



**COURSE OUTLINE**

**DIVISION:** Natural Sciences & Business

**COURSE:** GEG 1003 Cultural Geography

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method:  **Lecture** 3 Contact Hours (1 contact = 1 credit hour)  
 **Seminar** 0 Contact Hours (1 contact = 1 credit hour)  
 **Lab** 0 Contact Hours (2-3 contact = 1 credit hour)  
 **Clinical** 0 Contact Hours (3 contact = 1 credit hour)  
 **Online**  
 **Blended**

Offered:  **Fall**  **Spring**  **Summer**

IAI Equivalent – **S4900N Introduction to Human Geography**

**CATALOG DESCRIPTION:**

This course systematically examines present-day cultural landscapes in an attempt to ascertain the spatial manifestations of various cultural elements: demography, migration, language, religion, agriculture, political/economic systems and urbanization. Geographical analysis is emphasized as an important tool that can be applied to find solutions to the problems confronting humankind at various scales (local, regional, and global).

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

1. Comprehend the basic concepts of spatial analysis.
  - Competency 1.1: Define geography as a scientific discipline.
  - Competency 1.2: Understand the meaning of scale.
  - Competency 1.3: Differentiate absolute location and relative location.
  - Competency 1.4: Describe various types of spatial diffusion.
  - Competency 1.5: Compare density, dispersion, and pattern.
  - Competency 1.6: Identify formal, functional, and perceptual regions.
  - Competency 1.7: Explain the concept of distance decay.
  - Competency 1.8: Describe the elements of spatial interaction theory.
  - Competency 1.9: Discuss effects of push and pull factors on migration.
2. Define culture and describe its various components.
  - Competency 2.1: Define culture.
  - Competency 2.2: Identify cultural realms of the past and present.
  - Competency 2.3: Explain the concept of cultural ecology.
  - Competency 2.4: Discuss the importance of culture hearths.
  - Competency 2.5: Provide examples of cultural innovation and its subsequent diffusion across time and space.
3. Understand the basic principles of demography and population geography.
  - Competency 3.1: Explain the particulars of the demographic transition.
  - Competency 3.2: Interpret population pyramids.
  - Competency 3.3: Describe all four elements of the population equation.
  - Competency 3.4: Define carrying capacity.
  - Competency 3.5: Identify positive and negative population controls.

4. Describe the spatial aspects of language and religion.
  - Competency 4.1: Identify major languages and language families.
  - Competency 4.2: Contrast standard languages, dialects and lingua francas.
  - Competency 4.3: Contrast ethnic religions and universalizing religions.
  - Competency 4.4: Describe the spatial distribution of major religious traditions.
  
5. Discuss the significance of ethnic identity, folk culture and popular culture.
  - Competency 5.1: Define ethnicity and ethnocentrism.
  - Competency 5.2: Contrast acculturation and ethnic segregation.
  - Competency 5.3: Describe material and nonmaterial elements of folk culture.
  - Competency 5.4: Document role of globalization in the spread of pop culture.
  
6. Identify the basic themes of economic geography
  - Competency 6.1: Differentiate primary, secondary and tertiary activities.
  - Competency 6.2: Identify agricultural systems by type.
  - Competency 6.3 Contrast agglomeration and deglomeration.
  - Competency 6.4: Explain least-cost theory and locational interdependence.
  - Competency 6.5: Describe globalization of capital flows and production.
  - Competency 6.6: Cite various measures of development.
  - Competency 6.7: Define commonly-used descriptive economic statistics.
  - Competency 6.8: Discuss role of women in local and global economies.
  
7. Identify the basic themes of urban geography.
  - Competency 7.1: Describe the historical evolution of urban areas.
  - Competency 7.2: Document the rise of megacities and metropolises.
  - Competency 7.3 Discuss the significance of central place theory.
  - Competency 7.4: Contrast suburbanization and gentrification.
  - Competency 7.5: Cite the role of shantytowns in developing regions.
  
8. Describe the principle concepts of political geography.
  - Competency 8.1: Define nation and state.
  - Competency 8.2: Identify various types of boundaries.
  - Competency 8.3: Contrast centrifugal and centripetal forces.
  - Competency 8.4: Compare supranationalism and devolution.
  - Competency 8.5: Discuss the consequences of gerrymandering.
  
9. Describe interaction of human populations with the natural environment.
  - Competency 9.1: Define biomes
  - Competency 9.2: Explain greenhouse effect and global warming.
  - Competency 9.3: Cite examples of pollution.
  - Competency 9.4: Discuss the impact of land use and land cover changes.
  - Competency 9.5: Describe the cultural implications of resource exploitation.

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	1, 2, 6, 9
Second Goal	
To construct a critical awareness of and appreciate diversity.	3, 4, 5, 7, 8
Third Goal	

### COURSE TOPICS AND CONTENT REQUIREMENTS:

1. Introduction: Some Background Basics
  - A. What is Geography
  - B. Location, Distance and Scale
  - C. Sense of Place
  - D. Density, Dispersion and Pattern
  - E. Types of Regions
  - F. Maps
  
2. Roots and Meaning of Culture
  - A. Cultural Ecology
  - B. Culture Hearths
  - C. Innovation
  - D. Diffusion
  
3. Spatial Interaction and Spatial Behavior
  - A. Spatial Interaction Theory
  - B. Distance Decay
  - C. Environmental Perception
  - D. Controls of Migration
  - E. Globalization

4. Population: World Patterns, Regional Trends
  - A. Rate of Natural Increase
  - B. Demographic Transition
  - C. Demographic Equation
  - D. Population Distribution and Density
  - E. Population Controls
  
5. Language and Religion: Mosaics of Culture
  - A. World Pattern of Languages
  - B. Standard languages and Dialects
  - C. Patterns of Religion
  - D. Principle Religions
  
6. Ethnic Geography: Threads of Diversity
  - A. Immigration Streams
  - B. Acculturation and Assimilation
  - C. Areal Expressions of Ethnicity
  - D. Urban Ethnic Diversity and Segregation
  - E. Ethnic Regionalism
  
7. Folk and Popular Culture
  - A. Folk Building Traditions and Hearths
  - B. Nonmaterial Folk Culture
  - C. Patterns of Popular Culture
  - D. Modern Material Culture
  
8. Livelihood and Economy: Primary Activities
  - A. Subsistence Agriculture
  - B. Commercial Agriculture
  - C. Resource Exploitation
  
9. Livelihood and Economy: From Blue Collar to Gold Collar
  - A. Secondary Activity (Manufacturing)
  - B. Tertiary Activity (Services)
  - C. Patterns and Trends in World Trade
  
10. Patterns of Development and Change
  - A. Definitions of Development
  - B. Millennium Development Goals (MDG)
  - C. Economic Measures of Development
  - D. Noneconomic Measures of Development
  - E. The Role of Women
  
11. Landscapes of Functional Organization
  - A. Megacities and Merging Metropolises
  - B. Evolution of Cities

- C. Central Places
- D. Urban Hierarchies
- E. Patterns of Land Use
- F. Suburbanization and Gentrification

12. The Political Ordering of Space
- A. National Political Systems
  - B. Boundaries
  - C. Centripetal Forces
  - D. Supranationalism

13. Human Impacts on Natural Systems
- A. Biomes, and Climate Change
  - B. Land Use and Land Cover
  - C. Water Supply and Water Quality
  - D. Pollution

**INSTRUCTIONAL METHODS:**

- 1. PowerPoint slides
- 2. Online Discussions threads
- 3. map exercises
- 4. online videos
- 5. supplemental readings
  - (a) articles from professional journals and periodicals
  - (b) newspaper columns/features
  - (c) books

**INSTRUCTIONAL MATERIALS:**

Text: Human Geography: Places and Regions in Global Context (7<sup>th</sup> Edition) by Paul L. Knox and Sallie A. Marston, Pearson Publishing

Supplements: maps, PowerPoint slides, professional journals, related websites

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

- 1. Textbook readings
- 2. Participation in online discussion threads or classroom discussions
- 3. Four exams covering assigned readings
- 4. Mapping exercises
- 5. Current event essays focusing on individual subregions

Grading scale:  
 90 - 100% A  
 80 - 89% B  
 70 - 79% C  
 60 - 69% D  
 <60% F

## OTHER REFERENCES

1. Texts: Encyclopedia of World Religions  
Goode's World Atlas
2. Journals: Annals of the American Association of Geographers  
Geographical Review  
Foreign Affairs  
Journal of Cultural Geography  
Journal of Geography  
Journal of Popular Culture  
National Geographic  
Social and Cultural Geography  
Urban Geography
3. Websites: [www.earth.columbia.edu](http://www.earth.columbia.edu)  
The Earth Institute at Columbia University  
[www.nationalgeographic.com](http://www.nationalgeographic.com)  
National Geographic Society  
[www.watchingamerica.com](http://www.watchingamerica.com)  
English translations of Foreign News sources  
[www.worldwatch.org](http://www.worldwatch.org)  
Worldwatch Institute  
[www.worldbank.org](http://www.worldbank.org)  
World Bank  
[hdr.undp.org](http://hdr.undp.org)  
United Nations Human Development Reports  
[www.prb.org](http://www.prb.org)  
Population Reference Bureau  
[www.who.int](http://www.who.int)  
World Health Organization

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)		Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Competency 1		X	X					X	X				X			X																	
Competency 2		X	X					X	X				X			X																	
Competency 3		X	X					X	X				X			X																	
Competency 4		X	X					X	X				X			X																	
Competency 5		X	X					X	X				X			X																	
Competency 6		X	X					X	X				X			X																	
Competency 7		X	X					X	X				X			X																	
Competency 8		X	X					X	X				X			X																	
Competency 9		X	X					X	X				X			X																	