Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date: 09/17/07</th>
</tr>
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<tbody>
<tr>
<td>Natural Sciences &amp; Mathematics</td>
<td>Geography</td>
<td></td>
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<tr>
<td>Department Chair: Tom Krabacher</td>
<td>Submitted by: Robin Datel</td>
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<tr>
<th>Type of Course Proposal:</th>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
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<tbody>
<tr>
<td>New ___ Change <em>X</em> Deletion ___</td>
<td>Yes ___ No <em>X</em></td>
<td>Yes ___ No <em>X</em></td>
<td></td>
<td>Fall ___ Spring <em>X</em> , 2008</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
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<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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<tr>
<td>GEOG 190</td>
</tr>
<tr>
<td>Title:</td>
</tr>
<tr>
<td>Seminar in Geographic Thought</td>
</tr>
<tr>
<td>Units: 3</td>
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<th>Change to:</th>
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<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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<tr>
<td>GEOG 190</td>
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<tr>
<td>Title:</td>
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<tr>
<td>Senior Research Seminar in Geography</td>
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<tr>
<td>Units: 3</td>
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**JUSTIFICATION:** Traditionally we have taught our capstone course, Geography 190, as a seminar surveying the history of geographical ideas and methods from ancient times to the present. In response to increased societal and institutional demands for graduates with research skills, we propose to change the focus of this course to student research projects. Each semester, the projects will have a regional and/or topical focus. Material on contemporary geographic ideas and methods will be retained, while some of the historical material will be shifted to Geography 102, Ideas and Skills in Geography.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

Writing-intensive capstone course requiring students to complete independent research projects displaying their mastery of geography’s content and methods. Projects undertaken in a given semester share a common thematic and/or regional focus. Students use bibliographic, field, spatial analytic, graphic, and verbal skills. Context for projects is provided by a review of the recent history of the discipline. Lecture/Discussion 3 hours. **Prerequisites:** GEOG 001, 002, 003, 102; senior standing; passing score on the WPE. 3 units.

**Note:**

Prerequisites: GEOG 001, 002, 003, 102; senior standing; passing score on the WPE.
Enforced at Registration: Yes _X_ No

Corequisite:
Enforced at Registration: Yes _X_ No

CAN (California Articulation Number):

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<th>Graded:</th>
<th>Instructor Approval Required?</th>
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<tr>
<td>Letter <em>X</em> Credit/No Credit</td>
<td>Yes ___ No <em>X</em></td>
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**Course Classification** (e.g., lecture, lab, seminar, discussion):

C5

**Title for CMS (not more than 30 characters)**
Senior Research Seminar

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<th>Cross Listed?</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course?</th>
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<tbody>
<tr>
<td>Yes <em>X</em> No <em>X</em></td>
<td>If yes, do they meet together and fulfill the same requirement, and what is the other course?</td>
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<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
<th>Yes <em>X</em> No</th>
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<th>Can the course be taken for Credit more than once during the same term?</th>
<th>Yes <em>X</em> No</th>
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FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaf/example.htm

Students will be able to
• conceptualize and carry out a research project displaying their geographic knowledge and skills
• do a literature search relating to their research questions and summarize their findings
• design a process to gather relevant data and implement it
• collate and display their data in tabular and graphic forms, including maps
• analyze and evaluate the significance of their results
• suggest future research on their topic
• prepare an abstract, bibliography, and citations using The Professional Geographer formats
• demonstrate familiarity with selected contemporary methods and issues in geography

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

• exam(s) on material relating to methods and issues in contemporary geography
• weekly written and oral presentation by each student of his/her progress
• oral presentation of completed project
• completed research paper
• project diary checked periodically
• reflective evaluation by each student of his/her learning

For whom is this course being developed?

Majors in the Dept X  Majors of other Depts ___  Minors in the Dept ___  General Education ___  Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X  No ___

If yes, identify program(s): BA in Geography

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___  No X ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). __________________________________________

The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:  

Department Chair:  

College Dean or Associate Dean:  

CPSP (for school personnel courses ONLY)  

Associate Vice President  

and Dean for Academic Programs  

Date

9/19/07

9/20/07

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07
Syllabus
CSUS Geography 190
Senior Research Seminar in Geography
Spring 2007
W 5:30-8:00 (Amador 250) [Section 2] and F 10:00-12:30 (Amador 362) [Section 1]

Instructor: Robin Datel
My office: Amador Hall 553A
Office Hours: TR 1:30-2:30, W 12:45-1:45, F 9:00-10:00, & by appt.
E-mail: datel@csus.edu (please put “Geog 190” in the subject line)
Phone: (my office) 278-5320, (Geog. Dept.) 278-6109, (home): (530) 753-5959

Course description: Students in this writing-intensive capstone course undertake original research projects that display their mastery of geographical ideas, methods, and content. For each offering of the course, the projects share a common thematic and/or regional focus. Bibliographic, field, spatial analytic, graphic and verbal skills are practiced. Context for projects is provided by a review of the recent history of the discipline.

Student learning goals:
• To develop the ability to plan, execute, and present a research project worthy of being included in a Department of Geography-produced book on the Sacramento region.
• To become familiar with post-World War II ideas and methods in geography.

Schedule of topics and assignments:
Week 1 (1/31 or 2/2)
Introduction to the course and book project, including review of possible student research topics related to Sacramento’s geography. Review of local sources of information (libraries, archives, public agencies, experts, etc.). Format of completed projects.

Week 2 (2/7 or 2/9)
a. Quick overview of major post-World War II geographical methodologies.
b. In a 5-minute update, each student will present and discuss a 1-page statement on his/her chosen topic (covering key research questions, possible methods, and sources of information).

Week 3 (2/14 or 2/16)
a. Geography as the study of regions.
b. In a 5-minute update, each student will present and discuss a 1-page report on 3 sources of local information consulted.

Week 4 (2/21 or 2/23)
a. Geography as spatial science.
b. In a 5-minute update, each student will present and discuss a 1-page summary of two scholarly articles relating to her/his project.

Week 5 (2/28 or 3/2)
a. Behavioral and humanistic approaches.
b. In a 5-minute update, each student will present 2 data tables (at least one compiled by the student), and 1 page of text interpreting them.

**Week 6 (3/7 or 3/9)**

a. Marxist, feminist, and critical approaches.
b. In a 5-minute update, each student will present 2 maps (at least one compiled by the student), and 1 page of text discussing them.

**Week 7 (3/14 or 3/16)**

a. Contemporary trends in physical geography.
b. In a 5-minute report on field work, each student will share at least 3 photos and 1 page of text.

**Week 8 (3/21 or 3/23)**

a. Midterm exam (open note).
b. Informal updates from each student.

**Week 9 (4/4 or 4/6)**

In a 10-minute presentation, each student will discuss a detailed outline and 10-item bibliography.

**Week 10 (4/11 or 4/13)**

In a 10-minute presentation, each student will read and discuss four pages of text, which must include an introduction to the project and a discussion of research methods.

**Week 11 (4/18 or 4/20)**

No class; opportunity to attend AAG meeting in SF.

**Week 12 (4/25 or 4/27)**

In a 10-minute presentation, each student will read and discuss four more pages of text, which must include results and conclusions, plus drafts of tables and figures. Bring 3 copies of your text, tables, and figures (from both weeks 10 and 12).

**Week 13 (5/2 or 5/4)**

a. In a 5-minute presentation, each student will present 1 page on an interview he/she had with a source.
b. Meetings with two peers who have reviewed the work you presented in weeks 10 and 12 and have written a 1/2-page critique.

**Week 14 (5/9 or 5/11)**

No class meetings during this week; required consultation with Professor Datel via e-mail or in person.

**Week 15 (5/16 or 5/18)**

Final 10-minute presentations.

**Final Exam Day (W, 5/23)**

10-page paper due (10 pages of text plus required tables, figures, and bibliography); project diary and reflection piece due.

**Required Work:**

Midterm exam

| 50 |

Seven 1-page statements presented in class @10 points each

| 70 |

One detailed project outline presented in class

| 25 |

Two 4-page sections of your paper presented in class @25 points each

| 50 |

Comments on the work of two other students

| 20 |

Oral presentation of completed work

| 30 |

Completed research paper

| 100 |
Project diary (checked four times)  
Reflective piece (comments on the class and on your learning)  
TOTAL  

20  
20  
385

**Keep your project diary digitally. Make entries weekly, headed by the date.** Describe exactly what you did (e.g. what electronic databases and journals you searched, what procedures you followed in gathering data, where you went, to whom you spoke, etc.). Indicate moments of insight and moments of frustration. I'll ask you to send these notes to me via e-mail a few times during the semester and to print out a complete copy and submit it at the end. Remember that you should be spending at least 5 hours outside of class on your project every week; writing in your diary should only take a few minutes.

**Your completed research paper must include as a minimum:** 10 pages of text, 2 data tables, 2 maps, 2 photographs, and a bibliography. At least one of your tables, one of your maps, and one of your photographs must be your original work. The bibliography must include at least 12 relevant items, with a minimum of four scholarly articles and one interview. These requirements are subject to some negotiation, but you must discuss your proposed alternative with the instructor no later than half way through the semester.

**Lateness Policy:**
Because of the importance of class participation and of continuous progress on your project, you will receive no more than half credit for work not presented and turned in during the class in which it is due. Exceptions will be made only for documented emergencies.

**Academic Honesty**
Familiarize yourself with the campus's academic honesty policy and abide by it. It is on line at [http://www.csus.edu/admbus/umanual/UMA00150.htm](http://www.csus.edu/admbus/umanual/UMA00150.htm). If I believe that there has been a violation of this policy, I am required to report it to Student Affairs. If you are unsure about plagiarism, there is a student tutorial at [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353).