

### CLASS INFORMATION SHEET

**SEMESTER:** Spring, 2010.  
**DEPARTMENT & NUMBER:** Geography IL  
**COURSE CODE:** 77180  
**LECTURE HOURS:** 0 **LAB HOURS:** 3  
**OFFICE:** CUNN 310

**INSTRUCTOR:** DR. ROBIN R. LYONS  
**TITLE:** Physical Geography Lab  
**Classroom :** Cunn 218  
**CLASS:** Thursday, 1:00-4:00  
**OFFICE HOURS M,W,F** 12:00 – 2:00  
**T, Th** 12:30 – 1:00

**PHONE** 954-5733

**Email:** [rlyons@deltacollege.edu](mailto:rlyons@deltacollege.edu)

**PREREQUISITES:** Reading Level II; Concurrent enrollment or completion of Geography 1

**CATALOGUE DESCRIPTION:** This course is designed as a series of laboratory exercises involving weather, climate, and landforms, with emphasis on problem solving, map reading, and landscape interpretation. The course correlates with topics from Physical Geography. Physical Geography Laboratory plus Physical Geography satisfies the laboratory science requirements for general education. (UC, CSU, CAN GEOG 6 with both GEOG 1 and GEOG 1L)

**TEXTS:** Physical Geography, California Edition, 2009, McKnight & Hess. Also Supplemental material by Strahler. Also, Lab Manual and Workbook.

**REQUIRED EQUIPMENT AND SUPPLIES:** pencils, protractor, calculator, colored pencils.

**Last day to withdraw to receive a W: See class schedule.** Note: Students must withdraw to receive a W. The instructor will not automatically drop students.

#### Student Learning Outcomes:

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

1. Reinforce concepts gained in GEOG 1 (Physical Geography).
2. Gain experience with Physical Geography from a practical as well as theoretical point of view.
3. Demonstrate basic techniques in map reading and interpretation.
4. Analyze the major elements of weather and climate and interpret weather maps.
5. Describe the functioning of ground water systems and water budgets.
6. Utilize the basic techniques in air photo interpretation
7. Analyze landforms and geomorphology from topographic maps.

**COURSE CONTENT:** The class will meet according to the following schedule:

- |      |  |
|------|--|
| 1/21 | Introduction and general instructions.   |
| 1/28 | Lab 1 Read Chapters 1 in McKnight. Also chap.1 in the supplementary material. Topics: What is Geography, Location (Latitude and Longitude), The Earth in Space, shape of the Earth. Lab Manual Section 1 |
| 2/4  | Lab 2 Read Chap. 1 in McKnight and Supplement Chapters 4 & 5. Topics: Time Zones and Seasons Lab Manual Section 2.   |
| 2/11 | Lab 3 Read Mc Knight Chapter 2 and appendix II and Supplemental material chapter 2 and Appendix 1 pp. 585-592. Topics: Cartography, Map Essentials and Map Projections. Lab Manual Section 3.            |
| 2/18 | Lab 4 Read Supplementary material appendix 1 pages 593-604. Topographic Maps and Aerial Photographs. Lab Manual Section 4. Also, review for midterm exam. Practice tests will be available.              |
| 2/25 | Exam # 1   |
| 3/4  | Lab # 5. Read Chapters 3 & 4 in McKnight. Topics: The Atmosphere, Solar Radiation and Temperature. Lab Manual Section 5.   |
| 3/11 | Lab # 6 Read Mcknight Chapters 5 and 6, and appendices III and IV. Topics: Air Pressure and Winds, Ocean Currents, Humidity, Clouds and Precipitation. Lab Manual Section 6.                             |

|      |  |
|------|--|
| 3/18 | Lab 7 Read Chapter 7 in McKnight Topics: Air Masses, Weather Maps, Storms, Hurricanes, Tornadoes, El Nino and La Nina. Lab Manual Section 7. Also review for second exam. Practice tests will be available.  |
| 3/25 | Second Exam during the first hour. Then work on lab 8. Read McKnight Chapter 8 and appendix V. Also Supplementary material appendix II, pages 605-620 Topic: Climate. Lab Manual Section 8 Lab to be turned in the following week.   |
| 4/8  | Lab 9 Read McKnight chapter 6, pages 145-147 and chapter 9. Topic: Hydrology. Lab Manual Section 9.  |
| 4/15 | Lab 10. Read McKnight chapters 10 and 11 and appendix VI. Topic: Natural Vegetation Part of the lab time will include a Natural Vegetation Field Trip around the Delta College Campus. Students will get together in groups of 3 or 4 and observe trees and plants that are labeled. (Note: There is a Botanical Trail Guide publication that will be especially helpful. Copies are available for classroom use only.) Each student needs to make his or her own observations; no student should have the same trees or plants on his or her lists as any other student. Lab Manual Section 10. |
| 4/22 | Lab 11 Read McKnight chapter 12 and appendix VII. Topic: Soil. Be sure to bring to the lab two different samples of soil that you would like to test for mineral content and pH. Part of the period will be spent testing these soil samples. Lab Manual Section 11. Also review for 3 <sup>rd</sup> Exam. Practice tests will be available.   |
| 4/29 | Exam 3 during the first hour, then Lab. 12 Read McKnight chapters 13 and 14. Geomorphology I. Topic: Volcanoes, Tectonic Landforms, Plate Tectonics. Lab Manual Section 12. Submit lab 12 the following week.  |
| 5/6  | Lab 13. Read McKnight chapters 15 and 17 . Geomorphology II. Topics: Minerals, Rocks, Weathering, Karst and Mass Wasting. Lab Manual Section 13.   |
| 5/13 | Lab 14. Read McKnight chapters 16 and 18.. Geomorphology III. Topics: Fluvial Erosion, Land-Mass Denudation, Aeolian Features. Lab Manual Section 14.  |
| 5/20 | Lab 15. Read McKnight chapters 19 and 20 Topics: Coastal and Glacial Erosion. Lab Manual Section 15. Also, review for final exam. Practice Exams for the Final will be shown.  |
| 5/27 | Final Exam 2:00-3:50.  |

**OBLIGATION OF THE STUDENT:** The class meets for 3 hours. Students must plan to be present in the lab for the complete time. One purpose of the lab is to consult one-on-one with the instructor and work with other students. Each lab must be completed the day of the lab. A quiz will usually be given at the end of the lab period or students will be asked to turn in their labs for grading purposes. Quizzes may not be taken early. If students miss any lab period they are still responsible for learning the material since it will be covered on the exams. The lowest three lab scores will be discarded; missing labs or zeros will be included with these three lowest scores. The material covered in the labs will generally coincide with the material covered in class, but sometimes the lab material may be ahead of the class or may contain more details. It is therefore important that the students read the textbook ahead of time. There will be a minimum of actual instruction during the lab; instruction will usually be individual or in small groups.

**METHOD OF EVALUATION AND GRADING DISTRIBUTION:** Students may earn a total of 200 points as follows:

3 exams @ 30 pts. = 90. Final exam = 50 pts.

12 labs @ 5 points each = 60 pts. (The 3 lowest lab scores will be dropped, including any missing labs.)

An optional self guided field trip may be taken for 25 pts. extra credit. See instructor for details.

Grades will be issued according to the following distribution:

A = 180 - 200 points

B = 160 - 179 points

C = 140 - 159 points

D = 120 - 139 points

F = less than 120 points

## CLASS INFORMATION SHEET

**SEMESTER:** Spring, 2010  
**DEPARTMENT & NUMBER:** Geography I  
**COURSE CODE:** 94047  
**LECTURE HOURS:** 3  
**OFFICE:** CUNN 310  
**PHONE:** 954-5733  
**Email :** [ryons@deltacollege.edu](mailto:ryons@deltacollege.edu)  
**PREREQUISITES:** Reading Level II

**INSTRUCTOR:** DR. ROBIN R. LYONS  
**TITLE:** Physical Geography  
**Classroom:** West Forum  
**CLASS:** MWF. 10:00-10:50  
**OFFICE HOURS:** M. W. F. 12:00-2:00  
T. Th. 12:30 – 1:00

**CATALOGUE DESCRIPTION:** This course is designed as a study of the natural environment. Individual topics include maps, time zones, seasons, weather, climate, the hydrologic cycle, natural vegetation, soils and landforms. (UC, CSU, CAN Geog 2, CAN Geog 6 with both Geog 1 and 1L)

**TEXT:** Physical Geography, California Edition by McKnight and Hess. There is also a Supplement from Strahler that will be sold separately. Students will also need to purchase the **Lab Manual and Workbook** published by Kendall/Hunt which will be used for assignments. An atlas is also recommended.

**Library Resources:** The following books are on reserve in the library and provide important additional information: Physical Geography by Strahler, and Physical Geography in Diagrams by Bunnet.

**Last day to withdraw to receive a W: See class schedule. Students must withdraw to receive a W. The instructor will not automatically drop students.**

### **PURPOSE OF THE COURSE:**

General Aims: Upon successful completion of the course, students will be able to demonstrate awareness of the environment that surrounds them and critically address planet earth, particularly the atmosphere, natural vegetation, soils, and landforms.

Student Learning Outcomes: Upon successful completion of the course, students will be able to:

1. Recognize basic earth-sun relationships and demonstrate how these relationships explain changes in seasons and time over the face of the earth.
2. Explain concepts of map projections and map interpretation.
3. Demonstrate a basic knowledge in meteorology by interpreting such weather variables as solar radiation, atmospheric temperature and pressure, winds, clouds, storms, and types of precipitation and use this data to make weather forecasts.
4. Describe the concepts of the hydrologic cycle, soil water and ground water.
5. Analyze the earth's climate and biosphere including the Koppen climate system, natural vegetation and soils.
6. Differentiate between empirical or descriptive and genetic approaches to the study of landforms and describe the initial earth forming processes in opposition to the sequential forces and agents of erosion.

### **COURSE CONTENT:**

**Unit I:** Geography, Geodesy, Time, Seasons, Cartography and Maps

**Assigned Readings:** Chapters 1-2 and appendices I and II from text, and Supplement chapters 1,2,4,5, & Appendix I pages 585-604

Students must be able to demonstrate a knowledge of how the discipline of geography is organized, and the significance of the theories of environmental determinism and possibilism. Specific topics include (1) latitude and longitude; (2) time zones; (3) the seasons and the angle of the sun's rays at various latitudes, (4) map essentials, (5) topographic maps; and (6) contour lines. Students must be able to solve problems dealing with these topics.

**Examination # 1 2/24**

**Unit II:** Meteorology

**Assigned Readings:** Chapters 3-7 and appendices III and IV

Students must understand the nature and composition of the atmosphere, changes and processes affecting the basic elements of weather including temperature, precipitation, air pressure and winds; climatic controls such as land water distribution, altitude, location, ocean currents, storms, topographic barriers; cloud types, how clouds are formed and what causes precipitation and condensation; interpreting weather maps and making weather forecasts.

**Examination #2 3/24**

**Unit III:** Climate, Vegetation and Soils

**Assigned Readings:** Chapters 8 - 12 and Appendices V, VI and VII

Students must show an understanding of the Koppen system of climate classification; the hydrologic cycle, including soil water, ground water, artesian systems, the Ghyben-Hersburg lens, Oahu's unusual water supply; natural vegetation and biomes; soil forming processes and classifications; and the relationship of climate to all of the above.

**Examination #3 4/28**

**Unit IV:** Geomorphology

**Assigned Readings:** Chapters 13 -20.

Students should pay special attention to terms in this section of the course, particularly those used to name various landform features. Specifically, we will study (1) the difference between the empirical and genetical approaches to geomorphology; (2) endogenetic forces including vulcanism and diastrophism; (3) the theory of plate tectonics, the internal structure of the earth; (4) minerals and rocks; (5) weathering, both physical and chemical; (6) the Davisian model of landform erosion; and (6) agents of erosion and their accompanying processes and landform features including mass wasting, water erosion, wind, glaciation and coastal erosion processes.

**FINAL EXAM: Wednesday, 5/26 10:00-11:50**

**OBLIGATION OF THE STUDENT:** The Lab Manual and Workbook contains additional information and material for quizzes. For exam purposes, students should be prepared to answer all questions in the workbook. Some of these materials will be included on the quizzes and must be turned in to be graded. Students should read the assigned chapters from the textbook ahead of time. There is no make-up of any quizzes, and only for exams under special circumstances. Attendance in class is extremely important. If a class is missed, important information that will be on the exam is lost, and quizzes will be missed that cannot be made up. There is no need to call the instructor with an excuse for an absence. However, if several quizzes or an exam are missed, the student could be dropped from the role, so it is absolutely essential to be present at all times. Make-up exams must be rescheduled immediately. These make-ups will be more difficult than the regular exam and will not have any bonus questions. Students are expected to participate fully in class by asking and answering questions and being part of the discussion and dialogue. In a large classroom setting, it is especially important to be courteous. Talking during class or leaving early is not considered to be courteous behavior. Be sure to turn off all cell phones and pagers before entering the classroom. No ipods are allowed during class or exams. Cell phones cannot be used as calculators.

**METHODS OF EVALUATION AND GRADING DISTRIBUTION:** The results of all exams and quizzes will be added together and grades will be issued according to the following formula:

- A = 90% and above or 450 points or more.
- B = 80-89% or 400 - 449 points
- C = 70-79% or 350 - 399 points
- D = 60-69% or 300 - 349 points
- F = Less than 60% or less than 300 points.

There will be opportunities for extra credit. These are listed below. For those students with a weak background in science, extensive hard work will be required. Students should plan to spend three hours out of class for every hour in class. The first three mid-term exams will be worth 60 points each. The final exam will be comprehensive and will be worth 120 points. The total value of all exams will equal 300 points. There will be 27 quizzes, with a total value of 200 points. No make ups are allowed, but the lowest 7 scores or 7 missing scores will be dropped. Thus the total possible is 500 points. Extra credit will be added to the total points earned by each student. Obviously 40% of the grade is based upon quizzes which require study and preparation. But even more importantly, if students do not understand the material on the quizzes, they will not be successful on the exam.

## SUGGESTIONS TO HELP STUDENTS SUCCESSFULLY COMPLETE THIS COURSE

(Written personally from the first to second person).

1. Never miss even one minute of classroom instruction. If you do miss a class, leave early, sleep in class, daydream, fail to concentrate or fail to take good notes, you will be missing something important, that will probably be on an exam. "If you snooze, you lose". I find it incredible that students pay hard earned money for tuition and then fail to take advantage of the instructor's time during class. I am also amazed that some students come to class with no notebook or pen.

I always try to answer students' question, but one semester I remember answering the same question 5 or 6 times. I can be patient, but let's not waste other students' time.

2. Use your time wisely. Your success as a student, and really, your success in life, will depend to a large extent on how you utilize your time. Every second is precious. There is so much to learn - why waste it watching useless TV shows, gossiping on the phone, or socializing around campus. Make study cards and carry them with you. If you have 2 minutes, pull out your cards and learn a new concept or vocabulary term. (I remember in high school when one student asked another what time it was, the teacher overheard and said, "Time passes, will you?")

3. Be prepared. Before coming to class, read the chapter in the textbook. Do not come to class unprepared. Have a clue about the subject of the day. READ THE CHAPTER FIRST. After class, review your notes from the class, then read your textbook again. Follow this procedure every day and then get a good sleep before the exam rather than cramming all night. The main reason students fail this class is LAZINESS. Make taking the exam a competition or game. Compete against that former unmotivated student you may have been, and strive for success. If I see you walking around with head phones on, I will assume you are listening to recordings you made of the lectures. Are you here to entertain yourself, or to become educated and successful in life?

4. Since you are here to learn, BE HONEST. Your goal is not just to get by doing as little as possible. Your goal is to understand as much as you can about this amazing world in which we live. As time passes, you may forget some of the details you learned in this class, but many of the important concepts will stay with you. The appreciation you gained for the environment, and the study skills you acquired, these will benefit you all your life. Ten or twenty years from now, when looking down at the Grand Canyon, or looking up at the glaciated peaks of Yosemite, you will say, "I remember that idea. I learned in at Delta College in Geography 1." If you cheat, you are only cheating yourself. Would you go to a Doctor who had cheated his way through medical school? Be the best that you can be.

5. Obtaining an education is more than just memorizing facts, or even interrelating those facts into structural systems and patterns. A truly educated person knows how to think critically. An important outcome of this course should be to learn how to reason using scientific principles and methods. The scientific method of solving problems will aid you in many aspects of your life, not just your academic progress. CRITICAL THINKING means you can logically follow a series of "if" and "therefore" propositions. In this course we will not just emphasize facts and information. We will stress how to think and solve problems using the information we learn.

6. Prepare to work hard. Responsibilities for college and university students are much more demanding than for high school students. The average student planning to earn an average grade of C should expect to study about 3 hours outside of class for every hour in class. That means putting in a total of 12 hours per week for a three credit course. While the instructor is sympathetic to your daily problems and difficulties, they have nothing to do (directly) with your grade. How you manage your time, solve your personal problems, and master the course material will be reflected in your grades. If there are questions about the subject matter, or difficulties in

understanding concepts, feel free to ask during class (others may have the same question), or see the instructor or call during office hours. Think of studying or learning as the greatest pleasure in life. Learning may not always necessarily be entertaining, but decide if your goal in life is to be constantly entertained or to learn as much as possible during your short stay on this fascinating planet tucked away on an obscure spiral arm of an insignificant galaxy called the Milky Way. The choice is yours!

Quiz Schedule and Readings:

| Quiz | Topic                         | McKnight  | Supplemental | Workbook                 |
|------|-------------------------------|-----------|--------------|--------------------------|
| 1.   | Geography and the Earth       | 1,        | 1            | 1 pp. 2-13               |
| 2.   | Latitude and Longitude        | 1         | 1            | 1 pp. 14-19              |
| 3.   | Time Zones                    | 1         | 5            | 2 pp. 22-24              |
| 4.   | Seasons and Sun Angles        | 1         | 4            | 2 pp. 25-34              |
| 5.   | Cartography and Maps          | 2         | Appendix I   | 3 pp. 36-41              |
| 6.   | Map Projections               | 2         | 2            | 3 pp. 42-44              |
| 7.   | Contour and topo. maps        | 2         | Appendix I   | 4 pp. 46-62              |
| 8.   | Atmosphere                    | 3         |              | 5 pp. 63-66              |
| 9.   | Solar radiation               | 4         |              | 5 pp. 67-69              |
| 10.  | Temperature                   | 4         |              | 5 pp. 70 -77             |
| 11.  | Air Pressure and Winds        | 5         |              | 6 pp. 80-84              |
| 12.  | Humidity and Clouds           | 6         |              | 6 pp. 85-98              |
| 13.  | Precipitation and air masses  | 7         |              | 7 pp. 100-105            |
| 14.  | Hurricanes, Tornadoes El Nino | 7         |              | 7 pp. 106-110            |
| 15.  | Climate Classification        | 8         | Appendix II  | 8 pp. 112-124            |
| 16.  | Hydrology                     | 9.        |              | 9 pp. 131-141            |
| 17.  | Natural Vegetation (Flora)    | 10 & 11   |              | 10 pp. 143-150           |
| 18.  | Soils                         | 12        |              | 11 pp. 152-159           |
| 19.  | Climate controls              | 8         |              | 11 pp. 160 - 163         |
| 20.  | Geomorphology                 | 13        |              | 2 pp. 165-167 & 170-182  |
| 21.  | Plate Tectonics               | 14        |              | 12 pp. 168-169 & 183-187 |
| 22.  | Minerals and Rocks            | 14        |              | 13 pp. 189-190           |
| 23.  | Weathering and Mass Wasting   | 15 and 17 |              | 13 pp. 191-201           |
| 24.  | Fluvial Erosion               | 16        |              | 14 pp. 204-212           |
| 25.  | Wind Erosion                  | 18        |              | 14 pp. 213-216           |
| 26.  | Glaciers                      | 19        |              | 15 pp. 227-238           |
| 27.  | Coastal Erosion               | 20        |              | 15 pp. 218-226           |

Extra Credit Work:

1. Create a 10 day weather chart of weather in Stockton or your local community. Include daily weather information for 7 days in a row including location and time of observations, sources of data, dates, current temperature, maximum temperature, minimum temperature, air pressure, relative humidity, precipitation amount and type, cloud type, dew point, wind direction and speed, and forecast for the next few days. Due Mon, 3/22

2. Complete pages 160-163 in workbook. Due the date of Exam #3. 4/28 25 points

3. Submit a typed glossary of 150 terms from chapters 13-20 or class notes relating to these chapters, Put the definitions on a different page or the back of the page that has the terms. Due the date of the final exam, Wed. May 26 at the beginning of the exam.

## CLASS INFORMATION SHEET

**SEMESTER:** Spring 2010  
**DEPARTMENT & NUMBER:** Geography 2  
**COURSE CODE:** 49642  
**LECTURE HOURS:** 3  
**OFFICE:** CUNN 310

**INSTRUCTOR:** DR. ROBIN R. LYONS  
**TITLE:** Cultural Geography  
**CLASSROOM:** Cunn. 218  
**CLASS:** MW 5:00-6:30  
**OFFICE HOURS:** MWF 12:00-2:00  
and T, Th 12:30-1:00,

**PHONE:** 954-5733  
**EMAIL:** rlyons@deltacollege.edu  
**PREREQUISITES:** Reading Level II

**CATALOGUE DESCRIPTION:** This course is designed as a systematic review of the major topics in human geography: population, culture, (race, language, religion, music), economic activities, settlement patterns, including urbanization, and political geography. (UC, CSU, CAN Geog 4).

**TEXT:** Human Geography: People, Place, and Culture. 9th Edition, Harm DeBlij.

A course syllabus is required and available at the Bookstore. Students may also want to purchase an atlas and student companion guide book, but these are optional.

### PURPOSE OF THE COURSE:

General Goals Upon successful completion of the course, students will be able to:

1. Dispel ethnocentrism by developing an appreciation for different peoples and cultures, together with an analysis of the underlying causes for such human differentiation.
2. Recognize patterns of similarity and difference from place to place by examining different environments, cultural backgrounds, economic activities, and political developments.
3. Demonstrate knowledge of current world affairs and to help place daily happenings into a broad and meaningful framework.
4. Develop a continuing quest for knowledge and understanding of the environment and people that share this planet with us.

Student Learning Outcomes: Upon successful completion of the course, students will be able to:

1. Recognize the basic nature and philosophy of geography.
2. Use and interpret maps.
3. Assess basic population dynamics (births, deaths and migration).
4. Evaluate population growth from a spatial perspective.
5. Explain the geography of nutrition and disease.
6. Compare the Malthusian to the Technocrat perspective of population growth.
7. Trace the development of human culture, including race, language, religion and music.
8. Evaluate the concepts of culture, acculturation and assimilation and the process of the diffusion of innovations.
9. Analyze livelihood patterns and basic economic activities: hunting and gathering, agriculture, industrialization and economic development.
10. Assess human settlement patterns, rural and urban.
11. Explain processes and concepts in Political Geography, including territorial morphology, spatial expressions of political organization, supranationalism and geo-political theories.
12. Demonstrate an understanding of the significance and background of major international current affairs.

**Last day to withdraw to receive a W: See class schedule. Note: Students must withdraw to receive a W. The instructor will not automatically drop students.**

### COURSE CONTENT AND SPECIFIC OBJECTIVES:

**Unit I: Introduction to Geography**

**Assigned Readings:** Chapter 1, and Appendices A & B.

**Objectives:** The basic nature and philosophy of geography will be discussed. We will also look at the major subdivisions within the field, in addition to studying map essentials and learning how to use and interpret maps. Students must be able to define the following terms and explain their significance; regional vs. systematic

geography, environmental determinism, possibilism, sequent occupance, location, centrality, site and situation, spatial interaction, Pattison, Huntington, Whittlesey, Humbolt.

First assignment due Monday, 2/1

**Unit II: Population**

**Assigned Readings:** Chapters 2,3, and 13.

**Objectives:** We will study basic population dynamics (births, deaths, migration). Population growth and distribution will be studied from a spatial perspective. Students must demonstrate an understanding of the following terms, concepts and scholarly viewpoints.

- arithmetic and physiological density
- exponential growth
- Malthus, NeoMalthusians, Technocrats, Paul Erlich, Garret Hardin, Julian Simon, Ester Boserup, Parkinson's law of diminishing returns
- LDC's, zero population growth, vital rates, age-sex pyramids, doubling times, life expectancy, infant mortality, the demographic transition.
- Ravenstein, Zipf, Everett Lee's Laws of Migration, the gravity model.
- the Sahel, hidden hunger, the Green Revolution.
- Kwashiorkor, marasmus, schistosomiasis, bilharzia, tsetse fly, sickle-cell anemia, endemic, pandemic, chronic, AIDS, geophagy
- protein consumption.
- cyclic movement, periodic movement, action space, place utility, voluntary migration, the migration of overseas Chinese, transhumance.

Second Assignment due: Mon. 2/22

**Examination #1** Wed. 3/3

**Unit III: Culture**

**Assigned Readings:** Chapters 4,5,6,and 7.

Third assignment due Wed. 3/10

**Objectives:** Aspects of human culture will be studied here, including race, language, religion, music, cultural landscapes and culture realms. The following items are among the topics and definitions students must know:

- Culture:** culture hearth, culture regions, cultural landscapes, acculturation, assimilation, ethnogenesis, diffusion of innovation, core-domain-sphere, The Mormon culture region.
- Music:** jazz, rhythm and blues, rock and roll
- Race:** physical traits, blood types, cephalic index, gene pools, racial distributions, rules of ecological adaptation.
- Language:** lingua franca, multi and bi-lingualism, dialects, pidgin, language stocks, families and distributions.
- Religion:** Shamanism, Judaism, Christianity (Nestorian, Coptic, Gnostic, Orthodox, Catholic and Protestant), Islam, Hinduism, Sikhs, Jainism, Mahayana and Theravada Buddhism, Confucianism, Taoism, Shinto, Zoroastrianism, Communism.

**Examination #2** Wed. 4/21

**Unit IV: Livelihood Patterns and Economic Activities**

**Assigned Readings:** Chapters 11,10,12, and 14.

**Objectives:** Our goal here is to recognize the diversity of human subsistence and economic activities throughout the earth and to appreciate the different resultant patterns that emerge. Students must be able to define and explain in writing the significance and meaning of the following terms and concepts.

- hunting and gathering, shifting cultivation, pastoral nomadism, subsistence and commercial agriculture, migratory vs. sedentary agriculture, plantations, dairying.
- agricultural origins and domestications, Von Thunen's theory of agricultural location.
- industrial intensification (Ruhr, Donbass, Volga, Urals, Manchuria, Kanto Plain).
- \* Division of the labor force into Primary, Secondary and Tertiary segments.
- \*Locational Analysis, Theories of Economic Development, Rostow, Lewis.
- \*The Revolution of Rising Expectations.

**Map quiz: Mon. 5/21**

**Unit V: Settlement and Urban Geography**

**Assigned Readings:** Chapter 9.

**Objectives:** Students will need to demonstrate an understanding of human settlement patterns, both rural and urban, and also explain the major geographic theories of urban expansion and rural settlement. The following terms are among the ideas and concepts we will be studying:



- hamlet, village (linear, cluster, round, walled, grid), town, city, megalopolis, SMA, primate city, conurbation, ecumenopolis.
  - house types, building materials including wattle, style, etc.
  - dispersed vs. nucleated or agglomerated settlement patterns.
  - hinterland, site, situation, CBD, decentralization, urbanized area, urbanization, urban function, centrifugal and centripetal forces, centrality.
  - Theories:** Christaller, functional classification of cities, Zipf's rank-size hypothesis, Harris' functional classification of cities, the economic base concept, Burgess' concentric zone theory, Hoyt's sector theory, Harris and Ullman's multiple nuclei theory, Vance's Urban Realms Theory.
- Fourth assignment due Wed. 5/19

#### **Unit VI: Political Geography**

**Assigned Readings:** Chapter 8..

**Objectives:** To understand the political and geographic processes that have led to the formation of different geo-political spatial organizations. Students must be able to define the following terms and show an understanding of the related concepts.

- Nation-state, early civilizations, city-states, Roman Empire, Teotihuacan, Altiplano, Aztec, Mayan and Incan civilizations.
- Iconography, plural society, territorial morphology: size, shape (compact, prorupt, fragmented, perforated, elongated).
- Spatial expressions of organization, power or viability, boundaries, frontiers, capital cities.
- Balkanization, Supranationalism, Benelux, Common Market or European Union, European Free Trade Association, Comecon or CMEA, NATO, OPEC, NAFTA, UN, WHO, FAO, UNESCO, OAS.
- Heartland Theory (McKinder), Rimland Theory (Spykman), New Heartland and Polar Theory (Hooson), Space Theory, (?).
- Last frontiers, exclusive economic zones, (EEZ's), Antarctica, The Moon, Mars, Outer Space.
- Geo-political theories: Ratzel's Organic Theory, Van Valkenburg's Cycle theory.
- colonialism, France d'outre mer, the British Empire, The League of Nations.

**Final Examination: Monday 5/24, 4:00-5:50**

**OBLIGATION OF THE STUDENT:** Students are responsible for both the content of the textbook, and the material covered in class discussions. Normally there will be an overlap between these two sources of information, but sometimes topics discussed in class are not covered in the textbook. Therefore, attendance in class is essential. Students are also expected to read and study the textbook in advance. The normal workload for college courses is three hours outside of class for every hour in class. Short "pop" quizzes will be given during class to ensure that the text is being read. These results will be used for extra credit. A combination of short and longer, more detailed, assignments will be given. These must be completed on time. Late assignments will be marked down, and will not be accepted (whatever the reason) once graded assignments have been turned back to the students. The students are expected to participate fully in class by asking and answering questions and being part of discussion and dialogue. Students will demonstrate proper etiquette at all times. This means being attentive, not leaving class early, refraining from bringing cellular phones, beepers, etc. into class and generally not distracting others.

**METHODS OF EVALUATION AND GRADING DISTRIBUTION:** There will be two mid-terms and a final exam. There will be at least one opportunity, in addition to the "pop" quizzes, to earn extra credit, which will be announced in class. Grades will be based upon the total number of points earned from the assignments, quizzes and exams according to the following schedule:

Assignments: 1st - 35 points, 2nd - 10 points, 3rd - 50 points, 4th - 50 points. Total - 145 points.

Exams: 1st midterm - 65 points, 2nd midterm 65 points, map quiz - 25 points, Final 100 points.

Total for course: 400 points.

- A = 90% and above or more than 360 points.
- B = 80-89% or 320 - 359 points
- C = 70-79% or 280 - 319 points
- D = 60-69% or 240 - 279 points
- F = Below 60% or less than 240 points.

#### Extra Credit

1. Present a two page argument in favor of either Malthus' theory or that of the Technocrats. Due Friday 2/13 25 points.
2. Create a poster illustrating some topic dealing with language or religion. Give a brief report to the class about the poster. Due between 2/25 and 4/1. 25 points
3. Write an essay take-home final (5 of 6 questions) and turn in the day of the final exam. 25 points.:

Students sometimes need to be reminded that cheating and plagiarism are serious offenses. All universities and colleges have codes of student conduct. Academic dishonesty may result in expulsion from school and will certainly result in an F grade. Dishonesty includes cheating (giving or receiving unauthorized help during an examination, or using inappropriate sources of information during an examination), and also plagiarism (submitting the work of other people as your own or neglecting to identify as a quotation a documented idea that has not been assimilated into the student's own language and style). All exam materials are the property of the instructor and are limited to exam time use only.

Responsibilities for college and university students are much more demanding than for high school students. The average student planning to earn an average grade of C should expect to put in about 3 hours outside of class for every hour in class. That means putting in a total of 12 hours per week for a three credit course.

While the instructor is sympathetic to your daily problems and difficulties, they have nothing to do directly with your grade. How you manage your time, solve your personal problems, and master the course material will be reflected in your grades. If there are questions about the subject matter, or difficulties in understanding concepts, feel free to ask during class (others may have the same question,) or see the instructor, or call during office hours. Think of studying or learning as the greatest pleasure in life. Learning may not always necessarily be entertaining, but decide if your goal in life is to be constantly entertained or to learn as much as possible during your short stay on this fascinating planet tucked away on an obscure spiral arm of an insignificant galaxy called the Milky Way. The choice is yours.

## CLASS INFORMATION SHEET

**SEMESTER:** Spring 2009  
**DEPARTMENT & NUMBER:** Geography 10  
**COURSE CODE:** 63685  
**LECTURE HOURS:** 3  
**OFFICE:** CUNN 310

**INSTRUCTOR:** DR. ROBIN R. LYONS  
**TITLE:** World Regional Geography  
**CLASSROOM:** Cunn 218  
**CLASS:** MWF 11:00 – 11:50  
**OFFICE HOURS:** MWF12:00-1:30, T Th 12:30 – 1:00

**EMAIL address:** [ryons@deltacollege.edu](mailto:ryons@deltacollege.edu)      **PHONE:**954-5733

**PREREQUISITES:** Reading Level II

**CATALOGUE DESCRIPTION:** This course is designed to survey the physical, cultural, and economic geography of the world's regions: Europe, Asia, Africa, the Americas, and Oceania, using a regional geographic approach. Current events and regional problems are examined. (UC, CSU).

**TEXT:** Geography: Realms, Regions and Concepts, 14th Edition, by Harm DeBlij, required.  
Goodes World Atlas, 21st Edition, recommended.  
**Students also need to purchase the course syllabus from the bookstore - required.**

### **PURPOSE OF THE COURSE:**

General Goals: Upon successful completion of the course, students will be able to:

1. Identify place locations by studying regional maps of the world.
2. Evaluate basic geographic concepts and inductively formulate mental models by placing facts and isolated ideas into systematic themes and patterns.
3. Appreciate different cultures around the world and dispel some of our own ethnocentrism.
4. Develop an interest in current world affairs and demonstrate a basic understanding of the current physical, economic and political happenings and trends occurring throughout the world's nations and regions today.

Student Learning Outcomes: Upon successful completion of the course, students will be able to:

1. Recognize place names for each of the regions studied (Europe, Oceania, the former USSR, Anglo and Latin America, the Dry World, Africa and Asia) and identify the location of those places on regional maps.
2. Demonstrate an understanding of the basic geographic locations, physical geography, cultural and economic features and current political affairs, for each of the above regions.
3. Evaluate essential geographic concepts that are exemplified by that region.

**See class schedule for the last day to withdraw and receive a W. Note: Students must withdraw to receive a W. The instructor will not automatically drop students.**

### **COURSE CONTENT AND SPECIFIC OBJECTIVES:**

#### **Introduction:**

**Assigned Readings:** Introduction and Appendices in DeBlij.

**Key Concepts:** The meaning of Geography, environmental determinism, possibilism, sequent occupance, regional vs. Systematic geography, cultural landscapes, climate regions, world population distribution, Developed vs. Developing nations (LDC's) world geographic realms.

### **PART I: DEVELOPED REALMS**

#### **Europe:**

**Assigned Readings:** Chapter 1

#### **Key Concepts:**

- A. Introduction to Europe: location, physical geography, cultural and political geography, European Union.
- B. Northwestern Europe: The British Isles, France, the Lowland Countries, Scandinavia and Finland, Germany.
- C. Mediterranean Europe: Iberia, Italy, Greece.
- D. Eastern Europe: The Shatterbelt Zone.

**First Assignment due Wed. 1/21**

**Map and unit quiz –Fri. 2/19**

See separate syllabus for list of place names that you must study for the map quiz.

**Australia and New Zealand:**

**Assigned Readings:** Chapter 11 in DeBlij.

**Key Concepts:**

- A. Location: Oceanic isolation.
- B. Physical Geography: Separate evolution of plants and animals, Wallace and Weber lines, climate and subtropical high pressure cells, continental shield and the cycle of land-mass denudation.
- C. Historical Geography: explorers, (Tasman and Cook), Terra Australis Incognita, hinterland, penal colonies, race relations with Aborigines and Maoris, Treaty of Waitangi.
- D. Economic Geography: pastoral activities, Merino sheep, mining and trade, geothermal power, physiological density.

**Map and unit quiz – Fri. 2/26** See Syllabus for place name list.

**Russia and the former USSR:**

**Assigned Readings:** Chapter 2 in DeBlij, also, in Chapter 1 read about Belarus, Kaliningrad, Moldova, and the Ukraine, and in chapter 7 read about Kazakhstan, Turkmenistan, Uzbekistan, Krgyzstan, and Tajikistan.

**Key Concepts:**

- A. Location: Large size of Russia and McKinder's Heartland Theory.
- B. Physical Geography: Chernozem soils of the steppe (especially in the Ukraine), permafrost, tundra, taiga, continentality.
- C. Historical Geography: Tsars, communists, glasnost, and perestroika.
- D. Economic Geography: mining and industrial regions.

**Map and unit quiz – Fri. 3/5**

Study place name list and prepare for map and unit quiz.

**Anglo America:**

**Assigned Readings:** Chapter 3 in DeBlij.

**Key Concepts:**

- A. Physiographic regions.
- B. Plural societies, and ethnic settlement patterns.
- C. Canada, including French Canada, and Quebec.
- D. Regional Economies in the United States, including Megalopolis, and the Fall Line.

**Map and unit quiz – Fri. 3/12**

See place name list and study page from syllabus that lists cities with professional sports teams.

**Second assignment due Mon. 3/15**

**Japan:**

**Assigned Readings:** Appropriate section of Chapter 9 in DeBlij.

**Key Concepts:**

- A. An Island archipelago.
- B. Racial and cultural homogeneity.
- C. Economic imperialism, and dual Shintoism.
- D. Ratzel's Organic Theory and Japan's Economic Success.

**Map and unit quiz: Fri 3/19**

**Mid-Term Examination Fri. 3/26**

## **PART II - LESS DEVELOPED REALMS**

### **Latin America:**

**Assigned Readings:** Chapters 4 and 5 in DeBlij.

#### **Key Concepts:**

- A. Physical Geography: Landform patterns, altitudinal zonation, Altiplano, El Niño
- B. Historical and Cultural Geography: from pre-Columbian civilizations to Hispanic influences, also Mestizo and Creole races, land tenure, plazas, haciendas, juntas.
- C. Plant and Animal Domestications
- D. Modern economies in Middle, Central and South America.

**Map and unit quiz Fri. 4/9**

Study place names in syllabus for unit map quiz.

### **The Dry World (North Africa and the Middle East):**

**Assigned Readings:** Chapter 7 in DeBlij.

#### **Key Concepts:**

- A. Climate and Dry World Geomorphology, Maghreb, Levant, Asia Minor, The Durand Line.
- B. Religion, especially Islam.
- C. Lack of Iconography and political unification.
- D. Modern Problems, especially the Palestinian-Israeli conflict, Pastoral nomadism, "The Middle East," OPEC.

The place name portion of the quiz will cover only the Middle East or S.W. Asia. North Africa will be together with Africa South of the Sahara on the next map quiz.

**Map and unit quiz Fri. 4/16**

**Third Assignment due Mon. 4/19**

### **Subsaharan Africa:**

**Assigned Readings:** Chapter 6 in DeBlij

#### **Key Concepts:**

- A. Rift valleys and plate tectonics.
- B. Climate and Vegetation Zones.
- C. Race and Tribalism.
- D. Medical Geography: malnutrition and disease (including AIDS, Kwashiorkor, marasmus, and schistosomiasis (bilharzia).
- E. Poor farms, rich mines, struggling economies.
- F. Problems and Potential.

**Map and unit quiz: Fri. 4/23**

Study place name list from syllabus for map and unit quiz.

### **South Asia:**

**Assigned Readings:** Chapter 8 in DeBlij

#### **Key Concepts:**

- A. The monsoon, the mountains, the rivers, the plains.
- B. Religion, castes, and conflicts. Dravidian, Aryan, Scytho-Mediterranean, Sinhalese, Tamil.
- C. Population Geography: density, literacy, life expectancy.

See syllabus for place name list. South Asia will be combined with East Asia (except Japan) on the map and unit quiz.

### **East Asia:**

**Assigned Readings:** Chapter 9 in DeBlij.

#### **Key Concepts:**

- A. The Physical Geography of China, Mongolia, Korea and Taiwan.
- B. Ethnic and cultural patterns: Han Chinese and other minorities.
- C. Population Control: one-child policy.
- D. Regional economies and political conflicts: Korea, Taiwan, Tibet.

Place names: For China, Pinyin spellings will be first, followed by traditional spellings in parenthesis. The map quiz will combine East Asia and South Asia..

**Map and unit quiz: Wed. 5/5**

**Fourth Assignment due: Mon. 5/10**

### **South-East Asia**

**Assigned Readings:** Chapter 10 in DeBlij

#### **Key Concepts:**

A. Insular SE Asia: the Philippines, Indonesia, Singapore, Malaysia. Chinese minorities, primate cities, standards of education.

B. Mainland SE Asia: Burma, Thailand, Cambodia, Laos, Vietnam. Territorial morphology, buffer zone.

Place names: See syllabus. The final map and unit quiz will combine SE Asia with the Pacific Islands.

### **Pacific Islands:**

**Assigned Readings:** Chapter 12 in DeBlij

#### **Key Concepts:**

A. Island types: Continental vs. Oceanic islands, high vs. Low islands, theory of atoll development.

B. Origins of the People: Micronesian, Melanesian, Polynesian, prehistoric Polynesian migration.

C. Paradise Lost?

**Map and unit quiz Fri. 5/21**

Study place name list in syllabus.

**Final: Monday 5/24 10:00 – 10:50**

### **OBLIGATION OF STUDENT:**

Students are responsible for both the content of the textbook and material covered in class discussions. Normally there will be overlap between these two sources of information, but sometimes topics discussed in class are not covered in the textbook. This is why attendance at class is essential.

All assignments must be completed on time. Students should feel comfortable in class and discuss ideas with and through the instructor. Leaving class early is very rude, as is unauthorized talking and other disruptive behavior. Any beepers or cellular phones need to be turned off before entering the classroom.

### **METHODS OF EVALUATION AND GRADING DISTRIBUTION:**

Students will receive grades according to the following formula:

A = 90% and above or more than 450 points

B = 80-89% or 400 - 449 points

C = 70-79% or 350 - 399 points

D = 60-69% or 300 - 349 points

F = Below 60% or less than 300 points.

Points may be earned in the following manner:

1. **Map and Unit Quizzes:** There will be 10 quizzes worth 35 points each. Your best 8 scores will be used. (There are no make-ups allowed. If you miss a quiz, this will be one of the scores to be dropped) **35x8=280 points**. These quizzes will begin the fourth week of the course.

2. **Mid-Term Exam:** will be held at the end of Part I (Developed Realms) - **50 points**

3. **Final Exam:** (Comprehensive) - **100 points**

## **TOTAL POINTS FROM EXAMS = 430 POINTS**

### **The following assignments are also required:**

1. Go to the supermarket and make a list of 25 food items that are imported from 25 **different** foreign countries. Show the name of the product, its brand name and the country from which it is imported. On a blank outline map of the world, put a number in the correct country for each product. Do not include beer, wine, alcohol or any non-food product. **10 points**

2. Play a geographic game of some type (e.g. Where in the World is Carmen San Diego), or watch several episodes of the TV show by the same name. The computer version is especially recommended. Or play some other geographic game from the internet. Type a one-page report summarizing what you learned and evaluate this assignment as a learning tool in geography. **15 point**

3. Make a list of five fictional/historical novels you have read or five popular movies you have seen and describe the geographic setting and background for each. (Remember to include the culture, politics and economic geography as well as the physical landscape). See list of recommended movies in the syllabus but feel free to include reports on any other movies that you feel are appropriate. Include the correct bibliographic information (for movies this is the title, production company and date of release). For movies, be sure to watch the credits at the end to see where the movie was filmed. Do not summarize the plot of the movie, only the geographic setting and what it taught you about the geography of a particular place or region. **25 points**

4. Select 10 newspaper articles describing some current event occurring in each of the 10 regions of the world we are studying. Analyze in one substantial paragraph, the geographic significance of the article, and also include a copy of the article in your report. Put the articles and your analyses in the same order as the regions were studied, beginning with Europe and ending with SE Asia and the Pacific Islands. **20 points**

## **TOTAL POINTS = 500**

### **In addition, extra credit may be earned in the following two ways:**

1. Give an 8-10 minute oral report in class about the geography of a particular nation or region of the world, emphasizing current events. Slides, visual aids, clothing, food items, etc. are appropriate. This report must be given during the same week we study that region in class. The instructor must be notified a week ahead of time if you are planning to give a report. Or, create a poster and present it to the class on a regional geographic topic. **25 points (extra credit)**

2. Write a report outlining a 3 week dream vacation to any place outside of the United States. Describe what you would see, your itinerary, etc. 3-5 pages. 25 points..

**Semester: Fall 2009**

**Department & Number: Geography 3**

**Course Code: 91148**

**Office: Cunn 310**

**Phone: 954-5733**

**Email: [rl Lyons@deltacollege.edu](mailto:rl Lyons@deltacollege.edu)**

**Instructor: Dr. Robin R. Lyons**

**Title: California Geography**

**Class: MWF 10:00-10:50 in Cunn 218**

**Office Hours: MWF 11:00-12:30, T,Th 12:30-1:00**

**Catalogue Description:** This course is designed to introduce the student to California's unique physical, cultural and economic environments. The emphasis is on the interactions of landforms, climate, natural vegetation, soils and resources with people. The diversity of geographic regions will be analyzed together with human modifications of the landscape. Also, California's changing demographics will be examined in light of cultural and ethnic distributions and influences.(UC, CSU,CAN Geog ).

**Texts: California: The Geography of Diversity, 2<sup>nd</sup> Edition, Crane Miller and Richard Hyslop, Mountain View, CA, Mayfield Publishing Co., 2000.**

**California State Map, Rand McNally**

**A course syllabus is also required and available at the bookstore.**

**Purpose of the Course:**

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

1. Identify on maps the locations of California's major geographic features.
2. Explain how earthquakes and landforms in California are related to plate tectonics.
3. Articulate the relationships among patterns of weather, climate, soils, flora and fauna in California.
4. Demonstrate an understanding of California's history and contemporary cultural geography including patterns of ethnicity, migration, demography and political activity.
5. Explain how California's economy is shaped by spatial patterns of agriculture, mining, energy production, manufacturing and tourism.
6. Connect the growth of urban and suburban places with the location of transportation systems, including highways, railroads and airports.
7. Synthesize all of the above goals to achieve a greater understanding of California's regional geography.

**Student Learning Outcomes:** Upon successful completion of this course, the student will be able to:



1. Identify the correct locations on outline maps of California of counties, cities, highways, dams, canals, native Indian tribes, contemporary and historical ethnic group distributions, rivers, mountains, climates and patterns of agricultural activities.
2. Demonstrate comprehension of concepts related to principles of California's Physical Geography, including California's Landforms, Climate, Natural Vegetation, Soils, Fauna, and water resources.
3. Analyze chronologically the impact of culture change on the landscape beginning with Native American culture and progressing through the eras of Spanish, Mexican and America administrations
4. Show how spatial patterns of culture and ethnicity in California, results from changes in demography and population structure, as well as migration streams and economic and political decisions.
5. Explain the reasons for California's current spatial patterns of: agricultural activities, canals and water transfers, mining operations, energy production, manufacturing, and tourism activities.
6. Show on maps and in words the correct locations of transportation links (railroads, highways, airports) and major towns and cities in California.

**Last day to withdraw to receive a W: See class schedule.  
receive a W. The instructor will not automatically drop students.**

**Note: Students must withdraw to**

## **Course Content and Topical Outline**

### **Unit I Introduction**

**Assigned Readings:** Chapter 1, Syllabus: 1-25

**Topics:** The evolution of the shape and boundaries of California. Mental Maps. California's variety of physical and cultural landscapes.

**Quiz # 1:** counties. Date: 8/26 (Wed.)

### **Unit II Physical Geography**

**Assigned Readings:** Chapters 2,3,4, and 7. Syllabus pages 26-100.

**Topics:** Plate Tectonics, Earthquakes, Landforms.

**Quiz # 2:** rivers. Date: 9/4 (Fri.)

Topic approval from instructor for term paper and presentation: 9/9

**Quiz # 3:** mountains. Date: 9/14 (Mon.)

**Topics:** Weather and Climate, Natural Vegetation, Soils, Fauna.

**Quiz # 4:** Climates. Date: 9/21 (Mon.)

**Midterm exam # 1.** Date: 9/28 (Mon.)

### **Unit III Historical Geography**

**Assigned Readings:** Chapter 8 ; Syllabus 101-123

**Topics:** Native Americans, Early Explorers, Spanish Administration, the Mexican Period, Early American Influences including the Bear Flag Revolution, the Gold Rush, and the Era of Railroad Building.

Term Paper and Presentation Outline and Bibliography due: 10/5 (Mon.)

No class on Friday, Oct. 9. Work on research paper.

**Quiz # 5:** Location of Indian Tribes. Date: 10/12 (Mon.)

### **Unit IV Cultural Geography**

**Assigned Readings:** Chapter 9; Syllabus 124-140

**Topics:** Culture, Demography, Migration, Ethnic Distribution, Political Behavior.

**Quiz # 6:** Ethnic Groups. Date: 11/2 (Mon.)

**Midterm Exam # 2** Date: 11/9 (Mon.)

Beginning of Student Presentations: 11/16

### **Unit V Economic Geography**

**Assigned Readings:** Chapters 5, 6, and 10; Syllabus: 141-155 (Agriculture) and 156-209 (Hydrology).

**Topics:** Agriculture, Mining, Water, Energy, Manufacturing, Tourism.

**Quiz # 7:** Agricultural Patterns. Date: 11/23 (Mon.)

**Quiz # 8:** Dams and Canals. Date: 11/30 (Mon.)

### **Unit VI Transportation and Urban Geography**

**Assigned Readings:** Chapter 11; Syllabus 210-253

**Topics:** Transportation, Railroads, Highways, Cities.

**Quiz # 9:** Highways and Mountain Passes. Date: 12/2 (Wed.)

**Quiz # 10:** Cities. Date: 12/9 (Wed.)

Final Written paper due 12/11

### **Unit VII Regional Geography**

**Assigned Readings:** Chapter 12; Syllabus 254-312

**Topics:** Detailed case studies of specific regions, cities or communities.

**Final Exam (comprehensive).** Date: See final exam schedule

#### **Obligation of the Student:**

Students are responsible for both the content of the textbook and the material covered in class. Attendance in class is very important, as much of the material covered in class may not be in the textbook. Students are encouraged to participate in class and be part of the discussion. Proper etiquette is expected at all times. This behavior includes respect for fellow students and instructor, attentiveness in class, and turning off cells phones and other devices before class begins. Students sometimes need to be reminded that cheating and plagiarism are serious offenses. Responsibilities for college and university students are much more demanding

that for high school students. The average student planning to earn an average grade of C should expect to put in about 3 hours outside of class for every hour in class. That means a total of 12 hours per week for a three credit class. Time management thus becomes an important issue. To be successful in college, (or anything else for that matter), sacrifices of time are essential.

**Methods of Evaluation and Grading:** There will be 10 map quizzes during the semester. Each quiz will be worth 25 points. The two lowest scores, or two quizzes missed, will be dropped. Thus  $25 \times 8 = 200$  points may be earned on the map quizzes. There will be two midterm exams worth 50 points each. The final exam will be worth 100 points and will be comprehensive. An additional 100 points will be based on a written paper and oral presentation given during the semester. The paper, including a bibliography, will be worth 50 points; an earlier proposal and outline of the paper will be assessed 25 points; and a summary of the paper presented as a 10-15 minute oral report to the class will be graded out of 25 points.

Letter grades will be issued according to the following formula:

A = 90% or 450 points

B = 80% or 400 points

C = 70% or 350 points

D = 60% or 300 points

F = less than 60% or less than 300 points.

The following activities may be completed for extra credit: (No extra credit will be allowed if paper and presentation is not completed).

1. Attend the Annual Geography Challenge in November. (Sat. morning date to be announced). Write up a one page review of the event and submit no later than one week after the event. 25 points.
2. Complete a map showing the distribution of any single ethnic group within the state of California. Data used for the map should be on the back of the map or on a separate page. Also show source of data. Map must be at least 8 1/2 by 11. Due 10/2 25 points
3. Book report, at least one page in length. The book should be a novel or travel guide about California or some location within California. Or, view all 6 sections of the made for TV series: Into the West. Due 11/13. 25 points
4. Report on a self guided field trip you took alone or with other students or with your family. Suggested destinations are along part of Highway 49 visiting Gold Rush communities, or in the Delta Region of the San Joaquin and Sacramento Rivers. Include photographs and a sketch map of the route you traveled and the communities you visited. Must be submitted by 12/4. 25 points.

