

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-19</u>
Action <u>Approved</u>
Date <u>2-18-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE GE 231 Economic Geography  
DEPARTMENT Geography and Regional Planning  
CONTACT PERSON Robert B. Begg


II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only  
 Course Approval and Liberal Studies Approval  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

  
Department Curriculum Committee

  
Department Chairperson

College Curriculum Committee  
  
Director of Liberal Studies  
(where applicable)

College Dean\*  
  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be implemented Fall 89 Date to be published in Catalog Spring 89

Revised 5/88

[Attach remaining parts of proposal to this form.]

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone. 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course  
 Second English Composition Course  
 Mathematics

### KNOWLEDGE AREAS

- Humanities: History  
 Humanities: Philosophy/Religious Studies  
 Humanities: Literature  
 Fine Arts  
 Natural Sciences: Laboratory Course  
 Natural Sciences: Non-laboratory Course  
 Social Sciences  
 Health and Wellness  
 Non-Western Cultures  
 Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no**

**If so, which General Education course(s)?** GE 101

Liberal Studies Form -- 2

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

**Primary      Secondary**

**A. Intellectual Skills and Modes of Thinking:**

- 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
- 2. Literacy--writing, reading, speaking, listening
- 3. Understanding numerical data
- 4. Historical consciousness
- 5. Scientific inquiry
- 6. Values (ethical mode of thinking or application of ethical perception)
- 7. Aesthetic mode of thinking

X	_____
_____	X
_____	X
_____	_____
_____	_____
_____	X
_____	_____

**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**

X	_____
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**C. Understanding the Physical Nature of Human Beings**

_____	_____
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**D. Certain Collateral Skills:**

- 1. Use of the library
- 2. Use of computing technology

_____	X
_____	_____

GE 231 Economic Geography  
Liberal Studies Form--2

- A1 Primary: Evaluation of economic philosophies, political influences on is subjective and controversial. It is, therefore, essential to train students in critical analysis of divergent explanations and theories. This set of skills incorporates synthesis of diverse concepts, for example, the relationships between institutional frameworks (capitalism, communism, mercantilism, and socialism) and levels of development (mature industrialized, newly industrialized, resource exporters, least developed) are examined.
- A2 Secondary: Students are required to write a review of articles about a country. They are required to read a scholarly non-fiction book and write an essay about the book on the second exam. About 25 percent of the first exam consists of short essay questions.
- A3 Secondary: Two assignments, the national statistical summary and international economies review, require the student to develop collateral skills in the use of statistical references in the library. The student must learn to understand the numerical data and analyze it in a written report. Essay exam questions will also be used for this course.
- A6 Secondary: The role of cultural values is also subjective and controversial. Themes such as the effect of cultural values on sectoral transfers of labor and on economic values are emphasized.
- B Primary: Few college students have clear understanding of the location and arrangement of production, distribution, and consumption of goods and services. Economic geography provides a body of factual knowledge essential to understanding global disparities of wealth and production.

III.

- A. N/A
- B. The instructor will incorporate the contributions of racial minorities into the lectures. The significant contributions of scholars such as Donald Deskins, Patricia Gober, Jane Jacobs, Harold Rose, and Earl Scott are incorporated into the course and, to some degree, add perspectives that are unique to women and minorities in the United States. Gender-based divisions of labor are discussed in the context of each of the different economic systems on the syllabus. In the discussion of three-word economic system much of the subject matter deals explicitly with blacks and hispanics.
- C. The "International Economic Review" assignment requires reading of a work of substantial non-fiction about an issue pertinent to the economic geography of a country. The student selects the country and writes a critical review of the readings. The syllabus contains a book title that is required reading and the basis for an essay question on the second exam.
- D. N/A
- E. Economic geography includes techniques for systematic analysis of problems. Students perform exercises in land use allocation and industrial location. Classroom discussions focus on alternative development strategies and associated policy controversies. The analytical exercises and discussion of policy show that there are both practical and philosophical considerations in the issues of economic geography. The analytical exercises consist of mathematical expression, an important skill in the theoretical aspect of economic geography. Knowledge and ideas are expressed in written form in the International Economic Reviews and essay questions on the exams.

Students are encouraged to relate the subject of economic geography to current affairs. Newspapers with a national or global perspective (New York Times, Wall Street Journal, Washington Post) are cited as sources of discussion and information on current issues. Students are also encouraged to attend lectures by visiting scholars. Such sources establish relationships between economic geography and current issues, thoughts, institutions, and events. They are also a mechanism for the student to continue learning after the course is over.

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

# CHECK LIST -- LIBERAL STUDIES ELECTIVES

## Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

## Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

8.

**GE 231: ECONOMIC GEOGRAPHY  
INDIANA UNIVERSITY OF PENNSYLVANIA**

**DESCRIPTION:** Economic Geography concerns the location and arrangement of production, exchange (trade), and consumption of material goods and services. The course will emphasize the study of these phenomena from a global perspective.

**OBJECTIVES:** The primary purpose is to improve the students concept of global issues by analyzing geographical processes that affect economic development. Acquisition of information on economic systems and strategies in different nations, distribution of resources, and patterns of demographic and social development provides an empirical foundation for the analytical techniques.

**DETAILED COURSE OUTLINE:**

LECTURE PERIOD	LECTURE TOPIC	READING ASSIGNMENT
1	Introduction	
2, 3	Concepts of Economic Geography	"Economic Geography Today," <u>Economic Geography</u>
4, 5	Global Disparities in Wealth	"Historical Evolution of the World System," <u>Economic Geography</u> ;
6, 7, 8	World Population Growth	"Population Data Sheet"
9, 10	Migration Patterns and Urbanization	W.A. Clark, " <u>Human Migration</u> ." The student may substitute another book or monograph with approval of the instructor.
11	Types of Agricultural Systems	
12, 13	Land Use Theories	"Commercial Agriculture," <u>Economic Geography</u> , pp. 48-52
14	FIRST EXAMINATION	
15	Extensive Subsistence Systems	"Primitive Economic Activity," <u>Economic Geography</u>
16	Intensive Subsistence Agricultural Systems	"Intensive Subsistence Agriculture," <u>Economic Geography</u>



LECTURE PERIOD	LECTURE TOPIC	READING ASSIGNMENT
17	Midlatitude Mixed Crop & Livestock Agriculture	"Commercial Agriculture," <u>Economic Geography</u> , pp. 52-64
18	Grain Farming and Livestock Grazing	"Grain Farming and Livestock Grazing," <u>Economic Geography</u>
19	Specialty Crops and Poultry	"Specialty Crops and Poultry," <u>Economic Geography</u>
21	Commercial Agriculture in the Tropics, Fishing, and Forestry	"Commercial Agriculture in the Tropics" and "Fishing and Forestry," <u>Economic Geography</u>
22, 23	Energy Production and Consumption	"Coal, Electricity, Water, and Nuclear Energy Resources" and "Petroleum and Natural Gas," <u>Economic Geography</u>
24, 25	Coal, Hydroelectric, & Nuclear Energy Production Regions	
26, 27	Petroleum & Natural Gas Production Regions	
28, 29	Global Mineral Production and Consumption Patterns	"Ferrous and Nonferrous Mineral Extraction and Processing
30	SECOND EXAMINATION	
31, 32	Location Theories of Manufacturing	"Manufacturing Theories and Trends," <u>Economic Geography</u>
33, 34, 35, 36	Empirical Patterns of Manufacturing Distribution	"Changing Order in Textile and Apparel Production," "Capital-Intensive Steel and Motor Vehicle Production", and "Knowledge-Intensive High Technology Activity," <u>Economic Geography</u>
37	Development Strategies and Economic Systems in Poor Countries	
38, 39	Patterns and Functions of Cities	"Cities as Service Centers" and "Comparative Urban Structure," <u>Economic Geography</u>

LECTURE PERIOD	LECTURE TOPIC	READING ASSIGNMENT
40, 41	Regional Commercial Activity	"Commercial Activity in the City," <u>Economic Geography</u>
42, 43	Transportation and Trade	"Geography of International Business"
Final Exam Period	THIRD EXAMINATION	

**EVALUATION:** You will be evaluated on three examinations, a location quiz, and a two-part homework assignment. The distribution of points for the course is as follows:

First Examination	100 points
Second Examination	100 points
Third Examination	100 points
Location Quiz	50 points
National Statistical Summary	20 points
International Economic Review	<u>40 points</u>
<b>TOTAL:410 points</b>	

Examination questions are taken from lectures, reading assignments, and handouts. Each examination will cover approximately one-third of the course and consist of a variety of question formats. Some of the exams will include essay questions. An essay pertaining to the special reading assignment will be included on the second examination. The location quiz requires identification of features on a world outline map. The national statistical summary is a table of demographic and economic data, with a brief explanation, prepared for a country from secondary sources. The international economics review is a critical evaluation of a series of articles concerning some problem relevant to economic geography in the country used for the national statistical summary.

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

A	360 to 410 points
B	320 to 359 points
C	280 to 319 points
D	240 to 279 points
F	0 to 239 points

**REQUIRED MATERIALS:**

Clark, W.A. Human Migration. Sage Publications, 1985. An alternative may be substituted with the instructors approval.

Hartshorn, Truman A.; and Alexander, John W. Economic Geography, 3rd ed., 1988.

Population Reference Bureau. "World Population Data Sheet."

**BIBLIOGRAPHY:**

**BOOKS AND MONOGRAPHS**

Clark, David. Post-Industrial America: A Geographical Perspective. New York: Methuen, 1985.

Daniels, P.W. Service Industries: A Geographical Perspective. London: Methuen, 1986.

Diebold, William. Industrial Policy as an International Issue. New York: McGraw-Hill, 1980.

Galbraith, John Kenneth. Economics in Perspective: A Critical History. Houghton Mifflin, 1987.

Hogendorn, S. Jan, Economic Development. New York: Harper and Row, 1987.

Jacobs, Jane. The Economy of Cities. New York: Random House, 1969.

Johnston, R.J. The American Urban System. London: Longman, 1982.

Meadows, Donnella H.; Meadows, Dennis L.; Randers, Jorgen; and Behrens, William W. The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind. New York: Universe Books, 1972.

Olson, Mancur. The Rise and Decline of Nations: Economic Growth, Stagflation, and Social Rigidities. New Haven, Connecticut: Yale University Press, 1982.

Stanback, T.M., et al. Services: The New Economy. Totowna, N.J.: Allanheld, Osmun, and Company, 1981.

Warren, Kenneth. World Steel: An Economic Geography. New York: Crane, Russak, 1975.

Warren, Kenneth. The American Steel Industry, 1850-1970.  
Clarendon Press, 1973.

#### STATISTICAL REFERENCE SOURCES

Jones, D.B. (ed.). Oxford Economic Atlas of the World, 4th  
edition. London: Oxford University Press 1972.

Paxton, John (ed.). Statesman's Yearbook 1987-88, 124th edition.  
New York: St. Martin's Press.

World Bank. World Tables, 3rd edition. Baltimore: Johns Hopkins  
University Press, 1983.

World Bank. World Development Report, 1987. New York: Oxford  
University Press.

#### PERIODICALS

Focus. Published by the American Geographical Society, carries  
non-technical articles written from a scholarly  
perspective.

National Geographic Research. Referred journal reporting  
research sponsored by the National Geographic Society.

New York Times. Comprehensive global coverage, indexed.

Wall Street Journal. The standard in the United States for  
current business affairs.

Washington Post. Emphasis on United States political news.