

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-18</u>
Action <u>Approved</u>
Date <u>2-18-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE


COURSE/PROGRAM TITLE GE 230 Cultural Geography  
DEPARTMENT Geography and Regional Planning  
CONTACT PERSON Robert B. Begg


II. THIS COURSE IS BEING PROPOSED FOR:

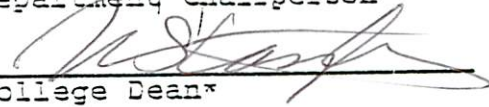
- Course Approval Only  
 Course Approval and Liberal Studies Approval  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

  
Department Curriculum Committee

  
Department Chairperson

College Curriculum Committee  
  
Director of Liberal Studies  
(where applicable)

  
College Dean  
Provost  
(where-applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be implemented Fall 89 Date to be published in Catalog Spring 89

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular
- Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?  yes  no**

**If so, which General Education course(s)? GE 101**

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**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>  X  </u>	<u>      </u>
2. Literacy--writing, reading, speaking, listening	<u>      </u>	<u>  X  </u>
3. Understanding numerical data	<u>      </u>	<u>  X  </u>
4. Historical consciousness	<u>  X  </u>	<u>      </u>
5. Scientific inquiry	<u>  X  </u>	<u>      </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u>      </u>	<u>  X  </u>
7. Aesthetic mode of thinking	<u>      </u>	<u>  X  </u>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>		
	<u>  X  </u>	<u>      </u>
<b>C. Understanding the Physical Nature of Human Beings</b>		
	<u>      </u>	<u>  X  </u>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<u>      </u>	<u>  X  </u>
2. Use of computing technology	<u>      </u>	<u>  X  </u>

A. Intellectual Skills and Modes of Thinking

1. Primary. Cultural Geography focuses on the relationships between culture and the natural (and human-altered) environment, thus involving inquiry, synthesis, decision making, and other aspects of critical thinking.
2. Secondary. Students learn to appreciate the literature of cultural geography through outside readings, etc., but the sizes of the classes usually limit the giving of essay tests and other forms of writing.
3. Secondary. Although students learn about and use certain numerical skills (ways of calculating population formulas, etc.), using numerical data is a secondary more than a primary feature of the course.

Primary.

4. ^ Since the cultural landscape is a process of change which evolves over time, cultural geography is very directly involved in historical consciousness. The historical (morphologic) approach to geography is emphasized in the course.
5. Primary. Scientific inquiry is vital to the study of cultural geography, involving such matters as models, comparative studies, theories of human/environment relationships, classification of phenomena, etc.
6. Secondary. Values receive significant attention in this course, which involves such matters as understanding cultural differences in using the environment, although it is perhaps somewhat more of a secondary than a primary goal.
7. Secondary. Although appreciation of aesthetic factors in natural and cultural landscapes is developed in this course, it may be considered a secondary rather than a primary goal.

B. Acquiring a Body of Knowledge or Understanding

Primary.

^ The knowledge and understanding to be gained in a course in Cultural Geography is essential to an educated person since it includes the spatial, historical, and ecological study of such topics as language, religion, food production/land-use, urban geography, political geography, population problems, and human stewardship of the Earth.

C. Understanding the Physical Nature of Human Beings

Secondary. This is not a primary goal or objective, although the course touches upon such matters as the geography of disease and death, the effects of the physical environment upon humans as well as vice versa, and related topics.

D. Certain Collateral Skills

1. Secondary. This is not a primary feature of the course, but attention is given to sources of geographic information.
2. Secondary. Computer technology is not an important part of this course, although computers are mentioned as a tool.

Cultural Geography  
Non-western  
Liberal Studies From -- 3

Part III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES. Please attach answers to these questions.

- A. Single instructor; single section per semester.
- B. Syllabus is explicit with respect to content regarding women and minorities.
- C. Syllabus contains a representative list of suggested substantial readings in fiction or non-fiction, as distinguished from textbooks, workbooks, and manuals.
- D. N/A.
- E. Ways in which this course contributes to students' abilities.
  1. Much emphasis is given to ethical considerations and choices, such as those involved in population problems, socio-economic "development," agricultural change, use of the environment.
  2. Much of the course involves the study of "problems" (as regarding political boundaries, agricultural development, urba sprawl, refugees, migrations, etc.) including their analysis and "choices."
  5. As over the past 20 years or so, this course has been taught, many of the students will continue to notice and appreciate cultural landscapes long after their college years, and be better able to read and understand literature in cultural geography and related fields.
  6. This course helps students to apply geographic viewpoints to a large number (probably most) of the problems and "happenings" in today's and tomorrow's world: population problems, human use and abuse of the earth, problems of agriculture and other economies, political geographic issues.

6.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

GE 230 Cultural Geography  
Prerequisites: none

3 credits  
Instructor: D.J. Ballas

This course emphasizes the historical, ecological, and landscape approaches to cultural geography. It considers such factors as population, religion, human economies, and other elements of culture as they are related to the natural environment and are reflected on the landscape. Comparisons and contrasts are made between Western and non-western cultures, with emphasis on a wide variety of non-western culture groups in many parts of the World.

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. 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.

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

- 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.



#### IV. 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.

#### V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS & READINGS

**Textbook:** The required textbook has been and will probably continue to be The Human Mosaic (now 4th edition) by Terry G. Jordan and Lester Rowntree (NY, Harper & Row, 1986). Note: Other texts and/or supplemental materials may be required in given semesters, depending upon price, availability, whether or not supplemental materials are required, etc. During the first week of classes, students are given a course schedule which includes assignments and the specific materials required.

**Supplemental:** One substantial work of non-fiction will be assigned reading for the course. Probably Land and Life by Carl O. Sauer (again, depending on price, availability, etc.); there are four or five copies in Stabley Library which may be placed on reserve.

#### 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 Kinko's Copies. Examples of readings in Cultural Geography include the following:

1. Drake, Christine. "Teaching About Third World Women." Journal of Geography, July-August 1983.
2. McNee, Robert. "Metropolitan Adventure: Exploring the Hidden City." Journal of Geography, May-June 1987.
3. Casagrande, Louis B. "The Five nations of Mexico." Focus, Spring 1987.
4. Sopher, David E. Geography of Religion. NJ, Prentice-Hall, 1967.

5. Sauer, Carl O. Land and Life. Berkeley, University of California Press, 1963.
6. Smole, William J. The Yanoama Indians: A Cultural Geography. Austin, University of Texas Press, 1976.
7. Clawson, David L. "Teaching Traditional Tropical Agriculture." Journal of Geography, September-October 1987.
8. Demko, George J. and William B. Wood. "International Refugees: A Geographical Perspective." Journal of Geography, September-October 1987.
9. Ross, Thomas E. and Tyrel G. Moore (editors). A Cultural Geography of North American Indians. Boulder, Westview Press, 1987.
10. Ballas, -Donald J. "Changing Ecology of the Teton Dakota Indians, 1680-1900." Bulletin of the Illinois Geographical Society, 1985.
11. Augelli, John P. "The Rimland/Mainland Concept of Culture Areas in Middle America." Annals of the Association of American Geographers, June 1962.
12. Berardi, Gigi M. (editor). World Food, Population, and Development. Totowa, NJ, Rowman & Littlefield, 1986.
13. Rose, Harold M. The Black Ghetto. NY, McGraw-Hill, 1971.
14. Monk, Janice, "Integrating Women into the Geography Curriculum." Journal of Geography, November-December 1983.