

GEOG R105: INTRODUCTION TO HUMAN GEOGRAPHY

Originator

jdanza

College

Oxnard College

Discipline (CB01A)

GEOG - Geography

Course Number (CB01B)

R105

Course Title (CB02)

Introduction to Human Geography

Banner/Short Title

Intro to Human Geography

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course introduces the topical approach to the study of human geography, the characteristics of culture groups, and the distribution and migration of human populations on Earth's surface. Special attention will be given to sustainability and its role in the social construction of spaces and places through the diffusion of religions, languages, food production, geopolitical conflicts and human-environmental interactions. C-ID: GEOG 120.

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

Grading method

Letter Graded

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

Minimum Contact/In-Class Laboratory Hours

0

Maximum Contact/In-Class Laboratory Hours

0

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 | Describe distribution and diffusion patterns (historical and contemporary) of ideas and beliefs, and how they have impacted cultures, economic regions, and urban landscapes |
| 2 | Provide detailed account of how natural resources availability and limitations contribute to development of countries |
| 3 | Describe issues and propose solutions to gender equality, human rights, and resource management |
| 4 | Analyze international migration and the political, environmental, and economic push and pull factors that contributed to its flow patterns |
| 5 | Provide examples of the impact of globalization from producers to consumers, and contemporary changes in local economies, cities and cultural hearths |

Course Objectives

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

- | | |
|---|---|
| 1 | Demonstrate an understanding of the distribution of the human population and the processes (both historical and contemporary) that shape this distribution. |
| 2 | Demonstrate an understanding of the origins, diversity, and distribution of basic cultural patterns, with particular attention given to: language, religion, urbanization, political and economic patterns, and human-environment interactions. |
| 3 | Describe the four stages of the Demographic Transition and where does the United States fit into this model. |
| 4 | Explain how the study of geography has become essential for understanding a world that is more complex, interdependent, and changing faster than ever before. |
| 5 | Identify geographic characteristics of places, including toponym, site and situation. |
| 6 | Describe different ways in which geographers approach aspects of cultural identity such as gender, ethnicity and sexuality. |
| 7 | Explain how places are connected through networks and how inequality can hinder these connections |
| 8 | Identify what are the main differences between countries in the core regions and those in the periphery. |

9	Explain the "3 Pillars of Sustainability" as considered by the United Nations to be the environment, economy and society.
10	Explain differences between developed and developing countries in food consumption.
11	Analyze the concentric zone, sector and multiple nuclei models and explain how these three models help to identify where people live in an urban landscape.

Course Content

Lecture/Course Content

I. Basic Concepts of Geography

- A. The world in spatial terms: site vs. situation
- B. Scale, space, connections
- C. Types of human patterns, cultural landscapes and ecology
- D. Historic and contemporary diffusion processes
- E. Globalization vs. local diversity
- F. Maps and geographic tools (Geographical Information Systems)

II. Human Population

- A. World demographic patterns
- B. Population measures and growth
- C. Medical services
- D. Health and life expectancy rates
- E. *Demographic Transition Model*
- F. Population pyramids
- G. Overpopulation

III. Migration Geography

- A. Reasons for migration: push vs. pull factors
- B. Types of migrants: undocumented workers, guest workers, brain drain
- C. Types of migration patterns: circular, chain, transnational
- D. Effect of U.S. immigration policy changes

IV. Geography of Languages

- A. Classification of languages
- B. Where are major languages distributed?
- C. Origin and diffusion patterns of language families and dialects
- D. Why do individual languages vary among places?
- E. Preservation of local languages
- F. Language in global context

V. Spatial Distribution of World Religions

- A. Types of religions: ethnic vs. universalizing
- B. Origin and diffusion of major religions
- C. Why do religions organize space in distinctive patterns?
- D. Global case studies of religious and territorial conflicts

VI. Ethnic Patterns as Part of the Cultural Landscape

- A. Origins, diversity, and distribution of basic cultural patterns
- B. Ethnicity vs. race
- C. Distribution of ethnicities in the United States
- D. Nationality and nationalism
- E. Global case studies of ethnic cleansing, genocide, discrimination

VII. Folk and Popular Culture

- A. Characteristics of folk and popular culture
- B. Origin and diffusion of folk and popular music
- C. Why is access to folk and popular culture unequal?
- D. Why do folk and popular culture face sustainability challenges?

- E. Social media and interconnectivity
- VIII. Political Geography
 - A. Concept of "state"
 - B. Concept of "nation-state"
 - C. Colonialism and decolonization
 - D. Political patterns
 - E. Cooperation and threats
- IX. Agricultural Patterns on the Physical Landscape
 - A. Origin and diffusion of agriculture
 - B. Diet, food security and trade
 - C. Agricultural regions
 - D. The "Green Revolution" in the 21st century
- X. Geographies of Economic Development
 - A. Economic development patterns
 - B. Geographical division of labor and gender equality
 - C. World and fair trade
 - D. Financing development
 - E. Gender inequality trends
 - F. Where are consumer services distributed
 - G. Regional and globalization economic development
- XI. Industry and Manufacturing
 - A. Site/situation factors for location of industries
 - B. Inputs and markets
 - C. Industrial regions
- XII. Urbanization
 - A. Central Business District and land uses
 - B. Models of urban structure: concentric, sector, multiple nuclei
 - C. Evolving urban infrastructure and services
 - D. North America vs. Latin America urban models
 - E. Urban economic geography and sustainability challenges
- XIII. Resource Issues in the 21st Century
 - A. Human-environment interaction and impact
 - B. Nonrenewable vs. renewable resources (energy, water, etc.)
 - C. Alternative energy sources
 - D. Climate change

Laboratory or Activity Content

NONE

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
 Essays
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Oral presentations
 Problem-solving exams
 Quizzes
 Role playing

Reports/papers
Research papers
Simulations

Instructional Methodology

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

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Demonstrations
Field experience/internship
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will direct interactive discussion comparing the United States government and physical environment to other nation states.
2. Students will work in small groups to identify relationships between culture and the influence of such factors as the geographic landscape, nation boundaries, and the environment.
3. Students will collaborate on specific solutions to priority world issues identified by the United Nations.
4. Students will role-play two factions that are currently at war to find peaceful solutions.
5. Instructor will lead a discussion to compare and contrast on religious laws in other nations compare to life in United States and in the students own lives.

Representative Course Assignments

Writing Assignments

1. Essay assignment based on instructor provided multimedia regarding a specific region with case examples such as benefits and problems of migration and related push and pull factors.
2. Library based research paper on a geographic topic or nation as a case study, such as centrifugal and centripetal forces.
3. Students will view videos on culture and regions and write essays summarizing on the site situation, issues, and solutions and will write comments for class discussion.
4. Students will write text for a poster board/slide presentation on human geography topics, such as inter-cultural relationships.

Critical Thinking Assignments

1. Participate in an interactive discussion the relationship of how govern to optimize use of resources to nation-build.
2. Analyze how environmental factors and geographic principles play a role in the characteristics of nations and its development.
3. Debate how immigration and cultural diversity lead to both benefits and conflict, and how issues can be resolved.
4. Role-play by taking on the identity of religion or nation and present arguments to defend their point of view in a conflict scenario.
5. Working in teams, students will analyze which United Nations initiatives are effective in improving the human condition.

Reading Assignments

1. Read course text book and web links.
2. Read selected articles on how religions of the world has diffused to new areas and the resulting cultural change.
3. Read United Nations recommendations for under-developed countries.
4. Review journal articles on the latest science on how to resolve critical issues related to human crisis across the globe.

Other assignments (if applicable)

1. Students will view videos on-line and comment on relevant issues, such as intercultural and geopolitical conflict.

Outside Assignments

Representative Outside Assignments

1. Write a detailed account to compare and contrast life in an African village with the student's own life.
2. Analyze, compare and contrast video accounts of life in Muslim nations.
3. Library based research paper on a economic geography as a case study.
4. Read course text book and web links.
5. Read selected articles on world regional topics using respected news sources.
6. Weekly short essay assignments related to class lecture.

Articulation

C-ID Descriptor Number

GEOG 120

Status

Approved

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

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

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Rubenstein, J. M. (2019). *Contemporary Human Geography* (4). New York Pearson.

Resource Type

Other Resource Type

Description

Wall maps, Web videos, PowerPoint presentations.

Resource Type

Other Instructional Materials

Description

1. Wall maps 2. DVD presentations 3. PowerPoint presentations 4. Overhead projections.

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

Hybrid (51%–99% online)

Hybrid (1%–50% 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
Synchronous Dialog (e.g., online chat)	Live video, which is recorded, and chat lead by instructor to discuss course topics and how it would apply to students. Students discuss issues in virtual break-out rooms.
Asynchronous Dialog (e.g., discussion board)	Discussion board posts after viewing a video summarizing thoughts on how the physical environment and geographic principles impact cultures. Students will interactively compare, contrast, and comment.
Other DE (e.g., recorded lectures)	In-class viewing of PowerPoint, videos and Google Earth to analyze a realms geographic situation and development of nations.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Live video, which is recorded, and chat lead by instructor to discuss course topics and how it would apply to students. Students discuss issues in virtual break-out rooms.
Asynchronous Dialog (e.g., discussion board)	Discussion board posts after viewing a video summarizing thoughts on how the physical environment and geographic principles impact cultures. Students will interactively compare, contrast, and comment.
Other DE (e.g., recorded lectures)	In-class viewing of PowerPoint, videos and Google Earth to analyze a realms geographic situation and development of nations.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Live video, which is recorded, and chat lead by instructor to discuss course topics and how it would apply to students. Students discuss issues in virtual break-out rooms.

Asynchronous Dialog (e.g., discussion board)

Discussion board posts after viewing a video summarizing thoughts on how the physical environment and geographic principles impact cultures. Students will interactively compare, contrast, and comment.

Other DE (e.g., recorded lectures)

In-class viewing of PowerPoint, videos and Google Earth to analyze a realms geographic situation and development of nations.

Examinations

Hybrid (1%–50% online) Modality

Online

On campus

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

GEOGRAPHY

Review and Approval Dates

Department Chair

09/02/2020

Dean

09/02/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000553325

DOE/accreditation approval date

MM/DD/YYYY