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| **Cornell Notes** | **Unit 3 Cultural Patterns and Processes** | | **Name:** |
| **Chapter 6: Concepts of Culture** | | **Class/Period:** |
|  | | **Date:** |
| **6.1 An Introduction to Culture** | | | |
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| **Questions:** | | **Culture (Cultural trait, artifacts, sociofacts, mentifacts)** | |
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|  | | **Cultural Dynamics (changing role of women in the 1960s, Kenyan women** | |
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|  | | **When cultures mix (Spanish becoming a heritage language in the US, the image of Buddhists playing basketball in China)** | |
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|  | | **Cultural Norms and Differences (popular culture and it’s rapid diffusion, traditional culture, ethnocentrism, cultural relativism)** | |
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|  | | **Look at the map on page 155 of Internet Freedom Around the World. How does the map support the claim that US popular culture influences the world? What regions or places in the world are least likely to be exposed to US popular culture?** | |
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|  | | 1. **Define artifacts, sociofacts, and mentifacts and compare the differences among them.** | |
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|  | | 1. **Identify and describe an example of a cultural trait from your own culture that has changed over time.** | |
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|  | | 1. **Explain how cultural relativism might impede attempts to have international agreements on practices such as genocide or child labor.** | |
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|  | | **Case Study of Wisconsin’s American Indian Nations. Explain why the passing of Wisconsin Act 31 is culturally significant.** | |
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| **Cornell Notes** | **Unit 3 Cultural Patterns and Processes** | | **Name:** |
| **Chapter 6: Population Growth and Decline** | | **Class/Period:** |
|  | | **Date:** |
| **6.2 Cultural Landscapes** | | | |
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| **Questions:** | | **Defining Cultural Landscapes (cultural landscape, identity, how are the Shiroyone Senmaida rice paddies an example of cultural landscape, sequent occupance)** | |
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|  | | **Examples of Cultural Landscapes** | |
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|  | | **Ethnic Neighborhoods (Ethnicity, ethnic neighborhoods, Chinatown)** | |
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|  | | **Traditional Architecture (local environments and Pueblo adobes)** | |
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|  | | **Postmodern Architecture (how it contrasts from modernism and use of space)** | |
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|  | **Page 160 Case Study of Tehrangeles (what is Tehrangles, why does LA remind Iranians of Iran, and describe how Tehrangeles illustrates the connections among language, ethnicity, and geography)** |
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|  | **Landscapes of Religion and Language** |
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|  | **Religion (define it, link to ethnicities, architecture of religions, The Kaaba, pilgrimage)** |
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|  | **Language (define it, toponyms)** |
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|  | 1. **Describe the characteristics of a cultural landscape.** |
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|  | 1. **Describe evidence that might help you identify the languages used in ethnic neighborhoods.** |
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|  | 1. **Explain the degree to which architecture can reflect cultural beliefs and identity.** |
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| **Cornell Notes** | **Unit 3 Cultural Patterns and Processes** | | **Name:** |
| **Chapter 6: Concepts of Culture** | | **Class/Period:** |
|  | | **Date:** |
| **6.3 Identity and Space** | | | |
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| **Questions:** | | **Shaping Space Through Identity (what factors shape our identity)** | |
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|  | | **Landscape Features and Identity(Religious artifacts in the home, Czechs in the USA)** | |
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|  | | **Land and Resource Use (Land use of the Amish, values of the Amish, how is the culture of the Inupiat connected to the land and resources)** | |
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|  | | **Women and Gendered Spaces (Gendered spaces-where do they exist, in Kenya who owns the land, in Kenya who often works the land, Mexico City public transport system, “women’s park” in Delhi India,** | |
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|  | | **Using the map and data on page 165, what correlation can you draw between a woman’s life expectancy and property rights?** | |
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| Questions | | **LGBTQIA + Spaces (gender identity, what does LGBTQIA stand for, using the map at the top of page 167-what regions/places have laws that protect against discrimination based on sexual orientation, what regions/places don’t offer protection, why do you think that is the case?)** | |
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|  | | **Safe Spaces and Neighborhoods (safe spaces, examples of places this exists, gentrification and the effect on safe spaces, third place)** | |
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|  | | 1. **Describe an example of a gendered space for women** | |
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|  | | 1. **Explain how educational institutions might further develop or create safe spaces for LGBTQIA+ students.** | |
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| **Cornell Notes** | **Unit 3 Cultural Patterns and Processes** | | Name: |
| **Chapter 6: Concepts of Culture** | | Class/Period: |
|  | | Date: |
| **6.4 Cultural Patterns** | | | |
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| **Questions:** | | **Sense of Place (Sense of Place, Placemaking)** | |
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|  | | **On the bottom of page 168, use the infographic to evaluate Keller High School. What qualities do you see as part of KHS?** | |
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|  | | **Language, Religion, and Ethnicity** | |
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|  | | **Linguistic Patterns (Settlers contributing to dialects, different dialects in Boston, the Basque language)** | |
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|  | | **Religious Patterns (Adherents, Denominations, Sects, how are adherents of different religions distributed in the USA, places of worship for different religions, sacred sites for Buddhism)** | |
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|  | | **Read Studying Indigenous Languages on page 172. Compare how and why different generations in the Puno region of Peru may have differing senses of place.** | |
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|  | | **Ethnic Patterns** | |
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| **Questions:** |  |
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