**Course Title: History of Geography and Geographical Thought**

Full Marks 100

Course No: Geo Ed 422 Pass Marks: 35

Nature of the course: Theory Periods per week: 6

Level: B Ed. Total Periods: 150

Year: First Time per period: 55 minutes

1. **Course Description**

This course has been developed to orient the students to the historical development of geography in the world. It also deals with various aspects of geographical thoughts, nature of the subject and modern themes and recent trends of geography as a discipline.

**2. General Objectives**

The general objectives of this course are

* enable students to understand geography and its various branches
* familiarize students with the history of evolution of geography in different periods
* acquaint students with the knowledge of the contribution of various schools of geography in modern era with reference to major geographers
* enable students to differentiate the concept of dualism and dichotomy in geography
* acquaint students with the major geographic concepts/themes
* familiarize students with the recent trends in geography and apply them
* familiarize students with the status of geography education in Nepal with reference to its evolution, contribution of geographers and teaching resources

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| **Specific Objectives** | **Course Contents** |
| * Define geography and describe its major branches * Analyze the status of geographical thinking and disciplinary trends | **Unit I: Geography as a Discipline (10)**   * 1. Definitions of geography   2. Scope and branches of geography   3. Importance of geography   4. Evolution of geographical thinking and disciplinary trends |
| * Trace out the history of geography in Greek and Roman periods * Point out status of geography in medieval period * Analyze the status of geography in renaissance and modern period * State major contribution made by Kant, Humboldt and Ritter | **Unit II: Evolution of Geography (16)**   * 1. Geography in classical period (Greek and Roman)   2. Geography in medieval period (Dark age, Indian and Arabian contribution to geography)   3. Renaissance of geography (Voyage and discoveries)   4. Dawn of modern geography (Kant, Humboldt and Ritter) |
| * Analyse the status of geography in modern era * Identify major contribution of various schools of geography and their geographers * Point out the status of geography in the oriental world | **Unit III: Major Schools of Geography in Modern Era (24)**   * 1. German school of thought   2. French school of thought   3. British school of thought   4. American school of thought   5. Russian school of thought   6. Oriental school of thought |
| * Describe the concept of dualism and dichotomy in geography * Differentiate between the concepts of various fields of geography | **Unit IV: Dualism and Dichotomy in Geography (20)**   * 1. Physical and Human   2. Environmental Determinism and Possibilism   3. Systematic and Regional   4. Ideographic and Nomeothetic   5. Historical and contemporary |
| * Identify major concepts and themes of geography * Explain concepts and themes of geography with examples * Make generalizations from geographic concepts * Mention the impact of each geographical phenomenon on space | **Unit V: Major Geographic Concepts (24)**   * 1. Globalism (Earth as a globe)   2. Place   3. Location   4. Scale   5. Spatial distribution   6. Spatial interaction   7. Movement   8. Areal association   9. Areal differentiation   10. Region   11. Concept of change   12. 3-D (Distance, density and development) |
| * + Identify recent trends in geography   + Apply the knowledge and skills related to recent trends in geography   + Develop idea about model construction   + State the changing concept of space in geography   + Acquire knowledge and skills about the importance and application of GIS, RS and GPS | **Unit VI: Recent Trends in Geography (24)**   * 1. Quantitative Revolution and its Impact   2. Behaviouralism   3. Systems Approach   4. Radicalism   5. Feminism   6. Post Modernism – Changing concept of space in geography and future of geography   7. Model construction   8. Geospatial science - Geographic information systems, remote sensing and global positioning systems |
| * + Identify major areas of geographical studies in neighbouring countries   + Review geography curriculum of the countries assigned by teacher | **Unit VII: Geographical Studies in Selected Asian Countries (16)**   * 1. Afghanistan   2. China   3. India   4. Sri Lanka   5. Thailand   6. Japan |
| * + Trace out a brief history on growth and evolution of geography in Nepal   + Describe major contribution of Nepalese geographers   + State the status of textbooks, references, research and journals of geography in Nepal   + Assess the status of geography in Nepal Mahatmya and Srimad Bhagavat Mahapuran | **Unit VIII: Geography in Nepal (16)**   * 1. Growth and evolution of geography   2. Contribution of Nepalese geographers   3. Textbooks, reference books, research and journals of geography in Nepal   4. Nepal Mahatmya and Srimad Bhagavat Mahapuran in the context of Geography in Nepal |

**Note:** The figures in parentheses indicate the approximate periods for respective units.

**4. Instructional Techniques**

Two groups of instructional techniques have been recommended. The first group comprises common techniques applicable to most of the units. The second group includes instructional techniques to be applied to teach specific units.

**4.1 General Instructional Techniques**

1. First of all, selected definitions of geography will be collected and discussed.
2. The methods to be used will be lecture, discussion, and question-answer.
3. An environment will be created to have student interaction.
4. Preparation and presentation in selected topics will be made by the students.
5. The students will be assigned to study papers on history of geography and geographical thoughts published in the journals and present reports in class room.
6. The students will be assigned to search materials through internet and prepare slides for presentation through multimedia.

**4.2 Specific Instructional Techniques**

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| **Unit** | **Methods, instructional techniques and activities** |
| 1 | Discussion about the definitions of geography and use of tree chart and chronological chart |
| 2 | Assignment for preparing materials on evolution of geography in different periods |
| 3 | Discussion and presentation by students on major schools of geography |
| 4 | Panel discussion about dualism and dichotomy in geography |
| 5 | Discussion on various concepts of geography and its major themes with examples.  Students’ participation in making generalizations from geographic concepts. |
| 6 | Multimedia presentation, discussion and interaction |
| 7 | Presentation by students on geographical studies in neighbouring countries |
| 8 | Discussion on various issues of Nepalese geography |

**5. Evaluation**

Students will be evaluated on the basis of written test, classroom participation, presentation of reports and other classroom activities. But the score obtained will be used only for feedback purposes. The performance of the students will be evaluated by the annual examination to be held by the Office of the Controller of Examinations. The types and number of questions to be asked in the examination are mentioned below:

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| **Types of Questions** | **Total Questions to be asked** | **Number of Questions to be answered and marks** | **Total marks** |
| Group A: Multiple choice test items | 20 | 20 x 1 marks | 20 |
| Group B: Short answer questions | 8 with three 'or' questions | 8x7 marks | 56 |
| Group C: Long answer questions | 2 with one 'or' question | 2x12 marks | 24 |
|  |  | **Total** | **100** |

**6. Recommended Books and References**

**Recommended Books**

Adhikari, Sudeepta (1992). *Fundamentals of Geographical Thought,* Allahabad: Chaitanya Publishing House (For Units 1-VIII).

Jnawali, Damodar (1996). *Bhoogol Shikshan,* Kathmandu: Vidyarthi Pustak Bhandar. (For Units I- VIII).

Hussain, Mazid (1992). *Evolution of Geographical Thought.* Jaypur/New Delhi: Rawat Publication (For Units 1-VIII).

Kaushik, S. D. (1984). *Geographic Thought and Methodology,* Merath: Rastogi Publication. (For Unit 1-VIII).

Panday, Ram Kumar (1992). *Geography Education: Philosophy and Teaching,* Kathmandu: Ratna Pustak Bhandar. (For Units I- VIII).

Subbiah, S. (1998). “Geography in Indian Universities: D*evelopment and Trends.” Web page accessed on July 1 2015.*

Thralls, Zoe. A.(current date). *Teaching of Geography,* New Delhi: Eurasia publishing House Pvt. Ltd. (For Units I-VIII).

**References**

Fallahian, Nahid (ND).“The Evolution of Geography Education in Iranian Schools: Progress and Limitations (1922–2000), *University of Tehran, Iran.*

Hägerstrand, T. (1970). What about people in regional science? *Papers of the Regional Science Association*, 24:7-21.

Hartshorne, Richard (1939). *The Nature of Geography: A Critical Survey of Current Thought in the Light of the Past*. Lancaster, PE: AAG.

Harvey, D. (2006) *Spaces of Global Capitalism*. London: Verso.

Jnawali D. , Poudel, K. P., Rijal, S. P., Dhakal, K. R., Awasthi, T. P., and Sigdel, T. P. (2014). *Geography education in Nepal: A study of status and challenges*. A Research Report submitted to University Grants Commission

Johnston, R. J. (2003). Geography and the Social Science Tradition. InHolloway, S. L., Rice, S. P., Valentine, G. (eds.) *Key Concepts in Geography*. London: Sage Publications. pp. 51-72.

Johnston. R. J., Gregory, D., Pratt, G., Watts, M. (eds) (2000). *The Dictionary of Human Geography*. Oxford: Blackwell Publishing.

Jones, M., Jones, R., Woods, M. (2004). An *Introduction to Political Geography: Space, Place and Politics.* London: Routledge.

Kimble, G. (1996). The inadequancy of the regional concept. In Agnew, J. (et al.) (eds.) *Human Geography: An Essential Anthology.* Oxford: Blackwell Publishing. pp. 492 – 512.

Macnee, E. A. (1971). *Teaching of Geography, Bombay*: university Press.

Pandey, G. K. (2004). *Origin and evolution of geographical thought.* Kathmandu: Vidyarthi

pustak Bhandar.

Peet, R. (1998). *Modern Geographical Thought*. Oxford: Blackwell Publishing.

Said, E. (1978). *Orientalism*. London: Penguin Books.

Sharp, J. P. (et al.) (2000). *Entanglements of Power: Geographies of Domination/Resistance*. London: Routledge.

Subedi, B.P. (2014). The state of Geography Teaching and Research in Nepal, A Review and Reflection, Kathmandu: Martin Chautari.

Thrift, N. (2000). ‘Non-representational theory’ in Johnston. R. J., Gregory, D., Pratt, G., Watts, M. (eds) *The Dictionary of Human Geography*. Oxford: Blackwell Publishing.

Thrift, N. (2003). Space: fundamental stuff of human geography. In Holloway, S. L. (et al) (eds.) *Key Concepts in Geography*. London: Sage Publications. pp. 95-107.O´Tuathail, G. (1996) *Critical Geopolitics*. Minneapolis: University of Minnesota Press.

UNESCO (1973). *Source Book for Geography Teaching,* New Delhi: Orient Longman.