



General Education

Degree

Course Title Geography of Human Activities/Introduction to Human Geography

Faculty/College: MUIC

Course Code ICGS112/ICSS135

Department: Social Science

1. Course Code and Title

Thai ICGS 112 ภูมิศาสตร์กิจกรรมมนุษย์
ICSS 135 Introduction to Human Geography

English ICGS 112 Geography of Human Activities
ICSS 135 Introduction to Human Geography

2. Number of Credits 4 Credits

(Theory ..1.. hrs. Self-study ..4. hrs Practice ..3. hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study International Bachelor's Degree

3.2 Course Type General Education

3.3 Please Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

- M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
- A - Altruism มุ่งผลเพื่อผู้อื่น
- H - Harmony กลมกลืนกับสรรพสิ่ง
- I - Integrity มั่นคงยิ่งในคุณธรรม



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- X D - Determination แนวแน่ทำ กล้าตัดสินใจ
- X O - Originality สร้างสรรค์สิ่งใหม่
- X L - Leadership ใฝ่ใจเป็นผู้นำ

4.1 Course Instructor Ms. Pattaka Sa-ngimnet
 Social Science Division
 e-mail: pattaka.sag@mahidol.edu
 tel: 02-441-5090 ext 1317

4.1 Course Coordinator None

4.2 Instructor Ms. Pattaka Sa-ngimnet

5. Semester/Class Level

5.1 Trimester 1,2,3...../ All Class Level

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisite

.....none.....

7. Co-requisites

.....none.....

8. Study Site Location

Mahidol University International College



Section 2 Aims and Objectives

1. Aims of the Course

For students to understand the relationships between human activities and the environment we are living in; the instruction of various human activities such as politics, economics, religion, and culture; the early development of human civilization up to the modern day developments that are affecting their lives.

2. Objectives of Course Development/Revision

a. Course Objectives

The students will be able to practice critical thinking and apply it to case studies from various human activity perspectives. An analytical approach will be utilized throughout the course to encourage students to rationally evaluate the course materials and be able to relate the materials to daily issues. Students will be able to employ principles and theories in the field of geography and then to apply them to current social situations in the modern world as well as to their personal situations. Students will have the skills to develop intellectual skills of critical and dialectical thinking and they will be able to systematize knowledge, consolidate and evaluate ideas and use evidence to solve problems in geographical fields. So as to consolidate and evaluate ideas and evidence for problem solving in Geographical fields. Students will increase their interpersonal relationships with people who may come from diverse backgrounds and they should acquire personal responsibility.

2.2 Course-level Learning Outcomes (CLOs)

CLO1 Understand basic numerical data and the use of technology in the study of human activities

CLO2 Explain current economic processes as globalization, transportation and trade and their impact on cultural, social and further economic processes

CLO3 Understand demographic, social and cultural phenomena as migration, social relations and cultural identity



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CLO4 To acquire a functional level of understanding of such environmental systems as climate and biogeography

CLO 5 Interrelate a variety of political systems and nation state identities which administratively subdivide the regions of the world

CLO 6 Express and defend ideas and critically evaluating ideas of others



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Section 3 Course Description and Implementation

1. Course Description

ความสัมพันธ์เชิงลึกระหว่างมนุษย์และพื้นที่ที่ถูกสร้างโดยมนุษย์กิจกรรมของมนุษย์ซึ่งเป็นสหวิทยาการจากธรรมชาติสิ่งแวดล้อมทางกายภาพและทางสังคมที่มนุษย์ดำรงอยู่ความสัมพันธ์ระหว่างมนุษย์ซึ่งนำไปสู่ความเข้าใจต่อสภาพแวดล้อมสาธารณูปโภคของทรัพยากร ความสัมพันธ์ระหว่างปรากฏการณ์บนพื้นโลกและการกระทำของมนุษย์ ความคิดและหลักการเชิงภูมิศาสตร์ในการสำรวจการจัดระเบียบทางสังคมและผลกระทบต่อสิ่งแวดล้อม

The interrelationship between humans and the spaces they create; human activity as interdisciplinary by nature; the physical and socially instructed environment people live in; human interactions that shape the human understanding of the environment; the utility of resources; phenomena on the earth's surface that relate to human actions; concepts and geographical methodologies used to examine social organizations and environmental consequences.

2. Number of Hours Per Semester

Theory (hours)	Practice (hours)	Self-study (hours)
4	20	20

3. Number of Hours per Week for Individual Advice

1) Students will spend at least 4 hours per trimester exploring social theories and gender theories and use their critical thinking to implement theories on weekly case studies and present their views to classmates



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- 2) Students will practice their leadership skills by introducing various gender inequality and gender violation topics on the online application device. They will encourage other group mate to discuss on their topics. Each group mate will take turn leading the discussion. This is a weekly practice.
- 3) Students will spend time after class learning new various gender inequality and gender violation exists in their own communities and choose their main focus area in gender issues to organize the final class exhibit and gender issues campaign as their final project.
- 4) 4 hours/week
- 5) Students could make requests for appointments whenever necessary.



Section 4: Development of the expected learning outcomes

1. Short summary on the knowledge or skills that the course intends to develop in students (CLOs)

By the end of the course, students will be able to

1. CLO1 Understand basic numerical data and the use of technology in the study of human activities
2. CLO2 Explain current economic processes as globalization, transportation and trade and their impact on cultural, social and further economic processes
3. CLO3 Understand demographic, social and cultural phenomena as migration, social relations and cultural identity
4. CLO4 To acquire a functional level of understanding of such environmental systems as climate and biogeography
5. CLO 5 Interrelate a variety of political systems and nation state identities which administratively subdivide the regions of the world
6. CLO 6 Express and defend ideas and critically evaluating ideas of others

1. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLOs	Teaching and learning experience management					Learning outcomes measurements			
	Lecture	Discussion	Group work	Presentation	VDO Documentary	Individual Report	Presentation	Quiz	Essays



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CLO1	X	x		x	x	x	x		x
CLO2	x	x	X		x	x		x	
CLO3	x	x		x	x	x	x		x
CLO4	x	x		x	x	x	x	x	
CLO5	x	x	x			x			
CLO6	x	x	x	x		x	x	x	x

SECTION 5 LESSON PLAN AND EVALUATION

1. Lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00- 13.50 (Section 2) Introduction to Course, Assessments, &General Guidelines	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimne t
2	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00- 13.50 (Section 2) The importance of geography and the development of geography	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimne t



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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
3	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00- 13.50 (Section 2) Spatial perspectives and Ecological perspectives in Geography for the human utilization of the environment	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
4	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00- 13.50 (Section 2) Factors that contribute to the establishment of human civilizations and the such factors in the increase in world	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
		2	2		
5	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00- 13.50 (Section 2) ographic forces that determine a country's population growth patterns and population pyramid	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
6	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2)	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet



Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
	Migration at the global and national levels. Examination of the push and pull factors in migration				
7	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2) Urban and Suburban development	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
8	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2) Urban Economic activities that influence the identity of a place	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
9	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2) Defining culture and the process of cultural formation	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
10	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2) Cultural landscapes and cultural identity	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet



Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
	duction to characteristics of culture in such major regions as North America, South America, Middle East, Asia, Europe and Africa				
11	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2) Cultural landscapes and cultural identity	2	2	Lecture, media, powerpoint, case studies, class discussion, Google Classroom	Pattaka Sa-ngimnet
12	Monday-Wednesday 10:00- 11:50 (Section 1) 12:00 – 13:50 (Section 2) oject Planning	2	2	Presentation, Google Classroom	Pattaka Sa-ngimnet
13	Final Exam				Pattaka Sa-ngimnet
	Total hours of the entire trimester	24	24		48

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

- Before the lecture period is over students must write a reflect on the lesson and write down what they've learned. Students are to consider how they would apply this concept or skill in a practical setting.



- Student must create t-chart, or draw a concept map about what they have learned. They inform what they think they have learned and what do not understand or do not know. The goal is to gain insight as to what they do and don't know.

b. Summative assessment

(1) Tool and weight for measurement and evaluation

- Quiz
- Individual Presentation and Group Presentation
- Writing assignment
- Organize the exhibition and online campaign
- Outside of class room online discussion through Flipgrid (a video discussion platform, that allows students to respond to questions, topics, and reflect using video. Students can also respond to each other, and leave comments.)

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Evaluation Method*				Weight (Percentage)
	Individual report	Group work	Quiz	Essay	
CLO1 Students should be able to analyze basic numerical data and use technology to study human activities.	5	5		5	15
CLO2 Students should become familiar with such concepts as globalization, transportation and trade and how they impact society.	5		5	5	15



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CLO3 Students should acquire knowledge of demographics of phenomena like migration, social relations and cultural identity.	5	5		5	15
CLO4 Students should have a functional understanding of such environmental systems as climate and biogeography.	5	5	5	5	20
CLO5 Students should be introduced to political systems and nation-state identities found in various regions of the world.	5			5	10
CLO6 Express and defend ideas and critically evaluating ideas of others	5	5	5	10	25
รวม	30	20	15	35	100



(2) Measurement and evaluation

Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

Group and Individual presentation rubric

Language	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging.
Comprehension	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.
Oral Performance	Regular/constant eye contact, The audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.
Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.



Leadership	<p>Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses</p> <ul style="list-style-type: none"> • Listens to others without interrupting • Can provide accurate feedback or questions for what is being said • Understands the personal characteristics of individuals within the organization and avoids language and/or behavior that could be considered offensive to them • Directly addresses conflicts with others in a productive manner • Always asks others to participate in decision-making as their ability and knowledge allows
Preparedness/ Participation/ Group Dynamics	<p>All presenters knew the information, participated equally, and helped each other as needed.</p> <p>Extremely prepared and rehearsed.</p>

Exhibition Rubric:

Presentation	The display is visually effective, drawing the eye to a logical starting place followed by a sensible sequence of images and graphics.
Interactive	Straightforward theme is introduced through a simple, creative and well designed interactive device. Viewer engagement and curiosity a
Imaginary	Straightforward theme is conveyed through a few finely crafted and detailed images. Significant creativity and personal investment are evident.
Content	Content is rich, simple and clear. Content leads viewers to new discovery.



Graphic	Textual and graphic material is concise, purposeful, and highly legible. There is an opportunity for discovery for the viewer.
Leadership	<p>Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses</p> <ul style="list-style-type: none"> • Listens to others without interrupting • Can provide accurate feedback or questions for what is being said • Understands the personal characteristics of individuals within the organization and avoids language and/or behavior that could be considered offensive to them • Directly addresses conflicts with others in a productive manner • Always asks others to participate in decision-making as their ability and knowledge allows

(3) Re-examination (if the course allows any)

Re-examination is allowed based on the Mahidol University rules

3. Students' Appeal

- Students may appeal to Social Science Division Chair for consideration
- Students may appeal to Office of Academic Affairs
- Student appeal is handled and stipulated in MUIC student handbook

Section 6 Teaching Resources

1. Textbooks and/or other documents/materials

- a. Kuby, M. et al. (2013). *Human Geography in Action* 6th Edition. Wiley: NJ.
- b. De Blij, H. (2012). *Why Geography Matters More Than Ever*. Oxford University Press: New York.
- c. Diamond, J. (2005). *Collaspe: How Societies Choose to Fail or Survive*. Penguin: London.



- d. McCrum, R. et al. (2002). *The Story of English*. Faber and Faber: London.
 - e. Harvey, D. (2001). *Space of Capital: Towards a Critical Geography*. Edinburgh University Press: Edinburgh.
 - f. De Blij, H. (1996). *Human Geography: Culture, Society, and Space* 5th Edition. John Wiley&Sons, Inc. New York.
 - g. Giddens et al. (2012). *Introduction to Sociology*. W.W. Norton & Company: New York.
2. Recommended textbooks and/or other documents/materials
- Guldbrandsen Film. (2017, October 15). Stealing Africa-Why Poverty?. Youtube. Retrieved from <https://www.youtube.com/watch?v=WNYemuiAOfU>

Section 7 Evaluation and Improvement of Course Implementation

1. 1. Strategy for Course Effectiveness Evaluation by Students

- Students' ratings of their own learning and progress
- Open teacher-student interactions
- Lecturer and students discuss clarity of class content and communication methods
- Lecturer provide informative rubric for quality and fairness of grading, assignments, and examinations

2. Strategy for Teaching Evaluation

- Self-reflection on teaching
- Gathering student feedback
- Peer Review
- Assessing student learning

3. Teaching Improvement

- An open-ended question that gets them writing/talking



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- Ask students to reflect
- Socratic seminar
- Use online application to encourage students to continue learning outside of classroom
- Turn and Talk Lecturer asks a thoughtful-provoking question about the topic and let students turn to their classmates beside them and discuss the answer to each other.

4. Verification of Standard of Learning Outcome for the Course

- Quiz
- Individual Presentation and Group Presentation
- Writing assignment
- Organize the exhibition and campaign
- Outside of class room online discussion through Easy Podcast, Podbean, or Audacity

5. Revision Process and Improvement Plan for Course Effectiveness

- Case studies will be selected based on student interest
- Documentary film will be selected based on current situation.
- Class materials such as textbooks and handout materials will be provided online.
- Lecturer attend workshop for teaching improvement



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Appendix

Table1: Relations between the course and the General Education

Table 1 Relations between the course and the PLOs Course Name Approaches to International Relations and Global Affairs (Course Code) ICGS137	PLOs						
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
	✓	✓	✓	✓	✓	✓	✓

Table 2 LOs that the course is responsible for

(Course Code)	Learning Outcomes in General Education (MU-GE LOs)				
	MLO1	MLO2	MLO3	MLO4	MLO5
CLO1 Students should be able to analyze basic numerical data and use technology to study human activities.	1.2 1.3 2.1	3.1	7.1 7.2	8.3 8.1	9.1
CLO2 Students should become familiar with such concepts as globalization, transportation and trade and how they impact society.	2.2	3.2 5.1 5.2	6.2 6.1	8.1 8.2	9.1 9.2
CLO3 Students should acquire knowledge of demographics of phenomena like migration, social relations and cultural identity.	1.1 1.3 1.4 2.1	3.2 5.1	6.2 7.1	8.2 8.3	9.2



CLO4 Students should have a functional understanding of such environmental systems as climate and biogeography.	1.3				
	1.4	3.1		6.1	8.2
	2.3	4.1			9.1
CLO5 Students should be introduced to political systems and nation-state identities found in various regions of the world.		3.2		6.2	
	2.2	5.1		6.3	8.2
		5.2		7.1	9.1 9.2
CLO 6 Express and defend ideas and critically evaluating ideas of others				7.1	9.2

MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to



Competences	LOs:	Sub LOs:
<p>1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/problems</p>	<p>1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments</p>	<p>1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning</p>
	<p>2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems</p>	<p>1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems</p>
<p>2. Creativity & Innovation: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts</p>	<p>3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation</p>	<p>1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question</p>
	<p>4. Create a novel or unique ideas, question, format, or product within a particular framework</p>	<p>1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach</p>
	<p>5. Explore and situate oneself in a new physical environment and intellectual perspectives</p>	<p>1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand</p>



Competences	LOs:	Sub LOs:
<p>3. Global perspectives & Ethics: Express one’s own ideas, interact with others, guide or lead team, as proper, as an ethically- engaged and responsible member of the society</p>	<p>6. act autonomously within context of relationships to others, law, rules, codes, and values</p> <p>7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others</p>	<p>1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built</p> <p>2. Identify the national & global challenges associated with current economic, political, and social systems</p> <p>3. Exhibit characteristics of responsible citizenship</p> <p>4. Work effectively in diverse team (and multi-cultural settings)</p> <p>1. Identify ethical issues and recognize different viewpoint and ideologies</p> <p>2. Guide & lead others</p> <p>3. Apply principles of ethical leadership, collaborative engagement, and respect diversity</p>
<p>4. Communication: Communicate effectively and confidently using oral, visual, and written language</p>	<p>8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.</p>	<p>1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports.</p> <p>2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.</p> <p>3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images.</p> <p>4. Demonstrate competence in a second or additional language</p>
<p>5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals</p>	<p>9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time</p>	<p>1. Collaborate effectively with others as a responsible team member to achieve team goals in time</p> <p>2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork</p>