

Curriculum Proposal Cover Sheet - Undergraduate

1. Title of the proposal: AP-9/11/14

2. Department: AP-9/11/14

3. Faculty member(s): AP-9/11/14

4. Title of the course: AP-9/11/14

5. Prerequisite(s): AP-9/11/14

6. Description of the course: AP-9/11/14

7. Justification for the proposal: AP-9/11/14

8. How the proposal meets the needs of the institution: AP-9/11/14

9. How the proposal meets the needs of the community: AP-9/11/14

10. How the proposal meets the needs of the discipline: AP-9/11/14

11. How the proposal meets the needs of the student: AP-9/11/14

12. How the proposal meets the needs of the faculty: AP-9/11/14

13. How the proposal meets the needs of the state: AP-9/11/14

14. How the proposal meets the needs of the nation: AP-9/11/14

15. How the proposal meets the needs of the world: AP-9/11/14

16. How the proposal meets the needs of the future: AP-9/11/14

17. How the proposal meets the needs of the present: AP-9/11/14

18. How the proposal meets the needs of the past: AP-9/11/14

19. How the proposal meets the needs of the future, the present, and the past: AP-9/11/14

20. How the proposal meets the needs of the future, the present, and the past, and the world: AP-9/11/14

21. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation: AP-9/11/14

22. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state: AP-9/11/14

23. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community: AP-9/11/14

24. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community, and the discipline: AP-9/11/14

25. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community, and the discipline, and the student: AP-9/11/14

26. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community, and the discipline, and the student, and the faculty: AP-9/11/14

27. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community, and the discipline, and the student, and the faculty, and the state: AP-9/11/14

28. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community, and the discipline, and the student, and the faculty, and the state, and the nation: AP-9/11/14

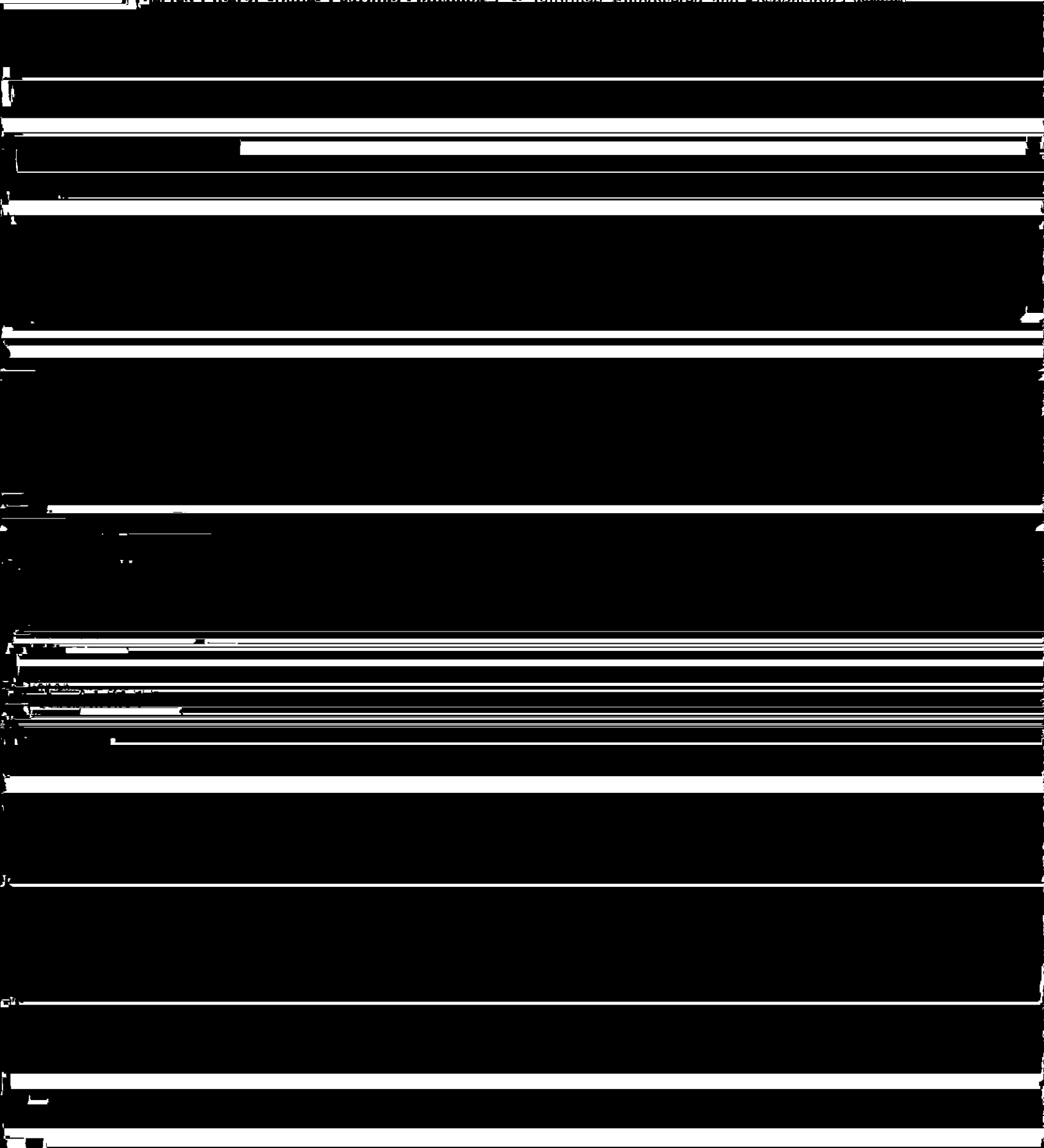
29. How the proposal meets the needs of the future, the present, and the past, and the world, and the nation, and the state, and the community, and the discipline, and the student, and the faculty, and the state, and the nation, and the world: AP-9/11/14

GEOG 231 ECONOMIC GEOGRAPHY
New Syllabus of Research

Objective 3.

Distinguish between different ideological models and analyze their relevance to a range of issues.

Expected Liberal Studies Learning Outcomes 1-3: Informed, Empowered, and Responsible Learners



Detailed Course Outline (continued):

TOPIC

**READING
ASSIGNMENT**

C. World Population (3 academic hours)

Goode's pp. 8-10,

1. Distribution & numbers
 - a. uneven global pattern
 - b. methods of measurement
2. Historical trends

Detailed Course Outline (continued):

TOPIC

**READING
ASSIGNMENT**

H. The Region as an Economic Place (3 academic hours)

Wood Ch. 7

Detailed Course Outline (continued):

TOPIC

58-67 N. Agricultural Regions (4.5 academic hours)

**READING
ASSIGNMENT**

Goode's pp. 44,

1. Land and climate
 - a. product types
 - b. land suitability
2. Defining characteristics

- b. commercial systems
 4. U.S. commercial agriculture
 - a. factory farms
 - b. regions

EXAM 3 (2 academic hours) during the final exam period

IV. Evaluation Methods: GEOG 231: Economic Geography

VII: Bibliography:

Aoarwal, A.; Giuliano, G.; and Redfern, C. 2012. Strangers in Our Midst: The Usefulness of Exploring Polycentricity. *Annals of Regional Science* 48(2): 433-450.

Antipova, Angela; and Ozdenoval, F. 2013. Using Longitudinal Employee Dynamics (LED) Data for the Analysis of Member Activities. *Journal of Business Analytics* 1(1): 1-12.

Antipova, Angela; and Ozdenoval, F. 2013. Analyzing Member Activities Using Longitudinal Employee Dynamics (LED) Data. *Journal of Business Analytics* 1(1): 1-12.

Antipova, Angela; and Ozdenoval, F. 2013. Using Longitudinal Employee Dynamics (LED) Data for the Analysis of Member Activities. *Journal of Business Analytics* 1(1): 1-12.

Antipova, Angela; and Ozdenoval, F. 2013. Using Longitudinal Employee Dynamics (LED) Data for the Analysis of Member Activities. *Journal of Business Analytics* 1(1): 1-12.

Tomte, M.; Kjekshus, J.; and Vardalov, A. 2001. *The Spanish Economy, Crisis, Reforms, and International Trade*. Cambridge, Massachusetts: Ball Press.

Trivanić, Miroslav. 2009. *Evolutionary Economic Geography: Location of Production within the European Union*. London: Routledge.

Wang, J. 2010. *Evolutionary Economic Geography: Location of Production within the European Union*. London: Routledge.

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SUMMARY OF COURSE DEVELOPMENT

[REDACTED]

1. This is not a multiple-instructor course.

2. Topic C World Population covers temporal trends including demographic shifts due to migration or varying natural increase rates. Ethnicity is implicit in these studies because places such as Africa, Asia, and parts of Latin America typically have high natural increase