

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other *change*

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): GEO 172 Human Geography

Proposal Contact Person Name: Rich Schein/Morgan Robertson Phone: 7 2119/7 0591 Email: schein@uky.edu/mmrobertson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Geography Director of Undergraduate Studies	6/8/10	Jonathan Phillips / 7 6950 / jdp@uky.edu	<i>J. D. Phillips</i>
Geography, Chair (any cross-listing or affected) dpt, chair (any cross-listing or affected) dpt, chair	6/8/10	Sue Roberts / 7 2399 / sueroberts@uky.edu	<i>Sue Roberts</i>
A&S Ed. Policy Cmte.	9/21/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	<i>J. Badagliacco</i>
A&S Dean	9/21/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	<i>A. Bosch</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: 5/18/2010
- b. Department/Division: Geography
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change [OSC1] definition)
- e. Contact Person Name: Rich Schein/Morgan Robertson Email: schein@uky.edu/mrobertson@uky.edu Phone: 7 2931 u
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: GEO 172 Proposed Prefix & Number: _____
- b. Full Title: Human Geography Proposed Title: Same
- c. Current Transcript Title (if full title is more than 40 characters): _____
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|------------------|-------------------------------|-------------------------------------|---------------------|--------------------|
| Current: | <u>3</u> Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| Proposed: | <u>2</u> Lecture | _____ Laboratory | _____ Recitation | <u>1</u> Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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g. Current number of credit hours: 3 Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin:

A study of the spatial distributions of significant elements of human occupation of the earth's surface, including basic concepts of diffusion, population, migration, settlement forms, land utilization, impact of technology on human occupation of the earth. (Fulfills elementary certification requirement for Education and University Studies Requirement.)

Proposed Course Description for Bulletin:

An introduction to geographic perspectives on human political, economic, social, and cultural activities (such as trade, economic development, empire, colonialism and nation building, agriculture, pollution, urbanization, population dynamics). Emphasis is on spatiality (including concepts of location, scale, globalization, maps, migration, and diffusion), place making and regions (including concepts of the cultural landscape, place meaning, race, class and gender identities, and territoriality), and nature/society relations (including concepts of environmental adaptation and modification, climate change, and sustainability).
Fulfills Gen Ed Intellectual Inquiry - Social Science and elementary certification requirement for Education.

j. Current Prerequisites, if any: none

Proposed Prerequisites, if any: none

k. Current Distance Learning (DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

No significant changes have been implemented, however, the course description for the bulletin has been modified to incorporate up-to-date language and foci in the discipline of human geography; changes also include changes in course requirement fulfillments as per the new General Education program.

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

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If YES, identify the depts. and/or pgms: Elementary Ed

b. Will modifying this course result in a new requirement⁷ for ANY program?

YES

NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a. Check box if
changed to
400G or 500.

If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

Geography 172-001 Human Geography, Spring 2010

Instructor, Office Hours

Dr. Richard H. Schein, 1441 Patterson Office Tower, 257-2119, schein@uky.edu

2:00-3:30 M/W and by appointment or by chance.

*email and office hours are the best way to get a hold of me.

Teaching Assistant, Office Hours

TA, 1422 Patterson Office Tower, 257-xxxx, xxxx@uky.edu

Hours TBD.

Class Meetings:

Monday, Wednesday, Friday, CB 214, 10:00-10:50

Required Text:

Paul L. Knox and Sallie A. Marston. 2010. *Human Geography. Places and Regions in Global Context (Fifth Edition)*. Upper Saddle River: Pearson Prentice Hall.

Course Description:

An introduction to geographic perspectives on human political, economic, social, and cultural activities (such as trade, economic development, empire, colonialism and nation building, agriculture, pollution, urbanization, population dynamics). Emphasis is on spatiality (including concepts of location, scale, globalization, maps, migration, and diffusion), place making and regions (including concepts of the cultural landscape, place meaning, race, class and gender identities, and territoriality), and nature/society relations (including concepts of environmental adaptation and modification, climate change, and sustainability). Fulfills Gen Ed Intellectual Inquiry - Social Science and elementary certification requirement for Education.

Course Goals and Content:

A study of the spatial distribution of significant elements of human occupation of the earth's surface, including basic concepts of diffusion, population, migration, settlement forms, land utilization, impact of human technology on human occupancy of the earth. Additionally, this course will attempt to pique your "geographical imagination," challenging you with the proposition that "geography matters." In fact, this proposition (and its myriad meanings) will be our starting point, and toward that end you should turn immediately to chapter one of your textbook, where the authors begin with that very claim. We will treat this course as an overview, or survey, of human geography as a subject, covering a number of different topics, taking our cues from the chapter headings in your text book.

More specifically: *Part 1*: Chapters 1,2,3,7; *Part 2*: Chapters 4,5,6; *Part 3*: Chapters 8,9,10,11.

Learning Outcomes:

1. Demonstrate knowledge of the theories associated with a social science discipline, either broadly or as applied to an important social science topic.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.
3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Demonstrate knowledge of how a social science discipline influences society.
5. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Evaluation:

1. Exams:

There will be three, non-cumulative exams of equal weight (each worth 33.3% of your final grade). They are *tentatively* scheduled for February 17 (on Part 1), March 31 (on Part 2), and May 3 (on Part 3).

Note that all exams are in the usual classroom for the course; and that the third exam is scheduled during the proper period of Finals Week.

FINAL EXAM:

Date: TBD

Time: TBD

Duration: TBD

Location: TBD

Exams will consist of multiple choice and matching questions; and may include map and short answer questions. Exams will cover material from lectures and the assigned readings, and will include specific concepts and "key terms" (as listed in each chapter), as well as assume a general understanding of the each section's/chapter's main points and conceptual framework. I will give you a daily lecture outline, which you should use as your study guide for each exam, as it draws together in one framework both in-class material (lectures, discussions, videos) and textbook material.

2. Grading Scheme

I will discuss the format and grading procedure for each exam during the appropriate class period (although the general policy of 90% (A), 80% (B), 70% (C) ...will be followed).

Letter Grade	Grade achieved in course	UK Letter Grade Definition
A	90-100%	Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative.
B	80-89%	Represents a high achievement as a result of ability and effort
C	70-79%	Represents average achievement
D	60-69%	Represents the minimum passing grade

Mid-term grades will be posted by the deadline established in the Academic Calendar.

Final Notes (mostly as required by the Academic Ombud):

Attendance

- You are expected to attend all classes and to take comprehensive notes on lectures and reading materials. You will not do well in this class if you do not follow that advice.

Academic Performance

- If you are having any problems in the class, please see me sooner rather than later. It is my job to guide your learning process, and that includes "troubleshooting" when necessary.
- This class follows a "no extra credit work" policy.

Excused Absences/ Verification of Absences and Make-up Opportunities

- There will be no make-up exams as a rule, except for "excused" absences. Excused absences are those arranged with me before an exam (and generally for official University reasons; see *Student Rights and Responsibilities 5.2.4.2*) or those documentable as health related after an exam. You also are entitled to an excused absence for the purpose of observing a religious holiday; but you must notify me of your request for one during the first week of class
- I will, of course, make every possible attempt to accommodate any learning requirements that you draw to my attention; and you will be excused from class for religious reasons with reasonable notification.

Classroom Decorum

- Please turn all your technology off when you enter the classroom space, including your computer. Everyone's phone goes off once in a while. Mine will. But repeated offenses will result in the request for you to check your phone at the door.

Academic Integrity

- I take cheating or plagiarism seriously, and will prosecute such to the fullest extent allowed by University regulations. It is assumed that you are familiar with University policy on cheating and plagiarism as described by the Academic Ombud (<http://www.uky.edu/Ombud/>), as part of your student rights and responsibilities (<http://www.uky.edu/StudentAffairs/Code/>)

Academic Accommodations due to Disability

- If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Tentative Outline: Part 1

- I. Chapter I: Geography Matters
 - A. Introduction to the chapter themes
 - 1. why places (geography) matters
 - a. influence and meaning of places

- b. interdependence of places
 - c. place and social process
 - 2. Globalization and interdependence
 - a. key issues
 - 3. Human Geography today
 - a. basic tools for visualization and representation
 - i. GIS, aerial photos, maps, remote sensing
 - b. spatial analysis
 - c. regional analysis
 - d. geographical imagination
 - B. Maps
 - 1. 'Maps lie'
 - 2. Map components
 - a. Projection (shape vs area; parallels & meridians; latitude & longitude)
 - b. scale
 - c. symbolism (base map vs themes)
 - (a) points, lines, area
 - 3. choropleth maps
 - 4. cartograms
 - 5. topographic maps
- II. Chapter 2: The Changing Global Context
- A. Agricultural Revolutions
 - 1. Hearth areas
 - 2. Socio-spatial changes from hunter-gathering
 - 3. City-States
 - a. economic hinterlands and political organization
 - b. colonialism and imperialism
 - c. cores and peripheries
 - 4. Early Empires
 - B. The Rise of Europe: Mapping a New World Geography
 - 1. Pre-capitalist world, c. 1400
 - 2. Feudal Europe
 - 3. Post-feudal Europe: Change
 - a. Rise of merchant capitalism
 - b. Rise of nation-states
 - 4. European Empire Building
 - a. Old (pre-capitalist/mercantilist) empires to...
 - b. New (industrially based) empires
 - C. The Modern World System
 - 1. Motives for colonialism/imperialism
 - 2. Colonialism and Imperialism
 - a. World leadership cycles; waves of colonialism/imperialism
 - b. Hegemony and changing macro core/periphery relationship
 - 3. Industrialization
 - a. From Britain to the USA (and points in between)
 - b. internal developments and reorganizing the core

- c. reorganizing the periphery
- d. the “Third World” and neo colonialism

D. Globalization

1. The Third World and neo-colonialism
2. Post-colonialism in the World System
3. Causes and Consequences: Recent Changes
 - a. New international division of labour
 - b. Internationalizing finance
 - c. New technologies
 - d. International consumer markets
4. Challenges
5. Malaysia: An Example

III. Chapter 7: Economic Development

A. Patterns of Development

1. Changes in:
 - a. Economic structure
 - b. Economic organization (socialism, capitalism)
 - c. Technological availability
2. Unevenness of contemporary world economic development
 - a. GDP and core-periphery relations
 - b. Social indicators, gender equity and spatial justice
3. Resources and Development
4. Sustainable Development
5. National economic structures (primary, secondary, tertiary, quaternary)
6. International trade, Aid, Debt

B. Pathways to Development

1. WW. Rostow and Stages of Development
2. Alternative interpretations
 - a. links to the historical geography of colonialism/imperialism
3. Creating and modifying core-periphery patterns

C. Globalization and Local Economic Development

1. MNCs and TNCs
2. from manufacturing to finance to tourism

IV. Chapter 3: Population

A. Basic Population Measures

1. Collecting information (censuses etc)
2. Population distribution and density
 - a. general principles and world patterns
3. Population characteristics: age-sex pyramids
 - a. baby booms and bust
4. Population dynamics and processes: basic rates and world patterns
 - a. crude birth and death rates, rate of natural increase, infant mortality rates

B. Population in History

1. Slow growth to rapid rise

- a. geographic variability
- 2. Links to agriculture, industrialization, colonialism
- 3. Thomas Malthus
- C. The Demographic Transformation
 - 1. General pattern/presumed processes
 - 2. British pattern specifically
 - 3. The contemporary world
 - a. populations policies
 - b. the "Third World"
 - c. neo-Malthusian vs. the 'social view
- D. Migration and Mobility
 - 1. Emigration and immigration
 - 2. Push and pull factors
 - 3. Voluntary and forced migration
 - 4. Internal and international migration

General Education Course Submission Form**Date of Submission:**1 June 2010**1. Check which area(s) this course applies to.**

Inquiry – Arts & Creativity

Composition & Communications - II

Inquiry – Humanities

Quant Reasoning – Math

Inquiry – Nat/Math/Phys Sci

Quant Reasoning – Stat

Inquiry – Social Sciences

Citizenship – USA

Composition & Communications - I

Citizenship - Global

2. Provide Course and Department Information.Department: GeographyCourse Prefix and Number: GEO 172Credit hours: 3Course Title: Human GeographyExpected Number of Students per Section: 126 Course Required for Majors in your Program? YesPrerequisite(s) for Course? none

This request is for (check one): A New Course

An Existing Course

Departmental Contact InformationName: Rich Schein / Morgan RobertsonEmail: schein@uky.edu / mmroberts@uky.eduOffice Address: 1457 POTPhone: 7-2931**3. In addition to this form, the following must be submitted for consideration:**

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:

[Signature]

Date:

6/1/2010

Dean:

Anna R. K. Bosch[Signature]

Date:

9/2/10

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu

Office of Undergraduate Education

GEO 172 Required Narratives

a. how the course addresses the learning outcomes of one of the four areas of General Education

The course directly addresses the statements in the preamble to the “Intellectual Inquiry – Social Sciences” requirement. Specifically, it accomplishes the following specified tasks:

- “ask students to explore the nature of intellectual inquiry within the established, broad knowledge areas;”
- “bring students in contact with faculty, advanced graduate students and others who are engaged in the core activities of a research university;”
- “establish a foundation for critical and thoughtful approaches to solving problems and promote intellectual development.”

b. how the course addresses the learning outcomes identified in the appropriate course template

1. Demonstrate knowledge of the theories associated with a social science discipline, either broadly or as applied to an important social science topic.
2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge.
3. Demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims.
4. Demonstrate knowledge of how a social science discipline influences society.
5. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline’s conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

The course directly addresses **learning outcome #1**. The course concerns the various theories and concepts employed by Human Geographers as they examine the spatiality of the social world.

#2 is also addressed throughout the course as the methods of Human Geography are introduced.

#3 is addressed indirectly as various competing explanations for spatial patterns and processes are discussed, and directly as the criteria for evidence-based claims are explored.

#4. The issues and themes introduced in this course are such that geographical knowledge is seen in its historical and spatial context, and the back and forth between our theories and concepts of the world and the material world is stressed. This is clear when it comes to policies applying insights from human geography (such as in urban planning for example) but also operates less directly.

#5. This learning outcome will be addressed largely in the discussion sections proposed for this course. In the smaller setting, students will be able to explore the basics of structured inquiry in human geography, albeit in an introductory manner.

c. evidence of active engagement of students in the course

The course will be run with weekly discussion sections (with 21 students maximum in each). These are structured to enable an array of formats to engage students. There will be a variety of interactive sessions, ranging from discussion of a particular reading to debates to role playing exercises. It may be possible to use skype or other VOIP systems to hold conversations between students and human geographers featured in their text or working in applied domains, such as planning, historic preservation, environmental policy or epidemiology.

d. general description of the type of assignment(s) that can be extracted from the course for assessment of the General Education program.

There will be an assignment, perhaps addressing LO # 5 that brings together a variety of information from different kinds of sources and expects the student to engage in a critical analysis presented in a clear and well-written format. Complete details, including the grading rubric will be given to students ahead of time.