and, if necessary, two class periods working on the revisions. The final version of the literature review is due in finished form on the last day of regularly-scheduled classes. The earlier version and comments must be handed in with the final version.

A revised grade will be given for the entire literature review project. It will be based on quality of the manuscript as a finished scholarly paper, its propriety as a literature review, and the relevance of your analysis and evaluation to concepts addressed during the course.