

# Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**  
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):  
**Bonnekessen**  
*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*
- E. Course prefix: **GEOG**
- F. Course number: **304**
- G. Credit hours: **3**
- H. Title of course: **Human Geography**  
Is this a change in the title of the course? **No**  
*(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*
- I. Will this course require a new course description? **No**  
*(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*  
**Click or tap here to enter text.**
- J. Does this course include a co-requisite laboratory course: **No**  
If “Yes”, please provide the co-requisite course name and number:  
**Click or tap here to enter text.**
- K. Will this course be available on-line: **No**  
If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**
- L. Semester(s) course will be offered (choose all that apply): **Spring only**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
  - **Written Communication** ..... 
    - Students will communicate effectively.
- Communication
  - **Verbal Communication** ..... 
    - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods** ..... 
    - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
  - **Human Experience within a Global Context** ..... 
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Human Systems within a Global Context** ..... 
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Natural World within a Global Context** ..... 
    - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
  - **Wellness Strategies** ..... 
    - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone I  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved  Not Approved   
  
\_\_\_\_\_  
Department Chairperson Signature

\_\_\_\_\_  
**18. Dec. 2018**  
Date

**Faculty Senate General Education Committee** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature

\_\_\_\_\_  
Date

**Faculty Senate** ..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate Recording Secretary Signature

\_\_\_\_\_  
Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson’s signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).

Naming convention: **PSP.ABC123.Form**  
PSP = Pitt State Pathway.  
ABC123 = Course abbreviation and number

# GEOG 304-01 Human Geography Syllabus

## Pittsburg State University

Instructor:

Office:

Phone:

Office Hours:

Email:

Course delivery method:

### Text:

*The Cultural Landscape*, 11<sup>th</sup> ed., Rubenstein, Pearson Publishers, 2014. ISBN: 9780321831583

### Course Description

Human Geography is an introduction to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

**Course Learning Objectives:** At the end of the semester, students will be able to:

- Understand the concept of the spatial perspective and how it applies to geography.
- Interpret maps and analyze geospatial data.
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Explain the basic spatial distribution of physical and human earth phenomena.
- Utilize demographic data to show human population patterns, consequences and forecasts.
- Recognize economic factors and the influences of globalization.
- Demonstrate the interconnectedness between humans and their environment.
- Understand the geographic approach to studying spatial distribution of human phenomena on Earth.
- Utilize methods to study and understand geographic concepts.
- Understand the interaction between people and their environment.
- Understand the consequences of human actions on their environment.
- Understand the relationship and importance of people and places.

### COURSE OUTCOMES: PSU PITT STATE PATHWAY

### MISSION STATEMENT

The *Pitt State Pathway* curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The *Pitt State Pathway* curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the *Pitt State Pathway* fosters a sense of personal

responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

**Learning Outcome:** *Students will explore global systems conscientiously.*

**GEOG 304: Human Geography** is part of the Pitt State Pathway. It fulfills the requirements for the element Human Systems within a Global Context (within *Essential Studies*) and the element Diverse Perspectives in a Global Context (*Companion Element*).

In this course, the nature of how humans organize themselves in complex ways is explored through a variety of perspectives, including cultural, political, economic, and landscape systems.

### **ESSENTIAL STUDIES ELEMENT: Human Systems within a Global Context**

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness.

Upon completion of this course, students will accomplish the following:

- Explain human organizational systems using a variety of disciplinary and interdisciplinary perspectives (Milestone I).

#### **ASSESSMENT**

Examples of short answer questions from exams and hands-on assignments where students provide explanations will be the main form of assessment in this class. **(Milestone 1)** See below for examples.

### **COMPANION ELEMENT: Diverse Perspectives within a Global Context**

This course fulfills the Diverse Perspectives within a Global Context element requirement of the PSP. Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding.

Upon completion of this course, students will accomplish the following:

- Explain the role of worldviews and power structures in addressing significant global problems (Milestone I)

#### **ASSESSMENT**

Examples of short answer questions from exams and hands-on assignments where students provide explanations will be the main form of assessment in this class. **(Milestone 1)** See below for examples.

### **ASSESSMENT TOOLS FOR THE PITT STATE PATHWAY**

Examples of short answer questions from the exams in this class to assess at Milestone 1 level.

- For each of the following countries, India, China, France, and Japan, **explain** the view that each has towards population policy. Do they have a pro-natalist or anti-natalist policy? How do they differ from each other? How are citizens personally affected by these policies? And lastly, have they worked?
- Explain how humans have changed and shaped the agricultural landscape in Ghana, the Philippines, and the United States.

- In India, the religious need to protect the environment contradicts some strong ecological problems (associated with religion). Recently an attempt to “fix” this problem took place when India granted the same *legal human rights* to the Ganges River. **Explain** how this change in status may benefit the Ganges River?

Examples of assignments in this class:

- You’ve been hired by the CDC to identify the source of a deadly disease outbreak in Mammothville, Kansas. The source and disease are unknown; however, people are dropping dead. It is evident that something in the environment is causing deaths. It is up to you to figure out and **explain** what is going on.

STEP 1: Collect field data.

STEP 2: Plot data on map.

STEP 3: Build a hypothesis using all available data. Is there a specific population? Which places, businesses, or environmental hazards could be a factor?

STEP 4: Be ready to discuss your findings.

- Instructions: Choose a perishable or non-perishable product: \_\_\_\_\_
  1. Find out where this product is grown or produced and who the main consumers of the product are. Become the expert on this product. You may need to include a map.
  2. Analyze the commodity chain one step farther **by explaining** your answer to one of the questions below:
    - a) Why did you choose this product? What does the packaging suggest about the product? Who consumes the product? Is it designed for a niche market? Does consuming this product suggest anything about you as a person?
    - b) What company makes the product? Is it part of a larger conglomerate? What is the company's record on environmental and social issues?
    - c) What materials go into making the product and its ingredients (and their ingredients, etc)? Where do they come from? How was the product made? What manufacturing or processing was involved?
    - d) What are labor, environmental, and social conditions like in the places where the products are from?
    - e) How is uniformity ensured in the production process? How do you know you will get the same product if you buy it again?

### **IKE Certificate of Knowledge and Experience:**

This course counts towards the academic component of the IKE Certificate of International Knowledge and Experience. The IKE Certificate may be earned by students in any major and is noted on a student's PSU undergraduate transcript. For more IKE info, please contact International Studies ext: 4221.

### **Tentative Topics:**

- Part 1 Cartography, the importance of place, demographic data, the demographic transition model, and several case studies
- Part 2 Economic activities and food production - global agriculture
- Part 3 Cultural Identities - diffusion patterns, religion, language, food taboos, landscape symbolism, and the human impact on nature (especially how this has changed historically).
- Part 4 Cultural Identities continued and Medical Geography - Cognitive mapping and maps, medicine in geography.

## Course Requirements:

1. **Tests:** There will be 4 short answer tests given during the semester. Each test will be worth 100 points (400 total). The tests will cover lectures, reading assignments, and other class materials such as handouts and videos. The student is responsible for everything presented in class and all assigned reading. The 4th test is not cumulative. In the case that a student should miss a test, the instructor reserves the right to deny the make-up of that test. Only fully documented excuses will be reason to make up a missed test.

Test Dates:

Plan to take the test on the date posted here. If, for any reason, classes are cancelled on the test date, plan to take the test on the next class meeting.

2. **Assignments:** Five assignments are assigned during the semester each worth 20 points for a total of 100 points. The assignment must be turned in during the class period in which it is due. The student should be prepared to discuss the work in class. Grading of the assignment will consist of the student's ability to answer the questions assigned. Assignments handed in late will be marked down 5 points each day. Assignments should be typed, double-spaced.

**Attendance:** Your attendance will be recorded variously during the semester. This attendance record will be used to adjust the final grade. Absences will be considered excused only for documented illness or exceptional circumstances, which generally must be reported prior to the absence.

## Policies:

For additional information regarding campus resources, notifications, policies, etc. please see the syllabus supplement from the Office of the Registrar at:

<http://www.pittstate.edu/dotAsset/00e4a83b-5b80-4813-a880-28f6983892ef.pdf>

For information regarding Academic Integrity see the university catalog:

[http://catalog.pittstate.edu/contentm/blueprints/blueprint\\_display.php?bp\\_listing\\_id=162&blueprint\\_id=124&sid=1&menu\\_id=7980](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980)

Read PSU's weapons policy <http://pittstate.edu/weaponspolicy/> and, if you are over 21 years of age and decide to take advantage of this policy, be aware that the instructor will follow it verbatim, without warning or exception:

- If I see a handgun being used in a threatening or dangerous manner, I will call 911
- If I see a handgun that is not an immediate threat but that is not concealed, I will contact University Police at 235-4624

**Last but not least:** This is a large class. As courtesy to your classmates please refrain from unnecessary talking during lecture. Silence cell phones and put them away when entering the classroom. Laptops should be used only for taking notes.



