COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: GEO 3421</th>
<th>Course Title: Cultural Geography</th>
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<table>
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<tr>
<th>Prerequisite(s):</th>
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</thead>
<tbody>
<tr>
<td>Course Credit: 3</td>
<td>Course Hours: 3</td>
</tr>
<tr>
<td>College: Arts &amp; Sciences</td>
<td></td>
</tr>
<tr>
<td>Department: History &amp; Political Science</td>
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<tbody>
<tr>
<td>Supplies:</td>
<td></td>
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<table>
<thead>
<tr>
<th>Faculty Name: Juanita Gaston, Ph.D.</th>
<th>Term and Year: Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location: 214 Tucker Hall</td>
<td>Place and Time: Tues &amp; Thurs. 2:00 – 3:15</td>
</tr>
</tbody>
</table>

| Telephone: 850-412-7545 | e-mail: Juanita.gaston@famu.edu |

**Course Description**

The course is designed to introduce students to the study of the distribution of humans and their activities on the surface of the earth and of the processes that generate these distributions. You will learn how geographers answer *where* questions by focusing on our basic tool, the map. Additionally, you will be able to examine, describe, interpret and measure selected spatial patterns of human activities and analyze the processes that generate these patterns. Particular attention will be given to how population, language, religion, ethnicity, politics, resources, and development lead to distinctive cultural landscapes around the world. Additionally, the relevance of geographic concepts to addressing human problems, especially environmental concerns, will be explored. Technology, such as e-mail communication and Internet searching are key components of the course.

**Course Purpose**

The purpose of this course is to introduce the study of cultural geography as a social science by emphasizing the relevance of geographic concepts to human problems. Geographic concepts, themes, and elements are emphasized in order to help you better understand and analyze the world from a geographic perspective. Some of the topics that will be discussed are: What basic tools and concepts do geographers use? Where are people located in the world? How are different cultural groups distributed? What are the problems that result from these spatial patterns? How do people earn a living in different parts of the world? And what issues result from using Earth’s resources. These topics are discussed within the context of two important themes—globalization and cultural diversity.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
| CF: 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |
VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.4(D)</th>
<th>Be committed to individual excellence.</th>
<th>F: 4, 8</th>
<th>I: 5, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 2, 5</td>
<td>I: 5, 6</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1(K)</th>
<th>Understand a variety of instructional/professional strategies to encourage students development of critical thinking and performance.</th>
<th>F: 4</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2(S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 4</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3(D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5(S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1(K)</th>
<th>Knows the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2(S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 4, 8</td>
<td>I: 4, 7</td>
</tr>
<tr>
<td>CF: 5.3(D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 5</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5(S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 1, 8</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6(S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7(S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 2</td>
<td>I: 6, 9</td>
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Overall Goals of the Course

The goal of this course is to develop the geographic perspective in students so that they can use that spatial perspective to understand day-to-day life as well as contemporary world problems.

Specific Behavioral Objectives

Upon completion of the course, you should be able to:
1. Interpret maps, globes, and other geographic tools and technologies, such as charts, graphs, tables, and timelines.

2. Access geographic information from a variety of print and electronic resources (including the traditional and electronic library card catalog) to analyze and locate information.

3. Identify supporting information, identify alternative solutions, and solve problems systematically using geographic methods.

4. Examine geographic themes of location, place, regions, and movement.

5. Understand historical events in terms of location (relative and absolute).

6. Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

7. Analyze the spatial organization of people, places, and environments on Earth’s surface.

8. Understand the characteristics, distributions, and migration of human populations on Earth’s Surface.

9. Understand the Characteristics, distribution, and complexity of Earth’s cultural mosaics.

10. How the forces of cooperation and conflict among people influence the division and control of earth’s surface.

11. How to apply geographic to interpret the present and plan for the future.

12. Identify on an outline map the relative location of places in the world—major states, cities, and specific features on the earth.

13. To apply the geographic perspective and problem solving skills in other courses, in your careers, and in life-long learning.

14. Identify supporting information, identify alternative solutions, and assess probable consequences of events in short written papers and orally in discussion.

15. Recognize and appreciate the increasing importance of global interdependence

**National, State, and PEU Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAPs)

1. ASSESSMENT
1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. COMMUNICATION
2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

4. CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. DIVERSITY
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of Geography
1. Identify and apply the five themes of geography.
2. Identify the natural processes that shape the Earth’s physical and human systems.
3. Identify physical and cultural features (e.g., communities, language, political and economic institutions).
4. Analyze and interpret geographic information from maps, charts, and graphs.

6. Knowledge of Social Science and its methodology
1. Identify the social science disciplines, including anthropology, psychology, and sociology.
2. Identify social science concepts (e.g., culture, class, technology, race, gender).
3. Analyze the interrelationships between social science disciplines.
4. Interpret tabular and graphic representations of information related to the social sciences.
5. Identify appropriate strategies, methods, tools, and technology for the teaching of social science.

Topical Outline

Course Overview  Introduction: Geography and Cultural Geography Pre Course Survey
Chapter 1 Thinking Geographically: Application of geographic issues
Chapter 2: Geographies of Population & Demographic Transition

Chapter 3: Migration

Chapter 4: Folk and Popular Culture

Chapter 5, Language

Chapter 6, Religion

Chapter 7, Ethnicity

Chapter 8, Political Geography

Chapter 9, Development

Chapter 10, Agriculture

Chapter 11, Industry

Chapter 12, Services

Teaching Methods

Lecture
Student/Teacher Discussion Approach
Slide Projector
Video Cassettes
Overhead Projector

Course Evaluation

Grading

Evaluation:
Grades will be based on assignments, map quizzes, and three tests. Each test will cover approximately 1/3 of the course. Blackboard will be used this semester. I will provide you with details later on how to access your grades and to read updates about the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Test 1</td>
<td>20%</td>
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<tr>
<td>Test 2</td>
<td>20</td>
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<tr>
<td>Test 3</td>
<td>20</td>
</tr>
<tr>
<td>Map Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
</tr>
<tr>
<td>Internet Portfolio Assignments</td>
<td>20%</td>
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</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-100 A</td>
<td>80-89 B</td>
</tr>
<tr>
<td>70-79 C</td>
<td>60-69 D</td>
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Course Policies

STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.
ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own. (b.) Using the views, opinions, or insights of another without acknowledgment. (c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

COMMENTS, CRITICISMS, and COURTESY:
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.

INTERNET:
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address; This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA,
the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

**Tentative Course Calendar**

**READING SCHEDULE (Tentative Schedule)**

**Week of:**

January 8  
Course Overview  
Introduction: Geography and Cultural Geography  
Pre Course Survey

January 15  
Map Reading and Interpretation (Handout)  
Assignment: Latitude & Longitude

January 22  
Basic Concepts, Chapter 1  
Thinking Geographically: Application of geographic issues, Question:1:5

January 29  
Geographies of Population, Chapter 2  
Assignment: Demographic Transition  
Thinking Geographically: Question 2:5

**Map Identification Quiz: United States and Canada -- January 30**

February 5  
Migration, Chapter 3  
Assignment: Thinking Geographically: Question 3:4  
TEST 1 February 8

February 12  
Folk and Popular Culture, Chapter 4  
Assignment: Thinking Geographically: Question 4:3

February 19  
Language, Chapter 5

**Map Identification Quiz: Africa --February 20**

February 26  
Religion, Chapter 6  
Spring Break March 5-9

March 12  
Ethnicity, Chapter 7  
TEST 2-- March 15

**Map Identification Quiz: Latin America March 20**

March 19  
Political Geography, Chapter 8

March 26  
Development, Chapter 9

April 2  
Agriculture, Chapter 10

**Map Identification Quiz: Asia April 2**

April 9  
Industry, Chapter 11

April 16  
Services, Chapter 12
Map Identification Quiz: Europe  April 17

Final Examination  - Week of April 23

☐ The instructor reserves the right to modify this course outline without prior notification to student.

Internet Assignment (www.prenhall.com/rubenstein) Companion textbook website.

*This online study guide gives you the opportunity to further explore topics presented in the book using the Internet as well as assists you in preparing for exams.*

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Internet Assignment</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinking Geographically</td>
<td>RC, TS, CR, QR</td>
<td>February 5</td>
</tr>
<tr>
<td>2. Population</td>
<td>RC, TS, CR, QR</td>
<td>February 5</td>
</tr>
<tr>
<td>3. Migration</td>
<td>RC, TS, CR, QR</td>
<td>February 5</td>
</tr>
<tr>
<td>1. Folk and Popular Culture</td>
<td>RC, TS, CR, QR</td>
<td>March 12</td>
</tr>
<tr>
<td>5. Language</td>
<td>RC, TS, CR, QR</td>
<td>March 12</td>
</tr>
<tr>
<td>6. Religion</td>
<td>RC, TS, CR, QR</td>
<td>March 12</td>
</tr>
<tr>
<td>7. Ethnicity</td>
<td>RC, TS, CR, QR</td>
<td>April 18</td>
</tr>
<tr>
<td>8. Political</td>
<td>RC, TS, CR, QR</td>
<td>April 18</td>
</tr>
<tr>
<td>9. Development</td>
<td>RC, TS, CR, QR</td>
<td>April 18</td>
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</tbody>
</table>

| Portfolio Due April 18 |

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