

CULTURAL GEOGRAPHY
Abilene Christian University
Spring 2012
GEOG 354.01
TR 3:00 – 4:20 p.m.
ADM 310
Dr. Allan Yarema

Office Hours: MW 1:00 – 3:00pm;
Thursday 9:00 -11:00am; TR 1:00 -
1:30 pm
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MISSION

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

SCOPE

This course will introduce students to the study of geography by emphasizing the relevance of geographic concepts to human population problems. Emphasis will be placed on such topics as basic concepts in geography, population, migration, folk and popular culture, language, religion, ethnicity, political geography, and resources.

AUDIENCE

This course satisfies degree core requirements in social studies/humanities.

GRADES

Course grades will be distributed as follows:

Examination One	15%
Examination Two	20%
Final Examination	20%
Writing Assignments	20%
Faith and Learning Reflection	5%
Quizzes	20%

The grading scale will be as follows:

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

GOALS

The goal of this course is to develop in students a fundamental knowledge of the cultural dimensions of the world population.

ATTENDANCE

Regular attendance is extremely important. If you miss a class it is your responsibility to find out what you missed (class notes, etc.). Excellent attendance may help raise a borderline grade.

Note: The instructor takes attendance at the beginning of each class period. It is the **student's responsibility** when he/she arrives late to class to stay until the end of class to allow the instructor to check the student's attendance on the instructor's role.

The Advance Approval for Absence is required for a student who will be absent from a class to participate in a university activity approved by the academic administration. The instructor must receive a copy of the Advance Approval for Absence signed by the dean and the provost (or their designee) at least 7 days before the date of the activity.

A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a *Withdrawal from Class* form will be assigned a failing grade ('F') for that class. **The last day to withdraw from this course is April 13.**

COURSE OBJECTIVES

Students are expected to:

- Explain the basic concepts in human geography;
- Discuss the distribution, growth, and movement of the world's population;
- Describe the differences between folk and popular culture;
- Explain the main elements of cultural identity: language, religion, and ethnicity;
- Discuss the basic world political systems;
- Describe the issues related to the use of earth's natural resources: energy, pollution, and food supply.

REQUIRED BOOK

J. D. Fellmann, M.D. Bjelland, A. Getis, and J. Getis. 2007. *Human geography: Landscapes of human activities*. 11th ed. New York: Mc Graw Hill.

QUIZZES

A college education requires students to read, comprehend, analyze, synthesize, and evaluate large amounts of information. It is not enough just to sit and "listen to the teacher." Once you graduate you will be expected to broaden your knowledge base. Much of this will come through reading and research. To develop these skills, you will read assigned chapters from the textbook written by competent experts in the field of human geography. The textbook will cover material that the instructor will not be able to discuss in the classroom because of time restraints. To assess your ability to comprehend and evaluate what you have read, thirteen (13) quizzes consisting of ten (10) multiple choice questions will be given. You will need a green scantron (1-15) for each quiz. Your three (3) lowest quiz grades will be dropped. The other ten (10) quiz grades will be added together to give you the quiz grade.

Make up quizzes will be provided **only for an excused absence**. See below for excused/unexcused absences.

Check with the Course Outline and Schedule to see when these quizzes are given.

EXAMINATIONS

There will be three major examinations. These examinations will include multiple choice and essay questions based on the class lectures and discussions. You will need a green scantron (1-100) and a #2 pencil for the multiple-choice questions. These items can be purchased at the campus bookstore.

School policy prohibits giving the final examination early. Make your plans accordingly.

Make up exams (and quizzes) will be provided **only for an excused absence**. The student should inform the instructor as to the nature of the absence.

Sample List of Excused/Unexcused Absences

Excused:	Unexcused
Note from Doctor's office	Car ran out of gas
Note from Dean's office (illness in family, student ill)	Weather (rain, snow)
Sick enough to see nurse	Attend best friend's wedding
Sick note from Dorm Supervisor	Attend high school homecoming
Advance Approval for Absence	Provide transportation for friend
	Take test for another class
	My flight leaves early

Check with the Course Outline and Schedule to see when these examinations will be given.

WRITING ASSIGNMENTS

You will read two articles that deal with contemporary global issues. The articles can be found in the ACU library at the reference desk. The articles are as follows:

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|-----------|---|
| Article 1 | Knudson, Tom. 2007. Shifting the Pain: World's Resources Feed California's Growing Appetite. In <i>Global Issues 06/07</i> . 22 nd ed., edited by Robert M. Jackson. Dubuque, IA: McGraw-Hill Contemporary Learning Series. First published in <i>The Sacramento Bee</i> . April 27, 2003. |
| Article 2 | Sagawe, Thorsten. 1996. Industrial Free Zones in the Dominican Republic: National vs. Local Impact. <i>Journal of Geography</i> , 95(5):203-210 |

Once you read your article you will produce a **two-three page, word-processed, double-spaced** review paper. Keep in mind that there is a basic difference between a review and a report. A report simply summarizes the contents while a review is a critical analysis that

contains much more of the reader's personal views and comments. For example, was the article clearly written? Was it overly biased? Did the author effectively communicate his/her position? What questions about the subject did the author answer for you? What questions do you still have? Did you agree or disagree with the author on any points? Why? Did you change or strengthen any former opinion(s) after reading this article? Read the article carefully and then write your reaction to it. You will not need to submit a copy of the article with your review paper.

You will produce a two-three page, word-processed, **double-spaced** paper for each assignment. There are no right and wrong answers in your review. You should be honest and critical as you think and write. These assignments will be evaluated on how well you organize and write your paper. Careful attention should be given to ensure correct spelling, grammar, and sentence structure. No title page or coversheet is needed. Type GEOG 354 (left hand side) and leave whatever spaces you need to type in your name on the same line at the right side of the page. **Note:** Start this from the top of the page (**do not** leave empty spaces on the top of your page; **do not** put your name, the name of the instructor, the class, the day, and the name of your pet on the left hand side of the page). **Double space** and start typing your review. **Note:** The review is **double spaced** , so **do not** add extra spaces between paragraphs. Ten points will be deducted from your review if this format is not followed.

Check with the Course Outline and Schedule to see the date when each written assignment is due. **NOTE:** This assignment is due at the beginning of the class period @ 3:00 p.m. Otherwise, it is considered late. **Electronic copies (i.e. e-mail) will not be accepted (check your printer well in advance). Hard copies must be submitted before or on the due date.** If the review is handed in late, twenty (20) points will be deducted from your assignment grade. If writing assignment is not turned in to the instructor by 3:00 p.m. on May 3, the last day of this class, the student will receive a zero for that assignment.

FAITH AND LEARNING REFLECTION

As noted in the syllabus "The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world." Is this a valid mission statement for a university? Why or why not? If it is, explain the terms "Christian service and leadership." Has ACU prepared you to fulfill that mission? If it has, in what ways has it prepared you? In what ways will you fulfill this mission once you graduate from ACU? If ACU has not prepared you to fulfill this mission, explain why. What could ACU have done better to prepare you for this mission?

If you do not believe this mission statement is valid for a university, explain your reasons. Does ACU hinder its academic performance by having such a mission statement? Explain.

You will produce a **two-three page, word-processed, double-spaced** paper for this assignment. There are no right and wrong answers in your reflection. You should be honest and critical as you think and write. This assignment will be evaluated on how well you organize and write your paper. Careful attention should be given to ensure correct

spelling, grammar, and sentence structure. No title page or coversheet is needed. Follow the same format as described in the above writing assignments.

ELECTRONIC DEVICES

Please turn off cell phones. **No text messaging. No computers** may be used in the classroom.

NOTE: NO EXTRA CREDIT will be given in this course.

TENTATIVE COURSE OUTLINE AND SCHEDULE *

January	17	Review the syllabus READ Chapter 1: Introduction: Some Background Basics
January	19	READ Chapter 1: Introduction: Some Background Basics QUIZ 1 (Chapter 1)
January	24	READ Chapter 2: Roots and Meaning of Culture: Introduction
January	26	READ Chapter 2: Roots and Meaning of Culture: Introduction QUIZ 2 (Chapter 2)
January	31	READ Chapter 3: Spatial Interaction and Spatial Behavior
February	2	READ Chapter 3: Spatial Interaction and Spatial Behavior QUIZ 3 (Chapter 3) ARTICLE 1 WRITING ASSIGNMENT DUE
February	7	READ Chapter 4: Population: World Patterns, Regional Trends
February	9	READ Chapter 4: Population: World Patterns, Regional Trends QUIZ 4 (Chapter 4)
February	14	READ Chapter 5: Language and Religion: Mosaics of Culture
February	16	READ Chapter 5: Language and Religion: Mosaics of Culture QUIZ 5 (Chapter 5)
February	21	READ Chapter 6: Ethnic Geography: Threads of Diversity
February	23	EXAM ONE
February	28	READ Chapter 6: Ethnic Geography: Threads of Diversity
March	1	READ Chapter 6: Ethnic Geography: Threads of Diversity QUIZ 6 (Chapter 6)
March	6	READ: Chapter 7: Folk and Popular Culture: Diversity and Uniformity
March	8	READ: Chapter 7: Folk and Popular Culture: Diversity and Uniformity QUIZ 7 (Chapter 7) ARTICLE 2 WRITING ASSIGNMENT DUE
March	13	Spring Break
March	15	Spring Break
March	20	READ Chapter 8: Livelihood and Economy: Primary Activities
March	22	READ Chapter 8: Livelihood and Economy: Primary Activities QUIZ 8 (Chapter 8)
March	27	READ Chapter 9: Livelihood and Economy: From Blue Collar to Gold Collar

March	29	READ Chapter 9: Livelihood and Economy: From Blue Collar to Gold Collar QUIZ 9 (Chapter 9)
April	3	READ Chapter 10: Patterns of Development and Change
April	5	READ Chapter 10: Patterns of Development and Change QUIZ 10 (Chapter 10)
April	10	READ Chapter 11: Urban Systems and Urban Structures
April	12	EXAM TWO
April	17	READ Chapter 11: Urban Systems and Urban Structures
April	19	READ Chapter 11: Urban Systems and Urban Structures QUIZ 11 (Chapter 11)
April	24	READ Chapter 12: The Political Ordering of Space
April	26	READ Chapter 12: The Political Ordering of Space QUIZ 12 (Chapter 12) FAITH AND LEARNING ASSIGNMENT DUE
May	1	READ Chapter 13: Human Impacts on Natural Systems
May	2	READ Chapter 13: Human Impacts on Natural Systems QUIZ 13 (Chapter 13)
May	9	FINAL EXAM (Wednesday, 10:30 a.m. - 12:30 p.m.)

* Every effort will be made to adhere to the course schedule. Students should take note, however, that the schedule may be altered. The instructor will announce any changes in class. It is the responsibility of each student to keep apprised of any changes.