

Course Description

Geography 330 fulfills 3 units of the regional requirement in Geography; and 3 units of General Education (Social Sciences) requirement. California Geography explores the diverse physical and human landscape of the 31st state. The topics covered in this course include an examination of: the climate, landforms, vegetation, and water, mineral, and energy resources, agricultural diversity, the human imprint on the landscape over time, urban landscapes and the structure of cities, population shifts, and the physical and human challenges in the state today.

Course Goals, Learning Outcomes, and Assessment/Evaluation Tools

The outcomes from this course include the (1) acquisition of a sound knowledge base of the subject (2) the skills to demonstrate the ability to solve problems pertinent to the subject (3) communication of subject knowledge

Outcomes

(1) Demonstrate the ability to identify and define critical terms and concepts core to understanding California's physical and human elements, the challenge of natural resource use, the complex rural and urban economies, and the diversity of people in a landscape changing over time

Assessment/Evaluation Tools

- Multiple choice and short answer examinations and reading/field assignments
 - Students will be able to identify physical features and places and their spatial distribution using maps
 - Students will be able to interpret graphs and charts that communicate social and physical data
 - Students will be able to list and describe facts and relationships in the California environment

(2) Demonstrate the ability to solve problems through the interpretation of subject knowledge

Assessment/Evaluation Tools

- Multiple choice, short answer examinations, and exercises
 - Students will use the principles, knowledge, and reasoning in California geography
 - Students will integrate knowledge and reasoning to interpret different human and physical environments

(3) Demonstrate the ability to communicate subject knowledge using terms, numbers, maps, and related graphics

Assessment/Evaluation Tools

- Short reports on themes related to the field and classroom experience designed to encourage students to think about daily life and longterm change in California
- Interpretation of information and the underlying analysis of processes and their expressions presented on examinations and reports

Course Organization

- The course consists of lectures, readings, external reports and examinations
- Lectures are designed to provide thorough information; the textbook provides excellent supporting material
- The course also uses films, photographs, satellite imagery, and online data sources

Course Textbook

Selby, W.A. (2006) *Rediscovering the Golden State—California Geography* (2nd ed.), John Wiley and Sons, 482p.

Course Requirements

- **Examinations:** There are four required non-cumulative examinations. However, material learned during the course builds a foundation of knowledge upon which later concepts may depend on materials previously covered. The examinations cover material from lecture and text, though lecture material provides the framework and substance of the course. Examination questions include multiple choice, short answer, and interpretation of graphics and data. Questions aim to test how students integrate concepts with key facts. Each examination is worth 50 points.
- **Report:** Students are required to write a report. The assignment *Your Neighborhood: Living in California* is worth 50 points..
- **Grades:** The following scale indicates the distribution of grades to be awarded at the completion of the course. Each of the examinations is considered to be an accumulation of points that lead to the final grade. No letter grades will be assigned to the examinations.

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
<59	60-61	62-6	65-67	68-71	72-74	75-77	78-81	82-84	85-87	88-92	93+

Class Attendance: While attendance is not mandatory, it is highly recommended. Examinations are based primarily on material covered in class, with the text serving as a strong support for this material.

Administrative Items

Attendance

- Arrive on time for class. Late arrival, especially for examinations, disrupts other students in the process of working.
- Any emergency must be documented in writing. Emergencies include severe illness requiring a doctor's visit or hospitalization, death in the family, or college-sanctioned event that is approved ahead of time
- There are no make-up examinations. Legitimately excused emergencies must be discussed with the instructor in order to develop a rational solution to missed examinations.

Classroom Conduct

- Disruptive talk, eating or reading in class is disrespectful, disrupts the educational process, and is subject to disciplinary actions outlined in **the Student Code of Conduct**.
- Rudeness, mean spiritedness, personal attacks, harassment, or abuse of any kind, which violates the Standards of Ethical Behavior under **the Student Code of Conduct** as defined in University Catalogue, will not be tolerated. See **Student Conduct in the University** below.
- Cell phones of any type, music players, and other electronic equipment—laptops, ipads, etc must be turned off at the beginning of each class. The use of any of these devices to text or converse is in violation of the **Standards for Student Conduct, Title 5, Article 2, (b), (3)** "disruption or obstruction of a University-related activity". Use of these devices to communicate outside or within the classroom disrupts the educational process for yourself, your classmates, and your instructor. This is disruptive to all students. If a student chooses to leave the classroom, that student will not be allowed back into the classroom. Violation of any of the above Standards will be met with a warning from the instructor and, if the behavior continues, will follow the procedures outlined below under **Student Conduct in the University**.
- Children, guests are not allowed in class unless approval from the instructor is obtained. No pets.
- Food in the classroom: Do not bring into the classroom any food that smells or makes noise.

Student Conduct in the University

The personal behavior and ethical conduct of each student at California State University, Northridge, impacts, positively or negatively, on the climate and reputation of the entire institution. Thus is it imperative that each student act at all times with integrity and with respect toward all members of the campus community. The University assumes that all students will conduct themselves as mature, responsible, and law-abiding citizens who comply with University policies and regulations. Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Title 5, Article 2 California Code of Regulations.

The standards for student conduct, student responsibilities, definition of unacceptable behaviors, the application of this Code, and the procedures for enforcing this code are available at: http://www.csun.edu/studentaffairs/pdfs/standards_student_conduct.pdf.

Disruptive behavior of any type will be reported to the:

1. Chair of the Department of Geography
2. Association Dean, College of Social and Behavioral Sciences
3. Vice President for Student Affairs
4. Campus Safety (Police)

Consultation with the above agencies will determine the level of discipline to be enforced. Disciplinary actions include: written warning, probation, suspension, expulsion from the university.

Academic Dishonesty

Cheating or plagiarism in any academic program on campus is listed in Sections 41301, Title 5, California Code of Regulations, as an offense for which a student may be suspended or expelled.. Cheating includes dishonesty on examinations and quizzes. The University Policy on Academic Dishonesty is detailed in the University Catalogue and under the Legal Notices Section (Academic Dishonesty) <http://www.csun.edu/a&r/soc/legalnotices.html>.

The consequences of Academic Dishonesty are detailed under Student Affairs on the website

http://www.csun.edu/studentaffairs/studentconduct/update_on_faculty_policy_on_academic_dishonesty.pdf

Incompletes

These will not be granted except in the legitimately allowed conditions outlined in the University Catalogue. All requests for Incompletes must be aligned with University Policy. The criteria for requesting an Incomplete are detailed on the form found at:

http://www.csun.edu/anr/forms/request_incomplete.pdf.

Schedule Adjustments (Class Drops)

The course may be dropped through SOLAR without prior approval until February 10, 2012. This is the full calendar of adjustment dates: http://www.csun.edu/anr/soc/pdf/sp12_adjust.pdf. After February 10, a 4th Week Change of Schedule Request (available <http://www.csun.edu/anr/forms>) signed by the instructor and the department chair must be obtained and students must file with

Admissions and Records (BH 100) no later than 4 pm Friday, February 17, 2012. After February 17, students are not permitted to drop classes and can only do so by submitting the required documented proof explaining any *extraordinary* circumstances. These circumstances are outlined at: <http://www.csun.edu/a&r/soc/adjsched.html>.

University Forms

Students can find appropriate forms for all academic-related requests at:
<http://www.csun.edu/anr/forms/>

Students with Disabilities

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for testing taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, room 110; (818) 677-2684

California State University Policy on Religious Holidays and Examinations

State of California Education Code Chapter 3, Students, Article 3, 89320 states: The Trustees of the California State University shall require each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship, which could not reasonably have been avoided, is an issue, the burden of proof shall be upon the institution.

Students should make requests to the instructor **during the first two weeks** of the semester, or **immediately after an examination date is announced (first day of class with the distribution of the course syllabus)**.

It should be noted that, while recognizing the secularity of a state university, the schedule for this class has made every attempt to accommodate all religious holidays while observing the University Schedule of Classes.

Geography 330 California Geography (Orme)

Your neighborhood: Living in California

DUE DATE:

March 28th, 2012

The diversity of California's neighborhoods—whether embedded in a major urban area, a small independent city, a rural town, or even a place that has vaguely defined geographic boundaries—reflect the environment, the human imprint, and an experience that affects your life.

The purpose of this assignment is to encourage you to explore your “neighborhood” in ways that are geographic in both traditional and non-traditional ways. Some of you may have grown up in California and may be living very close to or even within the neighborhood in which you were raised while others may come from another part of the state. For many, this may be your first time living in California and perhaps your experience at present may be campus housing. Recognizing this, you have the option of choosing (1) your present neighborhood or (2) the neighborhood in which you grew up (provided it is in California).

Your report should be 2500-3000 words, typed, double-space, with your name included on the *lower right of the last page of the report*. The report should include:

1. The ‘name’ of your neighborhood (local, formal, and/or informal)
2. The geographic boundaries of your neighborhood, including streets (north, south, east, west) and geographic coordinates (latitude and longitude).
3. Elevation (in feet above sea level), climate type, and native vegetation cover.
4. Number of people, ethnic background (%) and age distribution of the population obtained from the U.S. Census American Fact Finder (factfinder.census.gov).
5. Historic significance of your neighborhood—why is this California?
6. Your personal description of your neighborhood: sights, smells, sense of comfort or fear, the people, food

Having done this, then move one step further with your sense of the landscape and of place and include:

7. A place in California that you think you would feel at home other than the place you have described above.
 - a. Where is this place and offer your images and reasons why you feel this so.
 - b. Is this sense of place based on experience or impressions perhaps conveyed by the media?
 - c. What does this place offer in terms of your ideal neighborhood (access to shopping, medical, nature, sports, education?)
 - d. Is there something else that transcends these visible and tangible qualities?

You are required to augment your paper with 2-4 pages that include a map, photographs, and/or sketches. These should illustrate clearly the nature and your perception of your present or past neighborhood.

Information and Data Resources

You should use the following resources, in addition to any additional resources you find. Your textbook may provide general information that will help launch your research.

American Fact Finder (U.S. Census)

Automobile Club of Southern California (maps)

California Geographer
City, County, and Neighborhood Council websites
CSUN Geography Map Library
Google Earth
Thomas Brothers Maps
Yearbook of the Pacific Coast Geographers

Underlying Philosophy

This assignment offers the opportunity to explore California on a personal level. Additionally, you will be able to employ best geographic practices while following these guidelines:

1. Develop and clearly define your ideas
2. Ethically integrate research and data from diverse sources into your writing
3. Compose your thoughts through drafts, revision, and completion of a finished product
4. Express yourselves by offering questions and original answers using coherent language and document structure.
5. Review your writing so that it is cogent, clear, and comprehensive.
6. Use accepted citation style adapted by Geography (MLA, CBE, Harvard, GSA, etc.)

No late submissions.