

DRAFT Syllabus
EDIS 5650: Cultural Geography
Curry School of Education, Fall 2011

Instructor:

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Class Meetings:

Tuesdays, 7:00 – 9:45pm
Ruffner Hall Room 241

Course Description

This course is designed to prepare elementary and secondary pre-service teachers to understand the elements of the discipline of geography, with a focus on the relationship between people and places on earth. Students will acquire an accurate spatial perspective of the world and apply that perspective to life situations. The course will provide students with an overview of the tools used by geographers and the broad concepts addressed by the field of geography. Students are encouraged to examine the world, regions, and specific places through the multiple lenses of the geographer.

Course Objectives

Students will understand that:

- Geography is a complex and interdependent social science reflected in human patterns and interaction over time.

Students will know:

- The historical and cultural development of geography as a discipline to gain diverse perspectives on spatial considerations, spatial variation and human-environmental interaction
- Broad investigative lenses and approaches to human geography and how they impact specific places.

Students will be able to:

- Engage in critical, reflective discussions of the topics presented in class and readings; and will practice implementing these methods in small and large group settings.
- Identify and describe geographic content to explain why and how places with similar features have evolved as distinct regions.
- Use the geographer's tools to examine specific phenomena.

Required Course Materials

- Texts:
 - Moseley, W.G., Lanegran, D.A., & Pandit, K. (2007). *The Introductory Reader in Human Geography: Contemporary Debates and Classic Writings*. Malden, MA: Blackwell Publishing.
 - Rubenstein, J.M. (2010). *Contemporary Human Geography*. New York, NY: Prentice Hall.

Note: Other readings may be assigned on a weekly basis

Additional Resources:

- Google Earth: www.google.com/earth
- National Council for Geographic Education: www.ncge.org
- Virginia Department of Education (SOLs): www.doe.virginia.gov
- National Geographic: www.nationalgeographic.com
- National Geographic Teacher Site: www.education.nationalgeographic.com/education
- AP Human Geography: www.collegeboard.com/student/testing/ap/sub_humangeo.html

Current Events:

- As part of this course, you are expected to keep up-to-date on current events.

Expectations:

- **Academic Integrity:** The policies and procedures of the University of Virginia Honor System will be strictly followed in this course. The honor system requires that all work be pledged:
 - *On my honor as a student, I have neither given nor received aid or assistance on this assignment.*
- **Attendance:** Attendance at all class sessions is assumed. For each class absence 10 points of your participation grade will be deducted. Please contact the instructor regarding any pre-planned or emergency absences. Students are expected to be on time; you have one “free” late arrival. For each subsequent late arrival, 5 points of your participation grade will be deducted.
- **Preparation:** Students are expected to be prepared for all class sessions. This preparation includes completion of reading assignments in advance of class sessions and active participation in class discussions and activities.
- **Assignments:** Assignments are due at the beginning of class periods indicated. Assignments will be penalized one full letter grade for each day they are late. Assignments will not be accepted more than three days after the due date without previous instructor permission. All assignments must be typed. Assignments due as a hard copy must be printed, stapled, and presented in a professional manner. Assignments due electronically should be submitted to the prior to class or by the day/time specified in the syllabus.
- **Cell phones:** Cell phone ringers must be turned off, and phones put away during class time.
- **Laptops:** Laptops are for learning only during course hours.

Note: If you are a student with special needs, please let the instructor know as soon as possible.

Course Requirements:

Assignment	Due Date	Value	Submitted
1. What is Geography? Essay	Aug. 30	10%	Collab Drop Box
2. Religion Presentation	Oct. 18	10%	In Class
3. Five Article Critiques	Nov 1 & 15	25%	Collab Drop Box
4. Case Study Presentation	Dec. 6	15%	In Class
5. Case Study	Dec. 12	25%	Collab Drop Box
6. Attendance and participation	Ongoing	15%	

Grading Scale:

Grade	Scale
A	94-100
A-	91-93
B+	88-90
B	84-87
B-	80-83
C	79 and below

Note: The Curry School of Education requires a grade of B- or higher in all courses leading to a masters degree. All classes at the 500 level and above fall under this rule. Any course in which you receive a grade below B- must be retaken, or, with the consent of the course instructor and your advisor, a planned and petitioned substitution must be made. Courses at the 500 level taken prior to the fourth year may be petitioned for an exemption to this policy.

—Curry School of Education Student Advising Handbook

ASSIGNMENTS

Assignment	Due Date	Task
What is Geography and Why Bother? Essay	Aug. 30	A one page essay that discusses what cultural geography is. The essay should interact with the readings in the two texts from the class as well as personal opinions.
Religion Presentation	Oct. 18	<p>Your group will research your assigned religion and present to the class. You should cover the following aspects:</p> <ol style="list-style-type: none"> 1. How many followers? 2. Major Doctrines (monotheistic or polytheistic, sacred text, basic beliefs, etc.) 3. Hierarchical or local control? 4. Universal/evangelical or ethnic religion? 5. Origins? How, when, where, by whom did it begin? 6. Where distributed today? When? How distributed that way? 7. Branches and divisions within the religion? 8. Calendar/religious holidays? 9. Sacred space, holy places or places of worship? 10. Any current religious conflicts? Where? With whom? <p>Requirements:</p> <ul style="list-style-type: none"> • All group members must be involved • All members will receive the same grade • Must have visual representations – posters or power point – include pictures, maps, etc. • Turn in a works cited page for the group with a minimum of 5 cumulative sources and with all members of the group's names included

Religions to choose from:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism

Each group should plan on a 10-15 minute presentation.

**Article Reading
& Critique** First 3-
Nov. 1
Last 2-
Nov. 15

Over the course of the semester you will read various articles in conjunction with the text that we will discuss in class. This assignment is designed to give you the opportunity to read additional materials related to cultural geography that are not assigned for the class. And, as part of your grade, you should write a 1-2 page reflection on 5 articles:

Each journal reflection should:

- Briefly summarize/outline the author's case/points/arguments
- Explain how it is connected to other readings/concepts discussed in the class
- Comment on how convincing (or not) the author was
- Offer an opinion or critique
- Offer any other thoughts or reflections

The journal should be typed, 12-point font, double-spaced and should be no more than 10 pages total (1-2 pages per article).

The first 3 articles should be unassigned articles from the Moseley et al. book and should be from Part II-VII.

The final 2 articles can be from the Moseley et al. book, or other readings you find on your own from academic journals. These journal articles can be ones you intend to use for your final project.

**Case Study
Presentation** Dec. 6

Each student will present their Case Study project to the class in an interactive and engaging way. The presentations should be 10-15 minutes long and should provide your classmates with an understanding of what you learned from doing your case study.

Case Study Dec. 12

The case study is designed to be a culminating project for the course. It should reflect your interests and knowledge developed over the semester. This project gives you the chance to examine one location or concept at a deeper level than what we did as a class.

There are at least two options for this project.

- (1). Select a cultural geography topic (ex. population, political geography, religion) and examine how that topic is relevant in 2 or 3 different locations. This should be a comparative view of how similar issues are different in different locations.
- (2). Select a location and examine 2 or 3 different geographical topics relevant to that location. The case study should seek to examine how the particular location interacts with its people in unique ways across

different geographical concepts.

A good case study will...

- show connections between different issues/locations.
- demonstrate geographical thinking.
- be a substantial and in-depth look at a particular topic/location
- include a variety of sources such as popular news articles and journal articles. A minimum of 6-8 sources would be appropriate.
- be 5-7 pages long.

TENTATIVE COURSE SCHEDULE

Date	Topic	Reading/Assignment
August 23 (Class 1)	Introduction	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 1 • Moseley et al., Ch. 2 • Choose one: Moseley et al., Ch. 4,5,or 6
August 30 (Class 2)	Migration and Immigration	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 3 • Moseley et al., Ch. 10 or 19 Assignment Due: What is Geography and Why Bother? Essay.
September 6 (Class 3)	Culture	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 4 • Moseley et al., Ch. 18 or 20
September 13 (Class 4)	No Class	
September 20 (Class 5)	Population Geography	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 2 • Moseley et al., Ch. 8
September 27 (Class 6)	Language	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 5 • Goldenberg, "Teaching English Language Learners"
October 4 (Class 7)	Religion	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 6
October 11	No Class (Reading Days)	
October 18 (Class 8)	Ethnicity	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 7 • Christopher, "Population Classification in S. Africa"; Friedman et al., "Race, Immigrants, and Residence: DC"; Skop & Li, "Asians in America's Suburbs"; Alberts, "Changes in Ethnic Solidarity in Cuban Miami" Assignment Due:

		Religion Presentation
October 25 (Class 9)	Political Geography	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 8 • Moseley et al. Ch. 36 or 37
November 1 (Class 10)	Development	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 9 • Moseley et al. Ch. 30 or 32 Assignments Due: <ul style="list-style-type: none"> • First 3 Article Critiques
November 8 (Class 11)	Settlements and Services	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 12 • Moseley et al. Ch. 26 or TBA
November 15	Urban Patterns	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 13 • Moseley et al. 21 or 23 Assignment Due Today: Final 2 Article Critiques
November 22 (Class 12)	Resource Issues	Readings for Today <ul style="list-style-type: none"> • Rubenstein, Ch. 14 • Moseley et al. Ch. 14 or 28
November 29 (Class 13)	The Geography of Education	Readings for Today <ul style="list-style-type: none"> • Noah, "Use and Abuse of Comparative Education" • TBA
December 6 (Class 14)	Student Presentations	Assignment Due Today: Case Study presentations.

Notes

** This outline may change as the semester progresses.*

** Please bring a laptop to each class if you have one*