

GEOG 3380-01W: Geography of North America

Spring 2017, January 9 to May 8, 2017

Instructor

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Email and Classroom Response Times:

I will check my email and D2L messages at least once a day, not including weekends or holidays. Monday through Friday, I will respond to all emails within 24 hours. Over the weekend (starting Friday at 5 p.m.) I will respond to all emails on Monday. Please contact me when you have questions or need clarification.

The professor reserves the right to revise this syllabus at his discretion.

Course Description

This course provides a geographical survey of North America emphasizing the significant diversity found in both the physical and human geography of the region. Past, current and changing locational arrangements of people and resources are examined as they relate to economic, political, urban and cultural geographic perspectives within the framework of the forces that have created the variety of landscapes of the North American continent.

Prerequisite: GEOG 1101 or GEOG 2105

Course Objectives

By the end of this course, you should be able to:

1. Describe and identify the basic characteristics of North American regions.
2. Identify North American major physiographic and cultural features.
3. Analyze the characteristics, distribution, and cultural complexity of North American populations.

Required Readings

There are two required books for this course (weekly readings from these two books are referred to by the respective author's last name in the course weekly outline schedule):

- Hardwick, Susan W., Fred M. Shelley, and Donald G. Holtgrieve. 2013. *The Geography of North America: Environment, Culture, Economy*. 2nd edition. Boston, MA: Pearson.



(Textbook available in the KSU bookstore or you may find a new/used copy for order online).

- Woodard, Colin. 2011. *American Nations: A History of the Eleven Rival Regional Cultures of North America*. New York: Penguin Books. (You may find a new paperback available for order online for around \$12; used versions are also widely available).

Additional readings: To add further context to textbook concepts and class discussions a select set of supplemental readings *may* be made available at the discretion of the instructor. These readings may be drawn from newspapers, magazines, academic journals, book chapters, etc., and would be made available as handouts in class or online via D2L.

Technical Requirements

You will need access to a computer with an internet connection to access the D2L course site. To view some course materials, you will also need Adobe Reader to view PDF files, MS PowerPoint to view the lecture slides, MS Word or another word processor to view some course documents and to complete the research paper, and QuickTime or another program to view the optional videos from Smithsonian. To function in this online course, you will also need to be able to use basic Internet functions, email, D2L, and MS Office products.

Grading

Grade Item	Points	Percent
Discussions (4 x 25 points)	100	20%
Reading Quizzes (5 x 20 points)	100	20%
Midterm Exam	100	20%
Final Exam	100	20%
Research Paper	100	20%
Total	500	100%

Grade Conversion: A: (90-100), B: (80-89), C: (70-79), D: (60-69), F: (0-59)

Detailed grading criteria are available in D2L for how Discussions and the Research Paper will be graded.

Course Outline

Below is an outline of the content and activities in each module of the course. Dates below indicate the date the module begins. Due dates are also listed in the separate "Schedule Overview" document and in the D2L course calendar. All due dates for activities are in Eastern Standard Time.

Week	Date	Modules	Readings/Content/Activities	Assignments Due*
1	January	0: Start Here	Getting started, course introduction	January 15

	9-13	1: Introduction	<p>Hardwick Ch. 1: North America Introduction</p> <p>Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading by week 4)</p> <p>Discussion 1 (Introduce Yourself)</p>	
2	January 16-20	2. Environmental, Historical, and Political Economy of North America	<p>Hardwick Ch. 2: North America's Environmental Setting</p> <p>Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading by week 4)</p>	
3	January 23-27	2. Environmental, Historical, and Political Economy of North America	<p>Hardwick Ch. 3: Historical Settlement</p> <p>Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading by week 4)</p>	
4	January 30-February 3	2. Environmental, Historical, and Political Economy of North America	<p>Hardwick Ch. 4: Political Economy</p> <p>Woodard Part One: Origins 1590 to 1769, Chs. 1-9 (finish reading this section by this week)</p> <p>Reading Quiz 1</p> <p>Inform Dr. McDaniel of your research paper topic</p>	February 5
5	February 6-10	3. The Atlantic, Quebec, and Megalopolis	<p>Hardwick Ch. 5: The Atlantic Periphery</p> <p>Hardwick Ch. 6: Quebec</p> <p>Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading by week 8)</p>	
6	February 13-17	3. The Atlantic, Quebec, and Megalopolis	<p>Hardwick Ch. 7: Megalopolis</p> <p>Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading by week 8)</p>	February 19

			Discussion 2 Reading Quiz 2	
7	February 20-24	4. The South, Great Lakes, Midwest, and Great Plains	Hardwick Ch. 9: The Inland South Hardwick Ch. 10: The Coastal South Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading by week 8)	
8	February 27- March 3	4. The South, Great Lakes, Midwest, and Great Plains	Hardwick Ch. 8: The Great Lakes and Corn Belt Hardwick Ch. 11: The Great Plains Woodard Part Two: Unlikely Allies 1770 to 1815, Chs. 10-14 (finish reading this section by this week) March 1: Last day to withdraw without academic penalty	
9	March 6-10	5. Midterm Exam	Midterm Exam (Hardwick Ch. 1-11; Woodard Ch. 1-14)	March 12
10	March 13-17	6. The Rocky Mountains, Intermontane West, and Southwest	Hardwick Ch. 12: The Rocky Mountain Region Hardwick Ch. 13: The Intermontane West Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading by week 14)	
11	March 20-24	6. The Rocky Mountains, Intermontane West, and Southwest	Hardwick Ch. 14: MexAmerica Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading by week 14) Discussion 3 Reading Quiz 3	March 26
12	March 27-31	7. California and the Pacific Northwest	Hardwick Ch. 15: California Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21	

			(finish reading by week 14)	
13	April 3-7	SPRING BREAK Dr. McDaniel at American Association of Geographers (AAG) annual meeting, Boston, MA. www.aag.org		
14	April 10-14	7. California and the Pacific Northwest	Hardwick Ch. 16: The Pacific Northwest Woodard Part Three: Wars for the West 1816 to 1877, Chs. 15-21 (finish reading this section by this week) Reading Quiz 4	April 16
15	April 17-21	8. Hawaii and the Pacific Islands, the Far North, and The Future of North America	Hardwick Ch. 17: Hawai'i and the Pacific Islands Woodard Part Four: Culture Wars 1878 to 2010, Chs. 22-28 (finish reading by week 16)	
16	April 24-28	8. Hawaii and the Pacific Islands, the Far North, and The Future of North America	Hardwick Ch. 18: The Far North Hardwick Ch. 19: The Future of North America Woodard Part Four: Culture Wars 1878 to 2010, Chs. 22-28 and Epilogue (finish reading this section by this week) Discussion 4 Reading Quiz 5	April 30
17	May 1-8	9. Research Paper 10. Final Exam	Research Paper Final Exam (Hardwick Ch. 12-19; Woodard Ch. 15-28) May 1: Last day of classes May 8: Final exams end	May 1: Research Paper May 8: Final Exam

Course Expectations

Expectations/Class Participation

For this online class, you should be diligent about reading the required textbook as discussions, quizzes, and the exams are based on content directly from the readings.

Reading Quizzes

There will be five reading quizzes throughout the course each worth 20 points for a total of 100 points. Quizzes are multiple choice, directly based on material from the two required books for this course, and completed on D2L. D2L will grade the quizzes automatically so you will be able to see your grade immediately upon completing the quiz. See schedule overview for quiz due dates and related course modules.

Midterm Exam and Final Exam

Each exam will consist of 50 multiple choice questions worth 2 points each for a total of 100 points. The Midterm Exam covers Chapters 1-11 from the Hardwick textbook and Chapters 1-14 from Woodard's *American Nations* book. The Final Exam will be non-cumulative, covering Chapters 12-19 from the Hardwick textbook and Chapters 15-28 from Woodard's *American Nations* book. Exams are directly based on material from the textbook and completed on D2L. D2L will grade the exams automatically so you will be able to see your grade immediately upon completing the exam.

Discussions

There will be four online discussion forums throughout the course. Each is worth 25 points for a total of 100 points. You must respond in detail (at least one paragraph) to the discussion topic prompt/question and respond in one paragraph each to at least 3 other classmates' responses to create a dialogue around the topics that the entire class is participating in. See schedule overview for discussion due dates and related course modules.

Grading Rubric for Each Discussion Assignment

	Exemplary	Midpoint	Unsatisfactory
Content	10 points Post contains unique and novel ideas. Shows you have thought critically about the material and addresses all questions in the prompt.	5 points Post is substantial but does not show much critical thinking about the topic. Mainly summarizes the main point or restates what has already been said by others.	0 points Post has little substance, off topic, does not contribute to the discussion.
Reference and	5 points	2.5 points	0 points

Support	The post has clearly and explicitly referenced material to the readings and personal experiences to reinforce the opinion/statements.	Some material or personal experiences are referenced.	There is no clear support for the statements.
Length of Post	5 points Post is 350 words or more.	2.5 points Post is 201 to 349 words.	0 points Post is less than 200 words.
Meaningful Responses to Three Other Students' Posts	5 points Three responses are each 50 words or more and show strong evidence of thought.	2.5 points Responses are 25 to 49 words OR don't show strong evidence of thought OR less than three responses.	0 points No response posts.

Research Paper

Regional geography is very broad and encompasses many subjects spanning the various subfields of geography (physical/environmental, human, historical, cultural, economic, political, etc.). The following list includes examples of topics pulled from your Hardwick *Geography of North America* textbook. *You may choose a topic from the list below or choose your own topic.* There are three criteria:

1. It must be unique and of strong interest to you.
2. It must be approved by the instructor.
3. The spatial aspect must be used (i.e. incorporate one or more of the Five Themes: Location, Place, Human-Environmental Interaction, Movement, & Region).

Environmental Geography

- The Collapse of the Great Stone Face (p. 93)
- Climate Change in Northern Quebec (p. 112)
- Geography and Conservation in Megalopolis (p. 132)
- Jumping Asian Carp and Other Great Lakes Threats (p. 154)
- Mountaintop Removal Mining (p. 179)
- Restoring the Gulf Coast (p. 192)
- Is Kansas Flatter than a Pancake? (p. 209)
- Saving the Wolves! (p. 233)
- The Great Missoula Flood (p. 248)
- Conservation in Conflict: Threats to the Desert Tortoise (p. 268)

- The Northridge Earthquake (p. 286)
- Forestry Management in the Pacific Northwest (p. 316)
- Adaptive Radiation in Hawaii (p. 328)
- Impacts of Global Climate Change in the Far North (p. 344)
- Saving the Arctic National Wildlife Refuge? (p. 351)

Cultural Geography

- The Acadians – A Founding People of Canada (p. 96)
- Hockey and Ethnic Identity in Quebec (p. 119)
- Homelessness in Washington, DC (p. 146)
- The Geography of Rap Music in Detroit (p. 166)
- Country Music (p. 183)
- Galveston: Ellis Island of the Coastal South (p. 194)
- Nicodemus, Kansas (p. 214)
- Chief Joseph Speaks Out (p. 235)
- Russian Doukhobors in British Columbia's Intermontane (p. 254)
- Building Fences and Dividing Communities (p. 277)
- An Early Look at Steinbeck's Salinas Valley (p. 292)
- Slavic Settlement in the Pacific Northwest (p. 310)
- Eddie Would Go - Surfing (p. 335)
- Survival of Inuit Culture in Canada's Newest Territory (p. 346)

Economic Geography

- Northern Maine Becomes North America's Biathlon Center (p. 104)
- Quebecois Separatism (p. 121)
- The Revitalization of Atlantic City (p. 144)
- EPCOT: A Mythical View of World Cultures? (p. 199)
- Oil Deposits on the US-Canadian Border (p. 218)
- The Story of Butte, Montana (p. 237)
- Where is the Water? (p. 257)
- Spring Break, Texas Style (p. 275)
- Chinatown: Residential place, Tourist Space (p. 297)
- The Geography of Microbrews in the Pacific Northwest (p. 312)
- Should Hawaii Legalize Casino Gambling? (p. 333)

Political Economy

- Surviving Globalization and the Postindustrial Transition in the Rust Belt (p. 163)
- Riding with the Legend - NASCAR (p. 181)

Research Paper References and Sources Format

Citations: Use APA style. With the exception of general knowledge, cite the source of all material that is not your own. Here are some basic examples:

In Central Boston, new highways constructed in the 1950s severed old neighborhoods, an example being the North End (Conzen, 1990).

Remember that direct quotes must have a page number:

The US and Canada enjoy a long-standing political boundary, but political issues sometimes “create occasional friction” between the two countries (White, Diamond, Chacko, Scheidt, & Bradshaw 2012 p. 355).

List of Sources: Be consistent. Remember that each citation must be in the bibliography and that each source must be cited at least once. Here are some basic examples:

Books

Hart, J. (1998). *The rural landscape*. Baltimore, MD: Johns Hopkins University Press.

Journal and magazine articles

Weightman, B. (1996). Sacred landscapes and the phenomenon of light. *The Geographical Review*. 86(1): 59-71.

The Web

Elliott, A. (2013). A neighborhood’s profound divide. *The New York Times*. December 11, 2013. Retrieved from <http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=3>

Web sources must include the author and/or organization, the title of the article, the issue of the publication (if applicable), and the site address. You will not receive credit for simply giving the site address.

Grading Rubric for the Research Paper

	Exemplary	Midpoint	Unsatisfactory
Geography Content Explains “The Why of Where”	30 points Paper has a strong spatial focus addressing one or more of the 5 themes of geography.	15 points Paper has somewhat of a geographic focus, could be stronger.	0 points Paper lacks spatial content.
In-Text Citations	15 points All sources listed in the reference list are cited in the text of	7.5 points Some citations are in the text, but not all sources in the	0 points No citations from the reference list. PAPER WILL BE GRADED “D” OR

	the paper	bibliography are cited	LOWER.
Reference List	15 points 10+ sources, alphabetized, follows APA format, at least 2 peer-reviewed journals	7.5 points 5-9 sources, needs formatting attention, may or may not have scholarly sources	0 points 1-4 sources, bibliography not alphabetized, poorly formatted
Maps & Images	10 points Paper has 1+ map and 1+ image, both referred to in the text.	5 points Paper has only one map or image, may or not be referred to in text.	0 points No maps, no images.
Proof-reading	10 points 0-9 spelling and/or grammar mistakes.	5 points 10-19 spelling and/or grammar mistakes	0 points 20+ spelling and/or grammar mistakes.
Length of paper	10 points Paper has 6 or more pages of text.	5 points Paper has 4-5 pages of text.	0 points Paper has 0-3 pages of text.
Subheadings (these add focus)	10 points 3-5 subheadings	5 points 1 – 2 subheadings	0 points No subheadings

You will submit your paper via dropbox on D2L. A plagiarism detection device will be used.

Communication Rules

In any classroom setting there are communication rules in place that encourage students to respect others and their opinions. In an online environment the do's and don'ts of online communication are referred to as **Netiquette**. As a student in this course you should:

- Be sensitive and reflective to what others are saying.
- **Avoid typing in ALL CAPITALS** because it is difficult to read and is considered the electronic version of SHOUTING.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional, humor is difficult to convey in an online environment.

- Always **assume good intent** and **respond accordingly**. If you are unsure of or annoyed by a message, wait 24 hours before responding.

Late Assignments

All assignments will be due by 11:59 PM on the date indicated on the class schedule document. Late assignments will be accepted with a 10 percent reduction in the item's grade for each day that the item is late (i.e., if the item is 2 days late then the grade will be reduced by 20 percent).

Student Responsibility

Distance learning requires more individual discipline than traditional classes, and requires that you have at least some control over your time and schedule. It is not easier or less time than face-to-face courses. During each week, students are expected to:

- Check D2L course website regularly;
- Follow the weekly study guide;
- Study the assigned material, such as; virtual lectures, textbook chapters, PPT slides, etc.;
- Complete and submit assigned quizzes or homework on time.

Tips for Effective Online Learning

For an online class, students can really enjoy the benefits of learning at your own pace and in whatever environment that you choose. Below are some tips for effective online learning:

- **Check the D2L course website regularly.** Always be aware of the current status of the course. It might be helpful to subscribe to the RSS feeds within the News Tool, sign up for text message alerts, or subscribe to your posts within the Discussion Tool. By taking advantage of the tools within the environment and the posted learning material, you can maintain an enhanced learning experience.
- **Work closely with your instructor.** If you have any questions, please contact me immediately. The best way to contact me is via email, and you will be guaranteed to have a reply within 12 hours.
- **Begin your work early.** If you can start a task early, don't start late. Assuming you spend the same amount of time completing the task, starting later will be much more stressful than starting early. Never wait until the last minute to begin an assignment! You'll have no turnaround time if you need help or something happens.

What is Plagiarism?

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as one's own. If you are unaware or uncertain on how to properly cite a particular source, please do not neglect to add the citation—that is considered plagiarism.

If you have questions on how to cite your work, please contact me immediately! For more information, please refer to the "Plagiarism Policy" under the *Policies* section of this syllabus.

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Help Resources

Please review the following university academic support services, student services, and resources, which can help you succeed in this course.

Contacts to get Help

Student Help Desk studenthelpdesk@kennesaw.edu or call 470.578.3555

D2L FAQ's [click here](#)

D2L Student User's Guide [click here](#)

Additional Resources

One-Stop-Shop for KSU Policies and Procedures:

<http://distanced.hss.kennesaw.edu/elearning/onestopshop.html>

KSU Bookstore: <http://bookstore.kennesaw.edu/home.aspx>

KSU Library Services

The KSU Library System assists all students, faculty and staff with their research, including using library databases to find articles, accessing books and other materials in our catalog, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, one-on-one research appointments, and 24x7 via library chat. For more information on library locations, hours, how to access library services, and remote access to library resources, please visit <http://library.kennesaw.edu/>.

KSU Writing Center

The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit <http://writingcenter.kennesaw.edu/> or stop by English Building, Room 242 (Kennesaw campus) or Building A, Room 184 (Marietta campus).

KSU Education Abroad, Division of Global Affairs

Kennesaw State University offers more than two-dozen faculty-led study abroad programs in 30+ countries, as well as many foreign exchange and international internship opportunities. Regardless of what field of study or country you are passionate about, there is an education abroad program for you! The information and resources on this site will help guide you through the entire education abroad experience: <http://dga.kennesaw.edu/educationabroad/>

University Policies

Academic Honesty

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Plagiarism Policy

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. For more information, please see: **Why is cheating/plagiarism wrong and what will happen if I'm accused of academic misconduct?:** <http://scai.kennesaw.edu/students/general-info/cheating.php>

Disability Statement

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Kennesaw State University does not deny admission or subject to discrimination in admission any qualified disabled student.

A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Office for Student Disability Services and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required.

Special services are based on

- medical and/or psychological certification of disability,
- eligibility for services by outside agencies, and
- ability to complete tasks required in courses.

ADA Position Statement

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, national origin or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

The following individuals have been designated by the President of the University to provide assistance and ensure compliance with the ADA. Should you require assistance or have further questions about the ADA, please contact:

- ADA Compliance Officer for Students
470-578-6443
- ADA Compliance Officer for Facilities
470-578-6224
- ADA Compliance Officer for Employees
470-578-6030

For more information, go to: http://www.kennesaw.edu/stu_dev/dsss.

Non-Discrimination Statement

Kennesaw State University (KSU) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, gender expression, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the KSU Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for members of the KSU community. <http://diversity.kennesaw.edu/>