COMMON COURSE OUTLINE: Course discipline/number/title: GEOG 1615: Economic Geography

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): None
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): Goal 2/Critical Thinking, Goal 8/Global Perspectives and Goal 10/People and the Environment

This course is a study of the spatial distribution of global economic activities, and the cultural and physical influences on the economic system. Simple and complex system will be analyzed, as well resource use and abuse, ecological factors, and international relations.

B. DATE LAST REVISED (Month, year): December, 2013

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Economic Geography
   a) Primary, Secondary, Tertiary, Quaternary Economic Activities
   b) Regional, cultural, and physical geography and their reciprocal influences on economic activities
2. Population Geography
   a) Theories of population growth and economic development
   b) Economic development and ecological issues
   c) Demographic issues
3. Regional Economic Geography
   a) Major economic characteristics of the Western hemisphere, Africa, Eurasia, and the Pacific region.
4. Cultural Geography
   a) Ethnocentrism and socio-economic analytical systems
   b) Developed and developing nations
5. Political Geography
   a) International trade, regional interdependence and the concepts of international organizations and sovereignty

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Examine distinctive cultural and physical influences around the world.
2. Identify economic and political sectors of the economy and their distinct characteristics.
3. Determine cultural differences, such as language, religion and ethnicity
4. Identify population growth, history and future trends
5. Compare developed and developing countries and determine aspects of each

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear comprehensive and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings of solutions to a given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses and evaluations made by ourselves and others.

Goal 8/Global Perspective: The student will be able to:
1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen’s share for their common global future.
E. LEARNING OUTCOMES (MNTC): Continued. . .
Goal 10/People and the Environment: The student will be able to:
1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
3. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Objective and essay examinations based on lectures
2. Class discussions and readings

G. RCTC CORE OUTCOME(S) ADDRESSED:
- [x] Communication
- [ ] Civic Responsibility
- [x] Critical Thinking
- [ ] Personal/Professional Accountability
- [x] Global Awareness/Diversity
- [ ] Aesthetic Response

H. SPECIAL INFORMATION (if any): None