

GEOG R104: GEOGRAPHY OF CALIFORNIA

Originator

jdanza

College

Oxnard College

Discipline (CB01A)

GEOG - Geography

Course Number (CB01B)

R104

Course Title (CB02)

Geography of California

Banner/Short Title

Geography of California

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course examines the physical and cultural environments of California's diverse landscapes, including landforms, climate, natural vegetation, natural resources, economic activities and historical settlement in the Golden State. Human settlement patterns in California and the interaction of pre-European California and the post European migration to the State will also be discussed in the course. C-ID: GEOG 140.

Taxonomy of Programs (TOP) Code (CB03)

2206.00 - Geography

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Local city walking tour. Wetlands and beach walk.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Units and Hours**Carnegie Unit Override**

No

In-Class**Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Minimum Contact/In-Class Laboratory Hours**

0

Maximum Contact/In-Class Laboratory Hours

0

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

READ R095 or ESL R095 and ENGL R097 or ENGL R100 or eligibility for ENGL R101

Entrance Skills

Entrance Skills

Ability to read a college level text and write essays and documented papers.

Prerequisite Course Objectives

ENGL R097-Write short essays of at least five paragraphs with effective introductory paragraphs; well-organized, coherent, and detailed support of thesis; and effective conclusions

ENGL R097-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage

ENGL R097-Analyze essay exam questions and organize and write effective responses

ENGL R097-Demonstrate familiarity with the principles of research and documentation

ENGL R097-Write a short paper incorporating documentation

ENGL R100-Use pre-writing techniques in thought/information gathering.

ENGL R100-Develop a thesis.

ENGL R100-Employ logical organizational strategies in writing essays.

ENGL R100-Write short (500-word) essays with effective introductory paragraphs; well-organized, coherent, and detailed support of thesis; and effective conclusions.

ENGL R100-Revise content and rewrite for fluent expression.

ENGL R100-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage.

ENGL R100-Analyze essay exam questions and organize and write effective responses.

ENGL R100-Successfully use principles of research and documentation systems.

ENGL R100-Read college-level materials and recognize the main idea.

ENGL R100-Summarize and paraphrase.

ENGL R100-Distinguish fact from opinion.

Requisite Justification

Requisite Type

Advisory

Requisite

READ R095

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Advisory

Requisite

ESL R095

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Advisory

Requisite

ENGL R097

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Advisory

Requisite

ENGL R100

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Locate California provinces and their major physical and cultural features on map |
| 2 | Identify physical features (mountain ranges, peaks, rivers, bays, valleys, faults, climate regions or vegetation systems) correctly by utilizing a map of California |
| 3 | Describe the special attributes of selected cities in California |
| 4 | Describe human settlement patterns in California |
| 5 | Describe interaction of pre-European California and the several phases of post European migration to the State |

Course Objectives

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

- | | |
|---|--|
| 1 | Identify on a map and describe the major geomorphic regions within California, based on its diverse landforms, climate, soils, water resources and natural vegetation. |
| 2 | Analyze the historical settlement of California and the evolution of demographic patterns within the state. |
| 3 | Describe the push-pull factors stimulating migration to California, assessing the effect of immigration to the state. |
| 4 | Discuss how the location and development of agriculture and industries have diversified California's economic base. |
| 5 | Identify the location of the dominant transport and communication infrastructure within California. |
| 6 | Explain the emergence of the cityscape; how the philosophy and implementation of land use policies will affect the growth of California cities. |
| 7 | Utilize a geographic framework to list the key issues currently facing California. |
| 8 | Explain the environmental hazards that affect the California landscape, such as the atmospheric rivers that have created megafloods in California history. |
| 9 | Discuss Californians' response to global climate change and its environmental challenges on the state's water resources. |

Course Content

Lecture/Course Content

1. Introduction to California
 - a. Concept of region in geographical studies
 - b. Site and situation qualities of California
 - c. Status of California's place in the global context
 - d. California by region based on geomorphology, climate and vegetation
2. The Physical Diversity of California
 - a. Review of California's eleven landform provinces
 - b. Geologic evolution of California's physical landscape
 - c. Geologic processes that shape the natural environment: volcanism, plate tectonics and denudation processes
3. How Do Humans Relate to Their Natural Environment?
 - a. California's environmental hazards
 - b. Living in "Earthquake Country"
 - c. Relentless droughts
4. Climate and Weather
 - a. Characteristics of a "Mediterranean" climate in the Golden State
 - b. Climate controls for California: latitude, ocean current, water/land relationship, altitude, air masses, global pressure and wind belts and cloud cover
 - c. Temperature and precipitation distribution for California
 - d. El Niño effect on California's weather
 - e. Air quality issues: smog
 - f. Impact of global warming on California's climates
 - g. Atmospheric rivers and historical evidence of megafloods in California
 - h. Californians response to climate change, surviving droughts
5. California's Rich Biogeography: Distribution of Plants and Animals
 - a. Environmental controls that affect the distribution of California's plant communities: climate, soils, slope and biotic elements
 - b. Geographical distribution and description of California's major biomes
 - c. Vertical zonation of natural vegetation in the Sierra Nevada
 - d. Chaparral plant communities of Southern California
 - e. Impact of "prescribed burn" on Southern California's natural vegetation
6. Sequent Occupancy of the Golden State
 - a. Settlement of California: from Native Americans, Spanish, Mexican, Anglo to recent settlement in the state
 - b. Demographic profile and 2010 Census indicators
 - c. Geographical distribution of population in California
 - d. California's ethnic and cultural diversity is reflected in historical migration patterns to the state
 - e. The push-pull factors of migration to the Golden State
 - f. The new immigrants: where are they, who are they and how have they contributed to changing the California landscape?

- g. Preserving past cultures and landscapes
- h. Traditions, popular cultures and the future mosaic of California society
- 7. Agribusiness and the California Economy
 - a. Major agricultural regions in the state
 - b. What determines the best land suitable for agriculture: topography, soils, climate?
 - c. What makes California's agriculture so special?
- 8. Historical Development of Water Resources for a "Thirsty State"
 - a. California's water budget and its sources
 - b. Development of state's early water rights
 - c. Evolution of California's water projects
 - d. Alternative water resources
 - e. Water conservation
- 9. Energy Resources: California's Potential for Economic Expansion
 - a. Major sources of California energy: fossil fuels, hydropower, nuclear, geothermal, green energy (solar, wind, biomass, ethanol)
 - b. Major consumers of energy in state
- 10. Cityscapes in California: the Growing Megalopolis
 - a. Components of urban landscape: form and function
 - b. Land use constraints that affect urban development
 - c. Concept of "New Urbanism": "Smart Growth" policies
 - d. Problems with uncontrolled urban growth
 - e. "Green Architecture"
 - f. Comparison of San Diego, Los Angeles lowland, and San Francisco Bay area
 - g. Examples of mass transit systems in California cities
- 11. California's Growing Economy
 - a. California's "4 Pillars of Industry"
 - b. State economic sectors/division of labor
 - c. Location of California's industrial heartland
 - d. State's major technopoles: centers of high tech manufacturing, research and development and information generation
 - e. Factors affecting the geography of manufacturing in the Golden State
 - f. NAFTA provisions and California trade
 - g. Global trade and California's Pacific Rim trade partners
- 12. Land Use
 - a. Development and Community Planning
 - b. Policies and Growth
 - c. Transportation
 - d. Communication
- 13. Key Issues and Planning for Tomorrow

Laboratory or Activity Content

None.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Oral presentations
 Problem-Solving Assignments
 Quizzes
 Role playing
 Reports/papers
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Practica
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

1. In-class problem solving, such as how to calculate and construct climographs for selected climate stations in California and summarize the climate controls that contribute to each climate type.
2. Class lecture and discussion of the geologic processes that shape the natural environment: volcanism, plate tectonics and denudation of the physical landscape.
3. In-class viewing of PowerPoint resources to recognize California's environmental hazards and their impact on the state's residents.
4. In-class discussion and question-and-answer about the incorporation of "Green Architecture" into California's cityscape, its benefits in reducing carbon emissions in the environment.
5. Instructor-led panel discussion on "Energy Alternatives for California" where students select an energy resource alternative to fossil fuel production; present data and reasons why this resource would secure California's present and future economic development.
6. Educational video clips shown in class to complement topics for discussion, such as preserving past cultures, popular cultures and the future mosaic of California society.
7. Invite the local city planner of Oxnard to discuss with the students the development of a city's "general plan" and current local issues with city planning.

Representative Course Assignments

Writing Assignments

1. Students will write a critical essay based on identifying two cultural landscapes in California which reflect ethnic clusters. Students will use a camera to capture images of buildings, signs, dress, language and food preferences in each selected cluster. The essay should cover a description of images photographed and comment on possible visual signs of assimilation of these cultural groups in mainstream society.
2. Assignment requires completion of 6 climographs on selected cities in California that reflect a description of climate types and controls for the California region.
3. A take home essay assignment in partial fulfillment for the final exam asks the students to compare the site and situation features that distinguish the Los Angeles cityscape from that of San Francisco, which city has the advantages for growth and development.

Critical Thinking Assignments

1. Participate in an interactive discussion the relationship of resources, people, and history and the success in California.
2. Analyze California's geography and its role in its development as a leading state.
3. Debate how California's cultural diversity is beneficial while leading to conflict and injustice at times.
4. Analyze the geographic and historic factors to consider the future of California.
5. Compare and contrast the Latino and American influences on the culture of California.

Reading Assignments

1. Students will be assigned reading of selected articles on California topics using such journals/periodicals as: California Geology Magazine, California Geographer, California Department of Water Resources, and California Historical Courier.

2. Students will review maps of California that show the physical features such as mountains and river systems in preparation for a map quiz.

Other assignments (if applicable)

1. Students will review Internet sources such as U.S. Census 2010 for demographic changes in California, or SCAG (Southern California Area Governments) for economic profile of Southern California, and California Energy for the state's fuel resources.

Outside Assignments

Representative Outside Assignments

1. Reading
 - a. Read selected articles on California-related topics using respected news sources and feeds.
 - b. Read excerpts from early California readings to demonstrate the cultural history.
 - c. Review journal articles and scholarly research findings on the impact of climate change on the state of California.
 - d. Review the latest weather phenomena and climate conditions and relate it to water supply and agriculture.
2. Writing
 - a. Write a detailed account of current events and how geography plays a role in the events.
 - b. Analyze, compare and contrast video accounts of life in other nations.
 - c. Discuss and evaluate other student's comments on relevant topics related to current events, regional situational factors, and of the geographic attributes.
 - d. Summarize weather conditions and factors that cause its variations in the State's regions.
 - e. Critical essay assignment based on the theme of immigration in California to include description of the push/pull factors of migration, what led to an individual's or group's decision to select California as the final destination.
3. Other
 - a. Students review respected Internet sources that deal with current issues of concern, such as renewable energy, immigration, and racial justice.

Articulation

C-ID Descriptor Number

GEOG 140

Status

Approved

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionSelby, William A (2018). *Rediscovering the Golden State: California Geography* (4th). New York, John Wiley & Sons Inc.**Resource Type**

Other Instructional Materials

Description

1. Wall maps.

Resource Type

Other Instructional Materials

Description

5. Overhead projections.

Resource Type

Other Instructional Materials

Description

4. PowerPoint presentations.

Resource Type

Other Instructional Materials

Description

3. Videotape and DVD presentations.

Resource Type

Other Instructional Materials

Description

2. Digital slide presentations.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Live video and chat, which is recorded, lead by instructor to discuss course topics and how it would apply to California. Students discuss issues in virtual break-out rooms.
Asynchronous Dialog (e.g., discussion board)	Discussion board posts after viewing a video summarizing thoughts on how the physical environment and geographic principles impact California. Students will interactively compare, contrast, and comment.

Other DE (e.g., recorded lectures)

Viewing of PowerPoint, videos and Google Earth to analyze California's regions, geographic situation, and development. Students will post analysis and comments, and reply to other students.

Hybrid (51%–99% online) Modality:

Method of Instruction

Document typical activities or assignments for each method of instruction

Synchronous Dialog (e.g., online chat)

Live video and chat, which is recorded, lead by instructor to discuss course topics and how it would apply to California. Students discuss issues in virtual break-out rooms.

Asynchronous Dialog (e.g., discussion board)

Discussion board posts after viewing a video summarizing thoughts on how the physical environment and geographic principles impact California. Students will interactively compare, contrast, and comment.

Other DE (e.g., recorded lectures)

Viewing of PowerPoint, videos and Google Earth to analyze California's regions, geographic situation, and development. Students will post analysis and comments, and reply to other students.

100% online Modality:

Method of Instruction

Document typical activities or assignments for each method of instruction

Synchronous Dialog (e.g., online chat)

Live video and chat, which is recorded, lead by instructor to discuss course topics and how it would apply to California. Students discuss issues in virtual break-out rooms.

Asynchronous Dialog (e.g., discussion board)

Discussion board posts after viewing a video summarizing thoughts on how the physical environment and geographic principles impact California. Students will interactively compare, contrast, and comment.

Other DE (e.g., recorded lectures)

Viewing of PowerPoint, videos and Google Earth to analyze California's regions, geographic situation, and development. Students will post analysis and comments, and reply to other students.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

GEOGRAPHY

Review and Approval Dates

Department Chair

09/02/2020

Dean

09/02/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000280076

DOE/accreditation approval date

MM/DD/YYYY