

**GEOGRAPHY 221**  
**GEOGRAPHY OF SOUTH CAROLINA**

**BULLETIN INFORMATION**

GEOG 221 - Geography of South Carolina (3 credit hours)

**Course Description:**

An intensive regional analysis of South Carolina. Selected phenomena such as urbanization, industrialization, land use, the physical environment, and their interrelationships.

**SAMPLE COURSE OVERVIEW**

This course uses a physical, historic, and contemporary geographic approach to examine social, economic, and environmental aspects of South Carolina with an emphasis on its changing cultural landscape. Students in this course will use geographic concepts to examine the state's unique characteristics but also learn how it is connected to larger global processes. The course begins with an overview of general geographic concepts including issues related to mapping and representing spatial data. This is followed by a summary of the state's physical systems (landforms, rivers, climate, vegetation) and a historical geographic overview of indigenous, colonial, antebellum, and postbellum landscapes. Contemporary population, economic (agriculture, industry, service), and cultural issues complete the course. A focus on the changing demographics of the state (e.g.: Hispanic migrants, rural to urban Black transition, white retiree migration, Baha'i and other faiths) forms a significant part of the course. A major goal of the course is to demonstrate the utility of a spatial approach to understand the varied nature of the place most of these students call home.

**ITEMIZED LEARNING OUTCOMES**

**Upon successful completion of Geography 221, students will be able to:**

1. Demonstrate basic factual knowledge of the discipline of geography, its tools, and its terminology.
2. Apply geographic concepts toward identifying the past and current landscapes of South Carolina, including the role of space in shaping patterns of race, ethnicity, economic development, and educational opportunities.
3. Interpret, classify, and map spatial data of both physical and social phenomena related to South Carolina.
4. Identify geographic contexts at a variety of spatial scales that shape human interaction with physical and social phenomena.
5. Generate and evaluate hypotheses to account for observed phenomena in South Carolina, whether contemporary or historic.

**SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS**

There are no textbooks on the market today that adequately address the content covered in this course. Instead, assigned readings will be made available online via the course Blackboard website.

### **SAMPLE ASSIGNMENTS AND/OR EXAMS**

- 1. Exams:** One map quiz, three unit exams. Each exam will consist of a series of multiple choice, true-false, short-answer, and/or essay questions. Exams will cover the most recent portions of the course, but concepts will build on one another. The final exam is cumulative. It is, therefore, best to attend all lectures. Exams will cover material from lectures, readings, and videos.
- 2. Final Project:** South Carolina Research Project: Students will research a topic of their choice as it relates to South Carolina. Specifically this project is designed to have students understand social difference/diversity within South Carolina (e.g.: education levels, ethnicity, religious affiliation, poverty) and how those patterns or processes vary with scale (local to state to national to global). You will identify a research question, search the literature, gather data for each of the state's 46 counties, analyze and map the data, and develop a set of findings and conclusions. Additional directions will be discussed in class. Students will briefly share their findings with other students via a class presentation.

### **SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

#### **Section 1: Introduction to basic geographic concepts and the physical geography of South Carolina**

- Week 1**      Class 1: Course Logistics/Introduction  
                  "Landscape, Cultural"  
Class 2: South Carolina – Landscape/Borders  
                  Origins of the state (history, borders) and the varied cultural landscape "The Land Called Chicora"  
Class 3: Final Project Discussion – ALL
- Week 2**      Class 1: Cartography and Data I spatial representation concepts for final project  
Class 2: Exploring social difference/diversity and scalar differences  
                  "Maps"  
Class 3: Cartography and Data II spatial representation concepts for final project  
                  exploring social difference/diversity and scalar difference  
                  "Maps"
- Week 3**      Class 1: Landforms I "Changing Landforms and Rivers"  
Class 2: Landforms II; Map Quiz "Sandhills" (Bb); "Carolina Bays"  
Class 3: Soils/Vegetation I: "Climate, Soils, and Vegetation"

- Week 4**      Class 1: Soils/Vegetation I “Kudzu”  
Class 2: Final Project Discussion – Group I  
Class 3: Final Project Discussion – Group II
- Week 5**      Class 1: Rivers - placing river policy (pollution, management) in South Carolina within a national, regional, and global context; political decision-making at different scales  
Class 2: Climate I - placing climate change in South Carolina within a national, regional, and global context; political decision-making at different scales “Low Country Miasmas”  
Class 3: Climate II – placing climate change in South Carolina within a national, regional, and global context; political decision-making at different scales
- Week 6**      Class 1: Natural Hazards I - Explore risk as it varies among different population sub-groups (gender, race, age, disability, income)  
“South Carolina Hazards Atlas”  
Class 2: Natural Hazards II - Explore risk as it varies among different population sub-groups (gender, race, age, disability, income)  
“South Carolina Hazards Atlas”  
Class 3: Technological Hazards - Explore risk as it varies among different population sub-groups (gender, race, age, disability, income)  
“Improving Shadow Evacuation Management”
- Week 7**      Class 1: Exam #1
- Section 2: Indigenous, colonial, antebellum, and postbellum landscapes of South Carolina**  
Class 2: Exam 1 Review  
Class 3: Lab/Project Work Callcott computer lab
- Week 8**      Class 1: Lab/Project Work Callcott computer lab  
Class 2: Indigenous Landscape - Landscapes of native groups prior to European contact; current native distribution  
“Settlement Geography” 53-58  
Class 3: Colonial Landscape I - Caribbean and African connections to South Carolina (e.g.: Barbados, rice culture, Gullah)  
“Settlement Geography” 58-63; 67-77
- Week 9**      Class 1: Colonial Landscape II  
Caribbean and African connections to South Carolina (e.g.: Barbados, rice culture, Gullah)  
“The Tidewater Rice Plantation” “Indigo in South Carolina”  
Class 2: Colonial Landscape III

Caribbean and African connections to South Carolina (e.g.: Barbados, rice culture, Gullah)

Class 3: Antebellum Landscape - Social segregation; regional economic differences (North v. South); sectionalism; activities leading to Civil War

- Week 10** Class 1: Antebellum Landscape - Social segregation; regional economic differences (North v. South); sectionalism; activities leading to Civil War  
Class 2: Post-bellum Landscape - The role of the Great Migration and economic changes driving population shifts and landscape change (economic)  
“Settlement Geography” 81-91  
Class 3: Post-bellum Landscape - The role of the Great Migration and economic changes driving population shifts and landscape change (economic)

**Week 11** Class 1: Exam #2

**Section 3: Culture, Diversity and Economy of Contemporary South Carolina**

Class 2: Contemporary Population I - Explore demographic changes among the state’s populations sub-groups (gender, age, family-type, race, income levels, education)

Class 3: Contemporary Population II - Explore demographic changes among the state’s populations sub-groups (gender, age, family-type, race, income levels, education)

- Week 12** Class 1: GIS – Changing Demographic Profiles - Explore contemporary migration trends (northern retiree; Hispanic farm workers; Asian students to universities; Native American recognition/definitional change.  
Callcott computer lab  
Class 2: GIS – Changing Demographic Profiles - Explore contemporary migration trends (northern retiree; Hispanic farm workers; Asian students to universities; Native American recognition/definitional change.  
Callcott computer lab  
Class 3: Cultural Geographies - Religious change (no longer just Protestant Christianity, but Baha’i, Buddhist, Hindu, Islam, Judaism, Catholic); politics of space as related to religious expression

- Week 13** Class 1: Commerce – Agriculture – Explore relationship of South Carolina agriculture with agribusiness and larger national trends “Agriculture and Forestry”  
Class 2: Commerce – Industry - Review the growing international relationship of South Carolina with industry (Boeing, BMW, etc.)  
Highlight the diversification of South Carolina’s workforce (e.g.: Hispanic, Asian, elderly)  
“Evolving Urban/Economic Structure”  
Class 3: Commerce – Services - Explore services such as tourism that draw in external monies and people “Evolving Urban/Economic Structure”

**Week 14**    Class 1: Project Presentations  
                 Class 2: Project Presentations  
                 Class 3: South Carolina A to Z

**Week 15**    Class 1: Course Summary

**FINAL EXAM**            **Final Exam according to University exam schedule**