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CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

App-12/12/95
Sen App-2/6/96

I. CONTACT

Contact Person Gail S. Sechrist Phone 357-2250

Department Geography and Regional Planning--Geography

II. PROPOSAL TYPE (Check All Appropriate Lines)

☒ COURSE History of Geography

Suggested 20 character title

☐ New Course*

Course Number and Full Title

☒ Course Revision GE 411 History of Geography

Course Number and Full Title

☐ Liberal Studies Approval+

for new or existing course

Course Number and Full Title

☐ Course Deletion

Course Number and Full Title

☒ Number and/or Title Change GE 411 Geography: Thought and Philosophy

Old Number and/or Full Old Title

GE 411 History of Geography

New Number and/or Full New Title

☒ Course or Catalog Description Change GE 411 History of Geography

Course Number and Full Title

PROGRAM: Major Minor Track

☐ New Program*

Program Name

☐ Program Revision*

Program Name

☐ Program Deletion*

Program Name

☐ Title Change

Old Program Name

New Program Name

III. Approvals (signatures and date)

Gail S. Sechrist 9/11/95
Department Curriculum Committee

Susan Fisher 9-11-95
Department Chair

[Signature]
College Curriculum Committee

[Signature] 9/25/95
College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

Part II. Description of the Curriculum Change.

- 1) New syllabus of record.

History of Geography

GE 411 History of Geography

3c-01-3sh

Prerequisites: GE 213, GE 230, GE 231, GE 241

Seminar dealing with history of the discipline, great ideas, leading problems, and unresolved issues.

Description: This course reviews some important themes and major scholars in the last 100 years of geography. It is one of the capstone courses for students with substantial knowledge of the discipline. We will explore broad themes, but will also delve into one or more areas of geography in some depth.

Goals: The student, by the end of the course, should be able to:

1. Know and be able to identify major figures of the discipline and their contributions.
2. Discuss a framework within which to place individual authors or research programs. The framework will be both historical and epistemological.
3. Define geography in a way that adequately answers the question: What is geography?
4. Ask questions in some area of geography that go beyond the current understandings of the discipline.

Process:

- A. **Reading:** Reserve readings will be regularly assigned and additional independent reading is expected..
- B. **Writing:** Students will keep a log of their reading. You will write several short to medium length papers.
- C. **Class Participation:** This is a seminar. Students will come to class prepared and will talk.

Grading:

- I. Class participation - 60 points.
- II. Three - five short papers - 180 points.
- III. One long paper - 180 points.
- IV. Log - 80 points.

Total 500 points.

Grades:

- A = 430 points.
- B = 385 points.
- C = 340 points.
- D = 290 points.
- F = < 290 points.

Course Outline Topic**Buddy Can You Paradigm?**

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What is a paradigm? How do paradigms change? What are the paradigms in geography today?

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What the Greeks, the Germans, and others had to say.

The Landscape Tradition

James, P.E. 1929. "The Blackstone Valley, A study in Chorography in Southern New England." Annals of the Association of American Geographers, 19, 2: 67-109.

Sauer, C. 1924. *The Morphology of Landscape*, in Introduction to Geography, Selected Readings, Dohrs and Sommers ed., Thomas Y. Crowell Company, N.Y. 1967, p.130-139.

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Environmentalism: does it linger?

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Whittlesey, D. 1954. *The Regional Concept and the Regional Method*, American Geography: Inventory and Prospect, eds. James, P.E. and Jones, C., Syracuse University Press, Syracuse, N.Y., pp.21-68

The Hartshorne-Schaefer Debate

Martin, G. 1989. "The Nature of Geography" and the Schaefer-Hartshorne Debate, Reflection's on Richard Hartshorne's "The Nature of Geography," Annals of the Association of American Geographers, p.69-88.

Harsthorne, R. 1956. "The Nature of Geography," Annals of the Association of American Geographers, 29, 3&4, p. 460-469.

The beginning of a new era?

Class Debate: Come to class prepared to engage in intellectual fisticuffs.

Looking Ahead: Can the Old Make Sense of the New?

Rollison, P. 1991. "The Spatial Isolation of Elderly Single-Room-Occupancy Hotel Tenants," The Professional Geographer, 43(4), 1991, p.456-464.

Rowe, S. and J. Wolch. 1990. "Social Networks in Time and Space: Homeless Women in Skid Row, Los Angeles," Annals of the Association of American Geographers, 80(2), p. 184-204.

The Search for a Focus: spatial variables and spatial systems

A student or group of students will be responsible for presenting each of the following topics. Assignments to be made in class. Readings are suggestive, not inclusive. All students should read that which is asterixed.

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Haggett, P. 1983. "Chapter 15 City Chains and Hierarchies," in Geography a Modern Synthesis, Harper and Row, New York, p. 360-378.*

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Haggett, P. "Chapter 18 Worlds Beyond the City, II: Movements and Pathways," in Geography a Modern Synthesis p. 441-457.*

Diffusion

Haggett, P. "Chapter 13 Spatial Diffusion: Toward Regional Convergence," in Geography a Modern Synthesis, p.303-325.*

Migration

Todaro, M. Economic Development in The Third World, Longman Inc.,

Peters, G. and R. Larkin. 1979. Chapter 8, "Migration and Mobility," in Population Geography, Kendall/Hunt, Dubuque, p.167-190.*

Behavioral Geography: the rationalist alternative

Johnston, Chapter 5.

Golledge, R.G. and H. Timmermans. 1989. "Applications of behavioral research on spatial problems I: cognition," Progress in Human Geography, 13(4), p. 422-444.

Timmermans, H. and R.G. Golledge. 1990. "Applications of behavioral research on spatial problems II: preference and choice," Progress in Human Geography, 14(3), p. 311 - 354.

Downs, R.M., L.S. Liben, and D. Daggs. 1988. "On Education and Geographers: The Role of Cognitive Development Theory in Geographic Education," Annals of the Association of American Geographers, 78(4), p.680-700.

Summing Up, Moving Ahead

Cloke, Paul, Chris Philo, and David Saddler. 1991. Approaching Human Geography, Chapter 1, p. 1-25.

Humanism and Phenomenology: a search for relevance and meaning

Johnston, Chapter 6.

Cloke, Paul, Chris Philo, and David Saddler. 1991. Approaching Human Geography, Chapter 3, 57-80.

Pickles, J. 1988. "Knowledge, Theory, and Practice: the role of practical reason in geographical theory," in A Ground for a Common Search, R.G. Golledge, ed., p. 72 - 90.

Pickles, J. 1986. "Geographic Theory and Educating for Democracy," Antipode, 18(2), p. 134-154.

Guelke, L. "Intellectual Coherence and the Foundations of Geography," The Professional Geographer, 41(2), 1989, p. 123-130.

Tuan, Y. 1989. "Surface Phenomenon and Aesthetic Experience," Annals of the Association of American Geographers, 79(2), p. 233-241.

Tuan, Y. 1977. "American Cities: symbols, imagery, perception," in Space and Place, University of Minnesota Press, Minneapolis, p. 192-255.

Marxism: the materialist alternative

Johnston, Chapter 8, p.237-270

Cloke, Paul, Chris Philo, and David Saddler. 1991. Approaching Human Geography, Chapter 2, 28-54.

Harvey, D. 1984. "On the History and Present Condition of Geography: An Historical Manifesto," The Professional Geographer, 36(1), 1-11.

Massey, D. 1984. Spatial Divisions of Labor: Social Structures and the Geography of Production, Methuen, New York, p. 12-66.

Wilson, D. 1991. "Urban Change, Circuits of Capital, and Uneven Development," The Professional Geographer, 43(4), p.403-415.

Realism and Structuration: new dimensions of space.

- Cloke, Paul, Chris Philo, and David Saddler. 1991. Approaching Human Geography, Chapter 5, 132-166.
- Sayer, A. 1990. "Explanation in Economic Geography: abstraction versus generalization," Progress in Human Geography.
- Lawson, V. "Government Policy Biases and Ecuadorian Agricultural Change," Annals of the Association of American Geographers, 78(3), 1988, p.433-452.
- Cloke, Paul, Chris Philo, and David Saddler. 1991. Approaching Human Geography, Chapter 4, 93-128.
- Pred, A. 1984. "Place as Historically Contingent Process: Structuration and the Time-Geography of Becoming Places," Annals of the Association of American Geographers, 74(2), p.279-297.
- Zimmerer, K. 1991. "Wetland Production and Smallholder Persistence: Agricultural Change in a Highland Peruvian Region," Annals of the Association of American Geographers, 81(3), p. 443-463.

Postmodern Geographies

- Cloke, Paul, Chris Philo, and David Saddler. 1991. Approaching Human Geography, Chapter 6, 170-200.
- Soja, Edward. 1990. Postmodern Geographies. Verso, London: p. 190-248.

- 2) A summary of the proposed revisions.
 - a) Title change from **GE 411 Geography: Thought and Philosophy** to **GE 411 History of Geography**
 - b) Course revision with the addition of GE 213, GE 230, GE 231, and GE 241 as prerequisites.
- 3) Justification/rationale for the revisions.
 - a) For title change:

This course whose primary emphasis has been the history of geography is more accurately entitled the History of Geography, the informal department name for many years. The present title, Geography: Thought and Philosophy, inadequately conveys the course as taught and as described in the current catalog. The graduate only version of this course has been taught for a number of years as 681 and is now being proposed as a separate new course GE 614.

Current Catalog Description:

GE 411 Geography: Thought and Philosophy

3c-01-3sh

Seminar limited to junior and senior majors with at least 12 semester hours in geography. Deals with history of the discipline, great ideas, leading problems, and unresolved issues.

b) For prerequisite additions:

All the core courses with lower numbers (GE 213, GE 230, GE 231, and GE 241) are to be prerequisites for GE 411. These courses are all independent from one another and cover different areas of the discipline and do not follow each other in any sequence so all need to be listed. Currently the prerequisite is twelve semester hours in geography. Thus the number of hours is the same, but we specify which courses need to be taken. By requiring these courses as prerequisites, it will insure that students have a diverse geography background before studying the history of the discipline.

4) The old syllabus of record.

Geography: Thought and Philosophy

GE 411 Geography: Thought and Philosophy

3c-01-3sh

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Goals: The student, by the end of the course, should be able to:

1. Recite major figures of the discipline and their contributions.
2. Discuss a framework within which to place individual authors or research programs. The framework will be both historical and epistemological.
3. Define geography in a way that adequately answers the question: What is geography?
4. Ask questions in some area of geography that go beyond the current understandings of the discipline.

Since this is a writing intensive course, you will also put significant effort into improving writing fluency and style.

Process:

- A. **Reading:** Reserve readings will be regularly assigned and additional independent reading is expected..

- B. Writing: Students will keep a log of their reading. You will write several short to medium length papers.
- C. Class Participation: This is a seminar. Students will come to class prepared and will talk.

Grading:

Grades:

I. Class participation - 60 points.	A = 430 points.
II. Three - five short papers - 180 points.	B = 385 points.
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Total	500 points.

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