

## HGEO 105 – HUMAN GEOGRAPHY IN-CLASS OBJECTIVES

### **Course Description:**

Students will study the physical global environment focusing on the interaction of resources and cultural variables such as population patterns, language, religion, social customs, economic and political development.

**Credits:** 3

**Text:** Custom text adapted from The Cultural Landscape: An Introduction to Human Geography, 10<sup>th</sup> edition, James M. Rubenstein, 2011, Pearson Prentice Hall, Inc., compiled by Coil, Doug and Marshall, Art.

### **Professors:**

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### **Intended Course Learning Outcomes/Course Goals (Core Competencies):**

#### **Core Competencies Primary:**

##### Communication

The student will communicate information and ideas clearly and effectively in the written and spoken form, and will demonstrate effective literacy skills.

##### Historical/Societal Analysis

The student will identify and analyze historical and/or societal issues as they impact current and future needs.

#### **Core Competencies Secondary:**

##### Critical Thinking

The student will think clearly, critically and creatively to analyze information, identify solutions, make logical decisions and solve problems.

##### Technological Literacy

The student will use computer systems and other appropriate forms of technology to achieve professional, educational, and personal objectives.

**Learning Outcomes/Course goals:**

Through this course, students will:

- develop an awareness and greater understanding of the physical world in which we live in terms of location of regions and countries.
- increase their understanding of the geographical impact on the human condition in terms of culture, ethnicity, language, religion and political systems.
- increase their understanding of population patterns and migration of individuals in terms of cause and effect and its relationship to the environment.
- recognize that the world is made up of states in varying degrees of economic and social development.

**Notification for students with disabilities:**

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify, must contact the Disabilities Services Office at 732-224-2730 or 732-842-4211 (TTY), provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

**College Policies:**

For information regarding:

- Brookdale's Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

Please refer to the **STUDENT HANDBOOK AND BCC CATALOG**

**Department Policies:**

- Tests and papers need to be taken as scheduled or made up within two weeks of the scheduled test date. The time allowed for makeup testing or submission of papers may differ in semesters less than 15 weeks. In that case, refer to the instructor's syllabus. Presentations must be conducted on the assigned date. Rescheduling may not always be possible.
- Attend all class sessions. Absence may be excused, but all work must be made up. It is the student's responsibility to see the instructor for makeup assignment. If more than 20% of class time is missed, a passing grade **will not** be assigned.
- When questions arise regarding clarification of scheduled assignments or essay evaluations, the student is expected to initiate communication with the instructor.
- One or two classes may be conducted online using Angel. These classes may include an online map test and discussions.

**GRADING:** Points are accumulated for 5 unit evaluations/tests and for assigned presentations and/or papers. Additional points are awarded for class participation, supported by attendance. The point system reflects the specific term in which the student registers for the course. Shorter terms will reflect one fewer evaluation.

<b>15 Week Semesters</b>	<b>Less than 15 Week Semesters</b>
A = 455 points or higher	A = 364 points or higher
A- = 445-454	A- = 356-363
B+ = 435-444	B+ = 348-355
B = 405-434	B = 324-347
B- = 395-404	B- = 316-404
C+ = 385-394	C+ = 308-315
C = 350-384	C = 280-307
D = 300-349	D = 240-279
F = Below 300	F = Below 240
INC = Student needs to complete 70% of the course requirements to be eligible for an INC (Incomplete) grade. Eligibility is determined by the instructor.	

1. Point accumulation must reflect completion of all unit evaluations and the participation in two class presentations &/or papers assigned by the instructor. See individual instructor syllabus.
2. Each unit evaluation is worth 100 points. For 15 week semesters, there will be 5 evaluations, while for shorter terms, 4 evaluations.
3. Class presentations &/or papers are worth 20 points in 15 week semesters and 15 points in shorter terms.
4. Class participation points are as follows:
  - 10 points for 0-1 excused absence
  - 5 points for 2 classes missed

Below are listed the themes covered by the text. These themes may not be addressed in the following order and may be included in class discussions, exams or evaluations. Separate exams exist for many of the topics.

<b>Unit</b>	<b>Topics</b>	<b>Chapters</b>
1 Geography Concepts	Thinking Geographically Maps	Chapter 1 Appendix
2 Population and Migration	Population and Migration	Chapters 2 and 3
3 Political	Political	Chapter 8
4 Cultural Geography	Folk and Popular Culture Language Religion	Chapter 4 Chapter 5 Chapter 6
5 Map Awareness	Global Map Test	Handouts
An additional topic, Development (Chapter 9), will be the basis for one of the group presentations or papers.		

The Development presentation , with the focus on an assigned world region, is expected to include the following 5 themes:

- environmental geography
- population, migration, and settlement
- cultural coherence and diversity
- political geography
- economic and social development

<b>World Religions – Culturally defined</b>			
North America	Latin America & The Caribbean	Europe & Russia	Australia and Oceania
Sub-Saharan Africa	Southwest Asia and North Africa	Central Asia	East Asia
South Asia	Southeast Asia		

Attendance: **Required.** Although an absence may be excused, all work must be made up. It is the student’s responsibility to discuss any assignments missed during their absence.

**Unit topics and/or unit outcomes (objectives):**

The student will be given an opportunity to become aware of how the natural geographic standards impact on people’s lives. The standards include:

- thinking about space
- thinking about place
- thinking about region
- thinking about scale
- thinking about connections
- The student will demonstrate an understanding of man’s interrelationships with the environment. An increased awareness will exist of how climate impacts on settlement patterns; where resources exist, how they are distributed, utilized and depleted; and of how decision-making about environmental issues has political, developmental and cultural implications.
- The student will demonstrate an awareness of the diversity of a region or a country’s settlement patterns, the rate of population growth or decline, and the reasons people move within a country and from country to country. Demographic characteristics reflect the economic and social development of region/country, patterns of movement, cultural practices, and utilization of resources.
- The student will demonstrate an appreciation of how globalization, language, religion and ethnicity impact a sense of cultural coherence and diversity.
- The student will demonstrate an awareness of a diversity of political issues. These issues include the impact of state boundaries and their change, cooperative efforts and alliances between states, and causes of conflict between states.
- The student will identify and discuss economic and social development factors that positively and negatively affect the quality of life of people within a region.
- The student will understand settlement patterns, unequal distribution of resources, gender differences, differences in ways of making a living, and how they impact on quality of life.

**Unit topic Addendum**

The student will be expected to describe, understand, interpret and/or analyze the key geographic issues and their interrelationships on the human condition.

- The key themes for selected chapters are included in the custom text.

### Chapter 1—Thinking Geographically

1. How do geographers decide where things are?
2. Why is each point on earth unique?
3. Why are different places similar?

### Chapter 2—Population

1. Where is the world's population distributed?
2. Where has the world's population increased?
3. Why is population increasing at different rates in different countries?
4. Why might the world face an overpopulation problem?

### Chapter 3—Migration

1. Why do people migrate?
2. Where are migrants distributed?
3. Why do migrants face obstacles?
4. Why do people migrate within a country?

### Chapter 4—Folk and Popular Culture

1. Where do folk and popular cultures originate and diffuse?
2. Why is folk culture clustered?
3. Why is popular culture widely distributed?
4. Why does globalization of popular culture cause problems?

### Chapter 5—Language

1. Where are English-language speakers distributed?
2. Why is English related to other languages?
3. Where are other language families distributed?
4. Why do people preserve local languages?

### Chapter 6—Religion

1. Where are religions distributed?
2. Why do religions have different distributions?
3. Why do religions organize space in distinctive patterns?
4. Why do territorial conflicts arise among religious groups?

### Chapter 8—Political Geography

1. Where are states located?
2. Where are boundaries drawn between states?
3. Why do states cooperate with each other?
4. Why has terrorism increased?

### Chapter 9—Development

1. Why does development vary among countries?
2. Where are more and less developed countries distributed?
3. Where does level of development vary by gender?
4. Why do less developed countries face obstacles to development?

## **CHAPTER OUTLINES**

The chapter outlines are provided to assist you in your reading and in note-taking. Tests/evaluations are not limited to these outlines and are not in any way to lessen the value and importance of reading each chapter carefully. Chapter outlines exist for only the first 6 chapters and are to serve as a guide for other chapters as assigned. It is important for students to be aware that test material may include information from the text that is not specifically highlighted in these outlines.

### **Chapter 1—Thinking Geographically**

#### **Introduction**

Key issues:

- What basic concepts do geographers use?
- What are ways that geographers think about the world?
- What are concepts to describe the distribution of people and activities across earth, reasons for their distribution, and the significance of the arrangements?
- Geography is the study of:
  - where things are found on the earth's surface
  - why they are found there
- Geography categories and issues
  - human geography
  - physical geography
  - Issues:** place, region, scale, space, connections

#### **Key Issue 1—How do geographers describe where things are?**

1. Maps
  - cartography
  - purposes
  - scale
  - projection
  - distortion
  - Atlas
2. Contemporary tools
  - GIS (Geographic Information Systems)
  - Remote sensing
  - GPS (Global Positioning System)

#### **Key Issue 2—Why is each point on earth unique?**

1. Place: unique location of a feature
  - Location
    - Place names (toponym)
    - Site
    - Situation
    - Mathematical
      - Meridian
      - Parallel
      - Longitude
      - Prime Meridian
      - Latitude

2. Regions: areas of unique characteristics
  - Cultural landscape regions
    - Types of regions:
      - formal
      - functional
      - vernacular
      - mental map
  - Spatial association
    - Variation in scale
  - Regional integration of culture
    - Culture
    - What people care about
      - language
      - religion
      - ethnicity
  - What people take care of
    - material wealth
    - MDCs (more developed countries)
    - LDCs (less developed countries)
  - Cultural ecology: Integrating culture and environment
    - cultural ecology
    - human and physical factors
    - physical processes: Climate
      - Koppen system's main climate regions (names)
      - Where people don't want to live
    - physical processes: Vegetation
      - 4 main biomes
    - physical processes: Soil
      - erosion
      - nutrient depletion
    - physical processes: Landforms
      - topographical maps
      - relief and slope

**Key Issue 3—Why are different places similar?**

1. Scale: from local to global
  - Globalization of Economy
    - globalization
    - trans-national corporations
  - Globalization of Culture
    - uniform cultural landscape
    - threat to local cultural beliefs, forms (religion, language, traits)
    - enhanced communications
2. Space: Distribution of features
  - Distribution and its properties
    - Density
      - arithmetic
      - physiological
      - agricultural
    - Concentration

clustered  
dispersed

Pattern

- Gender and ethnic diversity in space

Daily family patterns

U.S. neighborhoods

segregation

discrimination

Cultural identity

### 3. Connections between places

- Spatial interaction

movement of people, ideas and objects between regions

electronic communication

transportation

cultural barriers (physical and cultural)

- Diffusion

hearth

culture and economy

core regions

uneven development

## **Chapter 1 Addendum** (focus on bolded areas)

Physical processes

- climate
- vegetation
- soil
- landforms

## **Climate**

Long-term average weather condition at a particular location

**Based on precipitation, temperature,** and is associated with **vegetation patterns (biomes)**

Modified **Koppen system** (15 climate types)

1st letter = climate group

2nd letter = precipitation pattern

3rd letter = temperature pattern

**Climate groups** (know the 6 types—Don't focus on letters)

A Tropical Humid

B Dry

C Mild (warm, temperate) Midlatitude

D Severe (cold) Midlatitude

E Polar (ice)

H Highland

**A Tropical Humid Climate** (know 3 types)

Tropical Wet (Af)

Tropical Savanna (Aw)

Tropical Monsoonal (Am)

**Tropical Wet**

Low latitude

Average monthly temperature 80 degrees Fahrenheit (27 Celsius)

High precipitation every month

**Rainforest biome**

South America, Africa and Southeast Asia

Tall trees, closely spaced (form continuous canopy over the ground)

Grasses and shrubs may grow beneath

Little light reaches the ground

Rapidly decomposing organic matter

Poor soil

Greatest biodiversity on earth (plants/animals)

**Problem: deforestation**

Demand for wood products

Lumber, especially Japan—newspapers, chopsticks

Cattle ranching—desire for beef

Clear forest land to create pastureland

Last settlement frontier for rapidly growing population of LDCs

### **Tropical Savanna (Aw)**

Rainy season (summer) and dry season (winter)

Most common tropical climate

High temperature

**Savanna biome = Mixture of scattered trees and grasses**

Environment of large mammals

Large areas of Africa, South Asia, South America and Australia

### **Tropical Monsoonal Climate (Am)**

**Wind shift** brings moist air from the ocean

**Rain essential for agriculture and water supply**

Precipitation high (100 inches+ per year)

Temperature similar to Tropical Wet Climate

Example—Southwestern India, Bangladesh and Myanmar (Burma) coast

## **B Dry Climate**

Dryness depends on balance between:

moisture

temperature

### **Steppe**

**Grassland biome**—It doesn't support many trees due to lack of precipitation

American prairies

Productive agricultural region (wheat)

Farming these marginal lands may lead to **desertification**

Poor, over-cropping practices

Overgrazing

Build-up of salt in soils from irrigation

### **Desert**

**Desert biome**—Plants and animals adapted to dry conditions

Steppes and deserts may be hot or cold

Subtropical Desert Climate (BWh)

West coast continents (25-30 degrees north and south latitude)

Summer temperatures hotter than in equatorial tropical climates

Subtropical steppes (BSh)

Fringe of desert areas

Midlatitude Desert Climate (BWk)

Interiors of large continents

Winds blocked by mountains produce **rain shadow effect**

Winter temperatures often below freezing

### **C Mild Midlatitude Climate**

Population centers

Mediterranean climate

Dry summers and wet winters

Mild temperatures all year

West coast of continents (35 degrees north and south latitude)

Humid subtropical climate

Same latitude as Mediterranean climate

East coast of continents

Marine west coast climate

West coast of continents

Higher latitude than Mediterranean climate

Mild temperatures

Moderate rainfall

### **D Severe Midlatitude Climate**

Cold winters

Only found in the Northern Hemisphere

Humid Continental Climate

East coast of continents

Same latitude as Marine West Coast Climate

Continental influence from Westerly winds from interior

Hot summers and below freezing winters

**Forest biome**

Subarctic Climate

Severe winters

Interiors of continents

**Annual temperature range largest of all climate types  
(can exceed 100 degrees F)**

### **E Polar Climate**

Tundra Climate

Warmest month is below 50 degrees F (10 Celsius)

Low total precipitation

Ice Cap Climate

Warmest month is below 32 degrees F (0 Celsius)

### **H Highland Climate**

Mountain areas

Altitude determines climate

### **Soil**

Contributes to destruction

Erosion

Washes away in rain

Blows away in wind

Farmers can reduce erosion problem:

Reduce amount of plowing

Plant crops whose roots hold the soil

Avoid planting on steep slopes

Depletion of nutrients

Harvesting the same crop year after year removes nutrients and reduces the soil's productivity

To minimize depletion:

MDCs—Plant crops restoring nutrients that have no economic return. Add fertilizers (natural or synthetic).

LDCs lack knowledge of proper soil management practices and lack funds to buy fertilizer.

## Landforms

- **Geomorphology**—Study of earth's landforms

Helps explain distribution of people, and choice of economic activities at different locations

Flatter land is better suited for agriculture

- **Topographic maps** (published by U.S. Geological Survey)

Show details of physical features of the earth's surface (bodies of water, forests, mountains, valleys and wetlands)

Show cultural features (buildings, roads, parks, farms, dams)

Geographers use these maps to study localities

**Relief**—Difference in elevation between any two points

Measures extent an area is flat or hilly

**Slope**—angle at which land is inclined (relief divided by distance between two points)

The slope measures steepness of hills.

**Contour lines**—Connect points of equal elevation above or below sea level

Lines closer together = steeper slopes

Lines farther apart = flatter areas

## Food Resources: environment, globalization and diversity

- Relationship between the environment, population, agriculture and food supplies
- If the human population continues to grow at expected rates, food production must double between the years 2000-2025 for each person to have a basic subsistence diet.
- Existing cropland lost because of environmental problems—soil erosion, desertification
- Food availability relates to landforms, climate, water and vegetation.
- Food scarcity involves economics, geopolitics and culture.
- Globalization and local diversity impact on food and hunger.

## Industrial and Traditional Agriculture

Industrial

Practiced on 25% of world's croplands

Use large amounts of fossil fuels:

to power farm machinery

provide chemical fertilizers and pesticides

Water used for irrigation

Low agricultural density

Traditional Agriculture

Subsistence agriculture

Farming produces enough crops or livestock for family's survival

**Now**—grow cash crops to supplement subsistence needs

## Green Revolution

Genetically altered, high-yield rice, wheat and corn seeds

Use of water, fertilizers, pesticides  
Reducing fallow (resting) time between crops  
Increasing use of fossil fuels  
Environmental damage to habitat and wildlife  
    Diversion of rivers and streams for agriculture  
    Pollution of water from pesticides and chemical fertilizers  
    Increasing air pollution from factories and plants producing chemicals  
Costs more than traditional farming  
    Need for loans

**Problems:**

Distribution of food  
    Local and regional problems obtaining food  
        Poverty (lack of purchasing power)  
        Civil unrest  
Political—supplied to allies, not to enemies  
Globalization  
    Causes dietary preferences to change  
    2/3 of world's population primarily vegetarian (meat a luxury)  
    More people would eat meat if affordable.  
    Economic booms in some LDCs increase meat consumption.  
    Current world population could not be supported if everyone ate meat.  
Sub-Saharan Africa and food shortages  
    Rapid population increase  
    Civil disruption from tribal warfare

**Global Positioning System (GPS)**

1970s/1980s, developed by U.S. Department of Defense  
Satellite-based system for determining accurate positions on or near the earth's surface. Network of 24 satellites configured so that a minimum of four are in view of any position on earth. A position signal is transmitted from these four satellites and picked up by a small receiver on the ground (calculates three-dimensional coordinates of the receiver's position).

**Uses:**

- everything that moves—airplanes, trucks, trains, cars, buses, tractors, bulldozers
- earthquake prediction
- ocean floor mapping
- volcano monitoring
- mapping projects, i.e. FEMA (Federal Emergency Management Agency) damage assessment of natural disasters such as floods and hurricanes

**Geographic Information Systems (GIS)**

- automated systems for the capture, storage, retrieval, analysis and display of spatial data
- relatively inexpensive software packages enable cartographers to integrate and plot a wide range of environmental or demographic characteristics on maps
- (link between tabular data and a map)
- numbers = coordinates of locations or as a grid covering mapped area

**GIS used in:**

- surveying, photogrammetry, computer cartography, spatial statistics, remote sensing
- overlay analysis—2 or more layers of data are superimposed (location of rivers, geology, soils, slope) or (remote sensed image, zoning, flood plains, wetlands, land cover, soils, survey control, composite overlay)

**Remote Sensing**

- any measurement or acquisition of information by a recording device that is not in physical contact with an object under study (i.e. earth's surface), or
- portrayal of earth's surface with photographs taken from airplanes and satellites
- recently, use of wave lengths of electromagnetic energy other than visible light
- **Types**
- Color and Color Infrared Sensing (part of near-infrared)
- use of color infrared photography to distinguish between living vegetation and other surfaces that are not vegetated but are green in color
- evaluate health of crops and trees
- Landsat—system satellites orbit earth at altitudes of 570 miles. Image all parts of planet except polar region every 9 days.

#### Radar and Sonar Sensing

- “Active” imaging system means that a signal is emitted, and reflection of signal is recorded by the imaging system.
- Advantage of “active” system, i.e. radar:  
can work day or night  
can penetrate cloud cover to record surface features

#### Multispectral Remote Sensing

Satellite technology that records the earth in several different wavelengths of electromagnetic radiation

#### Thermal Infrared Sensing (far infrared part of electromagnetic spectrum)

- can't be sensed with film
- senses radiant temperature of objects—used day or night
- Uses—weather forecasting, temperature differences between land and water, thermal water pollution, forest fires

#### Microwave Sensing

- wavelengths longer than infrared (senses radiation)
- useful—shows subsurface characteristics such as moisture

## **Chapter 2—Population**

### **Introduction**

Key issues:

1. Where is the world's population distributed?
2. Where has the world's population increased?
3. Why is population increasing at different rates in different countries?
4. Why might the world face an overpopulation problem?

The study of population is critically important for 3 reasons:

- More people are alive than any other time in history  
What is the world's current population?
- The fastest rate of world population increase occurred at the second half of the 20<sup>th</sup> Century
- Global population growth concentrated in LDCs (less developed countries)  
NOTE: MDCs (more developed countries)—North America, Western Europe, Japan, Australia and New Zealand

### Demography

#### Population problems

Where people live

Places where population is growing

Why population is growing at different rates in different places

#### Reasons for overpopulation problem

Globalization perspective

Local scale

Local diversity in growth rates

Will the world's population exceed earth's capacity to provide food, space and resources for people?

### **Key Issue 1—Where is the world's population distributed?**

1. Population concentration
  - East Asia, South Asia, Southeast Asia, Western Europe
  - Other population clusters—North America, West Africa
  - Characteristics of each region
2. Sparsely populated regions
  - dry
  - wet
  - cold
  - high (mountains)
3. Population density
  - arithmetic density
  - physiological density
  - agricultural density

### **Key Issue 2—Where has the world's population increased?**

Look at maps to compare MDCs and LDCs for demographic characteristics

Age-specific birth rates

1. Natural increase
  - crude birth rate (CBR)
  - crude death rate (CDR)
  - natural increase rate (NIR)
  - doubling time
2. Fertility
  - total fertility rate (TFR)
3. Mortality
  - infant mortality rate (IMR)
  - health care system
  - age 5 and under mortality
  - life expectancy

### **Key Issue 3—Why is population increasing at different rates in different countries?**

#### 1. The demographic transition

Relationship between birth rate, death rate, and natural increase rate

Reasons for moving between stages

Stage 1: low growth

hunting and gathering  
Agricultural Revolution  
food supplies

Stage 2: high growth

Industrial Revolution  
technological change  
Medical Revolution

Stage 3: moderate growth

having fewer children  
economic changes

Stage 4: low growth

zero population growth  
social customs  
lifestyle changes  
Some countries have negative natural increase rates (NIRs)

Future: Stage 5?

higher death rates than birth rates  
irreversible population decline

2. Population pyramids

age and gender

3. Age distribution

comparison between MDCs and LDCs  
dependency ratio  
sex ratio

sex of child at birth

maternal mortality rate

influence of immigration and ethnicity

4. Countries in different stages of demographic transition

expand population pyramids for their characteristics

Does stage 1 exist today?

5. Demographic transition and world population growth

Which stage(s) are in the majority of countries?

Few countries are in which stage?

#### **Key Issue 4: Why might the world face an overpopulation problem?**

Debate on how to reduce natural increase

1. Overpopulation

- gap between population growth and resources  
LDCs expanded food production, yet have more poor people
- scarcity of non-food resources—clean air, farmland, fuel

2. Declining birth rates

- lower birth rates
- higher death rates
- economic development  
local economic conditions  
education  
reproduction choices
- distribution of contraceptives  
impact of economics, religion and education

3. World health threats

epidemiological transition

epidemiology—incidence, distribution and control of diseases

epidemiologic transition stages 1 and 2

Black Plague

cholera

pandemic

Industrial Revolution—sanitation, nutrition, medicine

epidemiologic transition stages 3 and 4

degenerative and human-created diseases

infectious disease decline

chronic disorders increase

epidemiologic transition possible stage 5

re-emergence of infectious and parasitic diseases

evolution of disease microbes  
resistance to drugs and insecticides

poverty  
improved travel  
AIDS

Case study—India vs. China

Discuss differences in policies to control population growth

## Chapter 3—Migration

### Introduction

Key issues:

- Why do people migrate?
- Where are migrants distributed?
- Why do migrants face obstacles?
- Why do people migrate within a country?

### Migration

Where people migrate to and from

- emigration
- immigration
- net migration
- mobility
  - short-term
  - seasonal

Why people migrate, and changes for individuals and cultures

Impact of modern transportation systems

How does place affect an individual's cultural identity and economic prospects?

### Key Issue 1: Why do people migrate?

1. Reasons for migrating

- economic
- cultural
- environmental
- push factor
- pull factor
- intervening obstacles (opportunities)

2. Distance of migration

- internal migration
  - interregional
  - intraregional
  - MDCs (urban to suburban)
- international migration
  - voluntary
  - forced

3. Characteristics of migrants

- gender of migrants to U.S.
- family status of migrants

## **Key Issue 2: Where are migrants distributed?**

1. global migration patterns
  - LDCs to MDCs
  - areas with highest percentage of immigrants
2. U.S. immigration patterns
  - Main eras of immigration and areas where people emigrated
    - colonial immigration from Europe and Africa
    - mid-19<sup>th</sup> century to early 20<sup>th</sup> century from Europe (know dates for peaks and section of Europe)
      - first peak of European immigration
      - second peak of European immigration
      - third peak of European immigration
    - recent immigration from less developed regions
      - immigration from Asia
      - immigration from Latin America
  - symbolic closing of frontier, 1912
3. Impact of immigration on the United States
  - legacy of European migration
    - Europe's demographic transition
    - diffusion of European culture
  - undocumented immigration to the United States
    - undocumented immigrants
    - 1986 Immigration Reform and Control Act
  - destination of immigrants within the United States
    - clustering in certain states
    - chain migration

## **Key Issue 3—Why do migrants face obstacles?**

1. immigration policies of host countries
  - U.S. quota laws
  - brain drain
2. temporary migration for work
  - guest workers
3. time-contact workers
4. distinguishing between economic migrants and refugees
  - emigrants from Cuba
    - first wave of immigration
    - second wave of immigration
    - U.S.-Cuban agreement on migration—1987
  - emigrants from Haiti
  - emigrants from Vietnam
    - 1975
    - late 1980's
5. cultural problems faced while living in other countries
  - U.S. attitudes toward immigrants
  - attitudes toward guest workers

## **Key Issue 4—Why do people migrate within a country?**

1. migration between regions of a country
  - migration between regions within the U.S.
    - changing center of population
  - migration between regions in other countries

Russia  
factories near resources  
far north and resources

Brazil  
Sao Paulo and Rio de Janeiro  
Brasilia

Indonesia  
resettlement and concerns

Europe  
average income  
unemployment

India  
restrictions on movement

2. migration within a region
  - migration from rural to urban areas
  - migration from urban to suburban areas
  - migration from metropolitan to non-metropolitan areas  
counterurbanization

## **Chapter 4—Folk and Popular Culture**

Key issues:

- Where do folk and popular cultures originate and diffuse?
- Why is folk culture clustered?
- Why is popular culture widely distributed?
- Why does globalization of popular culture cause problems?

Facets of material culture

- deriving from survival activities of everyday life—food, shelter, clothing
- leisure activities—arts and recreation
- habit
- custom
- folk culture
- popular culture
- where folk and popular culture are located
  - origin
  - diffusion
  - integration with other social characteristics
  - relation between material culture and the physical environment
- Does popular or folk culture have a more widespread distribution?
- threat to survival of folk culture

### **Key Issue 1—Where do folk and popular cultures originate and diffuse?**

1. origin of folk and popular cultures
  - hearth
  - anonymous or multiple hearths
  - product of economically MDCs
  - folk and popular music
2. diffusion of folk and popular cultures
  - Amish
  - sports
    - folk culture
    - globalization of soccer

sports in popular culture

### **Key Issue 2—Why is folk culture clustered?**

1. isolation promotes cultural diversity  
art
2. influence of the physical environment  
climate, soil, vegetation  
distinctive food preferences  
    deciding which foods to produce  
    food attractions and taboos  
folk housing  
    distinctive building materials  
    distinctive house form and orientation  
    housing and environment

### **Key Issue 3—Why is popular culture widely distributed?**

1. Diffusion of popular housing, clothing and food
  - popular housing styles  
    shapes, materials, detailing
  - rapid diffusion of clothing styles  
    occupations  
    income  
    communications  
    jeans
  - popular food customs  
    alcohol and snacks  
    wine production
2. Role of television in diffusing popular culture  
diffusion of television  
diffusion of internet  
government control of television  
reduced government control

### **Key Issue 4—Why does globalization of popular culture cause problems?**

1. Threat to folk culture
  - loss of traditional values  
    change in traditional role of women
  - threat of foreign media imperialism  
    U.S., U.K., Japan influence in LDCs  
    Western control of news media
2. Environmental impact of popular culture
  - modifying nature  
    diffusion of golf
  - uniform landscapes  
    fast-food restaurants  
    global diffusion of uniform landscapes
  - negative environmental impact  
    increased demand for natural resources  
    pollution

## **Chapter 5—Language**

### **Introduction**

## Key Issues:

- Where are English-language speakers distributed?
- Why is English related to other languages?
- Where are other language families distributed?
- Why do people preserve local languages?

[www.ethnologue.com](http://www.ethnologue.com) estimates over 7,000 languages

- 10 languages spoken by 100 million people
  - 100 languages spoken by 5 million people
  - language
  - literary traditions
- 
- official language
  - similarities among languages help to understand the diffusion and interaction of people around the world
  - globalization of English
  - preservation of local diversity in language
    - cultural identity
    - region's uniqueness
  - global distribution of languages
    - interaction
    - isolation (languages begin to differ over time, become new languages)

## Key Issue 1—Where are English-language speakers distributed?

### 1. Origin and diffusion of English

- English—number of speakers in the world and people in countries where it is official language
- English colonies
- origin of English in England
  - Germanic invasion
  - Norman invasion

### 2. Dialects of English

- dialect
- standard language
- British received pronunciation (BRP)
- regional differences in English dialects in the U.K.
- differences between British and American English
  - vocabulary, spelling and pronunciation
  - isolation
  - new objects and experiences
  - new inventions
  - spelling—independent U.S. identity
  - in the U.S., is “proper” English spoken?

### 3. Dialects in the United States

- settlement in the East
  - dialect differences among original settlers
- current dialect differences in the East
  - greater language differences in rural areas than cities

- pronunciation differences  
New England  
the South  
Middle Atlantic  
dialect influence in the West

### **Key Issue 2—Why is English related to other languages?**

#### Indo-European branches

- language branch
- Germanic branch  
German  
English

- language group
- Romance branch  
colonization  
Creole

### **Key Issue 3—Where are other language families distributed?**

#### 1. Classification of languages

- Indo-European family—48% of world's people, English
- Sino-Tibetan family—26% of world's people, Mandarin

#### 2. Distribution of language families

- Sino-Tibetan family  
no single Chinese language  
Mandarin (importance of)  
ideograms
- other East and Southeast Asian language families  
Japanese  
Korean  
literary tradition
- Afro-Asiatic language family (focus on impact language/religion)  
Arabic—Quran  
Hebrew—Bible

### **Key Issue 4—Why do people preserve local languages?**

#### 1. Preserving language diversity

- extinct languages  
Hebrew—revival of extinct language  
Celtic—preserving endangered languages  
major language in British Isles before invasions  
Germanic Angles, Saxons and Jutes  
loss of territory to speakers of other languages  
revival of Celtic languages
- multilingual states  
Belgium  
Switzerland
- isolated languages  
Basque

Icelandic

## 2. Global dominance of English

- English, an example of a *lingua franca*
- diffusion of English
  - Ebonics
- diffusion to other languages
  - Franglais
  - Spanglish
  - Denglish

## Chapter 6—Religion

### Introduction

Key Issues:

- Where are religions distributed?
- Why do religions have different distributions?
- Why do religions organize space in distinctive patterns?
- Why do territorial conflicts arise among religious groups?
  - places where various religions are located
  - why some religions have widespread distributions, while others are clustered
  - why some religions occupy more space than others
  - spatial connections focus on origin of religions and their diffusion, and practices and beliefs that lead to more widespread distributions
  - tension in scale between globalization and local diversity
    - core cultural values and beliefs
    - design religions to appeal to world vs. limited area
    - cultural identity and way organize landscape
    - require exclusive adherence, therefore turn away from tradition local religion
    - migrants take religion with them when they move

### Key Issue 1—Where are religions distributed?

Universalizing (globalizing) religions vs. ethnic religions

#### 1. Universalizing religions

- branch
- denomination
- sect

Christianity

branches of Christianity

- Roman Catholic
- Protestant
- Eastern Orthodox

Christianity in the Western Hemisphere

smaller branches of Christianity

Coptic church of Egypt  
Ethiopian church  
Mormans (Church of Jesus Christ of Latter-Day Saints)

- Islam
  - 5 Pillars
  - monotheism
  - prayer
  - charity
  - fasting (Ramadan)
  - pilgrimage (Makkah or Mecca)
  - branches:
    - Sunni (orthodox)
    - Shiite (sectarian)
  - Islam in North America and Europe
  - Nation of Islam

- Buddhism
  - China and Southeast Asia
  - Four Noble Truths
  - also has branches
- Other universalizing religions
  - Sikhism
  - Baha'i

## 2. Ethnic religions

- Hinduism
- Judaism
  - monotheism
  - polytheism
- Confucianism
- Daoism (Taoism)
- Shintoism
- Animism

## **Key Issue 2—Why do religions have different distributions?**

### 1. Origin of religions

#### Origin of universalizing religions

- Christianity
  - Roman Catholic
  - Eastern Orthodox
  - Protestantism
- Islam
  - Makkah (Mecca)
  - Shiites
  - Sunnis
- Buddhism
  - Theravada (monks)
  - Mahayama
- other universalizing religions
  - Sikhism
  - Baha'i
- origin of Hinduism, an ethnic religion

### 2. Diffusion of religions

- diffusion of universalizing religions
  - Christianity
    - missionaries
    - pagan
  - Islam
  - Buddhism
  - other universalizing religions
    - Baha'i
    - Sikhism
  
- lack of diffusion of ethnic religions
  - mingling of ethnic and universalizing religions
  - Judaism, an exception
    - Diaspora
    - ghettos
  
- holy places
  - pilgrimage (Hinduism, Islam, Shintoism)
  - holy places in universalizing religions
    - Buddhist shrines
    - Islam
      - Makkah (Mecca)
      - Madinah (Medina)
      - hajj (pilgrimage)
      - Ka'ba
    - Sikhism
      - Darbar Sahib or Golden Temple (Amritsar in Punjab)
  - holy places in ethnic religions
    - Hinduism
      - pilgrimage
  - Cosmogony in ethnic religions
  
- the calendar
  - the calendar in ethnic religions
    - the Jewish calendar
      - agricultural cycle and holidays
      - lunar calendar and calendar correction
    - the Solstice
  - the calendar in universalizing religions
    - Islamic calendar
      - lunar calendar
      - Ramadan
    - Baha'i calendar
    - Christian, Buddhist and Sikh holidays
      - Christianity
        - Easter (and Jesus)—first Sunday after first full moon following Spring equinox (March)
      - Buddhism
        - Buddha—birth, Enlightenment, death

**Key Issue 3—Why do religions organize space in distinctive patterns?**

1. Places of worship

- Christian churches
- places of worship in other religions
  - Muslim mosques
  - Hindu temples
  - Buddhist and Shintoist pagodas
  - Baha'i houses of worship

2. Sacred space

- disposing of the dead
  - burial
    - cemetery
    - catacombs
  - other methods of disposing of bodies
    - cremation
    - Zoroastrians
    - water
- religious settlements
  - utopian settlements
    - Ephrata, Pennsylvania
    - Bethlehem, Pennsylvania (Moravians)
    - Mormans
- religious place names (toponyms)

3. Administration of space

- hierarchical religions
  - Roman Catholic hierarchy
  - Latter-Day Saints (Mormans)
- locally autonomous religions
  - Islam
  - Protestant denominations
  - ethnic religions (Judaism and Hinduism)

**Key Issue 4—Why do territorial conflicts arise among religious groups?**

Fundamentalism—literal interpretation and a strict and intense adherence to basic principles of a religion

1. Religion vs. government policies

- religion vs. social change
  - Taliban vs. Western values
  - Hinduism vs. social equality
    - caste system
- religion vs. communism
  - Eastern Orthodox Christianity and Islam vs. the Soviet Union
  - Buddhism vs. Southeast Asian countries

2. Religion vs. religion

- religious wars in Ireland

- religious wars in the Middle East  
Crusades between Christians and Muslims  
Jews vs. Muslims in Palestine  
    United Nations  
    Israel, 1948  
    Wars—1956, 1967 and 1973  
conflict over the Holy Land: Palestinian perspectives  
conflict over the Holy Land: Israeli perspective

#### Case Studies:

- contemporary geographic tools: building a barrier in the Middle East
- global forces, local impacts—Jerusalem: contested geography
- future of Buddhism in Tibet

## Chapter 8—Political Geography

### Introduction

#### Key Issues:

- Where are states located?
- Why do boundaries between states cause problems?
- Why do states cooperate with each other?
- Why has terrorism increased?

#### Changing borders in Europe

Cold War era—Soviet Union; U.S. dominance

Post-Cold War era

    importance of national boundaries

globalization

    more connections among states

local diversity increased in political affairs

### Key Issue 1—Where are states located?

state

sovereignty

#### 1. Problems with defining states

- Korea: one state or two?
- China and Taiwan: one state or two?
- varying sizes of states  
    largest states (area and population)  
    microstates

#### 2. Development of the state concept

- city-states
- colonies  
    colony  
    colonialism  
    imperialism
- colonial practices

- few remaining colonies

## **Key Issue 2—Why do boundaries cause problems?**

boundary

### 1. Shapes of states

- five basic shapes
  - compact states: efficient
  - prorupted states: access or disruption
  - elongated states: potential isolation
  - fragmented states: problematic
  - perforated states: South Africa

- landlocked states
  - Southern Africa

### 2. Types of boundaries

- frontier
- physical boundaries
  - mountains
  - desert
  - water
    - rivers
    - lakes
    - ocean
      - 3-mile territorial limit
      - 12-mile territorial limit
      - 200-mile territorial limit
- cultural boundaries
  - geometric
  - religious
  - language
    - Cyprus—“green line” boundary

### 3. Boundaries inside states

- unitary state
- federal state
- trend toward federal government
- electoral geography
  - gerrymandering

## **Key Issue 3—Why do states cooperate with each other?**

### 1. Political and military cooperation

- The United Nations
- regional military alliances
  - era of two superpowers
    - balance of power
  - military cooperation in Europe
    - NATO (North Atlantic Treaty Organization)
    - Warsaw Pact
  - other regional organizations
    - Organization of American States (OAS)

2. Economic cooperation

- European Union  
changes in Germany and Eastern Europe  
membership  
euro

**Key Issue 4—Why has terrorism increased?**

1. Terrorism by individuals and organizations

- American terrorists
- September 11, 2001 attacks
- Al-Qaeda  
jihad (holy war)

2. State support for terrorism

- sanctuary
- weapons, money, intelligence
- planning attacks
- Afghanistan
- Iraq  
global forces, local impacts (in scale)
- Iran

**Chapter 9—Development**

**Introduction**

Key Issues:

- Why does development vary among countries?
- Where are more and less developed countries distributed?
- Where does level of development vary by gender?
- Why do less developed countries face obstacles to development?

Development

More developed country (MDC)

Less developed country (LDC)

locations of more and less developed countries

Why are some regions more developed than others?

economic, social and demographic indicators

more developed countries

challenge: maintaining high level of development of the economy

characterized by globalization

less developed countries

challenge: find connections to global economy

take advantage of local diversity in skills and resources

## **Key Issue 1—Why does development vary among countries?**

### Human Development Index

#### 1. Economic indicators of development

- gross domestic product per capita (Gross National Product [GNP] per capita, or national product per person)
- Gross Domestic Product (GDP)
- types of jobs
  - primary sector
  - secondary sector
  - tertiary sector

- productivity
- access to raw materials
- consumer goods
- (purchasing power)

#### 2. Social indicators of development

- education and literacy
  - literacy rate
- health and welfare

#### 3. Demographic indicators of development

- life expectancy
- infant mortality rate
- natural increase rate
- crude birth rate

## **Key Issue 2—Where are more and less developed countries distributed?**

#### 1. More developed regions

- Anglo-America
- Western Europe
- Eastern Europe
- Japan
- South Pacific (Australia and New Zealand)

#### 2. Less developed regions

- Latin America and the Caribbean
- East Asia
- Southeast Asia
- Middle East
- South Asia
- Sub-Saharan Africa

## **Key Issue 3—Where does level of development vary by gender?**

### Gender-related Development Index (GDI)

compares level of development of women with that of both sexes

### Gender Empowerment Measure (GEM)

compares ability of women and men to participate in economic and political decision-making

#### 1. Gender-related Development Index

Human Development Index (HDI) indicators—income, literacy, education,  
life expectancy

Disparity of well-being of men and women

- economic indicator of gender differences  
average income
- social indicators of gender differences  
education  
literacy
- demographic indicator of gender differences  
life expectancy in LDCs vs. MDCs

## 2. Gender empowerment

GDI reflects improvements in standard of living and well-being of women

GEM measures ability of women to participate in achieving improvements

- economic indicators of empowerment  
percentage of women in professional and technical jobs  
share of national income held by women (see GDI)
- political indicators of empowerment  
percentage of country's administrative and managerial jobs held by women  
percentage of women elected to political office

### **Key Issue 4—Why do less developed countries face obstacles to development?**

20% of the world's population live in MDCs yet consume 5/6<sup>th</sup> of the world's goods

## 1. Development through self-sufficiency (balanced growth)

- elements of self-sufficiency approach  
spread investment equally across all sectors of economy and all regions  
support new businesses from competition of international corporations  
barriers that limit importation of goods  
high taxes  
quotas  
licenses
- problems with the self-sufficiency alternative  
inefficiency  
large bureaucracy

## 2. Development through international trade

- identification of a country's unique or distinctive assets
- expansion of distinctive local industries
- examples of international trade approach  
petroleum-rich Persian Gulf states  
Four Asian Dragons
- problems with the international trade alternative  
uneven resource distribution  
market stagnation  
increased dependence on MDCs
- recent triumph of the international trade approach  
increase in GDP and world trade  
World Trade Organization, 1995

negotiated reduction or elimination of international trade restrictions  
enforcing agreements  
transnational corporations

operate in countries other than where corporate headquarters are located

- fair trade produces standards
- fair trade worker standards

### 3. Financing development

- loans
- structural adjustment programs for LDCs  
economic policies that create conditions encouraging international trade

## **Angel Logon Instructions**

- The Angel logon and password are the same as the Brookdale email logon and password.
- Contact the Teaching and Learning Center at **732-224-2089** if there are questions.
- If you experience technical difficulties, contact the Angel toll-free Collegis Angel Help line at **877-725-4357**.
- Angel may be accessed by clicking online courses on Brookdale's web page, <http://www.brookdalecc.edu>
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