

**San José State University College of Social Sciences, Department of Urban and Regional Planning,
GEOG199 – Fall 2023**

Instructor: Alma Gutierrez

Class date & Time: T/R 1:30-2:45pm

Classroom location: CL224

Instructor email: alma.gutierrez@sjsu.edu

Office hours & location: 12-1 PM in WSQ 111A, T/R

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 Learning Objectives:

The learning objectives for this course are in a sense equivalent to the objectives for the program. Students are expected to gauge the degree to which they have met these objectives, and to provide evidence in the form of reports, papers, maps, etc. that comprise an electronic portfolio. The learning objectives of the program are the following: (next page)

- 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.

Credit Hours

At SJSU, students are expected to spend at least two hours outside of class for every one hour of in person class time. Because this is a three-unit course, you can expect to spend a minimum of **6 hours per week** completing class-related assignments in addition to the in-person class meetings. Assignments include weekly readings (~30 hours), writing assignments (dream job, resume, and map wanderings) (~12 hours), term eportfolio and presentation (~19 hours), preparing for, conducting, and assessing an informational interview (~8 hours/exam), preparation for in-class engagements and other activities (~19 hours). These assignments may require work

beyond the minimum 6-hours of work outside the classroom. Careful time management will help you keep up with readings and assignments and enable you to succeed in all your classes.

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Kathrine.Richardson>. You are responsible for regularly checking with the messaging system through MySJSU

Required Texts/Readings

Textbooks

We will also be using two books this semester. The first of the two will help you “Map out” where you want to go in your professional life. Thus, we will be reading portions of the following book:

Brooks, Katherine (2009) *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 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.

The second book will help us better navigate and understand spatially how and why cities are structured the way they are down to every detail.

Mars et All (2020) *The 99% Invisible City: A Field Guide to the Hidden World of Everyday Design*

It is available online at Amazon, Chegg, etc. We will be reading through different chapters and pulling exercises/discussions from them as well.

We will also be reading/watching videos, please make sure to stay up to date with the current weeks module on Canvas for readings, etc.

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/>**

Assignments and Grading Policy

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): An ideal job description [10%] , a resume [10%], a Wanderings Map [10%] a narrative essay [10%] and a completed electronic portfolio [30%] are required at the end of this seminar. Progress on completing this portfolio is assessed periodically during the seminar. Work from Geography and Urban Planning 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%): 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 & In Class discussions (10%): 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.**

Grading Policy

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%
Rewrite Assignments	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:

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 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 at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop 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 at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

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](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

This schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Discussion: Class outline and requirements, syllabus, introductions Answer the question, “Why is the World not Neatly Divided?” Write up due 8/27

Week	Date	Topics, Readings, Assignments, Deadlines
2	8/28	Class Discussion: Dream Job Reading: “Dream Job” and draft Resume Assignment Distributed. Read pages 1-48 of Brooks. Dream Job assignment due 9/3
3	9/5	We will post the dream job in class for all to see and discuss them. Begin to work on draft resume
4	9/11	Specialist from Career Center will talk about resume writing, cover letters, CV’s, and Interviews. Write ups due at the end of class.

5	9/18	<p>Work on resume draft feedback in small groups.</p> <p>Answer the question, “Where might geography be headed in the future? Will it wither or flourish?; Answer the questions, “Who is the “we” in geography?; Why are questions we ask so important?; and What is the geographic advantage?”</p>
6	9/25	<p>In class discussion of Visit to the Career Center</p> <p>Read pages 49-108 of Brooks for next weeks discussion</p> <p>Map Wanderings Exercise Distributed.</p>
7	10/2	<p>Discussion/Introduction to the use of the software program that will enable us to develop our e-portfolio.</p> <p>Due: Rewriting assignment on 3 academic papers/assignments that you have completed during your undergraduate studies. 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.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/9	<p>Guest Lecturer on informational interviews, Justine Cuevas. Begin setting up the eportfolio as a Google Document .</p> <p>Instructor will begin to return and discuss with students one on one portfolio submissions, indicating whether anything should be changed or augmented.</p> <p>Begin to work on your e-portfolios. Develop listing of possible informational interview contacts and e-portfolio workshop. E portfolios workshop.</p> <p>Start thinking about people that you would like to include as participants in your informational interviews, and start working on informational interview questions.</p>
9	10/16	<p>Initial Map Wandering Presentations Read Mars et Al. pgs 239-293</p>
10	10/23	<p>Eportfolio Workshop</p>
11	10/30	<p>Narrative Essay Demo</p>
12	11/6	<p>Eportfolio Workshop and Narrative Essays Due</p>
13	11/13	<p>Second Map Wanderings Exercise Read Mars et Al. pgs 309-349</p>
14	11/20	<p>Discussion: Opportunities in Geography/Urban and Regional Planning, what have we learned as a class</p>
15	11/27	<p>Presentation and discussion of student portfolios</p>
16	12/4	<p>Presentation and discussion of student portfolios</p>
17	12/11	<p>Presentation and discussion of student portfolios</p>
Final Exam	12/14	<p>(Final) Presentation and discussion of student portfolios wrap up with feedback CL 224 12:15-2:30pm</p>