WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: GEOGRAPHY

Course No. 213
Course Name: CULTURAL GEOGRAPHY

Credits: 3

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
3. Mathematics/Statistics
   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) X5423 Phone JGERLACH@WINONA.EDU 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

<table>
<thead>
<tr>
<th>Department Approval</th>
<th>MARCH 18, 2013</th>
<th><a href="mailto:MNORMAN@WINONA.EDU">MNORMAN@WINONA.EDU</a></th>
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<tbody>
<tr>
<td></td>
<td>Date</td>
<td>e-mail address</td>
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<td>Department Chair</td>
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<tr>
<th>Dean's Recommendation</th>
<th>Yes</th>
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<tr>
<td>Dean of College</td>
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<td>Date</td>
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*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.

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<tr>
<th>GEPS Recommendation</th>
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<th>Chair, General Education Program Subcommittee</th>
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<th>President of Faculty Senate</th>
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Please forward to Registrar.

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<th>Registrar</th>
<th>Date entered</th>
<th>Please notify department chair via e-mail that curricular change has been recorded.</th>
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[Revised 10-22-12]
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. Intragregional 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 Conflict
      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
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<th>Student Competencies- Goal 8: Global Perspectives</th>
<th>Learning Activities</th>
<th>Assessment Plan</th>
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<td>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.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objective, essay, and map exams.</td>
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<td>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.</td>
<td>This will be done through lectures, class discussions, assigned readings and then mapping them.</td>
<td>Students will be assessed through a combination of objectives, essay, and map exams.</td>
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<td>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.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objectives, essay, and map exams.</td>
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<td>Students will understand the role and responsibilities world citizens share for the common good for the preservation of the globe.</td>
<td>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.</td>
<td>Students will be assessed through a combination of objectives, essay, and map exams.</td>
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