

11-93

App - 2/7/12

Inf - 2/21/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: GEOG 230 Cultural Geography

Instructor(s) of Record: Dr. Gail Sechrist

Phone: 724-357-2250 Email: gailsech@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 1/30/12
Signature of Department Designee Date

Endorsed: [Signature] 1/31/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 2-8-12
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

[Signature] 2/14/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received

JAN 31 2012

Liberal Studies

A1 How is the instructor qualified in the distance education delivery method as well as the discipline?

Dr. Gail S. Sechrist has been teaching geography at IUP for 25 years and has been teaching GEOG 230 Cultural Geography for 20 years. Her Ph.D. is from Louisiana State University where cultural geography is a specialty of the program. She regularly attends the annual meetings of the Association of American Geographers to keep abreast in the field. Dr. Sechrist has been a writing intensive instructor since the early 1990s and regularly teaches one section of this course per semester as a WI course and one as a nonwriting intensive course. During the summer session students will have the opportunity to take the course as a WI or not.

She has used WebCT and Moodle as a supplemental learning management tool for her courses for 5-6 years. Students are currently required to access Moodle to participate in several online discussions during the semester, they are able to submit their written assignments online or in class, and they receive bonus points on their exam if they pass Moodle practice quizzes before the exam. There is a glossary on Moodle sorted by chapter/module, a calendar with all due dates and late dates for all assignments and exam dates. The syllabus, study guides, and now the PowerPoints are available as additional resources for students on the class site.

Two students have successfully completed the course by primarily using the learning management system resources and only attending class or office hours for exams or in class activities. Both of these students were Social Studies Education majors, for whom the course is required, that had work schedules that prohibited them from attending class regularly on MWF. Because of these students the instructor added text to the bottom of the PowerPoint slides to incorporate information provided in class. Voiceovers will be added to all of the PowerPoints for the summer session.

The professor will attend D2L training in preparation for the time when Moodle is phased out.

A2 How will each objective in the course be met using distance education technologies?

The writing intensive section of the class has 100 points of additional writing assignments in it than the non-writing intensive section of the class. The Writing Intensive syllabus is included here. Both sections of the class have the same course objectives. The course is a required course for three majors: Geography, Social Studies Education, and International Studies; plus it is a Liberal Studies Elective course.

The textbook and the class are organized around five themes of cultural geography: 1) culture regions (areas with common traits), 2) cultural diffusion (the spread of culture), 3) cultural ecology (human-environment interaction), 4) cultural interaction (interplay of various elements within a culture), and 5) cultural landscapes (the human built features/alterations on the earth and how they reflect culture). These themes are introduced in Module One and chapter one of the textbook; all of the topical modules afterwards reinforce those themes with examples based on each topical area.

The current objectives of the course need to be updated and made more measurable, but since this course is a Liberal Studies Elective it will not be updated until the Liberal Studies Committee is reviewing LS Elective courses in two years.

Distance technologies that will be employed include PDF readings, web pages, online video and audio content streams, MS Word, PowerPoint, online practice quizzes, online exams and discussion forums will be common to all modules and thus fit all objectives. A chart of adaptations for the activities and assignments for the distance education version of the course is on pages 13-14. Most of the articles used in the class are from *The New York Times* whose urls can be provided via IUP library databases. Two professional articles can be accessed through the library's subscription to jstor.

Objective 1: To increase awareness and appreciation of the diversity of cultures that exist, with an emphasis on American culture.

Although this course is not a world cultures class, the students are exposed to a variety of cultures from around the globe with a particular focus on the BRIC countries (Brazil, Russia, India, and China) as well as the United States. While studying Folk/Popular Culture students learn the difference between folk, popular and indigenous cultures in the PowerPoints and textbook with a short answer exam question about the difference between folk and popular culture. While studying the population module, the population control programs and their success in India and China is contrasted in the PowerPoint and assessed in an examination essay question. India and China are also contrasted in the Web Activity that uses US Census Bureau's International database population pyramids (see Web Activity for Population Module on page 21).

The language and religion modules focus on the distribution, classification, and differences between the language families, subfamilies and religious branches. The language questions and map assignment done in class will be converted to a broader list of questions that will focus on language family/subfamily distribution/location instead of the completion of a language map. The Nigeria Education question based on the article "Nigerian's Plan: Adopt the (250) Mother Tongues" which is usually read in class and then the students write a paragraph "If you were the education minister of Nigeria, which language(s) would you have the students learn and why" will now be submitted online. In the religion module instead of students forming groups in the classroom to prepare reports on each religion, they will be assigned to online groups, directed to online religious databases such as religious tolerance.org and then they will prepare a report on their religion to be uploaded onto the learning management system.

In the agricultural module they will read an article about "Poor in India Starve as Surplus Wheat Rots" which serves as a led in to the online discussion on genetic engineering that already exists in the brick and mortar version of the class. In the Industry Module the students will read an article titled "India Slips Far Behind China, Once Its Close Economic Rival," this is normally read in class and then the class develops a list of the traits of Indian industry and the traits of Chinese industry now their lists will be submitted online. One semester while I was attending a conference, I had the students submit these lists online and many of the lists were better than the ones developed in the classroom.

Objective 2: To discover the geographer's perspective in the interpretation of human behavior on the landscape.

Although the word cultural does not appear before the word landscape in the current objective, this is the intent of the word landscape. Understanding how the cultural landscape can be examined to reflect the culture of the people that live in the region is one of the five themes of the course. Geographers also examine where people and their cultural traits are located, what traits or populations are present, and why those characteristics are located in a particular place or region. Students are introduced to these questions in the first module and they will see how traits are mapped in the second module. The regional theme that includes a map begins each chapter in the text and the PowerPoints. The cultural landscape theme ends each chapter; examples of each are presented in each topical module. The cultural landscape theme is a very visual theme, which is why a video that focuses on a scholar who helped popularize the theme is shown in class—this video is not in the public domain so instead the students will read an article titled “The American Scene” by David Lowenthal (1968) *Geographical Review* 58:61-88, which can be linked to via jstor. The students will be able to apply the ideas from this article in an assignment that I have long used in class that can be uploaded to the learning management site (see Cultural Landscape Images of American Popular Culture assignment enclosed page 22). An understanding of the cultural landscape theme is also assessed in the book assignment and the final exam essay.

The Freeport Exercise, which is an in class activity using a US Geological Survey map quad of Freeport, PA will still be able to be used because the Geography and Regional Planning Department has a digital copy of all of the map quads for the state. Additional directions will be provided to cover many of the typical questions students ask about the exercise in class. Once students have completed the exercise they will be able to upload their responses to the course site. The current latitude and longitude exercise using globes completed in class as a nongraded assignment on the same day will be adapted by providing diagrams on the learning management system website that illustrate the geographic grid and students will be able to submit their responses to the questions online.

Objective 3: To apply a thematic framework to the study of cultural geography at the local, regional, and international levels.

This objective emphasizes the idea of scale that geographers use. Scale is the relationship between ground distance and the equivalent distance on the map. Some geographic questions can be examined at the local level. Students have traditionally been given an in class activity in the Political Geography module where they practice redistricting a local area, instead the students will be asked to find recent examples of articles about the 2011 redistricting plans and participate in an online discussion of the positives and negatives of the plans developed by Pennsylvania and other states.

Another class activity at the local level is the Site/Situation exercise found in the Urban Module. This is easy to adapt to the online learning environment because instead of passing out paper copies of Wikipedia articles about major U.S. cities the students will be asked to select three cities from a list provided, read the Wikipedia article about that city, search for a map image of the city and then describe the site and situation for their three cities modeled after the two sample cities (Paris and New York City) provided in the PowerPoint and exercise directions; the assignment can be uploaded to the learning management site.

Regional and some international questions are examined best in the Liberal Studies required outside reading *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape* by Harm deBlij where he contrasts health conditions in various regions of the world, natural hazards in different areas, political power, conditions for males versus females, urban versus rural regions and the cultural hearth versus the provincial areas (See attached assignment page 21). The majority of students have currently been submitting their book essays online.

Objective 4: To study, interpret, and write about cultural diffusion, cultural ecology, cultural interaction, and cultural landscapes.

These themes are introduced in Module One (enclosed) and examples are provided in each topical chapter/module. There is a writing assignment given to all students that helps them apply the theme of cultural diffusion: the bagel essay (enclosed pages 50-54). The writing intensive students have assignments for the other three themes (Cultural Ecology essay, Caste Essay [for cultural interaction] and Cultural Landscape Essay [adaptation described above under objective 2]). All students complete the cultural landscape images assignment that for years students have been uploading to the learning management site (see enclosed assignment page 22).

A review bonus discussion question will be added about the differences between cultural ecology and cultural landscape and examples of cultural interaction to further enhance assessment of students understanding of these two important themes and to replace the review discussion of the themes that is held in class on the last day.

Additional resources will be incorporated from the textbook website, which has a wide variety of short 5 minute videos about topics for each chapter that can be downloaded into your learning management site. The textbook website also has free student quizzes that students can take and have their scores stored in the instructor's gradebook. Their website also has Web activities for each chapter some of which I have included.

A3 How will instructor-student and student-student, if applicable, interaction take place?

The main format for interaction between students will occur through the discussion forums, five for the course (plus a bonus review discussion). Students will be required to respond to posted questions, but students may also post questions that they have as well. Students will be encouraged to respond to or integrate comments from other students in their posts. The instructor will read and respond to posts on the forum.

Additionally student instructor interaction will occur as students email questions to the instructor or call with questions. The forums will be monitored during the day time and timely responses will be provided to email inquiries.

A4 How will student achievement be evaluated?

The course grade will be determined by:

Essays, Exercises/Activities, and Online Discussions	(50%)	330 points
Two Exams during the Term	(30%)	200 points
Final Exam	(20%)	<u>130 points</u>
Practice Quizzes (2 before each exam) earn bonus points on exam if passed before the exam		660 points

Additional exercises/activities have been added for the distance education version of the course. Review practice quizzes will be expanded from current 3 quizzes to 6 quizzes and will be offered after students have completed 2 modules.

The letter grade for the course will be determined as follows:

A= 90-100%	D= 60-69%
B= 80-89%	F= below 60%
C= 70-79%	

A5 How will academic honesty for tests and assignments be addressed?

Fifty percent of the grade will come from student writing assignments and exercises in which the design of the assignment reduces the potential for cheating or plagiarism. The syllabus contains an extensive section adapted from the Writing Center (with permission) explaining plagiarism. Writing patterns of the students will be examined for understanding of concepts and application, especially *The Power of Place* Essay and the final exam essay on the five themes of the course, which are the Key Assessments for the course. Writing styles will be monitored for changes in patterns or for repeating text language without quotes or citation. Plagiarism detection services will be used randomly and whenever plagiarism is suspected.

Work is assigned frequently throughout the term. The time for the exams will be limited and students will only have one opportunity to take the exam unless alternative arrangements have been made beforehand. Practice quiz results will help establish a student's level of understanding before the exam, which can be monitored for extreme variation from exam scores. Several of the activities allow for student self-selection of the particular topic/area to be examined. Students will be asked to update their profile with specific traits some of which can be verified to make sure that the profile matches university records.

GEOG 230 Cultural Geography Distance Education Course Syllabus Summer 2012

Dr. Gail S. Sechrist
Section W01
Office Leonard 2A (the inner office)

Dept. Phone 357-2250 eMail gailsech@iup.edu
Office Hours: 9:00-11:00 MTWRF
Other hours by appointment

Catalog Description: 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.

Course Objectives:

1. To increase awareness and appreciation of the diversity of cultures that exist, with an emphasis on American culture.
2. To discover the geographer's perspective in the interpretation of human behavior on the landscape.
3. To apply a thematic framework to the study of cultural geography at the local, regional, and international levels.
4. To study, interpret, and write about cultural diffusion, cultural ecology, cultural interaction, and cultural landscapes.

Required Books and Readings:

Textbook: Jordan-Bychkov, Terry; Mona Domosh; Roderick Neumann; and Patricia Price. 2012. Fundamentals of the Human Mosaic: A Thematic Introduction to Cultural Geography. NY: 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.

Articles: 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

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

Additional shorter newspaper articles and web resources will be required.

Evaluation Methods and Exam Policies Section W001 Writing Intensive

1. The final grade based on 660 points will be determined as follows:
 - a. Term Exams (200 points total) **June 13 and June 25** 30%
Two 100 point exams with short identification, multiple choice, T/F, map identification, & essays.
 - b. Exercises/Activities, Papers, Online Discussion, & de Blij book Essay (330 points) 50%
Migration Essay due July 5. **Book paper is due July 3rd**. Papers accepted late thru the end of final exams (with points deducted after late date), however, some exercises will need to be completed by particular dates. See assignment table & class learning management site calendar.
 - c. Cumulative Final Exam (130 points) 20% **July 6th**
2. Make-up exams will given if you have a valid excuse for not taking the exam on the scheduled date. It is your responsibility to contact me if you miss an exam. Except for extraordinary excuses, each student is only allowed one make-up during the term.
3. The scale is ≥ 90 A 89-80 B 79-70 C 69-60 D <60 F. I record your points.

Course Format

The course will use the following structure:

- 5 weeks with 12 modules, each module has 1-4 activities/essays/discussions associated with it

- There is a word file with each module that provides you with an outline of the topic/module
- There is a PowerPoint presentation for each module and assigned readings in the chapters of the text and *The Power of Place* book; additional readings are associated with assignments/activities
- There is a practice quiz after every two modules; if you score 70% or higher before the exam you will receive up to 6 bonus points on the exam (3 for each quiz). You can retake the quizzes as many times as you like. There are four modules covered on each exam with basic concepts and major ideas reviewed on the final exam.
- Assignments will be used to assess your understanding and application of the concepts, especially of the five themes of cultural geography that are used to organize the textbook and the course.

Discussion Topics:

You will earn points for responding to each of the five discussion board questions. To earn full-credit, you must respond in a timely manner with an adequate and accurate reply. You are to respond to each question and for the last four topics you are also required to respond to at least one of your fellow students' responses, thus creating discussion threads. To be timely, responses should be posted by the dates listed in each assignment. **Thus you are encouraged to post your initial response two days after the question is posed to facilitate collaboration among your peers.**

Responses should be substantive and be at least **75 words** in length. I will assess your ability to critically analyze and respond to the discussion questions. In cases where a reading or readings are associated with the post, you need to incorporate ideas from the reading (giving credit to the authors). Your responses to other students need to be at least **40 words** in length. You are encouraged to respond more frequently than required as collaboration tends to enhance your learning.

Please Note: Be sure to communicate in an appropriate manner. Rudeness, vulgarity, and other inappropriate comments will not be tolerated. Violations of the university's policies on uses of technology may result in disciplinary action or expulsion from the course.

Exams

There will be two 100 point exams during the term with multiple choice, true and false, matching, short answer and short essay questions (no more than 6 points for each question). Exam 2 will also have a map identification section. There will be two practice quizzes before each exam (one for every two modules) these quizzes may be taken as many times as you like, but you need to earn 70% or higher on them before you take the exam in order to earn the bonus points on the exam. There will be a study guide available to download one week before each exam.

Course Expectations

Successful completion of this course is directly related to your level of commitment, discipline, motivation, and participation. Although I will accept many assignments late, it will be difficult to complete a large number of assignments before midnight on July 6 if you have procrastinated until that date. Note in the assignment chart that certain assignments have a firm late date and will not be accepted at the end of the term.

Please remember that you can ask me questions using email, the discussion board, or the phone. If you email

me, I will make every effort to respond within 24 hours and usually much quicker than that. If you do not hear back from me in one day, resend your email in case it did not send. Also monitor your posts, paper submissions, and quizzes submissions to make sure that it registered (I have had students who thought that they had made a post or submitted a quiz, but it had not submitted correctly). If you have a question that can be posed to the entire class, please feel free to post it on the discussion board.

Finally, I hope you enjoy the class, I think that you will find most of the material interesting. Please do not hesitate to contact me with any questions or concerns. I look forward to learning with you.

Students with Special Needs Related to Learning or Testing

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. Their office is in 216 Pratt Hall
Phone 724-357-4067.

Reformatted from Avoiding Plagiarism & Knowing When to Cite Sources developed by IUP Writing Center

Need to Document	No Need to Document
<p>1) When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium. 2) When you use information gained through interviewing another person. 3) When you copy the exact words or a "unique phrase" from somewhere. 4) When you reprint any diagrams, illustrations, charts, and pictures. 5) When you use ideas that others have given you in conversations or over email.</p>	<p>1) When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject. 2) When you are using "common knowledge"—folklore, common sense observations, shared information within your field of study or cultural group. 3) When you are compiling generally accepted facts. 4) When you are writing up your own experimental results</p>
Action during the writing process	Appearance on the finished product
<p>When paraphrasing and summarizing</p> <p>1) First, write your paraphrase and summary without looking at the original text, so you rely only on your memory. 2) Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases</p>	<p>When paraphrasing and summarizing</p> <p>1) Begin your summary with a statement giving credit to the source: According to Jonathan Kozol, ... 2) Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... "savage inequalities" exist throughout our educational system (Kozol)</p>
When quoting directly	When quoting directly
1) Keep the person's name near the quote in your notes, and in	1) Mention the person's name either at the beginning of the

your paper. 2) Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style	quote, in the middle, or at the end. 2) Put quotation marks around the text that you are quoting 3) Indicate added phrases in brackets ([]) and omitted text with ellipses (. . .)
When quoting indirectly	When quoting indirectly
1) Keep the person's name near the text in your notes, and in your paper. 2) Rewrite the key ideas using different words and sentence structures than the original text	1) Mention the person's name either at the beginning of the information, or in the middle, or at that end 2) Double check to make sure that your words and sentence structures are different than the original text
Material is probably "common knowledge" if:	
1) You find the same information undocumented in at least five other sources 2) You think it is information that your readers will already know 3) You think a person could easily find the information with general reference sources	

COURSE OUTLINE:

Module 1: Cultural Geography: A Thematic Introduction

- A. What is Geography? **READ CAREFULLY:** Text Chapter 1 pp. 1-25
- B. Organization of Geographical Studies deBlij Chapter 1 pp. 3-30
- C. Themes in Cultural Geography

Assignments: What is Culture online discussion; South Web Activity; Bagel Essay; Cultural Landscape Essay

Module 2: Maps

- A. Maps and Map Scale **READ:** de Blij Chapter 5 pp. 108-135
- B. How is Information Shown on Maps?

Assignments: Freeport Map Exercise; Latitude and Longitude Exercise; Practice Quiz 1

Module 3: Folk and Popular Culture

READ: Text Chapter 2 pp. 27-52
de Blij Chapter 4 pp. 81-107

- A. Folk Culture Regions and Architecture
- B. Popular Cultural Landscapes
- C. Folk Cultural Ecology
- D. Globalization of Popular Culture

Assignments: Impact of Popular Culture on Folk Culture Online Discussion, Cultural Landscape Images

Module 4: Population Geography

READ: Text Chapter 3 pp. 53-89

- A. Population Distribution and Terms
- B. Environmental Influence on Population Distribution and Vice Versa
- C. Population Migration Trends

de Blij Chapter 7 pp. 157-181

Assignments: 50 Most Populous Countries Exercise; Population Questions; Population Pyramid Web Activity; Caste Essay; Practice Quiz 2

Exam 1 June 13th (tentatively)

Module 5: The Geography of Language

READ: Text Chapter 4 pp. 91-115
de Blij Chapter 2 pp. 31-51

- A. Classification, Distribution, and Diffusion of Languages
- B. Language Universals, Language Change and Variation
- C. Cultural Interaction, Globalization and Nature's Impact on Language

Assignments: Language Questions, Nigeria Language in Education Question; Online Discussion about Whether English Should be the Official Language of the United States; Lingua Franca Essay

Module 6: Geographies of Race and Ethnicity

READ: Text Chapter 5 pp. 117-147

- A. Racial/Ethnic Groups and Regions in the U.S.
- B. Cultural Interaction and Cultural Ecology Examples
- C. An Ethnic Case Study: Czech Immigrants in U.S.

Assignments: Minorities at Risk Web Activity; Practice Quiz 3

Module 7: Political Geography

READ: Text Chapter 6 pp. 149-176; "Two Nations in Search of a State," and de Blij Chapter 6 pp. 136-156

- A. The State, the Nation and the Nation-State
- B. Separatism and Intrastate Conflict and Cultural Ecology
- C. Local Political Redistricting

Assignments: Two Nations in Search of a State Assignment; Online Discussion of Issues and Conflicts over 2011 Political Redistricting; Country Shape Web Map Search Exercise

Module 8: The Geography of Religion

READ: Text Chapter 7 pp. 177-210
de Blij Chapter 3 pp. 52-80

- A. Patterns of Religion
- B. Major Characteristics of World Religions
- C. Religious Circulation and Cultural Ecology

Assignments: Group Religion Reports; Cultural Ecology Essay; Holy Pittsburgh; Practice Quiz 4

Exam 2 June 25th (tentatively)

Module 9: The Geography of Agriculture

READ: Text Chapter 8 pp. 211-244

- A. Agricultural Regions and Diffusion
- B. Cultural Interaction and Agricultural Landscapes

de Blij Chapter 9 pp. 207-232

Assignments: Genetic Engineering Posting and Paper; Indians Starve While Wheat Rots Activity,

Module 10: From Industrial to Information Age

- A. Industrial Regions and Diffusion
- B. Economic Activities Impact on Nature

READ: Text Chapter 9 pp. 245-272
de Blij Chapter 10 pp. 233-256

Assignments: India/China Industry Contrast Lists;

Module 11: Urbanization and Inside the City

- A. The Functions of Urban Areas
- B. Megalopolis: An Urban Region
- C. Systems of Urban Settlements (Inter-city Relationships)
- D. Movement in the Metropolis: The Urban Landscape

READ: Text Chapters 10/11 pp. 273-296, pp. 297-324
de Blij Chapter 8 pp. 182-206

Assignments: *The Power of Place* Essay; Site & Situation Exercise

Module 12: Globalization: One World or Many?

Assignment: Family Migration, Bonus Discussion about differences between Cultural Ecology and Cultural Landscape Themes

FINAL July 6th 2012

All Late Assignments are due by midnight on July 6, 2012

STUDENT OUTCOMES ASSESSMENT MATRIX for CULTURAL GEOGRAPHY:

Because this course is required for Social Studies Education majors it needs to include the following information about how the course objectives link to the National Council of Social Studies Standards. This course in some ways links to 9 of the 10 standards. There are two key assessments (the deBlij book essay and the final exam essay on the five themes) that are used as the key assessments. These assessments are evaluated somewhat separately from the letter/percentage grade that you may receive on these assignments.

COE-ET Conceptual Framework	NCSS Standards	Course Objectives & Topic Areas	Assessment Technique
Scholar/Practitioner	1. Culture & Cultural Diversity	Objective 1. Entire Content of course	Exams and *Book Essay *Themes Essay on Final
Scholar/Practitioner	2. Time, Continuity, and Change	Objective 4. Cultural Origins and Diffusion covered throughout course	Diffusion questions on exams, Bagel Essay, and *Book Essay
Scholar/Practitioner	3. People, Places, &	Objectives 1, 2, 3, 4	Exams and *Book Essay

	Environments	Entire Content of course	*Themes Essay on Final Cultural Ecology Essay
Scholar/Practitioner	4. Individual Development and Identity	Objective 3 Migration	Family Migration Essay
Scholar/Practitioner	6. Power, Authority, and Governance	Objective 3 Political Geography	Political Geography Exam Questions
Scholar/Practitioner	7. Production, Distribution, and Consumption	Objective 3 Agricultural Geography, Industries, & Urban	Certain Agricultural, Industrial and Urban Exam Questions
Scholar/Practitioner	8. Science, Technology, & Society	Objective 4 Industries on the Land	Certain Exam Questions on Industrial Revolution
Scholar/Practitioner	9. Global Connections	Objectives 1, 2, 3, 4 Covered throughout course And One World or Many	Globalization Questions on Final Exam 50 most Populous Exercise
Scholar/Practitioner	10. Civic Ideals and Practices	Objective 3 Political Geography	Political Geography Exam Questions

***Indicates assessments designated for mean and score range aggregated reporting.**

Standard Rubric for Assessing Student Products and Calculating Class Mean Score

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 Target—all themes are correctly defined, with multiple examples and few grammar errors;
Acceptable—no more than one theme incorrectly defined or missing, some examples wrong or missing, and/or paper is poorly written or a little short;
Unacceptable—book might be summarized but no themes are identified or multiple themes are missing or incorrect, and/or paper is poorly written or shorter than page limit listed.

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

Target--all themes correctly defined, with two different examples and an explanation

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

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

Cultural Geography Assignments--Adaptations for Distance Education Writing Intensive Section (W01)

Assignment	Length	Adaptation for Distance Education	# Points
What is Culture Posting	5+ Sentences	Keep online discussion same	5
What is South Web activity	New activity	Replace inclass discussion with Web activity; submit online	5**
Bagel Essay	1-2 pages	Provide links to articles; submit only online	15
Landscape Essay*	1 page	Essay will be based on Lowenthal article instead of JB video; provide link to article only submit online	10*
Freeport Map	In class Exer	provide digital map, modify directions, and submit online	5
Latitude/Longitude Exercise	Was ungraded in	Provide students with diagrams of latitude & longitude to replace globes used in class & submit online	5**
Impact of Pop Culture on Folk Culture	New discussion	Provide links to articles to stimulate online discussion	5**
Cultural Landscape Images Assignment	Exercise	keep same; submit only online	15
50 Countries Exercise	3/4-1 page	Mapping countries will be optional/ungraded add more points/length to essay part of assignment	15
Web Activity on Population Pyramids of India/China	New activity	Replace in class explanations about population pyramids with Web activity; submit online	5**
Population Questions	Exercise	keep same only now submit online	5
Caste Essay*	2 pages	Provide links to articles; submit only online	20*
Exam 1	1.5 pges	Convert to online exam using techniques to prevent cheating	100
Language Questions	Exercise	keep same only now submit online & merge with distribution questions	
Language Distribution Questions	Replacement Exercise	Language map will be replaced by expanded language questions that focus on distribution questions	15
Nigerian Education	<1 page	Provide link to article; only submit online now	5

Should English be Made Official in US pro/con	New discussion	Replace in class reading of pro/con article and discussion with online discussion	5		
Lingua Franca Essay*	1 page	provide link to video (which is in public domain); submit online only	10*		
Minorities at Risk Web Activity	New activity	Supplement race & ethnicity PowerPoint with online article and question responses	5		
Country Shape Web Map Search Activity	New activity	Replace in class discussion of examples with Web Map Search for Examples of 5+ Shapes	5		
Two Nations in Search of a State	Exercise Questions	provide link to article; only submit online now	15		
2011 Redistricting Issues and Conflicts	New discussion	Add a online disussion based on recent press about redistricting in place of in class redistricting exercise	5**		
Cultural Ecology Essay*	2 pages	keep same; submit only online	20		
Group Religion Reports	Powerpt	Replace in class group religion report projects with online groups that upload presentation to class site	10		
Holy Pittsburgh Video		If permission can be obtained to use video stream online or use Textbook Web Activity			
Exam 2	1.5 pages	Convert to online exam using techniques to prevent cheating	100		
Indians Starve While Wheat Rots article	<1 page	Replace in class reference to distributed article with several questions in an online activity	5		
GE Discussion Post & Genetic Engineering Paper*	2 pages	keep same; submit only online	10 + 20		
<i>The Power of Place</i> Essay	5 pages	keep same; submit only online	70*		
Family Migration	1-2 pages	keep same; submit only online	15		
India/China industry traits lists	2 lists	Convert inclass article reading and group list creation to online list creation	5**		
Site/Situation	Exercise	Convert to online activity by directing students to select 3 cities from list to read wikipedia articles and find map before completing exercise and submitting online vs. handing out paper copies of articles in class	5		
Expand # of questions on practice quizzes offer earlier	Bonus Pts				
Final Exam	2 pages	Convert to online exam using techniques to prevent cheating	130		
Exercise Totals	22 pages	NA	NA	Exercise Totals for the class	290

*Items that are for writing intensive section only, these points total 100; Book essay is two pages longer added as assessments for Distance Education version of course

** Itmes

GEOG 230 Cultural Geography Syllabus of Record

Catalog Description: 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.

Course Objectives:

1. To increase awareness and appreciation of the diversity of cultures that exist, with an emphasis on American culture.
2. To discover the geographer's perspective in the interpretation of human behavior on the landscape.
3. To apply a thematic framework to the study of cultural geography at the local, regional, and international levels.
4. To study, interpret, and write about cultural diffusion, cultural ecology, cultural interaction, and cultural landscapes.

Required Books and Readings:

Textbook: Jordan-Bychkov, Terry, Mona Domosh, Roderick Neumann, and Patricia Price The Human Mosaic: A Thematic Introduction to Cultural Geography. 10th ed. New York: W.H. Freeman, 2006.

Liberal Studies Required Book: DeBlij, 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.

Evaluation Methods and Exam Policies

1. The final grade based on 620 points Writing Intensive (520 points Non W) will be determined as follows:
 - a. Semester Exams (200 points total)
Two 100 point exams with short identification, multiple choice, T/F, map identification, & essays.
 - b. Exercises, Papers, Migration, & DeBlij book Essays (290 points for Writing Intensive)
(190 points for Nonwriting Intensive)
 - c. Cumulative Final Exam (130 points)
3. The scale is ≥ 90 A 89-80 B 79-70 C 69-60 D < 60 F.

Attendance: Regular attendance is expected and encouraged. An attendance policy based on the university policy will be used by each instructor.

COURSE OUTLINE:

- | | |
|--|---------------------------|
| I. Cultural Geography: A Thematic Introduction | 5.5 Academic Hours |
| A. What is Geography? | |
| B. Organization of Geographical Studies | |
| C. Themes in Cultural Geography | |
| II. Maps | 1.5 Academic Hours |
| A. Maps and Map Scale | |
| B. How is Information Shown on Maps? | |
| III. Folk and Popular Culture: Many Worlds | 3 Academic Hours |
| A. Folk Culture Regions and Architecture | |
| B. Folk Cultural Ecology | |
| C. Popular Cultural Landscapes | |
| D. Cultural Interaction in Popular Culture | |

IV. The Geography of Religion: Spaces and Places of Sacredness	5 Academic Hours
A. Patterns of Religion	
B. Major Characteristics of World Religions	
C. Religious Circulation and Ecology	
<u>Exam 1</u>	1 Academic Hour
V. The Geography of Language: Speaking About Places	4.5 Academic Hours
A. Classification, Distribution, and Diffusion of Languages	
B. Language Universals, Language Change and Variation	
C. Cultural Interaction and Linguistic Ecology	
VI. Ethnic Geography: Homelands and Islands	3.5 Academic Hours
A. Ethnic Groups & Regions in the U.S.	
B. Ethnic Interaction and Ecology	
C. Population Migration Trends	
D. An Ethnic Case Study: Czech Immigrants in U.S.	
VII. Political Geography: A Divided World	3.5 Academic Hours
A. The State and the Nation-State	
B. Separatism and Intrastate Conflict and Political Ecology	
C. Local Political Redistricting	
VIII. Geodemography: Peopling the Earth	2.5 Academic Hours
A. Population Distribution and Terms	
B. Environmental Influence on Population Distribution	
<u>Exam 2</u>	1 Academic Hour
IX. Agricultural Geography: Food from the Good Earth	5 Academic Hours
A. Agricultural Regions and Diffusion	
B. Cultural Interaction and Agricultural Landscapes	
X. Industries on the Land	1.5 Academic Hours
A. Industrial Regions and Diffusion	
B. Industrial Ecology	
XI. Spatial Organization of Cities	4 Academic Hours
A. The Functions of Urban Areas	
B. Megalopolis: An Urban Region	
C. Systems of Urban Settlements (Inter-city Relationships)	
D. Cultural Diffusion in the City: The Urban Landscape	
XII. One World or Many? The Cultural Geography of the Future	0.5 Academic Hour
FINAL EXAM	2 Hours

STUDENT OUTCOMES ASSESSMENT MATRIX for CULTURAL GEOGRAPHY:

COE-ET Conceptual Framework	NCSS Standards	Course Objectives & Topic Areas	Assessment Technique
Scholar/Practitioner	1. Culture & Cultural Diversity	Objective 1. Entire Content of course	Exams and *Book Essay *Themes Essay on Final
Scholar/Practitioner	2. Time, Continuity, and Change	Objective 4. Cultural Origins and Diffusion covered throughout course	Diffusion questions on exams, Bagel Essay, and *Book Essay
Scholar/Practitioner	3. People, Places, & Environments	Objectives 1, 2, 3, 4 Entire Content of course	Exams and *Book Essay *Themes Essay on Final Cultural Ecology Essay
Scholar/Practitioner	4. Individual Development and Identity	Objective 3 Migration & de Blij book	Family Migration Essay
Scholar/Practitioner	6. Power, Authority, and Governance	Objective 3 Political Geography	Political Geography Exam Questions
Scholar/Practitioner	7. Production, Distribution, and Consumption	Objective 3 Agricultural Geography, Industries, & Urban	Certain Agricultural, Industrial and Urban Exam Questions
Scholar/Practitioner	8. Science, Technology, & Society	Objective 4 Industries on the Land	Certain Exam Questions on Industrial Revolution
Scholar/Practitioner	9. Global Connections	Objectives 1, 2, 3, 4 Covered throughout course and in last chapter and de Blij book	Globalization Questions on Final Exam, Book Essay 50 most Populous Exercise
Scholar/Practitioner	10. Civic Ideals and Practices	Objective 3 Political Geography	Political Geography Exam Questions

*Indicates assessments designated for mean and score range aggregated reporting.

Standard Rubric for Assessing Student Products and Calculating Class Mean Score

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 or incorrect, and/or paper is poorly written, late and/or shorter than page length requested.

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

Bibliography

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- Demko, George J. and William B. Wood. 1987. International Refugees: A Geographical Perspective. *Journal of Geography* Sept-Oct.
- McNee, Robert. 1987. Metropolitan Adventure: Exploring the Hidden City. *Journal of Geography* May-June.
- Monk, Janice. 1983. Integrating Women into the Geography Curriculum. *Journal of Geography* Nov-Dec.
- 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.
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- Sopher, David E. 1967. *Geography of Religion*. Englewood Cliffs, NJ: Prentice-Hall.

Cultural Geography Assignments--Dates Tentative Writing Intensive Section (W02)

Assignment	Length	Hand Out	Date Due	Late Date (After this date points deducted)	# Points
What is Culture Posting	5+ Sentences	Jan. 23	Feb. 6	Feb. 6 Last Date for credit	5
Bagel Essay	1-2 pages	Jan. 27	Feb. 3	Feb. 10 Late Date; Feb. 24 Last Date for credit	15
Landscape Essay*	1 page	Feb. 3	Feb. 10	Feb. 17	10*
Freeport Map	Exercise	Feb. 6	In class	If excused absence	5
50 Countries Exercise	3/4-1 page	Feb. 6	Feb. 13	Feb. 20	20
Cultural Landscape Images Assignment	Exercise	Feb. 13	Feb. 27	Mar. 5	15
Population Questions	Exercise	Feb. 17	In class	If excused absence	5
Caste Essay*	2 pages	Feb. 22	Feb. 29	March 7	20*
Exam 1	1.5 pgs	Feb. 24	In class	Make up TBA	100
Language Questions	Exercise	Feb. 27	In class	If excused absence	5
Language Map	Exercise	Feb. 27	Mar. 5	March 19 Late Date; 4-11 Last Date for Credit	15
Nigerian Education	<1 page	Feb. 29	In class	If excused absence	5
Lingua Franca Essay*	1 page	Mar. 2	Mar. 9	March 21	10*
Two Nations in Search of a State	Exercise Questions	Mar. 7	Mar. 23	March 26 Last Date for any credit	15
<i>The Power of Place</i> Essay	5 pages	Jan. 23	Mar. 21	March 28	70*
Cultural Ecology Essay*	2 pages	Mar. 30	Apr. 6	April 13	20

Genetic Engineering Posting	<1 page	Apr. 6	Apr. 19-20	April 23 Last Date for credit	15
Genetic Engineering Paper*	2 pages	Apr. 6	Apr. 20	April 27	20
Exam 2	1.5 pages	Apr. 11	In class	Make up TBA	100
Family Migration	1-2 pages	Feb. 20	Apr. 25	May 2	15
Site/Situation	Exercise	Apr. 30	In class	If excused absence	5
Final Exam	2 pages	May 7	In class	Make up TBA	130
Exercise Totals	22 pages	NA	NA	Exercise Totals for the class	290

*Items that are for writing intensive section only, these points total 100; Book essay is two pages longer

Web Activity for Population Module adapted from Textbook Website

Table 7.1 in the text presents information about the populations of China and India, which are currently the first and second most populous countries on earth. At current growth rates, India will surpass China as the most populous country within about 30 years. This is largely due to the effectiveness of China's "one-couple, one child" policy which, while certainly not without critics, has been effective in slowing that country's population growth.

Go to the U.S. Census Bureau's International database at <http://www.census.gov/ipc/www/idb/pyramids.html>. Choose the following settings:

Select one country: India

Type of output: Dynamic

Click on "Submit Query"

Watch the animated population pyramid. It presents the population structure of India as grows over the next 50 years. Hit the "reload" button on your browser to replay the animation.

Now run the simulation for China. You should notice some strong differences in both the shape and size of the pyramids for China and India.

Question 1: Describe the differences you see between the two simulations.

Question 2: How might the "one child" policy have influenced the shape of China's pyramids? (Hint: it isn't a pyramid at all!)

Question 3: Now, return to the IDB page and run the animation for Denmark, a country which is actually experiencing negative population growth. How does Denmark's projection differ from India's?

Submit your response to Questions 1-3 on the Learning Management Site by June 12th

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.

Due on: June 25th Late After this Date: June 28th

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
--the current landscape is not finished
3. **Zoolike enclaves of historical artifacts**, either genuine or fake
--these relics are often enclosed in fences & only open during tourist hours
--if the original structure(s) have disappeared, Americans do not hesitate to rebuild it from scratch, undisturbed by the lack of authenticity,
--Europeans incorporate historic buildings into their functioning landscape; Americans keep them at arm's length.
--the preferred past is a sanitized history
4. **Emphasis on Individual Features Over Aggregates**
--**Must include multiple buildings to illustrate correctly**
--a row of five houses may represent five different architectural styles, rarely are buildings erected that "belong" together
--each fast-food chain seems to require its own outlandish style of structure to facilitate instant visual recognition.
5. **Preeminence of Function Over Form**
--perhaps because of the hardships of pioneer life, Americans value function more highly than beauty.
--shopping centers, junk car lot, or a mobile home park may seem ugly to the passerby, but as long as it is functional it seems to give no serious cause for complaint.

Lowenthal, David. 1968. "The American Scene." *Geographical Review* 58:61-88.

"To what extent are people aware of their surroundings at all, and when and where? How much do we really see at home, on vacation, on the way to or from work, in field or factory, office or classroom? Let us try to look around wherever we are--not necessarily with close attention to form or detail, but fleetingly, musingly, dreamily, provocatively, anyway, just as long as we see something. For 'without vision the people perish'" (Lowenthal 1968:88).

This is the same article used for the landscape essay see jstor at www.jstor.org/stable/212832

CULTURAL GEOGRAPHY: A Thematic Introduction
Cultural Geography Module 1 Notes Outline

I. What is Geography?

A. Word origin

B. What is Cultural Geography?

What is culture?

Cultural Geography--

C. Questions geographers ask

1. Where is it?

Location can be expressed in two ways:

a. Relative location

b. Absolute location

2. What is it like?

3. Why is it located where it is?

4. What is the role of cultural values?

II. Organization of Geographic Studies

A. Physical Geography based on the Earth Science Tradition

1. Examples of Topics in Physical Geography: Climatology, Meteorology, Physiography, Biogeography

2. Physical Landscape

3. Alexander von Humboldt 1769-1859

B. Human or Cultural Geography based on Spatial Traditions: Geography as a Social Science

1. Examples of Topics in Spatial Tradition: Economic, Resource, Urban, Transportation

2. Cultural Landscape

3. Carl Ritter 1779-1859

4. Social Science

5. Spatial Model

C. Human or Cultural Geography based on Literary (or Artistic) Traditions: Humanistic Geography

1. Examples of Topical Studies in Humanistic Tradition: Historical, Behavioral, Political, Population

2. Humanities--

3. Humanistic Geography--

4. Yi-fu Tuan 1930-

D. Regional Studies--Area Analysis Tradition

E. Techniques in Geography: Cartography, Remote Sensing, Quantitative, Computer Techniques, Location Theory, Planning

III. Five Themes of Cultural Geography

A. Culture Regions: How They Form and Change

--Culture Region

1. Types of Cultural Regions
 - a. Formal or Uniform Region:
 - b. Functional or Nodal Region:
 - c. Vernacular (Perceptual) Regions:

2. General traits of all regions
 - Core**
 - Periphery**

B. Cultural Diffusion part of a concern about Movement
--Cultural Diffusion

--90% of a culture is borrowed the rest is innovation

1. Types of Diffusion
 - a. **Relocation Diffusion**
 - migration
 - b. **Expansion Diffusion**
 - i. **Contagious diffusion**
 - ii. **Hierarchical diffusion**
 - iii. **Stimulus diffusion**
2. What happens when an idea is invented in multiple places?
 - independent invention**
 - Mayan pyramid p. 282
3. What might serve as barriers to diffusion?
 - absorbing barriers**
 - permeable barriers**
 - time-distance decay
4. Stages in the acceptance of an innovation
5. Torsten Hagerstrand 1916-2004
6. Globalization--
 - Origins:
 - uneven development--

C. Cultural Interaction

1. Examples of Interaction

- a. What aspects of culture determine what type of crops are grown in a particular location?
- b. How might religion influence other aspects of culture?

D. Cultural Ecology (Also called Nature-Culture)

1. Two sides of Cultural Ecology

- a.
- b.

2. Schools of thought about cultural ecology interaction

- a. Environmental Determinism --theory that the natural environment, especially climate, has a controlling influence over human actions, thoughts, and even physiography.
Ellen Churchill Semple 1863-1932

Ellsworth Huntington 1876-1947
- b. Cultural Determinism-- the viewpoint that the immediate causes of all cultural phenomena are other cultural phenomena. The physical environment is seen as an inconsequential influence on culture.
- c. Possibilism--theory that nature sets limits & offers possibilities for human settlement, but the way cultures adjust to the environment depends upon their own traditions.
- d. Environmental Perception-- the belief that cultural attitudes shape views (perceptions) of the environment.
--Settlement of Great Plains in N. Dakota example:
 - 1) Euro-Americans
 - 2) Metis (French-Ojibwa)
 - 3) Russian-Germans
- e. Two world views of Nature
 - 1) **Organic view**
 - 2) **Mechanistic view**
- f. Humans as Modifiers of the Earth

George Perkins Marsh 1801-1882

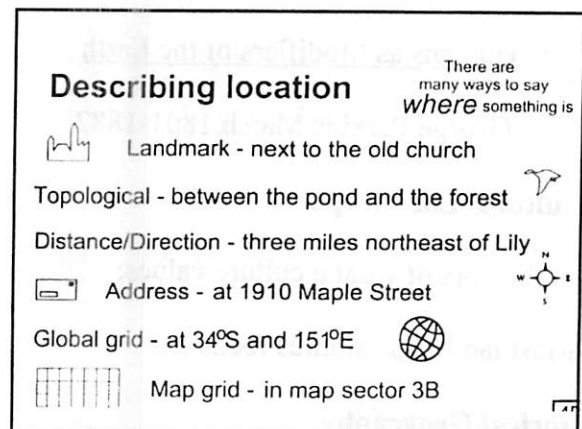
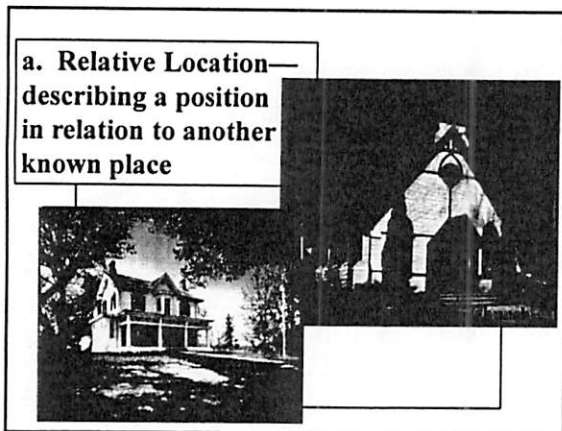
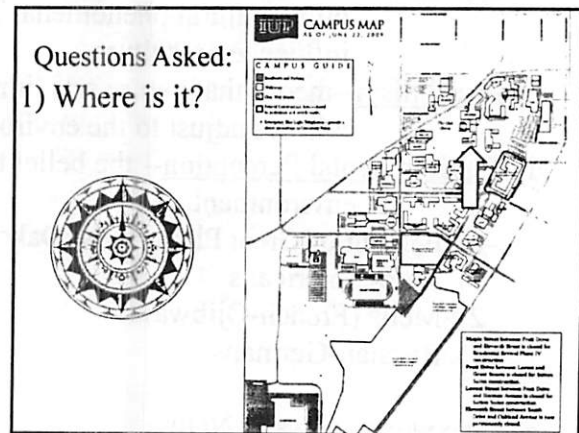
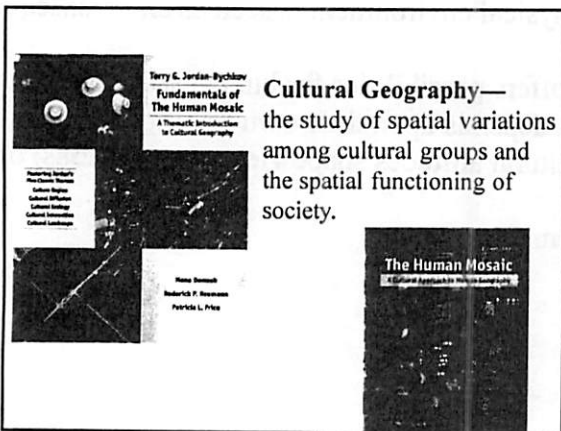
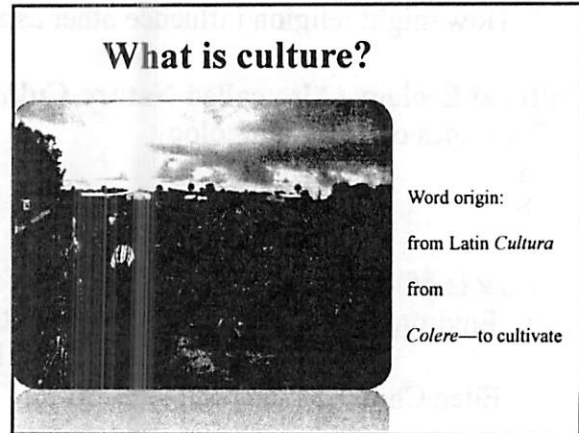
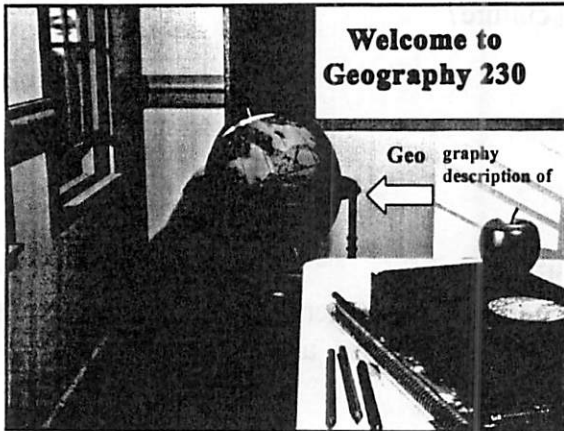
E. Cultural Landscape

--Indicators of what a culture values:

--Most landscape studies focus on:

IV. Historical Geography

- A. The relationship of geography and history
- B. Methods of Historical Geography
- C. Approaches of Historical Geography




b. Absolute Location
using coordinates


Eiffel Tower

Paris, France

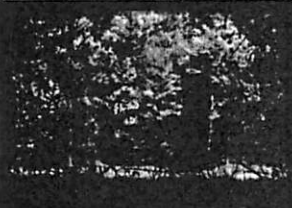


48° N and 2° E






2. What is it like?




What is it like?



3. Why is it here?



4. What is the role of cultural values?





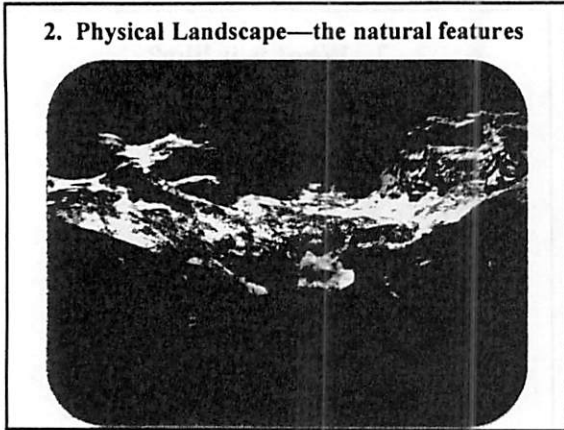
II. Organization of Geographic Studies

A. Physical Geography

1. Topics: Climatology, Meteorology, Geomorphology, Biogeography, Soils

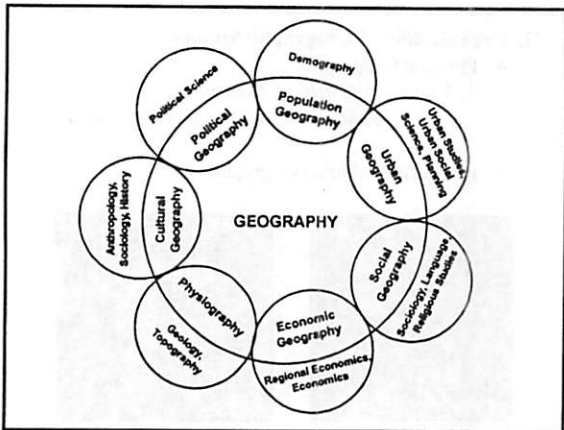
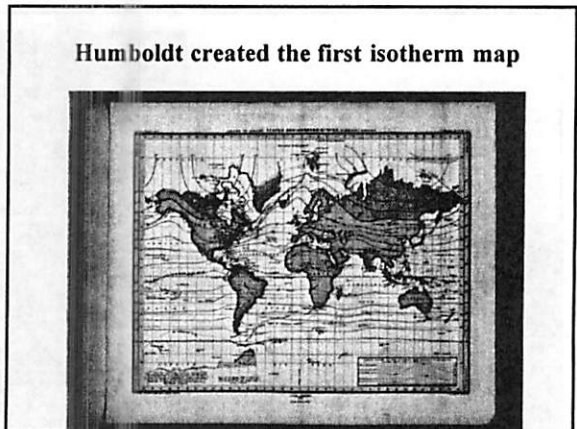
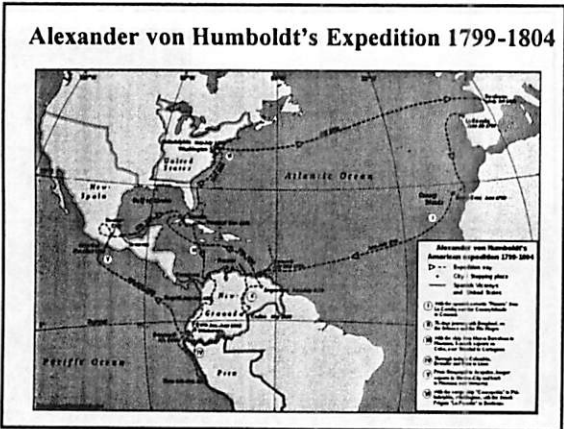
B. Human or Cultural Geography





3. Alexander von Humboldt 1769-1859

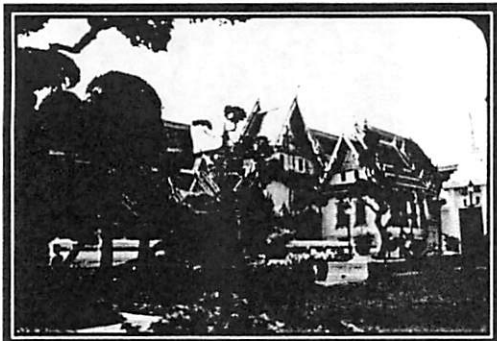
- World famous German naturalist who traveled widely and wrote extensively on nature
- Made a scientific expedition to Latin America for 5 years
- Later for 6 months to Siberia
- Main contribution was cause and effect relationships
- Major work was the Kosmos
- One of the two co-founders of geography.



B. Human/Cultural Geography based on Spatial Traditions

1. Topics: Economic, Resource, Urban, Transportation

2. Cultural Landscape—the human additions and alterations to the earth's surface



- German professor of geography at the University of Berlin.
- Chief concern was human geography
- Sought to apply the rigors of science, that is, to find scientific laws
- Major work was *Die Erdkunde*
- The other co-founder of modern geography

3. Carl Ritter
1779-1859

B. Human/Cultural Geography based on Spatial Traditions



What other disciplines are considered social sciences?

Cultural geographers have 2 research approaches: Social Science Approach vs. Humanities Approach

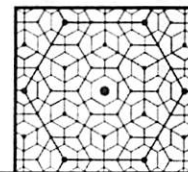


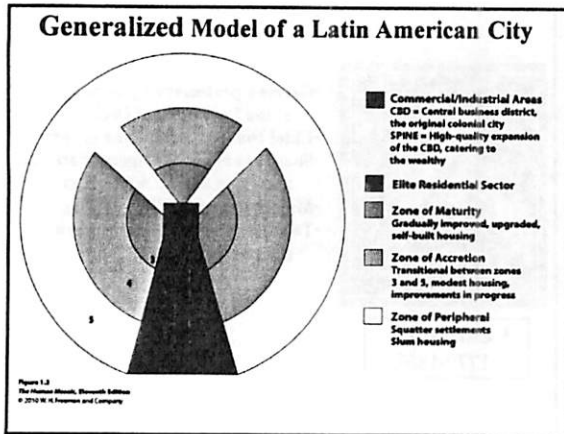
Social Science Approach vs. Humanities Approach



4. Social Science—the branch of learning that applies the scientific method to the study of people—seeks to identify laws for human spatial behavior often with quantitative techniques and models.

5. Spatial Model—an abstraction, an imaginary situation, proposed by geographers to simulate laboratory conditions so that they may isolate certain causal factors for detailed study.





C. Human/Cultural Geography based on Literary/Artistic Traditions 1. Topics: Historical, Behavioral, Political, Population



What disciplines are considered to be in the humanities?

2. Humanities—

disciplines that study the human condition, using methods that are largely analytical, critical, or subjective in contrast to the mainly empirical/objective approaches of the natural and social sciences (Wikipedia).

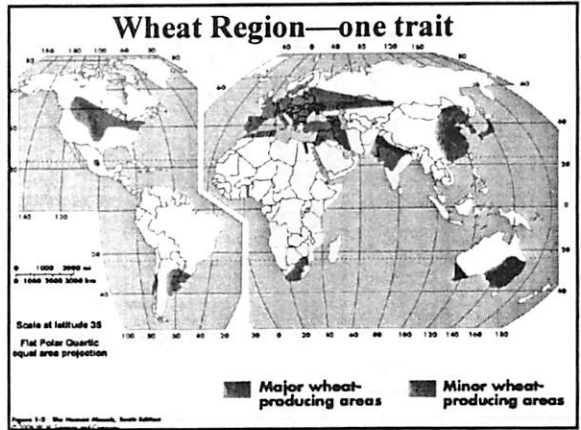
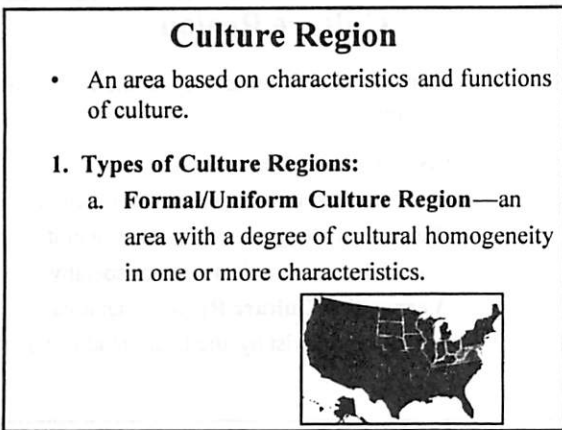
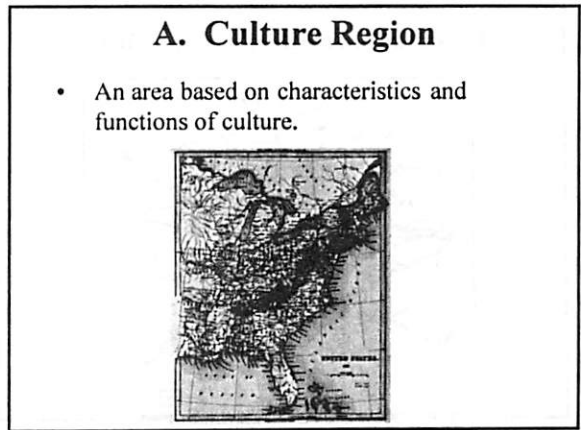
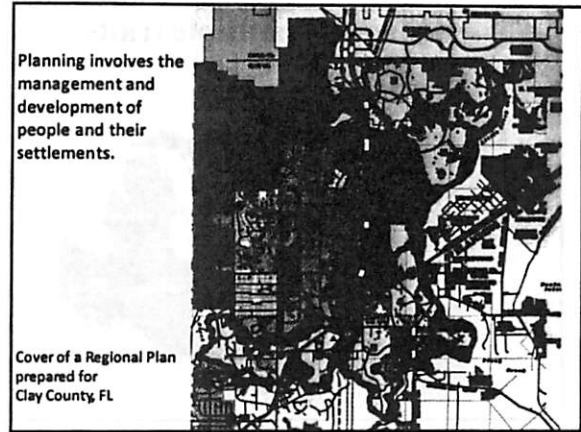
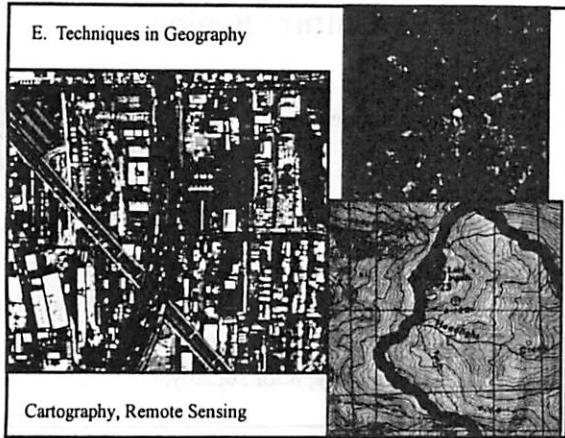
3. Humanistic Geography—

emphasizes the uniqueness of each region and place. Place involves symbolism, sensations, values, and morality and is experienced by different people in a variety of ways, depending on age, past experiences, and personal factors.

4. Yi-Fu Tuan

- 1930, born in China, his father was a diplomat so he became part of the educated class
- Received his bachelor's from Univ. of Oxford
- PhD from University of Calif, Berkley
- Spent most of his career at Universities of Minnesota and Wisconsin
- Over 20 books that deal with the human condition in place and space
- Most famous books are *Topophilia* and *Landscapes of Fear*


D. Regional Studies—Area Analysis Tradition





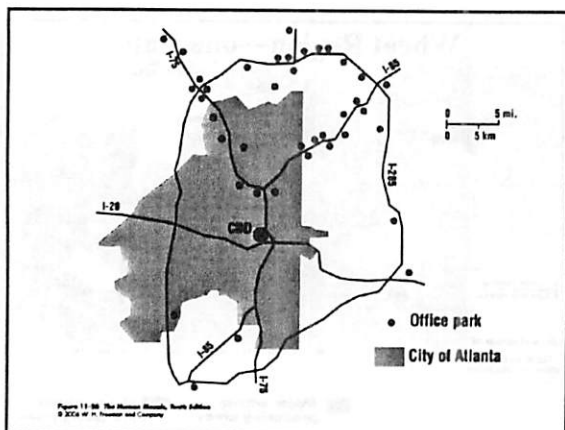
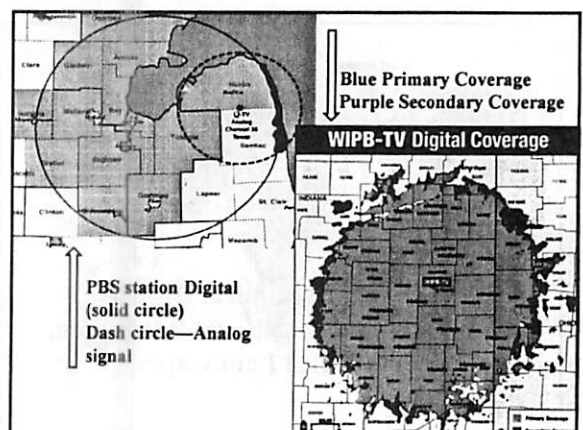
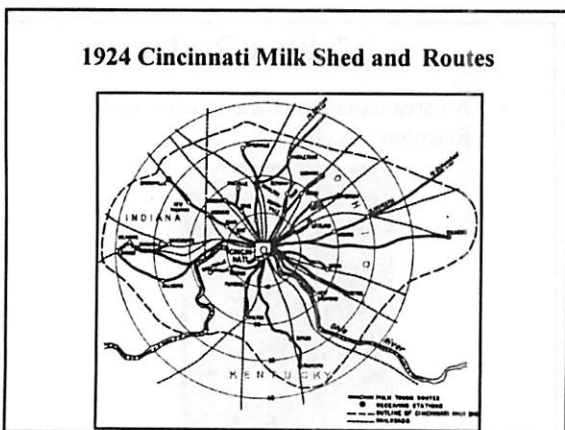
Culture Region

- An area based on characteristics and functions of culture.



1. Types of Culture Regions:

- Formal Region**—degree of homogeneity
- Functional/Nodal Culture Region**—an area that operates as a unit politically, economically, &/or socially.

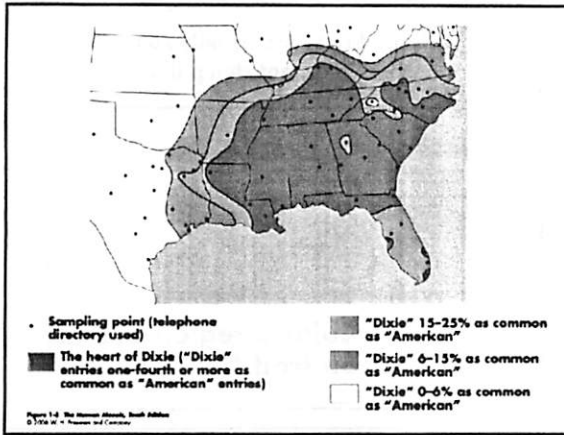


Culture Region

- An area based on characteristics and functions of culture.

1. Types of Culture Regions:

- Formal Region**—degree of homogeneity
- Functional Region**—operates as a unit politically, economically, &/or socially
- Vernacular Culture Region**—an area perceived to exist by the local inhabitants



General Traits of All Regions:

1) Mental ideas used to organize areas and information.

Corn Belt

2) Regions are not totally uniform across the whole area. They have a core and a periphery

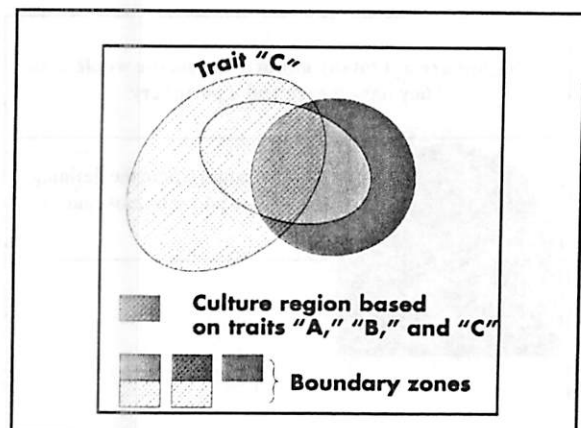
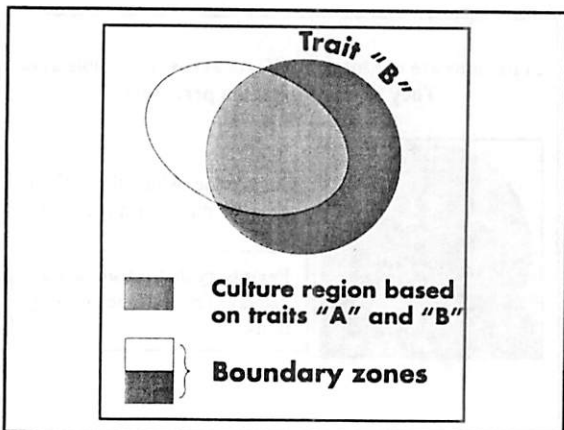
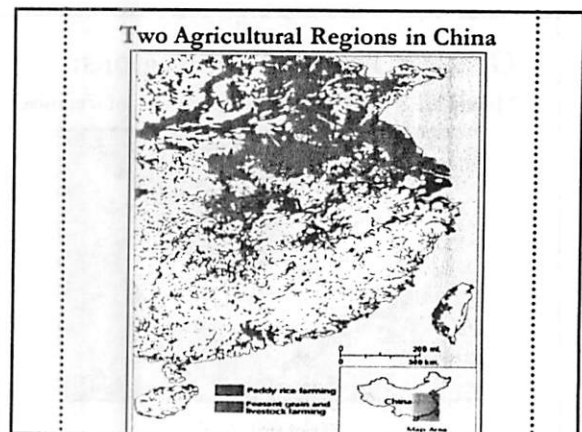
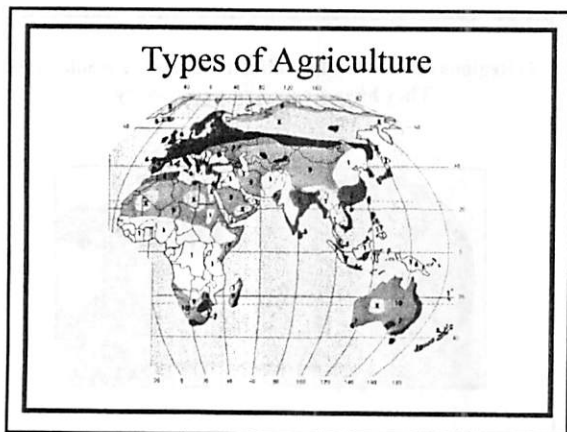
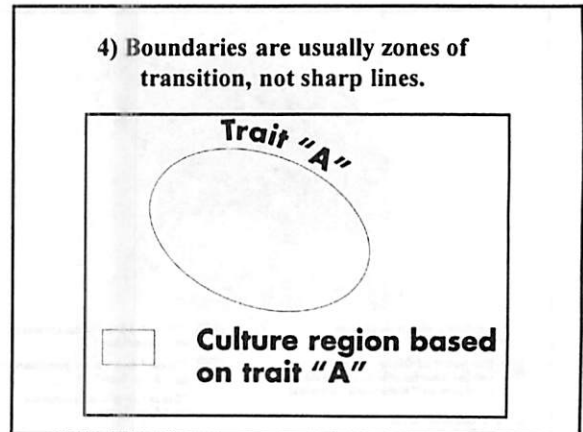
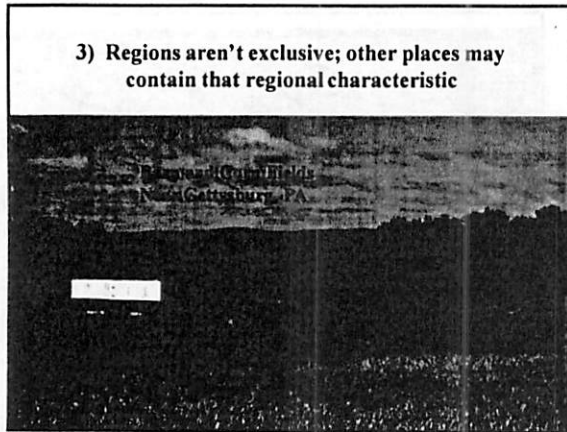
2) Regions are not totally uniform across the whole area. They have a core and a periphery

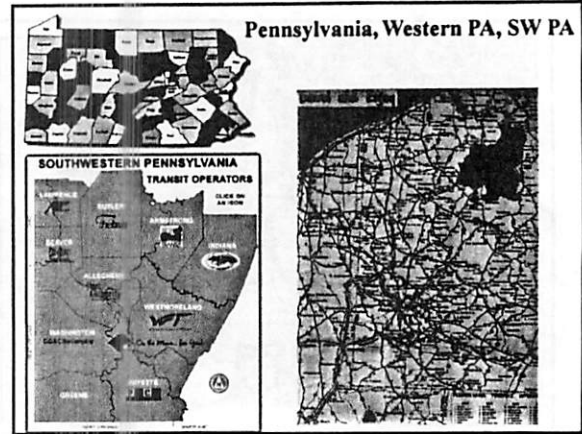
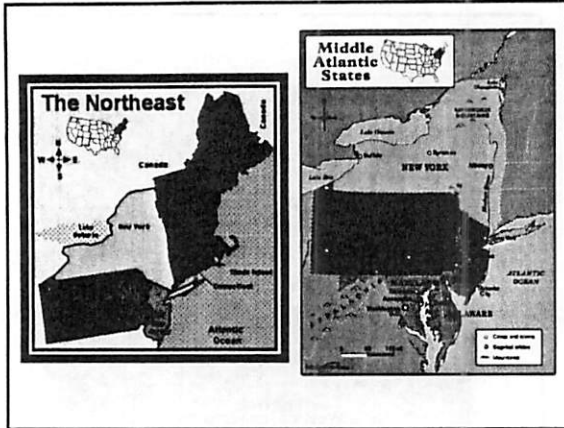
Core (node) where the defining traits are purest or most intense

2) Regions are not totally uniform across the whole area. They have a core and a periphery

Core (node) where the defining traits are purest or most intense

Periphery that is tributary and displays fewer of the defining traits



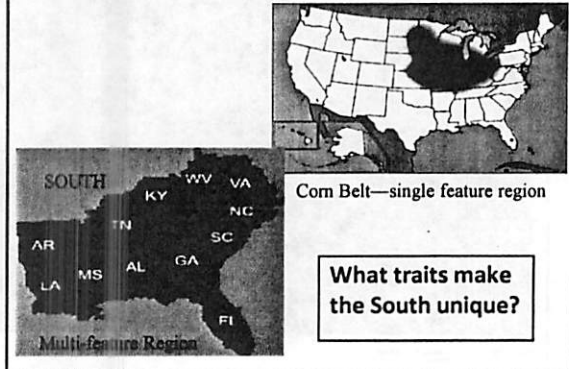


7) Because regions are mental ideas, people can have different opinions about the boundaries of a region or whether such a region actually exists.



67 Figure 1.10

8) Regions can be based on one or many characteristics.



What traits make the South unique?

B. Cultural Diffusion



Think about the movement involved in making and selling a pencil.

Cultural Diffusion



the spread outward of elements of culture from the point of origin.

90% of our culture has diffused here

100 Percent American

"Our solid American citizen awakens in a bed built on a pattern originated in the Near East but that was modified in northern Europe before it was transmitted to America. He throws back covers made from cotton, domesticated in India; or linen, domesticated in the Near East; or silk, the use of which was discovered in China. All of these materials have been spun and woven by processes invented in the Near East. He slips into his moccasins, invented by the Indians of the Eastern wood-lands, and goes to the bathroom, whose fixtures are a mixture of European and American inventions, both of recent date. He takes off his pajamas, a garment invented in India, and washes with soap, invented by the ancient Gauls. He then shaves—a masochistic rite that seems to have been derived from either Sumer or ancient Egypt. . . .

On his way to breakfast, he stops to buy a paper, paying for it with coins, an ancient Lydian invention. At the restaurant, a whole new series of borrowed elements confronts him. His plate is made of a form of pottery invented in China. His knife is of steel, an alloy first made in southern India; his fork, a medieval Italian invention, and his spoon, a derivative of a Roman original. . . .

When our friend has finished eating, . . . he reads the news of the day, imprinted in characters invented by the ancient Semites upon a material invented in China by a process invented in Germany. As he absorbs the accounts of foreign trouble, he will, if he is a good, conservative citizen, thank a Hebrew deity in an Indo-European language that he is 100 percent American" (From Linton 1936, adapted by Prentice-Hall).

Diffusion—the spread outward of an idea, or innovation, from the point of origin.

Two Types:

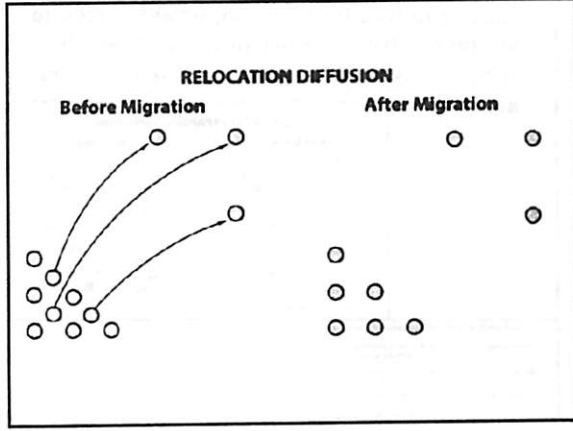
a. **Relocation Diffusion**—when people migrate and take their culture with them.



migration—the movement of people between different regions of the world.

Right: Demonstrations in Hamburg, Germany, against the deportation of immigrants

Migrants want to be able to move freely between their home countries and the country that they work in.

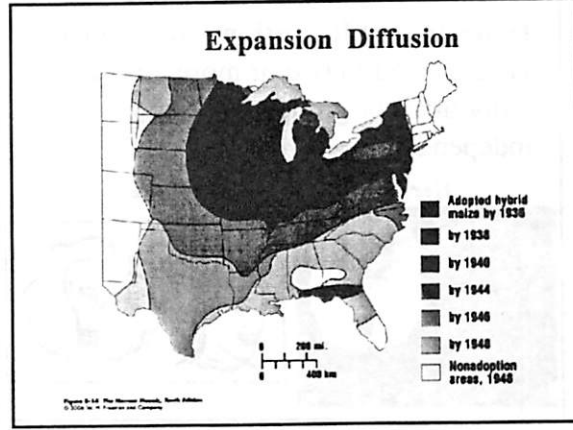


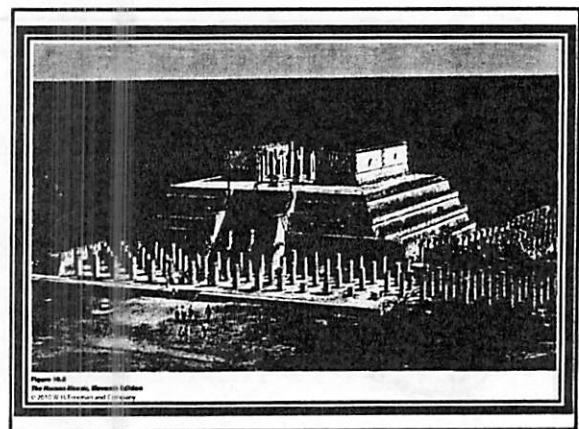
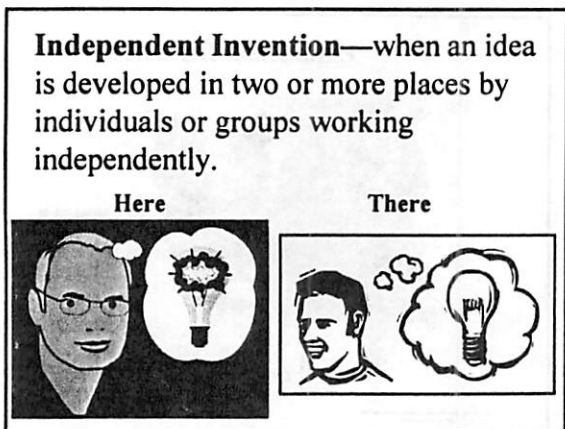
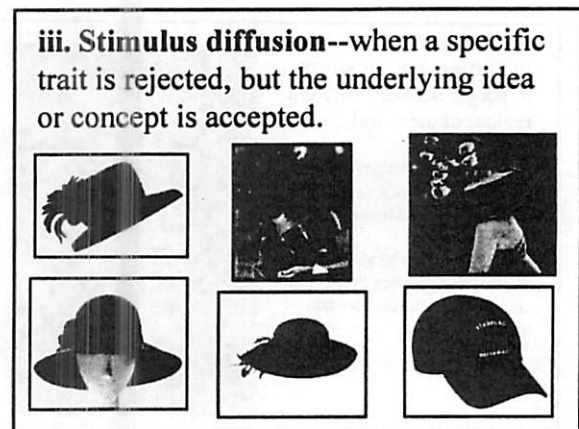
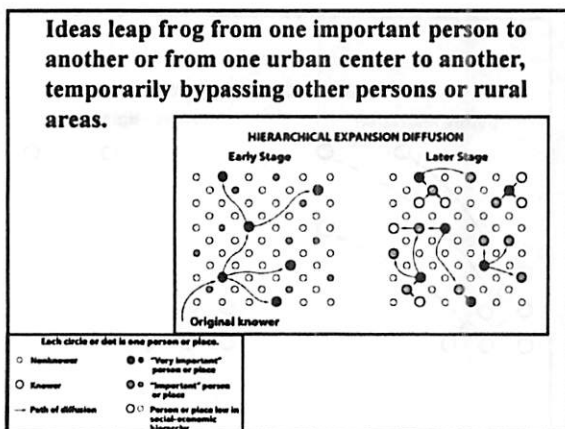
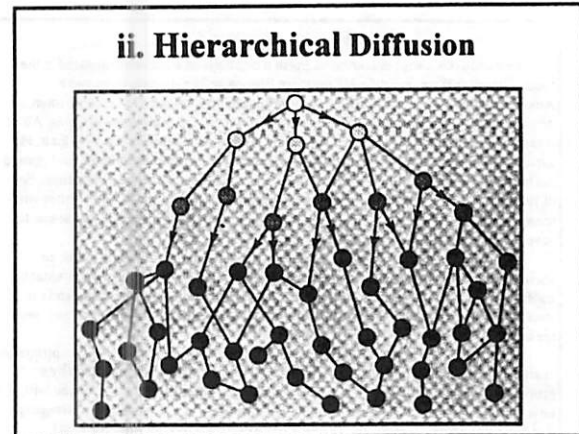
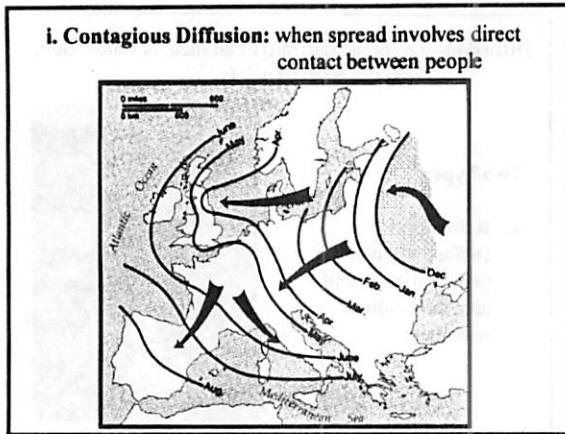
Cultural Diffusion

Two Types:

a. **Relocation Diffusion**—when people migrate and take their culture with them.

b. **Expansion Diffusion**—when ideas or innovations spread throughout a population from area to area, in a snow-balling process.





3. What might serve as barriers to diffusion?

What might serve as barriers to diffusion?

Absorbing—totally stop

Permeable—slows/weakens spread

Time-distance Decay

Stages in Diffusion

❖ A Swedish professor at the University of Lund. He is best known for his diffusion research.

❖ *Innovation Diffusion as a Spatial Process* (1953), was significant also because he used quantitative techniques and models to examine geographical problems when this was uncommon.

5. Torsten Hagerstrand
1916-2004

6. Globalization

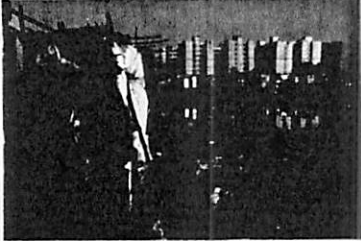
“A process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology” (Carnegie Endowment for International Peace, www.globalization101.org/)

Origins: Age of Discovery?
Industrial Revolution?

More apparent by 1970s when multinational corporations, ease of global travel & high tech communications provided greater interconnections.

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Uneven Development— the tendency for industry to develop in a core-periphery pattern, enriching the industrialized countries of the core and impoverishing the less industrialized periphery.



"The Mumbai slum of Rafiq Nagar has no clean water for its shacks made of ripped tarp and bamboo. No garbage pickup along the rocky, pocked earth that serves as a road. No power except from haphazard cables strung overhead illegally. And not a single toilet or latrine for its 10,000 people. Yet nearly every destitute family in the slum has a cell phone. Some have three." *Nessman, Ravi. 10-31-10 A.P.*

How and why are different cultures, economies, and societies linked around the world?

And given all of these new linkages, why are there so many differences that exist between various groups of people in the world? Linkages within and between cultures


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

De Blij examines differences of language, religion, health, natural hazards, political power, males vs. females, urban vs. rural, cultural hearth vs. province.

C. Cultural Interaction

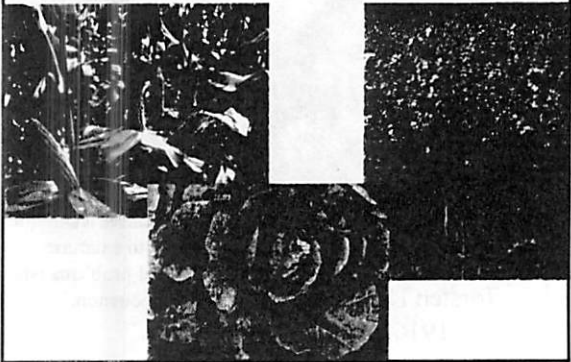
the relationship of various elements within a culture

A culture is a complex whole of integrated systems that impact each other.

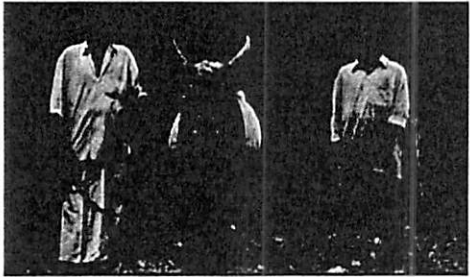


My Culture

What aspects of culture determine what type of crops are grown in a particular location?

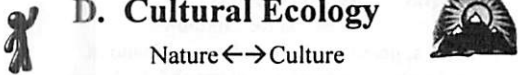


Linkages within a culture: Religion can guide commerce, determine what crops are grown, and what foods and beverages are consumed, what type of employment people have, or where they live (Jordan et.al. 2006, 92).



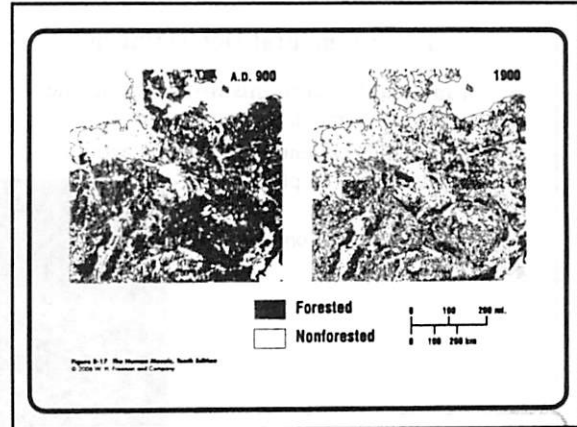
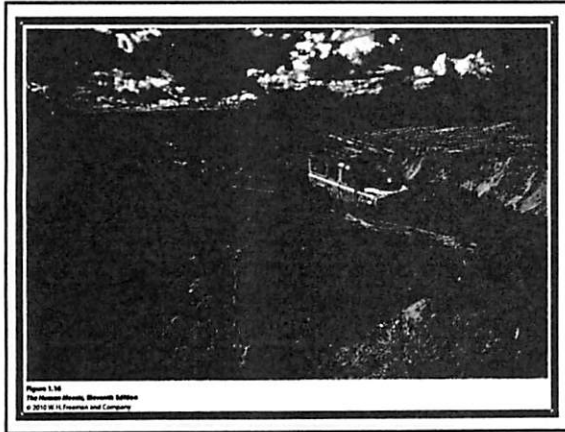
D. Cultural Ecology

Nature ↔ Culture



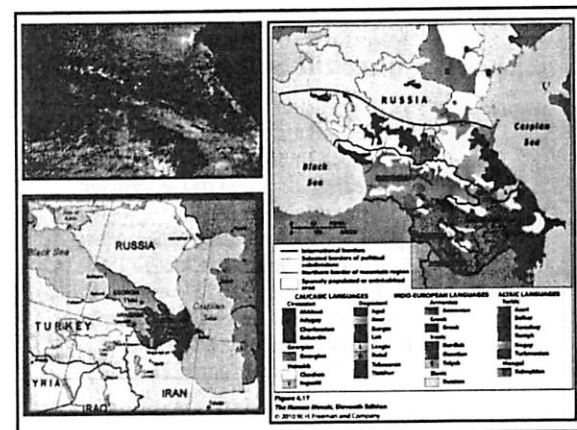
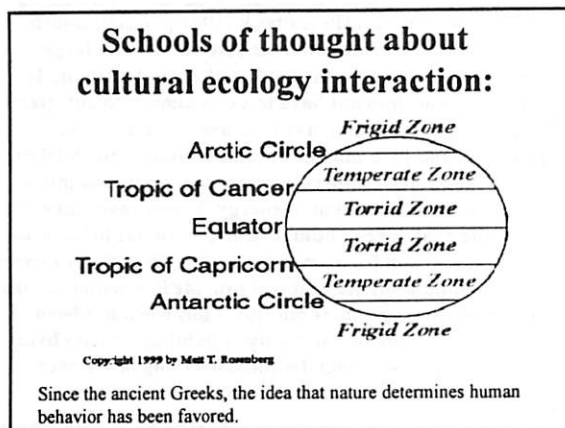
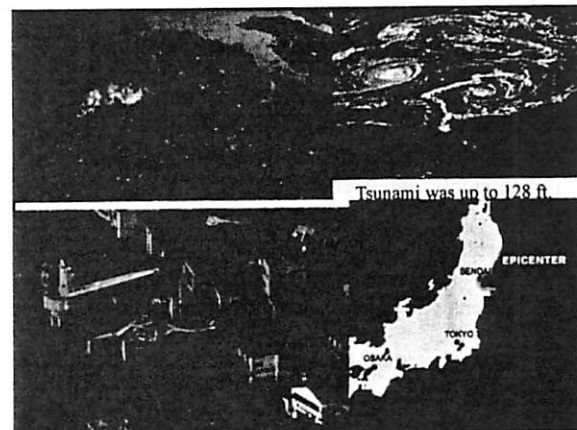
- the two way interaction between humans and the natural environment.

a. How do humans impact nature?



D. Cultural Ecology

- the two way interaction between humans and the natural environment.
 - How do humans impact nature?
 - How does nature impact humans/culture?



a. Environmental Determinism

Environmental Determinism--theory that the natural environment, especially climate, has a controlling influence over human actions, thoughts, and even physiology.

- Popular in the early 1900s



a. Environmental Determinism

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- Generalizations based on a single case & limited research

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- Ideas rejected and discredited later

a. Environmental Determinism

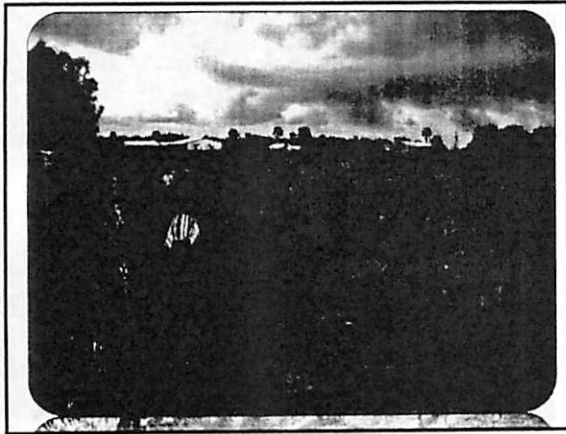

- Popular in the early 1900s
- Tended to be very racist and ethnocentric
- Generalizations based on a single case & limited research
- Extreme ideas rejected and discredited later
- Many though, still continue to see the environment as the primary, or sole factor, explaining human actions
- Modern geographers see nature as just **one** of many forces affecting human behavior and beliefs.

Ellen Churchill Semple (1863-1932)



- M.A. in History from Vassar
- Studied in Leipzig, Germany under Ratzel
- Introduced anthropogeography to U.S.
- *American History and Its Geographic Conditions* 1903
- *Influences of Geographic Environment* 1911
- Taught at University of Chicago 1906-24
- 1921 first woman elected president of the Association of American Geographers
- Professor of Anthropogeography at Clark University from 1921-1932

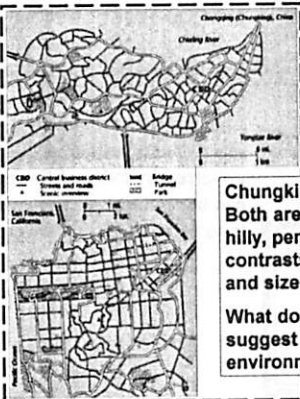
The following from a HS textbook (1941), illustrates such simplistic views: "Environment determines, to a large extent, what man uses for food, shelter, and clothing. In the Tropics he does not have to exert himself to any great degree. There, clothing may be scant, shelter is easily provided, and food may be obtained without much labor. But in the colder Temperate Zones climate makes much greater demands on human energy. There, environment is a definite challenge to human effort. Man has to labor to obtain protection from severe changes of weather, to secure food, to build a shelter that will provide him with a means of warmth during winter months. Thus work has been developed as more of a permanent habit by peoples living in Temperate Zones than by those dwelling in warmer climates."

Ellsworth Huntington

- Educated at Harvard and Yale Universities
- Research Professor at Yale 1920-45
- Author or coauthor of 28 books
- Works were wide ranging but his primary interests were in the impact of climate on humans and civilization.
- Like Semple his writing was persuasive and his books enjoyed a wide popularity not only among geographers, but also historians, sociologists, and medical scholars.
- Views were also very ethnocentric
- Quantitative data on which to base his ideas was nonexistent
- Scientific validity was questioned by others

1876-1947




Chungking & San Francisco

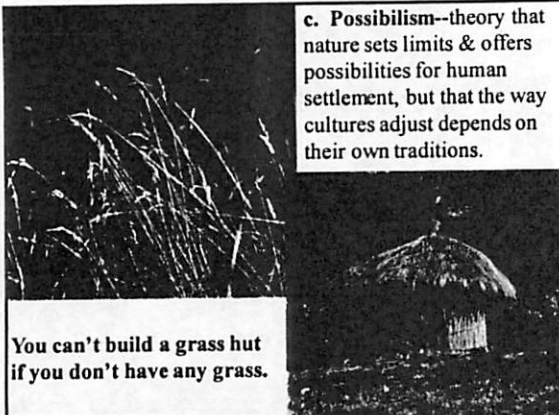
Both are large cities on long, hilly, peninsulas, but note the contrasts in the street patterns and size of area covered.

What do these contrasts suggest about the merits of environmental determinism?

b. Cultural Determinism—the viewpoint that the immediate causes of all cultural phenomena are other cultural phenomena. Advocates see the physical environment as inconsequential as an influence on culture. Economic Determinism is especially advocated.




c. Possibilism--theory that nature sets limits & offers possibilities for human settlement, but that the way cultures adjust depends on their own traditions.



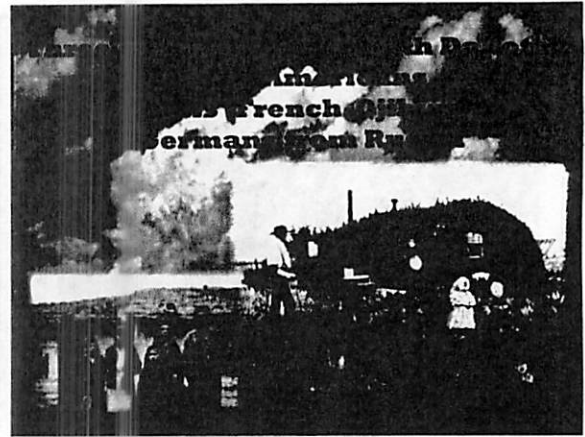
You can't build a grass hut if you don't have any grass.

d. Environmental Perception--the belief that cultural attitudes shape perceptions of the environment.

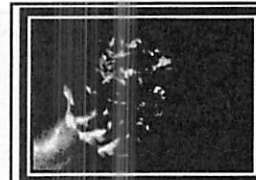
Major Stephen Long wrote in 1821 that the Great Plains was "almost wholly unfit for cultivation, and of course, uninhabitable for a people depending upon agriculture for their subsistence."



Spanish explorer Coronado wrote: "The country itself is the best that I have ever seen for producing all the crops of Spain. [The land is] very flat and black and very well watered."



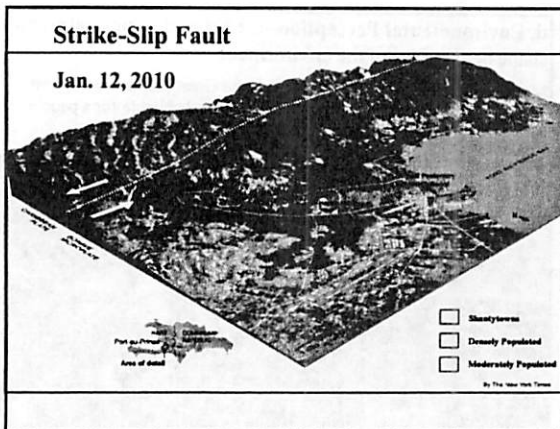
1) Organic View of Nature-- held by many traditional groups, sees people as part of nature. The habitat possess a soul, is filled with nature spirits, and must not be offended.




"Mainstream, corporate environmentalism reflects the will to god-like mastery over nature in the illusion of stewardship and care over the planet"
<http://biblioklept.org/2008/04/>



2) Mechanistic View of Nature—held by most Westerners, sees humans as separate from and holding dominion over nature. The habitat is seen as an integrated system of mechanisms governed by external forces that can be rendered into natural laws and understood by humans.






George Perkins Marsh
1801-1882

- Born in Vermont
- Educated as a lawyer
- Served 3 terms in Congress
- Helped found the Smithsonian
- Was a foreign diplomat for over 25 yrs.
- Best known for *Man and Nature, or Physical Geography as Modified by Human Action* (1864)
- In which he provided examples that people were playing a greater role shaping the earth.
- His work inspired the conservation movement and later research in human actions in modification

E. Cultural Landscape

- What the visible material human features and alterations on the earth tell us about a culture. The built landscape mirrors culture.
- Human built features are the expressions of the values, beliefs, and meanings of particular cultures.



How do you know humans live here?

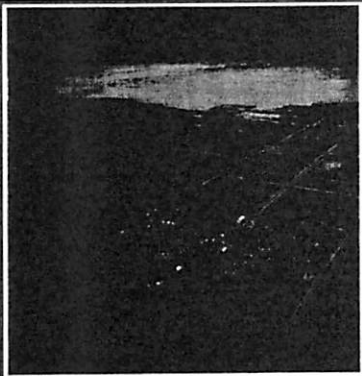


Figure 1.8.3
The Human Mosaic, Eleventh Edition
© 2010 W. H. Freeman and Company

Note how the cultural landscape made by people overwhelms nature and forms a human mosaic on the land (Yunnan Province, China).


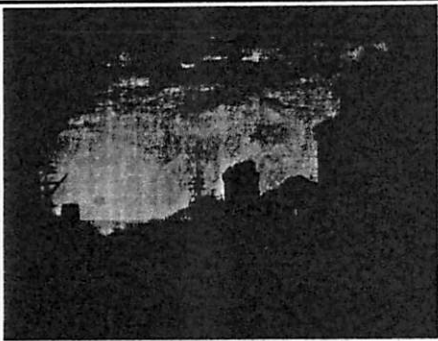



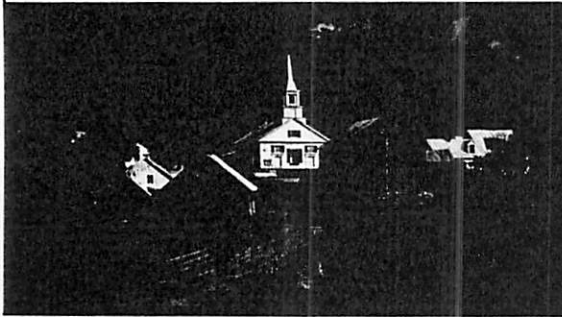
Figure 1.17
The Human Mosaic, Eleventh Edition
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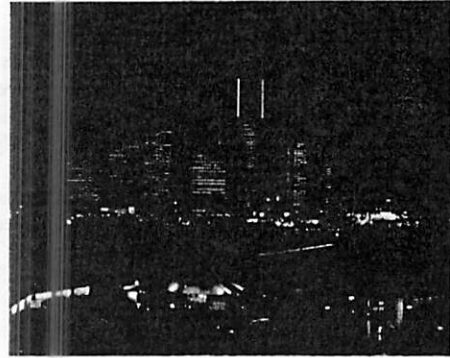
"Life must be lived amidst that which was made before. Every landscape is an accumulation. The past endures" (D.W. Meinig 1979: 44).



Cultural Landscape indicators that reflect what a culture values: 1) height, 2) centrality, & 3) durability



Yokohama's skyline is a powerful symbol of the economic importance of the world's largest city, Tokyo-Yokohama.



Cultural landscape studies focus primarily on three items:
1) Settlement forms

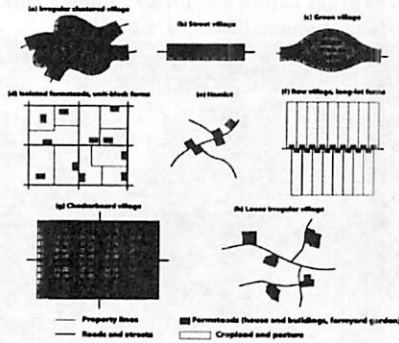


Figure 6.26
The Human Element, Eleventh Edition
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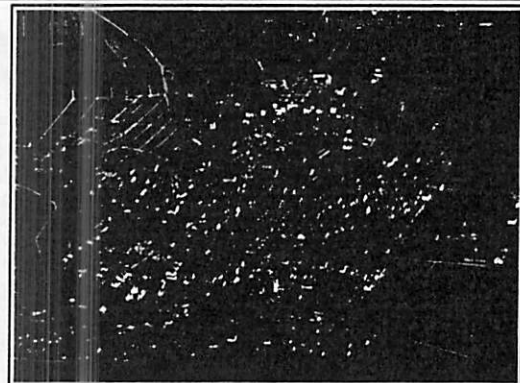


Figure 6.27a
The Human Element, Eleventh Edition
© 2012 W. H. Freeman and Company

2) Land division patterns

Can you find the border?



Figure 6.27
The Human Element, Eleventh Edition
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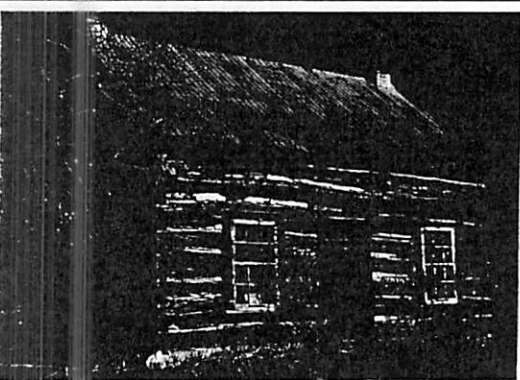
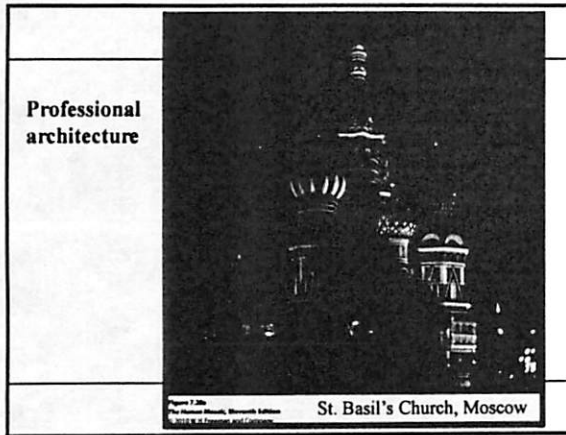


Figure 1.28a
The Human Element, Eleventh Edition
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3) Architecture—Folk



5 Themes of Cultural Geography

- 1) Culture Region
- 2) Cultural Diffusion
- 3) Cultural Ecology
- 4) Cultural Interaction
- 5) Cultural Landscape

III. Brief Overview of Historical Geography

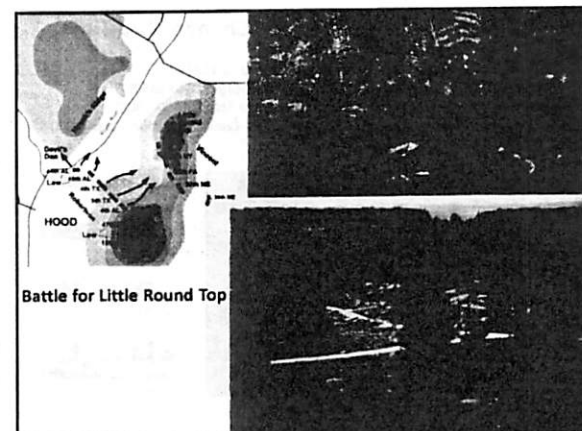
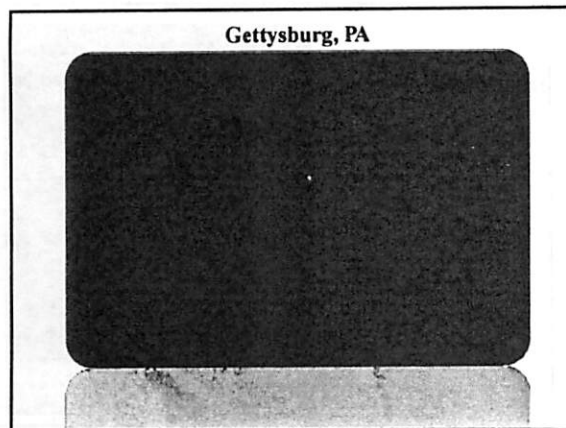
--by examining past histories & landscapes one can better understand why things are the way they are today.

- 1) History deals with phenomena in time relationships

Browse Composers by Time Period

MEDIEVAL 400-1400	RENAISSANCE 1400-1600	BAROQUE 1600-1750
CLASSICAL 1750-1800	LATE CLASSICAL 1800-1820	ROMANTIC 1800-1850
LATE ROMANTIC 1850-1900	20th CENTURY 1900-2000	THE PRESENT AGE

2) Geography deals with spatial/areal relationships



B. Methods of Historical Geography
 1) the study of the relationships between history and geography
 --geography influences history, although it does not have to determine it.

Siege of Vicksburg
 Grant's armies converged on Vicksburg—trapping a Confederate army. The siege lasted 47 days. Before the siege, gunboats and transports tried to sneak past Confederates.

2) The reconstruction of past geographies

3) Use of the past to prove a current geographical theory
 --concern is with proving the theory rather than in the time period

VERTICAL APPROACH—Change Thru Time

- 1) The Potawatomi Indian—Fur Trading Stage (up to 1830)
- 2) The Pioneer Settler—Subsistence Agriculture Stage (1830-1850)
- 3) The Corn Belt Farmer—Commercial Agriculture Stage (1850-1900)
- 4) The Agricultural and Industrial Specialization—Conurbanization Stage (1900-1953)

HORIZONTAL APPROACH
 Study of a time slice

Web Activity 1 for Thematic Introduction Module adapted from Textbook Website

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

Step 1: List the states you consider to be part of the South.

Step 2: Make a list of 8-10 reasons why you categorized those states as being "Southern"

Look back at your "map" of the South and your reasons for including the states you did in your mental map of the South.

Step 3: Did you define a Socioeconomic South or a Cultural South? Explain.

Step 4: Is your region a formal, functional, or vernacular culture region? Explain.

If you are still curious about what constitutes the "south," visit this site dedicated to the American South. Spend a few minutes (not more than 15!) exploring the links you find here.

Submit your response to Steps 1-4 on the Learning Management Site by June 8th

Bagel Essay

Read the articles, "Bagels Are Now Fast Food, And Purists Do a Slow Boil" by Molly O'Neill, *The New York Times* April 25, 1993

<http://search.proquest.com/docview/109177016?accountid=11652&title=Bagels>

and "The Shmeering of America" by Dana Canedy *The New York Times* December 26, 1996

<http://search.proquest.com/docview/109577638?accountid=11652>

These articles trace the history and 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. Note that this assignment will not be accepted after Exam One. Submit on the Learning Management site.

Bagels Are Now Fast Food, And Purists Do a Slow Boil *The New York Times*

By MOLLY O'NEILL

April 25, 1993

p. 1 + 26

The bagel, that chubby, chewy staple of New York life, has rolled across the country. First, it took over the frozen-food counters of supermarkets, then made its way onto menus at McDonald's and Burger King. Now, it has started pushing aside muffin and croissant stores in malls everywhere.

"The fast-food industry is always looking for the next hamburger, and right now the smart money is riding on bagels," said Steven Finn, the president of Bruegger's Bagels, a chain of 65 bagel stores whose headquarters are in Burlington, Vt.

'No Character'

This proliferation should be good news to bagel junkies, who have bemoaned the scarcity of the chewy rolls west of the Hudson. Instead, they are incensed. In their eyes, the integrity of the bagel has been undermined.

"Increasing numbers of bagels resemble dinner rolls," said Nach Waxman, owner of Kitchen Arts and Letters, a cookbook store in Manhattan. "It's an outrage. No crust, no character, no nothing."

Buoyed by its healthful, low-fat, high-carbohydrate nature, as well as its accessibility and relatively low cost, the bagel is poised for its own Horatio Alger story. While precise sales figures are difficult to calculate, Ron Wirtz, a researcher for the American Institute of Baking in Manhattan, Kan., estimates that Americans consumed fewer than a half-million bagels in 1962 but more than five million last year.

"The bagelry is your new pizzeria," said John Depalo, manager of Bagel Oasis, an old-fashioned bagel bakery in Queens. "We used to be one of the only games in town. Now there's a bagel shop in every neighborhood."

Some aficionados have come to accept the industrialization of the bagel, which was previously shaped by hand and boiled in a kettle before baking.

Continued From Page 1

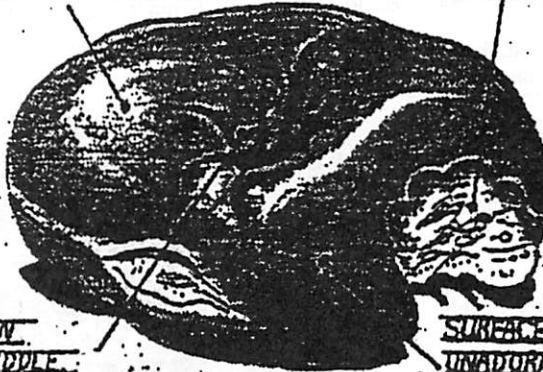
"The reformulating that mass-marketing requires does toy with perfection," said Marilyn Bagel, author of "The Bagel Bible" (Globe Pequot, 1992), which she wrote with her hus-

THE CLASSIC BAGEL

DEEP GOLDEN-BROWN, SMOOTH, CRUSTY EXTERIOR. THE RESULT OF A TWO-STEP COOKING PROCESS: FIRST BOILING, THEN BAKING.

CHEWY INTERIOR,

MADE FROM YEAST, MALT SYRUP, SALT AND FLOUR.



HOLE IN THE MIDDLE.

SURFACE UNADORNED.

LIKE A STIRRUPSTEIGBÜGEL IN GERMANY, AS DESIGNED IN 1683 BY A JEWISH BAKER IN VIENNA TO HONOR KING JOHN III SOBIESKI OF POLAND, WHO SAVED VIENNA FROM TURKISH INVADERS AND LOVED TO RIDE HORSES.

band, Tom Bagel. (Bagel is their real name.) But she added that the softer texture and diminished crust that is characteristic of mass-produced bagels must be weighed against the increasing accessibility of her favored bread.

Still, the sociological and economic factors that inspired the soaring popularity of bagels make her fear the future. Bagels, she whispered, could become a new Wonder bread.

George Rosenbaum, who analyzes food trends for the Leo J. Shapiro Company in Chicago, said her concern was well grounded. "A bagel is a doughnut with the sin removed," he said. "If you can become a doughnut, or a doughnut proxy in the fast-food market, you are no longer an ethnic food. You are as American as pizza."

Bagelites perish the thought. The object of their desire has long been called "a cement doughnut," and purists relish the characteristics that make this a well-earned title.

A Royal Thank-You

It's believed that bagels were invented by a Jewish baker in Vienna in 1683. To thank King John III Sobieski of Poland for saving the city from Turkish invaders, the anonymous baker crafted a hard roll in the shape of the king's favorite hobby. The bread's original name was "bugel," from the German for stirrup.

After the bread spread into Jewish communities throughout Eastern Europe, its name evolved, but its formulation - a thrifty and unembellished blend of yeast, malt syrup and flour - remained unchanged for three centuries. After being brought to America by Jewish immigrants in the early 20th century, the recipe was fiercely safeguarded by Bagel Bakers Local 338, a union of 300 workers based in New York City. By limiting admission to sons of members, the union insured perpetuation of the time-honored technique - and a perpetual shortage of the bread.

"My father ran a bakery in Brooklyn, but he never made a bagel because he couldn't get into the union, and they would have broken his legs if he made bagels without being in the union," said Michael Yoss, who owns Royal Bagel in Atlanta. Bagel Bakers Local 337, Mr. Yoss said, was to the floury, steamy world of bagels what



The Shmeering of America

Ethnic Lines Are Crossed as Bagels Become a Breakfast Mainstay

By DANA CANEDY

For the bagel, a homely New Yorker with an immigrant accent, 1996 has been a breakout year.

What is today the Einstein/Noah Bagel Corporation started with one bagel outlet in Ogden, Utah, just 18 months ago. The chain has grown to 300 stores, with plans to open as many as 350 more by the end of next year. The stock market values the company, which is majority owned by Boston Chicken, at more than \$850 million.

Last month, the Kellogg Company paid \$455 million to buy Lender's Bagels from Philip Morris's Kraft Foods unit. And Dunkin' Donuts Inc., a unit of Allied Domecq P.L.C., invested millions of dollars to add bagels to its menu this summer. The product introduction, so far in 1,400 stores, is the single largest in the company's history.

All together, bagel sales have grown by a factor of five in just three years, according to the American Bagel Association, whose formation last year is just one more indication of the ground that the bagel is gaining on cereal, bacon and eggs and other traditional breakfasts.

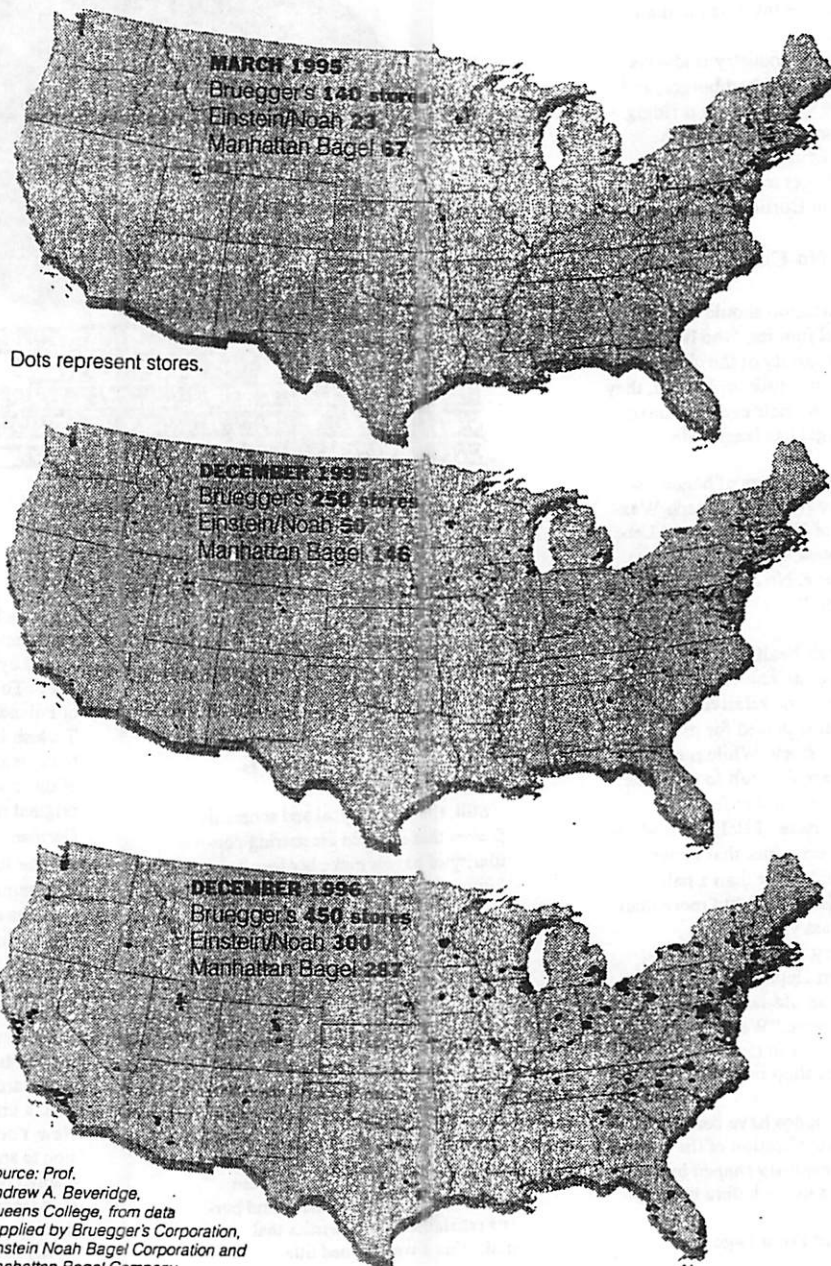
According to the NPD Group, a research firm in Port Washington, L.I., Americans are choosing bagels for 3.5 percent of breakfasts at home, almost triple the level of a decade ago. They figure in 5.5 percent of breakfasts outside the home, a gain of 150 percent even as consumption in restaurants of eggs, toast, muffins, doughnuts and cereal was falling.

Indeed, demand for the dense, chewy rolls has so broadened that third-generation bagel bakers in Brooklyn are mixing in such yuppie ingredients as pesto and sun-dried tomatoes, while in Des Moines, bagels franchisees are turning out chocolate chip bagels for dessert.

"That's what happens when it comes to Iowa," said Rabbi Steven M. Fink of Temple B'nai Jeshurun in Des Moines, who remembers that just five years ago, getting a decent bagel in Iowa required having it shipped from a Jewish deli in

Spreading Through the Heartland

The growing popularity of bagels has allowed three companies — Bruegger's Corporation, Einstein/Noah Bagel Corporation and Manhattan Bagel Company — to reach into the nation's midsection by opening new stores and making acquisitions.



Source: Prof. Andrew A. Beveridge, Queens College, from data supplied by Bruegger's Corporation, Einstein Noah Bagel Corporation and Manhattan Bagel Company

Continued on Page D3

Cultural Landscape Essay

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

Select three of the landscapes described in the essay, and show how they reflect the culture of that time/place. Write at least one and a half typed double spaced page. 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 cultural landscape to the content of the article.

Submit to the Learning Management Site by June 12

Preview # 1 Geography: A Thematic Introduction Quiz

Start again

Note: This quiz is not currently available to your students

Question 1

Marks: 1

Which of the following is a formal region?

Choose one answer.

- a. New York City Area
- b. Corn Belt
- c. KDKA Radio Listening Area
- d. State of Pennsylvania.

Question 2

Marks: 3

What are three general characteristics of all regions?

1.
2.
3.

Question 3

Marks: 5

Identify the following types of cultural diffusion.

Ideas spread through direct personal contact.

Choose... ▼

Specific traits are altered, while the underlying idea is adopted.

Choose... ▼

When ideas spread outward from the point of origin.

Choose... ▼

When a migrant takes ideas and innovations with them.

Choose... ▼

When ideas leap frog from one urban center to another.

Choose... ▼

Question 4

Marks: 1

When an innovation or practice is thought up in two different places at about the same time this is known as:

Answer:

Question 5

Marks: 5

Match the theories to the names.

Belief that cultural attitudes shape views of the environment.

Choose...

Theory that the natural environment has a controlling influence over human actions, thoughts, and physiography.

Choose...

Theory that nature sets limits & offers opportunities, but that cultures adjust to the environment based on their traditions.

Choose...

Sees humans as separate from and holding dominion over nature, which humans can understand.

Choose...

Theory that humans mold nature or are at war with it.

Choose...

Question 6

Marks: 1

A large scale map has more detail than a small scale map.

Choose one answer.

- a. True
- b. False

Question 7

Marks: 7

Match the People and the Ideas (Note that some names will be used more than once)

Wrote extensively on environmental determinism and felt that religions are largely products of their physical environment.

Choose...

Humanist geographer who has written extensively on place and coined the term topophilia

Choose...

World famous German scientist and traveler, who focused on cause and effect relationships especially in the physical environment.

Choose...

A Swede whose major research interest has been diffusion.

Choose...

American geographer who is the founder of folk geography; taught at LSU.

Choose...

A co-founder of the academic discipline of geography interested in human geography.

Choose...

At a time when America still had a lot of wilderness, this person wrote about future ecological disaster in Man and Nature.

Choose...