

**Core Curriculum Course Submission
Criteria: Social Science**

1. General Information

a. Originating Person	b. Contact Person's E-mail	c. Contact Phone	d. Date
Jess Porter	jcporter@ualr.edu	(501)569-8730	4/1/14
e. College/School	f. Department/Program		
College of Social Sciences & Communications	Sociology & Anthropology		

Submission Statement
 By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

Chair and Dean Awareness
 Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

2. Course Information

a. Course ID	b. Current Title
GEOG 2312	Introduction to Cultural Geography

c. Catalog Description
 The nature, distribution, and development of various cultural systems as they interact with each other and with their environment. A study is made of spatial patterns in the elements of culture, including population, religion, language, political ideology, economic activities, and settlement. Examination of the processes that have changed the natural landscape to a cultural landscape.

d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?
 The History Department's Curriculum Committee conducts a review of syllabi for all core courses, including those taught by adjuncts and concurrent enrollment instructors. Our department bylaws include a set of guidelines for UALR History and Geography core courses.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
<p>Knowledge 1 – Concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.</p>	<p>1. develop foundational knowledge of the theoretical perspectives used in one or more social science disciplines;</p>	<p>Learning Objectives 1.1</p> <p>Each student will identify, describe, and apply geography theories and concepts to address the following lines of inquiry: 1) How do geographers describe where things are? 2) Why is each point on Earth unique? 3) How are different locations interrelated? 4) How do people relate to their environment?</p> <p>Representative geography theories and concepts include, but are not limited to the following: 1) place, space, scale, and region; 2) gravity model of spatial interaction, and models of urban development including concentric zone and urban realms theories; 3) demographic, epidemiologic, and migration transition theories, and Christaller's central place theory; and 4) von Thunens's model of agricultural land use, and Weber's least-cost theory.</p>	<p>Assignments 1.1</p> <p>Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.</p> <p>In its most recent iteration (spring 2014) this course employed two "cultural exposure" papers, a "thinking spatially" paper, a mixed-methods geotechnology mash-up that evaluated four cultural landscapes (including change analysis), five online discussions focused on current geographic research and issues, and three exams that utilized short answer responses, essays, and image and map analysis.</p>	<p>Explanation 1.1</p> <p>Assessments will address key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.</p>

<p>Knowledge 1 – Concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.</p>	<p>2. develop foundational knowledge of how to use scientific methods and various analytic techniques to answer questions about societal issues;</p>	<p>Learning Objectives 1.2</p> <p>Each student will learn procedures and application of research techniques and technologies in geography. These include, but are not limited to, the following: geospatial technologies (global positioning system, remote sensing, geographic information systems), and field techniques (data collection, interviewing, field mapping), and geostatistical analysis (characteristics of geographic data, descriptive spatial statistics).</p> <p>Advanced applications of these methodologies (e.g., inferential problem solving in geography) will be introduced to the student via illustration and explanation of instructor research and/or journal articles.</p>	<p>Assignments 1.2</p> <p>Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.</p> <p>In its most recent iteration (spring 2014) this course employed two "cultural exposure" papers, a "thinking spatially" paper, a mixed-methods geotechnology mash-up that evaluated four cultural landscapes (including change analysis), five online discussions focused on current geographic research and issues, and three exams that utilized short answer responses, essays, and image and map analysis.</p> <p>In-class interactive, applied assignments include creation of original geospatial content for digital globes, spatial analysis activities, and layered thematic mapping and analysis.</p>	<p>Explanation 1.2</p> <p>Assessments will address key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.</p>
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<p>Knowledge 1 – Concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.</p>	<p>3. develop foundational knowledge of real world applications of the social sciences;</p>	<p>Learning Objectives 1.3</p> <p>Each student will develop knowledge of the ways geographers help explain our complex world and solve problems that arise within the human-environment dynamic. Students will learn how to assess and analyze spatial problems such as urban sprawl and desertification.</p>	<p>Assignments 1.3</p> <p>Good assessment includes multiple techniques and formats to meet different students’ learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.</p> <p>In its most recent iteration (spring 2014) this course employed two “cultural exposure” papers, a “thinking spatially” paper, a mixed-methods geotechnology mash-up that evaluated four cultural landscapes (including change analysis), five online discussions focused on current geographic research and issues, and three exams that utilized short answer responses, essays, and image and map analysis.</p> <p>In-class interactive, applied assignments include creation of original geospatial content for digital globes, spatial analysis activities, and layered thematic mapping and analysis.</p>	<p>Explanation 1.3</p> <p>Lectures and assignments addressing this objective will focus on the applied work of cultural geography sub-disciplines such as economic geography, political geography, population geography, and urban geography. Students are introduced to the breadth and depth of geographic approaches to complex, real-world problems.</p>
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Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
<p>Skills 1 – Communication</p>	<p>1. develop oral and/or written skills while communicating about social science theories, methods, and applications;</p>	<p>Learning Objectives 1.1</p> <p>Students will be able to communicate understanding of geographic concepts and theory via written, oral, and mixed media (e.g., geospatial mash-ups) forms.</p>	<p>Assignments 1.1</p> <p>Students will engage in informal discussions and/or short oral presentations, and incorporate analysis into written and interactive assignments and exams.</p>	<p>Explanation 1.1</p> <p>Courses include either or both 1) assessments of written literacy, such as in-class essays, writing assignments, book and/or article reviews, written components on exams, etc., 2) assessments of oral literacy, such as graded small group and class discussions or student presentations. Assessments which are solely objective, such as multiple-choice examinations, should be minimized.</p>
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
<p>Skills 2 – Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively</p>	<p>1. develop an understanding of how evidence from different methods of inquiry supports or weakens various theoretical perspectives;</p>	<p>Learning Objectives 2.1</p> <p>Each student will describe the strengths and weaknesses of various qualitative and quantitative geography research methods.</p>	<p>Assignments 2.1</p> <p>Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.</p>	<p>Explanation 2.1</p> <p>Assessments will address key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.</p>

Skills 2 – Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively	2. develop an awareness of contextual impacts and personal assumptions on inquiry, methods, and analysis within a social science discipline;	Learning Objectives 2.2 Each student will recognize that individual perspectives and geographical, historical, and sociocultural contexts impact research question formulation, methodologies employed, interpretations obtained, and conclusions reached.	Assignments 2.2 Students will engage in informal discussions and/or short oral presentations, and incorporate analysis into written and interactive assignments and exams.	Explanation 2.2 Courses include either or both 1) assessments of written literacy, such as in-class essays, writing assignments, book and/or article reviews, written components on exams, etc., 2) assessments of oral literacy, such as graded small group and class discussions or student presentations. Assessments which are solely objective, such as multiple-choice examinations, should be minimized.
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 3 – Information Technology	1. develop abilities to use current technologies for inquiry, exploration, and communication;	Learning Objectives 3.1 Each student will utilize elements of geospatial technologies (global positioning system, remote sensing, geographic information systems), and digital globes such as Google Earth. Students will submit all work in digital formats in the online (Blackboard) environment.	Assignments 3.1 A mixed-methods geotechnology mash-up that evaluates four cultural landscapes (including change analysis) is an integral part of the course. In-class interactive, applied assignments include creation of original geospatial content for digital globes, spatial analysis activities, and layered thematic mapping and analysis. In-class interactive, applied assignments include creation of original geospatial content for digital globes, spatial analysis activities, and layered thematic mapping and analysis.	Explanation 3.1 Technology is an essential element of the geographer's tool box. Therefore, students are exposed to and charged with utilizing technology on a daily basis.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Values 1 – Personal Responsibility and Ethical Behavior	1. develop commitment to academic integrity and take responsibility for completing assignments in an ethical manner, working on one's own when required and acknowledging resources when used;	Learning Objectives 1.1 Students will understand the principles of academic integrity, including how to cite sources. Students will adhere to UALR policies on academic dishonesty.	Assignments 1.1 Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.	Explanation 1.1 Assessments will address key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.
	2. develop an understanding of the ethical obligation to be precise and accurate with data; and understand how this obligation applies to communication of information;	Learning Objectives 1.2 Each student will avoid distorting statistical results and show vigilance about misuse or misrepresentation of quantitative and qualitative information. Each student will understand the ways that spatial information can be manipulated to support different perspectives.	Assignments 1.2 Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews. More particularly, this includes, but is not limited to discussions of variable map	Explanation 1.2 Assessments will touch on key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.

			projections (e.g., "how to lie with maps") and the ways variable geographic sampling methodologies can result in different results (e.g. regional delineation).	
	3 understand the ethics of research with humans;	<p>Learning Objectives-1.3</p> <p>Students will understand the ethics and regulations that govern research with humans in the realm of geography and that an ethical approach requires a systematic protection of participants' rights.</p>	<p>Assignments-1.3</p> <p>Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map activities, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.</p>	<p>Explanation- 1.3</p> <p>Instructor-moderated discussion provides the primary format for achieving learning objective 1.3. Key skills addressed in relation to Values 1.3 include: the ability to articulate a thesis, the ability to make a logical argument, and the ability to demonstrate knowledge of a particular topic.</p>
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Values 2 - Civic Responsibility	1. develop an understanding of the ethical implications of social science research, methods, knowledge in addressing social issues;	<p>Learning Objectives 2.1</p> <p>Students will learn about the ethical implications of conducting social science research and the potential impacts on varied populations</p>	<p>Assignments 2.1</p> <p>Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group</p>	<p>Explanation 2.1</p> <p>Assessments will touch on key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.</p>

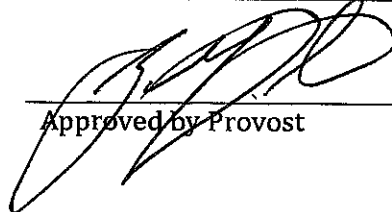
Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
<p>Value 3-Global and cultural Understanding</p>	<p>1. develop awareness of multiple cultures and respect for alternate world views.</p>	<p>Learning Objectives 3.1</p> <p>Students will demonstrate knowledge and understanding of the world's diverse cultural geography to include the following: agricultural practices, demographic trends, political behavior, religious beliefs, language patterns, folk and popular cultures, ethnicity and ethnic landscapes, and urbanization and industrialization.</p>	<p>Assignments 3.1</p> <p>Good assessment includes multiple techniques and formats to meet different students' learning styles. Suggested assessments for core classes include: written analysis, essays (both free response and responding to documents), map analysis, key term identifications, papers or outside writing assignments, oral presentations, small group discussions, book and/or article reviews.</p> <p>In its most recent iteration (spring 2014) this course employed two "cultural exposure" papers, a "thinking spatially" paper, a mixed-methods geotechnology mash-up that evaluated four cultural landscapes (including change analysis), five online discussions focused on current geographic research and issues, and three exams that utilized short answer responses, essays, and image and map analysis.</p>	<p>Explanation 3.1</p> <p>Assessments will address key skills: the ability to articulate a thesis, the ability to make a logical argument, the ability to demonstrate knowledge of a particular topic, recognition of cause and effect and the relationship between geographical space, place, and historical events, and the ability to critically examine evidence.</p>

Additional Comments:

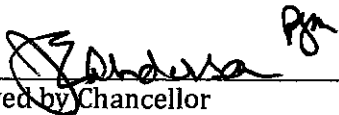
Given the broad scope of geography, it cannot be exclusively considered a social science. Its physical science and information technology pursuits attest to this. This course, however, concentrates on the systematic spatial analysis of economic, social, and cultural systems.

Berinda Blevins-Knabe
Approved by Core Curriculum Committee

4-15-14
Date


Approved by Provost

4/26/2014
Date

 Andrea
Approved by Chancellor

4/29/14
Date