

## Term Information

Effective Term Spring 2025

## General Information

Course Bulletin Listing/Subject Area Geography  
Fiscal Unit/Academic Org Geography - D0733  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3350  
Course Title Aviation Geography  
Transcript Abbreviation Aviation Geography  
Course Description Preferred (but not required) that students complete AVIATN 2000 and GEOG 2400.01 or GEOG 2400.02 as a prerequisite to gain foundational understanding of concepts applied in this course.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Thank you, completed.  
Exclusions None  
Electronically Enforced No

## Cross-Listings

Cross-Listings None

## Subject/CIP Code

Subject/CIP Code 45.0701  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

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## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Understand aviation geography and recognize regulations and policies influencing shifts in air transportation. Develop analytic skills assessing airline and airport operations across geographic areas in context of trends, logistics, and regulations

### Content Topic List

- Aviation Regions and Geography
  - Network Analysis
  - Hub and Spoke and Point to Point
  - Airline Alliances
  - Airport Systems
  - Airport Catchment
  - Airport Economic and Environmental Geography
  - International Air Transportation Regulation
  - Aviation Geopolitics

### Sought Concurrence

Yes

## Attachments

- GEOG 3350\_Aviation Geography\_Syllabus\_New Course Request\_4.19.2024.pdf: GEOG 3350: Aviation Geography Syllabus  
*(Syllabus. Owner: Godfrey, Ryan B)*
- Air Transportation\_Curriculum Map\_Pre-Major\_Revised 3.26.2024.pdf: GEOG 3350: Aviation Geography Curriculum Map  
*(Other Supporting Documentation. Owner: Godfrey, Ryan B)*
- GEOG 3350\_New Course Request\_Concurrencies\_4.19.2024.pdf: GEOG 3350: Aviation Geography Concurrencies  
*(Concurrence. Owner: Godfrey, Ryan B)*
- 3350 response document\_May 2024 REVISION\_5.9.2024.pdf: GEOG 3350 Revision Response  
*(Cover Letter. Owner: Godfrey, Ryan B)*
- Aviation Geography 3350 revised May 2024\_REVISION\_5.9.2024.pdf: GEOG 3350 Revised Syllabus  
*(Syllabus. Owner: Godfrey, Ryan B)*

## Comments

- Please see SBS Subcommittee feedback email sent 5/8/24. *(by Neff, Jennifer on 05/08/2024 03:25 PM)*
- GEOG 3350 is being submitted for consideration as a new departmental course offering for the Social Science Air Transportation Pre-Major, Bachelor of Arts and Bachelor of Arts with PPC curriculum. *(by Godfrey, Ryan B on 04/19/2024 02:29 PM)*

**COURSE REQUEST**  
3350 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
05/09/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Godfrey, Ryan B	04/19/2024 02:30 PM	Submitted for Approval
Approved	Coleman, Mathew Charles	04/19/2024 02:32 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/19/2024 05:24 PM	College Approval
Revision Requested	Neff, Jennifer	05/08/2024 03:25 PM	ASCCAO Approval
Submitted	Godfrey, Ryan B	05/09/2024 12:56 PM	Submitted for Approval
Approved	Houser, Jana Bryn	05/09/2024 01:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/09/2024 01:02 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	05/09/2024 01:02 PM	ASCCAO Approval

The Subcommittee unanimously approved the request with one question, three comments, **four contingencies**, and *three recommendations*:

- Question: The Subcommittee is unclear on what the several class days throughout the semester with no assigned readings will focus on and requests that the department provide insight on this.

*The lecture on 2/21/2025 will focus on case studies of airlines using the hub-and-spoke distribution paradigm, such as Delta. The lecture on 2/24/2025 will focus on case studies of airlines using the point-to-point distribution paradigm, such as Southwest. The 3/28/2025 lecture will involve a guest lecture from a pilot or meteorologist from the local airline industry, for example NetJets. The instructor will develop this content as soon as they arrive full-time at Ohio State in AU2024.*

- Comment: The Subcommittee notes that the syllabus makes it clear that this course will be prove difficult for certain students lacking a background in the area of study. While the department is certainly at liberty to gear this course towards students who come with relevant course experience, the Subcommittee simply wonders if this is appropriate for a 3000-level course with no required prerequisites.

*Yes, this is appropriate, given students' coursework at the 2000-level in social and economic geography, required for the major, as well as 2000-level coursework at the Center for Aviation Studies.*

- Comment: The Subcommittee notes that, based on the syllabus, there does not seem to be much opportunity for students to receive feedback from the instructor and encourages the department to consider this and perhaps incorporate feedback into the course.

*The department will work with the faculty member once they arrive in AU2024 to incorporate more student feedback opportunities into the syllabus.*

- Comment: The Subcommittee would like to point out that posting the textbook readings to Carmen Canvas might not be permitted depending on how much of each text will be posted throughout the semester. For more information regarding the rules surrounding this, please visit the [Teaching & Learning Resource Center's website](#).

*Thank you, we will investigate.*

- **Contingency:** The Subcommittee requests that the department adjust the prerequisite language in the syllabus and in the form in curriculum.osu.edu, as the Registrar will request that this be changed to more standard and concise language. Examples of possible prerequisites for the course are as follows: preferred (but not required) prerequisite course(s), a required number of credit hours taken in Geography or Aviation, a required prerequisite that introduces the ideas that this course focuses on with the option of permission of the instructor, or similar.

*Thank you, completed in syllabus and in the course request in the portal.*

- **Contingency:** The Subcommittee requests that the department remove religious accommodations from the list of absences that require documentation in order to comply with the language of the required Religious Accommodations statement. [Syllabus pp. 6, 8-9]

*Thank you, completed.*

- **Contingency:** The Subcommittee requests that the department label the Religious Accommodations statement as such rather than Faith Accommodations in order to comply with the language of the directive by the Executive Vice President and Provost. [Syllabus p. 12]

*Thank you, completed.*

- **Contingency:** The Subcommittee requests that the department use the most recent version of the Student Life Disability Services Statement, which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 14]

*Thank you, completed.*

- **Recommendation:** The Subcommittee recommends that the course calendar include the weeks of the semester with the dates that are currently listed.

*We will do this in a future version of the syllabus, before it is offered.*

- **Recommendation:** The Subcommittee recommends that the department reconsider the policy in the syllabus requiring documentation for excused absences. This policy could prove unfair to students for a variety of reasons, such as inaccessibility to healthcare. [Syllabus pp. 6, 8-9]

*We will discuss this possible change to absence policy in the fall in our Undergraduate Studies Committee. We need to consider how to implement this across multiple courses with the same attendance policy.*

- **Recommendation:** The Subcommittee recommends that the department use the most recent version of the mental health statement if it wishes to keep the statement in the syllabus. The statement was updated to include the new Suicide and Crisis Lifeline number. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 13]

*Thank you, completed.*



# SYLLABUS GEOG 3350 Aviation Geography

Spring 2025 (full term)

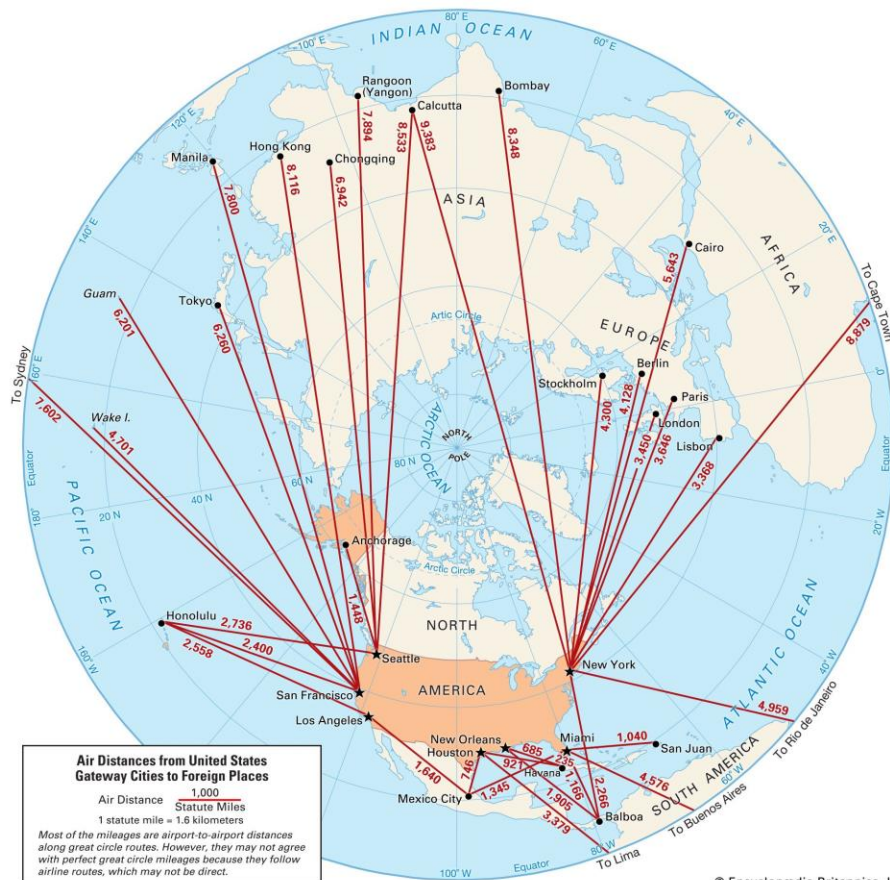
3 credit hours

In-person lecture, no distance learning option

**Day: MWF (3 weekly meetings x 55 mins)**

**Time: TBD**

**Location: TBD**



# COURSE OVERVIEW

## Instructor

**Name:** Professor Sen Wang

**Email:** TBD

**Office location:** Derby Hall 1105

**Office hours:** TBD, 3 hrs weekly

- Office hours are not individualized; you can expect multiple visitors during office hours, and a collective, group-style discussion.

**Preferred means of communication:**

- My preferred method of communication for questions is office hours. I can also answer questions by email, but please don't send me essay-like questions over email. Come to office hours with the longer, more difficult questions.
- My class-wide communications will be sent via email. I will also post announcements on Carmen.

## Teaching Assistant (TA)

**Name:** TBD

**Email:** TBD

**Office location:** TBD

**Office hours:** TBD

## Prerequisites

Preferred (but not required) that students complete AVIATN 2000 and GEOG 2400.01 or GEOG 2400.02 as a prerequisite to gain foundational understanding of concepts applied in this course.

## Course description

This course provides a comprehensive framework for understanding the fundamental elements of aviation geography. Students will explore the historical and contemporary evolution of aviation geography across various geographical scales (i.e., local, regional, national, and international) with an emphasis on the essential operational aspects of airlines and airports within a geographical context, such as airline network models and airport catchment areas. Moreover, the course will explore policies and regulations impacting aviation geography,

including environmental regulations, and introduce students to emerging challenges and trends in air transportation such as technological advancements and sustainability concerns.

Throughout the course, several teaching methods will be applied, including lectures, assigned readings, and in-class discussions. Additionally, this course will incorporate case studies to foster students' analytical skills.

## Course learning outcomes

By the end of this course, students should successfully be able to:

1. Outline the evolution and present state of aviation geography.
2. Examine current and future trends, along with potential challenges, in air transportation.
3. Recognize the regulations and policies influencing shifts in aviation geography.
4. Utilize theoretical frameworks and methodologies to solve geographic issues impacting airlines and airports.
5. Assess and contrast the operations of airlines and airports across different geographic areas, focusing on trends, logistics, and regulatory environments.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is **100% in person**. All lectures and office hours will be held on campus. **If I get sick, and coming to campus is not an option, I will post a Zoom-based video lecture on Carmen [Canvas, Ohio State's course management system](#), in place of meeting as a group.**

**Credit hours and work expectations:** This is a **3-credit-hour lecture-based course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around **3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.**



# COURSE MATERIALS AND TECHNOLOGIES

## Textbooks

### Required

We have **two required texts** for the class:

**TGTS:** Rodrigue, J. P. (2020). *The Geography of Transport Systems*. Routledge. ISBN: 978-0-367-36463-2. DOI: <https://doi.org/10.4324/9780429346323>

**TGAT:** Budd, L., & Goetz, A. R. (2014). *The Geographies of Air Transport*. Ashgate Publishing, Ltd. ISBN: 978-0-429-34632-3. DOI: <https://doi.org/10.4324/9781315557779>.

I will post chapters from these books on Carmen. You do not need to purchase these books.

We will also be reading peer-reviewed journal articles and/or book chapters. I will upload all the journal-based readings to the Carmen Canvas course page.

Some weeks have more readings than others. You should be prepared to dedicate **6 hours of work weekly to the readings**.

I will discuss the readings in my lectures so that you have a clear idea of the relationship between the readings and the lecture material. Occasionally, I will post notes on specific readings to help you understand what's going on. I encourage you to attend office hours with me as well as your TA to ask about the readings.

My biggest advice with respect to the readings is to make use of the internet while you read, for example to look up words you don't understand or read quickly on specific events. I also recommend that you consult human geography dictionaries or encyclopedias while you read.

## Other fees or requirements

- N/A

## Course technology

### Technology support

For help with your password, university email, Carmen Canvas, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7. When you enroll, you will be automatically added to the Carmen Canvas course page.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen Canvas ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen Canvas access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen Canvas at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	10
Quizzes	20
Midterm exam, take home, open book	35
Final exam, take home, open book	35
Total	<b>100</b>

## Descriptions of major course assignments and late policy

### Attendance

**Description:** Attendance will be taken during each lecture by signing an attendance log. Attendance is worth 10% of your final grade.

**Academic integrity and collaboration:** My expectation is that you are in class and sign your own name. Signing for others will constitute a COAM violation.

**Missed class?** I will not penalize you for a missed class if you provide documentation of a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. Otherwise, a missed class will count against your attendance grade.

### Quizzes

**Description:** This course will feature ten quizzes. These will be completed in class (see course calendar below). Quizzes will be graded on a 0-100 scale. Quizzes are worth 20% of the final grade.

**Academic integrity and collaboration:** My expectation is that you hand in your own, original work. Failure to complete the final exam on your own, including plagiarism violations, will constitute a COAM violation.

**Missed class?** I will not penalize you for a missed quiz if you provide documentation of a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. Otherwise, a missed quiz will count against your overall quiz grade.

## Take-home midterm exam

**Description:** The midterm exam, worth 35% of your final grade, comprises a series of short-answer questions, each with a max word count of 300. The exam is due on March 7, 2025. I will post a comprehensive grading rubric for the midterm on Carmen Canvas.

### Academic integrity and collaboration:

The midterm exam is open book, meaning that you can consult the readings, your lecture notes, and lectures slides while preparing the exams. However, you may not work in groups; my expectation is that you hand in your own, original work. Failure to complete the midterm on your own, including plagiarism violations, will constitute a COAM violation.

Your midterm exam will be submitted via a dropbox on Carmen Canvas. As part of the submission process, your midterm will be checked for plagiarism using a built-in TurnItIn application. You will receive a plagiarism score when you submit your midterm exam.

The TurnItIn app will generate a 'similarity score' which finds matching or highly similar text in your submission—measured against a comprehensive bank of sources, including previously submitted material.

Your TurnItIn results will be returned according to a color code:

Blue: No matching text

Green: One word to 24% matching text

Yellow: 25-49% matching text

Orange: 50-74% matching text

Red: 75-100% matching text

If you receive a yellow score (25-49% matching text), you will be automatically ineligible for a grade higher than a C for the midterm. If you receive an orange score (50-74% matching text) you will be automatically ineligible for a grade higher than a D for the midterm. In most cases, an orange score will earn you a failing grade. If you receive a red score (75-100% matching text) you will earn an E for the midterm exam.

**Late handing in the midterm?** For the midterm exam, there is a 10% penalty per 24-hour period after the due date. This means that if you are late with the exam, you should hold on to it for 24 hours to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty. **If you are handing in a late exam, please email me and the TA to let us know.**

I will waive midterm late penalty for a handful of reasons, for example, if you have a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. If any of these situations applies to you, I will expect an email prior to the exam so that

we can work out an alternate due date and schedule. **If you wait until the due date has passed to contact me, I will not waive the late penalties.**

## Take-home final exam

**Description:** The final exam, worth 35% of your final grade, comprises a series of short-answer questions, each with a max word count of 300. The exam is due on April 23, 2025. I will post a comprehensive grading rubric for the midterm on Carmen.

**Academic integrity and collaboration:** The final exam is open book, meaning that you can consult the readings, your lecture notes, and lectures slides while preparing the exams. However, you may not work in groups; my expectation is that you hand in your own, original work. Failure to complete the final exam on your own, including plagiarism violations, will constitute a COAM violation.

Your final exam will be submitted via a dropbox on Carmen Canvas. As part of the submission process, your exam will be checked for plagiarism using a built-in TurnItIn application. You will receive a plagiarism score when you submit your exam.

The TurnItIn app will generate a 'similarity score' which finds matching or highly similar text in your submission—measured against a comprehensive bank of sources, including previously submitted material.

Your TurnItIn results will be returned according to a color code:

Blue: No matching text

Green: One word to 24% matching text

Yellow: 25-49% matching text

Orange: 50-74% matching text

Red: 75-100% matching text

If you receive a yellow score (25-49% matching text), you will be automatically ineligible for a grade higher than a C for the final exam. If you receive an orange score (50-74% matching text) you will be automatically ineligible for a grade higher than a D for the exam. In most cases, an orange score will earn you a failing grade. If you receive a red score (75-100% matching text) you will earn an E for the final exam.

**Late handing in the final exam?** For the final exam, there is a 10% penalty per 24-hour period after the due date. This means that if you are late with the exam, you should hold on to it for 24 hours to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty. **If you are handing in a late exam, please email me and the TA to let us know.**

I will waive the final exam late penalty for a handful of reasons, for example if you have a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or

military service. If any of these situations applies to you, I will expect an email prior to the exam so that we can work out an alternate due date and schedule. **If you wait until the due date has passed to contact me, I will not waive the late penalties.**

## Grading scale

Letter grade	Numerical grade	Qualitative grade description
A	93–100	An “A” grade indicates <b>outstanding performance</b> in the class, in comparison with other students.
A-	90–92.9	An “A-” grade indicates <b>very good performance</b> in the class, in comparison with other students.
B+	87–89.9	A “B+”, “B” and “B-“ grade indicates <b>above average performance</b> in the class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students.
B	83–86.9	
B-	80–82.9	
C+	77–79.9	A “C+”, “C” and “C-“ grade indicates <b>average performance</b> in the class, in comparison with other students. Average students will be assigned +/- in comparison with other average students.
C	73–76.9	
C-	70–72.9	
D+	67–69.9	A “D+” and “D” grade indicates <b>low but acceptable performance</b> in the class, in comparison with other students. D-range students will be assigned + in comparison with other average students.
D	60–66.9	
E	Below 60	An “E” grade indicates that the student has not successfully satisfied the course requirements.

The above qualitative language on grades is adopted from

<https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments and exams, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do not check email on the weekends and after 5 p.m. during the weekday.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- ▶ **Email communication style:** My TA and I expect proper email etiquette. This means using your osu.edu email address for communication, writing the subject of your email in the subject line, identifying which class you're taking with me, being concise, not writing in block letters, using spell check, not deleting prior communications on your reply, and ending with a signature that includes your contact information. I am also expecting that you address me and the TA formally. You can find useful information on how to communicate via email at <https://onpace.osu.edu/modules/polishing-your-job-etiquette-skills/communicate-as-a-professional/e-mail-etiquette-content-area>
- ▶ **Tone and civility during lecture:** I welcome your active participation during the lectures in the form of questions regarding the material at hand. However, because it is my responsibility to ensure that students' participation in class is orderly and respectful, **my core expectation is that students will, at all times and without any exceptions, act professionally and courteously in the classroom.**
- ▶ **Tone and civility during office hours:** Office hours are not individualized; you can expect multiple visitors. As a result, let's maintain a supportive learning community during office hours where everyone feels safe and where people can disagree amicably.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](https://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](https://go.osu.edu/ten-suggestions))

## Using Artificial Intelligence (AI) in this class

AI can be useful for a variety of purposes. For example, artificial intelligence can assist in idea brainstorming. AI can help with grammar, particularly among ESL students. AI can also serve as a brainstorming tool. However, it is crucial to recognize that AI has serious downsides. For example, it can produce inaccurate or incomplete data and frequently fails to offer proper summaries of published scholarly work. Also, AI may generate plagiarized text. If you use AI-generated information that is plagiarized, you will be held accountable for any COAM implications, noted above. For more on the promises and pitfalls of AI, see <https://teaching.resources.osu.edu/teaching-topics/ai-considerations-teaching-learning>.

AI tools, such as ChatGPT and Gemini, are allowed for use in this course to develop ideas and grammar and spelling checking. Please keep in mind that you are NOT ALLOWED to use generative AI tools in this course when writing discussions or answering questions in the exams.

When you use AI tools:

- You must first **consult with me or the TA**, as well as **provide footnotes to indicate where you used AI in an assignment**. If you do not consult with us and do not receive written approval to use AI, you cannot use it.
- **You need to be responsible for any information you submit in an assignment using generative AI, keeping in mind the points raised above about the fallibility of AI-generated information. If an AI tool generates plagiarized content, and you use it, you are responsible for the plagiarized content as per COAM.**

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials



The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or

flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

## Land Acknowledgement

We acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## COURSE SCHEDULE

TOPIC	DATE	READINGS	QUIZ
<b>Course Overview</b>	1.6.2025	Syllabus REVIEW	--
<b>Introduction to Air Transportation Geography</b>	1.8.2025	TGTS, Chapter 1 (Transportation and Geography), pp. 1-55.	--
<b>Historical Development of Air Transportation Geography</b>	1.10.2025	No reading	Quiz 1
<b>Factors Shaping Aviation Geography</b>	1.13.2025	F. Dobruszkes and G. Van Hamme (2011). The Impact of the Current Economic Crisis on the Geography of	--

<b>Factors Shaping Aviation Geography</b>	1.15.2025	<p>Air Traffic Volumes: An Empirical Analysis. <i>Journal of Transport</i> 19(6), pp. 1387-1398.</p> <p>H. Küçükönal and G. Sedefoğlu (2017). The Causality Analysis of Air Transport and Socio-economics Factors: The Case of OECD Countries. <i>Transportation Research Procedia</i> 28 (1), pp. 16-26.</p> <p>B. Graham (1998). Liberalization, Regional Economic Development and the Geography of Demand for Air Transport in the European Union. <i>Journal of Transport Geography</i> 6(2), pp. 87-104.</p> <p>A. R. Goetz and C. J. Sutton (1997). The Geography of Deregulation in the U.S. Airline Industry. <i>Annals of the Association of American Geographers</i> 87(2), pp. 238-263.</p>	
<b>Factors Shaping Aviation Geography</b>	1.17.2025	No reading	Quiz 2
<b>Martin Luther King Day</b>	1.20.2025	<b>NO CLASSES, OFFICES CLOSED</b>	--
<b>Air Transportation Geography: North America</b>	1.22.2025	TGAT Chapter 9 (Geographies of Air Transport in North America), pp. 143-166.	--
<b>Air Transportation Geography: Europe</b>	1.24.2025	<p>TGAT Chapter 10 (Geographies of European Air Transport), pp. 167-186.</p> <p>H. Matsumoto and K. Domae (2019). Assessment of Competitive Hub Status of Cities in Europe and Asia from an International Air Traffic Perspective. <i>Journal of Air Transport Management</i> 78(1), pp. 88-95.</p>	Quiz 3
<b>Air Transportation Geography: Asia-Pacific</b>	1.27.2025	TGAT Chapter 11 (Air Transport Geographies of the Asia-Pacific), pp.187-210.	--

<b>Air Transportation Geography: Latin America</b>	1.29.2025	TGAT Chapter 12 (Geographies of Latin American Air Transport), pp. 211-230.  R. P. Oliveira, A. V. M. Oliveira, G. Lohmann and H. Bettini. (2020). The Geographic Concentrations of Air Traffic and Economic Development: A Spatiotemporal Analysis of Their Association and Decoupling in Brazil. <i>Journal of Transport Geography</i> Vol. 87(online), pp. 102792 (1-17).	--
<b>Air Transportation Geography: The Middle East</b>	1.31.2025	TGAT, pp. 231-247.	Quiz 4
<b>Air Transportation Geography: Africa</b>	2.3.2025	TGAT Chapter 13 (Geographies of Middle Eastern Air Transport), pp. 247-267.  J. Charlier and F. Dobruszkes (2020). Between External Forces and Internal Factors: The Geography of Domestic Airline Services in South Africa. <i>Journal of Transport Geography</i> Vol. 87(online), pp. 102792 (1-11).	--
<b>Network Analysis</b>	2.5.2025	TGTS Chapter 2 (Transportation and the Spatial Structure), pp. 56-89.	--
<b>Network Analysis</b>	2.7.2025	J. Wang, H. Mo, F. Wang and F. Jin (2010). Exploring the Network Structure and Nodal Centrality of China's Air Transport Network: A Complex Network Approach. <i>Journal of Transport Geography</i> 19(4), pp. 712-721.	
<b>Network Analysis</b>	2.10.2025		Quiz 5
<b>Hub And Spoke Network</b>	2.12.2025	M. E. O'Kelly (1998). A Geographer's Analysis of Hub-and Spoke Networks. <i>Journal of Transport Geography</i> 6(3), pp. 171-186.  D. L. Bryan and M. E. O'Kelly (2002). Hub-and-Spoke Networks in Air Transportation: An Analytical Review.	

		Journal of Regional Science 39(2), pp. 275-295.	
<b>Case Study of Selected Airlines</b>	2.14.2025	No reading	--
<b>Case Study of Selected Airlines</b>	2.17.2025	No reading	--
<b>Point To Point Network</b>	2.19.2025	M. E. O'Kelly and Y. Park (2023). Contrasts in Sustainability between Hub-Based and Point-to-Point Airline Networks. <i>Sustainability</i> 15(20). DOI: 10.3390/su152015111  X. Fu, H. Jin, S. Liu, T. H. Oum and J. Yan (2019). Exploring Network Effects of Point-To-Point Networks: An Investigation of the Spatial Patterns of Southwest Airlines' Network. <i>Transport Policy</i> 76(1), pp. 36-45.	Quiz 6
<b>Case Studies of Selected Airlines</b>	2.21.2025	No reading	--
<b>Case Studies of Selected Airlines</b>	2.24.2025	No reading	--
<b>Airline Alliance and Partnerships</b>	2.26.2025	C.-H. Chan, T.-H. Chu, J.-H. P. Wu and T.-H. Wen (2021). Spatially Characterizing Major Airline Alliances: A Network Analysis. <i>ISPRS International Journal of Geo-Information</i> 10(1). DOI: 10.3390/ijgi10010037	--
<b>Airline Alliance and Partnerships</b>	2.28.2025	No reading	Quiz 7
<b>Geography of Air Cargo Logistics</b>	3.3.2025	K. A. Alkaabi and K. G. Debbage (2011). The Geography of Air Freight: Connections to U.S. Metropolitan Economies. <i>Journal of Transport Geography</i> 19(6), pp. 1517-1529.	--
<b>Charter/Business Sector</b>	3.5.2025	No reading	--
<b>Midterm Exam—no class</b>	3.7.2025	<b>Midterm Exam Due</b>	--
<b>Spring Break</b>	3.10.2025	No Classes, Offices Open	--
	3.12.2025	No Classes, Offices Open	--
	3.14.2025	No Classes, Offices Open	--
<b>Airport System</b>	3.17.2025	TGTS Chapter 6 (Transportation Terminals), pp. 208-247.	--

<b>Airport Accessibility</b>	3.19.2025	D. Bao, S. Hua and J. Gu (2016). Relevance of Airport Accessibility and Airport Competition. <i>Journal of Air Transport Management</i> 55(1), pp. 52-60.	--
	3.21.2025		Quiz 8
<b>Airport Catchment Area and Passenger Leakage</b>	3.24.2025	Y. Gao (2020). Estimating the Sensitivity of Small Airport Catchments to Competition from Larger Airports: A Case Study in Indiana. <i>Journal of Transport Geography</i> 82(online), 102628 (pp.1-11).	--
<b>Airport Catchment Area and Passenger Leakage</b>	3.26.2025	K. W. Yirgu and A. M. Kim (2024). Airport Choices and Resulting Catchments in the U.S. Midwest. <i>Journal of Transport Geography</i> 114. DOI: 10.1016/j.jtrangeo.2023.103743  Y. Gao; J. Wei-Kocsis; N. Kong; S. Wang; G. Duncan; D. Skwarek; L. Anstine (2023). <i>Toolkit for Establishing Airport Catchment Areas</i> . Washington D.C. National Academies (Sciences Engineering and Medecine) and Transportation Research Board. Online at <a href="https://doi.org/10.17226/27424">https://doi.org/10.17226/27424</a>	--
<b>Guest Lecture—visit from local air industry</b>	3.28.2025	No reading	Quiz 9
<b>Airport Economic Geography</b>	3.31.2025	TGTS Chapter 3 (Transportation, Economy, and Society), pp. 90-123.  E. Fernandes, R. R. Pacheco and M. E. Braga (2014). Brazilian Airport Economics from a Geographical Perspective. <i>Journal of Transport Geography</i> 34(1), pp. 71-77.	--
<b>Airport Economic Geography</b>	4.2.2025	2020 Colorado Aviation Impact Study @ <a href="https://www.codot.gov/programs/aeronautics/studies-plans-reports/2020ceis">https://www.codot.gov/programs/aeronautics/studies-plans-reports/2020ceis</a>	--
<b>Airport Environmental Geography</b>	4.4.2025	TGTS Chapter 4 (Transport, Energy, and Environment), pp. 124-150.	--

<b>Airport Environmental Geography</b>	4.7.2025	<p>R. R. Sobotta, H. E. Campbell and B. J. Owens (2007). Aviation Noise and Environmental Justice: The Barrio Barrier. <i>Journal of Regional Science</i> 47(1), pp. 125-154.</p> <p>A. Mahashabde, P. Wolfe, A. Ashok, C. Dorbian, Q. He, A. Fan, et al. (2011). Assessing the Environmental Impacts of Aircraft Noise and Emissions. <i>Progress in Aerospace Sciences</i> 47(1), pp. 15-52.</p>	
<b>International Air Transportation Policy, Regulation, and Geopolitics</b>	4.9.2025	H. Zuan, D. Ellis and R. Pagliari (2021). Geopolitics and the ASEAN Single Aviation Market: Aspirations Versus Realities. <i>Transportation Research Procedia</i> 59, pp. 59-104.	--
<b>International Air Transportation Policy, Regulation, and Geopolitics</b>	4.11.2025	No reading	Quiz 10
<b>Trends and Challenges of Air Transportation</b>	4.14.2025	<p>D. Shen and Y. Cao (2016). Aerotropolis Formation and Evolution: Insights from New Economic Geography. <i>International Journal of Sustainable Development</i> 19(3), pp. 246-256.</p> <p>L. A. Garrow, B. J. German and C. E. Leonard (2021). Urban Air Mobility: A Comprehensive Review and Comparative Analysis with Autonomous and Electric Ground Transportation for Informing Future Research. <i>Transportation Research Part C: Emerging Technologies</i> 132. DOI: 10.1016/j.trc.2021.103377</p>	--
<b>Trends and Challenges of Air Transportation</b>	4.16.2025	No reading	--
<b>Course Wrap-Up/Exam Review</b>	4.18.2025	No reading	--
	4.21.2025	No reading	--
<b>Final Exam</b>	4.23.2025	<b>Final Exam Due</b>	--



Concurrence request for Geog 3350: Aviation Geography

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**From:** Houser, Jana <[houser.262@osu.edu](mailto:houser.262@osu.edu)>  
**Sent:** Wednesday, April 3, 2024 8:29:23 AM  
**To:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Cc:** Coleman, Mat <[coleman.373@osu.edu](mailto:coleman.373@osu.edu)>; Godfrey, Ryan <[godfrey.117@osu.edu](mailto:godfrey.117@osu.edu)>  
**Subject:** Concurrence request for 3350 Aviation Geography

Hello Bernadette,

The department of geography is proposing a new course in aviation geography - GEOG 3350. Would you be able to send the attached syllabi off to the Appropriate individuals in the following departments: Anthropology, CAS, Communications, Economics, Political Science, and Sociology? Any inquiries and all responses should be directed toward me at [houser.262@osu.edu](mailto:houser.262@osu.edu).

Thank you!

-Jana

Dr. Jana Houser  
Director of Undergraduate Studies  
Associate professor of meteorology.  
Atmospheric sciences program.  
Department of geography.  
The Ohio State University  
Columbus, OH

**From:** Houser, Jana <[houser.262@osu.edu](mailto:houser.262@osu.edu)>  
**Sent:** Wednesday, April 3, 2024 8:30 AM  
**To:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Cc:** Coleman, Mat <[coleman.373@osu.edu](mailto:coleman.373@osu.edu)>; Godfrey, Ryan <[godfrey.117@osu.edu](mailto:godfrey.117@osu.edu)>  
**Subject:** Re: Concurrence request for 3350 Aviation Geography

Sorry, one clarification, please request concurrences by close of business April 17.

-Jana

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**From:** Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>  
**Sent:** Wednesday, April 3, 2024 11:23 AM  
**To:** Williams, Kristi <[williams.2339@osu.edu](mailto:williams.2339@osu.edu)>; Caldeira, Gregory <[caldeira.1@polisci.osu.edu](mailto:caldeira.1@polisci.osu.edu)>; Yang, Huanxing <[yang.1041@osu.edu](mailto:yang.1041@osu.edu)>; Garrett, Kelly <[garrett.258@osu.edu](mailto:garrett.258@osu.edu)>; McGraw, Scott

<mcgraw.43@osu.edu>; Stringer, Blake <stringer.97@osu.edu>

**Cc:** Houser, Jana <houser.262@osu.edu>; Tomasko, David <tomasko.1@osu.edu>

**Subject:** FW: Concurrence request for 3350 Aviation Geography

Dear Chairs and Directors,

Please find attached a proposal for new course Geography 3350 "Aviation Geography." The Department of Geography is requesting concurrence for the proposed new course. Please email your responses/concurrences to Jana Houser ([houser.262@osu.edu](mailto:houser.262@osu.edu)), Director of Undergraduate Studies in the Department of Geography, and cc me. *Responses are due by **Wednesday, April 17, 2024***. Please note that if the Department of Geography does not hear back from you by that date, concurrence will be assumed.

Please let me know if you have any questions.

Many thanks,  
Bernadette

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Hi Jana,

Sociology is happy to offer concurrence.

Best,  
Kristi

**Kristi Williams**

Professor and Chair

**Department of Sociology**

The Ohio State University

238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210-1222

[williams.2339@osu.edu](mailto:williams.2339@osu.edu) / [sociology.osu.edu](http://sociology.osu.edu)

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Hi Jana,

Aviation sends its concurrence for this course. I have copied Dr. Stringer and Dr. Tomasko for awareness.  
Shannon

**Shannon McLoughlin Morrison, Ph.D.**

Assistant Director, Academics and Program Assessment

**Center for Aviation Studies**

242 Bolz Hall, 2036 Neil Avenue, Columbus, OH 43210-1110  
614-292-8028 Office  
[morrison.413@osu.edu](mailto:morrison.413@osu.edu)  
Pronouns: she/they / Honorific: Dr.

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Dear Dr. Houser,

The School of Communication is happy to grant the request for concurrence regarding Geography's new course, *Geography 3350: Aviation Geography*.

Regards,

Dr. Susan L. Kline, PhD  
Undergraduate Communicaton Program Chair

## Social Science Air Transportation (Pre-Major) and (BA) Curriculum Map - GEN Department of Geography

*Revised 3/26/2024 (Integration of proposed GEOG 3350: Aviation Geography - Highlighted)*

LEARNING GOALS
1. Students acquire and apply foundational knowledge from the introductory courses in the core of the major to explain flight performance as well as federal and international aviation laws and politics.
2. Students acquire and apply statistical skills to critically evaluate data and research findings in the literature (e.g. geospatial data).
3. Students apply quantitative skills to understand the management and operations of aviation-specific organizations such as aircraft manufacturers, airlines, airports, and the air traffic management system.
4. Students acquire knowledge about the social, political, economic, and/or physical structures - including weather and climate - of transportation systems and apply it to explain individual and organizational behaviors.
5. Students explain performance, law, regulations, and policies related to transportation systems.
6. Students comprehend the structure of industry and communications flows and are able to pinpoint sources of an remedies for administrative disagreements.
7. Studens are able to demonstrate how knowledge of advanced aircraft performance has implications for decision-making by management for airports, airlines and aviation service providers.

F= Foundational I= Intermediate A= Advanced	Cr Hrs	Learning Goals						
		1	2	3	4	5	6	7
<b>Aviation and Geography Pre-Major Requirements</b>								
	3	F		F	F	F		F
	5	F						F
	3		F		F			
	3	I		I	I	I	I	
<b>Aviation and Geography Core Requirements</b>								
	3	F			F		F	F
	3	I	I					I
	3							
	3	I			I	I	I	
	3	I	I					I
	3	A	A	A	A	A	A	A
	3	A		A	A	A	A	
	3		A					
<b>Professional Pilot Certification Specialization</b>								
	2	F						F
	2	F						F
	2	F						F
	3	I						I
	3	I						I
	3	A						A
	3	A						A
	2	A						A
	2	A						A
<b>OR</b>								
	2	A						A
	2	A						A
<b>Aviation Electives (non-PPC)</b>								
	2	F						F
	2	F						F
	3	F			F			F
	3	I			I			I

AVIATN 2900: Air Traffic Control Fundamentals	3	F		F	F			F
AVIATN 3193: Individual Studies in Aviation	2-5	I	I	I	I	I	I	I
AVIATN 3400: Aviation Accident Investigation	3	I	I	I	I	I	I	I
AVIATN 3600: Business & Corporate Aviation Management	3	I	I	I	I	I	I	
AVIATN 3700: Building a Diverse Workforce in Aviation	3				I		I	
AVIATN 4000: Air Transportation Analysis I	2-5	I	I	I	I	I	I	I
AVIATN 4193: Individual Studies in Aviation	3	I	I	I	I	I	I	I
AVIATN 4200: Aviation Dispatch Fundamentals	3	I				I		I
AVIATN 4201: Applied Aircraft Dispatch	3	A				A		A
AVIATN 4400: Airport Management	3	I	I	I	I	I	I	I
AVIATN 5000: Air Transportation Analysis II	3	A	A	A	A	A	A	A
AVIATN 5102: Flight Instructor AME Flight Lab	1	A						A
AVIATN 5193: Individual Studies in Aviation	2-5							
AVIATN 5200: Instrument Instruction Methodology	2	A						A
AVIATN 5201: Instrument Instruction Flight Lab	1	A						A
AVIATN 5194: Group Studies in Aviation	2-5							
<b>Social Science Electives: Geography Electives (Requires 2 courses minimum)</b>								
GEOG 2200.01: Mapping Our World	3		F					
GEOG 3600: Space, Power & Political Geography	3				I	I	I	
GEOG 3701: The Making of the Modern World	3				I			
GEOG 3702: Life and Death Geographies: Confronting Global Change	3				I			
GEOG 3750: Geography of North America	3				I	I	I	
GEOG 3900.01 or GEOG 3900.02: Global Climate Change: Causes & Consequences	3				I			
GEOG 5200: Cartography	3		A					
GEOG 5210: Fundamentals of GIS	3		A					
<b>GEOG 3350: Aviation Geography (Proposed for SP25)</b>	<b>3</b>	<b>A</b>		<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
GEOG 5301: Sustainable Transportation	3				A	A		
GEOG 5700: Geography of Development	3				A			
GEOG 5802: Globalization & Environment	3				A			
<b>Social Science Electives: SBS Electives (Choose additional courses)</b>								
COMM 2367: Persuasive Communication	3							F
COMM 2331: Strategic Communication Principles	3				F			F
COMM 3331: Communication in Decision Making	3					I	I	
COMM 3545: Human-Computer Interaction	3				I			
COMM 2540: Intro to Communication Technology	3							F
COMM 3325: Intro to Organizational Communication	3				I		I	
COMM 3668: Intercultural Communication	3				F			
COMM 3443: Global Media	3				I			
COMM 3330: Communication & Conflict Management	3				I		I	
COMM 3597.02: Media & Terrorism	3				I			
INTSTD 4800: Cultural Diplomacy	3				I			
INTSTD 5800: International Law	3				A	A	A	
INTSTD 5195: Selected Topics in International Studies	3				A			
INTSTD 3701: Intro to Homeland Security	3				I		I	
POLITSC 2150: Voters & Elections	3				F			
INTSTD 4700: Terror and Terrorism	3				I		I	
POLITSC 3115: Intro to the Policy Process	3				I		I	
POLITSC 4200: Politics of Modern Democracies	3				I			
POLITSC 4318: Politics of International Terrorism	3				I		I	
PSYCH 4525: Psychology of Personal Security	3				I			
SOC 2309: Intro to Law & Society	3				F	F		