

Hunter College - CUNY  
Dept. of Geography & Environmental Science  
GEOG 101 Lecture Presentation Summary  
Spring 2020

**NOTE:** *In the absence of face-to-face lecturing and explanation of the material presented in the lecture slides, I will summarize the content of each lecture presentation stressing the concepts and interrelationships that are essential to an introductory geography course.*

*If, after viewing the lecture presentation, the imbedded short videos and hot links to articles, and after reading this summary, you have any questions, would like to contribute a comment or two, need clarification by other examples or would like additional information on the topic, please do not hesitate to email me at [agrande@hunter.cuny.edu](mailto:agrande@hunter.cuny.edu).*

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### LECTURE 19: Part III: Introduction to Human Geography

- **Part III of this course focuses on the “people” aspects of “People and their Environment.”** Here we look at the earth from the people point of view. **Slide 3** shows the five major topics to be covered within the pages of seven chapters. However, we will not go into detail and textbook readings will be selective pages. Chapter 11 will be covered through the last extra credit exercise. As with Parts I and II of this course, I suggest that you look through all the remaining chapters at one time, look over the photographs, maps and charts, and then go back to them when we cover those sections in lecture.
- **Slide 4 lists the topics with which we will concern ourselves in Part III.** We start off looking at people interacting with nature: how perception leads to land use decisions and the development of the cultural landscape. We can group characteristics to create cultural regions. Within these regions we identify and name places. As perceptions evolve and attitudes change, location, resources and human’s needs take on new meanings, thus the relevant role of geography in world, regional, and local affairs over the years and also as background for current events.
- **Slide 5:** Here is a color-coded *Five Fundamental Themes of Geography* chart showing the relationship of people to the elements of the physical environment. “Human-Environment Interaction” leads to habitat evaluation. A “Location” is chosen by people specifically by the characteristics of “Place” which leads to the creation of patterns and also to ownership (boundaries are demarcated). All things spread from points of origin (“Movement”) and eventually unifying characteristics are grouped (“Regions”). These relationships, of course, will change over time.
- **Slide 6** shows the relationship of human geography within the social sciences and its connection to regional and behavioral studies.
- **Slides 7-9:** Human culture is the essence of human geography because it defines human interaction with the physical environment. Remember **culture is learned** not natural; it was created by people; it is altered by people; and it makes human identity. Because of this we can look at a picture, a postcard or an object or even sniff an aroma and identify it. The **cultural landscape is the human imprint** that is

etched on nature. It makes places around the world unique (until globalization takes hold and the world becomes increasingly similar without uniqueness – vanilla!) The cultural landscape is constantly evolving. The **inset photo on Slide 8** shows man-made islands off the coast of Dubai. With money and needing a place to dump formation excavation material from urban construction sites and the desire of people to live by the water, Dubai created these two artificial island groups, one in the shape of a palm tree the other as a world map. This allows the rich of this desert emirate to live on the water and have safe harbor for their yachts. **Slide 9** shows the changes made by people to the Honolulu shoreline and Waikiki Beach in a 100-year period. By matching such physical features as Diamond Head and the shoreline, we can see change over time.

- **Slide 10** defines Cultural Geography and its subfield Behavioral Geography which is closely aligned with environmental psychology. We look at social and political systems and ways people have adapted to their surroundings: naming things, developing ways of doing things, communication and belief systems, types (styles) of clothing, food stuffs, and buildings, inventions, living quarters and trade.
- ❖ **NOTE: For chapters 7 and 8, just read the chapter review and summary section at the end of them, focusing on the pictures, photos and diagrams included in the chapters to get the essence of this area of study. No detail is needed in our introduction to the geography of languages and religion.**
- **Slide 11** defines **toponymy** as the study of the origin and meaning of place names. All names have meaning just as our first and last names carry significance and can be traced back in time and location. Toponymy is an important tool in historical geography, especially when studying an area that was settled by outsiders, since they tend to name things after places of importance/significance to them. Find all the English, French, and Spanish names in America from colonial settlers and later in the 1800s with immigrants from Europe moving into parts of the new USA; note the German names in Pennsylvania and the Scandinavian names in Minnesota.
- **Slide 12 introduces Cultural Ecology.** It studies the close relationship of people living with nature -- existing in harmony with nature. The slash and burn diagram is a method of forest clearing for agriculture that does not harm nature when done on a small scale.
- **Slide 13** expands this to include a “folk explanation” for a phenomenon that was deemed mystical. *Watch the 2 min video on the story of the Oracle of Delphi.* Similar folk explanations exist in all cultures as people tried to explain an occurrence without knowing the science behind it; e.g., as getting sick from going into a swamp or rationalizing an eclipse of the sun.
- **Slide 14:** Human differentiation or **cultural diversity** can be studied geographically by addressing the four questions shown on the slide. We already recognize the differences in areas of the world. Now we attempt to trace it back to point of origin.

*Spaghetti and meatballs did not originate in Italy but was created by Italian immigrants in New York City in the late 1890s because of the abundance of meat available so it is an American dish like McDonald's hamburger. BTW, the traditional meatball in Italy is small whereas the Americanized meatball is much larger.*

- **Slides 15-18. Cultural realm** is an area that has a unique **blend of traits** that differentiate it from other areas. The map shows the 11 general world culture realms. Culture realms can also be found at the regional and local levels. **Slide 16** shows cultural districts of Los Angeles metro area. **Slide 17** shows NYC neighborhoods. **Slide 18** shows concentrations of foreign-born residents of Nassau County. When visiting any of these areas and driving/walking around, you tend to know who is living there by the printed toponymy, the languages we hear spoken, the cooking aromas, and the display of national (homeland) colors! Move a few blocks and you may be in a different world.
- **Slide 19-20:** The four attributes that are part of any study that involved culture are: **1. trait** (learned behavior developed by people); **2. hearth** (the source or point of origin of the trait); **3. diffusion** (the spread of the trait from point of origin to new areas); and **4. acculturation** (when people start to mix traits and/or adopt traits from other areas and in a sense, create a new trait with its own characteristics). These attributes are illustrated in **Slide 20**.
- **Slides 21-26** illustrate some additional attributes. The word **traditional** is used on purpose because it indicates that something comes from a point or origin. What you see has the “characteristics of need” from the place it was developed or invented and then was transferred (spread) to other areas whether they needed it or not because of human convenience: *I only know how to do it this way. My people always did it this way.* Check out colonial areas around the world that mimic the Mother Country.
- **Slides 21-23.** Traditional architectural design has the closest relationship to nature being created before interior heating and cooling systems and the need to deal with rain or snow and to reduce heat by shade and breezeways.
- **Slides 24-26.** Here we are looking at field patterns which were created by people. In some areas they have been codified into law as a means to claim ownership. In the United States, English metes-and-bounds system can be seen in the 13 original colonies, the long lot system in areas once controlled by France and the township-and-range system (American squares) created by the new United States to sell land after the revolution. The circles within squares came about with the American invention of pivot irrigation technology (remember the satellite images from Part I) that sprays water in a circular motion. Terracing was developed in Asia where the lack of level land and ample labor allowed the carving of steps (and their high maintenance) into mountain sides for planting. Notice the circular pattern of traditional desert agriculture (here in Mali) with shallow canals radiating from the oasis (water source).
- **Slide 27** uses the spread of religion to illustrate **diffusion**.

- **Slide 28:** View the three short videos to see the spread of civilization, people/agriculture, and religion over time.
- **Slides 29-32:** Here we are looking at how information and the transfer of technology, ideology and products has been facilitated over the centuries. It starts off with trade routes which moved products, technology, ideology and religion from continent to continent. Ports of call because culturally diverse areas. With the invention of the telegraph and telephone, information was transferred by wire but only to the areas linked by telegraph/telephone wires. Transfer by radio waves (radio and television broadcasts) covered a much larger area, moved instantaneously but needed a transmitter and receiver. However, great distances and landform barriers could block signals. Since the 1980s the internet system has covered the entire world (just about) at real-time speeds. *View the information behind the hot links on these slides.*
- **Slides 33-34.** The newest subfield of cultural geography is **Cybergeography**. The internet is a virtual place and it can be studied spatially (why else do all the web sites ask for your location!). GPS plays an important play in this field of study and it gathers information about real places on earth via a virtual system. Cybergeography also uses electronic communication to study cultural diffusion and is instrumental in tracking the development of a new globalized language based on text-speak. It is also used by law enforcement to investigate a crime by tracking cell phones communicating with cell towers in the area and then linking them to people associated with the phone numbers and their GPS record of movement.
- **Slides 35-36.** The last two slide focus on geography in world affairs pointing out the geographical components that are the background story of many historical and current events.