



El Camino College
COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Geography 2
Descriptive Title: Cultural Geography
Course Disciplines: Geography
Division: Natural Sciences

Catalog Description:

This course surveys the geographic distribution and interrelationships of cultural elements such as population, agriculture, industry, cities, religion, language, customs, and territorial organization.

Conditions of Enrollment:

Recommended Preparation: eligibility for English 1A

Course Length: X Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X **Effective Date:** Prior to July 1992
Transfer UC: X **Effective Date:** Prior to July 1992

General Education:

El Camino College:

2C – Social and Behavioral Sciences – General

Term: Other:

CSU GE:

D5 - Geography

Term: Other: Approved

IGETC:

4E - Geography

Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **SLO #1 Basic Knowledge** Students can identify the salient features of the basic concepts of cultural geography. (This includes the ability to recall the definitions of the specialized vocabulary of cultural geography.)
2. **SLO #2 Relationship with Their Environment** Students recognize and can accurately articulate how their cultural environment affects humans' lives and how human activities affect their cultural environment.
3. **SLO #3 Nature of Science** Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Explain current population distribution in the world in relation to environmental factors.
Written homework
2. Explain the geographic variations of population characteristics (birth rates, death rates, natural increase) based on economic conditions.
Written homework
3. Compare and contrast the push and pull factors for migration in different regions of the world.
Essay exams
4. Evaluate the various types of agriculture in the world; analyze the influence from the environment as well as agriculture's impact on the environment.
Written homework
5. Examine the different levels of economic activities and identify the factors that determine the location of various industries.
Objective Exams
6. Compare and contrast the urban morphology of cities throughout history and across continents.
Essay exams
7. Recognize the urban patterns in American cities, illustrating the different economic districts and ethnic areas of the city.
Objective Exams
8. Describe the distribution of religions in the world. Compare and contrast the major beliefs and religion's influence on other cultural elements (language, agriculture, and politics).
Objective Exams

9. Describe the distribution of languages in the world. Illustrate the source regions of the major languages and routes of diffusion. Analyze the influence of the natural environment on language distribution.

Written homework

10. Compare and contrast the materials used in folk culture around the world (housing material, clothing, medicines), and relate to the natural environment.

Objective Exams

11. Analyze the stability of countries based on environmental and cultural characteristics found within its borders and in neighboring countries

Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	Themes of Cultural Geography A. Culture Regions B. Cultural Diffusion C. Cultural Ecology D. Cultural Interaction E. Culture Landscape
Lecture	3	II	Population Geography A. Population Distribution B. Demographic Transformation
Lecture	3	III	Migration A. Push/Pull Factors B. Forced Migration C. Immigration Patterns to the USA
Lecture	7	IV	Geography of Agriculture A. Agricultural Regions B. Origins & Diffusion of Crops C. Agricultural Ecology D. Rural Settlement Patterns
Lecture	3	V	Geography of Industry A. Industrial Regions B. Cultural Influences on Economy
Lecture	6	VI	Geography of Cities A. City patterns through History B. Ecology of Urban Location C. American Urban Patterns
Lecture	8	VII	Geography of Religion A. Religion Regions B. Religious Diffusion C. Cultural Integration in Religion
Lecture	8	VIII	Geography of Language

			A. Language Regions B. Diffusion of Language C. Linguistic Ecology
Lecture	4	IX	Political Geography A. Centripetal/Centrifugal Forces B. Political Ecology C. Politico-Cultural Interaction
Lecture	8	X	Geography of Folk & Popular Culture A. Folk Regions B. Popular Culture in America C. Diffusion of Folk & Pop Culture D. Ecology of Folk & Pop Culture
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Examine the provided demographic figures (birth rate, death rate) for two selected countries. Discuss the following in an essay:

1. Determine the natural rate of increase and doubling time for each country.
2. Explain the reasons why the birth and death rates are different between the countries.
3. For each country sketch a general population pyramid according to the present rate of growth and discuss what this portends for the future.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a written essay evaluate the political stability of a selected country based on its environmental and cultural characteristics. Analyze its relative location (what countries are nearby), and discuss the advantages or disadvantages of its shape. Explain any historical events or individuals within the last 50 years that have served as centrifugal or centripetal forces for the country's stability.
2. Study the three maps of the USA (agriculture, terrain, and population distribution) and write a short essay to evaluate the types of agricultural activities in California based on distance to population centers, natural environment, and transportation routes. Examine the patterns and judge the relative importance of each factor.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items

V. INSTRUCTIONAL METHODS

- Group Activities
- Lecture
- Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Required reading
- Problem solving activities
- Written work
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

- A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
James Rubenstein. The Cultural Landscape. 12th ed. Pearson, 2016.
- B. **ALTERNATIVE TEXTBOOKS**
- C. **REQUIRED SUPPLEMENTARY READINGS**
- D. **OTHER REQUIRED MATERIALS**

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Course involves significant reading and writing assignments; students should be able to read and write at the college level.

D. Recommended Skills

Recommended Skills
Ability to read a college-level textbook ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Ability to write a college-level paper ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Jeanne Garrison on 01/01/1957.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 12/17/2018

Last Reviewed and/or Revised by: Matthew Ebner

Date: 9/27/18