

San José State University

**College of Social Sciences/Department of Geography & Global Studies
Geography 199, Senior Seminar, 47722-01, Fall 2017**

Course and Contact Information

Instructor:	Dr. Kathrine Richardson, Associate Professor
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Office Hours:	(Thursdays, 1-3)
Class Days/Time:	(Thursdays, 3-5:45 p.m.)
Classroom:	(Clark Hall 224, WSQ 113, Geography Lab)
Prerequisites:	(Senior Level standing in Department of Geography & Global Studies)

Course Format

Faculty Web Page and MYSJSU Messaging

This is a lecture course with many in-class and exercises. You can find all course resources on the Geog. 199 Canvas webpage using your 9-digit SJSU ID and password. Please check the website frequently for updated materials and communication. I will also send out emails directly to you via mysjsu. The “Re:” will read, “From the desk of Kathrine Richardson”. Please read this email as soon as you receive it since it will most likely contain important/updated information or additional instructions regarding an assignment and so on.

Course Description

This is a capstone course whose stated goals involve an examination of the history of geographic thought and themes with emphasis on critical assessment of issues affecting current trends. More importantly, discussions are intended to summarize and integrate each student's understanding of the discipline. We specifically examine and assess the degree to which each student has achieved the stated goals and objectives for geography majors, as articulated by the department (see description below). I also see this course as a jumping off point for you as you prepare for the next stage of your life whether it be an entry level professional position or graduate school. Thus, over the duration of the course, in addition to discussions of key geographical thoughts and themes, we will also work on developing your CV, cover letters, learning how to conduct informational interviews, and working on laying a foundation to attain your specific career goals (five year range) with an undergraduate degree in Geography. Thus, the course will be a nice balance between theoretical discussions, and action based activities that help to pull together what you have learned (and where you want to go with your professional life) into a presentable and accessible format (the e-portfolios), both for you and for others. Students are provided guidance in preparing e-portfolios of their undergraduate education, which are required as part of this seminar.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

CLO 1 - Demonstrate ability to research a geographical problem and communicate the results effectively as written, graphic, and oral presentations. (Eportfolios)

CLO 2 - Demonstrate effective use of a minimum of two of the major analytical techniques associated with geography (quantitative methods, cartography, remote sensing, GIS, qualitative methods, proficiency in a foreign language and so on) (Eportfolios and narrative essay)

CLO 3 - Demonstrate an understanding of the history of geographical thought, including varying philosophical approaches and methodologies, and how this influences the profession. (Readings, write-ups, and in class exercises)

CLO 4 - Plan for a possible career in geography or a related discipline, (preparation of a resume, the writing of an ideal job description, a life wanderings map, one minute commercials, and an electronic portfolio).

CLO 5 - Prepare for lifelong learning (and working!) in fields relating to geography by becoming familiar with geographic journals and types of professions, lines of work, and upcoming challenges to society that need the expertise of geographers and other experts. (Readings, write-ups, informational interviews, life wanderings map, narrative essay, and eportfolios).

Texts/Readings (Required)

Textbook

**Brooks, Katherine (2017) *You Majored in What? Mapping your Path from Chaos to Career* (2nd edition)
Plume: New York, New York.**

It is available at the SJSU bookstore and Amazon.com. We will have a few exercises from this book that will help you figure out where you want to be headed in your life, and how to frame and sell your story in a job interview.

Other Readings

*Semi-monthly readings will also be provided to you via Canvas.

The SJSU Career Center has also pulled together an excellent electronic packet that has great examples of cover letters, resumes, thank you letters and so on that will be a tremendous benefit to your job search. It can be accessed at http://www.sjsu.edu/careercenter/job_internship_guide.pdf.

Other technology requirements / equipment / material

You will need to activate the following account for your e-portfolio

Portfolium <http://www.sjsu.edu/at/ec/Portfolium/>

Liaison

Nyle Monday is our library liaison. His contact points are as follows: Nyle.Monday@sjsu.edu, (408) 808-2041.

Course Requirements and Assignments

I believe that teaching development effectively requires discussion and interaction within the class as well as hands-on learning –by-doing activities. As a result, I've tried to structure the course requirements and grade distribution accordingly.

a. Projects (70% Total) [CLOs 1, 2, 4, & 5]: An ideal job description [10%] (due 9/7), a draft resume [10%] (due 9/7), a Wanderings Map [10%] (due 10/5 & 11/2) a narrative essay [10%] (due 11/16) and a completed electronic portfolio [30%] (due 11/30 & 12/7) are required at the end of this seminar. Progress on completing this portfolio is assessed periodically during the seminar. Work from Geography courses and other relevant courses can be included in this portfolio. A minimum of six items must be included, which are chosen by the student to indicate the degree to which the student has met the learning objectives of the geography program, as described above. A narrative essay is also a required component of the portfolio. This essay is a self-evaluation describing whether the student feels he or she did or did not meet the goals of the department and why. At the end of the semester, each student is required to present a selection of this work to the class.

b. Write-ups (20%)[CLOs 3, 5]: Write-ups must be completed as scheduled. Each comprises 10% of the total grade. Each write-up (one to two pages) summarizes and evaluates the assigned readings. (I will usually give you a question or two to be reading for in the essay.)

c. Class Participation (10%) [CLOs 1, 3, & 5]: Participation will assure completion of the remaining credit and may positively influence borderline grades. Participation includes regular attendance, response to questions, initiation of discussion, participation in discussion, and active listening. **Reading the assigned material prior to class is critical in achieving good class participation marks.**

University Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

The final exam will include an in-class discussion and reflections regarding the objectives that we have learned over the course, and how this will help to prepare you for the next five years plus of your professional life.

Grading Information

Overall graded course requirements total 100 points. There is no “curve” for this course. Pluses and minuses are given. You receive the grade you earn through your own work and the effort you put into the class. Course grades will be determined using the following point values:

Class Requirement	Possible Points
Assignments (Resume, Dream job, Wanderings Maps -10% each)	30%
Initial portfolio submission	15%
Narrative essay	10%
Final portfolio submission	15%
Write-ups	20%
Class Participation	10%
Total	100%

Grade Scale

Percent	Letter Grade	Percent	Letter Grade
95-100	A	77-79	C+
90-94	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	<60	F

Classroom Protocol

As your professor, I make a concerted effort to be prepared to class and to conduct ourselves in a responsible and professional manner. While I know that emergencies can arise, I expect the same from you – that you arrive on time, read the materials, and are ready to participate in the day’s activities. I encourage you to take notes either in writing or on a computer, but ask that you not multitask, surf the web or use cell phones while in class so that your full attention is devoted to our in-class activities and discussion. While missing a class should not adversely impact your grade, missing a few could have a negative impact, as there will be intermittent in-class assignments and activities in which you will be expected to participate.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

Geography 199/ Senior Seminar, Fall 2017, Course Schedule

Subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24	<p>Discussion: Class outline and requirements. Read Sauer, Carl, "The Education of a Geographer," <i>Annals of the Association of American Geographers</i>, Vol. 46, No. 3 (September 1956), pp. 287-299.; Murphy, Alexander, "Centennial Forum: Where We have Come From and Where We are Going: Introduction," <i>Annals of the Association of the American Geographers</i>, Vol. 94, No. 4 (December 2004). Answer the following questions: How are Geographers educated? Where has geography come from and where is geography going?</p> <p>"Dream Job" and draft Resume Assignment Distributed Read Brooks pages 1-49. (Will help with Dream Job).</p>
2	8/31	Due first write-up for Sauer and Murphy readings. In class discussion of Sauer and Murphy articles.
3	9/7	Due dream job assignment and draft resume. We will post the dream job in class for all to see and discuss them. Read, Harman, J. "Whither Geography?," <i>The Professional Geographer</i> . 55 (4) 2003, pps. 415-421. Answer the question, "Where might geography be headed in the future? Will it wither or flourish?"; Hanson, S., "Who are "We"? An Important Question for Geography's Future," <i>Annals of the Association of the American Geographers</i> . Vol. 94, No. 4 (December 2004). Answer the questions, "Who is the "we" in geography?; Why are questions we ask so important?; and What is the geographic advantage?"
4	9/14	<p>Sandra Deleon, Career Counselor, of the SJSU Career Center will talk about resume writing, cover letters, and the informational interview. In class discuss Harman and Hanson articles. Write-ups due at the end of class.</p> <p>*Homework Assignment: One Minute Commercial. *Read pages 49-108 of Brooks. Map Wanderings Exercise Distributed.</p> <p>Read Aspinall, R. "A century of physical geography research in the annals." <i>Annals of the Association of American Geographers</i>, 100 (5) 2010, pp. 1049-1059. Kobayashi, A. "People, place, and region: 100 years of human geography in the Annals." <i>Annals of the Association of American Geographers</i>, 100 (5) 2010. Pp. 1095-1106.</p>
5	9/21	Discuss the eportfolio and review example created by students in previous classes. In class exercise –One Minute Commercials.

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/28	Discussion/Introduction to the use of the software program that will enable us to develop our e-portfolio. Due: An initial submission of at least six reports, essays, projects, maps, or other work that had been previously submitted and assessed as part of a geography class. Completion of this initial submission comprises 15% of the total grade, and will be discounted at the rate of 5% for each week late. Each of the six pieces should contact a five to eight sentence paragraph addressing the following four questions: What is this piece of work? Why did you choose to include it? What is most interesting/important about it? What else you would you like to do with this piece of work if you had more time?
7	10/5	*Initial map wanderings exercise presented in class Informational interview workshop
8	10/12	Tentative tour of SJSU Career Center and e-portfolio workshop *Second map wanderings exercise distributed
9	10/19	Guest speaker and eportfolio workshop *Narrative Essay Assignment distributed
10	10/26	Eportfolio workshop and Informational interviews updates from students
11	11/2	Presentations of second map wanderings exercise and eportfolio workshop
12	11/9	No Class- Dr. Richardson presenting research at NARSC in Vancouver, Canada
13	11/16	Eportfolio workshop and Informational interviews updates from students *Narrative Essays due in class
14	11/23	No Class – Thanksgiving
15	11/30	Presentation and discussion of student portfolios
16	12/7	Presentation and discussion of student portfolios
Final Exam	12/14	Clark Hall 224 2:45 p.m. – 5:00 p.m.