Course Outline for Geography 2

CULTURAL GEOGRAPHY

Catalog Description:

GEO 2 - Cultural Geography 3.00 units
Spatial analysis of human populations, their cultural traits, and activities. Emphasis on how diverse peoples, through their interactions and through their perceptions and use of the physical environment, create distinctive cultural landscapes. Social, political, and economic elements of geography which contribute to the evolution of these global and regional cultural patterns. Field trips may be included.

Requisites: none

Grading Option: Optional

Discipline:

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<tr>
<th>Units</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td></td>
<td>Week</td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
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<tr>
<td>Laboratory</td>
<td>0</td>
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<tr>
<td>Clinical</td>
<td>0.00</td>
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<tr>
<td>Total</td>
<td>3.00</td>
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Prerequisite Skills:
None

Measurable Objectives:

Upon completion of this course, the student should be able to:

1. Distinguish between various means of identifying places according to ways of measuring absolute and relative locations
   a. Accurately identify mathematical location of places by use of the geographic (latitude/longitude) grid;
   b. Identify significant lines of reference on the globe: prime meridian, equator, tropics of Cancer and Capricorn, Arctic and Antarctic Circles;
   c. Explain the differences and appropriate uses of types of regions: formal, functional, and perceptual;
   d. Explain the various means of measuring distance quantitatively and qualitatively, using mathematical measurement, economic costs of traversing distance, measures of accessibility and barriers to movement;
   e. Identify the three properties of spatial distributions and cite examples: density, concentration, and pattern.
2. Describe and explain the world’s distribution of people and their activities by applying the techniques and tools of spatial analysis
   a. Identify major clusters of human population and reasons for concentration of settlement in particular regions and environments;
   b. Identify major recent and current trends in human migration, between major cultural realms and within the United States;
   c. Explain the historical patterns of the demographic transition, identifying major stages in population change that result from changes in birth rates, death rates, and fertility rates that accompany economic development;
   d. Identify regions and major sub-regions on thematic maps and interpret information from them about the spatial distribution of phenomena;
   e. Identify major map types and the appropriateness of their use in presenting geographic information.
3. Describe and explain the salient components of the cultural landscape and diffusion processes that transform the cultural landscape
   a. Identify geographic hearths in the world where cultural components of landscape originated;
   b. Explain types of spatial diffusion processes that modify landscapes or superimpose cultural patterns over space;
   c. Identify the principal attributes of culture that unify cultural groups and commonly distinguish cultural regions: language, religion, ethnicity, traditions, and social relations;
   d. Compare and contrast the patterns of spatial organization found in urban and rural environments of major cultural regions of the world;
   e. Explain the historical and contemporary influences of colonization on patterns of settlement, land tenure, boundaries, and structures.
4. Articulate the major geographic issues and trends in the contemporary world
   a. Distinguish between developed and developing regions and nations based on economic, political, and social indicators;
   b. Identify types of globalization trends and processes operating on the global scale using spatial indicators;
   c. Recognize the forces of diversity and ethnic identity at work in regions that counter globalization trends and cause devolution;
   d. Describe the internal characteristics of countries and regions that illustrate growing regional disparities in economic development and spatial biases in the provision of infrastructure;
   e. Compare the status of indigenous peoples, women, and minority populations in different cultural contexts;
   f. Identify global environmental change concerns and trends in the context of the strongly interconnected Earth system: global warming, land degradation, air and water quality, and natural hazards.
5. Sketch the history of geographic ideas from the ancient world to the 20th century
   a. Assess the role of cosmologies in major civilizations and periods in affecting attitudes about the environment and humanity’s role in it;
   b. Explain the impact of the European Age of Exploration on the expansion of knowledge about places and viewpoints on nature;
   c. Describe the influence of Darwinism and the growing body of scientific knowledge in the 19th century on the development of the human-nature dichotomy.
6. Explain the relationship of sustainable environments to changing patterns of population, food production, increasing urbanization, and human-induced environmental change.
7. Itemize the analytical tools and techniques most widely used in contemporary geographic research
   a. Give examples of remote sensing instrumentation used in monitoring environmental change through time;
   b. Describe the essential components and basic architecture of geographic information systems (GIS) and tools they provide for accurate mapping and spatial analysis;
   c. Explain the operational characteristics of global positioning systems (GPS) and how precise mathematical measurement of location facilitates updating of maps and provision of data for GIS.

**Course Content:**

1. **Spatial concepts**
   a. Early mapping in western and non-western cultures
   b. Elements of maps: scale, projections, thematic types
   c. Concepts of space and place: location, site, situation
   d. Measurements of absolute and relative location
      a. The geographic grid: latitude and longitude
      b. Distance, accessibility, and barriers to movement
   e. Characteristics of spatial distributions

2. **Organizing principles in geography**
   a. Types of regions
   b. Relationships in spatial association
   c. Spatial diffusion processes
   d. Geographic concepts of culture
      a. Regionalization of culture
      b. The cultural landscape

3. **World population patterns and dynamics**
   a. Major regional population clusters
   b. Means of measuring population distributions and change
      a. Density of population
      b. Birth rates
      c. Death rates
      d. Fertility rates
      e. Age distributions: population pyramids
   c. Stages of population growth: the demographic transition
   d. Population growth and sustainability

4. **Migration processes and inter-regional patterns**
   a. Push-and-pull factors in migration
   b. Historical and contemporary global patterns
   c. Patterns of U.S. immigration
   d. Stages of U.S. internal migration
   e. Impact of immigration policies and cultural nationalism

5. **Elements and evolution of the cultural landscape**
   a. Agricultural origins
   b. Tangible and intangible components of landscape
   c. Spatial diffusion of innovations and technology
   d. Spatial diffusion of language families and religion
   e. Sacred spaces and places
   f. Evolution of thinking in the human-nature dialog
   g. Cultural ecology

6. **Contemporary issues and processes in cultural and regional change**
   a. Indicators of economic development
   b. Globalization and devolution
   c. Regional disparities
   d. Impacts of colonialism and neocolonialism
   e. Political, demographic, and technological changes of the 20th century that altered the world map
   f. Cultural coherence and spatial diversity
      a. Ethnolinguistic boundaries
      b. Religious hearths and spheres of influence
      c. Patterns of ethnicity in rural and urban realms
   g. Political organization of space
      a. Development of the nation-state idea
      b. Shapes, sizes, and scales of states
      c. Boundary issues
      d. Nationalism, multinationalism, and international organizations
   h. Global environmental change and human ecology

7. **History of cultural thinking about geography and environment**
   a. Classical cosmography of the ancient western world
   b. Early descriptive geography and mapping in China and Islamic world
   c. Age of exploration and discovery
   d. Compilations of expanding geographic knowledge
   e. Advances in mapping techniques and technology
   f. Darwinism and the advances of science
   g. Environmental determinism and possibilism

8. **Location theory and locational patterns of economic activities**
   a. Agricultural hearths and diffusion of agricultural systems
   b. Classifications of subsistence and commercial agriculture
   c. Factors in industrial location
   d. Regional specialization in economic sectors
   e. Impact of technology and the information economy
   f. Urban settlement
      a. Cultural variations in urban internal structure
      b. Locations of services in modern economies
      c. Models of urban form
      d. Trends in urbanization

9. **Modern analytical tools and technologies in geography**
   a. Remote sensing of environment
      a. Advances in digital imaging
      b. Satellite technologies
   b. Geographic Information Systems (GIS)
      a. Geocoding and spatial overlay
      b. Mapping spatial relationships
   c. Global Positioning Systems (GPS)
Methods of Presentation
1. Lecture/Discussion
2. Presentation of audio-visual materials
3. Student presentations

Assignments and Methods of Evaluating Student Progress
1. Typical Assignments
   A. map and label the principal sub-regions, physical features, cultural regions, and urban centers on a regional basemap
   B. prepare an in-class oral presentation or online presentation about a region, which may include: 1) audio/visual components 2) maps, charts, and diagrams 3) computer-based learning resources (e.g., Internet links, tutorial modules)
   C. write an essay on a researched environmental or cultural issue
   D. comment on a recent news event (e.g., 9/11 attacks, Hurricane Katrina) in terms of its spatial scope, cultural response, or landscape impacts 1) online interactive discussion forum with other students 2) brief statement or essay
   E. develop a metacognitive log on a portion of a textbook chapter or supplemental reading selection assigned by the instructor

2. Methods of Evaluating Student Progress
   A. Exams/Tests
   B. Quizzes
   C. Oral Presentation
   D. Class Participation
   E. Class Performance
   F. Final Examination or Project

3. Student Learning Outcomes
   Upon the completion of this course, the student should be able to:
   A. Explain the relationship of sustainable environments to changing patterns of population, food production, increasing urbanization, and human-induced environmental change
   B. Identify significant patterns in the spatial organization of society, including interactions between humans, their cultural attributes, and nature
   C. List and/or classify the visible components of the cultural landscape

Textbooks (Typical):

Special Student Materials
1. Practical application could include use of topography maps and atlas. Listed items above can be shared with GEO 1, 1L, 2, 5, 8, 10, 12, and 3

Abbreviated Class Schedule Description:

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Requisites: none