Course Objective: Students will gain an understanding of the spatial patterns and geographic distribution of cultural phenomena and features such as population, agriculture, industry, cities, religion, language, and customs.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
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<tr>
<td>1</td>
<td>2.15</td>
<td>President’s Day Holiday – No Class</td>
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<td>2</td>
<td>2/22</td>
<td>Introduction &amp; Themes of Cultural Geography</td>
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<td>3</td>
<td>3/1</td>
<td>Geography of Population &amp; Migration</td>
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<td>4</td>
<td>3/8</td>
<td>Test #1: Geography of Religion</td>
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<tr>
<td>5</td>
<td>3/15</td>
<td>Geography of Religion; Geography of Language</td>
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<td>6</td>
<td>3/22</td>
<td>Geography of Language</td>
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<td>7</td>
<td>3/29</td>
<td>Test #2: Geography of Cities</td>
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<td>8</td>
<td>4/5</td>
<td>Newspaper Assignment Due: Urban Patterns</td>
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<td>4/12</td>
<td>Spring Break – No Class</td>
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<td>9</td>
<td>4/19</td>
<td>Test #3: Geography of Industry (Field Trip Saturday, April 24)</td>
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<td>10</td>
<td>4/26</td>
<td>Geography of Agriculture</td>
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<td>11</td>
<td>5/3</td>
<td>Field Trip Write-Up Due: Geography of Agriculture</td>
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<td>12</td>
<td>5/10</td>
<td>Test #4: Political Geography</td>
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<td>13</td>
<td>5/17</td>
<td>Geography of Folk Culture</td>
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<td>14</td>
<td>5/24</td>
<td>Geography of Popular Culture</td>
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<td>15</td>
<td>5/31</td>
<td>Memorial Day holiday – No Class</td>
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<tr>
<td>16</td>
<td>6/7</td>
<td>Final Exam</td>
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Required Texts: The Human Mosaic (9th Edition); Jordan-Bychkov & Domosh 
(10th or 11th edition are also ok) 
Geography 2 Course Study Guide, Ebiner.

Grading: 
- 4 Tests @ 50 points each = 200 points 
- Final Exam = 85 points 
- Articles Assignment = 40 points 
- Field Trip = 50 points 
- Attendance = 20 points 
- Participation = 5 points 
- Total = 400 points
**Make-Up Tests:** If you are absent for a test, you must take the make-up before the next class meeting. It will be different and probably more difficult than the test given in class.

**Attendance:** Each student begins the semester with 20 points for attendance. With the first two absences, nothing happens to that point total. After 1 absence 7 points are deducted for each subsequent absence unless it is college-authorized (field trip, sports competition). If you are absent more than once, you will have a chance to recoup those points by doing an additional assignment. Please be punctual so that you don’t miss anything important. **After two tardies, each tardy will result in minus 2 points.**

**Participation:** Participation is worth up to 5 points, based on your participation in the classroom or outside of class (office hours, after class, or through email).

**Email:** I receive a lot of junk email and I delete many emails without reading them, so please write GEO 2 – JOHN SMITH (your name) in the subject line when sending me an email.

**Field Trip:** There is a mandatory field trip on Saturday, April 24 to downtown Los Angeles. We will take the Blue Line from Carson to Downtown, and we’ll take a walking tour of downtown L.A.: through the skyscrapers of the financial district, down the Hispanic shopping district on Broadway, over to Olvera Street and up to Chinatown. We will also be riding on the Red Line, L.A.’s subway. **The write-up for the field trip will be due May 3.** If you do not go on the field trip, you will have to do an independent field/photo project on your own. More details later.

**Extra Credit:** There is no extra credit planned for the course.

**Assignments:** Late assignments will lose points each calendar day. If you must turn in an assignment late, you can slide it under my office door (NATS 211) or take it to the Natural Sciences Office in LS-101 where you can give it to the secretary (before 4:30 pm). She will place it in my mailbox.

**Tracking your Progress:** You should keep track of all the points you earn during the course:

<table>
<thead>
<tr>
<th>Exam #1</th>
<th>Exam #2</th>
<th>Exam #3</th>
<th>Exam #4</th>
<th>Field Trip</th>
<th>Articles</th>
<th>Attendance (# of absences)</th>
<th>Final Exam</th>
</tr>
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<tbody>
<tr>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td></td>
<td>85</td>
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<tr>
<td>Final Grades:</td>
<td>A = 360-400 (90-100%)</td>
<td>B = 320-359 (80-89.9%)</td>
<td>C = 260-319 (65-79.9%)</td>
<td>D = 220-259 (55-64.9%)</td>
<td>F = 0-258 (0-54.9%)</td>
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COURSE OBJECTIVES - Upon completing this Cultural Geography class, students should be able to:

1. Explain current population distribution in the world in relation to environmental factors.

2. Explain the geographic variations of population characteristics (birth rates, death rates, natural increase) based on economic conditions.

3. Compare and contrast the push and pull factors for migration in different regions of the world.

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.

5. Examine the different levels of economic activities and identify the factors that determine the location of various industries.

6. Compare and contrast the urban morphology of cities throughout history and across continents.

7. Recognize the urban patterns in American cities, illustrating the different economic districts and ethnic areas of the city.

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).

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.

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

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

Classroom Policies & Suggestions to Maximize your Chances for a Good Grade

- Attend every class and be on time.
- Bring your course notebook (with the PowerPoint pictures) to every class.
- Use the website for this course (www.elcamino.edu/faculty/mebiner). Go through the PowerPoint slide shows for a topic before we cover it in class.
- Review your notes after class within 24 hours of class time. If you get to class early, review your notes to remind yourself what we topic we are on.
- Do your work before the last minute. Plan to finish your work at least 24 hours before it is due. Late assignments will result in a lower grade, and the later you turn it in, the larger is the point reduction. Turning in late assignments sometimes causes a student to fall just short of earning their desired grade.
- During class time you should be focused on Geography. Do not chat with classmates. Do not read the newspaper or books for other classes. Do not eat or drink in class, unless it is totally quiet and odorless.
- Turn off your cell phone before class begins. NO TEXT MESSAGING DURING CLASS!
- Do not sleep in class. You might feel embarrassed if I have to wake you in front of your classmates.
- Cheating and plagiarism will not be tolerated and will result in a failing grade for the work or for the entire course. Plagiarism is using someone else’s work and claiming it as your own. That is unfair and unacceptable. Do your own work, and write in your own words. Students are expected to be honest and honorable in this class.
Read the Los Angeles Times or some other Southern California newspaper on a regular basis in search of good articles related to Cultural Geography. You must find articles that illustrate the themes of cultural geography (chapter 1 and listed below). For each article you select, make sure that the article fits the particular theme. Three of the five articles must be set in a foreign country. Good examples of appropriate articles from the L.A. Times are listed below.

Try to select newsfeature articles which discuss a topic or region, not merely the news of the previous day. There is always a newsfeature article in the Los Angeles Times in Column 1 of the front page, so that is a good place to start looking. You can also print your articles from www.latimes.com.

Do not select articles from the Travel Section. Do not use articles that focus on VIOLENCE or NATURAL DISASTERS. Most articles about politics will not be good for the assignment.

Articles must be from February 22, 2010 or later. The article must be at least 900 words if it is from the Internet; articles clipped from the newspaper must be at least half of a letter sheet of paper, not counting headlines or graphics.

Categories of articles (find one article in each of the following 5 categories)

1) **Culture Region** (an area with some distinctive cultural characteristic; Your write-up must specifically state what culture region(s) is/are discussed in the article. Select an article which shows a region smaller than a country)
   
   Examples: “Reindeer Herders of Russia Hunt for a Future” (changes in a nomadic region)  
   “Salsa and Chips” (developing high-tech region in Mexico)  
   “A Stroll Through Little Dhaka “ (Bangladeshi area of Los Angeles) 
   “U.S. drifting Apart, In So Many Words” (regional dialects in America)

2) **Cultural Diffusion** (the spread of some cultural element, including group migration; Your write-up must specifically state what element of culture is diffusing, and what kind of diffusion it is)
   
   Examples: “Eating Disorders Go Global” (Western influence affects Asian culture)  
   “Mexico’s City of Promise” (Mexican migrants heading for Tijuana)  
   “Day of the Dead Observances Move North (Mexican traditions in America)  
   “China Puts Bowling in a New League” (Bowling’s increasing popularity in China)

3) **Cultural Ecology** (interaction of culture and the natural environment; Your write-up must specifically state that interaction; Don’t select an article which focuses on a natural disaster)
   
   Examples: “Grubs, Emu Eggs on ‘Bush Tucker’ Menu”  
   (Australian restaurant with natural foods from the local environment)  
   “Syrian Tries to Resurrect Language Spoken by Jesus”  
   (Aramaic language survival in Syria’s rugged environment)  
   “Harnessing of Volcano is Hot Hawaii Issue” (Volcano worship in Hawaiian religion)  
   “Wild Gift Raises Uproar in Russia” (poaching endangers the Siberian Tiger)

4) **Cultural Interaction** (influence of one cultural element/topic on another, like religion and politics; Cultural interaction is not referring to an influence of one cultural group on another. Your write-up must specifically state what cultural element is influencing which other element)
   
   Examples: “The Sound of English Fades in Hong Kong” (political change affects language)  
   “Rights and Rites Clash in Mine Plan” (Indian religious beliefs vs. mining interests)  
   “Bedouins Forced to Wander Once More” (Israeli government affects nomad’s lifestyle)  
   “Judging the Divine Law of Islam” (influence of religion on politics)

5) Your 5th article can be from any of the above categories (it can be another article about a culture region, or cultural diffusion...)

4
Follow the format below for each summary: number the article and write the title, date, and newspaper name. Also summarize the culture region, diffusion, etc in the article by writing that right below the article title.

- You will turn in a typed write-up of at least 200 words for each of the five articles. The first paragraph of each write-up must explain how the article illustrates the particular theme. You should start off by briefly defining the theme in the first sentence, and then in another sentence or two you must summarize how the article shows that. The next paragraph or two should summarize the most interesting and important parts of the article.

- Write each summary on a separate page.

- The clipped or printed article should be stapled right after your summary. If it is folded be sure that you only staple one corner of it, to facilitate unfolding and reading.

- You must also turn in one world map, labeled with each important place or area that was in the articles. Label your map with points and write the names of the places. You can also use arrows. You can use a world map from the back of the notebook, or you can download a blank world map through Ebiner’s website.

- Compile everything in this order: Write-up #1, Article #1, Write-up #2, Article #2….Write-Up #5, Article #5, World Map. Include a cover-page and staple it all together; and do not put it in a binder.

Below you will see the proper format for each write-up, how to identify the article by title, word count, and how the write-up should begin. Remember that there will be one or two additional paragraphs to summarize each article.

**Article #1 – Culture Region**


Culture Region in article: Linguistic regions of the USA (you must use the word region)

This article discusses the changing linguistic regions of the United States. There have always been regional differences in the English spoken throughout the U.S., and this article shows that some dialects are surviving in spite of modern communication systems….

**Article #2 – Culture Diffusion**


Cultural Diffusion in article: Hierarchical diffusion of bowling from the USA to China

This article illustrates hierarchical diffusion of bowling, a popular American sport, to a few of the largest cities of China….

**Article #3 – Cultural Ecology**

“Syrian Tries to Resurrect Language Spoken by Jesus”, L.A. Times, 3/29/97. Article = 955 words; Summary = 252 words

Cultural Ecology in article: Mountainous environment preserves the Aramaic language

This article is a fine example of how the natural environment helps to preserve certain languages, by isolating them from more dominant languages. Aramaic used to be more widely spoken in the Middle East, but now only survives in some villages in the remote mountains of Syria which outsiders could not easily reach…

**Article #4 – Cultural Interaction**

“The Sound of English Fades in Hong Kong”, L.A. Times, March 9, 1998. Article = 1365 words; Summary = 306 words

Cultural Interaction in article: Politics in China influences the reduced status of the English language in Hong Kong

This article looks at how politics is influencing language in Hong Kong, where the return of the British colony to China has made English a less important language. Following the British hand-over of Hong Kong to China in 1997, the usage of English has been intentionally reduced by the new government…

**Grading Rationale (8 point possible for each article):**

- Quality of the article (4 = excellent; 3 = good; 2 = fair; 1 = poor; 0 = missing)
- Summary (3 = excellent; 2 = fairly good; 1 = fair; 0 = poor or missing)
- Map labeling (1 = accurately labeled; 0 = not labeled or inaccurate)
- Late Penalty -2 points for each day it is late
1. Article #1 – Culture Region
   Title: ____________________________________________
   Date: _________________________________
   Newspaper: ____________________________
   Culture Region in the article (you must use the word region or area):
   ____________________________________________

2. Article #2 – Cultural Diffusion
   Title: ____________________________________________
   Date: _________________________________
   Newspaper: ____________________________
   Cultural Diffusion in the article (you must specify what type of diffusion and what is diffusing):
   ____________________________________________

3. Article #3 – Cultural Ecology
   Title: ____________________________________________
   Date: _________________________________
   Newspaper: ____________________________
   Cultural Ecology in the article (you must mention something about nature and something about culture):
   ____________________________________________

4. Article #4 – Cultural Interaction
   Title: ____________________________________________
   Date: _________________________________
   Newspaper: ____________________________
   Cultural Interaction in the article (specifically state what element of culture is influencing another element of culture):
   ____________________________________________

5. Article #5 – (which theme?) ___________________
   Title: ____________________________________________
   Date: _________________________________
   Newspaper: ____________________________
   How does the article illustrate this particular theme of cultural geography (as you stated for other article):
   ____________________________________________
with a point or arrow, article number, and name of the location.

On the map label the locations of your 5 articles.

(Example) #1 - Texas, USA

Article #1 - Location
Article #2 - Location
Article #3 - Location
Article #4 - Location
Article #5 - Location