

San José State University
College of Social Sciences, Department of Geography & Global Studies
#30119, GEOG187 – Field Study in Human and Historical Geography, Spring,
2018

Course and Contact Information

Instructor:	Kerry Rohrmeier, Ph.D.
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Office Hours:	Tuesdays 3:00-5:00 pm, and by appointment
Class Days/Time:	Tuesdays 12:00-2:45 pm
Classroom:	WSQ113
Prerequisite	6 units of upper division geography courses

Course Format

This is a hands-on course meant to provide geography undergraduates with real world experience gained from engaging in a professional consulting project. We will be conducting a Tobacco Free Communities research and mapping project in San Jose for the Santa Clara County Public Health Department (described below). During our weekly class meetings, students will be doing considerable work toward this goal. All course resources can be found on the GEOG 187 [Canvas](#) webpage using your 9-digit SJSU ID and password. You are responsible for regularly checking this website for the latest information and communication.

Project Description

The City of San Jose has the majority of tobacco retailers in Santa Clara County and is a primary focus for program policy interventions to reduce inequities related to tobacco retail density. This information will inform policy advocacy, adoption and amendments to policies to reduce access to tobacco products in vulnerable communities and among vulnerable populations within the city of San Jose. Specifically, findings will be used to educate and engage decision makers, community leaders, organizations, and residents, particularly in areas where more tobacco marketing is occurring. Additionally, the findings can serve as a pre-policy baseline, in order to measure any changes in tobacco retail landscape in San Jose should a policy be adopted. The findings from this project will also contribute to the body of literature supporting tobacco control efforts in the form of conference presentations or publications.

Potential Research Questions

Where are tobacco retailers located within the City of San Jose? What neighborhood characteristics (income, race/ethnicity, etc.) are associated with geographic indicators of tobacco retail outlets? (e.g., density, proximity

to schools) Are there differences in amount or type of tobacco marketing across neighborhoods/zip codes in San Jose?

MYSJSU

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the course management system through [MySJSU](#) at <http://my.sjsu.edu> to learn of any updates via announcements.

Course Description

University Catalog: Introduction to field methods in human and historical geography. Field trips, archival research, and student projects provide practical and applied skills and an informed view of the relationships between people and their environments. (3-units)

Course Learning Outcomes (CLO)

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

- *CLO 1 Define and use basic geographic tools and techniques.*
Students will demonstrate understanding through weekly assignments and the term project. These exercises involve writing, research, data collection, GIS, and cartographic skills.
- *CLO 2 Demonstrate understanding of, and ability to, analyze and critique human and environment interactions.*
The course project will incorporate various geographic and social science methods to analyze the human environmental connections pertaining place-based research and public health.
- *CLO 3 Demonstrate professional communication skills.*
Students will present their findings and deliver a written report to Santa Clara County Public Health District staff.

Required Texts/Readings

Textbook

A traditional textbook is not required for this class. All readings are hyperlinked in the course schedule or placed on Canvas.

Technology Requirements

We will be using ArcGIS 10.5 in the lab. Students may also wish to download this software. If needed, please email me for a free 1-year free educational license.

Library Liaison

You may seek assistance from Nyle Monday in the MLK library at nyle.monday@sjsu.edu or (408) 808-2041.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so forth.

- 1) Active participation in this course is mandatory and is especially important for a studio learning format (CLO1).
- 2) There will be weekly assignments to help move you forward toward your final report contribution. These range from reviewing literature, collecting data, making maps, writing and presenting in an effort to demonstrate knowledge gaps between geographic theory and practice as it pertains to place-based research (CLO1 and CLO2).
- 3) The class will prepare a comprehensive report on Tobacco Free Communities in San Jose for our client – the Santa Clara County Public Health Department (CLO3).

Final

The class will present a comprehensive report on for the Santa Clara Public Health District (CLO3). Assigned individual sections must be a minimum of 1,500 words (include a word count) exclusive of maps, figures, tables, and/or appendices. All written work should be referenced and formatted to meet submission guidelines of the AAG, that being Chicago 15th edition (times new roman, 12-point font, 1” margins on all sides).

Grading Information

	Points Possible
15 Assignments	750 (50-each)
Final	250
TOTAL	1000

SCALE:

A+ = ≥98%	A = 94-97%	A- = 90-93%
B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%
D+ = 67-69%	D = 60-66%	D- = 51-59%
		F = ≤50%

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. In keeping with this policy, and to making grading responsive. All assignments are due as stated on the Course Schedule and Canvas. **Late work is not accepted.** Please save all your work until after you have checked your final course grade. Then if you have questions about your final grade, you can bring in past work, and if necessary, corrections can be made.

Online Class Protocol

- Readings and preparatory work must be done prior to addressing forum prompts to ensure complete and thought-provoking discussion.
- Plagiarism in any form is unacceptable and will merit a 0 for the assignment.
- All courses require civility and courteousness. While we may not agree with other perspectives and opinions

stated, respect is mandatory.

University Policies

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/>

30119 / Field Study in Human and Historical Geography, Spring, 2018, Course Schedule

This schedule is subject to change with fair notice so please check Canvas for latest course information.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	<p>GETTING STARTED Topic: A resurgence in geographic qualitative research</p> <p>In class: GIS mapping exercise</p> <p>Read: Nietschmann, Bernard. (2001). Nietschmann syllabus: A vision of the field. <i>The Geographical Review</i> 91(1/2) 175-184.</p> <p>Assignment 1: submit your Curriculum Vitae which is similar to a resume, but instead highlights your academic experiences and achievements to date. What have you learned so far? Which of the geography subdisciplines interest you most? What tools and techniques have you gained? Include any relevant work experiences such as internships, study abroad, independent study papers, or volunteer experiences? Due 2/5</p>
2	2/6	<p>KICK-OFF</p> <p>In class: our clients will present their goals and expectations for our Tobacco Free Communities research and mapping study, and discuss a partnership in learning with the Santa Clara County District Health Department.</p> <p>Guests: Pam Stoddard, Director Nicole Cox, Program Manager Isra Ahmad, Research</p> <p>Read: Katz, Cindi. (1994). Playing the field: Questions of fieldwork in geography. <i>Professional Geographer</i> 46(1) 67-72.</p> <p>Assignment 2: What two, or more, remaining questions do you have about this project following our client kick off meeting? Due 2/12</p>
3	2/13	<p>RESEARCH THEORY Topic: social science research issues of power, access, identity, and storytelling</p> <p>In class reading: Campbell, Lisa M., et al. (2008) Gatekeepers and keymasters: Dynamic relationships of access in geographical fieldwork. <i>The Geographical Review</i> 98(1): 97-121.</p> <p>Assignment 3 (in class presentation): identify any bias you might bring to your role in this project. What will you do limit bias and how you plan to present data objectively when communicating this research (especially through maps having census data).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	2/20	<p>SCHOLARSHIP</p> <p>In class exercise: mapping 2015 American Community Survey (census) data at the block group scale.</p> <p>Read: our clients will be providing us relevant and current scholarly literature on Tobacco Free Communities.</p> <p>Assignment 4: choose any one of these sources and prepare a bulleted list of important facts or quotes presented in the article that we can use in our report's literature review. Due 2/26.</p>
5	2/27	<p>TECHNIQUES</p> <p>Assignment 5 (during class). We will be conducting the CommUniverCity Northside tactical urban base mapping field work. Upload your data to instructor Google Drive.</p>
6	3/6	<p>TECHNIQUES</p> <p>Assignment 6 (during class). We will be using Pix4D to mosaic all images and to create a 3D point cloud for work in ArcGIS.</p>
7	3/13 No class	<p>ETHICS</p> <p>Online Study: Thinking about ethical considerations of working with humans and locational data. Even though we aren't working directly with human subjects on the SCCPHD project we are examining locational data which delves into undesirable social human behaviors and has impacts on minors. It is important to understand ethics and privacy rights.</p> <p>Read: AAG Statement on ethics</p> <p>Assignment 7: Read any whitepaper produced by the Electronic Frontier Foundation. Write a short summary of the chosen article and discuss how it relates to your own life and also how it relates to the project we are doing in class. Due 3/19</p>
8	3/20	<p>DATA COLLECTION</p> <p>Points on a page aren't enough. It is imperative to have context in place-based research. You can't tell a complete story without going there first. Geographers use fieldwork</p> <p>In class: We will divide up the San Jose tobacco locations, and you will visit these sites by general area.</p> <p>Assignment 8: Drive/walk by to get a sense of the neighborhood, adjacent land uses, distances to nearby parks, schools, or elderly facilities. How is their exterior signage and messaging? Submit your notes, and representative photographs to a Google drive per instructor file and naming conventions. Due 4/2.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/27	SPRING BREAK – No Assignment
10	4/3	<p>DATA ORGANIZATION</p> <p>Assignment 9 (in class): you have visited several locations, taken copious notes, and taken representative photographs. Now you will make a map communicating this key information. It should be sized for 11”x17” and include inset photos and relevant text to highlight areas of concern. During class you will present this map to the instructor and must gain instructor approval before beginning your report section.</p>
11	4/10	<p>REPORT MAPPING</p> <p>In class: we will set map and design standards for the report</p> <p>Assignment 10: use data from the field, census data, and SCCPDH to delve deep on your selected topic. Examine city-scale issues and to identify area hotspots in the city of San Jose. Make 8.5”x11” maps to objectively communicate your findings. Hard copies due at the start of class on Due 4/17</p>
12	4/17	<p>REPORT WRITING</p> <p>Read: Gropen, G.G and Judith Swan. Nov-Dec 1990. The science of scientific writing. <i>American Scientist</i> http://www.americanscientist.org/issues/pub/the-science-of-scientific-writing</p> <p>In class: Instructor will markup the hard copy maps for revision. Students may use class time to make these changes and work on their written component of the report. must be a minimum of 1,500 words (include a word count) exclusive of maps, figures, tables, and/or appendices. All written work should be referenced and formatted to meet AAG submission guidelines, that being Chicago 15th edition (times new roman, 12-point font, 1” margins on all sides).</p> <p>Assignment 11: Complete the final draft of your assigned report section including all writing, maps, figures, bibliography, and appendix. Two (2) hard copies are due <u>at the start of class</u> on 4/24.</p>
13	4/24	<p>PEER REVIEW</p> <p>Editing is no easy task, but it is an important part of writing. Reviewers can be harsh critics. That which does not kill us makes us stronger [and the writing better].</p> <p>Assignment 12 – Getting Reviewed (in class). You will be assigned a peer review team by the instructor for your report section. Feedback from two reviewers is required for each paper before a final report can be submitted. Reviewers are encouraged to pick apart the readability of the writing, and also look for holes in the mapping effort.</p> <p>Assignment 13 - Being a Reviewer (in class). Vague or glossed-over commentary by any reviewer will result in the reviewer receiving a low grade since this is a disservice to the editorial process and to the author’s original contribution.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Assignment 14 – Make all revisions and submit your final report section to Canvas. You must submit reviewer feedback with the final version for credit to demonstrate changes. Due FRIDAY 4/27
14	5/1	<p>REPORT COMPILATION</p> <p>Over the weekend the instructor compiled the report for students to review during class. This will allow time to work together in class to prepare your contribution to the client presentation. Each student will only have two minutes to cover key findings from his/her section. So, practice communicating in a succinct and clear manner is key when communicating scientific information.</p>
15	5/8	<p>PRACTICE</p> <p>Research is an endurance feat but what's the point if nobody understands your ideas, goals, or results? Findings need to be interpretable and communicated quickly, and clearly, to all intended audiences.</p> <p>Watch: Marshall, Melissa. 2012. TED Global: Talk Nerdy to Me https://www.ted.com/talks/melissa_marshall_talk_nerdy_to_me</p> <p>Assignment 15 (in class): we will get organized and practice our entire presentation and button up any remaining course items.</p>
Final	5/17 9:45 am – 12:00 pm	<p>DELIVERY</p> <p>We will formally present to the client our findings and provide three hard copies and one electronic copy of the report and all GIS data. This will accompany a small reception to celebrate class achievements.</p>