

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Geography</u>						
COURSE RUBRIC AND NUMBER	<u>GEOG 1302</u>						
COURSE TITLE	<u>Cultural Geography</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>0</u>	Credits	Lec	Lab
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Credits	Lec	Lab					

I. Catalog Description

Explains why, if all human beings are of a single species, there is so much variation in what different cultures believe, and in how different cultures act. Introduce students to the concept of culture, and to show how culture is different from “race” and “nationality.” The course first looks at cultural universals, the common, world-wide needs which all humans have (such as marriage and family organizations, political systems, religious\spiritual concerns, languages, social roles, economic systems, etc.), and it then examines the different ways that each culture meets those needs, cultural variations. For example, all cultures have different roles for males and females within their societies, but those gender roles vary greatly from culture to culture. And in attempting to explain the wide variety of human cultural behavior, the course looks at the geographical differences in the world as possible explanation. **(3:0)**.

II. Course Objectives

- A. Unit I. People and Places
 - 1. Identify examples of culture regions at different scales (local, regional, and national) as these reflect a diversity of cultural worlds.
 - 2. Discuss the variability among these culture regions as well as their interdependence in a global context.

- B. Unit II. Human/Nature Interaction and Landscapes
 - 1. Describe the evolution of landscapes as a process by which cultures transform physical landscapes through time to create human landscapes.
 - 2. Describe examples of both material and symbolic landscapes as these reflect human identity and meanings attached to place.
 - 3. Demonstrate the definition of culture as a set of shared values and collective beliefs by describing examples of how humans create meanings for places.

- C. Unit III. Development, Production, and Politics
 - 1. Describe examples of variability in the appearance of the cultural landscape as it is affected by economic development, modes of production, and political territories.
 - 2. Discuss the relationships between humans and land in terms of cultural and political ecology, including examples of the role of power in fashioning the geography of inequality.

- D. Unit IV. Urban Spaces
1. Explain the relationship between globalization and urbanization and the way that relationship is mediated by, and negotiated through, transportation, information, and communications systems.
 2. Describe social patterns in urban areas and the ways that those patterns reflect and establish geographies of identity and belonging as well as exclusion and social inequality.
- E. Unit V. Future Geographies
1. Identify ways that past and existing patterns of cultural geography affect and predict patterns for the future.
 2. Synthesize the information from the course in order to be able to explain and describe cultural geographies from a holistic perspective.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Demonstrate an understanding of key concepts and processes in human geography.
2. Identify how cultural practices shape the landscape.
3. Demonstrate an understanding of human/environment interactions.
4. Describe and explain the importance and impact of globalization.

IV. Evaluation

A. Methods of Evaluation

Methods for course evaluation will be at the discretion of each instructor. Instructors may employ one or more of the following methods of evaluation:

- Essay Exams
- Objectives Exams
- Papers
- Groups Projects
- In-Class Activities

B. Grading Scale

- 90% and above: A.
- 80% and above: B.
- 70% and above: C.
- 60% and above: D.
- Below 60%: F.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP RmA-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult

with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.