**Core Curriculum**
**Course Proposal Cover Sheet**

Department: **Social Sciences**

College: **COLFA**

Department Head: *Malcolm Cross*

Course Prefix & Number: GEOG 120

Course Title: Introduction to Human Geography

Course Description: This course is an introduction to geography as a social science, emphasizing the relevance of geographic concepts to human problems.

**Please select the THECB Foundational Component Area for which this course is submitted.**

*Social and Behavioral Sciences*

# SOCIAL and BEHAVIORAL SCIENCE
## FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale:  Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description.  For your convenience, the overall description and rationale for this component are included below.

Social and Behavioral Science (from THECB Chapter 4: 4.28)
- 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

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:  Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills and Social Responsibility.
  - Critical Thinking Skills:  to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
  - Communication Skills:  to include effective development, interpretation and expression of ideas through written, oral and visual communication;
  - Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
  - Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Rationale for Inclusion in this Category:**
*GEOG120, Introductory Human Geography*, should be included in the "Social & Behavioral Science" foundational component area.  The course is primarily designed to enlighten students in terms of the utility of spatial analysis and understanding of our world.  This is achieved by exploring different geographic subdisciplines (e.g., urban, population, political, economic, cultural, and environmental geographies) and by examining human and physical phenomena that practitioners of the discipline study (e.g., urban sprawl, diffusion, migration, development, disease, environmental risk, etc.).  Within this regional context "space" is viewed not only from a theoretical, abstract perspective, but from an applied one, as such phenomena are discussed in varying spatial contexts (from the local to the global).

The course satisfies each of the afore-mentioned "core objectives." Selected examples whereby this course fulfills these requirements are as follows:

1) Critical Thinking Skills: Students engage in a series of labs that have them explore real-world phenomena that explore the factors contributing to the specific spatial arrangement of such phenomena and the implications of such a pattern on both human and physical landscapes.

2) Communication Skills: Students consistently engage in in-class discussions whereby they defend their stance pertaining to "though-provoking" questions pertinent to the study of human geography. Students are therefore required to incorporate geographic concepts, models, and spatial data in defense of their answer to such questions.

3) Empirical and Quantitative Skills: Students engage in quantitative-based labs (i.e., requiring mathematical analysis, probability analysis, map analysis) that investigate various spatial phenomena (e.g., segregation indicies, gravity modeling, market area analysis, development modeling) on a number of spatial scales.

4) Social Responsibility: Given that spatial phenomena are examined on several spatial scales (e.g., local, regional, national, and international) and that such phenomena are examined in the context of systems analysis, a sense of social responsibility, whereby students recognize and understand not only the reasons for their perceptions and behaviors, but their impacts.

**STUDENT LEARNING OUTCOME ALIGNMENT FORM**
**Social and Behavioral Science**

**Course Prefix/Number:** GEOG 120
**Course Title:** Introductory Human Geography

**Core Objective: Critical Thinking** CT1: Students will evaluate evidence in analysis, interpretation or arguments

Course SLO(s): (1) Students will interpret and analyze spatial data via the use of multiple map types and at different spatial scales. (2) Students will interpret and analyze spatial data via the use of tabular data. (3) Students will recognize the degree to which the world is interconnected from both a physical as well as from a cultural perspective.

Learning Activities: Classroom lectures (i.e., learning modules), in-class discussions, weekly labs, and tests.

Means of Assessment: Selectively embedded lab and test questions.

**Core Objective: Critical Thinking** CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): (1) Students will interpret and analyze spatial data via the use of multiple map types and at different spatial scales. (2) Students will acquire and interpret data from a variety of primary and secondary sources (both qualitative and quantitative) in order to recognize the cultural environment that exists at each of the local, regional, and international scale.

Learning Activities: Classroom lectures (i.e., learning modules), in-class discussions, weekly labs, and tests.

Means of Assessment: Selectively embedded lab and test questions.

**Core Objective: Communication** C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will apply appropriate spatial theory pertaining to human and physical phenomena on a number of different scales.

Learning Activities: Classroom lectures (i.e., learning modules), in-class discussions, weekly labs, and tests.

Means of Assessment: Selectively embedded lab and test essay-style questions.


**Core Objective: Empirical and Quantitative Skills**   EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s):  Students will know, understand, and apply spatial theory pertaining to human and physical phenomena on a number of different scales.

Learning Activities:  Classroom lectures (i.e., learning modules), in-class discussions, weekly labs, and tests.

Means of Assessment:  Selectively embedded lab and test questions.

**Core Objective: Social Responsibility**   SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): Students will identify the cultural landscapes of many regions and will know that factors contributing to such global cultural complexity.

Learning Activities: Classroom lectures (i.e., learning modules), in-class discussions, weekly labs, and tests.

Means of Assessment: Selectively embedded test questions.