

GEOG M02: CULTURAL GEOGRAPHY

Originator

rputnam

College

Moorpark College

Discipline (CB01A)

GEOG - Geography

Course Number (CB01B)

M02

Course Title (CB02)

Cultural Geography

Banner/Short Title

Cultural Geography

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Introduces the significance and distribution of various cultural elements and the impact of human activities on the natural environment. Takes an issue-based, or topical approach to understanding and explaining spatial patterns of the key components of culture such as population, migration, settlement, development, ethnicity, gender, agriculture, geopolitics, land-use, globalization, language and religion. Emphasizes the analysis of current world events.

Taxonomy of Programs (TOP) Code (CB03)

2206.00 - Geography

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Field trips may be required to local spots of cultural significance such as the Chumash Center (Thousand Oaks), California Japanese American Museum (Los Angeles), or others.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | identify and understand the dynamics of population change. |
|---|--|

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | interpret a variety of maps (globes, thematic maps, air photos) and translate the cultural and physical patterns observed into descriptive statements. |
| 2 | develop a range of practical skills necessary for geographic inquiry; including the ability to observe, collect, interpret, evaluate and communicate geographical information using charts, maps and fieldwork. |
| 3 | recognize the impact of globalization economically and socially at the regional to local scale. |
| 4 | distinguish between fast and slow growing countries and relate their population trends to stages in the demographic transition model. |
| 5 | compare and contrast various cultures in terms of their language, religion, ethnicity and other customs. |
| 6 | demonstrate sensitivity to and an understanding of different communities, cultures and economic systems, together with an awareness of the opportunities, challenges and constraints that face people in different environments. |
| 7 | describe and explain the characteristics and distribution of a range of human environments such as French speaking regions of Africa, industrial areas of Europe. |
| 8 | analyze the relationship between humans and their environment. |
| 9 | apply geographical knowledge and concepts to contemporary current-event issues. |
| 10 | define the concept of sustainability and apply it to various issues including industry, agriculture, tourism, urban development and world trade. |
| 11 | debate various economic and political strategies promoting development in their cultural context. |

Course Content

Lecture/Course Content

10% - INTRODUCTION: Physical vs. Cultural geography

- Culture (definition, hearths, diffusion, relationship with ethnicity)
- Globalization
- Maps (map reading, map components, map projections)
- Environmental issues (causes, consequences, and solutions)

10% - Urban Systems

- History and rates of urbanization
- Size and spacing of settlements
- Models of growth
- Infrastructure

10% - Industry

- History
- Globalization
- World trade and competition

10% - Agriculture

- Food production
- Land-use
- Environmental impact
- Drug cultivation

10% - Political Geography

- Countries and national sovereignty
- Colonialism
- Ethnic representation
- Types of government
- Supranational organizations

10% - Development

- Characteristics and measurement
- Requirements and financing
- Obstacles

10% - Ethnicity

- Acculturation and assimilation
- Conflicts
- Present-day case-studies

5% - Religion

- Origins
- Diffusion and distribution
- Territorial conflicts
- Religious land use
- Connection to ethnic groups

10% - Language

- Distribution and ancestry
- Dialects and changes
- Relevance to ethnicity

5% - Folk and popular culture

- Distribution and origins
- Diffusion of customs among ethnic groups
- Gender issues

10% - Population

- Distribution and trends
- Measurements

- Policies
- Migration

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Quizzes
 Research papers
 Role playing
 Projects
 Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Case studies
 Class discussions
 Collaborative group work
 Distance Education
 Field trips
 Lecture
 Readings
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

- Instructor illustrates the topic of folk and popular culture by showing artifacts from both and contrasts their characteristics. Students are quizzed on which artifacts belong to which group and why.
- Guest speakers of a variety of cultures may come to class and guide discussion on that culture's issues and its experience in America.
- Guided discussion on student's individual cultural backgrounds.

Representative Course Assignments

Writing Assignments

- Write weekly journal-style reflections on readings from newspaper and journal articles on current events of cultural significance.
- Write an analysis of a current conflict over land that explains the background (religious, ethnic, legal) and describes how the sides are framing their respective claims to the land.
- Write a research paper that summarizes how mortality and fertility rates have changed in a student's family over time. Explain how these trends relate (or don't) to economic conditions and the demographic transition model.

Critical Thinking Assignments

- Analyze global maps of birthrates by country to determine its correlation to women rights (education, healthcare, voting, and employment).
- Analyze tabled US Census data regarding the historical patterns of immigration to the United States and evaluate how immigration policy impacts economic and social conditions.
- Reflect on the local and global elements in their lives—who they are and what/how they eat, read, speak, dress, play, etc., and where all those cultural characteristics comes from. Write a paper summarizing this reflection.

Reading Assignments

- Read case studies that describe the migrant experience.
- Read policy proposals designed to protect disappearing cultures and languages.
- Read and analyze the current year's resolution by the United Nations Economic and Social Council. Write a paper that critiques the resolution—suggesting where it does well and where it is insufficient.

Skills Demonstrations

- Complete a comparison paper on the cultural, economic, religious, and physical geographic characteristics of two countries using the Five Themes of Geography.
- Conduct a simple GIS analysis to map the distribution of religious centers (i.e. churches, synagogues, mosques) to contrast with US Census population data and analyze how the current distribution may change in the future with respect to population change.

Outside Assignments**Representative Outside Assignments**

- Experience a cultural activity (outside of your usual cultural pass-times) by attending or visiting an 'ethnic' restaurant, music, art, sports performances/events.
- Interview multiple members of your family from several generations, assessing their popular and folk-cultural backgrounds.

Articulation**C-ID Descriptor Number**

GEOG 120

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	GEOG 107	Introduction to Human Geography	3
Cal Poly Pomona	GEO 1020	Human Geography	3
CSU Fresno	GEOG 2	Introduction to Cultural Geography	3
UCSB	GEOG 5	People, Place & Environment	4
UCLA	GEOG 3	Cultural Geography	5

Comparable Courses within the VCCCD

GEOG V02 - Introduction to Human Geography
 GEOG R105 - Introduction to Human Geography

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****F. Ethnic Studies/Gender Studies**

Approved

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

Area 5: Physical and Biological Sciences**Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionBjelland, Mark, et al., *Human Geography: Landscapes of Human Activities*. 13th ed., McGraw-Hill, 2020.**Resource Type**

Textbook

Description

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 13th ed., Pearson, 2020.

Resource Type

Textbook

Description

Knox, Paul L., and Sallie A. Marston. *Human Geography: Places and Regions in Global Context*. 7th ed., Pearson, 2015.

Library Resources**Assignments requiring library resources**

Periodical readings and journal article research, using the Library's print and online resources, concerning topics in cultural geography.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research the development (through migration and local physical forces) of the cultural regions of California.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes. E.g. - Students will use the discussion board in Canvas to discuss how climate change affects globalization.

E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: <ul style="list-style-type: none"> o Recorded Lectures, Narrated Slides, Screencasts o Instructor created content o MC Online Library Resources o Canvas Peer Review Tool o Canvas Student Groups (Assignments, Discussions) o 3rd Party (Publisher) Tools (Mastering Geography) o Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Google Earth, Earth.nullschool, etc.)
Synchronous Dialog (e.g., online chat)	Scheduled synchronous sessions may be organized at the instructor’s discretion to review topics from the reading, asynchronous lectures, and other assigned material. This time may also be used have class or group discussions. Video conferencing software (such as Zoom) my be used for this purpose.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes. E.g. - Students will use the discussion board in Canvas to discuss how climate change affects globalization.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/ discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes. E.g. - Students will use the discussion board in Canvas to discuss how climate change affects globalization.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
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Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

GEOGRAPHY

Review and Approval Dates**Department Chair**

11/23/2021

Dean

11/23/2021

Technical Review

12/02/2021

Curriculum Committee

12/07/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000429453

DOE/accreditation approval date

MM/DD/YYYY