

San José State University
College of Social Sciences, Department of Urban and Regional Planning
#48245, GEOG199 – Senior Seminar Fall, 2021

Course and Contact Information

Instructor:	Kerry Rohrmeier, Ph.D.
Office Location:	WSQ 113A (Geospatial Lab Office)
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Email:	kerry.rohrmeier@sjsu.edu
Office Hours:	Mondays 3:00-4:00 pm on Zoom at https://us02web.zoom.us/j/83118200989 and by appointment
Class Days/Time:	Mondays 4:00-6:45 pm
Classroom:	Refer to the course schedule Synchronous meetings on Zoom at https://us02web.zoom.us/j/88041637278 Asynchronous coursework is on Canvas Optional in person sessions will be in WSQ111
Prerequisites:	Senior standing in geography

Course Format

This course is Mode 11 which means the class is offered online with two meeting patterns; the first is online with designated day/time and the second meeting pattern is online with no designated day/time (TBA). Both patterns have occasional on-campus meetings. In our designated day/times we will engage with many active learning exercises while asynchronous activities can be worked on independently while the module is open. All course resources are found on the GEOG199 [Canvas](#) webpage using your 9-digit SJSU ID and password. You are responsible for regularly checking Canvas for the latest information and communication.

Course Description

University Catalog: Capstone course examining the history of geographic thought and themes with emphasis on critical assessment of issues affecting current trends; objective of placing undergraduate experience in a professional context. [3 units]

This course delves into interconnected themes and critical assessment of issues affecting the contemporary world. The outcome of this course is to assess the degree to which students have individually achieved department Program Learning Objectives (PLO) specified for its majors. This course also aims to prepare graduates for postgrad productivity, so in addition to capstone discussions and exercises each student will develop a CV or resume, cover letter, and portfolio. Thus, the course will be a nice balance between theoretical discussions and action-based exercises.

Course Goals

Upon successful completion of this course students will have a portfolio that demonstrates:

- PLO 1. Demonstrate understanding of and ability to analyze spatial relationships.
- PLO 2. Demonstrate understanding of and ability to analyze and critique human and environment interactions.
- PLO 3. Define and use basic geography tool and techniques.
- PLO 4. Demonstrate ability to analyze and compare/contrast global regions.
- PLO 5. Demonstrate ability to read and understand research literature and engage in productive research activities.
- PLO 6. Demonstrate professional communication skills.

Required Readings

A textbook is not required for this course, but the following three popular memoirs are required. In addition, weekly readings and multimedia content will be posted to Canvas modules.

- Noah, Trevor. 2016. *Born a crime: Stories from a South African childhood*. New York: Spiegel and Grau.
- Westover, Tara. 2018. *Educated: A memoir*. University of Minnesota Press. Random House.
- Cantu, Francisco. 2018. *The line becomes a river: Dispatches from the Border*. Riverhead Books.

Required Technology Accounts

You need to have the following account to be active during this course.

- ArcGIS Online ‘AGOL’ is required for the course. You may use your SJSU sign on to use AGOL at <https://sjsugis.maps.arcgis.com/home/index.html>
- Portfolium <http://www.sjsu.edu/at/ec/Portfolium/>

Students should also take advantage of all that Spartan Career Center offers <http://www.sjsu.edu/careercenter/>

Course Requirements and Assignments

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 three hours per unit per week) for instruction, preparation/studying, or course related activities. This course includes:

- 1) Active **Participation** during all exercises is mandatory and imperative to your overall success in this course. There are several class sessions when you will be presenting your assignments to get credit. These participations will be varied from *discussions, peer reviews, food, film, and studio experiences* that cannot be made up if absent.
- 2) During your undergraduate education, you have done considerable reading and writing. Select the reading most pivotal to your education. Choose a reading you loved, then dig up what you originally wrote and revisit this whole assignment with a capstone lens – meaning that of a senior on the cusp of graduation, and as a student possessing greater wisdom and expanded perspective. Then **Rewrite** your assignment in 500 words. To get full credit you submit three parts as one pdf file in the following order: 1) a short description of the original assignment followed by your original submission, 2) a track changes revision displaying all edits and 3) your final rewrite.
- 3) Professional development materials are necessary for postgraduate academic and professional successes. You will prepare a **Resume or Curriculum Vitae** (depending on whether you plan to pursue employment or graduate school respectively) plus a captivating **Cover Letter** telling a reader what you have achieved and the proven attributes/skills you can bring to an opportunity. You will also write a 500-word **Personal Statement** that tells us who you are and why you are a top candidate for this position or program. There are

many excellent web resources and tutorials available to assist with your professional development and personal statement preparations but do take advantage of the SJSU career center.

- 4) An **Ignite Talk** is an opportunity to hook an audience on a topic. You will select a contemporary human rights issue from a list provided. Ignite (sometimes called spark talks) are presentations are specific and told in a 20-slide, 5-minute format. Slides must be automated to only display images and forward every 15-seconds without being touched by the speaker. This is fast, so the speaker must be well rehearsed, and all technology polished. Talks can be recorded so be sure to look professional and create a shining example of your verbal communication skills.
- 5) In a world of viral sound bites and headlines complex information must be communicated for immediate comprehension. This is often best achieved through graphics, infographics, charts, graph, and maps (not just words on a page). Each student must create a **Visualization** to convey scientific findings from the headline “Our trashy technosphere: people appear to have deposited a layer of waste across Earth’s surface that weighs 100,000 times more than all of humanity.” This will be digital and put on display during class.
- 6) Three **Books**, all popular reads, have been selected to accompany academic readings for conference-style discussion and debate. Students will be addressing text-specific questions selected and moderated by the instructor. The goal is for readers to tackle different perspectives and approaches to answering each question.
- 7) To celebrate food culture, we will have a virtual **Potluck** dinner. Students will be tasked to recreate (from scratch using authentic ingredients) a dish from world regional cuisines. Students will create a story map about the ingredients and cooking experience using ArcGIS Online and present their map and the dish in class.
- 8) A complete and impressive **Portfolio**, using Portfolium, which highlights the breadth of your knowledge, skills, and experiences gained while in Global Studies. It is the expectation of this course that each student portfolio must contain: at least one assignment submission per PLO, plus all professional development materials (resume/CV, cover letter, and letter of recommendation), the re-writing sample, and a personal statement. Any submission from existing GLST work must be flawlessly revised per previous instructor feedback. Examples of previous coursework: reports or papers, infographic, maps/charts/figures, recorded presentations, writings (in any languages spoken), code, story maps, review articles, statement of research, landscape photography, or artworks. Consider your audience and curate your Portfolium for interesting, eye-catching content. The Ignite video and science visualization created during this course may make for wonderful new additions to your portfolio.

Final Exam

During the final exam, we will watch *Samsara* and interpret how and whether this non-narrative experimental film expresses your understanding of the world based on learning experiences and studies at SJSU.

Grading Policy

	Points Possible
13 Zoom Participations	325 (25 each)
*Rewriting Assignment	100
*CV/Resume	60
*Cover Letter	60
*Personal Statement	100

*Letter of Recommendation	25
<i>Born a Crime: Stories from a South African Childhood</i>	80
*Ignite Presentation	120
<i>The Line Becomes a River: Dispatches from the Border</i>	80
*Science Visualization	40
<i>Educated: A Memoir</i>	80
Virtual Potluck Story Map	80
Complete Portfolio	300
Final	50
TOTAL	1,500

*New material to be created for your inclusion in your portfolio.

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.** If you have questions about your final grade, please make an appointment to see me.

Classroom Protocol

- Attendance is mandatory and on-time online arrival is polite practice.
- All preparatory readings and assignments must be completed prior to our Zoom exercises.
- Plagiarism in any form is unacceptable and will merit a 0 for the assignment.
- This course involves working in pairs frequently, so civility and courteousness are always expected. While we may not agree with other perspectives or approaches stated, respect is mandatory.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars](#)

[webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - A written request granting permission may be submitted in writing for the whole semester or on a class-by-class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

48245 – Senior Seminar, Fall 2021 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	8/23 Zoom	Syllabus About your instructor Introductions Portfolium Account ArcGIS Online Account
2	8/30 Zoom	Inventorying and revising your existing work for portfolio PLO submission Fulfillment @ 30, 40 and 50 Readings: <ul style="list-style-type: none"> • Aspinall, 4/18R. "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.
3	9/6	LABOR DAY HOLIDAY – NO CLASS
4	9/13 Zoom	SWOT Analysis of public sector, private sector, NGO and grad school Rewriting assignment and Letter of Recommendation due
5	9/20 Zoom	Peer review of portfolio items using Google Docs (rewriting assignment, cover letter, resume, and personal statement) Cover letter, Resume or CV and Personal statement due Attend SAVi speaker series event #1 on 9/24 live on Zoom or recorded
6	9/27 Zoom	Professor Rick Kos guest speaker Science visualization due Present your graphic for peer jury
7	10/4 Canvas	Read excerpts from <i>The Book of Rosy</i> and watch authors to compare and contrast https://www.youtube.com/watch?v=mZn4-Tp-6QE and https://www.youtube.com/watch?v=khw26Py2bCQ
8	10/11 Zoom	Book Q&A: <i>The Line Becomes a River: Dispatches from the Border</i>
9	10/18 Zoom	Book Q&A <i>Born a Crime: Stories from a South African Childhood</i>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/25 Zoom	Book Q&A <i>Educated: A memoir</i> Reflect and map the lifepath to your SJSU degree completion. Communicate your story
11	11/1 Zoom	Ignite Practice
12	11/8 Zoom	Ignite Presentations on Human Rights
13	11/15 In person or Canvas	Geography Awareness Week & GIS Day Attend TBA department and discipline event options
14	11/22 Canvas	Readings and reflection <ul style="list-style-type: none"> • Choi, A. "What Americans can learn from other food cultures" Ideas. Ted 2014 • Counihan, C. "Why food? Why culture? Why cow? Introduction to the Third Edition" in <i>Food and Culture: a reader</i>. 2013. New York: Routledge.
15	11/29 Zoom	Virtual potluck dinner and Story Map presentations
16	11/29 Zoom	Discussions about the future of geography <ul style="list-style-type: none"> • Hanson, S., "Who are "We"? An Important Question for Geography's Future," <i>Annals of the Association of the American Geographers</i>. 94 (4) 2004. pp 715-722. • Harman, J. "Whither Geography?" <i>The Professional Geographer</i>. 55 (4) 2003, pp. 415-421.
Final	Wed 12/8 In person or Zoom	Portfolio Due Watch Party <i>Samsara</i> 2:00-5:00 pm