

## PVAMU Course Syllabus Spring 2013

<b>GEOG 2633 Cultural Geography</b>			
<b>Department</b>	Division of Social Work, Behavioral and Political Sciences	Brailsford	College of Arts and Sciences
<b>Instructor Name:</b>	Dr. Bakama B. BakamaNume		
<b>Office Location:</b>	Woolfolk 302		
<b>Office Phone:</b>	(936) 261 – 3215		
<b>Fax:</b>	(936) 261 – 3229		
<b>Email Address:</b>	bbbakamanume@pvamu.edu		
<b>Snail Mail (U.S. Postal Service) Address:</b>	Prairie View A&M University		
	P.O. Box	519	
	Mail Stop	2203	
	Prairie View, TX 77446		
<b>Office Hours:</b>	MWF 11-12:00; 2:00-4:30, and by appointment		
<b>Virtual Office Hours:</b>			
<b>Course Location:</b>	Woolfolk 207		
<b>Class Meeting Days &amp; Times:</b>	MWF 12:00 PM – 12:50 PM		
<b>Course Abbreviation and Number:</b>	GEOG 2633		
<b>Catalog Description:</b>	Economic, social, and political adjustments that man makes to various habitats and to natural environment factors.		
<b>Prerequisites:</b>	N/A		
<b>Co-requisites:</b>	N/A		
<b>Required Text:</b>	J. F. Fellmann, A. Getis, and J. Getis (latest edition) <i>Human Geography</i> , seventh edition, New York: McGill-Hill. On-Line Learning Center Web Page <a href="http://www.mhhe.com/fellmann">www.mhhe.com/fellmann</a> 11th Edition		
<b>Recommended Text:</b>			
<b>Access to Learning Resources:</b>	PVAMU Library: phone: (936) 261-1500; web: <a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a> University Bookstore: phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a>		
<b>Course Goals or Overview:</b>	The goal of this course is to answer these questions: <i>Where</i> are cultures located? <i>Why</i> are they located where they are? <i>What</i> are culture areas? <i>How</i> do culture areas interact? <i>What</i> are the differences (population, economic activities) between regions? The course also explains the interconnections of the sub fields and research traditions of the field of geography. ...		
<b>Course Objectives/Accrediting Body Standards Met:</b>			

Course Learning Outcomes	Aligns with	
	Program Goal	Core Curriculum
Students should be able to recognize the basics of culture geography.	N/A	Social Responsibility and communication
Students should be able to understand and identify interactions, dynamics and consequences of globalization.	N/A	Critical thinking and empirical quantitative skills
Students should have a broad understanding of human geography.	N/A	Social Responsibility

## Course Requirements and Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams and quizzes**– Weekly multiple choices quizzes (12) with questions designed to measure knowledge of presented course material such as basic concepts, ability to analyze simple data, and logic thinking will be administered. Each test (total of 3) will cover four quizzes. The critical thinking and quantitative skills core objectives will be partly assessed by these tests and quizzes.

**Project/assignment** - Students will demonstrate knowledge of basic concepts, critical thinking, empirical quantitative skills, responsibility and written communication skills by designing and explaining population pyramids of different cities in Texas based on published demographic data. The written explanations will be assessed using a modified common LEAP rubric.

**Essay on A Culture** - Critical thinking, communication skills, and personal responsibility will be demonstrated by student performance on research essay on a culture other than their own. The essay will be assessed using a rubric. The paper should address the following components of culture, language(s), religion(s), and location of the people, some historical background, food, music, and today’s visibility of the culture.

**Class Participation** – Attendance and participation in class discussions will also be used to measure the students’ critical thinking, knowledge of the class material, and to demonstrate their social and personal responsibility.

## Grading Matrix

Instrument	Value (points or percentages)	Total
Assignment	1 assignment at 30 points	30
Paper	1 paper at 50 points	60
Quizzes	10 quizzes at 17 points each	170
Tests	2 at 35 points	70
Class Participation/ Discussion	20	20
Final Exam	50	50
<b>Total:</b>		<b>400</b>

### Grade Determination:

- A = 400 – 350pts;
- B = 349 – 300pts;
- C = 299 – 250pts;
- D = 249 – 200pts;
- F = 199pts or below

## Course Procedures

### Submission of Assignments:

Assignments and projects must be handed in the due date. The due date will be announced as the assignment is handed out. A 10 percent deduction will be applied for each day the project /assignment is late.

One assignment requires the student to find an individual from another culture, learn and report on their culture.

### **Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

### **Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). There will be 2 tests, and a final examination. These will be based on the quiz questions. The quizzes are based on text book data bank.

## **University Rules and Procedures**

### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

### **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

### **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **Attendance Policy:**

*Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class. YOU CANNOT COME TO CLASS IF YOU ARE MORE THAN FIFTEEN (15) MINUTES LATE! If you try to violate*

this rule, you will be expelled from class for that day. Failure to comply with these policies will mean a five-point reduction in your overall class average for each infraction.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

### **Communication Expectations and Standards:**

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

### **Submission of Assignments:**

Assignments, Papers, Exercises, and Projects will distributed and submitted by email. Directions for accessing your email and course information will be provided. Additional assistance can be obtained from the Office of Distance Learning.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

## Course Outline

	<b>Topic</b>	<b>Reading</b>
Week 1- 4 Weeks 1	<b>Themes and Fundamentals of Human Geography</b> Introduction Basic Geographic Concepts Maps	Chap1
Week 2	Roots and Meaning of Culture Components of Culture Interaction of People and Environment Culture Change	Chap 2
Week 3	Spatial Interaction and Spatial Behavior	Chap3
Week 4	Population: World Patterns, Regional Trend	Chap. 4
<b>Project/Assignment</b>	<b>Population Pyramids</b>	

Week 5-9	<b>Pattern of Diversity and Unity</b>	
Week 5	Language and Religion	Chap. 5
Week 6	Ethnic Geography	Chap 6
<b>Test 1</b>		
Week 7	Folk and Popular Culture	Chap 7
Week 8- 10	<b>Dynamic Patterns of Space Economy</b>	
Week 8	Livehood and Economy	Chap 8
Week 9	Livehood and Economy	Chap 9
Week 10	Patterns of Development and Change	Chap 10
<b>Test 2</b>		
Week 11- 14	<b>Landscapes of Functional Organization (Human – Environmental Relations)</b>	
Week 11	Urban Systems and Urban Structures	Chap 11
Week 12	The Political Ordering of Space	Chap 12
Week 13	Human Impacts on Natural Systems	Chap 13
Week 14	The Regional Concept	Chap 13
Week 15	Review	

### *College of Arts and Sciences Student & Staff Aspiration Statement*

*The faculty and staff of the College of Arts and Sciences at PVAMU are committed to providing the best possible quality education to its students. To that end, we will work hard to prepare the students for success by setting the proper academic environment and background necessary to facilitate learning. In order for us to be successful, there are some basic expectations our students must demonstrate. These expectations are a simple ingredient to foster camaraderie and ‘esprit de corps’ in every class and classroom on campus. Additionally, these are lifelong fundamental learning skills to better prepare students for success in America’s job market.*

#### **CAS student expectations:**

- *You are expected to come to class prepared and on time.*
- *Higher education is an investment in your future, to that end; you must endeavor to be properly equipped for class. (i.e. School supplies, text, and other supporting materials).*
- *Resolution of any classroom issues (i.e. Grades, course materials, etc) should begin with the instructor.*
- *If you must leave early, notify the instructor before the class begins, sit by the door, and exit quietly.*
- *Be considerate of your fellow classmates; please turn off all phones, pagers and other electronic*

*devices.*

- *Do not talk to other students during lecture. If you have a question or a comment on the subject being discussed, address it to the instructor directly.*
- *Walk quietly through the hallways, classes in other rooms may still be in session.*
- *Please refrain from eating, drinking, sleeping in class, using profanity, and engaging in any form of horseplay in the classroom it is disruptive to your fellow classmates.*
- *Be respectful, civil, polite and considerate when dealing with you professors as well as your fellow classmates.*
- *Student attire is based on personal preference and taste. The rule of thumb is simple, if it projects a statement which is offensive to others, then maturity should dictate that it is probably not a good idea to wear in class.*
- *Enthusiasm is infectious, a smile and positive attitude will go far to motivate and charge your professors and fellow classmates.*

## Assignment 1: Population Pyramids of Texas Places

Class projects account for 15% (60 points) of your final grade.

A population pyramid is a graphic way to show the age/gender composition of a population and its age/gender structure. The "structure" describes the relative number of people at different ages by gender. Analyzing the population structure of a place is a way to understand the needs of that place. It allows policy makers to see what kind of people live in an area and which programs to target. The shape of a population pyramid is a product of population growth (in-migration, births, and deaths). It can also reflect historical, socioeconomic, and political events, e.g., the baby boom which followed WWII.

### Objectives

- 1) construct population pyramids from census data;
- 2) use a population pyramid to describe and interpret the age/gender traits of populations in Texas and implications for economic development and policy issues.

### Assignment tasks

1. Construct population pyramids for five places in Texas: a) your hometown or the nearest town, b) Longview, TX, c) Laredo, TX, d) Prairie View, TX, e) Palm Valley, TX, and Houston, TX. (If your hometown is Houston select another city of your choice.) The data for your home town (if it has a population larger than 10,000) is available in Government Documents in U.S. Census Social and Economic Characteristics, Use American Factfinder to search for the census data. The data for the other communities is provided on the Web Pages.

2. Analyze each population pyramid addressing the issues/questions listed here. Type your responses on a separate sheet of paper in complete sentences, one paragraph (2-4 sentences) for each population pyramid.

"Look at the population pyramids for each place in Texas you constructed.

1. Describe the age/gender patterns you observe.

2. Discuss the implications or the patterns. Think about the kinds of problems that could occur because of the differences in lifestyle and community priorities for different age groups in each location. Write down some of these issues and list some investments, e.g., stores, entertainment, etc., that might be profitable or some social programs, e.g., child care, education, medicine, etc., that might do well in places with these populations.

To make a population pyramid, calculate the percentage of the TOTAL POPULATION for each age and gender cohort (age group). (You may be able to get already calculated values from the census.) Find the total population first (add all males and all females in each age group), then divide each cohort by that number.

In some cases, the graph will not be able to accommodate your data. If you have an age cohort that exceeds 10 percent, extend the graph row as far as you can then label the correct figure and use an arrow to indicate the extension that should exist.

Be cautious when you use the data to create a graph for your own hometown. Look carefully at the age groups in the Census table and make sure they match the age groups on the graph provided.

Do not forget to cite your sources.

**Due Date**

## **Paper -Cultures of the World**

1. Select a Cultural Group other than one in North America.
2. Research the culture of the group
3. Write a five page paper on culture of the group.
4. Prepare material to present to the class. This presentation will deal with the culture of the group you selected.

## **OR**

1. Find a foreign student on campus.
2. Through interview and discussions compile information on the culture of the student.
3. Write a five page paper on the culture of the student.
4. Prepare a presentation on the student's culture. You will present your work to the class.

## **Hints**

Paper should include the important components of culture, language(s), religion(s), and location of the people, some historical background, food, music, and today's visibility of the culture. Do not forget to cite your references.

## **Due Date**