PART I – Course Information

Course Type
☑ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: GEOG 1321

Texas Common Course Number (TCCN Matrix): GEOG 1300

Course Title: People, Place and Environment: An Introduction to Geography

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course introduces students to the discipline of geography, or the study of the world from a spatial perspective. This includes an examination of both the cultural and physical environments and the social, economic, political, and environmental factors that influence human activities and societies across the globe. Students will also be introduced to geospatial technologies (e.g., GPS and Google Satellite Imagery) currently utilized to investigate geographical issues. The course may involve field trips that incorporate course material. Credit 3.

Course Prerequisites: None

Available Online?
☑ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:       )
☐ No

Number of Sections to be Offered per Academic Year: 7

Estimated Enrollment per Section: 30

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): John B. Strait

E-Mail Address: jstrail@shsu.edu

Phone: 936-294-4077

Approvals

Department Chair: [Signature] 10/17/12

Academic Dean: [Signature] 10/17/12

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PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: <Select Component Area>

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: GEOG 1321 introduces students to the discipline of geography, and the study of human societies from a spatial perspective. Empirical and social science methods will be applied to the geographical study of a host of topics: population, migration, cities and urbanization, weather and climate, environmental resources and protection, human food supply, biosphere and biomes, language, religion, economic growth, and others. Emphasis will be placed on applying critical thinking towards the analysis of the causes and effects associated with the spatial dynamics of human behavior.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Understand factual geographic knowledge of the diverse nature of human spatial behavior and the outcomes of such behavior (cultural/social differences, regional differences, national differences, gender/racial differences, etc.).

How will the objective be addressed (including strategies and techniques)? Geography focuses on the spatial distribution of different cultural/social phenomena (religion and other belief systems, language, economic activities, ethnic and racial identities, gender relations, political-economic structures, musical and culinary traditions, etc.). The course content focuses on student acquisition of knowledge about these different patterns of human behavior at global, regional, national, and local scales. Students will be regularly called upon to consider how and why humans have developed different cultural norms and formed varied relationships with each other and their environments. Students will also consider how and why human spatial behavior may influence larger patterns in society and how these processes may disadvantage certain groups or certain areas, relative to others (e.g., urban or regional poverty; residential segregation; environmental racism; gender, racial or class disparities; more vs. less developed contexts). In addition, students will also be exposed to recent geographical research focused on such topics, as well as critiques of such research. These topics and foci will be addressed via lecture, readings, in-class and take home assignments, examinations, and in class discussions.

Describe how the objective will be assessed: A pre/post test approach will be used to measure the degree to which this objective is being met. Emphasis will be placed on determining the degree to which the course increases student knowledge and awareness of geographical
diversity and develops intercultural competence and civic responsibility across national, regional and global communities. At the very beginning of the semester, students will be given a short quiz comprised of general questions developed by the department that gauge student familiarity with important global issues/topics, or that test student awareness of important concepts (Appendix A). The same quiz questions will also be embedded in different graded exams throughout the semester.

**Objective/SLO 2:** Discuss the major theoretical approaches that serve as the basis for utilizing a geographic perspective within the social sciences.

How will the objective be addressed (including strategies and techniques)? Geography utilizes a variety of approaches and operates from several theoretical perspectives, each of which examines spatial (geographical) behavior and spatial outcomes differently. The main traditions driving geographical thought will discussed; the regional approach, spatial analysis approach, and human-environmental interaction approach. This course will also introduce several different theoretical perspectives, including positivism, behavioral geography, humanistic geography, critical geography, post-modern geography, and feminist geography. As a means to specifically explore the different approaches used to understand the relationships between human behavior and the physical environment, three additional theories will specifically be addressed: environmental determinism, environmental possibilism (cultural determinism) and probabilism (cultural ecology). Students will initially be introduced to these theoretical approaches directly through lecture. Increased exposure will come during the course of the semester via case study assignments that call upon students to read short research articles. These assigned articles will utilize different theoretical approaches to explore a range of geographical topics. Students will engage in discussions, some class-wide and some in small groups, where they will discuss the topics in question and debate the merits of each theoretical approach.

Describe how the objective will be assessed: This objective will be evaluated via the grading of oral presentations and written essays. Respective guidelines for these evaluations will be provided to the students in advance. Students will be divided into groups, with each group being responsible for making a brief oral presentation outlining the nature of one respective research article. The group will also lead a class discussion focused on their article, placing emphasis on the validity and usefulness of the theoretical approach utilized. The instructor and fellow classmates will use a rubric designed by the department as means to evaluate the effectiveness of the presentation and the discussion that follows (Appendix B). This evaluation will place emphasis on the presenter's oral communications skills and on their abilities to clearly identify research hypotheses. Students will also write short essays that call upon them to articulate the advantages and disadvantages attained from using different theoretical approaches used to study a particular topic. A departmentally designed rubric will be used to evaluate the ability of students to apply critically thinking to this endeavor (synthesize information regarding the topic and evaluation of the theoretical approaches used). This rubric will further measure the ability of students to communicate their ideas orally and through writing.

**Objective/SLO 3:** Effectively apply empirical and scientific methods to geographically referenced data.

How will the objective be addressed (including strategies and techniques)? Early in the semester, students will be introduced to geographical research methods that utilize empirical approaches. During the semester, students will work hands-on with simple data sets – plotting the data on graphs and maps, formulating population pyramids, synthesizing
demographic variables, and running basic statistical operations (calculating means, modes, medians, range, etc.) — that can be used to identify and describe spatial and temporal patterns in human and environmental geography.

Describe how the objective will be assessed: The proper use of statistical procedures will be evaluated via take-home assignments given in class (Appendix C). In addition, a series of separate questions focused on these topics will be embedded in the final exam (Appendix D). This series of questions will be collectively developed by members of the department and will be included in the final exam for each section of the course. The level of performance on these embedded questions will be continually tracked from semester to semester to gauge how well students are mastering these concepts.

Objective/SLO 4: Understand how to appropriately apply geographical analysis (empirical and qualitative based) to real world situations, and understand how to interpret the results of such analysis.

How will the objective be addressed (including strategies and techniques)?
During the course of the semester, students will be exposed to various forms of geographically-referenced data (population data, economic data, crime data, voting results, climate data, air and water quality data, etc.) and will be introduced to the ways that such data are analyzed and interpreted. This exposure will come via lecture, reading assignments, take-home assignments, in-class discussions/debate and examinations. Students will also engage in an urban field exercise requiring the actual application of geographical analysis appropriate to an investigation of urban-economic-cultural geography. In addition, students will be required to identify and define working hypotheses, forms of data collection, and data interpretation from published research articles they are assigned to read for class discussion. Students will also critically analyze articles published in the popular press (newspapers, popular web-sites, magazines of the non-academic nature) that focus on relevant topics/issues in order to enhance critical thinking skills and to help them differentiate between social science and journalistic approaches. This endeavor will also enhance the abilities of students to differentiate between logically-based facts, informed opinions, uniformed opinions and logical fallacies.

Describe how the objective will be assessed: Various take-home assignments will incorporate meeting this objective. An example is our urban-economic-cultural geography exercise that involves field work to gather data on "downtown" businesses (Appendix C). Once data is collected, types of businesses and total area of businesses are calculated. With that, an analysis of the dominated cultural activity of the downtown and the different ethnic influences are assessed. The level of performance on certain questions associated with this field exercise will be continually tracked to gauge level of student mastery.

This objective will also be assessed via the periodic use of "concept application" exercises. Near the conclusion of certain class periods, students will write and submit brief explanations of how particular concepts or ideas introduced via direct instruction may apply to the real world. For example, following a lecture and discussion focused on the nature of hierarchical diffusion, each student will submit a brief paragraph summarizing a "real" example of some aspect of their own culture that has diffused hierarchically. Another example exercise involves the use of the gravity model. After lecture, students will be called upon to provide an example of how this model could be applicable to a business or retail strategy. This type of exercise forces students to think critically, encourages them to try to "understand" lecture topics and facilitates awareness that course content does indeed apply to the real world. This also provides the instructor immediate feedback as to how well students understand course content.
Objective/SLO 5: Explore and discuss the impacts of spatial interaction across different geographical scales and among different places, different people and different regional political organizations/alliances using a host of data sources, from direct observation to remotely-sensed imagery (i.e., aerial photos; Google Earth; infrared imagery; satellite imagery; etc.).

How will the objective be addressed (including strategies and techniques)? A major thrust of developing a geographical perspective entails understanding and appreciating the dynamics of spatial interaction. For example, the movement of people, goods and ideas within and among regions and places is a major impetus for cultural, economic and demographic change. In both lecture and discussion, students will be exposed to the causes and effects of different forms of spatial interaction (e.g., global and intra-national economic flows, cultural diffusion, migration, regional political interaction, globalization of culture, transportation, resource utilization, etc.). Students will also be introduced to the institutional mechanisms and other factors associated with these forms of interaction (e.g., role of technological change on cultural diffusion, the evolution of the European Union, NAFTA, etc.). Students will spend considerable time (lecture, in-class discussion, readings, take-home assignments) focused on the impact of these forms of interaction on the world, the physical environment and on their own communities.

Describe how the objective will be assessed: A common set of test items will be developed by members of the department that capture critical ideas and concepts relevant to this dimension of the discipline (Appendix E). These test items will be embedded in exams. The level of performance on these embedded questions will be continually tracked to gauge student mastery.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)? GEOG 1321 addresses critical thinking skills through examination of factual data and theories related to human-environment relationships and the spatial distribution of human populations, their cultures, economies, political systems and other manifestations of how humans occupy and utilize areas and resources on Earth. Through lecture, class discussion and debate, written exercises and presentations, students will utilize different theoretical approaches to assess different geographic topics. Some examples include: discussion of the climate change debate from different points of view (i.e., government; private industry; farmers; developing countries; developed countries; etc.); environmental justice case studies (e.g., Shintech locating in rural Louisiana vs. suburb of Houston); and food industry practices in the United States (e.g., genetically-engineered seeds and patents; few multinational corporations running the meat industry; etc.). Throughout the course, students are encouraged to consider different ideas instead of accepting "popular" viewpoints, propose innovative ideas and develop logical solutions to problems.

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2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)? Objectives 1, 2, 4 and 5 above involve activities designed to improve written, oral and visual communication skills. Short essays, take home assignments, concept application exercises and essay exam questions will require students to express their ideas in writing. Students will engage in oral communication skills with presentations and class discussion/debate. Students will learn methods of visual communication through work with maps, graphs, aerial photographs, satellite imagery and other visual media used to describe spatial and temporal patterns in geography.

3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)? Objectives 3 and 4 above will introduce students to geographical methods that utilize empirical and quantitative approaches. Take-home assignments working with plotting data on graphs and maps, formulating population pyramids and synthesizing demographic variables, and basic statistical operations (calculating means, modes, medians, etc.) will be used to identify and describe spatial and temporal patterns in human and environmental geography. In addition, evaluation of the results from these statistical procedures will occur within interpretive essays, as well as on homework exercises and examinations.

4. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?
N/A
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5. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?
N/A

6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?
Objectives 1, 2, 4 and 5 above will address this skill. All aspects of instruction in this course will be geared towards increasing students' geographic awareness of human culture around the world. Students consider how and why humans have developed different belief systems and relationships with each other and with their environment. Class lecture, discussion/debate and exercises are all geared towards encouraging students to understand the world around them and think about what actions might be taken to improve life around the world.

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Syllabus; Introduction; What Is Geography?; Basic tools of geography: maps, remote sensing, GIS and statistical analysis; Fundamental geographic principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Different theoretical approaches to geographic thought: Pattison's 4 traditions, other theoretical perspectives - positivism, behavioral, humanistic, critical, post-modern, feminist, environmental determinism; group work and presentations</td>
</tr>
<tr>
<td>Week 3</td>
<td>Geographical approaches to social science analysis; application of geo-spatial technologies; journal articles/critiques of applying geo-spatial technologies to human and environmental research</td>
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<tr>
<td>Week 4</td>
<td>Basics of weather and climate; climate change; debate and discussion</td>
</tr>
<tr>
<td>Week 5</td>
<td>Dynamics of the physical Earth; geomorphology; natural hazards; human responses to natural disasters; current events and case studies</td>
</tr>
<tr>
<td>Week 6</td>
<td>Biogeochemical cycles; world biomes; biogeography; human impact on the environment; environmental justice case studies (recycling plant In CA; Shintech; landfill locations)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Population; Demographic Transition Model; Malthus; Population issues around the world; exercise on Population Pyramids; Population in the 21st century</td>
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<tr>
<td>Week 8</td>
<td>Cultural Diffusion; Spatial Interaction; Popular vs. Folk Culture</td>
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<td>Week 9</td>
<td>Geography of Language and Religion; Diffusion; Landscapes of the Dead</td>
</tr>
<tr>
<td>Week 10</td>
<td>Economic Geography; paths to economic growth; comparisons of developed vs. developing economies</td>
</tr>
<tr>
<td>Week 11</td>
<td>Migration; Race; Ethnicity; Gender and Class</td>
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<tr>
<td>Week 12</td>
<td>Urban Geography; central place theory; cities and urbanization; urban field exercise</td>
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<td>Week 13</td>
<td>Political geography; a world of states</td>
</tr>
<tr>
<td>Week 14</td>
<td>Agricultural geography; human food supplies; Foods, Inc. documentary; genetically engineered food</td>
</tr>
</tbody>
</table>

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2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☒ Yes ☐ No If yes, specify:

Appendix A: Pre-Post Quiz Items (Objective 1)
Appendix B: Theoretical/Research Perspective Case Study Rubric (Objectives 2 and 4)
Appendix C: Field Exercise (Objectives 3 and 4)
Appendix D: Common Final Exam Items (Objective 3)
Appendix E: Common Final Exam Items (Objective 5)
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
<th>Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✓</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>✓</td>
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<tr>
<td>American History</td>
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<tr>
<td>Social and Behavioral Sciences</td>
<td>✓</td>
</tr>
</tbody>
</table>

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"As a young man, my fondest dream was to become a geographer. However, ... I thought deeply about the matter and concluded it was too difficult a subject."
- Albert Einstein

**Professor:** Dr. John B. Strait  
**Office:** 332 F Lee Drain  
**Phone:** 294-4077  
**Class Room:** 321 Lee Drain Building (LDB)  
**Class Time:** M/W/F: 10:00 -10:50 am  
**Office Hours:** Tuesday: 1:30-2:30; Friday: 1:00 pm-3:00 pm or by appointment  
**E-Mail:** jstrait@shsu.edu

**COURSE DESCRIPTION:**  
Geography 1321 is an introductory course designed to acquaint students with the breadth of Geography. This includes an examination of both the cultural and physical environments and the social, economic, political and environmental factors that influence human activities and societies. Attention will also be focused upon the application of geospatial technologies currently utilized to understand and investigate important geographical issues.

In short, we will be examining the world around us from a spatial perspective. Topics will include an introduction to the discipline of geography; cartographic principles; basic physical geography concepts (landforms; weather; climate; biogeography); human-environment interaction; population dynamics; cultural, social and economic geography; and urbanization.

**INSTRUCTIONAL FORMAT:**  
Lecture and class discussion will be supplemented by learning activities, some of which will involve working in small groups. Certain learning activities will occur during class meetings, while others will entail work outside of class.

**TEXTBOOK AND OTHER MATERIALS:** The primary book we will be reading will be:


2) Additional readings will be distributed in class and/or placed on Blackboard throughout the semester.

**PURPOSE OF COURSE:**  
This course is designed to introduce students to the discipline of geography and to engage students in the geography investigation of a host of topics. Accordingly, students will critically analyze a variety of spatial patterns and processes that affect cultural and physical systems and will be exposed to various theories used to explain such patterns. Students will also learn about potential job and career opportunities that a geographic education provides. By focusing a geographical perspective on a range of political, environmental, economic, cultural and/or social phenomena and every-day life events, this course will enhance awareness of the world within which we live.

The course also fulfills the university-wide Core Curriculum requirement in the Social and Behavioral Sciences (Core Component VIII). Thus, meeting the objectives for this course will involve the development and application of certain skills relevant to this subject matter. A variety of assessment strategies will be utilized as a means to ensure that the defined objectives are being met.
**COURSE OBJECTIVES:**
Upon completion of this course, the student should achieve the following:

a) Display factual knowledge of the diverse nature of human spatial behavior and the outcomes of such behavior (cultural/social differences, regional differences, national differences, gender/racial differences, etc.).

b) Discuss the major theoretical approaches that serve as the basis for utilizing a geographic perspective within the social sciences.

c) Effectively apply empirical and scientific methods to geographically referenced data.

d) Understand how to appropriately apply geographical analysis (empirical and qualitative based) to real world situations, and understand how to interpret the results of such analysis.

e) Explore and discuss the impacts of spatial interaction across different geographical scales and among different places, different people and different regional political organizations/alliances using a host of data sources, from direct observation to remotely-sensed imagery.

Here are the mechanisms through which these objectives & requirements will be assessed:

<table>
<thead>
<tr>
<th>Social &amp; Behavioral Science Component Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Display factual knowledge of the diverse nature of human spatial behavior and the outcomes of such behavior.</td>
<td>A pre/post test approach will be used to measure the degree to which this objective is being met. Both at the beginning and during the course of the semester, students will be given a series of general questions developed by the geography faculty. These questions will gauge student familiarity with important global issues/topics, and will test student awareness of important concepts.</td>
</tr>
<tr>
<td>Discuss the major theoretical approaches that serve as the basis for utilizing a geographic perspective within the social sciences.</td>
<td>This objective will be evaluated via the grading of oral presentations and written essays. Respective guidelines for these evaluations will be provided to the students in advance.</td>
</tr>
<tr>
<td>Effectively apply empirical and scientific methods to geographically referenced data.</td>
<td>The proper use of statistical procedures will be evaluated via take-home assignments given in class. In addition, a series of separate questions focused on these topics will be embedded in the final exam.</td>
</tr>
<tr>
<td>Understand how to appropriately apply geographical analysis to real world situations, and understand how to interpret the results of such analysis.</td>
<td>This objective will assessed via the grading of a take-home field exercise that will require the application of spatial analysis to the study of urban, economic and cultural geography. This objective will also be assessed via the periodic use of “concept application” exercises assigned in class.</td>
</tr>
<tr>
<td>Explore and discuss the impacts of spatial interaction across different geographical scales.</td>
<td>A common set of test items that capture critical ideas and concepts will be embedded in exams.</td>
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</tbody>
</table>
SKILL OBJECTIVES:
The following are skills that students will develop in this course as a means to meet the above objectives. Students will be able to:

a) Use creative thinking, innovation, inquiry, as well as analysis, evaluation, and synthesis of information to apply geographical perspectives to social, cultural, economic and environmental issues.

b) Effectively communicate geographical research via written, oral and visual means.

c) Demonstrate intercultural awareness and social responsibility across local, regional, national and global communities.

d) Manipulate and analyze geographically-referenced data and to logically reach informed conclusions about human spatial behavior.

YOUR READING RESPONSIBILITIES:
Because of time limitations, it may not be possible to discuss all assigned reading material in class. This means that students will be responsible for reading the assigned material on their own and learning it. Moreover, while reading and study of the assigned material is an important preparation for this course, THERE IS NO SUBSTITUTE FOR ATTENDING CLASS. Due to the nature of the course, some material that will be discussed in class will not be found in the books or readings assigned in class. Class lectures will draw from a variety of sources, and goes beyond information covered in any assigned readings.

ATTENDANCE AND CLASSROOM OBLIGATION:
Students are expected to attend class on time on a regular basis. In accordance with university policy, attendance will be taken regularly and used to aid in your semester-end evaluation. Thus, regular attendance is required, while failure to attend class may result in the lowering of your grade. Any student missing more than 20% of the course, will NOT pass. You will NOT be counted present if you arrive to class late and attendance has already been taken. It is the student’s responsibility to acquire information of material covered while absent (including handouts and readings distributed and/or assigned in class). Students are also responsible for any changes in assigned material or due dates announced in class. MAKE-UP ASSIGNMENTS WILL NOT BE GIVEN WITHOUT A DOCUMENTED EXCUSE.

EXAMS:
The exams will be comprised of subjective (multiple choice, matching, true/false) questions and short-answer essays. In addition, exams may incorporate a take-home portion. Exam questions will be drawn from lecture, textbook readings, visual presentations, films, guest speakers, classroom discussion and/or anything else we do in class.

MAKE-UP EXAMS:
In the event that a student is absent from an exam (due to illness, family emergencies, etc.), he or she should contact the instructor within 48 hours to schedule a make-up. Make-up exams will only be given if the student provides a documented excuse.

EVALUATION: (due dates for some assignments will be announced over the course of the semester)

The grading scale will be based on a 10-point system; 90 - 100% = A, 80 - 89% = B, etc.

3 Exams (each exam worth 20% of grade) – 60%
4 Assignments (each assignment worth 5% of grade) – 20%
Discussion/Participation – 10%
Group Project/Presentation – 10%

* NO EXTRA CREDIT IS GIVEN TO INDIVIDUAL STUDENTS *
DISCUSSION;

Many of the issues and topics presented in this course will be worthy of discussion and debate. Whether our own ideas ultimately change or remain the same, much of the material presented should spark considerable debate and discussion. You will note that class participation is part of your grade. This course will be somewhat oriented towards a discussion format, so constructive questions, comments, and insights are strongly encouraged (In fact, I hope to learn a great deal from you!).

In addition, we will have a number of scheduled in-class group discussions. You will be assigned into groups and then charged with researching and presenting some dimension of certain topics. The purpose of this assignment is to generate class discussion, thus allowing us to gain insight to important issues that relate to course material.

ACADEMIC HONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action: NO QUESTIONS ASKED! The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. I suggest you read the Student Handbook regarding the official University policy regarding academic honesty.

AMERICANS WITH DISABILITIES ACT:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. Note: No accommodation can be made until you register with the Counseling Center. Therefore, any student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities in a timely manner and complete a form that will grant permission to receive special accommodations.

RELIGIOUS HOLY DAYS:

If a student desires to be excused from class, assignment, or a test to participate in activities associated with a religious holy day, then the student must notify the instructor of each scheduled class that he/she will miss for religious reasons. In such cases, the student will be required to take the test or submit the assignment early—unless there are good reasons for not being able to do so and the instructor has agreed to those reasons.

SPECIAL CIRCUMSTANCES:

If unusual circumstances arise during the semester, such as a medical problem, death in the family, etc., that adversely affects student attendance, the situation should be discussed with the instructor immediately and documentation should be provided. Under these conditions, appropriate efforts will be made to accommodate the situation. However, if students wait until after-the-fact, at the end of the semester, to inform the instructor about these adverse circumstances, there is nothing that can be done. The instructor will not retroactively make accommodations and will not give extra credit assignments to make up for grade deficiencies of any type.

VISITORS IN THE CLASSROOM:
Unannounced visitors to the classroom must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. This policy is not intended to discourage occasional visiting of classes by responsible persons.

**IMPORTANT FINAL REMARKS:**
Hopefully students will enjoy exploring geography this semester. As mentioned above, all class participants should feel and willing to ask questions, make comments, etc. However, the size of the class and the acoustics of the classroom will make it imperative that people refrain from engaging in casual conversations with one another. If students are talking to a neighbor it becomes very difficult for people to hear anything. Thus, students should NOT strike up conversations amongst themselves. **DO NOT TALK ON THE PHONE — IN FACT, TURN ALL CELL PHONES/MOBILE DEVICES OFF WHEN ENTERING THE CLASSROOM!** DURING CLASS THERE SHOULD BE NO REASON THAT ANYBODY NEEDS TO BE USING A MOBILE DEVICE OF ANY KIND (i.e. TEXT-MESSAGING, E-MAIL, ET C.). This behavior not only disrupts the learning experience, but it is also disrespectful to those of us interested in learning. The instructor reserves the right to remove anybody from the classroom that is being disruptive, which includes carrying on conversations.

**TENTATIVE CLASS SCHEDULE AND LECTURE FOCUS:**

<table>
<thead>
<tr>
<th>Week 1 — August 25-29</th>
<th>Review Syllabus, Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 — September 1-5</td>
<td><strong>What is Geography?</strong></td>
</tr>
<tr>
<td>Labor Day Holiday (No Class); 9/1</td>
<td></td>
</tr>
<tr>
<td>Week 3 — September 8-12</td>
<td>Theoretical approaches driving geographic thought</td>
</tr>
<tr>
<td>Week 4 — September 15-19</td>
<td>Geographical approaches to social science analysis; application of geo-spatial technologies</td>
</tr>
<tr>
<td>Week 5 — September 22-26</td>
<td>Basics of weather &amp; climate; human-climatic relationships</td>
</tr>
<tr>
<td>Week 6 — September 29-October 3</td>
<td>Dynamics of the physical earth; geomorphology; natural hazards</td>
</tr>
<tr>
<td>Week 7 — October 6-10</td>
<td>Biogeochemical cycles and biomes; biogeography</td>
</tr>
<tr>
<td>Week 8 — October 13-17</td>
<td>Cultural geography; spatial interaction; diffusion</td>
</tr>
<tr>
<td>Week 9 — October 20-24</td>
<td>Population and migration; race, ethnicities, class and gender</td>
</tr>
<tr>
<td>Week 10 — October 27-31</td>
<td>Geographies of language and religion</td>
</tr>
<tr>
<td>Week 11 — November 3-7</td>
<td>Economic geography, paths to economic growth</td>
</tr>
<tr>
<td>Week 12 — November 10-14</td>
<td>Urban geography; cities and urbanization</td>
</tr>
<tr>
<td>Week 13 — November 17-21</td>
<td>Agricultural geography; human food supplies</td>
</tr>
<tr>
<td>Week 14 — November 24-28</td>
<td>Earth’s resources and environmental protection</td>
</tr>
<tr>
<td>Thanksgiving holidays; 11/26 – 11/28</td>
<td></td>
</tr>
<tr>
<td>Week 15 — December 2-5</td>
<td>Political geography; a world of states</td>
</tr>
<tr>
<td>Week 16 — December 8-12</td>
<td>Global, regional and local challenges and the scale of response</td>
</tr>
<tr>
<td>December 15-19</td>
<td>Final exam at scheduled time</td>
</tr>
</tbody>
</table>
Appendix A

Pre-Post Quiz Items for GEOG 1321 (Objective 1)

1. The “Arab world” is a reference to a region of the world that is fairly homogenous according to ______
   A) language    B) race    C) economics    D) religion    E) topography

2. The “monsoon” effect can most accurately be described as a climatological phenomenon associated with ______
   A) extreme wet, or rainy, conditions
   B) extreme drought
   C) an extreme wet season and an extreme dry season
   D) lots of tornadoes

3. In terms of areal coverage and numbers of followers, what is the most dominant religion in East and Southeast Asia?
   A) Islam    B) Buddhism    C) Christianity    D) Hinduism    E) Judaism

4. OPEC is best described as a (an) ______
   A) unique region of the world defined by religion
   B) politically unified nation
   C) intergovernmental organization focused on stabilizing and protecting the interests of an industry
   D) intergovernmental organization of focused on serving and protecting the rights of an ethnic group
   E) intergovernmental organization comprised of Arabic nations

5. Which of the following is the BEST traditional definition of an ethnic group? ______
   A) group of people that shares some definable biological (ex. skin color) characteristic
   B) group that inhabits the same geographic area
   C) group that is perceived to share a common culture
   D) group having the same socioeconomic status
   E) group that shares a common religion
Appendix B

Theoretical/Research Perspective Case Study Rubric -- written and oral components (Objectives 2 & 4)

<table>
<thead>
<tr>
<th>Specifics Addressed</th>
<th>Not Addressed</th>
<th>Minimally Addressed</th>
<th>Adequately Addressed</th>
<th>Outstandingly Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical Perspective Identified</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Proper geographical theory/perspective not identified at all</td>
<td></td>
<td></td>
<td></td>
<td>Theory/perspective identified by name and basic tenants summarized</td>
</tr>
<tr>
<td><strong>Main hypothesis of particularly research identified</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>No hypothesis identified</td>
<td></td>
<td></td>
<td></td>
<td>Hypothesis clearly and accurately stated in relation to broad geographical research question</td>
</tr>
<tr>
<td><strong>Conclusions identified</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Conclusions not identified</td>
<td></td>
<td></td>
<td></td>
<td>Conclusions of particularly research paper are thoroughly and completely articulated and related to broader geographical research question</td>
</tr>
<tr>
<td><strong>Potential biases or weaknesses of theoretical approach identified and/or alternative interpretations offered</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>No potential biases or weaknesses identified</td>
<td></td>
<td></td>
<td></td>
<td>Potential biases/weaknesses of research clearly identified</td>
</tr>
<tr>
<td><strong>Written Component Only</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Very poorly written and unorganized; unclear sentence structure</td>
<td></td>
<td></td>
<td></td>
<td>Exceptionally clear sentence structure and grammatically correct; very organized and logically based prose</td>
</tr>
<tr>
<td><strong>Oral Discussion Component Only</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Very poorly organized presentation, particular topics not clearly presented; audience not engaged</td>
<td></td>
<td></td>
<td></td>
<td>Presentation clearly articulated; structure of presentation clearly organized; audience thoroughly engaged directly</td>
</tr>
</tbody>
</table>

**Total Score**
Appendix C

Field Exercise (Objective 3 & 4)

This exercise involves collecting data to analyze the cultural geography of a downtown area you are familiar with. You may pick downtown Huntsville, TX (along 11th Street and 12th Street) or a downtown area near your hometown (e.g., downtown Willis).

1) Go to a downtown location in a city (e.g., Huntsville, TX – 11th/12th Street).

2) Walk at least two different streets (2-4 blocks/street or more, if necessary) encompassing the “downtown area”.

3) Take an inventory of all the businesses that you see on the two streets (both sides of the street, upstairs and downstairs). Include the following information on your list:
   a. Name of business
   b. Type of business (i.e., what they sell. Be as specific as possible (but you don’t need to go inside the store). Some examples would be Italian food, women’s clothes, Mexican food, beer, etc.)
   c. Any cultural or ethnic influences. For example, the Café Texan would reflect Texas/Southern influences.
   d. Approximate size of the business. This should be in terms of storefronts. For example, Ernst Jewelers in downtown Huntsville would represent 1 storefront while the Old Town Theatre would represent 3 storefronts.
   e. Whether or not you have been inside the business. (If you have never been inside, but go in during this exercise, record that as a “no”).

4) Have fun and be careful.

5) Be sure to turn in your fieldwork with the completed worksheet below.

______________________________________________________________________________________

1) What city did you look at? __________________________. Total population = ____________.

2) How many businesses are there in the study area? What is the total area covered by these businesses (in terms of storefronts)?
   a. Total number of businesses: ________
   b. Total area: _______ storefronts
3) How many businesses are there of each type? How much area does each type cover? What share of the total number of businesses and total store front area does each type cover?

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>%</th>
<th>Total Area (in storefronts)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restaurants/Bars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing Store (men’s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing Store (women’s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing Store (both)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Store</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antique Store</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Retail (&lt; $25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Retail (&gt; $25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair Salons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) What is the dominant cultural activity in terms of the number of businesses? What about in terms of total area?

5) What nationalities/ethnic groups (Mexican, Japanese, etc.) are represented in your survey of your downtown? List them below with the total number of businesses for each.

<table>
<thead>
<tr>
<th>Nationalities/Ethnic Group</th>
<th>Number of Businesses Showing this Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

6) What category of business have you visited least in this town? Most? How does your pattern of activity differ from the overall cultural landscape?
Appendix D

Common Final Exam Items for GEOG 1321 (Objective 3)

1. Madagascar's crude birth rate (BR) is 37.89, while the crude death rate (DR) is 7.97. What is Madagascar’s rate of natural increase?
   A) 29.92%    B) 4.76%    C) 2.992%    D) 20.92%

2. You are interested in determining possible relationships between poverty levels and crime rates at the census tract level (neighborhood level) in Texas cities. One measure of linear relationship between these variables would be a __________
   A) Association    B) Correlation    C) Range    D) Association

3. Pakistan, which is a developing country, has 41% of its population less than 15 years of age, and 4% over 65. What is the dependency ratio of Pakistan?
   A) 81.8    B) 37.0    C) 10.25    D) 45.0

4. The high monthly temperature for a given location is 95 degrees, while the low monthly temperature is 65 degrees. What is the annual temperature range?
   A) 160 degrees    B) 80 degrees    C) 30 degrees    D) more information is needed

5. When comparing state data regarding voting patterns, you determine that it is necessary to compare measures of central tendency. Which of the following is NOT a measure of central tendency?
   A) Range    B) Mode    C) Median    D) Mean
Appendix E

Common Final Exam Items for GEOG 1321 (Objective 5)

1. Which of the following represents typical “pull factors” driving rural populations in the Less Developed World to migrate towards larger urban areas?
   A) Better schools and other services in urban areas, relative to rural areas
   B) Drought, natural disaster (floods, earthquake, volcanic eruptions) or crop failure
   C) High infant mortality, or other health problems, due to lack of health services
   D) Technological advances, such as the mechanization of agriculture, that decrease demand for labor in rural areas
   E) All the above are “pull” factors driving rural migration

2. Hierarchical diffusion refers to the process where a__________.
   A) phenomena diffuses outward in a wave-like fashion; usually first diffusing to places nearby before diffusing to places farther away
   B) phenomena diffuses as people move over space or migrate from one place to another
   C) phenomena diffuses to more significant places first (e.g., larger cities or “more important” places), then smaller and smaller places over time
   D) phenomena diffuses to smaller places first, then larger (or more significant) and larger places over time

3. The spatial extent of ___ regions are based internal connections to and from a nucleus in regards to some form of human activity or behavior.
   A) formal  B) functiona  C) vernacular  D) perceptual

4. Which of the following has been the main driver to the globalization of business and culture?
   A) higher standards of living in the U.S. and Western Europe
   B) The North American Free Trade Agreement (NAFTA)
   C) Increased cultural and ethnic diversity across the globe
   D) Technological advances
   E) Increased political stability

5. A cultural barrier that allows certain aspects of a “new” phenomenon (e.g., an idea, innovation, new social behavior, and/or new material artifact) to diffuse over space, but not all of it, can weaken or retard the acceptance of the new phenomena. This is considered a(an) ______ to diffusion.
   A) absorbing barrier  B) permeable barrier  C) physical barrier  D) non-barrier