

San Jose State University
Department of Geography
GEOG 123-01 Geography for K-12 Teachers
Fall 2013

Instructor: Wendy Thowdis
Office Location: SH 337
Telephone: (315) 345-6359
Email: wthowdis@gmail.com
Office Hours: Tuesday 7:00-8:00 pm or by appointment
Class Day/Time: Tuesdays 4:00-7:00 pm
Classroom: Sweeney Hall Rm 411

Course Description

Why do we study geography? Phil Gersmehl, in *Teaching Geography*, states that the answer is,

“To find out why
something we know ‘for sure,’
here,
is wrong,
over there,
and why
something that works for someone else,
where they are,
won’t necessarily work for us,
here.”

As a discipline, geography provides us with the tools for finding, understanding, and solving problems on the local, national, and global levels. This course will overlay and integrate three areas of information that will address the challenge potential teachers will face to look at their social science curriculum through a geographic lens. It will provide a methodology for spatial exploration and awareness of patterns, along with the spatial thinking skills identified by geographers that are needed to frame a better understanding of our world. It will connect these skills to the historical content outlined in the *History/Social Science Framework for California Public Schools* which must be addressed by K-12 teachers. And finally, it will offer the pedagogy necessary to integrate these geographic skills with the required historical content.

Course Objectives

For an understanding of Geography, a student who successfully completes GEOG 123 should:

- realize that there’s more to geography than knowing where something is on a map; on a broader scale, it is also the knowledge of the people and the environment in a location
- appreciate the value of looking at and understanding the world from a spatial perspective

- understand the basic themes, standards and spatial thinking skills that govern the study of geography
- locate, assess the reliability of, and interpret geographic and historical data and information using a variety of print and online sources
- identify patterns of population distribution, growth and decline and connect these patterns to different stages of our nation’s development
- characterize and analyze changing interconnections among places
- understand how culture and experience influences human perception of regions
- understand how environments affect the way people live and how human actions modify the environment;
- apply geography to interpret the past and present as well as plan for the future.

For the potential teacher, a student who successfully completes GEOG 123 should:

- acquire teaching skills necessary to create lesson plans that integrate geographic knowledge with history
- be familiar with the *CA Common Core State Standards* and the *History/Social Science Framework Standards* and able to create lessons that address the appropriate standards.

Required Text/Readings

Gersmehl, Phil. *Teaching Geography*, Second Edition. New York: The Guilford Press, 2008.

Miller, James, and John M. Thompson. *National Geographic Almanac of American History*. Washington, D.C.: National Geographic, 2006.

California’s Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. California Common Core State Standards Initiative. June 2010.
http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf

History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve. California State Board of Education, October 1998.
<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

Course Requirements and Evaluation

	<u>Points</u>	<u>Due</u>
Reflection #1	5 pts	Sept 3rd
Reflection #2	5 pts	Sept 17th
Lesson Plan Part A	15 pts	Oct 1st
Lesson Plan Part B	15 pts	Oct 29th
Short Exam #1	10 pts	Oct 15th
Short Exam #2	10 pts	Dec 3rd
Field-Based Research Project		
Progress Report	5 pts	Nov 19th
Peer Evaluation Feedback Form	5 pts	Dec 11th
Final Research Project Report & Oral Presentation	20 pts	Dec 11th
Active Informed Class Participation	10 pts	---
	<hr/> 100 pts	

Assignments

Reflections: Reflections are your written responses to my prompts. They will usually be written after reading the text or an article provided based upon the content/topic of the lesson. Reflection papers are to be 1 page, double-spaced, 12 pt font with 1 inch margins.

Lesson Plans: As part of this course, you will build a lesson plan for either a 5th, 8th or 11th grade social studies class, using the template provided. Part A will include connections to CCSS, Historical Framework Standards, and the Geographic Strands and will focus on an Essential Question, supported by at least 2 primary source documents. Part B will include Instructional Strategies and Formative/Summative Assessments aligned with a rubric.

Short Exams: Short exams are intended to take about 1 hour to complete and will be written in class. They will be structured with definitions and short essay questions. Exam #1 will include the information taught and gained from the readings about the “History of African-Americans,” the “Growth & Power of the U.S,” and how best to teach Geography. Exam #2 will include the information taught and gained from the readings about the “History of Native-Americans,” “Immigration,” and additional information about integrating Geography skills and standards into History content.

Field-Based Research Project: The purpose of this assignment is to have you practice “doing” Geography. Working in groups of 3, you will select a geographic question from the topics we have discussed in class and plan and acquire data (sources, material, and evidence). After you organize this data into charts, maps, graphs, etc, you will analyze what you see and draw conclusions by interpreting evidence to answer the original geographic question. You will write a **Progress Report** along the way and then present your **Final Research Report** to the class in lieu of an in-class written final exam on our assigned day during finals week. Each student will be responsible for completing a **Peer Evaluation Feedback** form on each of the other groups presenting on the last day of class.

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	below 60

Late Policy

It is expected that all work will be turned in on time to receive the maximum grade possible, whether or not you attend class the day the assignment is due. If you are not going to be in class the day the assignment is due, you must email me your paper before 6 pm on the due date and then bring a hard copy to the next class. An assignment may be turned in one class period late for a reduced grade, depending upon the nature of the assignment. After this late date, the assignment will not be accepted for a grade.

Classroom Protocol

Students are expected to attend all classes and to arrive promptly when the class is scheduled to begin. Cell phones are to be turned off and computers used to take notes and engage in internet searches as assigned by the instructor. Since this course will be taught by both lecture and discussion, active informed class participation will be both expected and graded, based upon your performance in class.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

SJSU Writing Center (Optional)

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



scan this code.)

**Proposed Course Schedule
Fall 2013**

Scheduled readings and assignments are subject to modification with fair notice is given.

Week	Date: Tu	Topics	Assigned Readings	Due
1	Aug 27 th	-Class introductions -Course overview -What is Geography? Why study it? -Geography Themes, Standards, & Skills -Working with Common Core SS -History/Social Science Framework Standards	In class, read: -CCSS for grades 5,8, & 11 - <i>Framework: Historical & Soc. Science Analysis Tools</i> - <i>Framework: Content Standards</i> for grades 5, 8, & 11	
2	Sept 3rd	- <u>Lecture</u> : Timeline: “History of African Americans” The Slave Trade & Anti- Slavery Writings -Geographic perspective & “Blades of a Scissors” -How to select & analyze primary source documents (HOTS)	<i>Gersmehl</i> : Ch 1 & 2 pp.5-24 <i>Almanac</i> : pp. 30-31; 148-157	Reflection #1 due <i>San Jose Mercury News Op-Ed</i>
3	Sept 10 th	- <u>Lecture</u> : Remembering Jim Crow (early 20 th C) -Three strands of meaning in Geography -Introduce Lesson Plan Template -Essential Questions/Setting Learning Goals	<i>Gersmehl</i> : Ch 3 pp.27-49 <i>Almanac</i> : pp.168-171; 204-205; 212-213	
4	Sept 17 th	- <u>Lecture</u> : Desegregation: A Geographic question (1950-70’s) -Four Cornerstones of Geography -Academic language	<i>Gersmehl</i> : Ch 4 pp.56-85 <i>Almanac</i> : pp.278-281	Reflection #2 due
5	Sept 24 th	- <u>Lecture</u> : Timeline: “Growth & Power of the U.S.” Manifest Destiny & Overland Trails -Spatial Thinking -Instructional Strategies	<i>Gersmehl</i> : Ch 6 pp.97-122; <i>Almanac</i> : pp. 110-129	

6	Oct 1 st	- <u>Lecture</u> : Industrialization to Imperialism -Designing evaluation tools: Formative & Summative Assessments/Rubrics -Providing Feedback	<i>Gersmehl</i> : Teacher's Guide for Transparencies pp. 247-273 <i>Almanac</i> : pp.134-147	Lesson Plan (Part A) due
7	Oct 8 th	- <u>Lecture</u> : The origins & geopolitical consequences of the Cold War/ containment policies -Backwards Design & D.B.Q.'s	<i>Almanac</i> : pp.214-217; 266-273	
8	Oct 15 th	Take Short Exam #1 - <u>Lecture</u> : Timeline: "History of Native-Americans" Broken Treaties 1760-1800 -Spatial Thinking: applying Geographical skills	<i>Almanac</i> : pp. 92-93	Short Exam #1
9	Oct 22 nd	- <u>Lecture</u> : Indian Removal & Forced Assimilation -Spatial Thinking: applying Geographical skills -Socratic Seminar/Deliberation -Importance of Reflection	<i>Almanac</i> : pp. 138; 180-185	
10	Oct 29 th	- <u>Lecture</u> : The American Indian Movement -Formulating a Field-Based Geographic Research Question: Research Project groups	<i>Almanac</i> : pp.328-335 Article: Occupation of Alcatraz	Lesson Plan (Part B) due
11	Nov 5 th	Meet in the Library for Field-Based Research Project	Locate & bookmark information for Research Projects	
12	Nov 12 th	- <u>Lecture</u> : Timeline:"Immigration" Growth of Cities: Irish & Germans -Research Project groups: Create a research plan	<i>Almanac</i> : pp.20-21 Article: Nativism	
13	Nov19 th	- <u>Lecture</u> : Impact of Anti-Immigration Laws: Chinese Exclusion Act & Quota Laws -Comparison & Critique of lessons with Geography focus	<i>Almanac</i> : pp.200-203; 206-207; 234-235 Locate resources for Research Projects	Progress Report for Research Project due

14	Nov 26 th	- <u>Lecture</u> : Mexican Immigration (20 th C) & The Dream Act (2012) -Comparison & Critique of lessons with Geography focus	Article: Immigration reform today- What to do about illegals?	
15	Dec 3 rd	Take Short Exam #2 -Research Project group planning		Short Exam #2
Final Exam	Dec 11 th 2:45pm-5:00pm	Group Presentations of Research projects		Final Research Project Report due Peer evaluation form for Research projects completed in class