Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Department of Architecture

2. Course prefix and number: ARCH 212

3. Texas Common Course Number: N/A

4. Complete course title: Social and Behavioral Factors in Design

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture

☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes ☐ No

8. How frequently will the class be offered? Fall and Spring semesters

9. Number of class sections per semester: Fall (2); Spring (2)

10. Number of students per semester: Fall (60); Spring (60)

11. Historic annual enrollment for the last three years: 2012-2013 (122) 2011-2012 (136) 2010-2011 (86)

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature] 02/19/2013

14. Department Head: [Signature] 2/19/13

15. College Dean/Designee: [Signature] 2/20/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.

Associate Provost
for Undergraduate Studies
FEB 22
Texas A&M University 240
Social responsibility is a significant aspect in any environmental design process. Both the lectures and assignments in ARCH 212 address environmental designers' responsibility in fostering sustainability of the environment and health and wellbeing of the people living in the environment. This requires a global perspective. The ARCH 212 course examines the social and behavioral factors in environmental design through critical thinking, discussions, and case studies centered around two questions: (1) how the environment influences people's behaviors and societal outcomes, and (2) how people perceive, use, and adapt to their environment. A variety of built and natural environments throughout the world will be discussed, ranging from room interiors and buildings to parks, communities, and cities.
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Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ARCH 212 – Social and Behavioral Factors in Design examines the social and behavioral factors in environmental design through critical thinking, discussions, and case studies around two questions: (1) how the environment influences people's behaviors and societial outcomes, and (2) how people perceive, use, and adapt to their environment. A variety of built and natural environments will be discussed, ranging from room interiors and buildings to parks, communities, and cities. Human behavior will also be interpreted broadly to include issues such as human performance, social interaction, health, and well-being.

Students will learn theories and knowledge from social and behavioral science and improve their understanding of environment-behavior relationships. At the end of the semester, they are expected to become better designers with people and society in mind. They will also learn to use behavioral observation, survey and other appropriate methods to study environment-behavior relationships.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Class LECTURES use diverse teaching methods (through videos, simulations, PowerPoint slides, discussion groups, etc.) to demonstrate how critical thinking helps understand social and behavioral factors in design. Class ASSIGNMENTS challenge students to use their own critical thinking to analyze, evaluate and synthesize the information related to specific social and behavioral factors. The assignment evaluation uses "critical thinking" as one important criteria.

Following are a few samples of assignments that address critical thinking: (1) "Treasure Hunt for 'Stupid' Design," in which students look for the poorest design example in their living environment in terms of addressing social and behavioral factors; (2) "Observe, Document and Analyze Environment-Behavior Relationships," in which students use field observation, behavior mapping and analysis to study personal spaces and social interactions in open spaces on TAMU campus; (3) "Design for Children/Older People," in which students use literature review, case studies to understand the specific environmental needs that children (or older people) may have, and then develop design guidelines to address these needs.
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Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Class activities include discussions, student presentations, and sketch exercises. Class assignments include components of written, oral and visual communication. Student will be evaluated for not only "critical thinking" but also "effective communication." Following is a more detailed explanation.

WRITTEN COMMUNICATION: Class assignments include significant writing components. For example, each student team is required to write a report with about 2000 words for their final project, and other individual or team assignments also requires narrative text as part of the final product.

ORAL COMMUNICATION: Students are required to present their work in class individually or in a team. The oral presentation is typically 5-10 minutes long and aided by a PowerPoint file. The student are also asked to share their feedback for presentations given by their peers.

VISUAL COMMUNICATION: Class assignments have a strong focus on visual communication as well. For example, three field exercise assignments require students to submit a poster as the final product. The poster will include photos with annotations, drawings, bar charts, and other visual components.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

CLASS LECTURES use research samples to demonstrate how the manipulation and analysis of numerical data can help understand social and behavioral factors and inform the design process. Here are a few samples of relevant class materials: (1) the video titled "Social Life of the Small Urban Spaces," which documents how the "Street Life" project helped researchers to better understand people's use of urban spaces and informed the zoning codes in New York City; (2) PowerPoint slides about empirical studies that demonstrate the restorative effect of nature, or how poor design of housing may lead to higher crime rate in cities.

CLASS ASSIGNMENTS challenge students to collect numerical data on their own and use those data to better understand environment-behavior relationships. Their ability to collect, understand and analyze numerical data will be evaluated in corresponding assignments. For example, one exercise asked students to document the number and locations of people and types of activities in open spaces on campus, and then use these data to analyze how people's behavior relate to specific environmental features such as affordances (e.g., seating), prospect/refuge (e.g., tree shade), and traffic.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social responsibility is a significant aspect in any environmental design process. Both the lectures and assignments address environmental designers' responsibility in fostering sustainability of the environment and health and wellbeing of the people living in the environment.

For example, lectures on "Human, Nature, and Architecture" addresses designers' responsibility in respecting nature and developing sustainable design. Lectures on "Design for Children/Older People" focus on designers' social responsibility in addressing the environmental needs of these vulnerable populations. Lectures on "Design for Health" examine how environmental design can help improve the health and wellbeing of their clients, or how poor design may actually have negative impacts on human health.

In the assignments, students should be able to demonstrate their understanding of environmental designers'
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social responsibility. For example, in the final project on “Design for Children (or Older People),” students are evaluated for their understanding of two key questions: (1) what kind of environmental needs children (or older people) have, and (2) how the design of built environment can help address such needs.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ARCH 212: Social and Behavioral Factors in Design (Fall, 2013)
Tuesday & Thursday, 2:20-3:35PM; Room 207, Langford Building C

INSTRUCTOR: Xuemei Zhu, Ph.D., Assistant Professor
Office: Room 002B, Williams Administration Building
Email: xuemeizhu@tamu.edu, Phone: 845-3780
Office Hours: Wednesday 3:00PM-4:00PM and Thursday 1:00-2:00PM

TEACHING ASSISTANT: Xin (Lucy) Bai, Ph.D. Student
Office: Williams Administration Building Room 002
Email: baixin@tamu.edu; Office Hours: Monday 9:00-10:00AM

"We shape our buildings, and afterwards our buildings shape us." – Winston Churchill (1943)

A. COURSE DESCRIPTION

TOPIC: This course will examine the social and behavioral factors in environmental design through critical thinking, discussions, and case studies around two questions: (1) how the environment influences people's behaviors and social outcomes, and (2) how people perceive, use, and adapt to their environment (Figure 1). A variety of built and natural environments will be discussed, ranging from room interiors and buildings to parks, communities, and cities. Human behavior will also be interpreted broadly to include issues such as human performance, social interaction, health, and well-being.

CATALOGUE DESCRIPTION: Social and behavioral factors in the built and natural environment; environmental perception and spatial cognition; social-environmental processes such as privacy and crowding; setting-oriented discussion on residences, education, and the workplace; the psychology of nature and natural resource management; social design and social science contribution to architectural design.

STRUCTURE: The lectures will be organized into three sections, including (1) why social and behavioral factors are important for environmental design, (2) what specific factors designers should consider, and (3) how to address these factors in the design process.

B. LEARNING OUTCOMES AND COURSE OBJECTIVES.

At the end of the semester, students should be able to

• interpret theories and knowledge from social and behavioral science as related to environmental design;
• use critical thinking to analyze and synthesize information with regards to the social and behavioral factors in specific design projects;
• use effective written, oral and visual communications to explain social and behavioral considerations in design;
• conduct applied research on environment-behavior relationships through the manipulation and analysis of numerical data or observable facts;
• interpret designers' social responsibility in addressing the impact of built environment on health, sustainability, equity and other societal issues;
• become a better designer with people and society in mind.

C. PREREQUISITES: None.

D. REQUIRED READINGS

The required readings are listed under "F. Class Date, Topic, and Schedule." They will be made available through eLearning (http://elearning.tamu.edu/).

E. OPTIONAL READINGS

For you to choose from according to your interest and the topic of your class works.

BOOKS:

JOURNALS:
Environment and Behavior. http://eab.sagepub.com/

WEBSITE:
F. CLASS DATE, TOPIC, AND SCHEDULE

Symbols:
- Required readings to be finished before the class.
- Assignments to be given in the class.
- Digital copy of the assignment to be submitted in eLearning by 10am.
- Hard copy of the assignment to be submitted in the classroom before the start of the class.
- Field exercise.

SECTION 1: WHY ARE SOCIAL AND BEHAVIORAL FACTORS IMPORTANT FOR DESIGN?

WEEK 1: OVERVIEW OF THE COURSE
08/27 Why are social and behavioral factors important?
- Assign "Treasure hunt" for "stupid" designs.
08/29 Video: The social life of small urban spaces.

SECTION 2: WHAT SOCIAL AND BEHAVIORAL FACTORS SHALL WE CONSIDER?

WEEK 2: HUMAN AND NATURE
09/03 "Treasure hunt" due.
Why do we like nature? What kind of nature do we like?
09/05 Architecture and nature.
Selected students present the "treasure hunt."

WEEK 3: PERSONAL SPACE AND TERRITORIALITY
09/10 Personal space and design.
- Chapter X: Distances in man. In Hidden dimension.
- Assign field exercise #1: Behavioral observation of personal space and territoriality.
09/12 Territoriality and design.

WEEK 4: DESIGN RESEARCH ON ENVIRONMENT-BEHAVIOR RELATIONSHIPS
09/17 Measure and analyze environment, behavior, and their relationships.
09/09 Field exercise #1: Behavioral observation of personal space and territoriality.

WEEK 5: ENVIRONMENTAL PERCEPTION, COGNITION, AND WAYFINDING
09/24 How do we perceive and recognize the environment?
- Chapter 3: The city image and its elements. In Image of City.
09/26  6° Field exercise #1 due.
       Assign field exercise #2: Wayfinding analysis.

WEEK 6:  FIELD EXERCISES
10/01  Wayfinding in and around buildings.
10/03  Presentation of field exercise #1. Review of field exercise #2 drafts.

WEEK 7:  QUIZ AND WARM-UP FOR FINAL PROJECT
10/08  6° Quiz #1.
10/10  Review of field exercise #2 drafts.

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SECTION 3: HOW TO ADDRESS SOCIAL AND BEHAVIORAL FACTORS IN DESIGN?
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WEEK 8:  DESIGN FOR THE ELDERLY
10/15  6° Exercise on wayfinding due.
       General issues in design for the elderly: What is different?
       Chapters 1-5. In Site Planning and Design for the Elderly: Issues, Guidelines, and Alternatives.
       Assign field exercise #3.
10/17  Housing for the elderly.
       Presentation of field exercise #2.
       Assign the final project.

WEEK 9:  DESIGN FOR CHILDREN
10/22  Design considerations for children.
       Chapter 3: Streets as playgrounds. in Public Streets for Public Use.
10/24  Design for children’s safety and development.

WEEK 10:  HOUSING DESIGN
10/29  6° Field exercise #3 due.
       Design for family housing.
       Chapter 3: Basic considerations of the design program. In Housing as if People Matter: Site Design Guidelines for Medium-Density Family Housing.
10/31  Housing design against crime.
       Chapter 1: Defensible space principles. in Creating Defensible Space.

WEEK 11:  SOCIAL AND BEHAVIORAL LOGIC OF DESIGN
11/05  6° Final project: Draft due.
       Decode the social and behavioral logic of built environment.
11/07  Presentation of filed exercise #3 and review of final project drafts.

WEEK 12:  DESIGN FOR HEALTH
11/12  Healthy buildings: Architecture, health, and healing.
    ☑ When buildings don’t work: The role of architecture in human health.
11/14  Healthy communities.
    ☑ The active design guidelines of New York City.

WEEK 13:  ARCHITECTURE, COMMUNITIES, AND CITIES
11/19  Livable communities and cities by design.
    ☑ What makes a community livable – Livability 101.
11/21  Review of final project drafts.
    ☑ Quiz #2.

WEEK 14:  REVIEW OF THE FINAL PROJECT
11/26  Presentation of the final project – Part 1.
11/28  No class. Thanksgiving holiday!

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12/03  Presentation of the final project – Part 2.
    ☑ Report for final project due at 5pm.

G. PERFORMANCE EVALUATION
Your performance will be evaluated based on the following components:

<table>
<thead>
<tr>
<th>Item</th>
<th>Assignment Due/Quiz date</th>
<th>Percentage (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasure hunt</td>
<td>09/03</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Field exercise #1</td>
<td>09/26</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Quiz #1</td>
<td>10/08</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Field exercise #2</td>
<td>10/15</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Field exercise #3</td>
<td>10/29</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>11/21</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Final project</td>
<td>12/03</td>
<td>30% (30 points)</td>
</tr>
<tr>
<td>Class attendance and participation*</td>
<td>N/A</td>
<td>10% (10 points)</td>
</tr>
</tbody>
</table>

TOTAL: 100% (100 points)

The assignments and quizzes will involve reading, observation, and analyses related to social and behavioral factors in design. The evaluation of the field exercises and the final project will include a component of your individual performance, which will be evaluated by your team members.

The final semester grade will reflect all of your work through the course of the semester and will use the following standards.
A: 90-100 points;  B: 80-89 points;  C: 70-79 points;  D: 60-69 points;  F: 0-59 points

Late work without prior approval will receive a 20% grade deduction for a one to five-day delay, or a 50% grade deduction for a six to 10-day delay. Late work without prior approval and with more than 10 days of delay will not be accepted. Students should contact the instructor in advance if work will be turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up the work or provide a satisfactory alternative to be completed within 20 calendar days from the last day of the absence.

There will be NO opportunity for students to make up assignments or quizzes missed because of an unexcused absence.

Earning an “A” is not automatic, nor is it based upon turning in required work on time or working hard. These are expected of every student. To earn an “A,” you must show an extraordinary devotion to your work and a willingness to push yourself to a new level of comprehension.

*Class attendance and participation: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. You are expected to be present each class day and to fully participate in all discussions and class activities. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. University rules related to excused and unexcused absences are located on-line at http://studentrules.tamu.edu/rule07. To qualify for an excused absence, you must present an official note explaining the absence, either from a doctor, university official, or other appropriate authority. Each unexcused absence will lead to ten point (1%) deduction out of the total maximum points of 1000 for the whole semester. More than five unexcused absences will lead to a failure in this course.

H. COURSE COST

Please budget a printing expense of about $10-$30.

I. AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, In Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

J. ACADEMIC INTEGRITY STATEMENT AND POLICY

AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not excuse any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor.
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Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): GEOGRAPHY

2. Course prefix and number: GEOG 201

3. Texas Common Course Number:

4. Complete course title: Introduction to Human Geography

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes  ☑  No

8. How frequently will the class be offered?: every semester

9. Number of class sections per semester: 2

10. Number of students per semester: 250-450

11. Historic annual enrollment for the last three years: 2010 - 561  2011 - 684  2012 - 954

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: Wendy Jepson
    
    Course Instructor

    Approvals:

    Jan 14, 2013

14. Department Head
    
    Date

15. College Dean/Designee
    
    Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

How does the proposed course specifically address the Foundational Component Area definition above?

GEOG 201 introduces students to broad concerns in human geography by addressing key concepts (e.g., spatial diffusion models, spatial interaction and interdependency, feedbacks and systems theory, distance decay function, central place theory, spatial hierarchy, regionalization, place, spatial scale, and distribution patterns) and how these shape human activities at multiple scales (e.g., local, national, global). The course examines these concepts in units on population and migration, geopolitics, energy systems, urbanization and urban systems, globalization, regional economic development, culture regions and cultural landscapes, and human impacts on the environment.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students analyze spatial interactions and interdependencies underlying patterns of population and migration, geopolitics, urbanization, globalization, regional economic development, and human impacts on the environment. Students complete online homework assignments that entail applying these concepts to various hypothetical and actual scenarios. For example, they may examine differential impacts of people on the environment based on existing models of sustainability science; categorize population dynamics; synthesize multi-scale state-territory relationship; construct their own index for human and economic development and evaluate it in terms of dominant theories of development. Students learn the foundational concepts in lecture and apply these concepts and through homework activities. Student will be evaluated through exams and homework assignments.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Human geography is a visual discipline, as it deals with maps and other representations of the earth's surface (e.g., satellite images, photographs) and human socio-spatial organization. Human geography also entails graphical characterizations of processes and patterns. Students learn to interpret and synthesize the information contained in these characterizations via lecture material, homework assignments, and exams. Students also conduct their own mapping and graphing, and communicate their interpretations in writing, particularly in the context of homework assignments.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students encounter observable facts about human organization and social life in every component of the course, whether lectures or reading assignments or tests. Students grapple with linking conceptual models to empirical facts. Quantification is an inherent part of characterizing and identifying interconnections between people and places, and mapping social activities. For example, students may apply spatial diffusion models and the distance decay function to calculate and
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compare human settlement, migration patterns, and economic activity. Students may calculate and categorize levels of economic development across spatial scales and in terms of social and human development. They may use datasets, such as the Bureau of Labor Statistics, to calculate sectoral employment patterns by state and change over time. In addition, students use the index of dissimilarity to calculate racial and ethnic residential segregation at regional and city scales. They may calculate and predict demographic structural changes based on different assumptions about total fertility and mortality rates. Each learning objective will be addressed by lecture material on fundamental concepts supplemented by assignments and activities, and it is followed up by application to broader contexts. Each learning objective is evaluated by exams and graded activities.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Human geography develops the knowledge of self in the global context and the role of both the individual and community in relation to other places and societies. For example, students investigate core concepts in sustainability science to describe how social and economic activities have multiple costs and benefits across different environments over time. Students also examine uneven development and distribution of political and economic differences globally. Social responsibility will be addressed in lecture and evaluated in multiple-choice exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Objectives  This course introduces students to the broad concerns of human geography. The intention is to understand how places throughout the world are interconnected politically, socially, and economically.

Learning Objectives
The student will be able to achieve the following learning objectives in this course
- Define fundamental terms and key concepts in human geography;
- Locate the major settlement patterns, economic regions, and cultural divisions across the globe and explain how they developed geographically;
- Identify demographic changes and how they alter economic and political development across the globe;
- Identify major processes that create political and cultural difference and how they shape regional conflicts and environmental change;
- Identify how cultural practices and belief systems shape the landscape;
- Explain the origins of urban settlements and their relationship to one another and to the countryside;
- Compare and contrast the processes of economic development in different regions;
- Compare and contrast the impact of globalization (economic, cultural and environmental) on the core, periphery and semi-periphery.

Required Materials

Evaluation
9 Assignments – 25% of final grade  3 Mid-Term Exams – 25% each, 75% of final grade

Assignments
You are to complete nine online assignments that are available through WileyPlus.com. The assignments are from the publication Human Geography in Action (Kuby et al 2010). These activities are designed to help you understand the concepts discussed in lecture and provide you with some hands-on examples of the applicability of human geography in a variety of fields of enquiry. Each assignment is due on the date (by midnight) listed in the Course Schedule. You may work ahead on your own, but I will not accept late assignments. You are required to read all the material associated with the assignments.

Extra Credit – There may be one or more opportunities to receive extra credit.

Grading
The grading scale follows the Texas A&M University grading system. Final grades may be calculated on a curve according to class performance.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>≥90%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80–89%</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>70–79%</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>60–69%</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Course Policies
Exams  You will be required to take three exams in the class. You will only need your pencil and gray scantron sheet, nothing else.
Assignments You are not to work in groups on the assignments. The assignments are intended to be an evaluation of your individual work. All suspected cases of plagiarism will be sent to the Honors Council. Please be aware the software and online programs have mechanisms to monitor your work.

Attendance According to the Texas A&M University Student Rules, “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.” You are expected to attend each and every lecture. I do not take formal attendance, but I also do not provide copies of PowerPoint files or lecture notes. The only way to get this information is to come to class. If you miss a class, you must ask a fellow student for a copy of his or her notes. Students seeking an excused absence on an exam day or a day in which a homework assignment is due are encouraged to notify the instructor via e-mail in advance. If such notice is not possible, students are required to notify the instructor or the Department of Geography by the end of the second working day following the absence, as described in Texas A&M University Student Rules. If an absence is excused, the student is still required to make-up any exam or homework that was missed. Discuss this with the instructor A.S.A.P. If an absence is unexcused, make-up exam will not be given and late homework assignments will not be accepted. See Student Rules regarding Academics at http://student-rules.tamu.edu

Grade disclosure. All personal information concerning students’ performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). No grades will be provided by telephone or email.

Contacting the instructor For shorter and less complicated questions, the best time and place to talk with me is immediately after class in the lecture room. You are welcomed to e-mail me using your official “tamu.edu e-mail” with the subject “GEOG 201.” I will reply to your email during office hours. For longer and more complicated questions, please see me during my office hours which immediately follow class.

Course news and information I will occasionally email you with course news information. Please check your official @tamu.edu e-mail on a regular basis for potentially important announcements.

Cell phones Turn them off before class begins

Copyright Policy Statement
All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity
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Aggie Code of Honor
“An Aggie does not lie, cheat, or steal or tolerate those who do” http://aggiehonor.tamu.edu/
## Course Schedule: Geog. 201-501 Introduction to Human Geography

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture or Discussion Topic</th>
<th>Required Reading(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu 15 Ja</td>
<td>Course Introduction</td>
<td>Chapter 1 Maps</td>
</tr>
<tr>
<td></td>
<td>Wiley Plus Tutorial</td>
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</tr>
<tr>
<td>Th 17 Ja</td>
<td>Maps</td>
<td>Chapter 1 Maps</td>
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<tr>
<td>Tu 22 Ja</td>
<td>Maps</td>
<td>Chapter 1 Maps</td>
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<td></td>
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<td>Th 24 Ja</td>
<td>Population</td>
<td>Chapter 5 Population</td>
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<tr>
<td>Tu 29 Ja</td>
<td>Population</td>
<td>Chapter 5 Population</td>
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<td>Th 31 Ja</td>
<td>Population</td>
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<td>World in the Balance: Population Paradox</td>
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<tr>
<td>Tu 5 Feb</td>
<td>Migration</td>
<td>Chapter 4 Migration</td>
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<td>World in the Balance: Population Paradox</td>
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<td>Th 7 Feb</td>
<td>Migration</td>
<td>Chapter 4 Migration</td>
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<tr>
<td>Tu 12 Feb</td>
<td>Economic Development</td>
<td>Chapter 7 Economic Development</td>
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<td>Th 14 Feb</td>
<td>Economic Development</td>
<td>Chapter 7 Economic Development</td>
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<tr>
<td>Tu 19 Feb</td>
<td>Small Fortunes</td>
<td>Due: Assignment 3</td>
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<td>Review</td>
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<tr>
<td>Th 21 Feb</td>
<td>Mid-Term Exam #1</td>
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<tr>
<td>Tu 26 Feb</td>
<td>Industrial Geography</td>
<td>Chapter 6 Industrial Geography</td>
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<tr>
<td>Th 28 Feb</td>
<td>Industrial Geography</td>
<td>Chapter 6 Industrial Geography</td>
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<td>Human Geography in the News</td>
<td>Due: Assignment 4</td>
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<tr>
<td>Tu 5 Mar</td>
<td>Political Geography</td>
<td>Chapter 13 Political Geography</td>
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<tr>
<td>Th 7 Mar</td>
<td>Cry of the Snow Lion</td>
<td>Chapter 13 Political Geography</td>
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<td>Due: Assignment 5</td>
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<tr>
<td>Tu 12 Mar</td>
<td>Spring Break – No class</td>
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<tr>
<td>Th 14 Mar</td>
<td>Spring Break – No class</td>
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<tr>
<td>Tu 19 Mar</td>
<td>Agriculture and Food</td>
<td>Chapter 8 Food and Agriculture</td>
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<td>Th 21 Mar</td>
<td>King Corn, Big River</td>
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<tr>
<td>Tu 26 Mar</td>
<td>Review</td>
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<td>Th 28 Mar</td>
<td><strong>Mid-Term Exam #2</strong></td>
<td><strong>Due:</strong> Assignment 6</td>
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<td>(Industrial, Political, Agr &amp; Food)</td>
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<td>Tu 2 Apr</td>
<td>Urban Geography</td>
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<td>Th 4 Apr</td>
<td>Urban Geography</td>
<td>Chapter 09 Urban Geography</td>
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<td>Tu 9 Apr</td>
<td>Human Geography in the News</td>
<td>Chapter 11 Urban Geography</td>
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<td>Th 11 Apr</td>
<td>Cultural Geography</td>
<td>Chapter 2 Culture Regions</td>
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<td>Tu 16 Apr</td>
<td>Human Geography in the News</td>
<td>Chapter 12 Segregation</td>
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<td>Th 18 Apr</td>
<td>Human-Environment</td>
<td>Chapter 14 Human-Env Systems</td>
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<td><em>Flow: For the Love of Water</em></td>
<td><strong>Due:</strong> Assignment 8</td>
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<td>Tu 23 Apr</td>
<td>Human-Environment</td>
<td>Chapter 14 Human-Env Systems</td>
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<td>Th 25 Apr</td>
<td>Review</td>
<td><strong>Due:</strong> Assignment 9</td>
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<td>Final Exam (Mid-Term #3)</td>
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