

General Education Course Proposal

Proposed Course: GEOG 002 INTRODUCTION TO CULTURAL Units 3
Prefix No. GEOGRAPHY Title

Department: GEOGRAPHY School: SOCIAL SCIENCES

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D X; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course X; Revised Course___; New Course___

Course Included in Current GE Program YES

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)
General background to cultural geography, including origins of cultural landscapes, man's modification of the natural environment, and problems of population and settlement geography.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 2; Year 3 2 or 3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Mary J. Murphy 3-12-98
Department Chair Date

J. Scherer 3/15/98
School Curriculum Committee Date

Ellen Breunlein 3/20/98
School Dean Date

Peter Annunzio 12/15/98
General Education Subcommittee Date

Brandt Kehoe 12/22/98
Associate Provost Date

1/14/98

General Education Course Proposal
Attachment 2
Elements Common to all Sections of the Course

Introduction to Cultural Geography

Elements common to all sections of Introduction to Cultural Geography include course objectives, content, student activities (including the writing requirement), and grading policy.

Course Objectives

The objective of Introduction to Cultural Geography is to expand the student's awareness and understanding of the human occupation of the earth and, in particular, those social, cultural, economic and political forces that have shaped societal behavior and institutions. A spatial approach is employed in the achievement of this objective and the student will be introduced to the methodologies and analytical concepts necessary to evaluate society today (Attachment 3, weeks 1-15). Completion of the course will provide an opportunity to gain an appreciation for and understanding of the great diversity of social institutions and societal behavior characteristic of the world in which we live.

Course Goals

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

- identify, define, discuss, and understand the basic themes used in this course
- identify and explain various types of geographical regions, with appropriate examples
- explain how cultures shape the character of regions
- explain the spatial characteristics of the processes of cultural convergence and divergence
- identify the origins and diffusion processes related to major agricultural innovations, including specific crops and agricultural techniques
- identify origins and diffusion processes related to the origins of urbanization in the major cultural hearth regions of the world
- identify the origins and diffusion process related to the rise of modern industrialization, with particular focus on what industries were first subject to this process, and in what specific regions these industries first developed
- identify the cultural factors that have promoted political conflict in specific regions of the world
- identify the spatial factors related to the rise of the world's major religions

- understand the ways in which cultural geography focuses on the dynamics of spatial patterns, and not just static relationships.

Course Content

All sections of Introduction to Cultural Geography will address the following topics and employ, as well, the time frame that is specified.

Topic One--Basic definitions and approaches to the study of cultural geography. Approximately four weeks.

This topics will include consideration of the basic themes employed by each instructor, including cultural regions, cultural landscapes, diffusion, migration/mobility, and demographic processes (Attachment 3, weeks 1-4).

Topic Two--Human/environment relationships. Approximately four weeks.

This topic will include consideration of human origins, hunter/collector societies, the origins of agriculture, and rural spatial patterns including cultural landscapes and agricultural systems (Attachment 3, weeks 5-8).

Topic Three--Urban origins and patterns. Approximately four weeks.

This topic will include various definitions of the concept of city/urban center, the prerequisites to the rise of cities in various parts of the world, the processes that led to the rise of cities in various regions, the city in history, the collapse of urban society in various cultures and points in history, various theories related to modern urbanization (including Central Place Theory, centralizing and decentralizing forces, and urban ecology) as well as various aspect of public policy related to modern cities (Attachment 3, weeks 9-12).

Topic Four--Industrialization. Approximately one to two weeks.

This topic will focus on various types of industrial regions (to include at least primary, secondary, and tertiary regions), the origins of the industrial revolution, various aspects of urban ecology, and spatial aspects of such topics as labor supply, markets, location theory, and industrial landscapes (Attachment 3, week 13).

Topic Five--Religion. Approximately one to two weeks.

This topic will include the origins and diffusion of the world's major religions, religious ecology (to include the relationship between environment and monotheism and the relationship between religion and environmental perception), and various aspects of religious landscapes (to include such structures and churches, temples, etc., as well as cemeteries, toponomy, etc.) (Attachment 3, weeks 14-15).

Textbook

In all sections a common text will be employed. Supplemental materials, including for example, readers and atlases, will be selected at the instructor's option. Current texts appropriate for use in this course include Jordan and Rowntree's The Human Mosaic and Rubenstein's An Introduction to Human Geography.

Writing Requirement

All students will complete writing assignments totaling no less than 2000 words. While the specific assignments will vary, papers will be graded for the quality of the writing and their content. Graded papers will be returned to the student and all students will have the opportunity to discuss their writing with the instructor. Written papers will constitute one of the bases for course grading as specified in the course syllabus.

Attendance/Student Participation/Grading

Students are expected to attend class regularly and to fully participate in classroom activities. The primary bases for grading, however, are performance on quizzes and examinations and the quality of written assignments. Mandatory final examinations are scheduled in all sections.

Grading Policy

Course grades are assigned on the basis of points earned by students on quizzes and/or examinations and a writing assignment. The grading policy is to be included in each course syllabus (Attachment 3, Examinations and Grading). No predetermined percentages of "A" through "F" grades are specified for a class.

In order to encourage the application of comparatively common standards, all faculty members teaching Introduction to Cultural Geography will meet at the beginning of each semester to discuss grading practices, student assignments, and the content of examinations. In keeping with University

policy, furthermore, grading practices will be reviewed by the Department Chair on a regular basis.

General Education Course Proposal
Attachment 3
Course Syllabus

Introduction to Cultural Geography

The accompanying syllabus is representative of those employed by all faculty teaching Introduction to Cultural Geography.

General Education Course Proposal
Attachment 4
Special Cost Factors

Introduction to Cultural Geography

There are no special cost factors associated with the conduct of Introduction to Cultural Geography.

**General Education Course Proposal
Attachment 3
Course Syllabus**

**GEOGRAPHY 2
INTRODUCTION TO CULTURAL GEOGRAPHY**

Dr. James Kus

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Office Hours: Tuesday and Thursday, 11:00 to 12:00

Textbook: Jordan and Rowntree, THE HUMAN MOSAIC (7th edition)

Catalog Description: General background to cultural geography, including origins of cultural landscapes, man's modification of the natural environment, and problems of population and settlement geography.

Purpose of Course: This class is designed to provide a general introduction to the field of human geography. The viewpoint taken is an evolutionary one; that is to say, the course attempts to follow the development of man's activities on the surface of the earth, and his/her modification of the surface of the earth, from very unsophisticated cultures through time to the modern multi-cultural life styles of the Western World. Emphasis is placed on the man-environment relationships that have caused and been created by two great human revolutions: agriculture and urbanization.

Course Goals: Upon successful completion of this course, each student should be able to:

1. identify, define, discuss, and understand the basic themes used in this course
2. identify and explain various types of geographical regions, with appropriate examples
3. explain how cultures shape the character of regions
4. explain the spatial characteristics of the processes of cultural convergence and divergence
5. identify the origins and diffusion processes related to major agricultural innovations, including specific crops and agricultural techniques
6. identify the origins and diffusion processes related to the origins of urbanization in the major cultural hearth regions of the world
7. identify the origins and diffusion process related to the rise of modern industrialization, with particular focus on what industries were first subject to this process, and in what specific regions these industries first developed

8. identify the cultural factors that have promoted political conflict in specific regions of the world
9. identify the spatial factors related to the rise of the world's major religions
10. understand the ways in which cultural geography focuses on the dynamics of spatial patterns, and not just static relationships

Course Topics:

- | | |
|-------------|---|
| Topic One | <p>Basic Definitions and Approaches to the study of Cultural Geography</p> <p>This topic includes the basic themes used in this course, including cultural regions, cultural landscapes, diffusion, migration/mobility, and demographic processes</p> |
| Topic Two | <p>Human/Environment Relationships</p> <p>This topic includes human origins, hunter/collector societies, the origins of agriculture, and rural spatial patterns, including cultural landscapes and agricultural systems</p> |
| Topic Three | <p>Urban Origins and Patterns</p> <p>This topic includes various definitions of the concept of city/urban center, the prerequisites to the rise of cities in various parts of the world, the processes that led to the rise of cities in various regions, the city in history, the collapse of urban society in various cultures and points in history, various theories related to modern urbanization (including Central Place Theory, centralizing and decentralizing forces, and urban ecology) as well as various aspects of public policy related to modern cities.</p> |
| Topic Four | <p>Industrialization</p> <p>This topic focuses on various types of industrial regions (to include primary, secondary, and tertiary regions), the origins of the industrial revolution, various aspects of urban ecology, and spatial aspects of such topics as labor supply, markets, location theory, and industrial landscapes.</p> |
| Topic Five | <p>Religion</p> <p>This topic includes the origins and diffusion of the world's major religions, religious ecology (to include the relationship between environment and monotheism and the relationship between religion and environmental perception), and various aspects of religious landscapes (to include such structures as churches, temples, etc., as well as cemeteries, toponymy, etc.).</p> |

Special Focus: Because of the instructor's background and research interests, this section of Geography 2 draws many of its lecture topics and examples from the New World, particularly Mexico and Andean South America. Slides taken during various trips to these regions will be used to illustrate many of the lectures. The textbook, however, does not have this bias and students should expect to gain a worldwide perspective from this course by attending lectures and doing the assigned readings.

Writing Requirements: This is a general education class. Students are required to meet a minimum standard for writing and papers will be judged in terms of the content and quality of writing (e.g., grammar and organization). The work done on essay exams plus the three short papers assigned in this class exceed the campus requirements for G.E. writing.

Examinations and Grading: There will be four 100 point exams given in this class—three during the semester plus the final exam. Each exam consists of multiple choice, fill-in, true-false, and short essay questions. Also, there may be two unannounced 25 point quizzes given during the semester. Finally there will be three short (2 or 3 page) papers due during the semester, each worth 50 points. Your final grade will be based on your two best exam scores during the semester plus your points from the quizzes and short papers plus your final exam score. In other words, your worst exam score during the semester will be dropped. If you miss an exam for any reason, however, that will be the score that will be dropped. Thus, **no makeup exams will be given.** Obviously, also, you must take the final exam. **There will be no makeup of quizzes and late papers will not be accepted.** Letter grades for the semester will be determined based on a broad curve of student scores (with 500 points the maximum possible if both quizzes are given). Note: a trend towards improvement in your scores during the semester may justify raising your final grade, whereas a downward trend in your scores may lower your final grade. Attendance and class participation, discussed below, may also play a role in determining your final grade in this class.

Cheating and Plagiarism: Trust and honesty between faculty and students are essential to the proper functioning of the University. Under no circumstances will cheating and/or plagiarism be tolerated in this class. Violations will be handled under relevant University regulations. It is the responsibility of each student to read, understand, and follow the pertinent university regulations with regard to both cheating and plagiarism.

Attendance: Because about half of the material in this class comes only from lectures, it is extremely important that you attend every class if you wish to do well. A seating chart may be used. Daily attendance may be taken and repeated absences may be noted and can justify lowering your final grade. Class participation is important and will be used as part of the grading process, particularly in borderline cases.

Miscellaneous Items: Please note that out of courtesy for your fellow students and for other classes that use this room, **no** eating, drinking, or smoking will be permitted in this class. Also, common courtesy suggests that you **not** wear a hat while class is in session and that you turn off beepers and/or cell phones before class starts.

COURSE OUTLINE: GEOGRAPHY 2

<i>Week</i>	<i>Lecture Topic</i>	<i>Reading</i>
1	Definition and Approaches—themes/ the regional concept/cultural landscapes/ cultural convergence and divergence	Chapter 1
2	Cultural Diffusion—process/origins/ significance	Chapter 8
3	Migration and Mobility—peopling the world	Chapter 2
4	*** <i>First Paper Due</i> *** World Population Patterns—demographic processes *** <i>First Exam</i> ***	Chapter 2
5	Human Economies—human origins/ hunters and collectors Film: “The Hunters”	
6	Agriculture—origins/crop and animal domestication	Chapter 3
7	Agricultural Systems	Chapter 3
8	*** <i>Second Paper Due</i> *** Rural Cultural Landscapes—the human imprint *** <i>Second Exam</i> ***	Chapter 7
9	Urbanization—concepts/origins/history	Chapter 10
10	The pre-Industrial City	Chapter 10
11	The Modern City—theories/public policy/ecology	Chapter 11
12	*** <i>Third Paper Due</i> *** The Modern City (continued) Film: “The City and the Self”	
13	*** <i>Third Exam</i> *** The Industrial Revolution—origins/spatial aspects/location theory	Chapter 12

COURSE OUTLINE: GEOGRAPHY 2 (continued)

<i>Week</i>	<i>Lecture Topic</i>	<i>Reading</i>
14	The Geography of Religion—origins and diffusion/ecology/landscapes	Chapter 6
15	The Geography of Religion (continued) Film: “Eduardo the Healer”	
	<i>*** Final Exam ***</i>	

GEOGRAPHY 2

INTRODUCTION TO CULTURAL GEOGRAPHY

Dr. Kus -- Spring, 1998

FIRST WRITING ASSIGNMENT

DUE DATE: *February 17th*

Your assignment is to write a two or three page paper discussing your family's migration to the Fresno area (or to wherever your family presently calls home). If the current generations of your family have lived in the same place for an extended period of time, then you should write about the past generations that migrated to this place. For purposes of this assignment, you can write about either the matrilineal or patrilineal sides of your family, or both if you so choose.

Focus on: *"Push" factors* (that is, why they left their former home)

"Pull" factors (that is, why they moved to their current home)

Routes and modes of transportation used

You **must** include a map with your paper, showing the migration pattern(s) that you have described in this assignment. Please note that **the map should not** be counted towards the number of required pages.

Important -- this assignment calls for two or three printed or typed pages -- this does not mean one full page plus three lines on a second page, nor does it mean ten pages. You should submit approximately two full pages and can use part of a third page if necessary.

You will be graded on both the content of your paper and your writing skills.

Your paper must be submitted in a "word-processed" format -- that is to say, completed using any of the common computer systems available on campus. If you need help with this requirement, please talk with the instructor or with an assistant in any of the open computer labs on campus. Please make sure to proofread your paper and to use such features as "spell-check" on the computer that you are using. If it is impossible to produce a "printed" paper, you can use a typewriter as a last resort. Hand-written papers will **NOT** be read or graded.

GEOGRAPHY 2

INTRODUCTION TO CULTURAL GEOGRAPHY

Dr. Kus -- Spring, 1998

SECOND WRITING ASSIGNMENT

DUE DATE: March 17th

Your second assignment is to write a paper reporting on the point of origin (that is, where the ingredients were domesticated) for the items that make up some food that you regularly eat. You may choose to study a favorite family recipe, something that you have found in a cookbook, a recipe that you have seen in a magazine or newspaper, an ingredient list from a "fast food" product, or the label on a packaged product.

Use the following format for your report:

1. A paragraph or two describing why you have chosen this item or recipe for this report.
2. A single block writing out the recipe, or a xerox copy of the recipe, or a xerox copy of the label on which the ingredients are listed. You must choose an item that has *at least eight distinct ingredients*, not counting "chemical" additives. That is to say, *do not count* such things as water, salt, monosodium glutamate, etc. At the bottom of this section, please give complete annotation of the source of this material (that is, the title, author, date, etc., of the cookbook or magazine, or the maker of the product). You must provide enough information to enable verification of the recipe or product that you have selected.
3. On a second page (and you may use additional pages as necessary), list the first ingredient of your food item followed by a couple of paragraphs describing the place and time of its domestication and how and when it diffused from that area.. Note: if you are describing a processed item (for example, a specific type of cheese) you may write about where it comes from, (such as a particular town in Italy or France) but you should also write about the origins of cheese in general. **Include at the end of this paragraph the source of your information (use a standard citation -- including title, author, date, publisher, page numbers, etc. Please read the section on the reverse side of this sheet about the sources to be used for this paper. Also note that electronic references are *not* acceptable for this assignment).** Be sure, too, that you read and understand the information on the back side of this sheet regarding plagiarism and academic dishonesty.

After writing about the origin of the first item on your list, do the same thing for the second ingredient with a couple of paragraphs on its domestication, etc. (plus another complete citation), followed by information on the third ingredient, etc.

4. After you have described the origin point and diffusion process for at least eight of the ingredients in your food, write a paragraph or two summarizing what you have learned about this food. You might focus on whether or not the food item is an "ethnic" food or whether it includes ingredients from culture areas around the world.
5. Please include a map showing the locations where your ingredients were domesticated and the manner in which they diffused.

GEOGRAPHY 2

INTRODUCTION TO CULTURAL GEOGRAPHY

Dr. Kus -- Spring, 1998

THIRD WRITING ASSIGNMENT

DUE DATE: April 23rd

Your third assignment is to make a map of a "functional culture area" and to write a description of your map. You should turn in a one page map and a two or three page essay on your map. This assignment should be completed in the following steps:

1. Gather data on a functional culture area with a minimum of 40 items. You might map membership in a church, membership in a fraternity or sorority, customers of a business, or visitors to a specific spot. An interesting example might be listeners of the radio program "Radio-Tradio" (KMJ, AM 580, both Saturday and Sunday mornings) -- you could listen for participant's telephone numbers and determine their locations by the telephone prefixes. Note: if you have a topic with slightly less than forty items, you may use it if you check with the instructor prior to doing the assignment.
2. Make a map showing the location of the items on your list. The scale of the map will vary with the nature of the items that you are mapping: if everyone in your church is from Fresno, use a Fresno map as your base. On the other hand, if the members of your club come from all over the U.S., then use a U.S. map as your base. Note: you can find appropriate blank base maps in the downstairs section of the campus bookstore.
3. Write an essay (of two or three pages) describing the patterns on your map. You should include some information as to why you chose this topic and what problems you had gathering data for your map. The majority of your essay, however, should describe and analyze the patterns you observe on your map.
4. Please include, as an appendix, your "raw data" (*i.e.*, the membership list you used, or a copy of your field notes, or whatever you worked from to make your map).

You will be graded on both the content of your paper and your writing skills.

Your paper should be submitted in a "word-processed" format -- that is to say, completed using any of the common computer systems available on campus. If you need help with this requirement, please talk with the instructor or with an assistant in any of the open computer labs on campus. Please make sure to proofread your paper and to use such features as "spell-check" on the computer that you are using. If it is impossible to produce a "printed" paper, you can use a typewriter as a last resort. Hand-written papers will **NOT** be read or graded.

You will be graded on both the content of your paper and your writing skills.

Your paper should be submitted in a "word-processed" format -- that is to say, completed using any of the common computer systems available on campus. If you need help with this requirement, please talk with the instructor or with an assistant in any of the open computer labs on campus. Please make sure to proofread your paper and to use such features as "spell-check" on the computer that you are using. If it is impossible to produce a "printed" paper, you can use a typewriter as a last resort. Hand-written papers will NOT be read or graded.

Note about Sources: Please use a minimum of three different sources as references for your paper. Also, at least half of your sources should be "scholarly" (that is to say, not such things as Time, National Geographic, a newspaper, an encyclopedia, etc.). There are many books and journals available in the library that contain the sorts of information that you will need to complete this assignment.

Note: Students completing this assignment in the recent past seem to have had a definite problem with understanding what is and what is not acceptable in terms of using the work of someone else. The university recently published a small brochure entitled "Don't Cheat Yourself" which discussed various matters related to academic dishonesty. May I quote from that work:

"Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit or assisting another to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work."

The same brochure further describes plagiarism as:

"failure to use quotation marks when quoting directly from another, whether it be a paragraph, sentence or part thereof" or "copying phrases or ideas from a book, magazine, or other source without giving credit to the author...."

Finally, the brochure suggests:

"when in doubt about the correct way to cite a source, consult a style manual recommended by your instructor."

IT IS YOUR RESPONSIBILITY TO COMPLETE THIS ASSIGNMENT WITHIN THE GUIDELINES SPECIFIED ABOVE. IF YOU HAVE ANY QUESTIONS REGARDING THE ASSIGNMENT OR THE CAMPUS RULES GOVERNING PLAGIARISM, PLEASE CONSULT THE INSTRUCTOR.

IF, IN THE OPINION OF THE INSTRUCTOR, YOU HAVE PLAGIARIZED A PORTION OF YOUR PAPER, YOU WILL RECEIVE A GRADE OF "0" FOR THIS ASSIGNMENT AND APPROPRIATE UNIVERSITY SANCTIONS WILL BE UTILIZED.