CULTURAL GEOGRAPHY - GEOG 2312
SPRING 2019
ONLINE

INSTRUCTOR INFO

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DR. PORTER'S OFFICE HOURS
I'm in the office everyday unless traveling. You are always welcome to stop-in, but it's a good idea to call or email first before making a special trip to see me.

REQUIRED TEXT
Modified MasteringGeography with Pearson eText -- Standalone Access Card -- for The Cultural Landscape: An Introduction, 12/E
James M. Rubenstein, Miami University of Ohio
ISBN-10: 0134286189
ISBN-13: 9780134286181
Publisher: Pearson
Copyright: 2017

ONLINE COURSE RESOURCE
Blackboard: bb.ualr.edu
Your Dynamic Study Modules and other course assignments are accessed through Blackboard and will be turned in digitally via Blackboard.

COURSE DESCRIPTION AND OBJECTIVES
This course is a thematic approach to the study of human groups and activities around the world, including agricultural practices, demographic trends, political behavior, religious beliefs, language patterns, folk and popular cultures, ethnicity and ethnic landscapes, urbanization and industrialization.

The primary learning objectives of this course are centered on developing an understanding of the aforementioned topics by learning and applying the five themes of geography: region, mobility, globalization, nature-culture, and cultural landscape. More specifically….
Knowledge-oriented objectives include the following:
- Upon completion of this course, you will be able to identify, describe, and apply geography theories and concepts to address the following lines of inquiry: 1) How do geographers describe where things are? 2) Why is each point on Earth unique? 3) How are different locations interrelated? 4) How do people relate to their environment?
- You will learn procedures and application of research techniques and technologies in geography. These include, but are not limited to, the following: geospatial technologies (global positioning system, remote sensing, geographic information systems), and field techniques (data collection, interviewing, field mapping), and geostatistical analysis (characteristics of geographic data, descriptive spatial statistics).
- You will develop knowledge of the ways geographers help explain our complex world and solve problems that arise within the human-environment dynamic. Students will learn how to assess and analyze spatial problems such as urban sprawl and desertification.
Skills-oriented objectives include the following:
- You will be able to communicate understanding of geographic concepts and theory via written, oral, and mixed media (e.g., geospatial mash-ups) forms.
- You will describe the strengths and weaknesses of various qualitative and quantitative geography research methods.

- You will <u>recognize that individual perspectives and geographical, historical, and sociocultural contexts impact research question formulation, methodologies employed, interpretations obtained, and conclusions reached</u>.
- You will <u>utilize elements of geospatial technologies</u> (global positioning system, remote sensing, geographic information systems), and digital globes such as Google Earth. Students will submit all work in digital formats in the online (Blackboard) environment.

Values-oriented objectives include the following:
- You will <u>understand the principles of academic integrity</u>, including how to cite sources. Students will adhere to UALR policies on academic dishonesty.
- You will <u>avoid distorting statistical results and show vigilance about misuse or misrepresentation of quantitative and qualitative information</u>. Each student will understand the ways that spatial information can be manipulated to support different perspectives.
- You will <u>understand the ethics and regulations that govern research with humans in the realm of geography</u> and that an ethical approach requires a systematic protection of participants' rights.

By achieving these objectives, we will become human geographers that are better able to understand how and why the world (its peoples and environment) is the way it is.

For complete documentation of learning goals and outcomes from which these objectives are derived, see: http://ualr.edu/facultysenate/files/2014/02/social-science-Yoder-fixed-final-12-131.pdf

COURSE CONTENT
Materials for the course are delivered through:
- **Lectures**. Course lectures are available in Blackboard.
- **Textbook**. You are expected to read your textbook at the general rate of one chapter per week.
- **Dynamic Study Modules**. Each chapter has two dynamic study modules.
- **Chapter Homework**. Each chapter has associated homework activities.
- **Assignments**. Social Explorer and Google Earth/Maps assignment groups

GRADING
Grades for the course are calculated from your performance on Dynamic Study Modules, chapter homework, a university core-specific assessment assignment, one short writing assignment, and one comprehensive multimedia assignment. Here's the breakdown of proportional value for course components:

28 Dynamic Study Modules (in Mastering Geography (accessed through Blackboard)) @15 points each = 420 points
14 Chapter Homework Activities (in Mastering Geography (accessed through Blackboard)) @20 points each = 280 points
     *One homework activity per chapter except chapter 11, which has two homework activities.
9 Assignments (submitted in Blackboard) = 430 points
     Social Explorer Assignments 1-3 @30 points each = 90 points
     Final Social Explorer Project @ 100 points
     Cultural Landscapes in Google Earth/Maps Assignments 1-3 @30 points each = 90 points
     Final Cultural Landscapes in Google Earth/Maps Project @100 points
     University Core Assessment Assignment/Task/Quiz @ 50 points

Total Possible Points = 1,130
Final grades will be assigned based on the following points: A > 896, B >796, C > 696, D > 596, F < 596

DYNAMIC STUDY MODULES
Access by clicking Pearson Mastering Assignments below. Dynamic Study Modules are provided to help develop adequate depth and breadth of geography knowledge for students. They are a principal learning and assessment tool for the course. **When you complete a Dynamic Study Module in its entirety, you receive full credit.** All Dynamic Study Modules take place in the Mastering Geography part of your course Blackboard site. FYI: According to statistics compiled from thousands of students who have completed the Dynamic Study Modules, each takes, on average, 15-20 minutes to complete. You might do it more quickly, or it might take you longer. Just be sure you have planned for the <u>significant time commitment</u> of the Dynamic Study Modules. All Dynamic Study Modules are due by **May 12, 11:59 p.m**.

CHAPTER HOMEWORK

Chapter homework consists of MapMaster interactive mapping, graphing, video, and GeoTutor coaching exercises. All chapter homework activities take place in the Mastering Geography part of your course Blackboard site. FYI: According to statistics compiled from thousands of students who have completed the chapter homework, each takes, on average, 25-40 minutes to complete. You might do it more quickly, or it might take you longer. Just be sure you have planned for the <u>significant time commitment</u> of the chapter homework.

ASSIGNMENTS

If you miss an assignment due date/time (as posted on Blackboard and below), there will be a one-letter grade deduction in your score for that assignment. The same deduction applies for assignments that are submitted one minute late and those that are submitted just before the late deadline. I will accept late assignments until **May 12, 11:59 p.m**. There will no credit for late University Core Course Assessment Assignments.

I strongly encourage you to review the knowledge, skills, and values-oriented objectives of this course that are detailed on pages one and two of the syllabus. As you compose your written assignments, you should strive to demonstrate mastery of these objectives in your work. I will be looking for evidence that you have mastered these objectives when I assess your work.

-UNIVERSITY CORE COURSE ASSESSMENT ASSIGNMENT

This 50-point assignment will be designed to validate that this course is meeting a given core course learning outcome. The University Core Course Assessment Assignment varies by term. More information will be forthcoming on Blackboard.

-SOCIAL EXPLORER ASSIGNMENTS

These assignments utilize Social Explorer, an online research tool designed to provide quick and easy access to historical census data and demographic information. It creates fast, intuitive, and appealing maps and reports to help users visually analyze and understand demography and social change throughout history. You will access the database through the Ottenheimer Library List of Databases. If you access from on campus you will access the professional license provided by the Department of History and the Ottenheimer Library. If you are off-campus, you might need to use the UA Little Rock VPN. See instructions here: https://ualr.edu/itservices/applications/v/vpn/. Once you access Social Explorer, **sign up for an account** that will allow you to use the professional edition at home, without needing the VPN. Use Guide and Videos to familiarize yourself with Social Explorer here: https://www.socialexplorer.com/help/guides-videos

Social Explorer Assignments 1-3 (30 points each)
See Blackboard.

Final Social Explorer Project (100 points)
You will use the Tell a Story feature of Social Explorer (green button in bottom-right corner of map) to create your Final Social Explorer project that consists of frames (like PowerPoint slides). Your story will contain a <u>minimum of four frames</u> that each illustrate a key issue from one of the chapters that was not addressed in Social Explorer assignments 1, 2, or 3. Each of your four frames must have a title (that is descriptive of the frame's content) and a narrative paragraph that explains the frame, utilizing appropriate geographic terminology from the key issue you are highlighting and the course, at large. The frames can be from five different locations or can illustrate the same location with different variables and/or at different scales. Required elements that must be addressed in the project include:
- The impact of scale on your topic. How does the phenomenon or distribution you are discussing look differently at a census tract versus a county scale, for example?

- You must provide interpretation of your frames. In other words, I want to see more than description. Analysis and explanation of the patterns and trends that are evident on your maps is required. Remember you will write a paragraph (typically 4-6 sentences) for each of the frames.

Please review the example "A" work (The Graying and Emptying of the Great Plains) provided in Blackboard. To turn-in your Final Social Explorer project, you will do two things: share the link to the project and submit as a PowerPoint file. Submit both the PPTX and the link to me in your Blackboard submission.

-CULTURAL LANDSCAPES IN GOOGLE EARTH/MAPS ASSIGNMENTS
These assignments utilize Google Earth (a free download) and/or Google Maps (viewable in your internet browser or tablet or phone app).

Cultural Landscapes in Google Earth/Maps Assignments 1-3 (30 points each)
See Blackboard.

Final Cultural Landscapes in Google Earth/Maps Project (100 points)
For the Final Cultural Landscapes in Google Earth/Maps Project, you will be examining and describing cultural landscapes. You will utilize screenshots from Google Earth/Maps that you have annotated along with supplementary images of the locations. A narrative that you will compose will analyze and explain the cultural landscape, using the multimedia materials as supporting evidence. Your assignment consists of finding aerial views of a unique cultural landscape in Google Earth. Larger scale images (more detail/smaller area) work best. When you find a cultural landscape that you will use, simply go to Edit, Copy Image in Google Earth/Maps and then Paste it into Word or PowerPoint or the software or app of your choice. Each primary overhead image should be about 2/3 of a page. Please be sure your method of copying the imagery maintains crisp, clear images (no fuzzy images). Annotate your primary Google Earth/Maps satellite images with letter labels and symbols. **Annotation is a required component** of this assignment. Failure to provide adequate annotation will result in a greatly diminished score. (I strongly encourage you to view the rubric for the assignment and the example "A" work). Then supplement these aerial views with ground based images of the features you highlighted/annotated on the aerial image. You are welcome to use "street-view" imagery from Google Earth or Google Maps for these supplementary images. Additionally, you can use images from other sources, such as online encyclopedias. I like maps and historical documents too. Just be sure you cite every image/document you incorporate in your project. A simple line of text under the item is fine, just be sure I have enough information to locate the item. Please review the example "A" work (Oklahoma City model) provided in Blackboard.

For your narrative, please use standard one inch margins, Calibri or Arial typeface, and 10 or 12-point font. Your narrative text (if it was to be consolidated) should be an absolute minimum of two full pages of single-spaced text, but you are welcome to write much more. Utilize your lectures, texts, dynamic study modules, and homework to construct thoughtful, detailed narratives that are rich in cultural geography concepts and terminology. In the analysis of your location, be certain to incorporate and develop a **minimum of four cultural geography theories** (e.g., the gravity model of spatial interaction), **themes** (e.g., the interplay of place and space), or **concepts** (e.g., the delineation of formal versus vernacular regions) and how they apply to the cultural landscape you are discussing. Utilize appropriate terminology from the course to illustrate the theories/themes/concepts and be certain that you are explicitly clear in regard to which theories/themes/concepts you are incorporating. Incorporate additional course terminology as appropriate. Be sure to boldface any cultural geography, course-specific terminology (again, look at the Oklahoma City example provided closely).

This cultural landscape project is worth **100 points**. You will be graded on your ability to follow directions, full completion of the assignment, quality of writing, and your ability to integrate cultural geography into the assignment via terminology and spatial analysis. I encourage you to watch the how-to tutorial and view the grading rubric online. You must turn in your assignment in Blackboard. Simple internet research is acceptable here, but **do not copy and paste text from the web**. That is never acceptable. Recompose the information in your own words.

DUE DATES (View these chronologically on the course calendar on the Orientation page in Blackboard)
University Core Course Assessment Assignment – TBD
Cultural Landscapes in Google Earth/Maps Assignment 1 – 1/28
Cultural Landscapes in Google Earth/Maps Assignment 2 – 2/18
Cultural Landscapes in Google Earth/Maps Assignment 3 – 3/4
Final Cultural Landscapes in Google Earth/Maps Project – 5/6
Social Explorer Assignment 1 – 2/4
Social Explorer Assignment 2 – 2/25
Social Explorer Assignment 3 – 3/11
Final Social Explorer Project – 4/29
Chapter Homework and Dynamic Study Modules Chapter 1 – 2/1
Chapter 2 – 2/8
Chapter 3 – 2/15
Chapter 4 – 2/22
Chapter 5 – 3/1
Chapter 6 – 3/8
Chapter 7 – 3/15
Chapter 8 – 3/29
Chapter 9 – 4/5
Chapter 10 – 4/12
Chapter 11a – 4/19
Chapter 11b – 4/19
Chapter 12 – 4/26
Chapter 13 – 5/3

ADDITIONAL INFORMATION
- The grade cut-offs listed earlier are firm; for example, a point total of 894 will be a B. No individual extra credit or "redo" work is possible for this class. Don't ask. There is no possibility of a grade being changed except for a genuine computational error on my part.
- No course scores or grade information will be divulged over the phone or e-mail. Blackboard will be used to report course scores and will be the only place exam scores can be obtained besides my office.
- Incomplete grades (I) will be given only in the case of extended, verifiable illness that occurs after the automatic W period; you should withdraw if it occurs before then. Even if you have notified me during the semester of your situation, you must also contact me at the end of the semester to confirm your cause of absence and to discuss arrangements for finishing the incomplete work.
- Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the **Disability Resource Center (DRC)** how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.
- Don't wait until the last week of class to start worrying about your grade if your scores are not as high as you hoped. Contact the instructor for questions/concerns.
- All students are required to perform their own work. Students caught cheating or representing their work as someone else's or vice versa, will be charged as appropriate under the university's Academic Integrity Policies.
- All students are expected to maintain a working e-mail address on file with the university and to log into Blackboard daily for ancillary information, updates, and submission of writing assignments.
- Above all, the instructor expects a civilized, respectful, professional, and open-minded attitude to prevail in the face-

to-face and online classroom. Students are expected to conduct themselves accordingly.

- During inclement weather, UA Little Rock will make a decision whether or not to close based on all available information. The chancellor will decide whether or not conditions warrant canceling classes and activities and closing the campus or whether classes and activities will be canceled but with specified campus offices open. Online or web-enhanced classes will continue as scheduled at the discretion of the faculty member. The UA Little Rock website, UA Little Rock email, the university's main telephone number (501.569.3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings. When necessary, the university will announce a separate decision about canceling night classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible.

Think about a Geography minor. It only requires Physical Geography, Cultural Geography, and 12 additional Geography hours. I hope to see you in another UA Little Rock Geography course soon!

Helpful University Resources
The **Communication Skill Center (CSC)** is a resource devoted to helping campus and online students in the various stages of preparing a presentation. Services include, but are not limited to, anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with balanced feedback. The CSC offers both onsite and online services. Appointments are available and walk-ins are welcome; please feel free to stop by 201 speech building, call us at 501-569-8208, or email: communication.skill.center@gmail.com. Book an appointment: http://ualrcommunicationskillcenter.setmore.com

The **University Writing Center (UWC)** was developed to help clients with their writing at any stage of the writing process. They can provide quality feedback about your writing, problem-solving strategies for your writing, and assistance with academic technology. When you visit the University Writing Center for a conference, an intern will look over your text and reply with comments and suggestions as needed to improve its content, development, and organization. Interns can also help you identify patterns of error in your grammar, spelling, and punctuation so you can learn how to correct these errors on your own. Interns will not proofread your paper for you but will instead teach you techniques for how to do this for yourself. The UWC is located in the Student Union B (SUB) Room 116. For more information about us and the services we provide, please call our office at (501) 569-8343.