

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Cindy Nance Date: 12/17/2019

Department	Subject	Course Number	Title
Geography	Geography GEOG	102	Cultural Geography

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units

3.00

Total Units

3.00

Lecture Contact Hours

48.00 - 54.00

Total Contact Hours

48.00 - 54.00

Lecture Homework Hours

96.00 - 108.00

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

This course meets GE requirements for B2 Social and Behavioral Sciences as follows: human social, political and economic institutions are examined as five themes of cultural geography; cultural perspectives and methods for understanding the discipline are explored; finally, problems are examined in their contemporary, historical and geographic settings. In this class, students analyze how different types of cultural diffusion are intertwined, and identify cultural-historic change through spatial distribution of place names (GELO1). Using census data and geospatial analytical software programs students analyze patterns of world population distribution and apply the demographic transformation to theories of rural, urban and industrial development (GELO2 and GELO3). Students evaluate material cultural traits such as housing, clothing, or commodity exchange, as examples of folk culture and relate traits to adaptation to specific environments; examine blurred and distinct boundaries (geographic or regional) and describe how these boundaries represent acculturation, ethnic provinces, enclaves or neighborhoods; and, differentiate between primary, secondary and tertiary industries and identify their spatial relationships with population growth, infrastructure development and settlement patterns which exposes students to different perspectives, origins and conclusions about diverse people and their cultures, instilling respect for cultural diversity (GELO4) and better understanding of ethical issues for making informed decisions and judgments (GELO5).

Maximum Enrollment:	40
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	2206.00

Can be Taken	1	time(s) for credit (max 4)
		- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
		- Intercollegiate athletics course
		- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course offers students an understanding of global cultural diversity and humans as agents of change with emphasis on cultural elements of the human habitat. Students are introduced to the geographical aspects of population distribution, socio-economic conditions, rural and urban settlement patterns, cultural landscapes, and local ecosystems. Global patterns of distinct cultural characteristics, such as language, religion and political organization, are presented. A field trip is required.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course offers students an understanding of global cultural diversity and humans as agents of change. A field trip is required.

Need for the course:

This course differs from a regional or physical study of geography in that cultural diversity and humans as agents of change are emphasized. This course satisfies a social science requirement for general education. This course is both a requirement and elective for the AAT in Geography (CID 120). This course is an elective for the following Awards: Environmental Studies AS, Environmental Studies Water and Soil Technologies/Environmental and Engineering Emphasis, History AAT, Liberal Arts: Social and Behavioral Sciences Emphasis AA, Child and Adolescent Development AAT; and, pending AATs in Sociology and Law, Public Policy and Society.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Distinguish between a formal, functional and vernacular culture region by interpreting various cultural elements in the landscape.

2. Analyze how different types of cultural diffusion are intertwined, and identify cultural-historic change through spatial distribution of place names.

3. Identify and describe characteristics of cultural hearths, diffusion routes, trade routes, and migration routes.

4. Evaluate concepts of cultural ecology and cultural integration.

5. Analyze patterns of world population distribution and apply the demographic transformation to theories of rural, urban and industrial development.

6. Identify the origins, distributions, and constituent languages of major linguistic families.

7. Distinguish characteristics of major world religions, their current distributions, and their places of origin.

8. Evaluate material cultural traits such as housing, clothing, or commodity exchange, as examples of folk culture and relate traits to adaptation to specific environments.

9. Examine blurred and distinct boundaries (geographic or regional) and describe how these boundaries represent acculturation, ethnic provinces, enclaves or neighborhoods.

10. Differentiate between primary, secondary and tertiary industries and identify their spatial relationships with population growth, infrastructure development and settlement patterns.

Course Content:

(please number the outline of main topics and subtopics)

1. Cultural Geography Overview

1. What is cultural geography?

2. Themes in cultural geography

2. Human Habitation

1. Demographic regions

2. Diffusion in population geography

3. Population ecology

4. Cultural integration and population patterns

5. The settlement landscape

3. Agricultural Patterns

1. Agricultural regions

2. Agricultural diffusion

3. Agricultural ecology

4. Cultural integration in agriculture

5. Agricultural landscapes

4. Political Patterns

1. Political culture regions

2. Political diffusion

3. Political ecology

4. Politico-cultural integration

5. Political landscapes

5. Languages

1. Linguistic culture regions

- 2. Linguistic diffusion
 - 3. Linguistic ecology
 - 4. Cultural-linguistic integration
 - 5. Linguistic landscapes
- 6. Religions
 - 1. Religious culture regions
 - 2. Religious diffusion
 - 3. Religious ecology
 - 4. Cultural integration in religion
 - 5. Religious landscapes
- 7. Folk Geography
 - 1. Folk culture regions
 - 2. Folk cultural diffusion
 - 3. Folk ecology
 - 4. Cultural integration in folk geography
 - 5. Folk landscapes
- 8. Popular Culture
 - 1. Popular culture regions
 - 2. Diffusion in popular culture
 - 3. The ecology of popular culture
 - 4. Cultural integration in popular culture
 - 5. Landscapes of popular culture
- 9. Ethnic Geography
 - 1. Ethnic regions
 - 2. Cultural diffusion and Ethnicity
 - 3. Ethnic ecology
 - 4. Ethnic cultural integration
 - 5. Ethnic landscapes
- 10. Cities in Time and Space
 - 1. Culture region
 - 2. Origin and diffusion of the city
 - 3. The evolution of urban landscapes
 - 4. The ecology of urban location
 - 5. Cultural integration in urban geography
- 11. Urban Settlements
 - 1. Urban culture regions
 - 2. Cultural diffusion in the city
 - 3. The cultural ecology of the city
 - 4. Cultural integration and models of the city
 - 5. Urban landscapes
- 12. Industrial Geography
 - 1. Industrial regions
 - 2. Diffusion of the industrial revolution
 - 3. Industrial ecology
 - 4. Industrial cultural integration
 - 5. Industrial landscapes

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture, audio-visual presentations and demonstrations emphasize culturally distinct characteristics as related to the five themes of cultural geography: regions, diffusion, ecology, integration and landscapes.
- **Method:** Student presentations

Integration: Students present a topic that focuses on a cultural characteristic or process, at local, regional or global scale, in relation to one of the five themes of cultural geography.

- **Method:** Discussion

Integration: Class discussions are an opportunity for students to demonstrate their ability to apply terminology, concepts and cultural processes related to the five themes of cultural geography to a variety of scenarios.

- **Method:** Field Trips

Integration: A field trip to a museum, exhibit or event that emphasizes cultural diversity provides students with a real world experience.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests

Integration: Tests consist of multiple-choice, true or false and matching of terms are designed to determine whether or not students comprehend the five themes of cultural geography: region, diffusion, ecology, integration and landscapes.

- **Method:** Class Participation

Integration: Participation in class discussions will be assessed for the student’s ability to apply terminology, compare, contrast, describe, illustrate and synthesize concepts of cultural geography; for example patterns of agriculture, religions, language, and/or cultural taboos.

- **Method:** Oral Presentation

Integration: Student presentations are graded for content, relevance, and depth of knowledge of topics such as economic development, literacy rate, infrastructure, religion, language, and/or cultural taboos as well as number of references used, organization and duration, according to rubrics provided by instructor.

- **Method:** Other

Integration: Completion of a field trip handout during the field trip focuses student attention on a real world experience relevant to cultural geography. Interactive assimilation of course content in the field provides relevant tangible, memorable and reinforced learning experience with the five themes of cultural geography, cultural processes and professional terminology related to cultural geography.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. You are making travel plans to visit a less developed country on May 15. List the things that you should bring on your trip. Consider the seasonal weather, altitude, religion, language, and any cultural taboos. What books would you read to gain an understanding of the language, politics and economics of the region? Identify regionally distinct and blurred boundaries you might cross. Discuss your "travel plans" in the discussion forum, and keep the conversation going by engaging the reader with more information. You will be graded for the thoroughness of your presentation both in the main body of your submission and subsequent replies to other students.
2. Use an Atlas to create your own interpretation of an index of “well-being” for the world. Your index should be displayed as a choropleth map with 4 or 5 class breaks that represent world-wide stages of, for instance, economic development, literacy rate, and infrastructure. Be prepared to turn this assignment in, and discuss it at our next class meeting.

Textbooks:

- Rubenstein (2020). *The Cultural Landscape* Pearson. ISBN: 9780135116159

Other Resources:

- Access Code for MasteringGeography tests and exercises online, with optional purchase of etext.

Minimum Qualification

- Geography (Masters Required)