Please check one:  ☑ New course  ☐ Revised course

### PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  GEG 3640
2. Title (may not exceed 30 characters, including spaces):  Geography of Sports
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  ☑ Fall  ☑ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering:  ☑ Fall  ☑ Spring  ☐ Summer  ☑ Year:  2011
7. Course description (not to exceed four lines):
   This course is designed as a geographic survey of sports and the impact they have on the contemporary global society. This course will provide an overview of the history and current trends of sports including their origin and diffusion within the United States and around the world. The economic, social, and cultural impact of sports will also be covered. Each student is expected to gain an understanding of how sports have changed over time and how they have shaped our society today.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
      None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
      None
   c. Who can waive the prerequisite(s)?  
      ☐ No one  ☐ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  None
   e. Repeat status:  ☑ Course may not be repeated.  
      ☐ Course may be repeated to a maximum of  hours or  times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  None
10. Grading methods (check all that apply):  ☑ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☑ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research  
      ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other


PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   1. Describe historic and current spatial patterns of sports.
   2. Identify the place of origins for sports and describe how they have diffused.
   3. Describe how sports impact the global society.
   4. Identify regions that are important to the major sports covered in class.
   5. Analyze the impact of sports on the economy, culture, and environment both domestically and internationally.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level: N/A
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Exams (50%)</th>
<th>Paper/Presentation (25%)</th>
<th>Map Assignment (12.5%)</th>
<th>Final Map Quiz (12.5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe historic and current spatial patterns of sports.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the place of origins for sports and describe how they have diffused.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Describe how sports are sports impact the global society.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify regions that are important to the major sports covered in class.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Analyze the impact of sports on the economy, culture, and environment both domestically and internationally.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Explain how the instructor will determine students’ grades for the course:

(2) Exams ................................................. 200 pts (50%)
Paper ................................................. 75 pts (18.75%)
Presentation ................................. 25 pts (6.25%)
Mapping Exercise ......................... 50 pts (12.5%)
Final Map Quiz ............................... 50 pts (12.5%)
Total .................................................. 400 pts

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week One: Introduction to Geography
   • Introduction to the course and course policies
   • Introduction and review of basic geographic concepts

Week Two: Introduction to Sports and Sports Geography
   • Introduction of sports geography concepts
   • History of sports geography and notable sports geographers
   • Spatial patterns of sports

Week Three: Globalization of Sports
   • Examination of the role sports play in today’s global society
   • Sports Location Theory and Mapping Assignment
Week Four and Five: Impact of Sports on Society
- Economic Impact of sports
- Cultural and Social impacts of sports
- Environmental Impacts

Week Six - Thirteen: Geography of Specific Sports
- Topics will include:
  - History of the sports (Origins and Diffusion)
  - Geography of player production and team success
  - Theater of sports (Types of Venues)
  - The role each sport plays in the global community.

- Sports will include:
  - Baseball, Football, Soccer, Basketball, Hockey, Auto Racing, Golf, International Sports (Rugby, Olympic sports, etc.).
  - Other sports may be included based on student interest

Week Fourteen – Fifteen: Presentations
- Student presentations and research completed for class requirements.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
Sports have become a major part of our global society. Sports impact many different parts of our daily lives. They tell us a lot about the culture and history of America and countries around the world. Sports also have a tremendous impact on our economy and the environment. Within our department, the Geography of Sports will be included in our international studies concentration. The course will help students complete the five goals of our department’s assessment (Regional Studies, Understanding spatial patterns of cultural and economic geography, and interpreting past and present spatial patterns). This course will also incorporate integrating learning objectives such as class discussions relating course material to other courses and current world events, an optional field trip to study the impact of sports on urban areas, a collaborative mapping assignment, and a final project that will require the writing of a term paper and oral presentation. The inclusion of a collaborative project and learning about sports from a global perspective provides students with two high impact experiences. The course has also been requested by the Journalism department to be included in their proposed Sports Journalism minor.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A

   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
Offering the Sports Geography at the 3000 level is consistent with the other upper-level geography electives. Our department offers most upper-level electives at the 3000 level and targets sophomores and juniors for the courses. There are no prerequisites for this course. The Journalism department has also requested this level for their minor.
3. If the course is similar to an existing course or courses, justify its development and offering.
   Similar courses include:
   CMN/JOU 3953 Perspectives on Sports and the Media
   ECN 3720 Sports Economics
   SOC 3000 Sociology of Sport

   Sports Geography is fundamentally different from the above courses in the fact that it will
   examine sports with a geographic approach. Journalism has requested the course for a
   proposed minor. The economics of sports will be a small portion of the course.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be
      discussed with the appropriate chairpersons, deans, or curriculum committees and their
      responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note
      the exceptional need to be met or the curricular gap to be filled.

   The Geography of Sports will be included as an elective in our International Studies concentration.
   It will also provide another course that can be used to examine student progress for 3 of our 5
   assessment goals.

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or
      minor or used as an approved elective.

      The Geography of Sports will be included as an elective in our International Studies concentration.

   b. For graduate programs, specify whether this course will be a core requirement for all
      candidates in a degree or certificate program or an approved elective.

      If the proposed course changes a major, minor, or certificate program in or outside of the
      department, you must submit a separate proposal requesting that change along with the course
      proposal. Provide a copy of the existing program in the current catalog with the requested
      changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Dr. James Davis or any other qualified faculty member of the Geography program.

   If this is a graduate course and the department does not currently offer a graduate program, it must
   document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:
   None
   Include those for supplemental packets, hardware/software, or any other additional instructional,
   technical, or technological requirements. (Course fees must be approved by the President’s Council.)
3. Text and supplementary materials to be used (Include publication dates):


**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. N/A

**PART VII: APPROVALS**

Date approved by the department or school:  Nov 4, 2009

Date approved by the college curriculum committee:  December 11, 2009

Date approved by the Honors Council *(if this is an honors course)*:

Date approved by CAA:  January 21, 2010

*In writing-active courses*, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).