Modesto Junior College
Course Outline of Record

GEOG 104

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

GEOG 104 California Geography 3 Units
Formerly listed as: GEOG - 104: Ca Geography
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 with a minimum grade of C or better.

Introduction to California's unique geography; examining political, economic, cultural, physical, and historical processes and characteristics.

Field trips might be required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU, UC) General Education: (MJC-GE: B ) (CSU-GE: D5 ) (IGETC: 4E )

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   A. Geographical Methodology
      1. Core-periphery relationship
      2. Site and Situation
      3. Distance Decay and spatial analysis
      4. Sequent occupancy, cultural layering
      5. Man-land relationships
      6. Areal functional zonation
   B. California Regions
      1. The San Francisco Bay Area
      2. Coastal Communities
      3. The Central Valley
      4. The Southern Coast
      5. The Southern Desert
      6. Sierras
      7. North Coast Ranges
      8. Northeast California
   C. California’s Physical Environment
      1. Climates
      2. Water Resources
      3. Soils
      4. Biomes
      5. Tectonics
      6. Degradation process
   D. California’s Historical Development
      1. Immigration
      2. Resources
      3. Religious patterns, ethnic clusters
      4. War
      5. The role of education
   E. California’s Economic Development
      1. Population dynamics
      2. Agricultural development
      3. Economic activities
      4. Industrialization
5. Urbanization  
6. High-tech growth  
7. Peripheral Communities  
F. Politics within California  
1. Government structure  
2. Redistricting  
3. Interest groups  
4. Infrastructural development and planning  
5. Historical debates and current issues  
G. California’s Cultural Diversity  
1. Ethnic patterns  
2. Cultural layering  
3. Historical imprints on the landscape  
4. Mobility  
5. Discrimination and barriers to participation  

B. **ENROLLMENT RESTRICTIONS**  

1. **Advisories**  

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 with a minimum grade of C or better.

C. **HOURS AND UNITS**

| 3 Units |
|---|---|---|
| INST METHOD | TERM HOURS | UNITS |
| Lect | 54 | 3.00 |
| Lab | 0 | 0 |
| Disc | 0 | 0 |

D. **METHODS OF INSTRUCTION (TYPICAL)**  

Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, group activities, reading, writing, mapping activities, observational exercises and online projects  
2. Maps, slides, videos, films, and websites related to course materials  
3. Observational and writing assignments emphasizing descriptive, analytical and evaluative skills demonstrating use of geographical forms of presentation  
4. Role-situation simulations including teaching and personal experience extension to incorporate objectivity and culturally diverse perceptions

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  

Time spent on coursework in addition to hours of instruction (lecture hours)

- weekly reading assignments  
- weekly mapping and writing assignments  
- weekly internet search activities  
- preparation for in-class essays and mapping assignments  

2. **EVIDENCE OF CRITICAL THINKING**
Assignments require the appropriate level of critical thinking

- Describe and demonstrate the tectonic processes currently active in California. How do these processes affect economic, cultural, and political activities? Be sure to use maps and specific examples to validate your ideas.

- Describe the rainshadow effect as it determines local water budgets in California. Be sure to identify precipitation patterns, river systems, aquifers, and arid regions created by the rainshadow. How did natural vegetation adapt to water availability? How have humans adapted to these patterns? How have Californians attempted to modify these resources?

- Identify two cultural landscapes in California which reflect ethnic clusters. Use a camera to capture images of buildings, signs, dress, language, diet, and economic activities found in each cluster. Are there signs of discrimination or acculturation in these clusters? Are there signs of assimilation of these cultural groups in the host society?

- What is the California Dream? Describe historical and current paths of immigration to California. What are the push-pull factors affecting these migrations? How have perceptions of California changed since first settlement? Do all immigrants realize this dream?

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

- describe the physical, cultural, economic, and historical processes which contribute to California's unique geography.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

Upon satisfactory completion of this course, the student will be able to:

a. Describe the geographical uniqueness of California; locally, nationally, and globally.

b. Identify and describe the major geographic regions within California.

c. Define and locate California’s dominant economic activities.

d. Assess the economic role played by the state of California in national and global contexts.

e. Describe the rich cultural landscape of California, identifying contributions of diverse cultural groups, and assessing discrimination caused by economic, locational, political and cultural structures.

f. Describe push-pull factors stimulating migration to California, assessing the affect of waves of immigration to California.

g. Analyze and assess urban processes stimulating settlement and growth in California.

h. Describe the historical and current agricultural practices utilized in California.

i. Identify and locate the resource base for California’s economy; water, energy, minerals, soils, and labor supplies.
j. Assess the dominant transport and communication infrastructure within California.

k. Identify current conflict within California, and propose alternatives to these problems.

l. Describe geologic and atmospheric processes which shape California landscapes.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Essays, multiple choice, matching

2. Term paper, student presentation

3. Map assignments

4. Landscape and photo analysis

B. SUMMATIVE ASSESSMENT

1. Essays, multiple choice, matching

2. Term paper, student presentations

3. Map assignments

4. Landscape and photo analysis