

Course Outline

COURSE: GEOG 2 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2016 **CURRICULUM APPROVAL DATE:** 11/23/2015

SHORT TITLE: CULTURAL GEOGRAPHY

LONG TITLE: Cultural Geography

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54
		Total Learning Hrs:	162	

COURSE DESCRIPTION:

This course is a study of diverse human populations, their cultural origins, diffusion and contemporary spatial expressions. Topics include: historical geography; geographical techniques & methodology, demography; languages & religions, urbanization and landscape modification; political units and nationalism; and economic systems and development. Emphasis is given to interrelationships between human activities and the biophysical environment. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Skills commensurate with successful completion of English 250 and English 260 or equivalent.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Students will compare and contrast several historical and contemporary approaches to the study of human geography.

Measure: group project; written research paper

PLO:

ILO: 1,2

GE-LO: A5, D3

Year assessed or anticipated year of assessment: 2020

2. Students will identify, analyze and demonstrate the skills needed to utilize contemporary geographic tools, particularly with maps.

Measure: group project; written research paper

PLO:

ILO: 1,2,3

GE-LO: A5, D3, F1

Year assessed or anticipated year of assessment: 2020

3. Students will evaluate the impact of human-environment interaction in producing cultural landscapes and their dynamics.

Measure: map quiz, oral reports

PLO:

ILO: 1,4,6

GE-LO: A2

Year assessed or anticipated year of assessment: 2020

4. Students will demonstrate a practical knowledge of the five key concepts in geography.

Measure: Research paper, group project, written exam

PLO:

ILO: 1,2,3,4,6

GE-LO: A2, A5, D3

Year assessed or anticipated year of assessment: 2020

5. Students will organize, outline, and deliver oral presentations on three aspects of a region study.

Measure: oral presentations

PLO:

ILO: 1,2,6,7

GE-LO: A2

Year assessed or anticipated year of assessment: 2020

6. Students will utilize class discussion and critique to revise and refine a college-level research paper demonstrating their knowledge of major concepts of cultural geography.

Measure: oral reports, research paper

PLO:

ILO: 1,2,3,4,6

GE-LO: A2, A5, D3

Year assessed or anticipated year of assessment: 2020

7. Students will evaluate the five key concepts in human geography and assess their strengths and weakness in furthering the understanding of the human condition.

Measure: final examination

PLO:

ILO: 2,6,7

GE-LO: A7, D1, D5, F2

Year assessed or anticipated year of assessment: 2020

8. Compare and contrast the major regions of the world with respect to their relative locations, natural environments, peoples, resources, economies, and contemporary problems.

Measure:

PLO:

ILO: 1,2,3

GE-LO: A2, D5

Year assessed or anticipated year of assessment: 2020

9. Describe and analyze the relationships between cultures and the environment in creating landscapes and changing our environment.

Measure:

PLO:

ILO: 1,2,3

GE-LO: A7, D4

Year assessed or anticipated year of assessment: 2020

CULTURAL DIVERSITY:

This course promotes understanding of:

Cultures and subcultures

Cultural awareness

Familiarity with cultural developments and their complexities

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/23/2015

3 Hours

Description of Content:

Course Introduction. Goals, methods, class dynamics, description of assignments & evaluations. Using a World Atlas. Newspaper place names "fun" quiz.

Student Performance Objectives:

The student will

Demonstrate proficiency in finding cities and countries in a world atlas using a gazeteer, latitude and longitude.

Design strategies to approach and solve map problems using appropriate topical maps.

Out-of-Class Assignment: Read Thinking Geographically, and Appendix (Map Scale and Projection).

3 Hours

Description of Content:

Thinking geographically; the five key concepts of geography. The uniqueness of Place. Contemporary geographic tools. Diffusion theory.

Student Performance Objectives:

The student will:

Explain and compare various cartographic principles, including descriptions of space. Describe the five key concepts of geography.

Illustrate the uniqueness of Place with a specific, local example.

Out-of-Class Assignment: Read text selections about Population Geography; bring a newspaper article about a cultural and/or geographical event.

6 Hours

Description of Content:

Population Geography. Interaction and diffusion: The globalization of almost everything; distribution of the world's people; population increases and pressures; approaches to concerns about overpopulation.

Focus on Europe, Russia, and Central Eurasia. Selection of regional study groups and sign-ups for oral presentations

of newspaper articles.

Student Performance Objectives

The student will:

Develop strategies to approach, solve and comprehend problems involving population distribution and dynamics.

Describe the distribution of people in comparison to available resources using arithmetic, physiological, and agricultural density measures.

Compare the effects on population of natural increase, fertility, and mortality.

Apply the Demographic Transition model to three contemporary cultures and explain challenges facing each.

Out-of-Class Assignments: Work in groups to develop region study ideas. Read text selections on Migration.

3 Hours

Description of Content:

Migration and the concept of Cultural Hearth: Migration between nations of the world -- pull and push factors and implications. Focus on North America.

Student Performance Objectives:

The student will:

Employ the Cultural Hearth concept to explain the distribution of cultural artifacts.

Demonstrate and analyze pull and push factors to explain the migration of population groups in recent history.

Define and explain chain migration.

Apply concepts and ideas in the readings to develop a recommended national policy on immigration for the next decade.

Out-of-Class Assignments:

Read text selections on Folk and Popular Culture. Prepare and submit region study proposals.

For 10 points extra credit, come to the next class with a one-page summary of a mily's immigration story (your own or someone you have interviewed). Include pull and/or push factors.

3 Hours

Description of Content:

Folk and popular culture. Music, sports, food, housing. Region study group reports on a cultural aspect of their region. Focus on Central and South America.

Student Performance Objectives

Compare and contrast the differences between folk and popular culture.

Explain where folk and popular culture originate and how they diffuse, including the problems caused by globalization.

Propose a policy to be instituted by a developing nation that would protect folk culture from the encroachment of American popular culture.

Out-of-Class Assignments: Read chapter on Language. Prepare for quiz on current events relating to culture and place.

3 Hours

Origin and diffusion of language. Language family trees.. Lingua Franca vs. preservation of language diversity. Region study group reports on the languages common to their region. Focus on the Middle East.

Student Performance Objectives:

The student will:

Describe the distribution of major language families throughout the world using the concept of Cultural Hearth and diffusion theory.

Define and explain the importance of lingua franca.

Out-of-Class Assignments: Prepare a list of region study group topics and sample bibliographies for next session.

2 Hours

"Writing the Social Science Research Report" workshop; using the Gavilan College Library databases; writing in-text citations and Reference lists. paraphrasing vs. plagiarizing.

Student Performance Objectives:

The student will:

Prepare for writing a geography research paper through locating sources, taking notes, highlighting key points, identifying purpose.

Create an original, college-level research paper on a geographical region using correct format for in-text and reference citations.

Out-of-Class Assignments: Read chapter on Religion for next class session. For 10 points extra credit, come to class with a written summary of a visit to a religious service or event other than yours.

Study for the midterm exam.

1 Hours

Midterm Exam on lectures, readings, vocabulary, films, and maps.

6 Hours

Religions of the world. Universalizing vs. ethnic; distribution; territorial conflicts. Film: Within These Walls. Region study reports on the major religions found in their region. Focus on Africa.

Student Performance Objectives:

The student will:

Distinguish between a universalizing religion and an ethnic religion.

Compare the distribution of religious traditions to the distribution of language and culture.

Explain the distribution and impact of major religions found in a specific world region.

Out-of-Class Assignments: Read chapters on Ethnicity and Race and Political Geography.

6 Hours

Differentiating Ethnicity and Race. Ethnicity and Nationalism. Ethnic "cleansing." Political Geography. Boundaries, States, and Cooperation (or not). Focus on Southwest Asia (India and the Indian perimeter) and East/Southeast Asia. Regional Study Group Map Presentations.

Student Performance Objectives:

The student will:

Distinguish sociocultural regions from political states.

Compare and contrast ethnicity, race and culture.

Construct a scenario to explain the justification of ethnic cleansing in a specific geographical region.

Illustrate how sociocultural history influences spatial behavior.

Out-of-Class Assignments: Read text and related readings on Economic Geography and formulate ten questions to guide class discussion. (Use the internet to make topics more relevant.).

9 Hours

Economic Geography: Development, Agriculture, Industry, Services and Urbanization. Group activity on concepts in economic geography. Problems of resources facing the world today. Focus on Oceania. Exploring possible solutions:

Student Performance Objectives:

The student will:

Formulate a model showing how development, agriculture, industry, and consumer services impact on world resources.

Hypothesize solutions to inequities and conflicts that result from resource issues.

3 Hours

Contemporary Careers in Geography.

Student Performance Objectives:

Explain work settings and functions of several different geographical specializations.

Describe educational requirements and challenges of a geographical specialization of interest.

3 Hours

Review Session: Preparing for the final examination essays.

Student Performance Objectives:

The student will:

Review major concepts, terminology, and problems covered during the semester.

Construct a unified, coherent, and developed essay that uses appropriate terminology to describe a relevant geographical concept.

2 Hours

Final Examination.

METHODS OF INSTRUCTION:

Lecture, discussion, video, map workshops, student oral reports, group research project

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

Term papers

The problem-solving assignments required:

Quizzes

Exams

The types of skill demonstrations required:

Other: Collaborative projects

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 30% - 50%

Problem-solving demonstrations: 20% - 40%

Skill demonstrations: 10% - 20%

Objective examinations: 20% - 40%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Required:

Rubinstein, James M. The Cultural Landscape. Boston: Pearson, 2013. Or other appropriate college level text.

ISBN: 1292021430

Reading level of text, Grade: 12 Verified by: Marlene Bumgarner

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 201670

GAV F, effective 201670

CSU GE:

CSU D, effective 201670

CSU D5, effective 200730

IGETC:

IGETC 4E, effective 201670

CSU TRANSFER:

Transferable CSU, effective 201670

UC TRANSFER:

Transferable UC, effective 201670

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: GEOG4

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: GEOG

CSU Crosswalk Course Number: 2

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000246834

Sports/Physical Education Course: N

Taxonomy of Program: 220600