

**WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES**

Department GEOGRAPHY

Date MARCH 18, 2013

213
Course No.

CULTURAL GEOGRAPHY
Course Name

3
Credits

Prerequisites _____

GEP Goal Area(s):*

CORE GOAL AREAS

- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

Intensive:

- 1. Writing
- 2. Oral Communication
- 3a. Mathematics/Statistics
- 3b. Critical Analysis

Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

JERRY GERLACH
Name (please print)

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Phone

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e-mail address

[Revised 9-6-11]

**WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course GEOG 213

Department Approval		
<u>M. Norman</u> Department Chair	<u>MARCH 18, 2013</u> Date	<u>MNORMAN@WINONA.EDU</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>M. Norman</u> Dean of College	<u>4-4-13</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair, General Education Program Subcommittee		_____ Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair of A2C2		_____ Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President of Faculty Senate		_____ Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Academic Vice President		_____ Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President		_____ Date
Please forward to Registrar.		
Registrar	_____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

Geog. 213: Cultural Geography

Course Outline

- I. Cultural Geography
 - a. Definitions
 - b. Aspects
 - c. Spatial Variations
 - d. Locations
 - 1. Place
 - 2. Regions
 - e. Interrelatedness
 - f. People and The Environment
 - 1. Earth's Physical Systems
 - 2. Human/Environmental Interaction
- II. Population
 - a. Where are People
 - b. Population Density
 - c. Population Growth
 - 1. Components of Change
 - 2. Structure
 - 3. Demographic Transition
 - d. Future Changes
 - 1. Malthus
 - 2. Disease
 - 3. Climate Impact
- III. Migration
 - a. Where are migrants
 - 1. Global Patterns
 - 2. US Migrants
 - 3. Interregional Migration
 - 4. Intraregional Migration
 - b. Why do People Migrate
 - 1. Reasons
 - 2. For Work
 - 3. Gender and Family
 - c. Obstacles The Migration
 - 1. Distance
 - 2. Cost
 - 3. Attitudes Towards Migrants
- IV. Language
 - a. Classifying Languages
 - b. Origins
 - c. Indo-European Languages
 - d. Distributions
 - 1. Dialects
 - 2. Global Dominance of English
 - 3. Global Languages
 - e. How do Languages Share Space
 - 1. Bilingual Countries and Problems
 - 2. Link Languages

- V. Religion
 - a. Definitions
 - b. Origins
 - c. Distributions
 - 1. Universal Religions
 - 2. Ethnic Religions
 - d. Diffusion of Religions
 - e. Religions and Landscapes
 - 1. Holy Places
 - 2. Animals and Other Foods
 - 3. Places of Worship
 - 4. Place Names
 - f. Religion Confliction
 - 1. Ireland
 - 2. Middle East
 - 3. Other Spots
- VI. Ethnicity
 - a. Where Are Ethnicities
 - 1. Race and Ethnicity
 - 2. Distribution in the U.S.
 - 3. African American Migration
 - 4. Discrimination
 - b. When are Ethnicities and Nationalists Located
 - 1. Ethnicities and Nationalities
 - 2. Combining and Dividing Ethnicities
 - c. Ethnicities and Conflict
 - 1. Western Asia
 - 2. Balkans
 - 3. Africa
- VI. Political Geography
 - a. World of States
 - b. Ancient States
 - c. Nation States and Multinational States
 - d. Challenges in Defining States
 - e. How are States Organized
 - 1. Shapes
 - 2. Boundaries
 - 3. Governments
 - f. How do States Interact With Each other
 - 1. Cooperation
 - 2. Terrorism
 - 3. State Terrorism
- IX. Folk in Popular Culture
 - a. Distributions
 - 1. Elements of Folk and Popular Culture
 - 2. Origin and Diffusion of Music
 - 3. Origin of Sports
 - b. Popular and Folk Culture and Daily Needs
 - 1. House Styles
 - 2. Food Preferences
 - 3. Drink Preferences
 - 4. Clothing Preferences

- c. Landscape Altered by Folk and Popular Culture
 - 1. Popular Media
 - 2. Folk and Popular Art and Leisure
 - 3. Challenges to Folk and Popular Culture
- X. Culture and the Economy
 - a. Food
 - 1. Agriculture and Food Origins
 - 2. Diet
 - 3. Hunger and Nutrition
 - 4. Agricultural Regions
 - 5. Subsistence
 - 6. Commercial
 - b. Food Challenges
 - c. Industry
 - 1. Industrial Revolution
 - 2. Distribution of Industry
 - 3. What site factors Influence Industrial Location
- XI. Settlements
 - a. Rural Types
 - 1. Villages
 - 2. Towns
 - b. Cities
 - 1. Define Urban
 - 2. US Examples
- XII. Resources
 - a. Resource Depletion
 - 1. Non-renewable Energy
 - 2. Energy Production and Reserves
 - 3. Other Minerals
 - b. Pollution
 - 1. Water
 - 2. Air
 - 3. Other
 - c. Conservation
 - 1. Renewable
 - 2. Clean
 - 3. Sustainability

GEOG 213: Cultural Geography

Student Competencies- Goal 8: Global Perspectives	Learning Activities	Assessment Plan
Students will be able to analyze the political, economic and cultural elements which influence the relations of states and societies in their historical and contemporary dimensions.	Students will learn the history and development of the key component parts of modern cultures of the world. They will trace their development, distribution, and interactions. Note will be made when conflicts and trouble has or is occurring. This will be accomplished through lectures, class discussions, readings, and mapping.	Students will be assessed through a combination of objective, essay, and map exams.
Students will be able to demonstrate a knowledge of the cultural, social, religious and linguistic differences found in the world. This will be accomplished by learning the basic components of the world's modern cultural landscape that includes language, religions and other parts of culture and their current interrelationships.	This will be done through lectures, class discussions, assigned readings and then mapping them.	Students will be assessed through a combination of objectives, essay, and map exams.
Students will analyze specific international problems that are the result of cultural, economic and political differences and arrive at solutions to these problems. This will include topics covering religion, ethnicity, linguistics and assorted other topics.	This will be accomplished by assessing how these differences came to be and what some of the possible solutions to these problems are. Lecture, class discussion, assigned readings, and mapping of their problems will be used	Students will be assessed through a combination of objectives, essay, and map exams.
Students will understand the role and responsibilities world citizens share for the common good for the preservation of the globe.	Problems of differences in all of the cultural components of the globe will be presented to students so they can examine where world citizens have worked together to solve problems for all. Examples include eradication of small pox and other diseases. This will be accomplished through lecture, class discussion, readings and mapping.	Students will be assessed through a combination of objectives, essay, and map exams.