



INTRODUCTION TO HUMAN GEOGRAPHY GEOG 1030

Credit Hours: 3

Catalog Course Description:

This course is an introduction to the geography of human cultures, especially those in northern India. Course topics focus on human/environment interaction, demographics, distribution patterns and interactions of such cultural characteristics as language, religion, population, politics, urbanization and economics.

How Program Site Will Be Incorporated into the Course:

Students will have an opportunity to experience Indian culture by living in north central India for a period of three weeks. The primary location of the program will be in Jaipur, India. Students will also visit Delhi for three nights and Agra for one night. Students will not only have an opportunity to visit many of the historical locations, including the National Museum, Akshardham, Taj Mahal, and the Keoladeo National Park, but also an AIDS clinic and a vocational program for street children called TAABAR. It may also be possible for students to conduct volunteer work and interact with low-caste "untouchables".

All students will be required to participate in a faculty-directed service learning project during the India program. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach global responsibility, and strengthen communities.

Prerequisites: None, but students should have successfully completed basic entry exams for reading and writing (i.e. no remedial and/or developmental classes).

Required Textbooks: There is only one required book for this course – *Buddha* by Karen Armstrong. All other materials are listed below. Students must print out these reading list documents prior to our departure.

- Weightman, Barbara – [Dragons and Tigers: A Geography of South, East and Southeast Asia](#)
- Kurlansky, Mark – [Salt: A World History](#)
- O’Neill, Tom – [Untouchable](#)
- Lancaster, John – [Lost Nomads](#)
- Waldman, Amy – [Indians Go Home, but Don’t Leave U.S. Behind](#)
- Mehta, Suketu – [Welcome to Bollywood](#)
- Belt, Don – [Fast Lane to the Future](#)
- Saxe, John Godfrey – [The Blind Men and the Elephant](#)
- Auden, W. H. -- [Partition](#)
- Population Reference Bureau -- [2009 World Population Data Sheet](#)

I. Weekly Topics:

Week 1 Topics

Human Geography: A Cultural Approach – Definitions of “Cultural Geography”

Geographies of Cultural Difference

- Weightman, Barbara – [Dragons and Tigers: A Geography of South, East and Southeast Asia](#)

Population Geography: Shaping the Human Mosaic

- Building population (age-sex) pyramids: India, Germany and Burkina Faso [PRB Data Sheet]

The Geography of Language

Week 2 Topics

Geographies of Race and Ethnicity: Garden Salad or Melting Pot?

- O’Neill, Tom. [Untouchable](#). National Geographic Magazine [June 2003]

Political Geography: A Divided World

- [bbc.co.uk](#) – [India-Pakistan: Troubled Relations](#)
- Auden, W. H. – [Partition](#)
- Kurlansky, Mark – [Salt: A World History](#)

The Geography of Religion: Spaces and Places of Sacredness

- Saxe, John G. – [The Blind Men and the Elephant](#)
- Armstrong, Karen – [Buddha](#)

Agriculture: The Geography of the Global Food System

- Lancaster, John. [Lost Nomads](#). National Geographic Magazine [February 2010]

Week 3 Topics

Geography of Economies: Industries, Services, & Development

- Mehta, Suketu. [Welcome to Bollywood](#). National Geographic Magazine [February 2005]

Urbanization: The City in Time and Space

Inside the City: A Cultural Mosaic [See graphic below.]

Future Geographies: <http://delhi-masterplan.com/economic-corridor.php>



II. Course Objectives:

The primary educational objective of this course is to provide information that enables the student to understand the various human culture groups of the world, and specifically those in India. It seeks to identify their geographical boundaries and interactions with their local environment (i.e. physical characteristics, natural resources, climate, cultural differences

with neighboring ethnic peoples and related problems, etc.). Outcomes are summarized as follows:

1. Analyze geographical facts and interpretations.
2. Analyze and compare from a geographical perspective the political, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and environmental regions.
3. Recognize and articulate the diversity of human experience across a range of geographical regions and the complexities of a global culture and society.
4. Draw on geographical and historical perspectives to evaluate contemporary problems/issues.
5. Analyze the contributions of past cultures/societies to the contemporary world.

As a result of successfully completing this course the student will be able to demonstrate general knowledge of the spatial organization of human activity and human relationships, both between groups and within their particular environments.

III. Instructional Processes:

Course readings and field trips will bring cultural geography to life for students. In-class discussions and periodic fieldwork (to be recorded in your daily journal entries) will be used to track progress.

IV. Expectations for Student Performance:

Upon successful completion of this course, the student should be able to:

1. Understand the basics of geography, specifically cultural geography.
2. Comprehend the unique cultural setting of India, as well as the greater pattern of culture(s) around the globe.
3. Understand the dynamics of global population growth and decline, specifically the excessively high population growth rate and the prevalence HIV/AIDS.
4. Illustrate the role environment plays in developing culture, as well as the human impact on nature.
5. Understand the collision of cultures across the globe, and more specifically in India (e.g. Hindu vs. Muslims vs. Sikh, class warfare, untouchables, gender inequity, etc.).
6. Understand the levels of economic development and the interaction of economies across the globe.
7. Understand the culture of agriculture and the role the environment plays in this process.
8. Understand the politics of space (as India is the largest democracy in the world).
9. Comprehend the role and function of global cities, especially New Delhi, Agra and Jaipur

V. Evaluation:

- A. Class Participation - Students are responsible for their own learning (meaning that this class will be "student based" learning instead of "instructor driven" learning). Participation, discussion and interaction are necessary components of this course. [10 points per day totaling 150 points]

- B. Journal Notes - Students will make daily accounts of their readings and experiences in their course journal. This will be no mere diary of activities, but an in-depth rendering of all things important to geography (e.g. regions, characteristics, relationships, patterns, processes, interactions, etc.). Elaboration noted below. [150 points]
- C. Maps - There will be introductory map assignments associated with this course. You will be given hard copies of these maps or lessons at the spring 2011 orientation to complete *before the trip* to India. One will included blank outline maps of political and physical features of India. [50 points]
- D. Graphing Data Sets - You will be given population statistics for India, Germany and Burkina Faso to graph on x/y (age-sex) axes. [50 points]
- E. Final Exam - One semester exam is planned for the end of the course. This exam will be in a short response format and cover relevant topic (or topics) from the three-week coursework. [100 points]

Total points possible = 500

F. Grading Scale:

95 – 100	= A+
90 – 94	= A
85 – 89	= B+
80 – 84	= B
75 – 79	= C+
70 – 74	= C
65 – 69	= D+
60 – 64	= D
59 and below	= F

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VII. Instructional Hours:

This class will consist of a minimum of 37.5 full hours of formal instruction.