

Cultural Geography

GEOG 311 (500)

FALL 2024

MWF 1:50-2:20

O&M 103

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OFFICE HOURS: Mondays, 3:00-4:00; Tuesdays, 9:00-10:00. Or by appointment.



Geography is the academic discipline that studies human occupation of the earth with the concepts of space, place, landscape, and environment. Cultural geography therefore seeks to understand culture in terms of these concepts. More specifically, cultural geography asks:

How do cultures shape the earth's surface into distinctive cultural *landscapes*?

How do cultures arrange themselves in *space*?

How does location, or *place*, affect the identity of a culture?

How do cultures evaluate, modify, and exploit the *environment*?

By what processes do cultures and their geographies change?

This course begins with an inquiry into the concept of culture. It then relates this concept to the four key geographical concepts of landscape, space, place, and environment. It then explains cultural-geographic change in terms of the four processes of diffusion, modernization, globalization, and cultural politics and conflict. Finally, it ties these threads together with three lectures on the geography of food and drink.

Course Material

There is no textbook for this course. Required readings are posted on Canvas and may be printed or downloaded to an electronic device. A detailed schedule of reading is given below.



Course Design

This will be a “flipped” course in which the course content is delivered in videos posted on Canvas and class meetings are used for group discussions of video content. *Please note that attendance and participation in the discussion are required, and that you cannot take this as a de facto on-line course.*

Evaluation and Grading

Your final grade will be based on three examinations, participation in the discussion, and one written assignments. There will also be penalties for excessive absence (see next section). The weighting of these elements is:

Exams	3@	20%	=	60%
Particip.		25%	=	25%
W.A.	1@	15%	=	15%

The examinations will include multiple-choice and true-false questions drawn from the videos, discussions and reading assignments. Neither the second nor the third test is cumulative. The writing assignment will be an essay of two to three thousand words. The dates on which the writing assignment will be distributed and collected are given on the course schedule.

Attendance

You are allowed three unexcused absences without penalty. Beginning with your third absence, two points will be deducted from your final average each time you are absent from class.

Course Schedule

	M 8/19	INTRODUCTION
1	W 8/21	CULTURE: Definition
	F 8/23	CULTURE: Materialist Explanations
2	M 8/26	CULTURE: Symbolist Explanations
	W 8/28	CULTURE: Spatial and Temporal Patterns
	F 8/30	ORDINARY LANDSCAPES: Folk House Types
3	M 9/2	Labor Day
	W 9/4	ORDINARY LANDSCAPES: Popular House Types 19 th C.
	F 9/6	ORDINARY LANDSCAPES: Popular House Types 20 th C.
4	M 9/9	SYMBOLIC LANDSCAPES: Sacred Places
	W 9/11	SYMBOLIC LANDSCAPES: Monuments and Memorials
	F 9/13	SYMBOLIC LANDSCAPES: Iconic Landscapes
5	M 9/16	SPATIAL PATTERNS: The Culture Region
	W 9/18	SPATIAL PATTERNS: Empires
	F 9/20	SPATIAL PATTERNS: Nations
6	M 9/23	SPATIAL PATTERNS: Diasporas and Networks
	W 9/25	First Exam: Weeks 1-5
	F 9/27	PLACE AND IDENTITY: Ghettos
7	M 10/30	PLACE AND IDENTITY: Enclaves and Hiving
	W 10/2	PLACE AND IDENTITY: Topophilia
	F 10/4	ENVIRONMENT: Imagination, Worldviews, and Geosophy
8	M 10/7	FALL BREAK
	W 10/9	ENVIRONMENT: Four Images of Wild Nature

	F 10/11	ENVIRONMENT: Four Images of Wild Nature
9	M 10/14	CULTURE CHANGE
	W 10/16	DIFFUSION: The Process
	F 10/18	NO CLASS
10	M 10/21	DIFFUSION: The Process
	W 10/23	DIFFUSION: The Example of Christianity
	F 10/25	DIFFUSION: The Example of Atheism
11	M 10/28	Exam 2: Weeks 6-10
	W 10/30	MODERNIZATION: The Three Revolts
	F 11/1	MODERNIZATION: Utopianism
12	M 11/4	MODERNIZATION: The Myth of Modernity
	W 11/6	GLOBALIZATION: Technological and Economic Foundations
	F 11/8	GLOBALIZATION: Global Culture or Globalized Cultures?
13	M 11/13	GLOBALIZATION: Localization and Indigenization
	W 11/15	CONFLICT: Transvaluation
	F 11/17	CONFLICT: Teaching Elites and Propaganda
14	M 11/18	CONFLICT: Dogmatomachy and <i>Kulturkampf</i> FLEX DAY
	W 11/20	GEOGRAPHY OF FOOD AND DRINK READING DAY, NO CLASS
	F 11/22	GEOGRAPHY OF FOOD AND DRINK
15	M 11/25	GEOGRAPHY OF FOOD AND DRINK WRITING ASSIGNMENT DUE
	W 11/27	READING DAY: NO CLASS
	F 12/29	THANKSGIVING: NO CLASS
16	M 12/2	NO CLASS

17	T T12/19	EXAM 3:
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Readings

There will be one reading for each section of this course. These will be made available for download as a pdf on Canvas, and may be printed or read on an electronic device. Most of these items have been abridged, and all come with an introduction and explanatory footnotes. A few of the readings consist of shorter excerpts from a variety of sources.

1) The Culture Concept

Andreas Kinneging, "Order Out of Chaos," pp. 53-67 in *The Geography of Good and Evil: Philosophical Investigations* (Wilmington, Del.: I.S.I. Books, 2009).

2) Landscape

Pierce Lewis, "Common House, Cultural Spoor," *Landscape* 19, 2 (1977): 1-22.

3) Space

D. W. Meinig, "Geographical Analysis of Imperial Expansion," pp. 71-78 in *Period and Place: Research Methods in Historical Geography*, ed. Alan R. H. Baker and Mark Billinge (Cambridge: Cambridge University Press, 1982).

4) Place

Richard Weaver, "The Regime of the South," *National Review*, 6, 21 (March 14, 1959): 587-589. Reprinted in Ted J. Smith (ed.), *In Defense of Tradition: Collected Shorter Writings of Richard M. Weaver, 1929-1963* (2000).

5) Environment

Excerpts from David Hume, *An Enquiry Concerning the Principles of Morals* (London: A. Millar, 1751), p. 27; John Moore, *A View of Society and Manners in France, Switzerland, and Germany* (Dublin: William Wilson, 1780), p. 165; Isaac Weld, *Travels Through the States of North America, and the Provinces of Upper and Lower Canada, During the Years 1795, 1796 and 1797* (London: J. Stockdale, 1799), p. 435; John Muir, *Letters to a Friend: Written*

to Mrs. Ezra S. Carr, 1866-1879 (Boston: Houghton Mifflin, 1915), pp. 36-43, 54-59, 139-40; John Muir, *The Yosemite* (New York: The Century Company, 1912), pp. 256-257; William H. H. Murray, *Adventures in the Wilderness, or Camp Life in the Adirondacks* (Boston: Fields, Osgood & Co., 1869), pp. 9-21

6) Culture Change

Abridged version of Sir John Glubb, *The Fate of Empires and the Search for Survival* (Edinburgh, Scotland: William Blackwood & Sons, 1977).

7) Diffusion

Carl O. Sauer, "Foreword to Historical Geography," *Annals of the Association of American Geographers*, 31, 1 (March 1941): 1-24.

8) Modernization

J. B. Mozley, *Essays Historical and Theological*, two volumes (New York: E. P. Dutton, 1878), vol. 2, pp. 236-244; Aldous Huxley, "Brave New World," *Life* 25, 12 (September 20, 1948), pp. 63-64, 66-68, 70.

9) Globalization

(a) Samuel Huntington, "The West Unique, Not Universal," *Foreign Affairs* 75, 6 (Nov.-Dec. 1996): 28-46.

10) Culture Conflict

(a) Excerpts from Friedrich Nietzsche, *The Antichrist*, trans. H. L. Mencken (New York: Alfred A. Knopf, 1920), pp. 42-49; Alexis de Tocqueville, *The Old Regime and the Revolution*, trans. John Bonner (New York: Harper and Brothers, 1856), pp. 25-28; Edmund Burke, *Letters on the Prospect of a Regicide Peace* (London: J. Owen, 1796); James G. Carter, *Essays upon Popular Education* (Boston: Dutton and Wentworth, 1826), pp. 10-18.

Regulations and Policies

This course will conform to University regulations and policy, including but not limited to the following.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, warranted quarantine, or other reason deemed appropriate by the instructor. Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 15 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (Student Rule 7, Section 7.4.1). "The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (Student Rule 7, Section 7.4.2). Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at <https://aggiehonor.tamu.edu>.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <https://disability.tamu.edu>. Disabilities may include,

but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention—including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need. Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a

student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National

Suicide Prevention Hotline (800- 273-8255) or at <https://suicidepreventionlifeline.org>.

Copyright Statement

All materials used in this class are copyrighted. These materials include but are not limited to videos, quizzes, exams, and assignment.