

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Cindy Nance Date: 10/10/2019

Department	Subject	Course Number	Title
Geography	Geography GEOG	111	Geography of California

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

This course examines physical and natural phenomena of California's regional geography for a better understanding of human imprints in the landscape (Area B2). Students develop an understanding of perspectives and methods of the discipline of Geography in relation to human social, political and economic behaviors through examination of evolving lifeways throughout the state of California which are examined in contemporary, historical and geographical settings. In this class, complex issues are examined for connections and correlations that explain settlement history, socio-cultural processes, and political and economic development, regionally (GELO1). Students construct hypotheses for cultural or regional change, and propose political or economic development theories that are indicative of cultural or regional diversity (GELO2 and 4). Students use statistical programs and research tools to evaluate information, i.e. US Census statistics on population change (GELO3). And, students discuss and examine ethical issues that instill respect, responsibility and integrity for making sound judgments and decisions involving diverse people and culture within the state (GELO4 and 5).

Maximum Enrollment: 40

Maximum Enrollment Justification:

Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

2206.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course introduces students to California's regional, physical and cultural diversity, the interrelationships between California's regional, physical and cultural landscapes, and the evolving human-environment interface and impact to landscapes. A thematic approach to the state's issues, processes and topics relevant to geography include climate, landforms, natural vegetation, water resources, cultural landscape, ethnic diversity, urban and agricultural regions, and the economy.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course introduces students to California's regional, physical and cultural diversity, and the evolving human-environment interface and impact to landscapes.

Need for the course:

This course is an elective for the ADT in Geography (CID 140). This course complements existing courses in geography by focusing on California specific regions and themes, and introduces students to geographic concepts through their local and regional environment. This course meets the college's mission statement for comprehensive programs with general education courses that transfer to four-year institutions.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Identify California's distinct geographic physical and cultural regions, and relate place names to cultural history and natural features.
2. Assess land formations, climate and natural vegetation as regional ecosystems in California.
3. Critique a variety of factors that contribute to or prohibit economic development (primary, secondary and tertiary) in parts of California.
4. Compare cultural-historic features, such as early routes connecting missions, with features currently shown on topographic maps.
5. Evaluate population mobility at different periods of time in California as related to decentralization, mergers, economic recessions or depressions, tourism and recreation, mineral extraction and resource extraction, and immigration.
6. Apply U.S. census and marketing statistics to illustrate distinct variations in population that are indicative of cultural diversity in certain regions.
7. Differentiate between regional physical and cultural influences that encourage location of industries in California.
8. Compare and contrast quality of life and cost of living in Southern California with Northern California and enter a debate on the pros and cons for separating north from south.
9. Relate transportation development and settlement history to present urban and industrial conditions, as related to commuter suburbs and quality of life concerns.
10. Explain the economic hardships encountered by immigrants to the state (from within the U.S. and other countries, present and past).
11. Use Central Place Theory to construct hypotheses of cultural change, propose economic development theories and formulate possible conclusions that explain cultural and economic diversity, i.e. ethnic enclaves in urban centers.
12. Assess ethical issues of political and economic decisions that impact California's diverse ethnic groups and cultures, i.e. gerrymandering and redistricting maps that benefit one political party.

Course Content:

(please number the outline of main topics and subtopics)

1. Geologic History and Processes
 - a. Faults and Plate Tectonics
 - b. Rocks and Minerals
 - c. Modern Geology
 - d. Geomorphology
 - e. Current and Future Physical Landscapes
2. Weather and Climate
 - a. Regional Differences
 - b. Deserts
 - c. Mountains
 - d. Beaches
 - e. Mediterranean Climate
3. Biogeography
 - a. Soils and Vegetation
 - b. Plant Distribution
 - c. Animal Distribution
 - d. Evolving Ecosystems
 - e. Endangered and Extinct Species
4. Hydrology
 - a. Water Resources
 - b. Water Acquisition

- c. Metropolitan Water Districts
 - d. Colorado River
- 5. Human Population
 - a. Northern versus Southern California
 - b. Migration
 - c. Ethnic Groups
 - d. Culture
 - e. Lifestyles
 - f. Place Names
- 6. Economy
 - a. Booms and Busts
 - b. Natural Disasters
 - c. Primary Industries
 - d. Agribusiness
 - e. Transportation
 - f. Resource Demand
 - g. Future Economies
- 7. Landscapes
 - a. Urban
 - b. Rural
 - c. Coastal
 - d. Deserts and Mountains
 - e. Historic
- 8. Tools for Exploring California
 - a. Field Observations
 - b. GPS Data Collection
 - c. Landscape Photography
 - d. Arm Chair Travels with Google Earth 3D
 - e. U.S. Census Statistics

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture and audio-visual presentations emphasize the cultural, physical and economic diversity of California.
- **Method:** Discussion
Integration: Class discussions present an opportunity for students to demonstrate their understanding of the regional geography of California by applying terminology and concepts related to physical processes and human geography to a variety of scenarios.
- **Method:** Field Trips
Integration: Real world experience through field trip(s) to missions, museums, nature reserves, local, state or national parks, facilities involved with measuring or modifying earth processes and/or cultural events and celebrations.
- **Method:** Papers and Reports
Integration: Students individually research and present a topic on present historic, current or popular events, relevant to particular regions of California (such as the Gold Rush), that demonstrates their comprehension of concepts, processes and mechanisms of physical and cultural diversity.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Field Trip Worksheet
Integration: Worksheets are completed in the field and graded for student comprehension, attention to and ability to communicate about specific physical and cultural geography elements of the site, region or lab that is visited.
- **Method:** Exams/Tests
Integration: Quizzes and/or exams comprised of multiple-choice, true or false, matching of terms, and short essays are designed to determine whether or not students comprehend the various processes evident in the historic, cultural, economic, and physical geography of particular regions of California.
- **Method:** Capstone Project
Integration: Researched report and presentation are critiqued for student ability to conduct research, apply terminology, compare, contrast, describe and illustrate concepts of regional geography in California.
- **Method:** Class Participation
Integration: Students are graded based on a rubric that assess their ability to integrate cultural and physical terms and concepts during in-class and field discussions on specific California regions, events or phenomenon.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Before 2008, California was the ninth wealthiest “country” in the world – it lost it’s standing but is now the fifth richest country in the world. Create a graph, chart or another mathematical model that illustrates California’s economic ups and downs – recessions and recovery. Write a brief report describing the parameters you chose to demonstrate your point and variables examined. For instance: date range, census, economic periodicals, and online indices that measure happiness or well-being, for instance. You will submit your graphic to a discussion forum, along with your assessment of conditions that trigger California’s economic ups and downs, such as “bubbles”, GDP and rapid development.
2. On the provided map of California, use the legend to illustrate, in color and with labels, how you would divide the state of California into two or more new states. Each state should represent specific characteristics based on physical environment, transportation, existing cities and projected growth, economic activities and cultural differences. Consider where government centers would be located and how each state would sustain it’s population, i.e. through taxation. You will submit your map to the discussion “California Divided” and provide a descriptive defense for the divisions you created that will be ongoing for two weeks. You will also participate with replies to other students submissions – critiquing, questioning and providing references to support their theoretical state divisions. Refer to the rubric for grading and the example posted to the discussion.

Textbooks:

- Selby, W. A (2018). *Rediscovering the Golden State of California* Wiley. ISBN: 9781119493181

Other Resources:

Minimum Qualification

- Geography (Masters Required)