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GPHY 433.01: Cultural Geography

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THE UNIVERSITY OF MONTANA

Cultural Ecology (GPHY 433)

General Information

Time Spring Semester, 2014; TR, 9:40-11:00

Place Stone Hall, Room 217

Instructor Jeffrey A. Gritzner

Office Stone Hall, Room 204

Office Hours TR, 3:00-4:00; W, 10:00-11:00; or by appointment

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Required Domosh, Mona, Roderick P. Neumann, Patricia L. Price, and Terry G. **Textbook**
Jordan-Bychkov, *The Human Mosaic: A Cultural Approach to
Human Geography*, 12th ed. New York: W.H. Freeman and
Company, 2013.

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

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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*.

Optional Reference

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 8th ed. Chicago: The University of Chicago Press, 2013.

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

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human-environmental relationships, and their relevance to responsible citizenship.

Research Assignment

On **Tuesday, February 4th**, 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 13th**.

Critical Essay

A critical essay of approximately four double-spaced pages, including footnotes and references, will be due no later than **Tuesday, March 18th**, but may be submitted at any time prior to the 18th. 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*, 13th 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 17th**. The paper will be evaluated and returned for revision. The revised paper, together with the first draft, is to be submitted by **Thursday, May 1st**. 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 27th**. 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 15th**, 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

*Mona Domosh *et al.*, *The Human Mosaic: A Cultural Approach to Human Geography*, 12th ed. (New York: W. H. Freeman and Company, 2013), chap. 1.

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

*"The Themes of Cultural Geography," in *Readings in Cultural Geography*, ed. Philip L. Wagner and Marvin W. Mikesell (Chicago: The University of Chicago Press, 1962), 1-24.

*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

V. Gordon Childe, "A Prehistorian's Interpretation of Diffusion," in *Readings in Cultural Geography*, 209-217.

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

Hans Bobek, "The Main Stages in Socioeconomic Evolution from a Geographic Point of View," in *Readings in Cultural Geography*, 218-247.

I. H. Burkill, "Habits of Man and the Origins of the Cultivated Plants of the Old World," in *Readings in Cultural Geography*, 248-281.

Harold C. Conklin, "An Ethnoecological Approach to Shifting Cultivation," in *Readings in Cultural Geography*, 457-464.

*Albert Demangeon, "The Origins and Causes of Settlement Types," in *Readings in Cultural Geography*, 506-516.

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

H. Epstein, "Domestication Features in Animals as Functions of Human Society," in *Readings in Cultural Geography*, 290-301.

Dan Stanislawski, "The Origin and Spread of the Grid-Pattern Town," in *Readings in Cultural Geography*, 318-329.

*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

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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 27nd)

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.

Fred B. Kniffen, "Louisiana House Types," in *Readings in Cultural Geography*, 157-169.

*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-Achæmenid 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

*Edgar Anderson, "Man As a Maker of New Plants and New Plant Communities," in *Readings in Cultural Geography*, 465-478.

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

*Carl O. Sauer, "The Agency of Man on the Earth," in *Readings in Cultural Geography*, 539-557.

Maximilien Sorre, "The Geography of Diet," in *Readings in Cultural Geography*, 445-456.

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