GPHY 433.01: Cultural Geography

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*Cultural Ecology* (GPHY 433)

**General Information**

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th>Spring Semester, 2014; TR, 9:40-11:00</th>
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<tbody>
<tr>
<td><strong>Place</strong></td>
<td>Stone Hall, Room 217</td>
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<tr>
<td><strong>Instructor</strong></td>
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<td><strong>Office Hours</strong></td>
<td>TR, 3:00-4:00; W, 10:00-11:00; or by appointment</td>
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</tbody>
</table>

**Required**


*Mona Domosh* is the Joan P. and Edward J. Foley, Jr. 1933 Professor of Geography at Dartmouth College. Her *A.B.* (1979), *A.M.* (1983), and *Ph.D.* (1985) were all conferred by Clark University. Her areas of specialization include urban geography, gender, cultural geography, and historical geography.

*Roderick Neumann* is a professor of geography in the Department of Global and Sociocultural Studies at Florida International University. His *B.S.* was conferred by California Polytechnic State University at San Luis Obispo (1982); his *M.S.* by the University of Idaho (1986); and his *Ph.D.* by the University of California at Berkeley (1992). His areas of academic specialization are political ecology, cultural geography, social theory, conservation and development, landscape studies, environmental history, Africa, Europe, and the American West.

*Patricia Price* is a professor of geography in the Department of Global and Sociocultural Studies
at Florida International University. Her A.B. (1987), A.M. (1990), and Ph.D. (1997) were all conferred by the University of Washington. Her areas of specialization include cultural geography, urban geography, race and ethnicity, Latino/a immigration, United States-Mexico borderlands, popular religiosity, and narrative.

**Terry Jordan-Bychkov** (1938-2003) occupied the Walter Prescott Webb Chair in History and Ideas at The University of Texas at Austin. He received his A.B. from Southern Methodist University (1960); his A.M. from The University of Texas at Austin (1961); and his Ph.D. from the University of Wisconsin-Madison in 1965. His areas of academic specialization included cultural and historical geography, the American frontier, Texas, and Europe.

Additional biographical information regarding the authors can be found on page xxi of *The Human Mosaic*.


Kate Turabian (1893-1987), formerly the Dissertation Secretary at The University of Chicago, established this publication during the Depression of 1930-1935 as an inexpensive companion to *The Chicago Manual of Style*. It is designed as a guide to suitable style in the presentation of term papers, theses, and dissertations in both scientific and non-scientific disciplines. It remains the most widely used manual for writers in the United States.

The Context of Cultural Ecology within the Discipline of Geography

Geography comprises a bewildering number of facets. Because there is no generally accepted classification of the subdivisions of the discipline, the following is more indicative than definitive:

A main division is that between regional and topical (also referred to as systematic) geography, distinguishing the study of areas in the fullness of their interrelated characteristics from the study of single features (topics). This distinction is a matter of emphasis: Regional synthesis draws upon knowledge of particular features present in the area, while the analysis of one topic necessarily includes delineation of the area (region) in which it occurs.

Topical geography also has a broad twofold division: biophysical geography (sometimes termed physical or natural geography) examines characteristics of the atmosphere, land, water, and soils, as well as the distribution and interrelationships of plants and animals. Human geography (or anthropogeography) deals with geographical aspects of humanity. Again the distinction is artificial: Natural systems are increasingly modified by human activity. At the same time, the biophysical environment influences the biological and social characteristics of humanity.
Like biophysical geography, human geography is composed of many specialties. For example, economic geography considers how mankind makes a living. The topic can be subdivided further, variously focussing upon agriculture, manufacturing, trade, transportation, or other areas of economic activity. Cultural geography, from which cultural ecology emerged, is another broad subfield of human geography. The term, when introduced into the United States from Germany some seventy-five years ago, referred to the study of how culturally diverse societies adapted to, and modified, the earth’s surface—creating “cultural landscapes” which contrast with pristine “natural landscapes.” The subject has now come to include all applications of the idea of culture to geographical problems. It analyzes the spatial variations of material traits, such as house types, as well as cultural traits, such as religion. Cultural ecology is simply a more dynamic, interactive variant of cultural geography.

Each human group—community, society, or nation—has its distinctive culture. The investigation of such collective groups in their areal differentiation and interrelations is termed social geography. This term, long applied in Europe, is increasingly being applied in the United States as well. Inevitably, it overlaps cultural ecology. It would be difficult to consider a cultural trait without consideration of those who invented, distributed, received, or modified it—and one cannot imagine a society without its cultural attributes.

Political geography examines political phenomena in their areal context. In dealing with the territorial manifestations of economic, social, and cultural forces and patterns, political geography relies heavily upon the other subfields of human geography.

An understanding of the present usually requires knowledge of how it came into being—in other words, genetic analysis. Thus, geography has an historical component. However, when we speak of historical geography, we generally mean geography of the past for its own sake. Apart from its focus upon some former era, historical geography employs the same concepts and asks the same questions as do other branches of the discipline. Traditionally, historical geography has been closely allied to cultural geography and cultural ecology.

Another approach to geographical analysis is to carve out a specific cross-section of the discipline for special examination. Environmental geography might serve as an example. Of course environmental issues have always been considered in geography, but modern trends in environmental change and their accompanying problems enhance the importance of this topic. Although some geographers would suggest that environmental geography is merely an aspect of biophysical geography, its historical, social, cultural, economic, and political components demand almost equal attention.

Another category concerns not the content, but the tools, of geographical investigation and presentation. In the forefront stands cartography. In recent decades, the rapid development of mathematics, statistics, and computerized information has led to the development of geographical information systems (GIS) which complement and expand upon traditional cartography. Finally, there are the techniques of fieldwork, and their extensions into remote sensing—both through aerial photography and through increasingly sensitive infrared sensors, radar, and other scanning devices installed in earth-orbiting satellites.

Through participation in this course, students are expected to gain a better understanding of complex, interactive
human-environmental relationships, and their relevance to responsible citizenship.

Research Assignment

On **Tuesday, February 4**\(^{th}\), you will be given an assignment designed to familiarize you with resources available for research in cultural ecology in the Mansfield Library and elsewhere in the greater community. The assignment is to be completed and submitted by **Thursday, February 13**\(^{th}\).

Critical Essay

A critical essay of approximately four double-spaced pages, including footnotes and references, will be due no later than **Tuesday, March 18**\(^{th}\), but may be submitted at any time prior to the 18\(^{th}\). The essay should be related to a topic discussed in class, and should draw upon at least four sources other than the assigned readings. It should strictly follow the standard form described in Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* (with footnotes and a corresponding bibliography, rather than parenthetical references and a corresponding reference list). Several publications provide useful information regarding grammar, punctuation, mechanics, word choice, paragraphs and essays, research writing and documentation, and ESL tips—for example, Blanche Ellsworth and John A. Higgins’ *English Simplified*, 13\(^{th}\) ed. (New York: Longman, 2011).

Term Paper

The term paper should be roughly fifteen pages in length, with the text double-spaced. The elements of a term paper typically include (i) a title page, (ii) table of contents, (iii) a list of tables, (iv) a list of illustrations, (v) a list of abbreviations, (vi) the text, and (vii) bibliography. Elements (i), (vi), and (vii) are required—the others are to be included as appropriate. The first draft of the paper will be due no later than **Thursday, April 17**\(^{th}\). The paper will be evaluated and returned for revision. The revised paper, together with the first draft, is to be submitted by **Thursday, May 1**\(^{st}\). Research for the paper should draw upon at least five sources other than the assigned readings. The term paper must conform strictly to the conventions contained in Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Examinations

A mid-term examination is scheduled for **Thursday, March 27**\(^{th}\). It will cover the readings, films, and class discussion related to the first three units. The final examination is scheduled for **8:00-10:00, Thursday, May 15**\(^{th}\), and will cover the readings, films, and discussion related to units IV and V.

Graduate Increment

Graduate students enrolled in *Cultural Ecology* are required to submit a second essay of at least six pages. It must draw upon six or more refereed publications other than the assigned readings. The topic must be approved by the instructor.

Course Grade

The research assignment and critical essay will account for approximately ten per cent of the course grade. The term
paper will account for forty per cent of the grade; the mid-term and final examinations will each account for twenty-five per cent of the grade. While recognizing the broad range of personalities present in any class, attendance and participation in classroom discussions will also be taken into consideration.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the university. All students need to be familiar with the Student Conduct Code. The code is available for review on-line at http://life.umt.edu/vpsa/student_conduct.php.

Schedule and Readings

Week One (January 26-February 1, 2014)

Orientation and Introduction

Unit I: The Nature of Cultural Ecology

Suggested and Required Readings


*Required Readings (chapters drawn from Readings in Cultural Geography are available on two-hour reserve in the Reserve Materials Collection, Mansfield Library)


*Carl O. Sauer, "Cultural Geography," in Readings in Cultural Geography, 30-34.

Maximilien Sorre, "The Role of Historical Explanation in Human Geography," in Readings in Cultural Geography, 44-47.

Week Two (February 2-8)

Distribution of Research Assignments (February 4th)

The Nature of Cultural Ecology
Case Study: A Reconstruction of South Asian and Middle Eastern History
Contemporary Case Study: The Development of Canada's Oil Sands: Costs and Benefits

Unit II: Cultural Origins
Suggested Reading


Week Three (February 9-15)

Presentation by Kelly Webster, Director, The Writing Center (February 11th)
Cultural Origins
Culture History
Case Study: Pre-Columbian New World Contacts
Submission of Research Assignment (February 13th)

Unit III: Livelihood Systems and Settlement

Suggested and Required Readings


*Domosh et al., The Human Mosaic, chaps. 8-11.


*Derwent Whittlesey, “Major Agricultural Regions of the Earth,” in Readings in Cultural Geography, 416-444.

Weeks Four through Nine (February 16-March 29)

Livelihood Systems
Hunter-Gatherers
Fisherfolk
Plant and Animal Domestication
Cultivators
Pastoralists
Agricultural Dispersals and Agricultural Regions
Submission of Critical Essay (March 18th)
The Geography of Food and Famine
Industries
Urban Genesis
Urban Systems
Mid-Term Examination (March 27th)

Unit IV: Culture Areas

Suggested and Required Readings

*C. M. Delgado de Carvalho, "Geography of Languages," in Readings in Cultural Geography, 75-93.

*Paul Fickeler, "Fundamental Questions in the Geography of Religions," in Readings in Cultural Geography, 94-117.

*Domosh et al., The Human Mosaic, chaps. 2-7.


*Ivan Lind, "Geography and Place Names," in Readings in Cultural Geography, 118-128.

Weeks Ten through Thirteen (March 30-April 26)

Spring Break (March 30-April 5)
Folk Culture
Material Folk Culture
Case Study: The Origin and Distribution of Subterranean Aqueducts in Pre-Achaemenid Antiquity
Popular Culture
The Geography of Religion
The Geography of Language
Place Names
Deadline for the First Draft of the Term Paper (April 17th)
Population
Migration
Disease
Settlement
Political Geography
Contemporary Case Study: The “Arab Spring”
Ethnic Geography

Unit V: Landscape, Human Agency, and the Future

Suggested and Required Readings


*Domosh et al., The Human Mosaic, chap. 12.


Weeks Fourteen and Fifteen (April 27-May 10)

Globalization

Deadline for the Submission of the Revised Term Paper (May 1st)

Man's Rôle in Changing the Face of the Earth
Case Study: Human Agency and Environmental Change in the West African Sahel
Restoring the Earth
The Future

Thursday, May 15th, 8:00-10:00: Examination Covering Units IV and V