

LSC Use Only Proposal No:

LSC Action-Date: AP-4/4/13

UWUCC Use Only Proposal No: 12-82d

UWUCC Action-Date: App-4/9/13

Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: GEOG 230 Cultural Geography

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail S. Sechrist</i>	11/28/13
Department Chairperson(s)	<i>John Sechrist</i>	11/28/13
College Curriculum Committee Chair	<i>Dean M. Sechrist</i>	2/6/13
College Dean	<i>Dean</i>	2/6/13
Director of Liberal Studies (as needed)	<i>John H. Hill</i>	4/8/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly TECC / C. Nardi</i>	3/25/13
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	4/9/13

Received

APR 5 2013

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MAR 29 2013

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FEB 8 2013

Liberal Studies Liberal Studies Liberal Studies

GEOG 230 Cultural Geography New Syllabus of Record

I. Catalog Description:

GEOG 230 Cultural Geography

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisite: None

Introduces cultural geography, including folk and popular culture, religion, language, ethnicity and race, population, agriculture, urban, and political geography, human relationships with the natural environment, culture regions, cultural diffusion, cultural interaction, globalization, and cultural landscapes.

II. Course Objectives:

By the end of the semester students will be able to:

Objective 1:

Apply the basic concepts and themes of the subfield of cultural geography to the world around them.

Expected Student Learning Outcomes 1-2: Informed Learners and Empowered Learners

Rationale: To model the natural and cultural worlds geographers use culture regions to organize information about places. Cultural traits are examined with diffusion to understand the past and present from historical and social perspectives. Map questions on exams, essays on the bagel diffusion, cultural ecology, and cultural interaction assess student's understanding of these relationships across time and place. Critical thinking skills are assessed with *The Power of Place* essay where students apply the 5 themes from the textbook with examples from *The Power of Place*. Exam questions, essay assignments, and LMS postings on the pros and cons of genetic engineering and "Should English be the Official Language of the U.S." assess student's understanding of themselves and a respect for the identities, histories, and cultures of others.

Objective 2:

Demonstrate an understanding of the relationships between humans and the natural environment, both how humans are impacted by nature and how humans impact nature.

Expected Student Learning Outcomes 1-2: Informed Learners and Empowered Learners

Rationale: To model the interactions between the natural and cultural worlds geographers use cultural ecology (human environment interaction). Each topic of the course includes examples of how humans and nature interact. An essay on cultural ecology and questions on the exam assess student's understanding of these relationships across various topical areas of the course.

Objective 3:

Interpret a variety of cultural landscapes, including the development and significance of these human built landscapes.

Expected Student Learning Outcomes 1-2: Informed Learners and Empowered Learners

Rationale: The human built landscapes on the Earth can be thought of as large scale models of the interactions between the natural and cultural worlds. Each topic of the course includes examples of how humans reflect their culture in their cultural landscapes. An essay on cultural landscapes based on a video, a cultural

landscape images assignment and questions on the exams assess student's understanding of how culture is reflected in the cultural landscape.

Objective 4:

Compare the similarities and differences between cultures and cultural traits in a globalizing world.

Expected Student Learning Outcomes 1-3: Informed Learners; Empowered Learners, and Responsible Learners

Rationale: The understanding and appreciation of cultural diversity is a broad theme of the course and students become informed learners as they evaluate the differences between cultures, they are empowered learners as they critically analyze and access these differences, and they are responsible learners as they demonstrate concern for social justice and an understanding of themselves and other cultures. These are assessed in the language map assignment, *The Power of Place* essay, and the Two Nations in Search of a State article assignment and exam questions.

Objective 5 Nonwriting Intensive Section:

Examine the importance of place and time in the study of cultural geography.

Objective 5 Writing Intensive Section:

Examine the importance of place and time using writing assignments.

Expected Student Learning Outcomes 1-2: Informed Learners and Empowered Learners

Rationale: The understanding and appreciation of the impact of place and time is another broad theme of the course and students become informed learners as they appreciate how cultural diffusion, culture regions, and cultural landscapes are developed through time and space. This is assessed particularly in the bagel essay, *The Power of Place* essay, and the final exam themes essay. In the writing intensive section a Caste Essay examines the themes of cultural interaction and globalization, a Cultural Ecology essay examines human impacts on nature (Aral Sea) and nature's impacts on humans (climate's role in evolution), and a Cultural Landscape Essay addresses the theme of cultural landscapes.

Objective 6:

Illustrate the contributions of women and cultural minorities to geographic study and processes.

Expected Student Learning Outcomes 1-3: Informed Learners; Empowered Learners, and Responsible Learners

Rationale: The contributions of women and cultural minorities are developed especially in the Ethnic and Race Topic/Chapter and in *The Power of Place* essay assignment. DeBlij grew up in the Republic of South Africa and his description of apartheid is often the first students have heard of this topic, additionally he has a powerful chapter on the differences in cultures between women and men. This is assessed particularly in *The Power of Place* essay and the final exam themes essay.

III. Course Outline:

- | | |
|---|--------------------|
| A. Cultural Geography: A Thematic Introduction | 5 Academic Hours |
| 1. What is Geography? | |
| 2. Organization of Geographical Studies | |
| 3. Themes in Cultural Geography | |
| B. Maps | 2 Academic Hours |
| 1. Maps and Map Scale | |
| 2. How is Information Shown on Maps? | |
| C. Folk and Popular Culture: Many Worlds | 3.5 Academic Hours |
| 1. U.S. Folk Culture Regions and Architecture | |
| 2. Folk Cultural Ecology | |
| 3. Popular Cultural Landscapes | |
| 4. Cultural Interaction in Popular Culture | |
| D. Population Geography: Peopling the Earth | 2.5 Academic Hours |
| 1. World Population Distribution and Terms | |
| 2. Environmental Influence on Population Distribution | |
| <u>Exam 1</u> | 1 Academic Hour |
| E. The Geography of Language: Speaking About Places | 4 Academic Hours |
| 1. Classification, Distribution, and Diffusion of Languages | |
| 2. Language Universals, Language Change and Variation | |
| 3. Cultural Interaction and Linguistic Ecology | |
| F. Geographies of Race and Ethnicity | 2 Academic Hours |
| 1. Ethnic Groups & Regions in the U.S. | |
| 2. Ethnic Interaction and Ecology | |
| 3. Population Migration Trends | |
| 4. An Ethnic Case Study: Czech Immigrants in U.S. | |
| G. Political Geography: A Divided World | 5 Academic Hours |
| 1. The State and the Nation-State | |
| 2. Separatism and Intrastate Conflict and Political Ecology | |
| 3. Local Political Redistricting | |
| H. The Geography of Religion: Spaces and Places of Sacredness | 4 Academic Hours |
| 1. Global Patterns of Religion | |
| 2. Major Characteristics of World Religions | |
| 3. Religious Circulation and Ecology | |
| <u>Exam 2</u> | 1 Academic Hour |
| I. Agricultural Geography: Food from the Good Earth | 5 Academic Hours |
| 1. Global Agricultural Regions and Diffusion | |
| 2. Cultural Interaction and Agricultural Landscapes | |

- J. From Industrial to Information Age 2 Academic Hours
 1. Industrial Regions and Diffusion
 2. Industrial Ecology
- K. Spatial Organization of Cities 4 Academic Hours
 1. The Functions of Urban Areas
 2. Megalopolis: An Urban Region
 3. Systems of Urban Settlements (Inter-city Relationships)
 4. Cultural Diffusion in the City: The Urban Landscape
- L. One World or Many? Globalization the End of Geography? 1 Academic Hour

FINAL EXAM

2 Hours

IV. Evaluation Methods and Exam Policies for Non-Writing Intensive Section:

1. The final grade based on 540 points will be determined as follows:
 - a. Semester Exams (200 points total) 37%
Two 100 point exams with short identification, multiple choice, T/F, map identification, & essays.
 - b. Exercises, Papers, Migration, & de Blij book Essays (210 points) 39%
Key Assessment de Blij Book Essay 9.26% of Total Grade
 - c. Cumulative Final Exam (130 points) 24%
Key Assessment Themes Essay 15.4% of Final Exam grade (3.7% of Total Grade)
2. Make-up exams will be given if you are absent on the day of the exam.

Evaluation Methods and Exam Policies for the Writing Intensive Section:

1. The final grade based on 640 points will be determined as follows:
 - a. Semester Exams (200 points total) 31.25%
Two 100 point exams with short identification, multiple choice, T/F, map identification, & essays.
 - b. Exercises, Papers, Migration, & de Blij book Essays (310 points) 48.44%
Key Assessment de Blij Book Essay 10.9% of Total Grade
 - c. Cumulative Final Exam (130 points) 20.31%
Key Assessment Themes Essay 15.4% of Final Exam grade (3.1% of Total Grade)
2. Make-up exams will be given if you are absent on the day of the exam.

STUDENT OUTCOMES ASSESSMENT MATRIX for CULTURAL GEOGRAPHY:

Conceptual Framework	INTASC Standards	NCSS Standards	Course Objectives & Topic Areas	Assessment Technique
1a	1	1. Culture	Objectives 1, 3, 4, 5, & 6 Entire Content of course	Exams and *Book Essay *Themes Essay on Final
		2. Time, Continuity, and Change	Objective 5. Cultural Origins and Diffusion covered throughout course	Diffusion questions on exams, Bagel Essay, and *Book Essay
		3. People, Places, & Environments	Objectives 1-6 Entire Content of course	Exams and *Book Essay *Themes Essay on Final Cultural Ecology Essay
		4. Individual Development and Identity	Objectives 1, 3, & 5 Migration & de Blij book	Family Migration Essay
		6. Power, Authority, and Governance	Objective 1, 3, 4, 5 Political Geography	Political Geography Exam Questions
		7. Production, Distribu-	Objective 1, 2, 3, 4, 5	Certain Agricultural,

		tion, and Consumption	Agricultural Geography, Industries, & Urban	Industrial and Urban Exam Questions
		8. Science, Technology, & Society	Objective 4, 5 From Industrial to Information Age	Certain Exam Questions on Industrial Revolution
		9. Global Connections	Objectives 1-6 Covered throughout course and in topic and theme of de Blij book	Globalization Questions on Final Exam, Book Essay, 50 Most Populous Countries Exercise
		10. Civic Ideals and Practices	Objective 1, 3, 4, 5 Political Geography	Political Geography Exam Questions

*Indicates assessments designated as key assessments

Rubric for Assessing Book Essay and Final Exam Themes Essay

TARGET	ACCEPTABLE	UNACCEPTABLE
Assignment exceeds the competencies outlined in the directions, which are tied to the course objectives that it assesses.	Assignment meets basic competencies outlined in the directions, which are tied to the course objectives that it assesses.	Assignment fails to meet basic competencies outlined in the directions and typically falls significantly below the average performance of the class.

For the Book Essay scores of 88% or better are Target—all themes are correctly defined, with multiple examples and few grammar or content errors; 87-78% Acceptable—no more than one theme incorrectly defined or missing, some examples wrong or missing, and/or paper is poorly written or short; less than 78% Unacceptable—book is summarized but no themes are identified or multiple themes are missing/incorrect, or thematic examples are not from the book, and/or paper is poorly written, late and/or shorter than required.

For the Final Exam Essay question on the Five Themes of the Class:

Target--all themes basically correctly defined, some examples maybe wrong or missing

Acceptable—no more than one theme completely incorrectly defined, some examples wrong or missing

Unacceptable-- multiple themes incorrectly defined and/or examples and explanations are wrong or missing

V. Grading Scale

The scale is based on a percentage of the total points possible:

≥90 A 89-80 B 79-70 C 69-60 D <60 F

VI. Attendance Policy

The University expects all students to attend class. The instructor will develop an attendance policy that conforms to the University attendance policy.

VII. Required Books and Readings:

Textbook: Jordan-Bychkov, Terry, Mona Domosh, Roderick Neumann and Patricia L. Price. 2012. *Fundamentals of the Human Mosaic: A Thematic Introduction to Cultural Geography*. New York: W.H. Freeman.

Liberal Studies Required Book: De Blij, Harm. 2009. *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape*. New York: Oxford.

Article: Kaplan, David. 1994. "Two Nations in Search of a State: Canada's Ambivalent Spatial Identities," *Annals of the Association of American Geographers* 84(4): 585-606. www.jstor.org/stable/2564145

VIII. Special Resource Requirements: None

IX. BIBLIOGRAPHY

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Anderson, Kay, Mona Domosh, Steve Pile, and Nigel Thrift (eds.). 2003. *Handbook of Cultural Geography*. London: Sage Publications.

Carney, George O. (ed.). 1998. *Baseball, Barns, and Bluegrass: A Geography of American Folklife*. Boulder: Rowman & Littlefield.

Colten, Craig E. 2006. *An Unnatural Metropolis: Wrestling New Orleans from Nature*. Baton Rouge: Louisiana State University Press.

Cosgrove, Denis. 1998. *Social Formation and Symbolic Landscape*. Madison: University of Wisconsin Press.

Ensminger, Robert F. 1992. *The Pennsylvania Barn: Its Origin, Evolution, and Distribution in North America*. Baltimore: Johns Hopkins.

Foote, Kenneth E., Peter J. Hugill, Kent Mathewson, and Jonathan M. Smith (eds.). 1994. *Re-Reading Cultural Geography*. Austin: University of Texas Press.

Garreau, Joel. 1991. *Edge City: Life on the New Frontier*. New York: Anchor.

Goudie, Andrew. 2000. *The Earth Transformed: An Introduction to Human Impacts on the Environment*. 5th ed. Cambridge, MA: MIT Press.

Harvey, David. 2006. *Spaces of Global Capitalism: A Theory of Uneven Geographical Development*. New York: Verso.

Mitchell, Don. 1999. *Cultural Geography: A Critical Introduction*. New York: Blackwell.

Miyares, Ines M., and Christopher Airriess. 2007. *Contemporary Ethnic Geographies in America*. Lanham, MD: Rowman and Littlefield.

Newbold, K. Bruce. 2007. *Six Billion Plus: World Population in the Twenty-First Century*, 2nd ed. Lanham, MD: Rowman and Littlefield.

Ostler, Nicholas. 2005. *Empires of the Word: A Language History of the World*. New York: Harper-Collins.

Radcliff, Sarah (ed.). 2006. *Culture and Development in a Globalizing World: Geographies, Actors, and Paradigms*. London: Routledge.

Sachs, Carolyn E. 1996. *Gendered Foods: Rural Women, Agriculture, and Environment*. Boulder: Westview Press.

Stump, Roger W. 2008. *The Geography of Religion: Faith, Place, and Space*. Lanham, MD: Rowman and Littlefield.

Tuan, Yi-Fu. 1974. *Topophilia: A Study of Environmental Perception, Attitudes, and Values*. Englewood Cliffs, NJ: Prentice-Hall. (a classic work)

Zelinsky, Wilbur. 1992. *The Cultural Geography of the United States*, 2nd ed. Englewood Cliffs, NJ: Prentice-Hall.

X. **Brief Description of all course assignments for WI Section**

Assignments with * are just for WI section, the rest are for both sections

What is culture LMS Posting

What is culture? How do cultures differ? What is your experience with other cultures? When did culture begin? To make a post log into the class web page on the Learning Management System, click on the Cultural Geography Forum Link, **Your message must be at least 100 words** in response to any of these questions or you may respond to your classmates' comments on the discussion page by ____ at midnight for 7 points.

South Web Activity

Students link to the textbook web site where under Chapter 1 Web activities they find the following directions:

Where is the American South? How do your ideas about what comprises the South compare with others?

- Write down the states you consider to be part of the South.
- Make a list of 8-10 reasons you categorized those states as being "Southern"

Look back at your map of the South and your reasons for drawing the map as you did. Did you define a Socioeconomic South, or a Cultural South? Is your region a formal, functional, or vernacular culture region? Submit on the Learning Management System. 6 points

Bagel Essay

The articles, "Bagels Are Now Fast Food, And Purists Do a Slow Boil" by Molly O'Neill, *The New York Times* April 25, 1993 and "The Shmeering of America" by Dana Canedy *The New York Times* December 26, 1996, trace the diffusion of this food item. Use the material presented in these articles and identify the five types of diffusion in a one to 1.5 page essay (double spaced). If you feel that a type of diffusion is not covered in the articles, give your own example of that type of diffusion using the bagel. 15 points

Cultural Landscape Video Essay*

Select three of the landscapes described in the video, and show how they reflect the culture of that time/place. Write at least one and a half typed double spaced page (more if hand written). Title your paper Cultural Landscape. I will be looking for an understanding of the theme of cultural landscape as well as descriptions of landscape features. Try and relate your own observations of the landscape to the content of the video. 10 points

Freeport Map Exercise

In class exercise questions identifying various traits on the topographic map of Freeport, PA. Adapted also for distance education which can be used as make up for those absent. 5 points

Latitude/Longitude Exercise

In class exercise questions identifying various traits of latitude and longitude on the globe. Adapted also for distance education which can be used as make up for those absent. 4 points

50 Most Populous Countries Exercise

Using the attached list, number the countries on the map in their order of population size and write the name of the country on the map. For example: On the map find China and write "1 China" since China is the most populous country. See map on the inside cover of text. If you do not have a book, see CIA World Map.

2. Ten of these countries are fragmented (broken into several sections), S. Africa is perforated (has a hole in it), and India is prorupt (has a narrow extension). These 12 countries need to be distinguished using colors, lines, or by circling groups of islands. The countries marked with * on the next page are the only ones whose territory needs to be distinguished. Map 8 points.
3. After examining the distribution of these countries and the information in the table, write a one page to ¾ page typed essay on why do you think that these countries are the most populous? What are some traits (5 minimum) that they have in common? Note there is no one right answer to this question and there is no characteristic that all 50 will have in common. Chapter 1 of de Blij will also provide some insights. Essay 12 pts.

Cultural Landscape Images of American Popular Culture

Using the list below, search for images that illustrate 3-5 of the characteristics. These can be photos you take, pictures from web sites, magazines, books, journals and other sources (not the ones from the Lowenthal article itself, from my power point or from Chapter 2 of the text). Include the source of the image or the location where the photo was taken [Note all images **must be of places in the United States.**]. You must have **at least 5 images** (ideally one for each trait); you may have additional images up to 10.

For each image include a brief explanation of how the image illustrates the trait. 15 points

1. **Cult of Bigness:** world's largest of this or that
--resulting from the grand scale of nature that led to the bigger is better ideal
2. **Tolerance of present ugliness** to achieve a glorious future
--acceptance of structures that are makeshift, flimsy, and transient; present is sacrificed to the future
3. **Zoolike enclaves of historical artifacts, either genuine or fake**
--these relic structures are often enclosed in fences & only open during tourist hours
4. **Emphasis on Individual Features Over Aggregates**
--a row of five houses may represent five different architectural styles
5. **Preeminence of Function Over Form**
--perhaps because of the hardships of pioneer life, Americans value function more highly than beauty

Lowenthal, David. 1968. "The American Scene." *Geographical Review* 58:61-88. www.jstor.org/stable/212832

Population Questions

A series of questions answered in class about population measures and terms. 5 points

Caste Interaction and Globalization*

Read the article "India's Lower Castes Seek Social Progress in Global Job Market" ([Washington Post](http://www.washingtonpost.com) 8-20-07) then write a two page double spaced essay on how there is interaction both within Indian culture and between cultures reflected in the article; how does (and how has) caste impact(ed) other aspects of Indian culture and how has globalization impacted this process. At the beginning of your essay define cultural interaction and globalization in your own words. 20 points

Language Questions

A series of in class questions about the relationships of languages, subfamilies and families. 5 points

Mapping Language Regions: An Active Learning Activity

Purpose for the exercise: 1) To assist you in learning the location of language regions (focus your attention on what countries, or parts of countries are included in each --read the section in the text about that language family), 2) To provide you with a study map, and 3) To better acquaint you with mapping problems. You are being asked to map the

largest language families, subfamilies, and languages. Keep in mind that there are numerous other language families, subfamilies, and languages that are minority languages. 15 points

Nigerian Education Language Question

Read the article “Nigerian’s Plan: Adopt the (250) Mother Tongues” and then write a paragraph on the question: If you were the Education Minister of Nigeria, which language(s) would you have the students learn and why? 5 points

Lingua Franca Essay*

Watch the video “The Story of English: An English Speaking World” in class or on You Tube and then write at least one page on the question: Why does the world need a lingua franca and how did English become the lingua franca. 10 points

Should English be the Official Language of the U.S. Forum Discussion

Should English be the Official Language of the United States Forum Discussion. There are a lot of web sites that deal with this question. Please read some of the opinions out on the web before beginning your forum posts--look for both pro and con arguments --and be respectful this is a topic that can ignite tempers. Below are two web sites to check out. 7 pts.

<http://debatepedia.idebate.org/en/index.php/Debate: English as US official language>

<http://www.worldandi.com/newhome/public/2003/december/cipub2.asp>

Two Nations in Search of a State

Read the Kaplan article and answer the questions. Kaplan, David. 1994. Two Nations in Search of a State: Canada’s Ambivalent Spatial Identities. *Annals of the Association of American Geographers* 84(4):585-606. Available at www.jstor.org/stable/2564145 15 points

The Power of Place: Geography, Destiny, and Globalization's Rough Landscape

As part of the Liberal Studies requirements for this class you are to read another book besides the textbook. The book I have selected for this class is *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape* by Harm de Blij. You are to read the book and write a **five page** double spaced (Writing Intensive Section) paper using **12pt Times New Roman** and one inch margins. Your essay on the book should reflect your understanding of globalization and the five themes of the course. **BUT DO NOT REPEAT ALL OF THE DEFINITIONS FROM TOPIC ONE—INSTEAD SHOW THAT YOU UNDERSTAND THE THEME BY PROVIDING AT LEAST TWO EXAMPLES FROM DE BLIJ’S BOOK FOR EACH THEME AND EXPLAIN WHY YOUR EXAMPLES ILLUSTRATE THE THEME.** Use the five themes introduced in *The Fundamentals of the Human Mosaic* textbook to organize your essay (culture regions, cultural diffusion, cultural interaction, cultural ecology (nature/culture), and cultural landscapes). Check to make sure that you have included all five themes. Each of the themes do not need to be covered equally, but you should be able to identify several examples of each theme from the chapters of the book. 70 points

Chapter Titles:

Chapter One: Globals, Locals, and Mobals

Chapter Two: The Imperial Legacy of Language

Chapter Three: The Fateful Geography of Religion

Chapter Four: The Rough Topography of Human Health

Chapter Five: Geography of Jeopardy

Chapter Six: Places Open and Shut

Chapter Seven: Same Place, Divergent Destinies

Chapter Eight: Power and the City

Chapter Nine: Promise and Peril in the Provinces

Chapter Ten: Lowering the Barriers

Cultural Ecology Essay*

In your 2 page double space essay show your understanding of the theme of cultural ecology (nature-culture) using the two enclosed articles as a reference. **Do not just summarize the articles,** but illustrate the importance of

human environment interactions including other examples that you might be familiar with. Each article considers one side of human environment interaction. "Disaster of dying Aral Sea takes heavy toll in Kazakhstan" *Indiana Gazette* 12-1-96 and "Dust in sea mud may link human evolution to climate" " *The New York Times* 12-14-93 pp. C1, 18. 20 points

Genetic Engineering Pro and Con Postings and Essay

You are to search the web, or other sources, for **two** articles on the topic of genetic engineering in agriculture. **Between dates** you are to participate in a Learning Management System discussion on the topic. Reply with your posting. You are to post a minimum of **two responses** to the discussion **at different times** (as in at least a half hour between each) **including full citations** from the two articles you have read. **Each posting should have a minimum of 100 words plus the citation.** Take either a position in favor of genetic engineering or against it; you may, however, change your mind during the discussion. 15 points

Genetic Engineering Paper for Writing Intensive Section*

In addition to the posting, you are to write a 2-3 page double spaced essay, discussing the pros and cons of genetic engineering in agriculture. Include your own opinions on the subject and information from the articles you read for the class web discussion. Include the citations of the articles used. 20 points

Family Migration Geographies

For this project you will write a 1-2 page paper describing and explaining your own family migration history; you may also want to map the migration patterns. To simplify the project, trace only one side of your family back at least three generations. You need only to identify the persons by relationship, such as great-grandmother, grandmother, or mother. Begin your family migration with your great-grandparent, or earlier if you wish, and include your grandparents, **parents**, and **yourself**. If known, please include your ethnic heritage.

The object of this project is to not only to determine where your ancestors have lived, but why they may have decided to migrate (or not migrate in the case of some families). See if you can find out what were the push and pull factors involved in the various migration decisions. How was information about the intended destination gathered? Did your family members experience any problems adjusting to their new social and cultural surroundings? Finally, did your family's movement patterns represent any of the regional, national, or international movements that have occurred in the past century? 15 points

Site and Situation Exercise

In class using the definitions of site and situation students take encyclopedia descriptions of 3 US cities and determine the site and situation of those cities. Can be made up if absent. 6 points

Summary Chart for Writing Assignments

A. Writing Assignments GEOG 230 Cultural Geography

Assignment Title	# of Assignments	# of Total Pages	Graded	Revision Possible	% of final grade	Points
Learning Management Postings	3	2.5	Yes	Yes	5%	29
South Web Activity	1	.5-1	Yes	Yes	1%	6
Bagel Essay	1	1-2	Yes	Yes	2%	15
Landscape Essay	1	1-1.5	Yes	No	2%	10
50 Countries Essay Section	1	.5-1	Yes	No	2%	12
Population & Language Questions	2	1	Yes	Yes	2%	10
Caste Essay	1	2	Yes	No	3%	20
Nigerian Education	1	0.5	Yes	No	1%	5
Lingua Franca Essay	1	1	Yes	No	2%	10
Two Nations in Search of a State	1	1.5	Yes	No	2%	15
The Power of Place Essay	1	5	Yes	Yes	11%	70
Cultural Ecology Essay	1	2	Yes	Yes	3%	20
Genetic Engineering Essay	1	2	Yes	Yes	3%	20
Family Migration Essay	1	1-1.5	Yes	Yes	2%	15
Site and Situation	1	1	Yes	No	1%	6
Non Writing Map/Image Exercises	4	NA	Yes	No	NA	47
WI Totals	22	22.5-25.5			42%	263
B. Examinations						310
Exams	% of Exam W	# of Pages	Exam	% of Grade	WI Pts	
Exam 1	15%	1		16%	15	
Exam 2	25%	1.5		16%	25	
Final	38%	3		20%	49	
Totals	14%	5.5			89	56% WI

2. SUMMARY OF THE REVISIONS:

- 1) Catalog description revision
- 2) Updating the course objectives
- 3) Updating the course outline, syllabus and bibliography so that it reflects and maps to the EUSLOs
- 4) Requesting Global Citizenship Designation

3. RATIONALES FOR THE REVISIONS:

1) Rationale for revising the catalog description:

The catalog description has not been updated in at least 25 years. The new description includes other aspects of culture that are covered in the course but are not currently listed in the catalog description. In addition the other themes of the class that are not in the current description have been added. This complete list of themes replaces the statement about the literature and methods of cultural geography. The five themes used to organize the textbook and class are: culture region, cultural diffusion (the spread of culture), interactions within and between cultures including globalization, cultural ecology (human relationships with the natural environment), and cultural landscapes (which is the human built landscape and what it reflects).

2) Rationale for updating the course objectives

The course objectives were not originally written to be measurable.

3) Rationale for revision of the course outline and bibliography

The last time that the official syllabus of record was submitted through the curricular process for revision was Spring 1988 for the original Liberal Studies implementation. The syllabus has been updated to reflect the current topics included in the course. The bibliography has also been updated.

4) Rationale for designation as Global Citizenship

Geography deals with differences between places. The word geography literally means description of the earth. Some have argued that globalization has reduced the differences between places. Thus the textbook heading for the globalization chapter “Globalization the End of Geography?” Although there are some cultural characteristics that are homogenizing due to globalization, extensive cultural differences still exist in the world today.

Every systematic topic begins with a world map showing the distribution of that trait (population, language, religion, agriculture, industry, and urbanization). The differences between the languages or religions or types of agriculture are discussed especially in context of where these cultural traits are located (culture regions), how the traits have spread (diffusion), how the cultural traits interact both within and between cultures, how different cultures use the natural environment or are impacted by the natural environment, and how their culture is reflected in the human built cultural landscapes.

GE 230 Cultural Geography Old Syllabus of Record

I. CATALOG DESCRIPTION:

GE 230 Cultural Geography

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisite: None

Introduction to cultural geography, including population, settlement, historical, urban, and political geography, human relationships with the natural environment, and the literature and methods of cultural geography.

II. COURSE OBJECTIVES:

1. To become acquainted with the basic concepts and themes of the large subfield of cultural geography.
2. To consider the relationships between humans and the natural environment, including human use and abuse of the Earth.
3. To appreciate the nature and diversity of cultural landscapes, including the processes and significance of said landscapes.
4. To study the contrasts and similarities between Western and non-Western cultures, within the context of cultural geography.
5. To understand the importance of time as well as place in the study of cultural geography.
6. To appreciate the contributions of women and minorities to geographic study, and to include their role in geographic processes.
7. To provide the background necessary for taking other, more advanced, courses in human and cultural geography.

III. REQUIRED BOOKS AND READINGS:

Textbook: Jordan-Bychkov, Terry and Lester Rowntree. *The Human Mosaic: A Thematic Introduction to Cultural Geography*. 4th ed. New York: Harper and Row, 1986.

Liberal Studies Required Book:

Sauer, Carl. 1963. *Land and Life: A Selection from the Writings of Carl O. Sauer*. Berkeley: University of California Press, 1963.

IV. COURSE OUTLINE:

- A. Introducing the Course & Cultural Geography (1 class)*
 1. Course objectives, requirements, & procedures.
 2. What is cultural geography? Its nature & scope.
- B. Concepts & Methods of Cultural Geography (5 classes)
 1. Brief history & philosophy of cultural geography.
 2. Selected concepts in cultural geography (cultural ecology, environmental perception, diffusion, etc.).
 3. Some methods & approaches in cultural geography.
 4. Case studies in cultural geography.
- C. Population Geography & Population Problems (5 classes)
 1. Geographic approaches to population—spatial, etc.
 2. Basic terms & statistics—birth rates. etc.
 3. Cultural factors in population growth & problems.
 4. Food supply & other problems related to population.
- D. Prehistoric & Historical Geography (5 classes)
 1. The historical perspective in geography.

2. The historical geography of prehistoric humans.
 3. The historical/cultural geography of the American Indians.
 4. Han China and/or other case studies in historical geography.
- E. Human Economies & Land-Use (5 classes)
1. Origins & development of human economies, especially agriculture.
 2. Subsistence & commercial economies, especially agriculture.
 3. The role of women in the development of agriculture.
 4. Non-agricultural economies and land-uses.
 5. Land-use, land tenure, & economic development.
- F. Culture & Culture Areas in Geography (5 classes)
1. Basic cultural terms & processes (acculturation, etc.).
 2. Culture areas in geography—African examples.
 3. Folk culture & popular culture.
 4. Cultural landscapes—processes, patterns, & significance.
 5. Contributions of women and minorities to the landscape.
- G. The Geography of Language & Religion (5 classes)
1. Introduction to linguistic geography—terminology, classification, etc.
 2. Spatial & ecological aspects of language.
 3. Spatial & historical aspects of religion.
 4. The ecology of religion & religious landscapes.
- H. Settlement Geography & Dwellings (5 classes)
1. Introduction to settlement processes & patterns.
 2. Pioneer settlement & other types of settlement.
 3. Dwellings, barns, & related landscape features.
 4. Case studies in settlement geography & dwellings.
- I. Urban Cultural Geography (5 classes)
1. Introduction to urban geography & U.S. cities.
 2. Historical urban geography & non-Western cities
 3. Culture in the study of urban geography.
 4. Urban landscapes, urban ecology, & urban planning.
 5. Women and minorities in the city.
- J. Course Summary & Conclusions (1 class)
1. The value & uses of cultural geography.
 2. Summary of the field of cultural geography & major concepts.

* Based on 42 1-hour class periods, 1 semester, 3 classes, 3 classes per/week.

V. EVALUATION METHODS & COURSE PROCEDURES

Depending on class size and other factors, all or most of the grade evaluations for this course will be based on a minimum of three but usually four major exams, including the final exam. A few or several small projects and/or short papers or quizzes may be given, in some cases in place of one major exam.

This is primarily a “lecture course,” but there is ample time and opportunity for questions and class discussions. Slide shows and other audio/visual presentations are normally given as integrated parts of the course.

VI. SPECIAL RESOURCE REQUIREMENTS (= none)

VII. BIBLIOGRAPHY

There is a vast literature in the field of cultural geography, both in book and article form. The instructor normally gives students in this course many free “hand-outs” or reprints of articles and other materials. Also, sometimes, a few required and/or highly recommended readings are available at small cost at Copies Plus. Examples of readings in Cultural Geography include the following:

- Augelli, John P. 1962. The Rimland/Mainland Concept of Culture Areas in Middle America. *Annals of the Association of American Geographers* 52(2):119-129.
- Ballas, Donald J. 1985. Changing Ecology of the Teton Dakota Indians, 1680-1900. *Bulletin of the Illinois Geographical Society*. 27:35-47.
- Berardi, Gigi M. ed. 1986. *World Food, Population, and Development*. Totowa, NJ.: Rowan & Littlefield.
- Casagrande, Louis B. 1987. The Five Nations of Mexico. *Focus* Spring.
- Clawson, David L. 1987. Teaching Traditional Tropical Agriculture. *Journal of Geography* 86(5):204-209.
- Drake, Christine. 1983. Teaching about Third World Women. *Journal of Geography* 82(7):163-169.
- Demko, George J. and William B. Wood. 1987. International Refugees: A Geographical Perspective. *Journal of Geography* 86(5):225-228.
- McNee, Robert. 1987. Metropolitan Adventure: Exploring the Hidden City. *Journal of Geography* 86(3):92-99.
- Monk, Janice. 1983. Integrating Women into the Geography Curriculum. *Journal of Geography* 82(6):271-73.
- Rose, Harold M. 1971. *The Black Ghetto*. NY: McGraw-Hill.
- Ross, Thomas E. and Tyrel G. Moore. eds. 1987. *A Cultural Geography of North American Indians*. Boulder: Westview Press.
- Sauer, Carl O. 1963. *Land and Life: A Collection of the Writings of Carl O. Sauer*. Berkeley: University of California Press.
- Smole, William J. 1976. *The Yanoama Indians: A Cultural Geography*. Austin: University of Texas Press.
- Sopher, David E. 1967. *Geography of Religion*. Englewood Cliffs, NJ: Prentice-Hall.

Liberal Studies Course Approval General Information Responses

1. This course is not a multiple instructor course.
2. The most obvious treatment of minorities is in the Topic on Geographies of Race and Ethnicity where students learn that the term ethnic refers to a group that is a minority; that, however, is not the only place in the course where the topic occurs. In the Bagel assignment students learn how the bagel shifted from being a Jewish ethnic food created in Vienna to become simply an American food. In the Folk and Popular Cultures chapter there is a map of surviving folk culture regions, and in the Western world today Folk culture itself is a minority. Folk houses in the U.S. range from the French Canadian farmhouse to the African-American shotgun (which originated in West Africa). In Population Geography students learn about the differences in distribution, mortality, and sex ratio of women and men worldwide.

In Language Geography students hear about the minority languages around the world that are rapidly disappearing in the face of the major global languages like Mandarin, English, Spanish, and Arabic. They learn how the natural environment has played a role in the diversity and survival patterns of minority languages around the world. The online discussion about “Should English be the Official language of the U.S.” is a movement fueled by the strong usage of Spanish and other minority languages in the U.S. Ethnic separatism is discussed in Political Geography and the Kaplan assignment is a case study of the political impacts of minorities in Switzerland, Belgium, Spain, the United Kingdom and especially in Canada. In the Caste Essay the writing intensive students learn how caste impacts every other aspect of Indian culture especially for the dalits (the “outcastes”). In the urban topic minority neighborhoods are explored. Among the geographic scholars examined in the course is Ellen Churchill Semple who in 1921 became the first female national president of an American professional academic organization. Another scholar is Yi-fu Tuan, a Chinese American geographer who has contributed to the humanistic perspective in the discipline.

Additionally, in *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape* de Blij, who grew up in South Africa, describes living with apartheid, he emphasizes the diversity and challenges

of health (especially in the third world), male vs. female (in chapter 7 titled Same Place Different Destinies), of political minority provinces around the world demanding more autonomy (chapter 9), The Fateful Geography of Religion chapter deals with religious conflicts in many areas of the world.

3. The Liberal Studies required second book for this class is Harm de Blij's *The Power of Place*, referenced above. (See the assignment section for the assignment, the new syllabus of record for the rubric, and the NCATE matrix where the assignment has been one of the two key assessments for the course). The book has proven to be an excellent way for the instructor to assess if students really understand the five themes of the class since the assignment requires them to select examples used in the book.
4. Cultural Geography has been a Liberal Studies Elective since the beginning of the Liberal Studies program in 1989. The course is taken by three groups of students: those taking it simply because it is a Liberal Studies Elective or writing intensive course, non-geography students for which the class is required (Social Studies Education majors and International Studies majors), and Geography majors. So that even though the course is a required major's class, the basics are covered and there is no assumption that students have previous knowledge of the discipline. A portion of the students have already had one, or more, geography classes, so the main difference is in the types of responses to questions that some of those students provide based on previous classes. All of the topics covered are very broad and the course works well for both majors and non-majors, with some of the best students being from other majors.